English Knowledge Organiser for Reception



<u>Term: Summer 1</u>

 i, n, m, d, ss, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, j, v, y book), oo (as in moon), ar, or) Read and understand simple sentences by reading Continue to segment the sounds in simple words an Recognise the following words on sight: were, put, some, push, pull (and not forget about the previous me, be, his, no, so, has, do, her, my, by, ask, our, se Write recognisable letters Spell words by identifying sounds in them and repre Can write a simple rhyming string (e.g. sit, fit, bit, hit Writes simple phrases and sentences that can be rebeginning to remember full stops*) Examples Encourage children to predict possible endings to st Encourage children to develop narratives in their pla <i>all, most, some, each, every.</i> Provide opportunities for children to participate in m children can take models that they have made to sh they were made. Describe objects, people or things that you can see colour is it? What does it remind you of? What personal play games like word letter bingo to develop childre. 	on-fiction, rhymes, poems and using role play er names e.g. 'Aay' for A, 'Bee' for B) er (and not forget about the previous sounds of: s, a, t, p w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (as in words consistent with their phonic knowledge nd blend them together – only segmenting if needed all, there, like, here, where, today, when, what, come, words of: the, I, he, she, is, to, go, of, as, we, are, into, ays, they, said, was, were. esenting them with a letter or letters t)* ead by others (with finger spaces between words and tories and events. ounds, e.g. in nonsense rhymes.
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 colour is it? What does it remind you of? What personal play games like word letter bingo to develop childre Model to children how simple words can be segment Help children to identify the main events in a story and sto	neaningful speaking and listening activities. For example now children in another group or class and explain how
 Model to children how simple words can be segment Help children to identify the main events in a story a 	in and around your home. How does it feel? What sonality do they have? Do they make any sounds?
Help children to identify the main events in a story a	n's phoneme-grapheme correspondence.
	nted into sounds and blended together to make words.
play.	and to enact stories, as the basis for further imaginative
• Plan fun activities and games that help children crea Maddie, daddy, baddie, laddie.	ate rhyming strings of real and imaginary words e.g.
Help children to:	
- identify patterns, e.g. what generally happens to 'g	
- draw conclusions: 'The sky has gone dark. It must	t be going to rain'
- explain effect: 'It sank because it was too heavy'	
- predict: 'It might not grow in there if it is too dark'	
- speculate: 'What if the bridge falls down?'	
For more information please see information on	the school website or vour child's class teacher
1 syllable 2 syllables	



