



English Knowledge Organiser for Reception

Term: Summer 2

Key vocabulary:

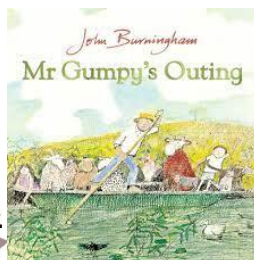
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| <ul style="list-style-type: none">• Syllables, sounds, beats in words• Digraph and trigraph• Describing words (adjectives) | <ul style="list-style-type: none">• Finger spaces, capital letters, full stops• Information• Red words |
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Curriculum Objectives

- Can point to the text in a book which says the answer to their question (e.g. Question - What was hidden in the box? Child points to the word cat.)
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Confidently recognise all of the following phonemes when they are in words: s, a, t, p, i, n, m, d, ss, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (as in book), oo (as in moon), ar, or, er, ur, ow, oi, ear, air, ure
- Recognise the following words on sight: off, then, this, too, look, for, them, will, all, back (and not forget about the previous words of: a, is, it, at, and, to, the, l, no, go, in, into, an, as, he, she, on, get, can, had, be, me, we, they, not, got, but, him, mum, dad, of, if, up, big, his, see, you, my, her, was)

Examples

- Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.
- Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.
- Provide some simple texts which children can decode to give them confidence and to practise their developing skills.
- Play games like word letter bingo to develop children's phoneme-grapheme correspondence.
- Model to children how simple words can be segmented into sounds and blended together to make words.
- Support and scaffold individual children's reading as opportunities arise.
- Provide word banks and writing resources for both indoor and outdoor play.
- Provide a range of opportunities to write for different purposes about things that interest children.



For more information please see your child's class teacher or the school website.