



Literacy Knowledge Organiser

Reception – Spring 1

2025-2026



Learn to love, love to learn.

Our learning intention: To learn how a story is structured and sequenced. We will discuss titles, authors, setting and characters. We will apply our understanding of the story to writing activities.

What I am reading	What I will learn:	Key Vocabulary		Making a difference at home																										
 	<ul style="list-style-type: none"> To use sentence stems and begin to articulate in full sentences when responding to a question. To develop discussion skills by working with a talk partner or small group during carpet activities. To hear initial sounds in words To segment and blend c-v-c words for writing To write short sentences and captions To become aware of sentence structure To apply and spell red words in writing 	<p>Poster</p> <p>Rhyme</p> <p>Caption</p> <p>Phrase</p> <p>Red Words</p> <p>Initial sounds</p> <p>c-v-c words</p>	<p>Usually large sheet with writing or pictures on it that is displayed as a notice, advertisement, or for decoration</p> <p>Words that sound similar to each other when you say or hear them.</p> <p>A comment or title that goes with a picture.</p> <p>A group of words that adds meaning to a sentence</p> <p>Words that cannot be sounded out or segmented (eg: the, he, we)</p> <p>To hear the first sound in a given word. E.g. The first sound in the word 'cat' is 'c' (cuh). The first sound in the word snake is 's' (ssssssss).</p> <p>A word that has the build consonant-vowel-consonant.</p>	<ul style="list-style-type: none"> Share stories with your child and develop a love of reading; talk about the text, the characters and setting. Support your children to look at the pictures and form discussion about what you can see Make story predictions and discuss what might happen next 'If I were the main character, I would'... 'I don't think that was a good idea in the story because'... 'I really like when (character's name) did' Draw pictures to support main themes in the story 																										
We use Read Write Inc. to support children's reading and writing development	<p>My sound</p>	<p>What we monitor during writing</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fist Grip (palmer)</td> <td>Digital Pronate Grasp</td> <td>Static Tripod Grasp</td> <td>Dynamic Tripod Grasp</td> </tr> </table>					Fist Grip (palmer)	Digital Pronate Grasp	Static Tripod Grasp	Dynamic Tripod Grasp	<p>The writing marks we expect to see at this stage</p> <table border="1"> <thead> <tr> <th>Pictures</th> <th>Random Scribbling</th> <th>Scribble writing</th> <th>Symbols that represent letters</th> <th>Random letters</th> <th>Letter Strings</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Picture tells a story to convey message</td> <td>Starting point at any point of paper</td> <td>Progression is from left to right</td> <td>Mock letters or symbols</td> <td colspan="2">Letter strings move from L to R and move down the page</td> </tr> </tbody> </table>	Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings							Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page		
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