



# Literacy Knowledge Organiser

## Reception – Autumn 1

### 2024-2025



*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:

- To make story predictions
- To talk about how a character is feeling and why they feel that way
- To join in with repeated refrains
- To be able to re-tell a story using actions (using a story map to support)
- To ascribe meaning to marks
- To hear initial sounds in words
- To segment and blend c-v-c words for writing
- To explore real life artefacts and walk around the school grounds to improve my writing (first hand experiences).

#### Key Vocabulary

Story Predictions	To think about what might happen next in the story, or how a story might end, based on what they have read so far.
Rhyme	Words that sound similar to each other when you say or hear them.
Caption	A comment or title that goes with a picture.
Phrase	A group of words that adds meaning to a sentence
Story map	A story re-told using pictures and symbols – pictures drawn on paper with a simple flow to support actions and story retelling
Initial sounds	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' (sssssss).
c-v-c words	A word that has the build consonant-vowel-consonant.

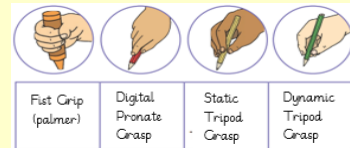
#### Communication and Language

- Ask questions to find out more and to check they understand what has been said to them.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Listen carefully to rhymes and songs, paying attention to how they sound.

We use Read Write Inc. to support children's reading and writing development



#### What we monitor during writing



#### The writing marks we expect to see at this stage

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