



Nursery Literacy Knowledge Organiser (Summer 1)

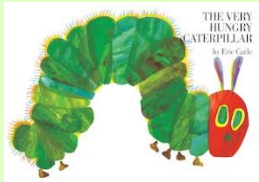
Learn to love, love to learn.

What I am reading

What I will learn:

Key Vocabulary

Making a difference at home



- To join in with repeated refrains
- To be able to re-tell a story using actions using a book, characters or story map to support
- To hear initial sounds in words e.g. to know that coat begins with 'c' and snake begins with 'ssss'
- To orally segment e.g. to know that h-o-p is hop and c-a-t is cat.
- To continue to learn our phonics sounds: g, o, c, k, u, b, e, f and how to form them correctly
- To build my name independently
- To write some letters from my name/write all of my name
- To communicate using simple sentences including at least 4-6 words
- To use new story language in my play

Fred talk

sounding out a word, saying each of the sounds before blending e.g. 'c-oa-t, coat' (Fred frog can only talk in sounds)

Rhyme

Words that sound similar to each other when you say or hear them.

Phoneme

A single sound. There are 44 sounds in the English language even though there are only 26 letters.

Grapheme

A grapheme is the written version of a phoneme. We use catchy rhymes to show children how to form their letters

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

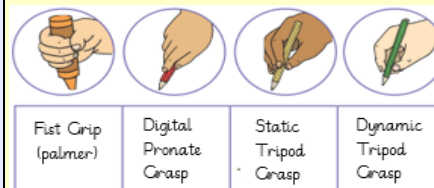
To hear the first sound in a given word. E.g. The first sound in the word 'cat' is 'c' (cuh). The first sound in the word snake is 's' (sssssss).

- Share stories with your child and develop a love of reading; talk about the text, the characters and setting.
- Read stories suggested on our 'Reading and Rhyme Spine'
- 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
- Draw pictures (circles should begin at the top and go in an anti-clockwise direction, lines should begin at the top and be drawn downwards.
- Use child's name card to build, trace and write child's name.

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

- Attempting to write their whole name with some support
- Adding simple features to their drawings e.g. eyes, hair, wheels etc.
- 'Scribbles' but can talk about their drawings and give meaning e.g. 'this is my cat'
- Writing phonics letters e.g. 'a', 'p', 'n'
- If ready, children may begin writing CVC words-this is not expected, but if ready, children should be supported with this

•