



EYFS - Spring 1 - Literacy Knowledge Organiser

What I will learn...

- To know, use and understand subject specific vocabulary e.g. polar, arctic, habitat, climate as well as teaching them a range of names of animals.
- To use sentence stems and begin to articulate in full sentences when responding to a question.
- Children will listen to and learn a range of stories from a range of cultures and traditions. It will provide them with an insight of the different cultures around the world. Including using 'Handa's Surprise' as a Talk 4 Writing focus.
- Children will learn how to develop their discussion skills by working with a talk partner or small group during carpet activities. Children will be provided the opportunity to articulate their thoughts and ideas in sequence.

Making a difference at home

- Talk about the text, the characters and setting.
- Support your children to look at the pictures and form discussion about what you can see.

Key Vocabulary

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
Sentence	A set of words which makes up a complete thought.
Speech bubble	Contains words that represent a character's speech
Thought cloud	A characters thoughts in their
Instructions	An outline of how something is to be done
Fact file	A short report of all the most important information on one subject
Punctuation	The name for marks used in writing text



Making a difference at The Merton

During this unit the children will explore a number of different books to base their learning on. We will develop the children's love of reading and promote reading for pleasure both at school and at home. They will start with 'The snail and the whale' to start our journey around the world. They will also look at 'Commotion in the Ocean', 'Handa's surprise' and 'Rumble in the Jungle'. During these the children will be encouraged to join in with the repeated refrains and explore the story language used in the stories and poems. The children will also explore information texts about both the Arctic and the Antarctic. The children will be read to at least once per day plus they will continue to access the stories linked to the phase 3 sounds that they will be learning this term. The children will use the language from the books we look at when writing. The children will be given the opportunity to write in a more structured formal way with adults to support their writing skills. This will include modelling by the adults. They will also have access to less structured activities where they can consolidate their skills.

