



EYFS - Spring 1 - Literacy Knowledge Organiser

What I will learn...

To know the phase 3 sounds, graphemes and tricky words for this phase.

To know how to write a simple caption or sentences about a picture.

To know how to write a message in a bottle.

To know how to write a fact file.

To know how to write a caption that describes a fruit.

To know how to write labels for items in a suitcase.

Making a difference at home

Bake a cake and write a recipe card to give to someone.

Help someone by writing their shopping list for them.

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 head.
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

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.

