



EYFS - Spring 1 - Literacy Knowledge Organiser

What I already know...

How to read from left to right.
To use phonic knowledge to write labels, lists, captions and simple sentences.

What I will learn...

To know the set 2 sounds, graphemes and red words.

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

To label a picture.

To write facts about jungle animals.

To write about similarities and differences between ourselves and the Inuit community.

To write instructions for a fruit salad.

Key Vocabulary

Rhyme	Words that sound similar to each
Caption	A comment or title that goes with a
Phrase	A group of words that adds mean-
Sentence	A set of words which makes up a
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
Differences	Something that is different.
Similarities	Something that is the same.
Fact file	A short report of all the most im-
Punctuation	The name for marks used in writing



Making a difference at The Merton and beyond

During **Literacy** we 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 'Here we are' to start our journey around the world. They will also look at, 'Handa's surprise', where they will experiment with the text by changing the fruits. They will also write a set of instructions for their family on how to create a fruit salad. For 'Rumble in the Jungle' they will also learn and write facts about jungle animals. 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. 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.

