














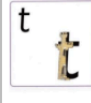
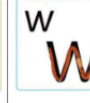

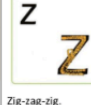


EYFS Autumn 1 English Knowledge Organiser

| Key texts | | |
|-------------------------|--|--|
| What makes me me? |  | A funny and thought-provoking look at what makes us us, from Ben Faulks (known as Mr Bloom from CBeebies) and David Tazzyman (bestselling illustrator of You Can't Take an Elephant on the Bus). This book is a celebration of being who we are. |
| Shhh! |  | An interactive retelling of a classic fairy tale with flaps and peepholes that will keep children hooked! From the bestselling, award-winning author Sally Grindley, this is the perfect book for reading aloud and sharing together. |
| Little Red Riding hood |  | A perfect introduction to the classic story Little Red Riding Hood. Find out why grandmother has such big teeth! It contains amusing pictures and lots of funny rhythm and rhyme. |
| The 3 Billy Goats Gruff |  | This vibrantly illustrated story is sure to become a favourite in every home - a perfect introduction to fairy tales. |
| Each Peach, Pear Plum |  | Each Peach Pear Plum is a timeless picture book classic. Each beautifully illustrated page encourages children to interact with the picture to find the next fairy tale and nursery rhyme character. |
| Cinderella |  | Poor Cinderella is made to cook and clean for her stepisters. Her wicked stepmother won't even let her go to the Royal Ball. But then, in a flurry of sparkles, her Fairy Godmother arrives and everything changes. |

| Key Vocabulary | |
|------------------|---|
| Word | Definition |
| fairy tale | a fairy tale is a story that features wondrous characters such as elves, goblins, wizards, and even fairies |
| fiction | this is a something that is untrue or made-up |
| character | a character is a person, animal, being, creature, or thing in a story |
| setting | the place where the main part of the story takes place |
| traditional tale | a story that has been passed down in history |

We will be practising how to write letters. Use these rhymes to help you form them correctly.

| | | | | | |
|--|---|---|--|---|---|
|  Around the apple and down the leaf. |  Down the laces to the heel and around the toe. |  Curl around the caterpillar. |  Around the dinosaurs bottom, up his tall neck & down to his toes. |  Lift off the top and scoop out the egg. |  Down the stem and draw the leaves. |
|  Around the girls face, down her hair and give her a curl. |  Down the head, to his hooves and over his back. |  Down the body and dot for the head. |  Down his body, curl, dot for his head. |  Down the kangaroo's body tail and leg. |  Down the long leg. |
|  Down Maisie, mountain, mountain. |  Down Nobby and over his net. |  All around the orange. |  Down the pirates plait and around his face. |  Round her head, up past her earring, down her hair, and flick. |  Down the robots back and curl over his arm. |
|  Slither down the snake. |  Down the tower, across the tower. |  Down and under, up to the top and draw the puddle. |  Down a wing, up a wing. |  Down, up, down, up. |  Down the arm and leg, repeat the other side. |
|  Down a horn, up a horn and under head. |  Zig-zag-zig. | | | | |

To help develop your child's love of reading, please share a range of books regularly with your child. Talk about the book and the characters. Use some of these **Sentence Starters** to ask them questions about the book:

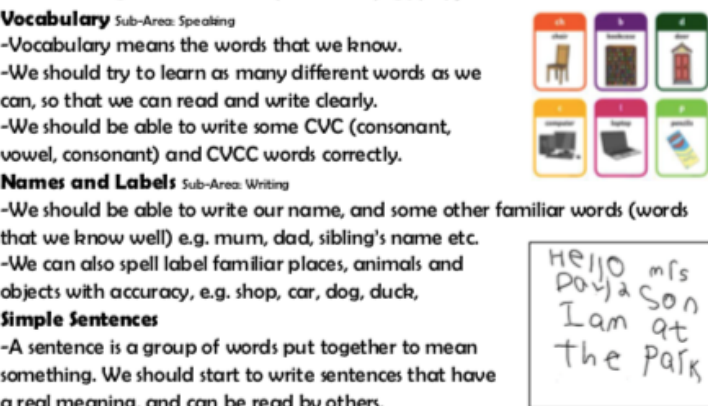
Who did...?
What happened...?
When did happen? How didhappen?
How can we....
I think.....will happen next First.....after....then..

Handwriting
-Writing should be able to be read by others. Know that there are small letters: a c e i m n o r s u v w x and z. Some letters are taller (ascenders): b d h l and t. Some letters go below the line (descenders): g j p q y.

Vocabulary Sub-Area: Speaking
-Vocabulary means the words that we know.
-We should try to learn as many different words as we can, so that we can read and write clearly.
-We should be able to write some CVC (consonant, vowel, consonant) and CVCC words correctly.

Names and Labels Sub-Area: Writing
-We should be able to write our name, and some other familiar words (words that we know well) e.g. mum, dad, sibling's name etc.
-We can also spell label familiar places, animals and objects with accuracy, e.g. shop, car, dog, duck.

Simple Sentences
-A sentence is a group of words put together to mean something. We should start to write sentences that have a real meaning, and can be read by others.



Communication and Language


Vocabulary Sub-Area: Speaking
-Vocabulary means the words that we know.
-We should try to learn as many different words as we can, so that we can read and write clearly. When you are reading, try to remember new and unfamiliar words to build your vocabulary.
-e.g. Vocabulary meaning 'big:' large, huge, great, enormous.

Questions Sub-Area: Understanding
-**Questions** are used to ask something. They try to find out information & end with question marks. e.g. What is your name? or Where is the shop?
-Questions that begin with 'how' and 'why' (open questions) are great for finding out information in more detail. e.g. 'How did the dinosaurs die out?' or 'Why is the sky blue?'






Rhyme and Jokes
-Rhyme is when words have the same ending sounds, e.g. bat, cat, mat.
-Jokes are things that are funny. Jokes are used to make us laugh!

Key Vocabulary

- Reading
- Books
- Letters
- Sounds
- Words
- Sentences
- Vowels
- Consonants
- Phonics



Physical Development – Pencil Grip Stages

| | | |
|---|---|---|
|  | Fisted Grasp: 1-2 years old | -Pencil held in palm. All fingers and thumb used. -Movement is from the shoulder -Large scribbles are made on the page. |
|  | Digital Pronate Grasp 2-3 years old | -All fingers hold pencil. Wrist is turned down. -Movement is from the elbow. -Horizontal, vertical and circular lines are now added. |
|  | Four Finger Grasp 3-4 years old | -Pencil held between the end of four fingers and thumb. -Movement is from the wrist. -Zigzag/crossed lines and simple shapes can be drawn. |
|  | Static Tripod Grasp 4-6 years old | -Pencil held between the index, middle fingers & thumb. -Fourth finger sometimes involved. -Movement is normally still from the wrist. -Shapes such as triangles and squares can be drawn. |
|  | Dynamic Tripod Grasp 6-7 years old | -Pencil stable between index, middle fingers & thumb. -Movement is from the fingertips. -This allows for more flexibility and accuracy. |