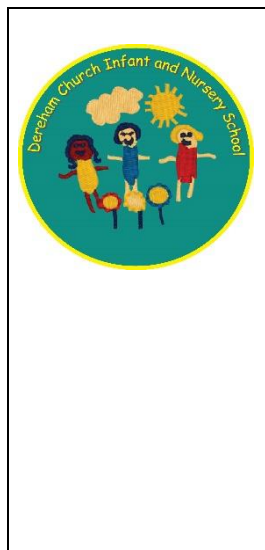


Dereham Church Infant and Nursery School - Literacy Autumn 1

	<p>Year group: Reception</p>	<p>Area/topic: Literacy POR text: Hello friend by Rebecca Cobb</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • Listens to, join in and discuss stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Looks at books independently. • Read individual letters by saying the sounds for them. • Gives meaning to marks as they draw and paint. • Ascribes meaning to marks that they see in different places. • Writes own name. • Write some letters accurately. 	

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will share their ideas about stories. • Children will know how to handle books and be able to hold them correctly and turn the pages. • Children will know some nursery rhymes. • Children will know that print carries meaning. • Children will be able to point out print in their own environment. • Children will recognise their own name. 	<ul style="list-style-type: none"> • Children will listen to and discuss a wide range of poems, stories and non-fiction books. • Children will link what they read or hear to their own experiences • Children will participate in discussion about what is read to them, taking turns and listening to what others say • Children compose a sentence orally before writing it. • Children will sequence sentences to create short narratives.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can listen to stories and recall some of the key events.</p> <p>I can join in with repeated phrases in a story.</p> <p>I can share my ideas and feelings in response to a book.</p> <p>I can ask questions about a book and predict what might happen.</p> <p>I know how to handle a book correctly.</p> <p>I can write my own name correctly.</p> <p>I can write some letters accurately.</p> <p>I can use my phonics knowledge to write some words.</p>	<p>Tapestry observations</p> <p>Engagement in 'dough disco' 'get squiggling' and 'letter join' sessions.</p> <p>Phonics tracker assessments</p>
Key vocabulary	
<p>Character</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Letters</p> <p>Sounds</p> <p>Phonemes</p> <p>Graphemes</p> <p>Digraphs</p> <p>Trigraphs</p>	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> •Muddling lower case and capital letters. •Missing finger spaces 	<p>Hello Friend by Rebecca Cobb</p> <p>Meesha makes friends by Tom Percival</p> <p>Friends by Kim Lewis</p> <p>Harry and the dinosaurs go to school by Ian Whybrow</p> <p>Starting school by Janet and Alan Ahlberg</p>

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<i>Interviewing members of our family.</i> <i>Local area walk to identify signs and print.</i> <i>Show and tell sessions</i>	<i>Role play</i> <i>Talking to members of their family</i> <i>Show and tell</i> <i>Listening and Communication games</i> <i>Sharing books</i> <i>Singing songs together</i>

DCINS Reasonable adjustments for pupils with SEND - Literacy

<p><u>Communication and Interaction</u></p> <p>Give child's name before instruction</p> <p>Short, simple instructions</p> <p>Give children thinking time</p> <p>Pre - teach key words</p> <p>Provide visual aids</p> <p>Adult to model appropriate responses to questions</p> <p>Model task step by step</p>	<p><u>Cognition and Learning</u></p> <p>Give children thinking time</p> <p>Break down tasks into small steps</p> <p>Give opportunities for over-learning</p> <p>Word mats</p> <p>Story starters</p> <p>Talking tins</p> <p>Writing frames</p> <p>Give children thinking time</p> <p>Break down tasks into small steps</p> <p>Cut and paste word sentences</p> <p>Work checklists</p> <p>Guided writing</p>
<p><u>Social, Emotional and Mental health</u></p> <p>Seat pupil by more confident peer</p> <p>Now and next board</p> <p>Sand timers</p> <p>Movement breaks</p> <p>Break down tasks into small steps</p>	<p><u>Sensory and Physical</u></p> <p>Appropriate seating</p> <p>Wobble boards</p> <p>Enlarge text</p> <p>Variety of mark making tools available</p>

