


Dereham Church Infant and Nursery School- Literacy

	<p>Year group: 1</p>	<p>Area/topic: Literacy POR text: Wild by Emily Hughes</p>
	<p>Reading:</p> <ul style="list-style-type: none"> • Discuss the significance of title and events. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Predict what might happen on the basis of what has been read so far. • Link what they read or hear to their own experiences • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<p>Writing:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Re-reading what they have written to check that it makes sense. • Leave spaces between words. • Join words and joining clauses using 'and'. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Spell words containing each of the 40+ phonemes already taught and CEW's.

	•Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	
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Prior learning	Future learning
<p>Children will know that stories have a beginning, middle and end.</p> <p>Children will be able to recall the main events of a story and make predictions.</p> <p>Children will be able to form lower case and capital letters correctly.</p> <p>Children will be able to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Children will be able to re-read what they have written to check that it makes sense.</p>	<p>Children will discuss the sequence of events in books and how items of information are related.</p> <p>Children will discuss their favourite words and phrases from a story.</p> <p>Children will ask and answer questions about a book they have read.</p> <p>Children will start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Children will write narratives about personal experiences and those of others (real and fictional)</p> <p>Children will proofread to check for errors in spelling, grammar and punctuation</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can explain the significance of the title and events of a story.</p> <p>I can predict what might happen next in a story.</p> <p>I can recall the main events in a story.</p> <p>I know the key features of a fiction and nonfiction text.</p> <p>I can describe a character.</p> <p>I can describe a setting.</p>	<p>Role on the wall</p> <p>Letter writing</p> <p>Retelling 'Wild' from the girl's point of view.</p> <p>Nonfiction writing - animals</p>

<p>I can use finger spaces, a capital letter and full stop in my sentence. I can use 'and' to join my sentence. I can form lower case and capital letters correctly.</p>	
<p>Key vocabulary</p>	
<p>Character, setting, events, author, illustrator, title, fiction, non fiction, sentence, capital letter, full stops, punctuation, conjunction.</p>	
Common misconceptions	Books linking to this area
<p>Children might think a line of writing is a sentence. Children may muddle capital letters and lower case letters.</p>	<p>Wild by Emily Hughes Usborne beginners: Bears</p>
Memorable first hand experiences	Opportunities for communication
<p>Walk in the woods</p>	<p>Drama - Role play and Freeze frames Book talk Reading stories aloud</p>

DCINS Reasonable adjustments for pupils with SEND

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