


# Dereham Church Infant and Nursery School- Literacy

	<p>Year group: 1</p>	<p>Area/topic: Literacy POR text: Beegu by Alexis Deacon</p>
	<p>Reading:</p> <ul style="list-style-type: none"> <li>•Listen to and discuss a wide range of stories.</li> <li>•Be encouraged to link what they read or hear read to their own experiences.</li> <li>•Become very familiar with key stories, retelling them and considering their particular characteristics</li> <li>•Recognising and joining in with predictable phrases</li> <li>•Discussing word meanings, linking new meanings to those already known.</li> <li>•Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>•Discuss the significance of the title and events.</li> <li>•Making inferences on the basis of what is being said and done. <ul style="list-style-type: none"> <li>•Predict what might happen on the basis of what has been read so far.</li> </ul> </li> <li>•Explain clearly their understanding of what is read to them.</li> <li>•Read and blend words with more than one syllable containing taught GPCs.</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>•Say out loud what they are going to write about.</li> <li>•Compose a sentence orally before writing it.</li> <li>•Sequence sentences to form short narratives <ul style="list-style-type: none"> <li>•Re-read what they have written to check that it makes sense.</li> </ul> </li> <li>•Discuss what they have written with the teacher or other pupils.</li> <li>•Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>•Leave spaces between words.</li> <li>•Begin to punctuate sentences with a capital letter and full stop.</li> <li>•Use a capital letter for the personal pronoun 'I'.</li> <li>•Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>•Begin to form lower-case letters in the correct direction, starting and finishing in the right place using pre-cursive.</li> <li>•Spell at least 20 common exception words and the HRS words from phases 2 and 3.</li> <li>•Spell words with the phonemes that have been taught this term.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read the common exception words that have been taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words taught so far.</li> </ul>
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Prior learning	Future learning
<p>Children will be able to recall the main events of a story and make predictions.</p> <p>Children will know that information can be retrieved from a book.</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 participate in discussion about books and poems that are read to them, taking turns and listening to what others say.</p> <p>Children will be able to ask and answer questions about what they have read.</p> <p>Children will learn about the features and structures of non fiction texts.</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 retell the main events of a story.</p>	<p>Role on the wall</p> <p>Character description</p>

<p>I can take part in a book discussion and say what I like and dislike.</p> <p>I can explain how a character is feeling using information from the text and illustrations.</p> <p>I know the key features of an instruction text and can use some of these in my writing.</p> <p>I know the key features of a letter and can use some of these in my own writing.</p> <p>I can use finger spaces, a capital letter and full stop in my sentence.</p> <p>I can use 'and' to join my sentence.</p>		Instruction writing Letter writing Non Fiction - A guide to Earth
Key vocabulary		
Character, setting, events, author, illustrator, title, fiction, non fiction, instructions, sentence, capital letter, full stops, punctuation, conjunction.		
Common misconceptions	Books linking to this area	
<p>Children might think a line of writing is a sentence.</p> <p>Children may muddle capital letters and lower case letters.</p> <p>Children may use 'and' throughout their sentence creating a long list rather than a standard sentence.</p>	<p>Beegu by Alexis Deacon</p> <p>The way back home by Oliver Jeffers</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Testing out instructions for playground games</p> <p>Library visit</p>	<p>Hot seating</p> <p>Role Play</p> <p>Freeze Frames</p>	

	<i>Book Talk</i> <i>Sharing our 'Guide to Earth' with a partner</i>
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## 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>