

Dereham Church Infant and Nursery School- Literacy



Year group: 2

Area/topic: Literacy POR text: The last wolf by Mini Grey

Reading:

- Listen to, discuss and express views about books at a level beyond that which they can read independently
- Discuss the sequence of events in books and how items of information are related
- Discuss favourite words and phrases
- Answer and ask questions related to the book.
- Predict what might happen on the basis of what has been read
- Draw inferences on the basis of what is being said and done
- Participate in discussion about what is read, taking turns and listening to others
- Explain and discuss their understanding of books.
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.

Writing:

- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.
- Write narratives about personal experiences and those of others (real and fictional)
- Re-read to check that their writing makes sense.
- Evaluate writing with the teacher and other pupils.
- Use sentences in different forms.
- Expand noun phrases to describe and specify.
 - Use past and present tense correctly and consistently.
 - Use simple conjunctions to link subordinate and co-ordinating clauses.
- Use full stops, capital letters, exclamation marks, question marks within a piece of writing.
- Distinguish between homophones and near homophones. Spell a few homophones correctly.
- Spell common exception words correctly.
- Spell a few words in contracted form correctly.
- Write from memory simple sentences dictated by the teacher that include taught GPCS and common exception words.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

		<ul style="list-style-type: none"> •Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
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Prior learning	Future learning
<p>Children will be able to make predictions based on what they have read.</p> <p>Children will be able to retell the main events of a story.</p> <p>Children will be able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Children will be able to read common exception words.</p> <p>Children will be able to compose a sentence orally before writing it.</p> <p>Children will be able to punctuate sentences with full stops, capital letters and question marks.</p> <p>Children will use 'and' to join sentences.</p>	<p>Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Children will predict what might happen from details stated and implied.</p> <p>Children will apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix, both to read aloud and to understand the meaning of new words they meet.</p> <p>Children will compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Children will extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can select words and phrases that I like in a book.</p> <p>I can ask questions about a book.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I know what a statement, command, question and exclamation sentence is and am beginning to use them in my writing.</p> <p>I can use expanded noun phrases.</p> <p>I can use conjunctions such as when, if, that, because, and, or but.</p> <p>I can use full stops, capital letters, exclamation marks, question marks within a piece of writing.</p> <p>I can use the past and present tenses consistently.</p> <p>I can use the features of a letter in my own writing.</p> <p>I know some of the features of a persuasive text.</p>	<p>Role on the wall</p> <p>Letter writing</p> <p>Nonfiction writing</p> <p>Persuasive writing</p>
Key vocabulary	
Noun, Noun phrase, statement, question, exclamation, command, suffix, adjective, verb, adverb, past tense, present tense, apostrophe, homophone, persuasive.	
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 might use exclamation marks throughout their work.</p>	<p><i>The Last Wolf</i> by Mini Grey</p> <p><i>Little Red</i> by Bethan Woollvin</p> <p><i>Little Red and the Very Hungry Lion</i> by Alex T. Smith</p> <p><i>Yummy</i> by Lucy Cousins</p>

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p>Make Last Wolf cosy tree house</p> <p>Visit a woodland</p>	<p>Story telling to younger children in Reception</p> <p>Hot seating</p> <p>Collaborative writing</p>

DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><u>Communication and Interaction</u></p> <p style="text-align: center;">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 style="text-align: center;"><u>Cognition and Learning</u></p> <p style="text-align: center;">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 style="text-align: center;"><u>Social, Emotional and Mental health</u></p> <p style="text-align: center;">Seat pupil by more confident peer Now and next board Sand timers Movement breaks Break down tasks into small steps</p>	<p style="text-align: center;"><u>Sensory and Physical</u></p> <p style="text-align: center;">Appropriate seating Wobble boards Writing slope Enlarge text Variety of writing tools available</p>