


Dereham Church Infant and Nursery School- Literacy Autumn 1

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: Brave Bear by Sean Taylor</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes. • Enjoy sharing books with an adult. • Develop play around stories using props. • Repeat words and phrases from familiar stories. • Notice print in the environment. • Enjoy drawing freely. • Add marks to drawings. 	

Prior learning	Future learning
<p>Children may have heard and joined in with stories and songs.</p> <p>Children may know some of the words in songs and rhymes.</p> <p>Children may have a favourite story.</p> <p>Children may have had opportunities to draw pictures and mark make.</p>	<p>Children will learn that marks carry meaning [ie; drawing, seeing text in a book].</p> <p>Children will begin to learn the lines/strokes ready for letter formation (straight, curved, zig zag, clock wise, anti clockwise)</p> <p>Children will learn to recognise their name.</p> <p>Children will begin to show an interest in mark making.</p> <p>Children will learn to develop fine motor skills that lead to an effective pencil grip.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can listen to a story with an adult.</p> <p>I can point to things that interest me in a book.</p> <p>I can re-enact part of the story using props.</p> <p>I know which way to hold a book and how to turn the pages.</p> <p>I can join in with some songs and rhymes.</p> <p>I can join in with repeated phrases in a well known story.</p> <p>I can use chalks, pens, pencils, paintbrushes to mark make.</p>	<p>Tapestry observations</p> <p>Use of the book room</p> <p>Engagement with 'write dance' and 'squiggle whilst you wriggle'.</p>
<p>Key vocabulary</p> <p>Story</p> <p>Book</p> <p>Pages</p> <p>Nursery Rhyme</p> <p>Library</p>	
Common misconceptions	Books linking to this area
<p>Children may not know that they need to turn the pages of a story for the story to continue.</p> <p>Children may not be aware of how to use different mark making resources.</p> <p>Children may not be aware of how to hold mark making resources.</p>	<p>A Brave Bear by Sean Taylor</p> <p>Can't you sleep little bear? by Martin Waddle</p>

Memorable first hand experiences	Opportunities for communication
Book room - learning how to handle books	Role play area Small world Singing songs together Sharing books in the book room

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>Model task step by step</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>

