


Dereham Church Infant and Nursery School- Literacy Autumn 2

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: Hooray for fish by Lucy Cousins</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • Enjoy songs and rhymes • Says some of the words in songs and rhymes. • Copies finger movements and other gestures. • Repeat words and phrases from familiar stories. • Ask questions about a book, make comments and share ideas. • Pays attention and responds to the pictures/words in a story. • Develop play around stories using props. • Notice print in the environment. • Understand that print has meaning. • Enjoy drawing freely. • Add marks to drawings. • Use some of their print and letter knowledge in their early writing. 	

Prior learning	Future learning
<p>Children will have listened to stories with an adult.</p> <p>Children will have pointed to things that interest them in a book.</p> <p>Children will have developed an understanding about how to hold a book and how to turn the pages.</p> <p>Children will have joined in with some songs and rhymes.</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 learn to develop fine motor skills that lead to an effective pencil grip.</p>

Children will have used different resources to draw and mark make.	
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I know which way to hold a book and how to turn the pages.</p> <p>I can listen to a story with an adult.</p> <p>I can join in with familiar phrases from a well known story.</p> <p>I can join in with familiar nursery rhymes.</p> <p>I can point to things that interest me in a book.</p> <p>I can use different resources to draw, make patterns and mark make.</p> <p>I can add marks to my drawings.</p>	<p>Tapestry observations</p> <p>Use of the book room</p> <p>Engagement with 'write dance', 'dough disco' and 'squiggle whilst you wriggle'.</p>
Key vocabulary	
<p>Story</p> <p>Book</p> <p>Pages</p> <p>Nursery Rhyme</p> <p>Library</p> <p>Pattern</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>Hooray for fish by Lucy Cousins</p> <p>Elmer by David McKee</p>

Memorable first hand experiences	Opportunities for communication
Library bus visit	Role play - using props to retell stories 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>

