


Dereham Church Infant and Nursery School- Literacy Spring 1

	<p>Year group: 2</p>	<p>Area/topic: Literacy POR Text: Ossiri and the bala mengro by Richard O' Neale and Katherine Quamby</p>
	<p>Reading:</p> <ul style="list-style-type: none"> • Listen to, discuss about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Discuss favourite words and phrases • Answer and asking questions about what they have read • Predict what might happen on the basis of what they have read so far and what has been read to them. • Be introduced to non-fiction books that are structured in different ways. • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done. • Read the common exception words that have been taught. • Read words with common suffixes. • Read words with two or more syllables. 	<p>Writing:</p> <ul style="list-style-type: none"> • Plan or say out loud what they are going to write about. • Write narratives about personal experiences and those of others (real and fictional). • Write about real events. • Write for different purposes. • Evaluate their writing with peers. • Re-read to check that their writing makes sense. • Use full stops, capital letters, exclamation marks, question marks within a piece of writing. • Use commas for lists and apostrophes for contracted forms and the possessive (singular) • Write sentences with different forms: statement, question within a piece of writing. • Use expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses are written correctly and consistently including the progressive form. • Join sentences together using co-ordination (or, and, but) and using sub-ordination (if, when, because, that) • Spell at least 40 year two common exception words. • Spell a few words in contracted form correctly.

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 discuss the significance of title and events.</p> <p>Children will be able to discuss word meanings.</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 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</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 read their writing aloud, clearly enough to be heard by their peers and the teacher.</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 - see English appendix 1 , 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 explore how a character feels and explain how this changes throughout the story.</p> <p>I can perform a well known story.</p>	<p>Story telling</p> <p>Hot seating</p> <p>Conscience alley</p>

<p>I can select words and phrases which should be emphasised whilst reading aloud.</p> <p>I can ask questions to find out more about a story.</p> <p>I can give my opinion and reasons for this.</p> <p>I can take on the role of a character in a book.</p> <p>I can write a statement, command, question and exclamation sentence.</p> <p>I can use the features of a persuasive text to write a letter.</p> <p>I can write a character description for my own character.</p> <p>I know the features of a story and can use these in my own writing.</p> <p>I can write a story about the personal experiences of others.</p>		Persuasive Letter writing Character description
Key vocabulary		
Noun, Noun phrase, statement, question, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, homophone,		
Common misconceptions		Books linking to this area
Muddling the different forms of punctuation (full stop/question mark/exclamation mark) Mixing past and present tense.		Ossiri and the bala mengro by Richard O' Neale and Katherine Quamby Here Comes Frankie! by Tim Hopgood
Memorable first hand experiences		Opportunities for communication
Storytelling to Reception/Nursery children Creating instruments from recycled materials.		Storytelling to Reception/Nursery children Hot seating Freeze Frame Conscience alley Book Talk

DCINS Reasonable adjustments for pupils with SEND

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<ul style="list-style-type: none">Short, simple instructionsGive children thinking timePre - teach key wordsProvide visual aidsAdult to model appropriate responses to questionsModel task	<ul style="list-style-type: none">Give children thinking timeBreak down tasks into small stepsGive opportunities for over-learningWord matsStory startersTalking tinsWriting framesGive children thinking timeBreak down tasks into small stepsCut and paste word sentencesWork checklistsGuided writing

Social, Emotional and Mental health

Seat pupil by more confident peer

Now and next board

Sand timers

Movement breaks

Break down tasks into small steps

Sensory and Physical

Appropriate seating

Wobble boards

Writing slope

Enlarge text

Variety of writing tools available