


Dereham Church Infant and Nursery School- Literacy Spring 2

	<p>Year group: 2</p>	<p>Area/topic: Literacy POR Text: Poems to perform by Julia Donaldson and The puffin book of fantastic first poems by June Crebbin</p>
	<p>Reading:</p> <ul style="list-style-type: none"> <li>•Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently.</li> <li>•Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>•Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>•Discuss their favourite words and phrases</li> <li>•Explain and discuss understanding of poems; those they listen to and those read independently.</li> <li>•Read the common exception words that have been taught.</li> <li>•Read words with two or more syllables.</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>•To compose and perform own poetry.</li> <li>•Write for different purposes including poetry.</li> <li>•Reread and evaluate writing to check it makes sense and make simple revisions.</li> <li>•Read writing aloud with appropriate intonation to make the meaning clear.</li> <li>•Use expanded noun phrases to describe and specify.</li> <li>•Evaluate their writing with the teacher and other pupils.</li> <li>•Spell at least 40 year two common exception words</li> <li>•Form the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>

Prior learning	Future learning
<p>Children will have listened to and discussed a range of poems.</p> <p>Children will recognise and join in with predictable phrases.</p> <p>Children will appreciate rhymes and poems, and to recite some by heart.</p> <p>Children will read their writing aloud, clearly enough to be heard by peers.</p>	<p>Children will prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Children will discuss words and phrases that capture the reader's interest and imagination.</p> <p>Children will recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Children will read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can recite poems by heart.</p> <p>I can discuss and select new vocabulary to use in my own poetry.</p> <p>I know some of the features used in poems and can use these in my own poems.</p> <p>I can compose and perform my own poems.</p>	<p>Performing poetry</p> <p>Writing poems</p>
Key vocabulary	
Nouns, suffixes, adjectives, noun, verb, adverbs, noun phrase, comma, apostrophe, tense	
Common misconceptions	Books linking to this area
<p>Children may not realise that poems do not have to be written in full sentences.</p> <p>Children may muddle punctuation</p>	<p>The Dragon with a Big Nose by Kathy Henderson</p> <p>The Selected Poems by Roger McGough</p> <p>Caribbean Playground Song read by James Berry</p>

	<p>Dog in the Playground read by Allan Ahlberg</p> <p>Everybody's Got a Gift by Grace Nichols</p> <p>The Dragon with a Big Nose by Kathy Henderson</p> <p>Dog in the Playground read by Allan Ahlberg</p>
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
Poetry reading - to parents/ children in collective worship	<p>Performing poems</p> <p>Working together to collect words and phrases</p>

## 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>