


Dereham Church Infant and Nursery School- Literacy Spring 2

	<p>Year group: Reception</p>	<p>Area/topic: Literacy POR text: Billy's bucket by Kes Gray</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • Retell and re-enact the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Talk confidently about a story, its illustrations, and meaning. • Read and understand some simple sentences. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Write simple sentences which can be read by themselves and others. • Write simple captions and sentences to create a book based on the story. 	

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will be able to recall the beginning, middle and end of a story. • Children will have experienced a range of fiction and non fiction texts and begin to name some features. • Children will be able to form some letters correctly. • Children will use their phonics knowledge to write some words and short phrases. 	<ul style="list-style-type: none"> • Children will listen to and discuss a wide range of poems, stories and non-fiction books. • Children will read sentences made up of known words. • Children will sequence sentences to create short narratives. • Children will compose a sentence orally before writing it. • Children will re-read what they have written to check it makes sense.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can retell and re-enact a story using my own words.</p> <p>I can use my phonics knowledge to read simple sentences.</p> <p>I know some of the features of fiction and non fiction texts.</p> <p>I can write a caption.</p> <p>I can write simple sentences.</p>	<p>Tapestry observations</p> <p>Engagement in 'dough disco' 'get squiggling' and 'letter join' sessions.</p> <p>Phonics tracker assessments</p> <p>Writing books</p>
Key vocabulary	
<p>Fiction</p> <p>Non fiction</p> <p>Caption</p> <p>Sentence</p> <p>Capital letter</p> <p>Full stop</p>	
Common misconceptions	Books linking to this area
<p>Children may not understand the difference between a word, phrase and sentence.</p> <p>Children may muddle up lower case and capital letters.</p>	<p>POR text: Billy's bucket by Kes Gray</p> <p>Hooray for Fish by Lucy Cousins</p> <p>Can You Hear the Sea? by Judy Cumberbatch and Ken Wilson</p> <p>The Storm Whale by Benji Davies</p> <p>The Fish Who Could Wish by John Bush and Korky Paul</p> <p>The Rainbow Fish by Marcus Pfister.</p>
Memorable first hand experiences	Opportunities for communication
<p>Visit an aquarium</p>	<p>Share own 'bucket' books</p> <p>Role play</p> <p>Small world</p>

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>Word mats</p> <p>Story starters</p> <p>Talking tins</p> <p>Writing frames</p> <p>Give children thinking time</p> <p>Break down tasks into small steps</p> <p>Cut and paste word sentences</p> <p>Work checklists</p> <p>Guided writing</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>