


Dereham Church Infant and Nursery School- Literacy Spring 1

	<p>Year group: 1</p> <p>Reading:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction and non fiction texts. • Discuss word meanings, linking new meanings to those already known. • Discuss the sequence of events within a book. • Predict what might happen on the basis of what has been read • Make inferences on the basis of what is being said and done. • Read and blend words containing the sounds taught this term. • Read the common exception words that have been taught this term. • Read words with the suffixes -ed, -er. 	<p>Area/topic: Literacy POR text: The snail and the whale by Julia Donaldson</p> <p>Writing:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it. • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. • Use capital letters and full stops correctly. • Leave spaces between words. • Join clauses using 'and'. • Use a capital letter for names of people. • Use the suffix -es. • Spell at least 40 common exception words. • Spell words with the phonemes that have been taught this term.
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Prior learning	Future learning
<p>Children will know that information can be retrieved from a non fiction book.</p> <p>Children will be able to retell the main events in a story.</p> <p>Children will be able to write short sentences with words with known sound-letter correspondences using a capital letter, full stop and finger spaces between words.</p> <p>Children will be able to re-read what they have written to check that it makes sense.</p>	<p>Children will participate in discussion about books and poems that are read to them, taking turns and listening to what others say.</p> <p>Children will learn about the features and structures of non fiction texts.</p> <p>Children will start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Children will write narratives about personal experiences and those of others (real and fictional)</p> <p>Children will punctuate sentences with exclamation marks and question marks.</p>

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
<p>I know the features of a fiction and non fiction text and can retrieve information from a non fiction book.</p> <p>I know the features of a letter and can use some of these in my own writing.</p> <p>I can use capital letters, full stops and fingers spaces in my writing.</p> <p>I can use capital letters for names of people and places.</p> <p>I can use 'and' to join sentences together.</p>	<p>Letter writing</p> <p>Non fiction writing</p>	
Key vocabulary		
capital letter, full stops, punctuation, conjunction, suffix		

Common misconceptions	Books linking to this area
<p>Children may use 'and' throughout their sentence creating a long list rather than a standard sentence.</p> <p>Children may muddle capital letters and lower case letters.</p>	<p>The snail and the whale by Julia Donaldson</p> <p>Big Blue Whale by Nicola Davies.</p> <p>Is a Blue Whale the Biggest Thing There Is? by Robert E Wells</p> <p>Rock Pool Secrets by Narelle Oliver</p> <p>In One Tidepool: Crabs, Snails and Salty Tails by Anthony D. Fredericks</p> <p>One Tiny Turtle by Nicola Davies and Jane Chapman</p> <p>Seahorse: The Shyest Fish in the Sea by Chris Butterworth</p> <p>Dolphin Baby by Nicola Davies and Brita Granström</p> <p>The Lighthouse Keeper's Rescue by Ronda and David Armitage</p> <p>Blue Penguin by Petr Horáček</p>
Memorable first hand experiences	Opportunities for communication
<p>Visit to the seaside</p> <p>Keeping and caring for a snail</p>	<p>Work together to build tuff spot/small world areas of the different locations the snail visited.</p> <p>Work together to complete research based activities.</p> <p>Hot seating</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 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>