


Dereham Church Infant and Nursery School- Literacy Spring 2

	<p>Year group: 1</p> <p>Reading:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Participate in discussion about what is read to them, taking turns and listening to what others say. • 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 adventures of egg box dragon by Richard Adams</p> <p>Writing:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it. • 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. • Form lower case and capital letters correctly.
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Prior learning	Future learning
<p>Children will be able to follow a set of instructions.</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 read their writing aloud to be heard by others.</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 discuss their favourite words and phrases and start to use these in their own writing.</p> <p>Build a repertoire of poems, appreciating and reciting them.</p> <p>Children will punctuate sentences with exclamation marks and question marks.</p> <p>Children will write for different purposes.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I know some features used in instructional writing and can use these in my own writing.</p> <p>I know some of the features of a poem and can talk about what I like and dislike.</p> <p>I can read my work aloud clearly for others to hear.</p> <p>I can use capital letters, full stops and use the conjunction 'and'.</p>	<p>Instruction writing</p> <p>Poetry</p>
<p>Key vocabulary</p> <p>Instructions, verb, noun, adjective, poems, suffixes</p>	

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 adventures of egg box dragon by Richard Adams</p> <p>Inspector Brunswick: The Case of the Missing Eyebrow by Angela Keaghan and Chris Lam Sam</p> <p>Hermelin: The Detective Mouse by Mini Grey</p> <p>The Detective Dog by Julia Donaldson and Sara Ogilvie</p> <p>The Lost Property Office by Emily Rand</p> <p>George and the Dragon by Chris Wormell</p> <p>Zog by Julia Donaldson</p>
Memorable first hand experiences	Opportunities for communication
<p>Create own dragon models</p> <p>Prepare food for Queen's tea party</p>	<p>Working together to create a model dragon</p> <p>Role play - Queen's tea party</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>