


# Dereham Church Infant and Nursery School- Literacy Autumn 2

	<p>Year group: Year 2</p>	<p>Area/topic: Literacy POR text: The lonely beast by Chris Judge</p>
	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Link what they have read to their own experiences.</li> <li>• Discuss favourite words and phrases</li> <li>• Ask and answer questions about what they have read</li> <li>• Predict what might happen on the basis of what they have read so far and what has been read to them.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Draw inferences on the basis of what is being said and done.</li> <li>• Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Be introduced to non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Plan or saying out loud what they are going to write about.</li> <li>• Write narratives in role to explore characters and events.</li> <li>• Evaluate their writing with the teacher.</li> <li>• Re-read to check that their writing makes sense.</li> <li>• Read writing aloud with appropriate intonation to make the meaning clear.</li> <li>• Use full stops, capital letters, exclamation marks, question marks within a piece of writing</li> <li>• Write sentences with different forms: statement, question within a piece of writing</li> <li>• Use expanded noun phrases to describe and specify.</li> <li>• The present and past tenses are written correctly and consistently including the progressive form.</li> <li>• Join sentences together using co-ordination (or, and, but)</li> <li>• Spell a few homophones correctly.</li> <li>• Spell a few words in contracted form correctly.</li> </ul>

	<ul style="list-style-type: none"> <li>•Read the common exception words that have been taught.</li> <li>•Read words with common suffixes.</li> </ul>	
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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 <a href="#">English appendix 1</a> , 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

I can explore how a character feels and explain how this changes throughout the story.	<ul style="list-style-type: none"><li>•Diary entry</li><li>•Script for a newsreader</li><li>•Story writing</li></ul> Within literacy books, POR floorbook and reading comprehension books.
I can select words and phrases which should be emphasised whilst reading aloud.	
I can ask questions to find out more about a story.	
I can give my opinion and reasons for this.	
I can write a statement, command, question and exclamation sentence.	
I know the features of a diary entry and can use them in my own writing.	
I know the features of a story and can use these in my own writing.	
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.	The lonely beast by Chris Judge Bedtime for Monsters by Ed Vere Emily Brown and the Thing by Cressida Cowell Ogres don't Dance by Ann Carey The Princess and the White Bear King by Tanya Robyn Batt Journey by Aaron Becker
Memorable first hand experiences	Opportunities for communication
Film news reports Host a party for the beast	Book discussion Drama - hot seating and conscience alley Working together to create news reports.

## DCINS Reasonable adjustments for pupils with SEND - Literacy

<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"><li>Short, simple instructions</li><li>Give children thinking time</li><li>Pre - teach key words</li><li>Provide visual aids</li><li>Adult to model appropriate responses to questions</li><li>Model task</li></ul>	<p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"><li>Give children thinking time</li><li>Break down tasks into small steps</li><li>Give opportunities for over-learning</li><li>Word mats</li><li>Story starters</li><li>Talking tins</li><li>Writing frames</li><li>Give children thinking time</li><li>Break down tasks into small steps</li><li>Cut and paste word sentences</li><li>Work checklists</li><li>Guided writing</li></ul>
<p><u>Social, Emotional and Mental health</u></p> <ul style="list-style-type: none"><li>Seat pupil by more confident peer</li><li>Now and next board</li><li>Sand timers</li><li>Movement breaks</li><li>Break down tasks into small steps</li></ul>	<p><u>Sensory and Physical</u></p> <ul style="list-style-type: none"><li>Appropriate seating</li><li>Wobble boards</li><li>Writing slope</li><li>Enlarge text</li><li>Variety of writing tools available</li></ul>

