


# Dereham Church Infant and Nursery School- Literacy Spring 2

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: <i>Our very own dog</i> by Amanda McCardie</p>
	<p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Listen attentively in a range of situations.</li> <li>• Understand instructions with 2 parts.</li> <li>• Answer questions based on what they have read.</li> <li>• Express themselves effectively and give their own opinion.</li> <li>• Begin to ask simple questions.</li> </ul> <p>Understand the following key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• We read English text from left to right and from top to bottom</li> <li>• Use some of their print and letter knowledge in their early writing.</li> </ul>	

Prior learning	Future learning
<p>Children know how to hold a book and turn the pages.</p> <p>Children will join in with familiar phrases from a well known story.</p> <p>Children will join in with familiar nursery rhymes.</p> <p>Children will point to things that interest them in a book.</p> <p>Children will use different resources to draw, make patterns and mark make.</p>	<p>Children will begin to learn the lines/strokes ready for letter formation (straight, curved, zig zag, clock wise, anti clockwise)</p> <p>Children will learn that a story has a beginning, middle and an end.</p> <p>Children will learn that there are different genres of book.</p> <p>Children will learn to give their opinions about books as part of a debate/discussion.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can recall some of the main events in the story.</p> <p>I can tell a friend what my favourite part/picture is in the story.</p> <p>I can answer a 'who' 'what' or 'where' question about the story.</p> <p>I can follow a 2 part instruction.</p> <p>I can ask a simple 'what' or 'where' question.</p> <p>I can use chalks, pens, pencils, paintbrushes to mark make.</p>	<p>Tapestry observations</p> <p>Use of the book room</p> <p>Engagement with 'dough disco' and 'squiggle whilst you wriggle'.</p>
Key vocabulary	
<p>Who</p> <p>What</p> <p>Where</p> <p>Instructions</p> <p>Comfortable</p> <p>Healthy</p> <p>Vet</p> <p>Agility course</p>	
Common misconceptions	Books linking to this area
<p>Children may not be aware how to use mark making resources.</p> <p>Children may now be aware how to phrase a question.</p>	<p><i>Our very own dog</i> by Amanda McCardie</p> <p><i>Dogs</i> by Emily Gravett</p> <p><i>A Dog Called Rod</i> by Tim Hopgood</p> <p><i>Oh No, George!</i> by Chris Haughton (Walker)</p> <p><i>Hickory Dickory Dog</i> by Alison Murray (Orchard)</p> <p><i>Is There a Dog in This Book?</i> by Viviane Schwarz (Walker)</p> <p><i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd (Puffin)</p> <p><i>Rover</i> by Michael Rosen, illustrated by Neal Layton (Bloomsbury)</p> <p><i>Dogger</i> by Shirley Hughes (Red Fox)</p>

Memorable first hand experiences	Opportunities for communication
<p>Creating own dog agility courses using outdoor equipment and loose parts.</p> <p>Meeting a pet dog.</p> <p>Creating own dog booklets</p>	<p>Working in teams to create dog agility course</p> <p>Instructing each other to use the dog agility course.</p> <p>Show and tell - sharing and talking about pets</p> <p>Sharing dog booklets with parents/carers.</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>Model task step by step</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>

