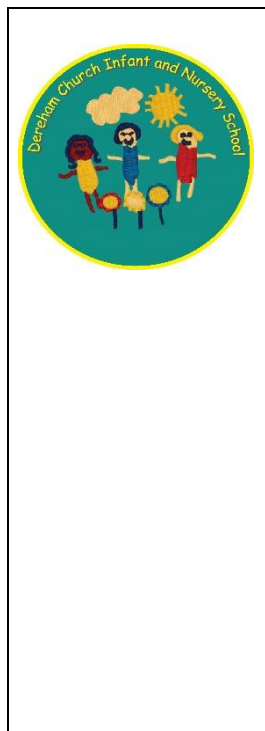


Dereham Church Infant and Nursery School - Literacy Spring 1

	<p>Year group: Reception</p>	<p>Area/topic: Literacy POR text: A first book of dinosaurs</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • Articulate their thoughts and opinions in well formed sentences. • Listen to a range of fiction, non fiction and poetry books attentively and respond to what they have heard. • Spot and suggest rhymes. • Understand that information can be found in non fiction books. • Identify some features of fiction and non fiction texts. • Aware of different forms of writing. • Ask questions to find out more and check their understanding. • Blend sounds into words so that they can read short words made up of known GPC's. • Read a few common exception words. • Write words with GPC's already taught. • Write simple labels, lists and captions. 	

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will be able to recall the main events of a story. • Children will be able to make predictions based on what has been read to them. • Children will have experienced a range of fiction and non fiction texts. • Children will be able to write their own name. 	<ul style="list-style-type: none"> • Children will listen to and discuss a wide range of poems, stories and non-fiction books. • Children will link what they read or heard to their own experiences • Children will sequence sentences to create short narratives. • Children will compose a sentence orally before writing it.

<ul style="list-style-type: none"> • Children will be able to form some letters correctly. • Children will use their phonics knowledge to write some words. 	<ul style="list-style-type: none"> • Children will re-read what they have written to check it makes sense.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can say what I like and dislike about a poem.</p> <p>I can ask simple 'why' 'who' 'what' or 'where' questions.</p> <p>I know some of the features of fiction and non fiction texts.</p> <p>I can spot and suggest rhyming words.</p> <p>I can read the taught common exception words.</p> <p>I can write a label.</p> <p>I can write a list.</p> <p>I can write a caption.</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> <p>Power of Reading floorbook</p>
Key vocabulary	
<p>Poem</p> <p>Fiction</p> <p>Non Fiction</p> <p>Rhyme</p> <p>Label</p> <p>Caption</p> <p>List</p>	
Common misconceptions	Books linking to this area
<p>Children may muddle up lower case and capital letters.</p> <p>Children may not understand the difference between a word, phrase and sentence.</p>	<p>Harry & The Bucketful of Dinosaurs by Ian Whybrow & Adrian Reynolds</p> <p>Stomp, Champ, Big Roars! Here Come the Dinosaurs by Kaye Umansky & Nick Sharratt</p>

<p>Children may not understand that some books have facts and some are stories.</p> <p>Children might think that all poems have to rhyme.</p> <p>Children might think that all poems should be punctuated in the same way as fiction and non fiction books.</p>	<p>Dinosaur Dig! By Penny Dale</p> <p>Katie and the Dinosaurs by James Mayhew</p> <p>Goldilocks and the Three Dinosaurs by Mo Willems</p> <p>Dear Dinosaur by Chae Strathie & Nicola O'Byrne</p> <p>A Dinosaur Called Tiny by Alan Durant & Jo Simpson</p> <p>The Truth About Dinosaurs by Guido Van Genechten</p> <p>Some Dinosaurs are Small by Charlotte Voake</p> <p>The Song of the Dinosaurs: A prehistoric peek-through book by Patricia Hegarty & Thomas Hegbrook</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>Visit to the dinosaur park</p> <p>Create a dinosaur museum in the hall</p>	<p>Role play</p> <p>Small world</p> <p>Sharing dinosaur facts with other classes and members of staff.</p>

DCINS Reasonable adjustments for pupils with SEND - Literacy

Communication and Interaction

Give child's name before instruction

Short, simple instructions

Give children thinking time

Pre - teach key words

Provide visual aids

Adult to model appropriate responses to questions

Model task step by step

Cognition and Learning

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 word sentences

Work checklists

Guided writing

Social, Emotional and Mental health

Seat pupil by more confident peer

Now and next board

Sand timers

Movement breaks

Break down tasks into small steps

Sensory and Physical

Appropriate seating

Wobble boards

Enlarge text

Variety of mark making tools available

