


Dereham Church Infant and Nursery School- Literacy Spring 1

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: Blue Penguin by Peter Horacek</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Listen to and talk about stories to build familiarity and understanding. • Express themselves effectively and give their own opinion. • Retell the story, once they have developed a deep familiarity with the text. <p>Understand the following concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • We read English text from left to right and from top to bottom • Use some of their print and letter knowledge in their early writing. • Write some letters accurately. 	

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 listen to a story with an adult.</p> <p>I can say what I like and don't like about a story.</p> <p>I can tell a friend what my favourite part/picture is in the story.</p> <p>I can retell the story of 'Blue Penguin' using pictures.</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>Snow</p> <p>Ice</p> <p>Cold</p> <p>Friendship</p> <p>Colony</p>	
Common misconceptions	Books linking to this area
<p>Children may not know that they need to turn the pages of a story for the story to continue.</p> <p>Children may not be aware of how to use or hold mark making resources.</p>	<p>Blue Penguin by Peter Horacek</p> <p>On Sudden Hill by Linda Sarah and Benji Davies</p> <p>Iris and Isaac by Catherine Rayner</p> <p>Blue Chameleon by Emily Gravett</p> <p>A Splendid Friend Indeed by Suzanne Bloom</p> <p>Croc and Bird by Alexis Deacon</p> <p>Penguin by Polly Dunbar</p> <p>Lost and Found by Oliver Jeffers</p>
Memorable first hand experiences	Opportunities for communication

<p>Give the children opportunities to explore cold, ice and snow using sensory experiences.</p> <p>Create shrine boxes</p>	<p>Create a penguin messaging centre. Invite the children to consider how they would get a message to a lonely penguin.</p> <p>Hot seating</p> <p>The children can help create the world of the story in a tuff tray choosing appropriate materials to represent the sea and ice.</p> <p>Create Blue Penguin's world in the role play.</p>
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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

Model task step by step

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