


Dereham Church Infant and Nursery School- Literacy Summer 2

	<p>Year group: 2</p> <p>Reading:</p> <ul style="list-style-type: none"> •Listen to, discuss about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. •Discuss the sequence of events in books and how items of information are related. •Discuss favourite words and phrases •Answer and asking questions about what they have read •Predict what might happen on the basis of what they have read so far and what has been read to them. •Draw inferences on the basis of what is being said and done. •Read the common exception words that have been taught. •Read words with common suffixes. •Read words with two or more syllables. 	<p>Area/topic: Literacy POR Text: <i>Moth</i> by Isabel Thomas</p> <p>Writing:</p> <ul style="list-style-type: none"> •Plan or say out loud what they are going to write about. •Write for different purposes. •Evaluate their writing with the teacher and peers. •Re-read and evaluate writing to check that their it makes sense and make simple revisions. •Use full stops, capital letters, exclamation marks, question marks within a piece of writing. •Use commas for lists and apostrophes for contracted forms and the possessive (singular) •Write sentences with different forms: statement, question within a piece of writing. •Use expanded noun phrases to describe and specify [for example, the blue butterfly] •The present and past tenses are written correctly and consistently including the progressive form. •Join sentences together using co-ordination (or, and, but) and using sub-ordination (if, when, because, that) •Spell at least 40 year two common exception words. •Spell a few words in contracted form correctly.
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Prior learning	Future learning
<p>Children will be able to predict what might happen on the basis of what has been read.</p> <p>Children will be able to draw inferences on the basis of what is being said and done.</p> <p>Children will be able to read the common exception words that have been taught.</p> <p>Children will be able to read words with common suffixes.</p> <p>Children will be able to read words with two or more syllables.</p> <p>Children will be able to use conjunctions to join clauses.</p> <p>Children will be able to use expanded noun phrases.</p>	<p>Children will predict what might happen from details stated and implied.</p> <p>Children will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Children will organise paragraphs around a theme.</p> <p>Children will use simple organisational devices, for example, headings and sub-headings.</p> <p>Children will proofread for spelling and punctuation errors.</p> <p>Children will extend their 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
<p>I can discuss word meanings and explain the effect these have within the story.</p> <p>I can give my opinion and reasons for this.</p> <p>I can read words with suffixes.</p> <p>I know the key features of a non chronological report and can use them in my own writing.</p> <p>I know the key features of a persuasive text and can use them in my own writing.</p>	<p>Script for vlog</p> <p>Non chronological report</p> <p>Persuasive writing</p>
Key vocabulary	

noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, imperative, persuade.	
Common misconceptions	Books linking to this area
<p>Muddling the different forms of punctuation (full stop/question mark/exclamation mark)</p> <p>Mixing past and present tense.</p>	<p>Moth by Isabel Thomas</p> <p>Claudia & Moth by Jennifer Hansen Rolli</p> <p>A First Book of Nature by Nicola Davies and Mark Hearld</p> <p>A Little Guide to Trees by Charlotte Voake</p> <p>The Acorn by Edward Gibb</p> <p>What Mr Darwin Saw by Mick Manning and Brita Granström</p> <p>The Misadventures of Charles Darwin by Isabel Thomas</p> <p>What is Evolution? By Louise Spilsbury and Mike Gordon</p> <p>The Story of Life. A First Book about Evolution by Catherine Barr</p> <p>Survivors. The Toughest Creatures on Earth by Nicola Davies and Neal Layton</p>
Memorable first hand experiences	Opportunities for communication
<p>Making moth feeders and houses</p> <p>Moth traps</p>	<p>Group research</p> <p>Sharing moth traps and instructions with another class.</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 word 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>