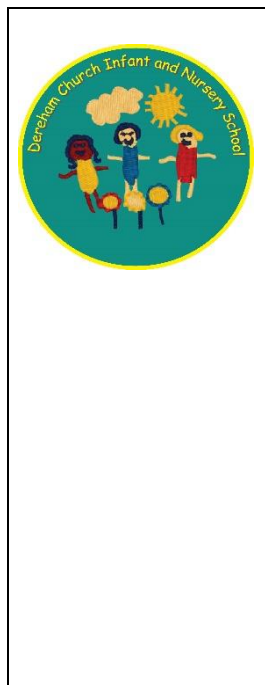


Dereham Church Infant and Nursery School - Literacy Summer 2

	<p>Year group: Reception</p>	<p>Area/topic: Literacy POR text: Ruby's Worry by Tom Percival</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> •To think and talk confidently about responses to a book, using prediction, asking questions and making connections with their own experience •To enjoy listening to, responding to and using spoken and written language in play and learning. •To explore the story through collaborative play, critical thinking, role-play and storytelling. ▪ Read and understand simple sentences. ▪ Read some common irregular words. •Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. •Re-read what they have written to check that it makes sense ▪ Write for meaning and purpose in a variety of narrative and non-narrative forms 	

Prior learning	Future learning
<p>Children will be able to retell a known story.</p> <p>Children will be able to articulate their ideas in well formed phrases and sentences.</p> <p>Children will read simple phrases and sentences made of up words with known letter-sound correspondences.</p> <p>Can use phonic knowledge to write a dictated phrase/sentence.</p>	<p>Children will become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Children will participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Children will read books aloud, accurately, that are consistent with their developing phonic</p>

Children will have some understanding of capital letter and full stops.	knowledge and that do not require them to use other strategies to work out words. Children will sequence sentences to form short narratives.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can make predictions about what might happen in the book.</p> <p>I can explain my thoughts and ideas about the book.</p> <p>I know where a capital letter and full stop should be in a sentence.</p> <p>I can use my phonic knowledge to write simple phrases and sentences.</p> <p>I can re-read my writing to check it makes sense.</p>	<p>Tapestry observations</p> <p>Writing and drawing book</p> <p>ELS lessons</p> <p>Use of book corner</p>
Key vocabulary	
<p>Enormous</p> <p>Shrink</p> <p>Feelings</p> <p>Emotions</p> <p>Expression</p> <p>Capital letter</p> <p>Full stop</p>	
Common misconceptions	Books linking to this area
<p>Children may not know where a full stop needs to go and put at the end of each line.</p> <p>Children may muddle up lower case and capital letters.</p>	<p>Ruby's Worry by Tom Percival</p> <p>Weep, by Louise Greig and Júlia Sardà</p> <p>Silly Billy by Anthony Browne</p> <p>A Book of Feelings by Amanda McCardie and Salvatore Rubbino</p> <p>Happy by Mies Van Hout</p>

	<p>Feelings: Inside my heart and in my head by Libby Walden and Richard Jones</p> <p>The Girl With a Parrot on her Head by Daisy Hirst</p> <p>Little Mouse's Big Book of Fears by Emily Gravett</p> <p>Grumpy Frog by Ed Vere</p> <p>The Lion inside by Rachel Bright</p>
Memorable first hand experiences	Opportunities for communication
Theatre trip - The Lion inside	<p>Show and tell - special photos and 'shrine boxes'</p> <p>Hot seating characters</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>Word mats</p> <p>Story starters</p> <p>Talking tins</p> <p>Writing frames</p> <p>Give children thinking time</p> <p>Break down tasks into small steps</p> <p>Cut and paste word sentences</p> <p>Work checklists</p> <p>Guided writing</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>

