


# Dereham Church Infant and Nursery School- Literacy Summer 2

	<p>Year group: 1</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about books at a level beyond that which they can read independently.</li> <li>• Discuss the significance of the title and events</li> <li>• Link what they hear or read to their own experiences.</li> <li>• Discuss favourite words and phrases.</li> <li>• Predict what might happen on the basis of what has been read.</li> <li>• Draw inferences on the basis of what is being said and done.</li> <li>• Participate in discussion about what is read, taking turns and listening to others.</li> <li>• Read words with the suffixes -es, -est.</li> <li>• Read words with more than one syllable.</li> <li>• Read words in the contracted form.</li> </ul>	<p>Area/topic: Literacy POR text: Rapunzel by Bethan Woollvin</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> <li>• Reread and evaluate writing to check it makes sense.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• Use full stops and capital letters consistently.</li> <li>• Begin to punctuate sentences using a question mark or exclamation mark.</li> <li>• Use simple conjunctions such as 'and' and 'or'.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right places.</li> <li>• Use ascenders and descenders correctly and on the line.</li> <li>• Begin to form cursive letters.</li> <li>• Spell words with the phonemes that have been taught this term.</li> </ul>
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Prior learning	Future learning
<p>Children will be able to make predictions based on what they have read.</p> <p>Read words with the suffix 'ed'.</p> <p>Children will be able to use a capital letter and full stop in the correct place.</p> <p>Children will be able to join clauses using 'and'.</p> <p>Children will be able to re-read what they have written to check that it makes sense.</p>	<p>Children will answer and ask questions about books they have read.</p> <p>Children will read words with common suffixes.</p> <p>Children will write for different purposes.</p> <p>Children will learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can read word with the suffixes 'es' and 'est'.</p> <p>I can read words in the contracted form.</p> <p>I know some features of a diary and can use them in my own writing.</p> <p>I know some features of a newspaper and can use them in my own writing.</p> <p>I know how to use a question mark and exclamation mark.</p> <p>I can use capital letters, full stops and the conjunction 'and' and 'or' in my writing.</p>	<p>Diary entry</p> <p>Newspaper report</p>
Key vocabulary	
<p>Question mark, exclamation mark, suffix, prefix report, fact, noun, question, statement, compound,, adjective, verb, past tense, present tense</p>	

Common misconceptions	Books linking to this area
<p>Children may use 'and' and 'or' throughout their sentences.</p>	<p>Rapunzel by Bethan Woollvin  little Red by Bethan Woollvin  Hansel &amp; Gretel by Bethan Woollvin  Rapunzel. A Groovy 1970s Fairy Tale by Lynn and David Roberts  Rapunzel by Sarah Gibb  How the Library (NOT the Prince) Saved Rapunzel by Wendy Meddour and Rebecca Ashdown</p>
Memorable first hand experiences	Opportunities for communication
<p>Testing out materials for a ladder to reach the tower.</p> <p>Design a pulley to get things in and out of the tower.</p>	<p>Book talk  Hot seating  Conscience alley</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 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>