


# Dereham Church Infant and Nursery School- Literacy Summer 1

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: Aaaaarrggh Spider! By Lydia Monks</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>• To listen with enjoyment and respond to the book, through retelling and re-enacting the story.</li> <li>• To join in with the text, responding to the patterns and rhythms.</li> <li>• To think and talk confidently about their response to the book, the story and illustrations, and the meanings.</li> <li>• Understand the five key concepts about print:</li> </ul> <p>Print has meaning            Print can have different purposes            We read English text from left to right and from top to bottom            The names of the different parts of a book            Page sequencing</p> <ul style="list-style-type: none"> <li>• Recognise words with the same initial letter sound.</li> <li>• Use some of their print and letter knowledge in their early writing.</li> </ul>	

Prior learning	Future learning
<p>Children can recall key events in a story.            Children understand that print has meaning and will begin to notice print in the environment.            Children can follow instructions with 2 steps.            Children will give meaning to their mark making.</p>	<p>Children will describe events in some detail using a connective.            Children will engage in a range of different genres.            Children will read individual letters by saying the sounds for them.            Children will write some letters accurately.            Children will write their own name accurately.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can retell the story of Aaaaarrggh Spider! using pictures.</p> <p>I can share my ideas clearly with the rest of the class.</p> <p>I can answer a 'how' or 'why' question about the story.</p> <p>I know that print carries meaning.</p> <p>I know that we read from left to right and from top to bottom.</p> <p>I know that you have to read a story book from the beginning to end by turning the pages in order.</p> <p>I can identify the title and front cover of a book.</p> <p>I can write some letters.</p>	<p>Tapestry observations</p> <p>Use of the book room</p> <p>Engagement with 'dough disco' and 'squiggle whilst you wriggle'.</p> <p>Mark making book</p>
Key vocabulary	
<p>Family</p> <p>Pet</p> <p>Cobweb</p> <p>Silk</p>	
Common misconceptions	Books linking to this area
<p>Children may not understand that a question needs an answer.</p> <p>Children may think that a spider is an insect.</p>	<p>Aaaaarrggh Spider! By Lydia Monks</p> <p>Spiders by Rebecca Gilpin</p> <p>Spinderella by Julia Donaldson</p> <p>Please don't step on us by Casey Crayne</p> <p>The very busy spider by Eric Carle</p>
Memorable first hand experiences	Opportunities for communication
<p>Go on a spider hunt</p> <p>Create a home for a spider</p>	<p>Turn the book corner into a spider's web and involve the children in setting it up.</p> <p>Retelling the story using props.</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>Model task step by step</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>

