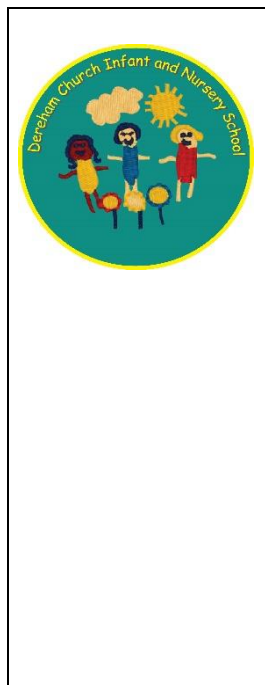


Dereham Church Infant and Nursery School- Literacy Summer 2

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: I like trains by Daisy Hirst</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 listen with enjoyment and respond to the book, through retelling and re-enacting the story •To explore and interpret stories through creative activity including play, art, drama and drawing. • Understand the five key concepts about print: <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>	

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 talk about my own experiences which relate to the book.</p> <p>I can make simple predictions about the story.</p> <p>I can ask simple questions about the story.</p> <p>I can retell 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>Journey</p> <p>Carriage</p> <p>Track</p> <p>Station</p> <p>Platform</p> <p>Steam engine</p> <p>Conductor</p> <p>Luggage</p>	
Common misconceptions	Books linking to this area
<p>Children may not understand that a question needs an answer.</p> <p>Children may not understand the a question starts with 'What, who, where, how or why.</p>	<p>I like trains by Daisy Hirst</p> <p>The Train Ride by June Crebbin</p> <p>Follow the Track All the Way Back by Timothy Knapman,)</p> <p>And the Train Goes by William Bee</p>

<p>Children may not understand that there are different genres of book which have different layouts.</p> <p>Children may not understand that some books contain information and some are fictional.</p>	<p>Naughty Bus by Ian and Jerry Oke</p> <p>Maisy's Bus by Lucy Cousins</p> <p>Maisy's Train by Lucy Cousins</p> <p>Choo Choo by Petr Horáček</p> <p>Not a Box by Antoinette Portis</p> <p>The Nowhere Box by Sam Zuppardi</p> <p>Poems and songs:</p> <p>The Wheels on the Bus</p> <p>The Runaway Train</p> <p>Down by the Station</p>
Memorable first hand experiences	Opportunities for communication
<p>Go on a journey- walk, coach or train.</p> <p>Discuss what they can see along their route.</p>	<p>Making maps on large rolls of paper</p> <p>Train station - role play</p> <p>Create a train using large outdoor equipment</p> <p>Create a small world scene as a group</p> <p>Show and tell - toys they like to take on journeys</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>

