


# Dereham Church Infant and Nursery School- Literacy Summer 1

	<p>Year group: Nursery</p>	<p>Area/topic: Literacy POR text: We're going to find the monster! By Malorie Blackman &amp; Dapo Adeola</p> <p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>• To sequence and explore story structure through storytelling and story mapping.</li> <li>• Talk confidently about a story, its illustrations, and meaning.</li> <li>• To ask questions about what has been read to them.</li> <li>• Demonstrate understanding when talking with others about what they have read.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read and understand simple sentences.</li> <li>• Read some common irregular words.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>
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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>Can leave finger spaces between words.</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>

	<p>knowledge and that do not require them to use other strategies to work out words.</p> <p>Children will sequence sentences to form short narratives.</p>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can create a story map in order to retell the story.</p> <p>I can ask questions to clarify meaning.</p> <p>I can take part in a discussion and listen to others' opinions.</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>Jungle</p> <p>Rainforest</p> <p>Mountain</p> <p>Habitats</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>We're going to find the monster! By Malorie Blackman &amp; Dapo Adeola</p> <p>We're Going on a Lion Hunt by David Axtell</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Rosie's Walk by Pat Hutchins</p>

	Bedtime for Monsters by Ed Vere Monster Clothes by Daisy Hirst Glad Monster, Sad Monster by Ed Emberley Not Now, Bernard, David McKee
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
Create maps to go on an adventure.	Role play area - explorers Hot seating characters from the story Creating and sharing monsters

### DCINS Reasonable adjustments for pupils with SEND - Literacy

<p><u><i>Communication and Interaction</i></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><i>Cognition and Learning</i></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>
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*Social, Emotional and Mental health*

*Seat pupil by more confident peer*

*Now and next board*

*Sand timers*

*Movement breaks*

*Break down tasks into small steps*

*Sensory and Physical*

*Appropriate seating*

*Wobble boards*

*Enlarge text*

*Variety of mark making tools available*