



Phase	Activity	Recorded Outcomes
<h1 style="text-align: center;">1</h1> <h2 style="text-align: center;">Prediction</h2>	<ol style="list-style-type: none"> <li>1. Book Trailer part 1 - Sound on Vision off</li> <li>2. Props bag</li> <li>3. Book trailer part 2 - the trailer</li> </ol>	<ul style="list-style-type: none"> <li>• Prediction half of class <b>Tell Me grid</b> - people/places/story - independent recording for some children.</li> <li>• <b>Sentence predictions</b> using <b>Finish my Sentence</b> e.g I think that... I predict that... encourage the use of the conjunction <i>and</i></li> <li>• Sentences to include <b>capital letter and full stop</b>.</li> </ul>
<h2 style="text-align: center;">Transcription</h2>	<p>Letters and Sounds (or other) phase appropriate application of phonics in context. Practising letter formation including the use of capital letters. Finger spaces!</p>	
<h1 style="text-align: center;">2</h1> <h2 style="text-align: center;">Understanding</h2>	<ol style="list-style-type: none"> <li>1. Read the story with the children.</li> <li>2. Completion of the Tell Me grid with the details of the story</li> <li>3. Discuss new vocabulary using the Seven Steps approach</li> <li>4. Intensity Line - Scared - frightened - terrified - petrified</li> <li>5. Role on the Wall</li> <li>6. Hot Seating Little Red and/or the Wolf</li> <li>7. Literal (green) and Inferential (orange) comprehension questions</li> <li>8. At an appropriate time, introduce Y2 test question formats</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> - plan - shortcut - unlucky - nightdress - peeped - disguised - scared</li> <li>• Recording of the <b>intensity line</b> - sentences composed about the story using the expanded vocabulary</li> <li>• <b>Whole class Role on the wall</b> - children contribute words on post-its - independent recording for some children</li> <li>• <b>Whole class Tell Me grid</b> - children contribute content on post-its - independent recording for some children</li> <li>• Written answers to <b>comprehension questions</b></li> <li>• Recorded answers to <b>test question formats</b></li> </ul>
<h2 style="text-align: center;">Transcription</h2>	<p>Letters and Sounds (or other) phase appropriate application of phonics in context. Practising letter formation including the use of capital letters.</p>	

<b>Provision</b>	Masks - costumes for role play - finger puppets - copies of the book for independent reading - sequencing activities	
<b>3</b> <b>Writing</b>	<ol style="list-style-type: none"><li>1. Model for the children how to write a postcard to Little Red asking her questions about her adventure referring to the text and the children's immersion experiences - role on the wall - hot seating etc.</li><li>2. Model the use of the expanded vocabulary, punctuation, finger spaces use of <i>and</i>.</li><li>3. Model the constant checking and editing of the writing using editing glasses and lanyards.</li></ol>	<ul style="list-style-type: none"><li>• Post cards to Little Red.</li><li>• Evidence of editing and publishing.</li></ul>