



Phase	Activity	Recorded Outcomes
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Prediction</b></p>	<ol style="list-style-type: none"> <li>1. Book Trailer part 1 - Sound on - Vision off</li> <li>2. <b>Provision activity to motivate writing</b>- provision table - write prediction - 'lucky winner' gets the next prop (generic props)- wood - bed - glasses)</li> <li>3. Book trailer part 2 - the trailer</li> </ol>	<ul style="list-style-type: none"> <li>• Prediction class <b>Tell Me grid</b> - people/places/story - modelled by teacher and recorded by children.</li> <li>• Sentences to include <b>capital letter and full stop</b>.</li> </ul>
<p style="text-align: center;"><b>Transcription</b></p>	<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>	
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Read the story asking inference and retrieval questions to '...and he made a plan.'</li> <li>2. Discuss what the plan might be and model writing on the plate - feedback by sticking plate on the double page spread and explaining their thinking.</li> <li>3. Read to '...dressing up as grandma' and compare predictions with reality and ask children to read the plan.</li> <li>4. Finish the story</li> <li>5. Role on the Wall - Little Red</li> <li>6. Hot Seating Little Red - teacher in role</li> <li>7. Literal (green) and Inferential (orange) comprehension questions throughout</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> - plan - <b>shortcut</b> - unlucky - nightdress - peeped - <b>disguised</b> - scared</li> <li>• <b>Whole class Role on the wall for Little Red</b> - children contribute words on post-its - recording independently</li> <li>• <b>Children's versions of the plan</b> written on a paper plate and placed on the wolf</li> </ul>
<p style="text-align: center;"><b>Transcription</b></p>	<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>	<b>Lists</b> - to take to Grandma - design a carrier for the cake - write <b>newspaper headline</b> to go with the story - <b>Disguise Photo Booth - adverts / invitations</b> to Photobooth - art work in black, grey and red - lolly stick puppets for re-telling	
<b>3</b> <b>Writing</b>	1. Using the disguises made by children, write a 'disguise' story about their disguise.	• <b>Children's disguise stories</b>

This plan might be quite teacher led but the idea is that it will provide models for the children so that they can contribute child initiated ideas next time.

Following our consideration of, and discussions about, Bold Beginnings, the plan is based upon the following principles:

- Currently children see writing as something you do with an adult ... **this unit aims to develop independent reading and writing**
- we need to consider what we mean by 'Year 1 ready' - is it the transcription aspect or a having a positive view of writing - **the writing ideas are designed to motivate and engage children - especially boys - in wanting to write**
- **we need to model writing in all areas of provision** indoor and outdoor for children so that they can see a demonstration of what the opportunities are - this approach is based upon the **I/we/me** process as recommended by the EEF
- **a more child initiated curriculum might provide more motivation for children to write independently**
- we need to develop **more role play within the context of a book**
- Children need **more opportunities to practise writing and reading independently** as currently many are not choosing to practice
- This is a **longer and more in depth** unit than usual in order to build upon the successes of the Naughty Bus and Supertato work
- Extend transition process due to the nature of the cohort - this is work that will lead to a **transition unit based on Bethan Woollvin books**. Little Red is the key text above, children will have access to Rapunzel and they will be led to Year 1 by a trail of breadcrumbs to meet the book Hansel and Gretel!