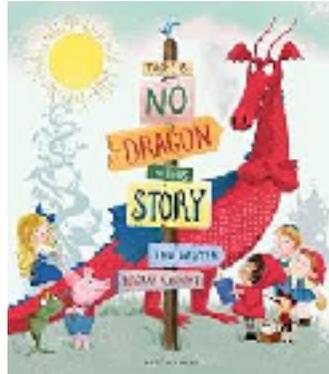


Table 1



Phase	Activity	Recorded Outcomes
1 Prediction	<ol style="list-style-type: none">1. Big Envelope / samples from the cover2. The Story title - ordering words3. Word cloud (big talk - to send home?) <p>Recorded version of story available from Books Alive! on Youtube</p>	<ul style="list-style-type: none">• written predictions modelled by teacher and recorded by children.• Sentences to include capital letter and full stop.
Transcription	Letters and Sounds (or other) phase appropriate application of phonics in context. Practising letter formation including the use of capital letters. Finger spaces!	

2 Understanding

	<ol style="list-style-type: none"> 1. Read the story asking inference and retrieval questions to ‘... no, no, that’s not the way it goes.’ 2. Allocate the original stories to groups using the strap line ‘No, no, that’s not the way it goes...’ and ask them to re-tell and decide how to present 3. Children’s presentations to Y1 and/or the Library Lady 4. Children to write tickets and/or programmes for their presentation - first draft informally and then teachers support for pencil grip / posture etc 5. Re-read the story until the sun goes out - identify and label the characters in the dark 6. Introduce ‘Here we are’ by Oliver Jeffers and the ‘People come in many shapes, sizes and colours page ... discussion about about diversity of characters and diversity in the world 7. Share ‘At the same moment around the world’ with the children 8. Using the double page spread - re-lighting the sun - caption and collage 9. Retell the story using pictures in the book as a storyboard 10. Possibilities for the Troll page at the end of the book - class version - possibly provision - set up a re-tell on outdoors day 11. PSHE link ‘<i>I can’t ... I’m no good at ...</i>’ for discussion and writing in class and for assembly 12. Literal (green) and Inferential (orange) comprehension questions throughout 	<ul style="list-style-type: none"> • Vocabulary - capture(d) - huff - spotted - ‘booms’ - hero - supposed <hr/> <ul style="list-style-type: none"> • Choose from: story map - puppets - re-telling - acting out - art work - book poster (each format will have writing opportunities integrated) • Write tickets/programmes/posters for their show • Label characters in ‘glow in the dark’ pens (if possible) • Make silhouette characters from the story • Caption and collage based upon the re-lighting the sun page • Re-tell the story in writing using the pictures from the story summary at the end of the book • Children’s writing to reflect progress through the year ‘I can’t ... I’m no good at ... I can ...’
<p>Transcription</p>	<p>Letters and Sounds (or other) phase appropriate application of phonics in context. Practising letter formation including the use of capital letters.</p>	
<p>Provision</p>	<p>Puppets for traditional tales in reading - dragons for own story construction / junk / small world - silhouette characters</p>	

<h1>3</h1> <h2>Writing</h2>	<p>Some possibilities taken from above</p> <ol style="list-style-type: none">1. Retell the story using pictures in the book as a storyboard2. Possibilities for the Troll page at the end of the book - class version - possibly provision - set up a re-tell on outdoors day3. PSHCE link '<i>I can't ... I'm no good at ...</i>' for discussion and writing in class and for assembly	<ul style="list-style-type: none">• Re-tellings on storyboard• Written scripts for 'I can...' etc
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Following our consideration of, and discussions about, Bold Beginnings, the plan is based upon the following principles:

- This unit is a more complex one than the Little Red taught previously and includes elements of non-fiction and PSHCE
- 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 Little Red, Naughty Bus and Supertato work