

Rory and the Monstersitter By Rosie Reeve

The Teaching Sequence for Writing

English KS1 Year 1



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English

Key Stage 1

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It is very important that this unit is tailored to the needs of your class. The children's book chosen for this resource is a suggestion. You may choose to use the recommend approaches with a book of your choice.

We recommend that you have a physical copy of the book to show the children in class. You can obtain a copy [via this link](#)

Learning aims

The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Curriculum objective

Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction of effective instructions. It is assumed that this will be taught alongside daily phonics sessions which focus on the decoding element of reading. However, teachers should make sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills to revise and consolidate those grapheme-phoneme correspondences learnt earlier.



Some slides contain additional teacher guidance in the 'Notes' area of the accompanying PowerPoint presentation, which will not be visible to the children. These are listed throughout the PowerPoint index on the following pages.

PowerPoint presentation

The accompanying PowerPoint presentation has 70 slides. Slides 1 to 13 are specifically for teachers; subsequent slides are intended to be used in the classroom with the children. The slides are indexed as follows:

- Slide 1: Title slide
- Slide 2: The teaching sequence for writing
 - Phase 1a: Reading with a reader's eye.
 - Phase 1b: Reading with a writer's eye.
 - Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
 - Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 3: Explains Phase 1a and Phase 1b: The reading phase will be revisited several times over the duration of a sequence as further texts or extracts are introduced. With non fiction, children need to see the structure and conventions of the selected text type. Do not underestimate the investment made at the reading phase which will pay dividends in the writing phase.

- Slide 4: Teacher modelling of comprehending a text:

Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

NB For teachers of children in Key Stage 1: 'Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.'

National Curriculum 2014 Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction of effective instructions. It is assumed that this will be taught alongside daily phonics sessions which focus on the decoding element of reading. However, teachers should make sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills to revise and consolidate those grapheme-phoneme correspondences learnt earlier.



- Slide 5: Book Talk – reading as a reader.

Guidance from the Notes:

Book Talk and Writer Talk (Slide 7) were a part of an approach devised by educational author and primary expert Pie Corbett for the publication *Talk for Writing for the National Strategies* in 2008. Whilst this has been superseded by subsequent curricula, the principles remain sound and continue to be developed further by Pie Corbett and his team at <https://www.talk4writing.com/>.

- Slide 6: Teacher modelling of analysing a text:

Phase 1b: Reading with a writer's eye: Do I like it? How does it affect me?

Guidance from the Notes:

In Key Stage 1, the emphasis will be on the elements of writing which will serve to underpin children's writing throughout their primary years. The basic skills of identifying and applying basic sentence structure, joining sentences with joining words, basic punctuation to demarcate sentences and using etymological and morphological clues to construct words will all be introduced at this stage and should be revisited many times throughout Key Stage 1 and beyond.

NB Any words recorded on the working wall should be written in lower case unless they are proper nouns. Any sentences recorded on the working wall should be punctuated correctly. Drawing children's attention to these points reinforces basic sentence structure.

- Slide 6: Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
- Slide 7: Writer Talk – reading as a writer
- Slide 8: Phase 2. Capturing ideas, learning the skills, practising, planning, having a go.
- Slide 9: Phase 3: Teaching modelling: Planning, drafting, editing, writing.

Guidance from the Notes (for both slides 8 and 9):

It is anticipated that some children will be able to produce their own simple versions of a narrative on a similar theme and use the plot to structure the opening, middle and end of their own stories.



- Slide 10: Sets out that the activities in this unit have been designed to follow the teaching sequence from reading to writing: Familiarisation with the text; capturing ideas; teacher demonstration: teacher scribing, supported writing, independent writing.

Guidance from the Notes:

The activities in this unit relate to the suggested text *Rory and the Monstersitter* by Rosie Reeve, a copy of which will be essential if chosen, but the activities may be used with an alternative text if preferred. Teachers will need to make the necessary amendments for any different texts.

- Slide 11: Suggested approaches for this unit.
- Slide 12: In this unit, children will be learning how to write a short narrative. Extracts from *Rory and the Monstersitter* by Rosie Reeve are provided on the PowerPoint, but it is recommended that the whole book is used in the classroom. Alternatively, the activities are designed to work with other narratives written for young children.

Guidance from the Notes:

NB 40% of the grammar and punctuation requirements in the National Curriculum are introduced by the end of Year 2, so early introduction to concepts and frequent revisiting will really help children to grasp even the trickier concepts.

In this story, there are several opportunities to identify a subordinate clause, e.g. *In a little while*. This is not a requirement for Year 1 children but teachers should consider whether it is appropriate to draw children's attention to this feature to provide an early introduction to a very common element of writing.

- Slide 13: English Appendix 2: Vocabulary, grammar and punctuation Year 1 (statutory requirements).

Guidance from the Notes:

The Vocabulary grammar and punctuation appendix has been reproduced in full, although not all aspects are covered in this unit of work.

Slides 14 to 69 are aimed at the children.

- Slide 14: Sets out the reading and writing objectives.

Guidance from the Notes:

'Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can feed into writing.'

Non statutory guidance for Year 1

Teachers should consider the following focuses when teaching writing, and choose the most appropriate element for the children they teach (i.e. do not try and do too many at once).

Write sentences by:

- **saying out loud what they are going to write about**
- **composing a sentence orally before writing it**
- **sequencing sentences to form short narratives**
- **re-reading what they have written to check that it makes sense.**

(National Curriculum Year 1 2014)

- Slide 15: Title Slide.

Guidance from the Notes:

It is highly recommended that this story (or an alternative if preferred) is re-read several times in order to immerse the children in the characters and the plot. Encouraging the children to join in with predictable phrases and learn the story, or parts of it, by heart so they can retell it will be hugely beneficial to their comprehension. This story falls into three different categories and the focus of the unit can link to any of them.

Stories with familiar settings. The main setting is the home and family and some children will recognise and identify with the different characters. They may be able to make connections with their own lives and experiences which will support and strengthen their understanding of this story.

Stories with a fantasy setting. The fantasy aspect is the fact that the characters are all monsters. Children may be able to relate to this theme from previous reading or by making connections to media they are familiar with, e.g. films and games.

Stories with a twist in the tale. A clever aspect of this story is what isn't explicitly stated and the comprehension of this therefore relies on children's inference skills. We never fully see the Monstersitter of the title in the illustrations and his demise is not revealed but there are plenty of clues for children to deduce what has happened. This provides an excellent opportunity, rarely found in books for young children, to home in on developing the skills of inference through discussion and exploration.

- Slide 16: Get ready for reading – treasure hunt.

Guidance from the Notes.

Display images or place similar items/images around the classroom for the children to discover. OR Teacher or TA to enter the room dressed as a chef carrying a large saucepan and cooking utensils. Encourage children to speculate about what the story will be about based on the clues presented. The images are provided on printables on the following pages of this PDF.



- Slide 17: Get ready for reading – book title.

Guidance from the Notes:

Set up book talk based on the title only. Do not reveal any further details at this stage. Prompt the children to think about the title with questions such as:

What do you think about the title *Rory and the Monstersitter*?

Who might Rory be?

Have you heard the word *Monstersitter* before? What might it mean?

Does it remind you of any other word? (Some children may spot the word monster within the title)

What do you think this story might be about?

Click to slowly reveal the front cover of the book, prompting children to make further observations and predictions.

- Slide 18: Get ready for reading – cover to cover.
- Slide 19: Get ready for reading, a series of prompts to help children think about the image and what they think will happen in the story.

Guidance from the Notes:

Priming pupils for reading

Use a visual image to focus attention on key ideas, to engage their imaginations, to provide hooks for thinking.

Opportunity to explore associations with known events in history. How might these connect with the picture?

There are no wrong answers. It is the children's responses you are trying to elicit. The most challenging follow up question is 'Why?' The final question 'What do you think will happen next?' is a prediction based on the scantiest information, e.g. the image, but children can be very perceptive and can often spot something the teacher doesn't!

Elicit from children that the scene may remind them of something they have experienced personally (e.g. camping, cooking outside) or something they have read or watched on television, or something they know about in the world. See the slide 33 for details of these different connections.



- Slide 20: Get ready for reading – Bubble maps.

Guidance from the Notes:

This activity is a visual representation to organise thoughts and ideas using an image as a stimulus. It can help children connect ideas and, ultimately, connect sentences. It is supplied on the following pages of this PDF.

- Slide 21: Get ready for reading – new words.

Guidance from the Notes:

Pre-teaching vocabulary can help children to understand the text when it is read to them. Asking them to focus on particular words can help maintain attention and interest.

These are words from the story as suggestions to explore further. Teachers should select from this list, or use different words to explore prior to reading the story. Action verbs in particular lend themselves to greater understanding by asking the children to move in the way of the word. Encourage the children to participate and work out what the words mean. Notice that each word is repeated in the explanation. Repetition of the word can help children to remember.

- Slide 22: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Reading aloud with expression (prosody) needs to be modelled by the teacher.

Encourage children to share their ideas rather than trying to guess yours. This is crucial in developing a child's sense of themselves as a reader with valid views and opinions.

Through shared and guided reading, explore a number of other monster themed stories. Apply similar methods with all reading to deepen understanding of the texts and begin to develop inference. Once texts have been shared with the class, display them in a book corner (or similar) to allow children the opportunity to re-read in order to develop fluency and confidence. The texts selected are completely at the discretion of the teacher and many titles can be viewed here:

<https://www.lovereading4kids.co.uk/search?s=monsters&view=book-results&page=1>

Some titles to consider are:

***Are Mummies Scared of Monsters* by Fransie Fransden**

***Monsters Love Underpants* by Claire Freedman**

***Monsters Don't Eat Broccoli* by Jean Hicks**



- Slide 23: Phase 1a – Create opportunities to: predict; question and discuss; clarify; summarise; think aloud; note the structure; make connections; visualise. **Do not underestimate the investment you are making at this stage in the children's understanding and future writing success.**
- Slide 24: Phase 1a. Reading with a reader's eye: Do I like it? How does it affect me? Ask the children to listen to you reading aloud the introduction to the story.

Guidance from the Notes:

Importance of talk and analysis being rooted in personal response;

Give individuals or pairs their own copy of the text. A 'Tell-me grid' recommended by Aidan Chambers is one mechanism for structuring thinking (this grid is supplied on page 36 of this PDF file).

Blend pair, small group and whole-class talk.

Train pupils over time to talk in small groups; strategies for structuring talk (turn-taking in a given order, asking each other questions, etc).

The teacher spends time joining tables; over a series of lessons, can interact with and assess individuals as might in small group reading sessions.

- Slide 25: Reading as a reader – read the start of the story. Displays the lines from pages 1 to 6 and then 7 to 9 of the story.

Guidance from the Notes:

Read with prosody, then re-read and invite the children to join in. Invent and agree actions and voices, especially Rory's politest voice.

Can children read any of the words using phonic strategies, e.g. with, dad.

Can children apply phonic strategies to read/ sound out words with phonemes previously learnt such as blue, tea, huge.

Can children spot the words that have already been introduced?



- Slide 26: Reading as a reader – read the start of the story.

Guidance from the Notes:

Have the title on the wall/board for the children to see when they enter the classroom to pique interest.

Questions will appear on mouse clicks.

Priming pupils for reading. Use the text to ask questions about the type of narrative this might be.

Opportunity to discover what the children already know about traditional tales and to explore associations with known legends or traditional tales. If knowledge of these types of stories is limited, perhaps revisit some well known traditional tales, ideally set in a forest (to develop vocabulary) such as Red Riding Hood or Hansel and Gretel.

All answers are acceptable, but the next question must always be along the lines of ‘How do you know?’ ‘What makes you think that?’ and ‘Why?’. It is the children’s personal and collective responses you are trying to elicit. Develop vocabulary alongside.

- Slide 27: Reading as a reader – read the start of the story.

Guidance from the Notes:

Children will step into the role of the Monstersitter through a drama activity and write a sentence or two in role. Teachers need to decide whether to present this as an oral retelling or a short writing task. If this will be a short writing task for the children to complete themselves, ensure the process is modelled first and allow sufficient time for children to discuss and orally rehearse what they want to say. For example:

Orientation: I had a babysitting job today.

Event: I went to the house and knocked on the door.

Surprise: A little monster opened the door.

Reasons: I was very tired.

Feelings: All I wanted to do was to watch television so I went and sat on the sofa.



- Slide 28: Reading as a reader – picture this.
- Slide 29: Reading as a reader – read the story after Mum and Dad had gone. These lines are from pages 11 to 18 of the story (missing out pages 14 to 17).

Guidance from the Notes:

Read with prosody, then re-read and invite the children to join in. Invent and agree actions and voices, especially the emboldened word and the build-up at the end.

Can children read any of the words using phonic strategies, e.g. got, big.

Can children apply phonic strategies to read/ sound out words with phonemes previously learnt such as sight, splash, sprinkling.

Can children spot the words that have already been introduced, e.g. sneaked?

- Slide 30: Reading as a reader – word endings.

Guidance from the Notes:

Focus on words which take the –ed suffix to change verbs from present tense to past tense without changing the root word. Ensure children understand that the suffix –ed has a predictable and consistent spelling even though the suffix –ed has 3 different sounds (all represented here). Dragged has been included as an introduction to adding a suffix when the root word *does* change. This follows the guideline to double the final consonant before adding the suffix if the preceding vowel is short. Teachers should remove this word if not appropriate for the children they teach.

For teachers' information: The suffix -ed is an example of spelling that indicates meaning, but does not fully represent pronunciation. The suffix -ed is pronounced /əd/ when added to root words that end with the letters t or d (e.g. grunted) and become 2-syllable words. In all other words, the suffix will be pronounced as a single consonant sound, either voiced /d/ or unvoiced /t/ but will always be spelt ed.

- Slide 31: Reading as a reader – word endings.

Guidance from the Notes:

The suffix -ed is pronounced /əd/ in grunted, pronounced /t/ in slumped, sneaked and stomped, and pronounced /d/ in filled, turned and dragged, but will always be spelt ed.



- Slide 32: Reading as a reader – Role on the Wall.

Guidance from the Notes:

Building a character – role on the wall. Authors show the reader what a character is like by what they say and what they do. **Role on the Wall** is a drama technique in which the outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. A ‘role on the wall’ can often be more meaningful if the outline is of the character rather than a gingerbread man which is the most common. Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes. This drama technique can help children focus on how the character has been developed and can include facts such as physical appearance as well as the character’s personality such as likes/dislikes, talents, etc.

Providing the children with an ongoing bank of words like this helps them to acquire new words and think about their meanings but can also act as a word bank for their own writing. An image of the Role on the Wall is supplied on the following pages of this PDF.

- Slide 33: Reading as a reader – what will happen next? The lines displayed are on page 18 of the story.

Guidance from the Notes:

Re-read this section, encouraging the children to join in with prosody.

Elicit from the children that Rory is preparing the saucepan and the ingredients in order to cook the Monstersitter, then click to reveal the image. Ask children to discuss with a partner what they have read/heard and make a sensible prediction based on what they know.

- Slide 34: Reading as reader – what will happen next? These lines displayed are on pages 23 to 26 of the story.

Guidance from the Notes:

Read with prosody, then re-read and invite the children to join in. Invent and agree actions and voices, especially the emboldened words.

Can children read any of the common exception words frequently encountered such as said, we, when, was, here; and the common exception word ask with the –ed suffix?

Can children apply phonic strategies to read/ sound out words with phonemes previously learnt such as scrumptious?



- Slide 35: Reading as a reader – making connections.

Guidance from the Notes:

Text to self: Rory likes to cook/ a child might like to cook; Rory likes to be outside/ a child may have experienced cooking outside; Mum and Dad went out and left the children with a babysitter which children may have experienced. A contrast may also be made, e.g. Rory likes to cook/ a child may NOT like to cook.

Text to text: Find similarities and differences between this story and others the children are familiar with.

Text to world: Events in the wider world, including the children's local area, may be comparable to the events in the story.

- Slide 36: Reading as a reader – understanding the story.

Guidance from the Notes:

This twist in the tale requires a lot of inference but children can often detect what isn't explicit and this needs to be encouraged and developed. Spend time exploring what the dialogue and action reveals and ensure that children grasp the fact that the Monstersitter has been eaten and the postman could be next!

- Slide 37: This slide is for teachers. It appears at this point in the unit, but is hidden so that you can avoid displaying it to the children.

Guidance from the Notes:

These are further suggestions to discuss narratives with children. They may be adapted to meet the needs of the children in the class and can be used with any reading activity. These prompts are presented in this way with the intention that they would be printed, cut out and made into a booklet for adults to have handy when reading with children. These are also supplied on the last pages of the accompanying Word file.

- Slide 38: Phase 1b. Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply.

Guidance from the Notes:

Choose one or two objectives to be the main focus of studying the text with a writer's eye. Examples follow but teachers should adapt this technique to meet the needs of the children they teach.



- Slide 39: Reading as a story – understanding the story.

Guidance from the Notes:

With early writers, the analysis phase of reading will focus on identifying the features the writer has used and exploring them further, considering how the author has put the writing together. However, the children's experience at this stage should inform the planned activities that are selected

Children find summarising and ordering what happened in a narrative quite challenging but writers ensure that events occur chronologically and this skill needs to be practised. If more support is needed, key events can be provided, e.g. select from the following (don't include them all):

Rory loved to cook with his dad.

One evening, Mum and Dad decided to go out for dinner.

They ordered a babysitter.

The doorbell rang and an enormous hairy monster stood at the door.

The huge hairy monster stomped into the house.

Rory and the other little monsters sneaked into the kitchen.

Rory took the biggest saucepan outside.

We aren't told what happened to the Monstersitter – we have to infer that they had eaten him!

The next morning, Mum said the postman was due.

Rory said he would get the frying pan.

A template for the timeline is supplied on the accompanying Word document.

- Slide 40: Reading as a reader – Find a friend.

Guidance from the Notes:

Distribute word cards to the children, half the class with -s and the rest with a singular noun, some from the story.

Put some music on and encourage the children to move round the class. When the music stops sit down with a friend (one s and the other a word). Children should read the word together using phonic strategies where necessary.

If appropriate, children should put their word into a sentence which may be spoken or written. Discuss with the children why the writer has chosen to pluralise some nouns (as in the examples) but not others (sofa, saucepan). These words are supplied as printables on the following pages of this PDF, along with a page of blank word boxes, so that the children can write in their own words.



- Slide 41: Reading as a writer – sentence mix and match.

Guidance from the Notes:

The National Curriculum introduces coordinating conjunctions *without* the use of a comma, but children may come across comma use in the books they encounter. Also, some teacher resources include the use of a comma with a conjunction which can be confusing. As children move through the primary years, they will be taught when it is appropriate to use a comma and when it is not, but for the early stages of learning about sentence structure, it is advisable to stick to one approach.

This activity can be done as a table activity if the sentences are printed out and distributed. They are colour coded but could be used without colour to add extra challenge. Ask children to match the first half with the second half and join with the joining word and. These are all examples from the text but others may be invented if more suitable.

- Slide 42: Reading as a writer – sentence mix and match.

Guidance from the Notes:

Discuss with the children why the writer has combined sentences in this way. Young writers tend to write in short simple sentences and join them all with the word *and*. If they can identify and explore how writers use the word *and* to combine words and sentences, they can learn to apply this to their own writing.

NB The first four examples here demonstrate how the joining word *and* has been used to combine ideas in sentences to add interest for the reader and to force the reader to spot the relationship between the two ideas.

The second part of the sentence could form a sentence in its own right with the addition of the pronoun *He* or *They* (apart from the second example which is already a stand alone sentence). The last two examples here show how the joining word *and* has been used to combine phrases rather than sentences, forming a list of items which have been elaborated, e.g. pepper and salt has become a twist of pepper *and* a sprinkling of salt; pancakes *and* cakes has also been expanded, but they can't be made into sentences.

- Slide 43: Reading as a writer – sentences.

Guidance from the Notes:

Teachers should adapt this activity depending on the current competence of the children. It can be simplified if this is too challenging.



- Slide 44: Reading as a writer – sentences.

Guidance from the Notes:

Whilst it is the recommendation that any teaching of grammar should be related to the text being read, it is suggested that the initial explanation uses a text or theme the children are very familiar with, which could be the focus text but could also be other familiar texts. This will enable the teacher to focus on the grammar or punctuation objective being taught without the distraction of a new setting or unfamiliar characters. The first examples shown here are based on nursery rhymes but any story with which the children are familiar could be used. In these examples, the function of the joining word *and* is to link items in a list.

- Slide 45: This slide is for teachers. It appears at this point in the unit, but is hidden so that you can avoid displaying it to the children.



Phase 2

- Slide 46 and 47: Get ready to write – what makes a sentence?

Guidance from the Notes:

Children may think that these examples are not sentences because they do not have a capital letter or full stop. Make it clear that they will come later – we need to identify the verb first to be sure it is a sentence. An added challenge would be to include phrases for children to identify that these are not sentences. These sentences all contain action verbs, so a question to ask the children is ‘Who did what?’. Once the verbs have been identified, provide the children with punctuation fans for a capital letter and a full stop and ask them to indicate where these need to be placed.

- Slide 48: Get ready to write – Sentence Builder Game.

Guidance from the Notes:

This slide and the following 7 comprise a game to strengthen understanding of sentence structure. Words have been selected for their appropriateness to this theme but may be edited to reflect words collected during this unit. These words are provided on the following pages of this PDF, as well as on the accompanying Word document (should you wish to edit the copy), and should be printed and cut up in order to play the game, or it can be carried out as a whole class activity with children selecting words from each slide as it is displayed. The whole game is editable so may be simplified or extended as desired.

- Slides 49 to 54: Display the words (which are supplied on the following pages of this PDF, as well as on the accompanying Word document, should you wish to edit them.)

Guidance from the Notes:

Information for teachers – Year 1 children do not need to know any terminology other than joining word.

Articles and determiners – black

Nouns – red

Verbs – green

Adjectives – blue

Conjunctions - brown

Blanks – grey



- Slide 55: Get ready to write s or es?

Guidance from the Notes:

NB The suffixes –s and –es may also be used for 3rd person verbs (I cook/ he cooks; I mix/ she mixes) and to indicate present tense but the focus of this unit is adding –s and –es to pluralise)

An interactive activity and quiz to support this concept is available at [BBC Bitesize](#).

- Slide 56: Get ready to write – s or es? Displays a selection of words. Click to animate the plural.

Guidance from the Notes:

Other spelling patterns occur in the story which follow spelling rules which may have not yet been taught such as tummies (y to i before adding the suffix) and leaves (f to v before adding the suffix). If children are familiar with these rules, words like this could be included. NB There are no words in the story which take the suffix –es as a plural so the examples here are included to teach the rule.

- Slide 57: Get ready to write – s or es? Displays a selection of words, ask the children what they need to be plural:

Guidance from the Notes:

If whiteboards are used in the classroom, children could write s on one side and es on the other and this activity could be a ‘Show me’ exercise. Alternatively, ask the children to write the word in full with the correct ending. Words presented are editable and can be changed to more relevant ones if desired. These words are also on page 34 of this PDF, which you could print for the children.

- Slide 58: Get ready to write – s or es? Displays the words from the previous slide as plurals.



Phase 3

- Slide 59: Phase 3. Teacher modelling. Planning, drafting, editing, writing.

Guidance from the Notes:

Co-construct a simple success criteria with the children and agree what the writing COULD include. This is modelled here but can be introduced at any point in the sequence and should reflect what the teacher and the children have identified as possible elements to include. Even for young writers, it is beneficial to develop an awareness of the audience and purpose of the writing. Any vocabulary recorded for potential use should only be capitalised where a capital letter is needed, e.g. the start of sentences, proper nouns. Otherwise, stick to lower case so when children use the words, they won't capitalise them in the middle of a sentence. The agreed success criteria is a repository to select from, not a hard and fast 'tick every item'.

- Slide 60: Take a simple story – boxing up.

Guidance from the Notes:

Through teacher demonstration, show how a simple story can be written based on the principle of one paragraph per box.

- Slide 61: Extract the 'bare bones' of the story to help you create your own.

Guidance from the Notes:

Children in Year 1 may need to hug closely to the original or teacher version of the story but encourage them to change just one or two elements if innovating the whole thing is too challenging. The original story has a clever twist in the tale which would be difficult to replicate so an alternative denouement is suggested here.

- Slide 62: Teacher modelling.

Guidance from the Notes:

Plural: shoes

Joining word:...put on her dancing shoes and tried her best...



- Slide 63: Teacher modelling. Teacher scribing.

Guidance from the Notes:

Teacher modelling leads into teacher scribing as the children are invited to talk in pairs then make suggestions. Encourage the children to add more description to what is already written. Encourage the children to put their ideas into complete sentences that make sense. At this stage, all ideas are accepted and acknowledged but it is likely to be the teacher's ideas that are still the ones to be used.

Joining words to link sentences:

They ordered a babysitter for Lily and went to get ready.

There was a knock at the door and Lily went to answer it.

- Slide 64: Teacher modelling. Teacher scribing.

Guidance from the Notes:

Teacher modelling leads into teacher scribing as the children are invited to talk in pairs then make suggestions. At this stage, all ideas are accepted and acknowledged but it is likely to be the teacher's ideas that are still the ones to be used.

Plural: arms

Joining words to link sentences:

He flounced into the house, turned on the radio and twirled on the spot.

- Slide 65: Teacher modelling. Supported writing.

Guidance from the Notes:

Plural: chairs

This is merely a suggestion. Teachers should model their own versions for the children.

The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.



- Slides 66:

Guidance from the Notes:

Plural: tables

Joining words to link sentences: In no time at all, she was side-stepping the tables and whizzing across the floor.

This is merely a suggestion. Teachers should model their own versions for the children.

The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.

- Slides 67:

Guidance from the Notes

Plural: moves

Joining words to link sentences: The next morning, Lily couldn't wait to show off her dance moves.

This is merely a suggestion. Teachers should model their own versions for the children.

The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.

- Slide 68: Teacher modelling. Independent writing.

Guidance from the Notes:

Children can work in pairs if teachers prefer this approach.

- Slides 69 and 70. Closing slides.

All websites referred to were functional at the time of publication. Teachers should check that these are still operational before including them in the lesson.

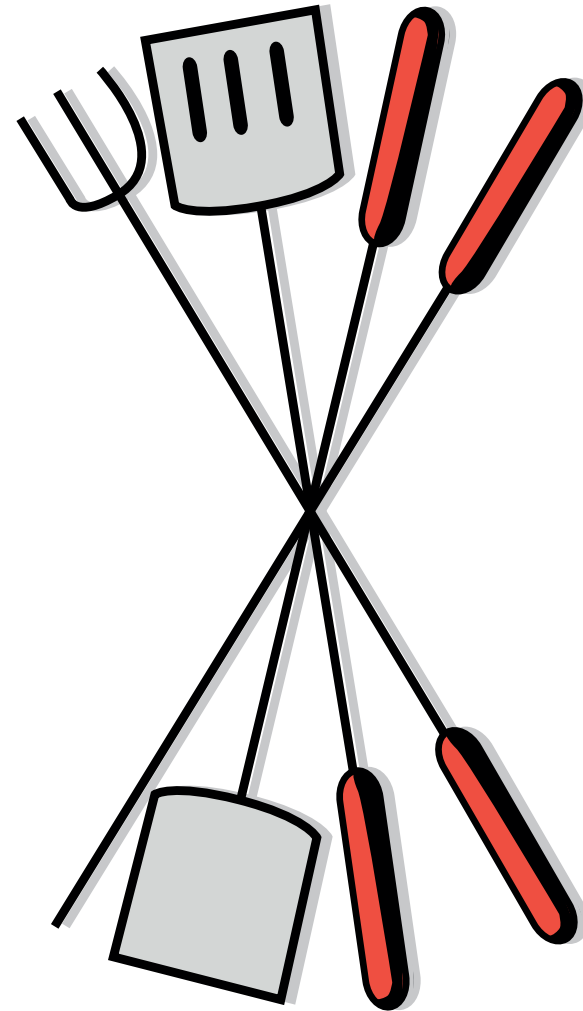
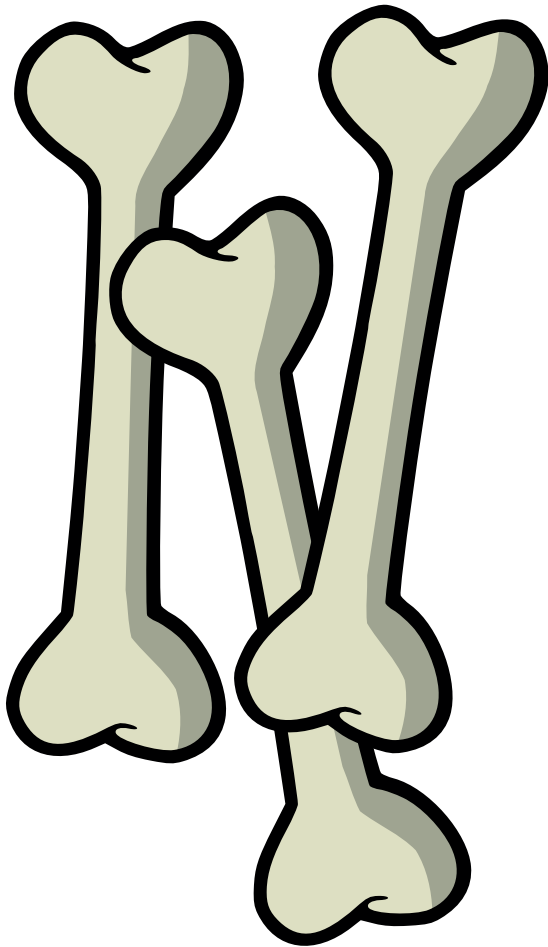


Treasure Hunt

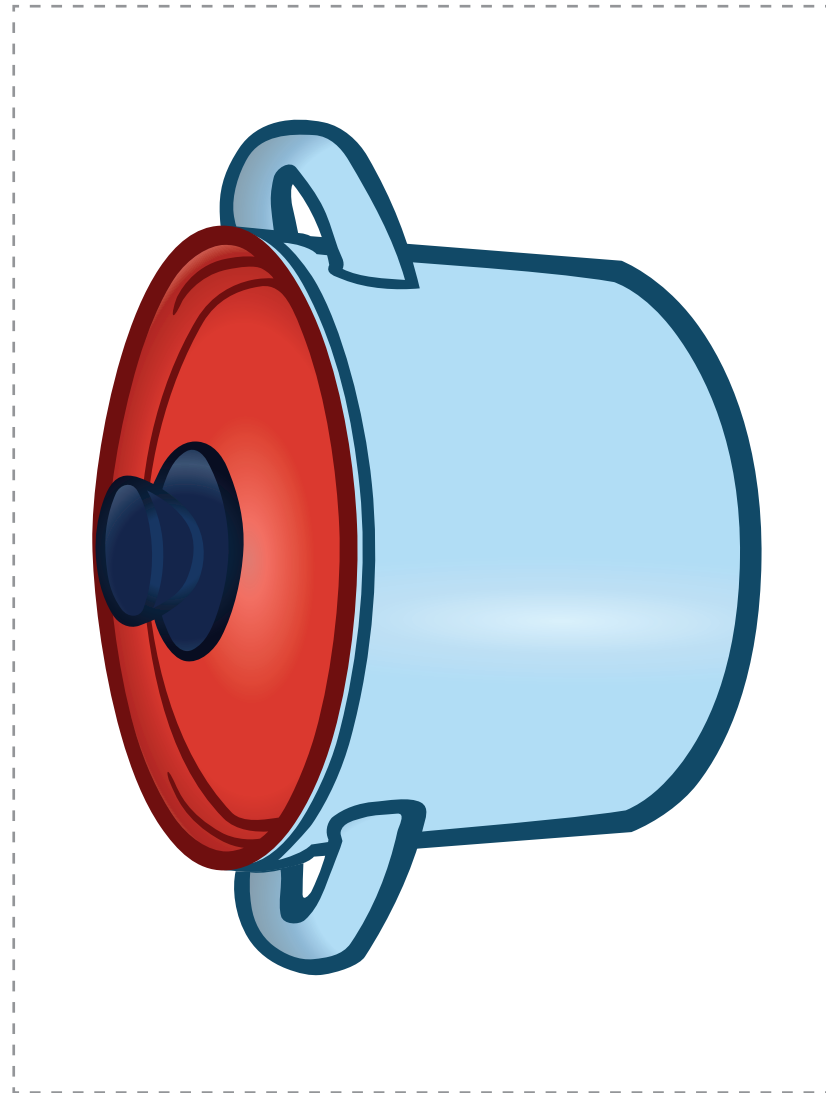
Cut out these images and place around the classroom.



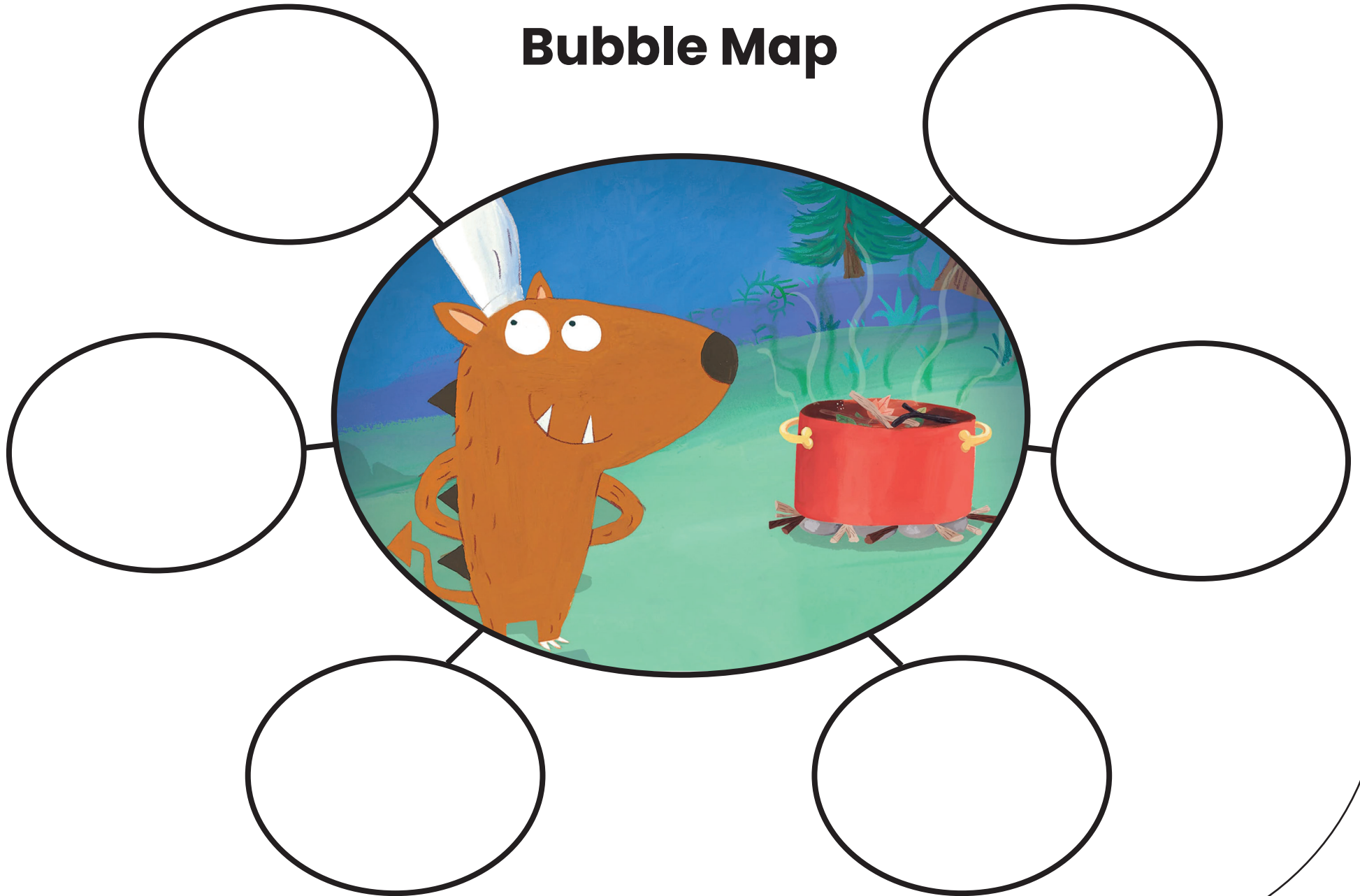
Treasure Hunt



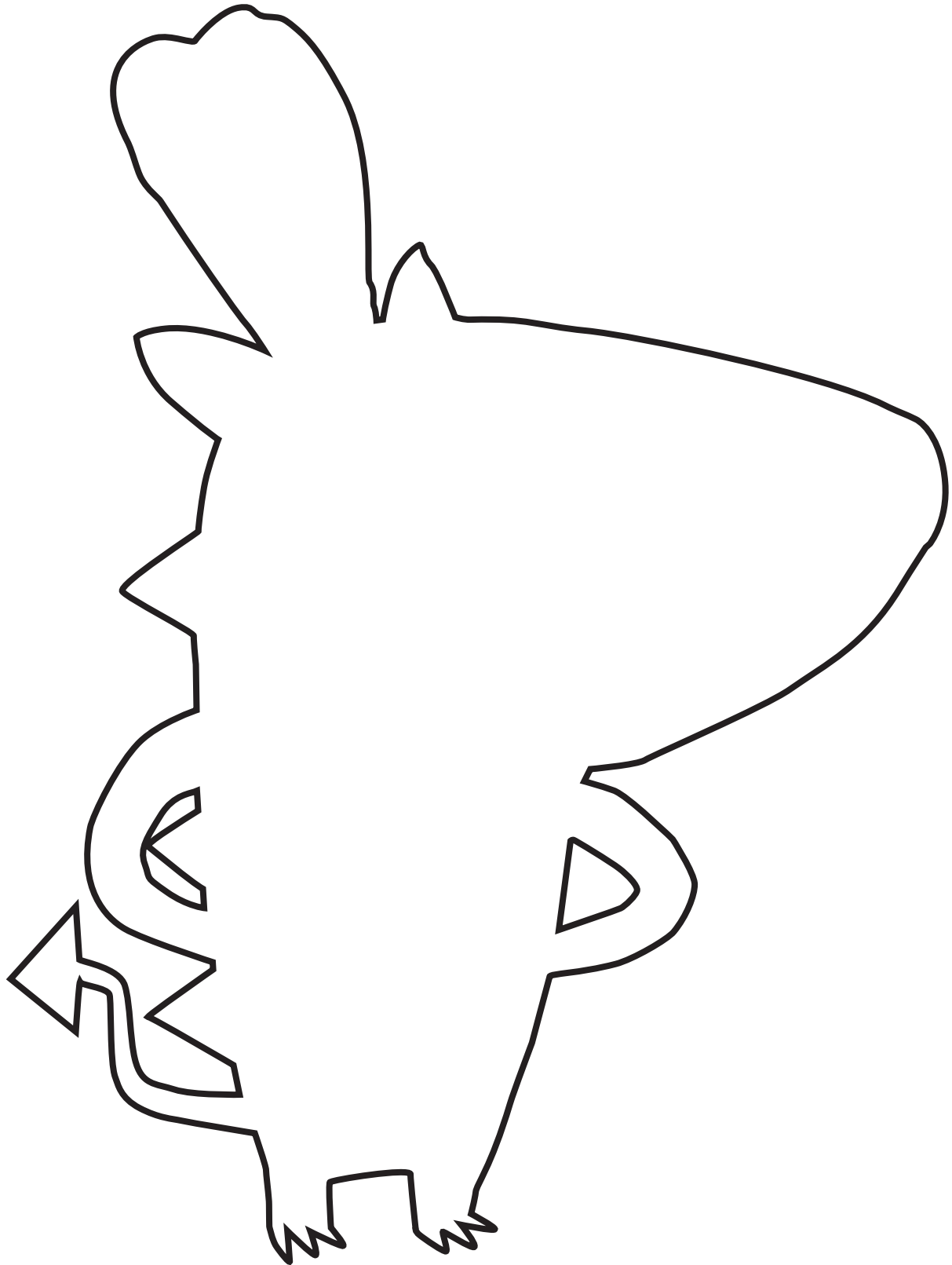
Treasure Hunt



Bubble Map



Role on the Wall



Find a Friend

pancake

cake

snack

stick

twig

s





Articles and determiners



The

the

A

a

his

some

that

those



Adjectives



blue

hairy

enormous

huge

biggest

spicy

scrumptious

hungry



Nouns



Rory

**the
Monstersitter**

Mum

Dad

children

sofa

saucepan

pancakes



Verbs



cooked

grunted

stomped

filled

added

shouted

asked

dragged



Subordinating and Conjunctions



and

but

so

because

and

but

so

because







Get ready to write – s or es?

Add es if the word ends in s, sh, ch, x or z

box ____

bench ____

class ____

house ____

school ____

church ____

brush ____

mix ____

pencil ____

kiss ____

bird ____

plate ____

monster ____

pass ____

sandwich ____



Tell Me Grid

What I like	What I didn't like
I want to know...	It reminded me of...

