

Year group: R	Unit: 1a	Genre: Wishing tale	Text: Finding a friend
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<p>Outcome: What we can expect to see in books at the end:</p> <ul style="list-style-type: none"> ● Pre-assessment (cold write) ● Scaffolded Innovated write ● Independent application (hot write) 	<p>Expectations: Washing lines/Working walls will reflect current learning and will include:</p> <ul style="list-style-type: none"> ● Everyday Toolkit ● Model Text (annotated) ● Text Map ● Growing Vocabulary Bank ● Toolkit - characters ● Shared Writing 	<p>Everyday Toolkit My neatest work Starting my letters in the right place Finger spaces</p> <p>Character's Toolkit Talk about a character you know - make up another story about them Make up a new character - give them a name Use words to describe your character (friendly, scary) Is your character a goodie or a baddie? Give your character a problem End with 'happily ever after'</p>	
<p>Cold Write</p>	<p>Pre-Assessment: Can you tell me a story you know? Can you make up a story? Scribe their responses or record (sound only) using an iPad and type transcript later. (This will be a baseline assessment in their English books).</p>		
<p>Imitation</p>	<p>Suggested hook: Box of toy animals from the story, or the class find a girl/boy puppet who is looking sad because they don't have any friends.</p>		
<p>Oral rehearsal of model text</p>	<p>Model Text: Finding a friend</p> <p>Oral rehearsal game:</p> <ul style="list-style-type: none"> ● tell the children the story first ● create a story map with the children ● add in key word actions ● retell until familiar (whole class, groups, pairs, using small world play, etc) 		
<p>Oral rehearsal of key words, sentences, grammar</p>	<p>Word: (Vocabulary to teach the meaning of) friend, jiggety jog, trumpet, shoo, cheetah, giraffe, 'he's above me', chimpanzee, rabbit, fine</p>	<p>Sentence: forming a simple sentence verbally about a character Play 'Mr Copycat' (EYFS T4W book p 200) Play 'Build a sentence' (EYFS T4W book p 204)</p>	<p>Grammar: pronouns - using he and she for different characters</p>

Additional writing opportunities (short burst writing)	<ul style="list-style-type: none"> ● draw and label character - known ● draw and label own character - made up ● picture of a character to talk about (adult scribe or child writes) ● 		
Reading as a reader	<ul style="list-style-type: none"> ● read the whole text in a bog book form (make own) ● talk about how each character might feel ● discuss what the story is about - relate it back to the story map so children understand it is the same thing ● complete a 'Tell Me' square (Aidan Chambers) for the story ● discuss certain words/phrases from the story (eg who goes there?) why is it written like this? What else might we say? ● Read one sentence - does it make sense? Explain what a sentence is. 		
Reading as a writer	<ul style="list-style-type: none"> ● read other similar texts - what is similar about them? ● eg 'Abigail' by Catherine Rayner 		
Innovation	<p>Children could be provided with a collection of photos of different animals or a video clip showing different animals</p> <ul style="list-style-type: none"> ● Use the same story pattern to create their own version of the story - changing the animal characters and changing the boy/girl character 		
Shared writing (as a class)	<p>Suggested strategies for shared writing:</p> <ul style="list-style-type: none"> ● Use of TA to bank ideas for other animal characters ● Use of TA to add post its to the story map to show the new characters ● Use of toolkit to think about what will make a good new story map <p>Structure by:</p> <p>Decide to change the characters in the story. Refer to the toolkit for what will help us make a good new story. Use TA to add post its to the original story map. Retell the new version together.</p>		
Scaffolded innovated write (as individuals)	<p>Scaffolded innovated write:</p> <p>Children make up and draw their own new animal characters, next to a photo of themselves (they will be the girl/boy character in their new version).</p>		
Hot Write	<p>Purpose for writing.:</p> <p>Story to tell to the puppet they found initially to cheer them up</p>		

<p>(independent task)</p>	<p>Suggested hook: Find photos of themselves in a box with a speech bubble saying 'help - we need some friends!'</p> <p>Independent application (hot write): Children to draw their own story map. Practise retelling to a partner, to a small group. Plan time for them to tell their stories to other children. Tell to an adult and the adult to scribe their story (everyone will do this – transcript in English books).</p>
<p>Evaluation</p>	<p>Compare the cold writes and hot writes and assess the children's progress.</p> <p>Teachers to consider these key questions at the end of each unit to inform future planning: Were the outcomes what you expected? What skills are children secure in? What skills need to be revisited? Are children secure in the toolkit you have taught them? Have you reviewed the targets set? Can you use this genre of writing in your foundation work? (especially for non-fiction text types)</p>