



LEADERS OF EARLY LEARNING

Literacy Story Planners



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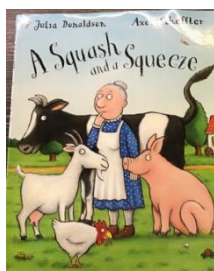
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Literacy Story Planner – A Squash and a Squeeze – Phonological Awareness

Title – A Squash and a Squeeze

Author – Julia Donaldson



Experiences and Outcomes –

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a/LIT 0-11a/LIT 0-20a**

Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • identify rhyming words. • create rhyming words.
Success Criteria	<p>I can</p> <ul style="list-style-type: none"> • listen for 2 words that sound the same (rhyme). • complete the rhyme in the story. • create rhyming words for other words within the book
Introduction- Connect the learning	
<p><i>How will you introduce the book? (build excitement, wonder, curiosity)</i></p>	<p>Ask the children to get close to each other (without pushing), then take a step apart. Repeat again. This will provide children with a real-life experience of being in a squash and a squeeze.</p> <p>Ask children to sit down and bring out the story basket/box with an old lady, old man, cow, pig, goat and hen.</p>
<p><i>How will you build on children's own experiences to help them enjoy and relate to the text?</i></p>	<p>Discuss times when children have felt squashed or things were too small. Share examples, e.g. When putting on shoes that are too tight, when sitting in the car with your brothers and sisters.</p> <p>Discuss the animals in the box – 'where would you find these animals?' Discuss the size of the animals you would find in a farm. 'Would they fit in your house?' 'What sorts of animals do you have at home?' 'Where do they sleep?'</p>
Development- Learners are actively involved in their learning and demonstrate learning	
<p><i>What shared interactive reading approaches will you focus on during the experience?</i></p>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E's an P's – language for thinking and learning <p>Building phonological awareness</p> <p>Throughout the story there many examples on each page of rhyming words. After listening to the story, the children should be able to identify some of the rhyming words and may be able to complete the rhyme when more familiar with the story.</p>

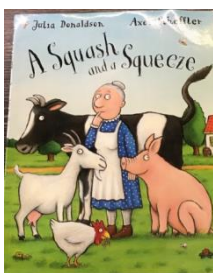
<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>Curious, larder, jig, grumble, wise SSTARS—curious Show – Act out being curious, using hand gestures (touching head / mouth), look intently, demonstrating thinking. Ask a question Tell –interested in knowing or learning something Relate – Share a time when you have felt curious about something: Ask children: ‘have you ever felt curious about something?’ ‘What was it?’ Say – seek opportunities to use the word possibly when predicting what will happen in different books, discussing characters and their actions</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements Encourage children to identify the rhyming words on the pages. Can the children complete the rhyming words/repeated phrases after listening to the story several times?</p> <p>- repeated phrases - “Wise old man, won’t you help me please? My house is a squash and a squeeze.” - “Take in my ____? What a curious plan.”</p> <p>- actions - props - Story box with puppets</p>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i> The questions and <i>think alouds</i> should focus on extending or reinforcing the children’s basic understanding of the plot. E.g.</p> <ul style="list-style-type: none"> • Who (character)? • Where (setting)? • What (action/big problem/resolution)? • Why (explaining understanding)? • ‘I’m trying to understand why...’ <p><i>‘I’m wondering what the little old lady’s problem was.’</i> <i>‘I wonder why the little old lady thought it was a curious plan to take in her hen.’</i> <i>‘I’m trying to figure out where the little old lady lives.’</i></p> <p><i>Second read:</i> <i>‘Can you listen for the words that rhyme? That sound the same.’</i></p> <p><i>‘What can you remember about the story?’</i> <i>‘Can you remember what the little old lady’s problem was?’ Who helped the little old lady?’</i> <i>‘I’m wondering if the wise old man’s idea was a good idea.’</i> <i>‘I’m curious about why the little old lady didn’t like having the animals in her house.’</i> <i>‘I’m thinking it would be messy to live with a pig in my house.’</i></p> <p><i>Subsequent reads:</i> <i>‘Can you finish the rhyming sentence for me...?’</i> <i>‘Can you think of another word that rhymes with...?’</i></p> <p><i>‘I’m trying to understand why the little old lady was unhappy.’</i> <i>‘What did the wise old man tell her to do?’ ‘Do you think he helped?’</i> <i>‘At the end of the story, I’m thinking that the old lady was feeling happy about the size of her house.’</i></p>

	<p><i>'Have you ever felt like something wasn't big enough?' 'Or something was too big?'</i> <i>'What happened?'</i></p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms: 'What did you like/dislike about the story?'</i> <i>Puzzles: 'Why do you think the wise old man kept telling the little old lady to add more animals in her house?'</i> <i>Connections: 'Do you have any animals in your house?' Discuss the animals in their house. 'Where do they live?' 'Do they stay inside or outside?'</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Home corner to allow children to re-enact the story – with table, jug, farmyard toys / costumes to allow children to act out the story. Can they fit enough everyone into the house?</p> <p>Block area – allow children to design and build the little old lady's house, using Lego / blocks.</p> <p>Sensory play – fill up balloons with different items, e.g., water, raisins, flour, pasta, rice, oatmeal, syrup, allow children to feel and play with them. Provide the items to allow children to try to explore the items, make up their own balloons / small bags.</p> <p>Songs and Rhymes: Old McDonald's farm This little piggy went to market</p>

Literacy Story Planner – A Squash and a Squeeze – Story Comprehension

Title – A Squash and a Squeeze

Author – Julia Donaldson



Experiences and Outcomes –

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

Learning Intention	<p>We are learning to</p> <ul style="list-style-type: none"> • talk about characters from a story • explain what happens in a story
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • talk about the problems that a character in the story has • ask and answer questions about the characters and events in a story • contribute to discussions about a big problem and how it is overcome
<p>Introduction- Connect the learning</p>	
<p><i>How will you introduce the book? (build excitement, wonder, curiosity)</i></p>	<p>Ask the children to get in close to each other (without pushing), then take a step apart. Repeat again. This will provide children with a real-life experience of being squashed and squeezed.</p> <p>Ask children to sit down and bring out the story basket / box with an old lady, old man, cow, pig, goat and hen.</p>
<p><i>How will you build on children's own experiences to help them enjoy and relate to the text?</i></p>	<p>Using the little old lady doll, explain that she has a problem and feels grumpy about it. Discuss the title – A squash and a squeeze – 'what do you think the author means by this title?'</p> <p>Discuss times when children have felt squashed or things were too small. Share examples, e.g. When putting on shoes that are too tight, when sitting in the car with your brothers and sisters.</p> <p>Discuss the animals in the box – 'where we would find these animals?' Discuss the size of the animals you would find in a farm. 'Would they fit in your house?' 'What sorts of animals do you have at home?' 'Where do they sleep?'</p>
<p>Development- Learners are actively involved in their learning and demonstrate learning</p>	
<p><i>What shared interactive reading approaches will you focus on during the experience?</i></p>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story elements – story comprehension - E's an P's – language for thinking and learning

<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>Curious, larder, jig, grumble, wise SSTARS—jig Show – dance out a jig, show a video of people dancing Tell –a jig is a fast dance, with jumping movements Relate – Share a time when you have been dancing a jig, - ask children if they have ever danced a jig, maybe at a wedding, ceilidh, St Andrews day / Burns Night / – ‘how did you feel about dancing?’ - ‘when do they dance?’ Say – seek opportunities to use the word, maybe dance a jig when outside playing, when discussing ways that they can move their body</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements Encourage children to identify the rhyming words on the pages. Can the children complete the rhyming words/repeated phrases after listening to the story several times?</p> <ul style="list-style-type: none"> - repeated phrases - “Wise old man, won’t you help me please? My house is a squash and a squeeze.” - “Take in my ____? What a curious plan.” <ul style="list-style-type: none"> - actions - props - story basket and characters
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p>First read: The first time you read A Squash and a Squeeze, the children should grasp the basic elements of the story, using Story Elements. Keep the story moving to ensure flow and have short conversations to help children remember and understand the Character(s), Setting, Problem, Actions and Resolution.</p> <p>After your first read, you might want to make a <i>think aloud</i> comments around the problem e.g. ‘The little old lady has a big problem –her house is too small!’ and wait to see how the children respond as this is not explicitly stated in the story. You could also ask a question like ‘Why does the wise old man keep telling the little old lady to bring animals into her house?’</p> <p>Your questions and <i>think alouds</i> should focus on extending or reinforcing the children’s basic understanding of the plot. E.g.</p> <ul style="list-style-type: none"> • Who (character)? • Where (setting)? • What (action/big problem/resolution)? • Why (explaining understanding)? • ‘I’m trying to understand why...’ <p>Second read: The second time you read the story, start to have longer conversations and talk more deeply about the story. Strive for 5 turns in conversations. Discuss characters’ thoughts and feelings, refer to illustrations. Encourage the children to use reasoning skills by making <i>think aloud</i> comments and asking questions that build understanding.</p> <p>‘What can you remember about this story?’ ‘Can you remember why the little old lady was grumbling?’ ‘What was her problem?’</p>

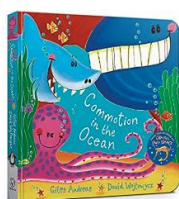
	<p><i>'Who helped the little old lady?'</i> <i>'I wonder which animal came in first / second?'</i></p> <p>Talk about the actions of the different characters:</p> <ul style="list-style-type: none"> - <i>'I wonder why the wise old man kept telling the little old lady to bring more animals into her house.'</i> - <i>'I'm thinking that the little old lady didn't think that wise old man's plan would work.'</i> - <i>'I'm trying to figure out how the goat felt about being brought inside.'</i> <p><i>Subsequent reads:</i> Discuss the story again, focussing on the actions and resolution. <i>'Was the wise old man able to help in the end?'</i> <i>'What did he tell the little old lady to do?'</i> <i>'Why was the little old lady full of frolics and fiddle-de-dees?'</i> <i>'How do you think she felt?'</i> <i>'Why?'</i> (use the illustrations to support). Discuss the meanings of some words "teeny", "titchy" and try to find other words that mean small. <i>'What other words have similar/opposite meanings?'</i></p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms: 'what did you like/dislike about the story?'</i> <i>Puzzles: 'Why do you think the wise old man kept telling the little old lady to add more animals in her house?'</i> <i>Connections: 'Do you have any animals in your house?'</i> Discuss the animals in their house. <i>'Where do they live?'</i> <i>'Do they stay inside or outside?'</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Create a curiosity station – have a mix of items that can be squashed or squeezed (pom-poms, rice, chickpeas) – allow children to investigate</p> <p>Puppets to allow children to re-enact the story.</p> <p>Small world farm/gardening area – include items such e.g., hay, seeds, feathers, trowels, farm animals, books on farm animals, tractors. Use different-sized seeds and bulbs, allow children to sort into big and small</p> <p>Songs and Rhymes: Old McDonald's farm This little piggy went to market</p>



Literacy Story Planner – Commotion in the Ocean – Phonological Awareness

Title – Commotion in the Ocean

Author- Giles Andreae



Experiences and Outcomes-

I enjoy exploring and playing with the patterns and sounds of language and I can use what I learn. LIT 0-01a/LIT0-11a/LIT0-20a

As I listen and take part in conversations and discussions I discover new words and phrases which I use to help me express my ideas, thoughts and feelings LIT0-10a

Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • identify rhyming words. • create rhyming words.
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • listen for 2 words that sound the same (rhyme). • complete the rhyme in the story. • create rhyming words for other words within the book
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Share some toy animals appropriate to the story (shark, polar bear ,penguin etc) Talk about how there are lots of different creatures in the book Consider sea themed play in other areas e.g., sea creatures and seaweed in the water play.</p>
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<p>As if anyone knows what the ocean is Ask if anyone has been to the seaside Talk about all the things you might see and do at the seaside Ask if anyone has seen crabs or fish or shells Ask if the children like nursery rhymes Talk about favourite rhymes Talk about how we are going to find out about lots of different creatures Have the children tell you a fact about themselves. Talk about how the creatures are all going to share facts about themselves, but they are going to do it with rhymes.</p>
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARs – vocabulary development - Story elements – story comprehension - E’s an P’s – language for thinking and learning <p>Commotion in the Ocean is a collection of short poems with many opportunities to illustrate rhyme. There are also examples of alliteration which can be shared e.g., “curious commotion” “pitter patter” “clippety clap” and “snippety snap”.</p>
<i>What vocabulary will you highlight/draw</i>	<p>Scamper, jiggle, cling, waddle, slither SSTARs - Scamper</p>

<p><i>attention to during the shared interactive reading experience? (Max of 5)</i></p>	<p>Show – demonstrate how an animal might scamper from one place to another Show video/pictures of animals scampering Tell-talk about how small animals sometimes scamper when they are scared or excited. Talk about reasons why animals might scamper Talk about why the turtles might scamper in the sand Relate- Ask children to recall times when they had seen an animal (perhaps a pet) scamper Say- Look for opportunities to use the word within the playroom.</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>i.e. - sound elements - repeated phrases - actions - props Children could be encouraged to predict or create appropriate rhymes at line ends in the poems. Following subsequent reads children can be supported in creating their own creature rhymes</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p><i>First read</i> As you read the story maintain a flow that makes the rhymes work. On occasion draw attention to particular rhymes and make them explicit e.g., wings and strings or whale and tail. Use questions and think aloud to support comprehension.</p> <p><i>‘I wonder which creatures are in the book?’</i> <i>‘Which animals do we think are scary?’</i> <i>‘Which animals are big/small?’</i> <i>‘I wonder what this creature is called?’</i> <i>‘I wonder what the _____ will tell us.’</i> <i>‘Can you hear how he spoke in a rhyme?’</i></p> <p><i>Second read</i> <i>‘Which creatures do we remember?’</i> <i>‘Can we remember what they told us?’</i> <i>‘Do we remember the rhyme they made?’</i></p> <p><i>Subsequent reads</i> <i>‘Which creatures do we remember?’</i> <i>‘What do they do?’</i> <i>‘What did they say?’</i></p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p><i>Sharing enthusiasms – ‘What is your favourite creature in the book and why?’</i> <i>Sharing puzzles – ‘Why do the fish at the dark bottom of the sea have big teeth and eyes?’</i> <i>Sharing connections - Children can share all the different things that make them individuals or all the things that make them humans</i> Children can play rhyming body part games to mimic the book e.g. <i>‘This is my hand and I like sand.’</i> <i>‘This is my head and I make my bed.’</i></p>

<i>Further play experiences and provocations</i>	Children can role play all the creatures in the book Further study can be made of any of the creatures. The various creatures can be represented in small world play. Rhymes can be created about creatures Other animal rhymes and poems can be shared e.g., Rumble in the Jungle by the same author
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Literacy Story Planner – Commotion in the Ocean – Vocabulary Development

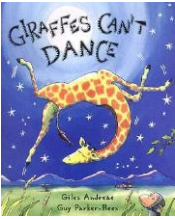
<p>Title – Commotion in the Ocean Author- Giles Andreae</p>		<p>Experiences and Outcomes- I enjoy exploring and playing with the patterns and sounds of language and I can use what I learn. LIT 0-01a/LIT0-11a/LIT0-20a As I listen and take part in conversations and discussions I discover new words and phrases which I use to help me express my ideas, thoughts and feelings LIT0-10a</p>
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Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • use new words
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • talk about and discuss the meaning of new words • act out new words • use the new words
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Share some toy animals appropriate to the story (shark, polar bear, penguin etc) Talk about how there are lots of different creatures in the book and we are going to find out all about them Curiosity and wonder about the animals and story could be generated in advance by having appropriate toys in the water area and discussing their appearance and how they moved.</p>
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<p>Ask: ‘Does anyone know what the ocean is?’ ‘Have you been to the seaside?’ Talk about all the things you might see and do at the seaside ‘Have you seen crabs or fish or shells?’ ‘How do they move?’ I.e., quickly or slowly Talk about how we are going to find out about lots of different creatures and how they move</p>
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning Commotion in the Ocean is a collection of short poems with many opportunities for vocabulary development. This planner will focus on movement words</p>
<i>What vocabulary will you highlight/draw attention to during the shared</i>	<p>Scamper, jiggle, cling, waddle, slither SSTARS - Cling Show – Model clinging on to objects Show things that cling together e.g., Velcro.</p>

<p><i>interactive reading experience?</i> (Max of 5)</p>	<p>Tell - talk about when people might cling to feel safe e.g., when climbing trees. Talk about creatures who cling like the barnacles Relate - Ask children to recall times when they had to cling on like fairground rides or with a dancing partner Say - Look for opportunities to use the word within the playroom.</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>i.e. - sound elements - repeated phrases - actions - props</p> <p>Actions - Children could be encouraged to act out all the different movements within the book Props - Children could hold toys or puppets representing the various creatures and model how they would move</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p>First read: Introduce some new vocabulary (1 or 2 words) by ‘stressing’ the word as you read aloud (see above). During the read, keep explanations brief using Shooting for the SSTARS approach.</p> <p>Use a couple of questions or think alouds to support children’s comprehension, this should not affect the story’s ‘flow’ (most of the discussion should take place before (prediction) and after reading: ‘Have you ever seen a barnacle cling?’ ‘I’m trying to understand why the barnacles had to cling to the shark?’</p> <p>Second read: Continue to ‘stress’ new vocabulary providing more descriptions and details about the words meaning. e.g., ‘waddle’ Show - point to illustrations and act out waddling Tell – The way some animals move when their body sways from side to side Relate – Talk about how children may have seen ducks waddling in the park Say - seek opportunities to use the word in the playroom. Have waddle walks and waddle congas, observing children dancing.</p> <p>Continue to use questions or think alouds to develop children’s comprehension and extend their thinking/talking skills by holding longer conversations: ‘What can you remember about the poems?’ ‘I’m thinking about all the different ways the animals moved. Can you remember any of the animals or how they moved?’ ‘I’m wondering what the jellyfish looks like when he jiggles. I wonder what it would feel like to hold him.’ ‘What type of animal would you like to be?’ ‘How would you move?’</p> <p>Subsequent reads: Reinforce previously introduced vocabulary. Encourage the children to describe the animals using the new words.</p> <p>Continue to use questions or think alouds to support children in retelling the story using illustrations or props and to make connections with the story: ‘Which animals lived on the land?’ ‘How did they move?’ ‘Which animals were big or small?’ ‘Can you remember how they moved etc?’</p>

Plenary Review and Recall	
<i>How will you help children to connect further with the story?</i>	Sharing enthusiasms – <i>‘What is your favourite creature in the book and why?’</i> Sharing puzzles – <i>‘Why do the fish at the dark bottom of the sea have big teeth and eyes?’</i> Sharing connections - Children can share all the different things that make them individuals or all the things that make them humans
<i>Further play experiences and provocations</i>	Children can role play all the creatures in the book Further study can be made of any of the creatures. The various creatures can be represented in small world play. Ring games which encourage movement in various forms can be played

Literacy Story Planner – Giraffes Can’t Dance – Phonological Awareness

<p>Title - Giraffes Can’t Dance</p> <p>Author - Giles Andreae</p>		<p>Experiences and Outcomes –</p> <p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/LIT 0-11a/LIT 0-20a</p>
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Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • identify rhyming words. • create rhyming words.
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • listen for 2 words that sound the same (rhyme). • complete the rhyme in the story. • create rhyming words for other words within the book
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Use a giraffe prop – cuddly toy or small world character.</p> <p>Introduce Gerald, he’s feeling a little sad because he has a problem.</p> <p>Ask children if giraffes can dance, await responses and then share Gerald’s problem and title of book – Giraffes Can’t Dance.</p>
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<p>Discuss times when children have danced:</p> <p>‘How do you dance?’</p> <p>‘Do you dance to music?’</p> <p>‘What kind of music do you dance to?’</p> <p>‘How does dancing make you feel?’</p> <p>‘Who do you dance with?’</p> <p>‘When do you dance?’)Special occasions/at home/dance classes)</p> <p>‘Have you ever felt like you can’t do something?’ ‘How did it make you feel?’</p> <p>‘Have you ever had help to learn something you couldn’t do?’ ‘How did you feel after?’</p>
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARs – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning <p>Strong examples of rhyming words throughout the book and opportunities to explore initial phonemes through alliteration ‘warthogs waltzing’, ‘rhino’s rock ‘n’ rolled’, ‘swaying, swishing’</p>

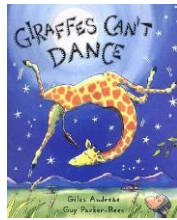
<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>crooked, elegant, bold SSTARS - clumsy Show – drop objects, trip over, fall off chair Tell – someone who has little accidents a lot Relate – recall a time when someone in the playroom has been a little ‘clumsy’ share a time when I have been ‘clumsy’ ask children – ‘have you ever been a little clumsy?’ Say – seek opportunities to use the word possibly when talking about characters in different books</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements - repeated phrases - actions - props</p> <p>After the first read children could be encouraged to identify rhyming words on some pages. Once familiar with the text omit rhyming words at the end of a sentence for children to complete. Encourage children to listen for words with the same initial phoneme.</p>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i> Read the story aloud keeping the flow and rhythm of the book to give children the opportunity to hear rhyming words. You may wish to place an emphasis on some of the rhyming words within the book to draw children’s attention to them, e.g., ‘prance, dance, I think these rhyme’.</p> <p>Use a couple of questions or think alouds to support children’s comprehension, this should not affect the story’s ‘flow’ (most of the discussion should take place before (prediction) and after reading: ‘Do you think animals can dance?’ ‘I’m trying to understand why the animals thought Gerald was clumsy?’</p> <p><i>Second read:</i> Encourage children to share what they can recall about the story: ‘What can you remember about the story?’ ‘I’m thinking about the problem Gerald had at the beginning of the book, can you remember what it was?’</p> <p>Read the story again stopping after some pages and ask: ‘Can you listen for 2 words that rhyme? That sound the same.’</p> <p>Continue to use questions or think alouds to develop children’s comprehension and extend their thinking/talking skills by holding longer conversations: ‘Why do the animals think Gerald can’t dance?’ ‘Do you think it is fair that the animals laughed at Gerald?’ ‘I wonder how Gerald feels when the animals laughed at him as he walked into the circle.’ ‘How would you feel if you were Gerald?’ ‘What would you do/say if you were Gerald?’ ‘Who helped Gerald to dance?’ ‘How do you think he feels now?’</p> <p><i>Subsequent reads:</i> Encourage children to share what they can recall about the story: ‘Can you remember Gerald’s problem?’ ‘Who helped Gerald resolve his problem?’ ‘What did they do?’</p>

	<p>As you read aloud, encourage children to complete some of the sentences by pausing and looking expectantly.</p> <p><i>'Can you finish the rhyming sentence for me...?'</i> <i>'Can you think of another word that rhymes with...?'</i></p> <p>Give children the opportunity of listening for words that start with the same initial sound: <i>'I wonder if there is another word on this page that starts with... can you listen for one?'</i></p> <p>Continue to use questions or think alouds to support children in retelling the story using illustrations or props and to make connections with the story: <i>'Has anyone ever helped you do something you weren't able to do?'</i> <i>'How did you feel once you learned how to do it?'</i> <i>'In the end, why was Gerald able to dance?'</i></p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms: 'what did you like/dislike about the story?'</i> <i>Puzzles: 'why did the other animals think Gerald was clumsy?'</i> <i>'Have they seen Gerald dance before?'</i> <i>'Did anything puzzle you?'</i> <i>Connections: children share their own dance experiences: 'How does dancing make you feel?'</i> <i>'Have you ever felt like you couldn't do something?'</i> <i>'How did you overcome that?'</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Create a stage with role play mask and instruments for children to create their own Jungle Dance. Children could be encouraged to tap out syllables of animal names using instruments or use movement – elephant – 3 jumps, monkey – 2 hip bumps. Set up a small world African Explorer's area – African wild animals, binoculars, safari hats, non-fiction books – try and include some rhyming objects and initial phoneme objects i.e., trees/bees, snake/lake, rhino/rock,</p> <p>Songs and Rhymes: Down in the Jungle 5 little monkeys</p>

Literacy Story Planner – Giraffes Can’t Dance – Vocabulary Development

Title - Giraffes Can’t Dance

Author - Giles Andreae



Experiences and Outcomes –

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a/LIT 0-11a/LIT 0-20a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

Learning Intention	We are learning to: <ul style="list-style-type: none"> use new words.
Success Criteria	I can: <ul style="list-style-type: none"> talk about and discuss the meaning of new word act out sparkle words use sparkle words and other movement words.
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	Use a giraffe prop – cuddly toy or small world character. Introduce Gerald, he’s feeling a little sad because he has a problem. Ask children if giraffes can dance, await responses and then share Gerald problems and title of book – Giraffes Can’t Dance.
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	Discuss times when they have danced: ‘How do you dance?’ ‘Do you dance to music?’ ‘What kind of music do you dance to?’ ‘How does dancing make you feel?’ ‘Who do you dance with?’ ‘When do you dance?’ (Special occasions/at home/dance classes) ‘Have you ever felt like you can’t do something?’ ‘How did it make you feel?’ ‘Have you ever had help to learn something you couldn’t do?’ ‘How did you feel after you learned how to do it?’
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approaches will you focus on during the experience?</i>	i.e. - building phonological awareness - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning Movement related words allow the story to be brought to life by acting them out.

<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>prance, waltzing, cha cha, Scottish reel, entranced SSTARS – entranced Show – act out using facial expression and gestures to show fascination, awe and wonder, point out animals in the book looking on at Gerald focus in on their facial expressions Tell – when you are fascinated by something that you really like/enjoy, the animals are so focused on watching Gerald dance they can't be distracted by anything else mesmerise, delight, enchant, ecstatic, Relate – recall a time where a child in the group was 'entranced' by something in them. play share a time when I have been 'entranced' by something ask children – 'have you ever been entranced by something?' 'So, focused or fascinated by something you couldn't take your eye off it?' Say – seek opportunities to use the word within the playroom when I spot a child 'entranced' in an experience, toy or game</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements - repeated phrases - actions - props</p> <p>Children will be able to act out the dance/movements of each of the animals. Props – animal masks may encourage children to move and 'dance' the way they do in the book</p>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p>First read: Introduce some new vocabulary (1 or 2 words) by 'stressing' the word as your read aloud (see above). During the read, keep explanations brief using Shooting for the SSTARS approach.</p> <p>Use a couple of questions or think alouds to support children's comprehension, this should not affect the story's 'flow' (most of the discussion should take place before (prediction) and after reading: 'Have you ever seen an animal dance?' 'I'm trying to understand why the animals were so 'entranced' by Gerald?'</p> <p>Second read: Continue to 'stress' new vocabulary providing more descriptions and details about the words meaning. e.g., 'waltzing'. Show - point to illustrations and act out waltzing with a partner Tell - a dance with a partner, where you move around the room turning as you go Relate - talk about times when the children have danced with a partner or maybe they have seen dancers on TV. Say - seek opportunities to use the word in the playroom, observing children dancing. 'Can you find the animals that are waltzing?' 'Have you ever waltzed or cha cha'd?' 'Have you ever taken part in Scottish dancing?'</p> <p>Continue to use questions or think alouds to develop children's comprehension and extend their thinking/talking skills by holding longer conversations: 'What can you remember about the story?' 'I'm thinking about the problem Gerald had at the beginning of the book, can you remember what it was?' 'Why do the animals think Gerald can't dance?'</p>

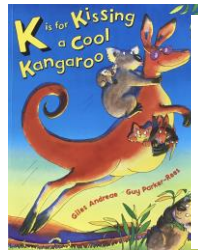
	<p><i>'I wonder how dancing makes the other animals feel.' 'How do you know?'</i> <i>'I wonder how Gerald is feeling when the animals laugh at him as he walks into the circle.'</i> <i>'How would you feel if you were Gerald?' 'What would you do/say if you were Gerald?'</i> <i>'How was Gerald's problem resolved?'</i></p> <p><i>Subsequent reads:</i> Reinforce previously introduced vocabulary. Encourage the children to retell the story using the new words.</p> <p>Continue to use questions or think alouds to support children in retelling the story using illustrations or props and to make connections with the story: <i>'Can you remember Gerald's problem?' 'Who helped Gerald resolve his problem?'</i> <i>'What did they do?'</i> <i>'What's happening here?'</i> <i>'Why are the animals laughing at Gerald?'</i> <i>'How does Gerald feel?' 'What might he be thinking?'</i> <i>'What does Gerald do next?'</i> <i>'Has anyone ever helped you do something you weren't able to do?' 'How did you feel once you learned how to do it?'</i> <i>'In the end, why was Gerald able to dance?'</i></p>
Plenary Review and Recall	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms: 'what was your favourite part of the story?'</i> <i>Puzzles: 'why did Gerald think he couldn't dance?' 'Did anything puzzle you?'</i> <i>Connections: share your own dance experiences, 'how did it make you feel?' 'Have you ever felt like you couldn't do something?' 'How did you overcome that?' 'Have you ever been entranced by something?'</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Create a stage with role play mask and instruments for children to create their own Jungle Dance. Set up a small world African Explorer's area – African wild animals, binoculars, safari hats, non-fiction books</p> <p>Songs and Rhymes: Down in the Jungle 5 little monkeys Listen to Giraffes Can't Dance song - YouTube - Children could act out the story as they listen to the song.</p>



Literacy Story Planner – K is for Kissing a Cool Kangaroo - Phonological Awareness and Vocabulary

Title - K is for Kissing a Cool Kangaroo

Author - Giles Andraea



Experiences and Outcomes –

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.
LIT 0-01a/LIT 0-11a/LIT 0-20a

Learning Intention	We are learning to: <ul style="list-style-type: none"> identify initial/beginning sounds
Success Criteria	I can: <ul style="list-style-type: none"> listen for and identify words that begin with the same sound say some words with the same initial sound.

Introduction - Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Look at the front cover and title of the book. ‘K is for Kissing a cool Kangaroo’ – ‘What do you notice?’ ‘What other animals do they see?’ Kangaroo, Koala, kitten. ‘Do you know what this bird is called? It’s called a Kiwi.’ ‘Listen to the words again, what do you notice? Kangaroo, Koala, Kitten, Kiwi The words begin with the same sound. /k/’</p> <p>Could also use a basket of props beginning with ‘k’ sound - Kangaroo, koala, kite, king, kettle</p> <p>Read the blurb on the back of the book. “ a is for apple..... b is for... c is for.... d is for” ‘What do you think this book is all about?’ ‘This book is all about letters and the sounds that letters make. I wonder if you can tell me what the sounds are when we read the book?’</p>
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<p>‘What sound does your name begin with?’ ‘Whose’ name begins with.....?’ ‘What is your favourite animal?’ ‘ What sound does it begin with?’ ‘Can you think of another word that begins with.....?’</p>

Development- Learners are actively involved in their learning and demonstrate learning

<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARs – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning <p>Exploring initial sounds through alliteration e.g., “m is for mischievous monkey and mat”.</p>
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<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>Mischievous, peaceful, mighty SSTARS - mischievous Show – Use a toy to act out a mischievous behaviour e.g., a monkey jumping on the chair/bed when you have asked her not to. Tell – a mischievous person is someone who likes to have fun by doing things they are not supposed to do. Relate – share a time when you have been a little mischievous. ask children – ‘have you ever been a little mischievous?’ What did you do? Say – seek opportunities to use the word:</p> <ul style="list-style-type: none"> • when talking about characters in different books, or • in the playroom e.g., when singing ‘5 Little Monkeys’, or • when children are playing in the role play area e.g., a mischievous puppy.
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements - repeated phrases - actions - props</p> <p>Encourage children to listen for the words with the same initial phoneme. After the first read children could be encouraged to identify other animals/things on the page that begin with the same initial sound. Once children can identify words with the same initial sound, they could be encouraged to generate their own words with the same initial sound. Basket of props with objects beginning with different initial sounds.</p>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read</i> Read the story through keeping the rhythm and flow of the book so that children have the opportunity to hear the rhyming words as well as initial phonemes.</p> <p><i>Second read</i> Read the story again stopping after each double page. ‘Can you listen for any words that start with the same sound?’ ‘Can you listen for any words that rhyme or sound the same?’</p> <p><i>Some think alouds for second and subsequent reads:</i> Page – D is for dragonfly, daisy and dream. “I wonder what the dog is dreaming about?” Page – F is for footprints, a hundred feet long. “I wonder whose footprint this is?” Page - I is for igloo, a house made of ice. “I wonder what it is like to live in a house made of ice?” Page – O is for octopus, arms everywhere. “I wonder how many legs an octopus has. Can you count them?”</p> <p><i>Subsequent reads</i> Enjoy reading the story again, listening for words that start with the same sound. Ask children to look at the pictures carefully, can they spot anything else that begins with the same sound? ‘Can you think of any other words which begin with the same sound?’</p>
<p>Plenary Review and Recall</p>	

<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p>Enthusiasms: ‘What did you like/dislike about the story?’ Connections: ‘What animal is your favourite animal?’ ‘What sound does it begin with?’ ‘Can you think of a word that begins with the same sound?’</p>
<p><i>Further play experiences and provocations</i></p>	<p>Initial sounds songs and games</p> <p>Game – Guess who? -Seat the group of children in a circle and say: Guess whose name this is.....? Choose one of the children’s names and clearly say the initial sound e.g., Lucy will be /l/ Ali will be /a/. Children guess who’s name it is.</p> <p>Song - Head, Shoulders, Knees and Toes could be: Nead, Noulders, Nees and Noes etc. using the initial sound of the child’s name. e.g., Nicole</p> <p>Song - 5 little <i>mischievous</i> monkeys jumping on the bed.</p> <p>Book - Eating the Alphabet: Fruits and Vegetables from A – Z , L Ehlert</p>



<p>Title- Owl Babies</p> <p>Author- Martin Waddell</p>		<p>Experiences and Outcomes–</p> <p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/LIT 0-11a/LIT 0-20a</p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a</p>
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Learning Intention	<p>We are learning to: (choose one of the following)</p> <ul style="list-style-type: none"> • use new words. • talk about the story
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • talk about and discuss the meaning of new words • act out sparkle words(if relevant) • use sparkle words demonstrating comprehension.

Introduction- Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	Use owl babies prop – cuddly toys or small world character, a nest and mother owl. Introduce Sarah, Percy and Bill, they are feeling a little sad/scared because their Mum is not there.
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<p>Ask children:</p> <p>‘How would you feel if you couldn’t find your Mum/Dad?’</p> <p>‘What would you do?’</p> <p>‘Who would you ask for help?’</p> <p>‘Where would you think she/he had gone?’</p>

Development- Learners are actively involved in their learning and demonstrate learning

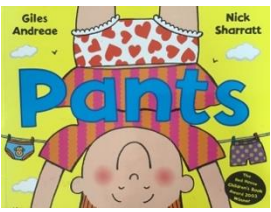
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	<p>Trunk, swooped, hunting, thought and brave</p> <p>SSTARS – brave</p> <p>Show – act out using facial expression and gestures show standing tall and not being scared, show a PATHS feeling scared face and sometimes when you are scared you have to be brave. Show the children photographs of people including children being brave.</p> <p>Tell – when you were brave e.g., going to the doctors for an injection. How scared you were at the idea, but the reality was actually alright. The doctor was very nice and kind.</p> <p>Relate – recall a time where a child in the group was ‘brave’.</p> <p>Share a time when others have been brave e.g., starting nursery for the first time or when a parent is late picking them up. Ask children – ‘Tell me a time when you have been brave?’ Do you know any brave superheroes?</p> <p>Say – seek opportunities to use the word within the playroom when relevant e.g., someone falls, or they are later to be collected and their friends have gone.</p>

<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> - repeated phrases 'I want my Mummy' to the question what did Bill say. - actions – gestures e.g., swoop with hand for 'swooped', facial expressions when reading, displaying characters emotions e.g., smiling when Mummy returns. - props – Owl Babies puppets/soft toys <p>Children will be able to spot the Sparkle Words while listening to the story. {a sequin or shiny star blutacked beside the word}</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p><i>First read:</i></p> <p>'What does this 'sparkle word' mean?' Discuss response then give definition. 'Is it day or night time?' 'How do you know?' 'Why are the birds not sleeping?' 'Why are they not the same colour of their Mummy?' 'I wonder why the babies are not the same size?' 'I think they came out of their house to look for their Mummy.'</p> <p><i>Second read:</i></p> <p>Recap 'sparkle words' as you come across them. "Who can remember what this means?" 'Why did Sarah think Mummy Owl had gone hunting?' 'Do all birds stay awake at night?' (nocturnal) 'I think they shared a branch so they could have a cuddle.' 'I wonder what a fox would do to Mummy Owl?' 'Where had Mummy Owl been?'</p> <p><i>Subsequent reads:</i></p> <p>Recap 'sparkle words' as you come across them. "Who can remember what this means?" 'What could Bill do to help him missing his Mummy?' 'Was it just Bill who missed his Mummy?' 'Where do you think Daddy Owl was?' 'Do wishes always come true?' 'How did the baby owls feel when Mummy came back?'</p> <p>Useful Tip- write out questions/think alouds on post its and stick to back cover for a convenient prompt.</p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms:</i> favourite part of the story <i>Puzzles:</i> 'why did Mummy Owl go away?' 'Should she have left them on their own?' <i>Connections:</i> share your own being brave experiences, how did it make you feel? 'Have you ever felt scared/frightened?' 'How did you overcome that?' 'Who do you think is brave?'</p>
<p><i>Further play experiences and provocations</i></p>	<p>Set up a small world owl nest area – Photographs of a variety of owls, owl soft toys, nest, non-fiction books on birds/habitats. Listen to recorded birdsong.</p> <p>Songs and Rhymes: Three Crows Five Little Owls by Leanne Guenther Owl Song-Whizpops on YouTube</p>



Literacy Story Planner – Pants – Phonological Awareness



Title - Pants		Experiences and Outcomes –
Author - Giles Andreae		I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/LIT 0-11a/LIT 0-20a

Learning Intention	We are learning to (choose from the following:) <ul style="list-style-type: none"> • identify rhyming words. • create a rhyme • initial sounds
Success Criteria	I can: <ul style="list-style-type: none"> • listen for 2 words which sound the same (rhyme). • finish a familiar sentence from the book with a rhyming word. • create a string of rhyming words from familiar words in the book. • begin to identify words which begin with the same initial sound.

Introduction - Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	Before reading strategies- <ul style="list-style-type: none"> • Use a teddy wearing patterned pants as a prop – <i>‘What is he wearing? Look at the lovely patterns’</i> – describe them. • Look at front cover, read the blurb, make a prediction about what the story is about. • <i>‘What’s hanging on the washing line? Can you describe the patterns? Which pair do you like best?’</i> • <i>‘Why is the girl upside down on the cover? How is she feeling? How do you know?’</i> • <i>‘Why do you think she’s smiling?’</i>
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<ul style="list-style-type: none"> • Briefly discuss the wearing of pants! (Consider alternative vocabulary - some people might call them knickers, briefs, bloomers, drawers....) • <i>‘Are all your pants the same?’ ‘Do you have a favourite pair?’</i>

Development- Learners are actively involved in their learning and demonstrate learning

<p>What shared interactive reading approaches will you focus on during the experience?</p>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning <p style="text-align: center;">There are strong examples of rhyming words throughout the story.</p>
<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p style="text-align: center;">pants, daisy-lazy-crazy, fairy-hairy-scary, tight-night-white, funny-money-sunny-bunny, happy-nappy</p> <p>SSTARS – key focus will be on the rhyming elements of the words – elaborate on the meaning of any words which children are uncertain of, although most vocabulary is likely to be familiar. **Remember EAL needs**</p> <p>Show – <i>as necessary</i> Tell – <i>as necessary</i> Relate – <i>as necessary</i>, although words like “daisy” could be elaborated on – e.g., recall how you made daisy chains as a child. Say – seek opportunities to use the words in everyday conversation.</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> - repeated phrases - actions - props <ul style="list-style-type: none"> • After the first read children could be encouraged to identify rhyming words on some pages. Once familiar with the text omit some of the rhyming words as they occur for children to complete. • Encourage children to listen for words with the same initial phoneme.
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i></p> <ul style="list-style-type: none"> • <i>‘I wonder where the characters got all their fancy pants from?’</i> • <i>‘Why do you think they chose the ones they did?’</i> • <i>‘On the page with the gorilla there are lots of pairs of pants hiding... Can we find them and count them?’</i> • <i>‘Which pants were your favourites?’</i> <p><i>Second read:</i></p> <ul style="list-style-type: none"> • <i>‘What can you remember about the story?’</i> • <i>‘Can you listen for 2 words which rhyme?’ ‘Which sound the same?’</i> • <i>‘The word “pants” begins with a “p p p” sound’</i> (draw finger to lips when making the “p” sound, as if blowing out a candle) – <i>‘Can we think of any other words which begin with a “p” sound?’</i> • <i>‘The boy with the tight pants has a “P” letter written on his top – what do you think the “P” stands for?’</i> • Elicit extra descriptive vocabulary. E.g., <i>‘I wonder what a pair of hairy pants would feel like?’</i> (prickly, scratchy, fluffy, etc) • <i>‘The scary pants have such a scary face! I remember feeling scared when my little brother used to chase me with a spider...Have you ever felt scared of anything? What did you do? Who did you tell?’</i> • <i>‘I wonder what sounds the people/animals are making?’</i> (e.g., pig oinking, mice squeaking, cheeky little monkey blowing raspberries”) Encourage listening/auditory awareness concepts.

	<ul style="list-style-type: none"> On the last page there are lots of lovely pants... <i>'I wonder if we can remember who wore them? Let's try to find some words to describe them...'</i> <p><i>Subsequent reads:</i></p> <ul style="list-style-type: none"> Encourage lots of participation – children will be able to begin to predict the adjectives describing the pants. (<i>'Can you finish the rhyming sentence for me...?'</i>) Can they use different voices to go with the descriptions? Can they offer alternative words which rhyme? (<i>'Can you think of another word that rhymes with...?'</i>) <i>'I wonder if there is another word on this page that start with... can you listen for one?'</i> <i>'Can we think of alliterative descriptions for the pants?'</i>– e.g., “fancy frilly pig pants” “groovy green pants”. <i>'Can we think of alliterative descriptions for other items of clothing?'</i> e.g., “shiny shoes”, “groovy gloves”, “toasty trousers”
Plenary Review and Recall	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p>Enthusiasms: Favourite part of the story Puzzles: <i>'Why did the characters choose these pants?'</i> <i>'Do you think they've got different designs to wear on different days?'</i> Connections: Find different patterns in our environment. Look for patterns on our clothes. Have children sitting in a circle, shoes off, feet touching in the middle – <i>'What designs are on our socks/tights?'</i></p>

<p><i>Further play experiences and provocations</i></p>	<ul style="list-style-type: none"> • Listen to the Pants song (story version) online - • Other Giles Andreae “Pants” picture books to read: “More Pants”, “Party Pants”, “Animal Pants”. • Play the “Socks” game again, this time children have to guess whose socks they are from a description. • Play the same game for some pictures of patterned t-shirts/pieces of fabric etc, encouraging rich use of descriptive vocabulary. • Provide blanks of pants or other clothing for children to decorate with loose parts or art/craft materials, stimulating discussion and use of descriptive vocabulary. • Fine motor skills – add blanks of pants or other clothing to dough gym or funky fingers provocations – e.g., children can use playdough to decorate, add sequins, use tweezers to place decorations on, etc. • Writing provocation – add pattern cards for children to use when mark-making. (<i>e.g., wavy lines in sand, straight lines made with sticks in mud.</i>) Encourage children to use descriptive words to tell you about their patterns. • Make large pattern cards to use in physical areas – Can the children move along different pathways? (<i>zigzag, dotty, straight, curved etc</i>). • Enhance other areas of the playroom with pattern – different fabrics in deconstructed role play area, pattern examples in art area – to reinforce concept of pattern and stimulate discussion using key vocabulary. • Show examples of patterns in nature (<i>zebra stripes, cheetah spots, snail helix shell etc</i>) – this could lead to investigation into how animals use camouflage as protection from predators. • **Please be aware that there is an NSPCC “Pants” campaign, designed to provide parents and practitioners with tools to talk to children in order to protect them from sexual abuse. • For more information see the NSPCC “Pants” campaign - https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/?gclid=EA1aIQobChMI1pugotSA6QIVzkPTCh1Xdw6BEAAYASAAEgJuRfD_BwE&gclid=aw.ds • NSPCC Pants song - https://www.youtube.com/watch?v=-IL07JOGU5o
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Literacy Story Planner – Pants – Vocabulary Development



<p>Title - Pants</p> <p>Author - Giles Andreae</p>		<p>Experiences and Outcomes –</p> <p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/LIT 0-11a/LIT 0-20a</p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a</p>
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Learning Intention	We are learning: <ul style="list-style-type: none"> new words.
Success Criteria	I can: <ul style="list-style-type: none"> talk about and discuss the meaning of new words. act out sparkle words. use sparkle words and other descriptive words to describe objects or patterns.

Introduction - Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Before reading strategies-</p> <ul style="list-style-type: none"> Use a teddy wearing patterned pants as a prop – ‘What’s he wearing?’ ‘Look at the lovely patterns’ – describe them. Look at front cover, read the blurb, make a prediction about what the story is about. ‘What’s hanging on the washing line?’ ‘Can you describe the patterns?’ ‘Which pair do you like best?’ ‘Why is the girl upside down on the cover?’ ‘How is she feeling?’ ‘How do you know?’ ‘Why do you think she’s smiling?’
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<ul style="list-style-type: none"> Briefly discuss the wearing of pants! (Consider alternative vocabulary - some people might call them knickers, briefs, drawers....) ‘Are all your pants the same?’ ‘Do you have a favourite pair?’

Development- Learners are actively involved in their learning and demonstrate learning

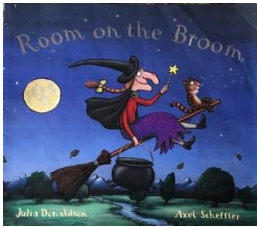
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning
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<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p style="text-align: center;">small-big-giant, frilly, groovy, funky, “ten feet tall”</p> <p>SSTARS – groovy/funky Show – Act out someone trying to be cool. Show designs with lots of bright colours and busy patterns. Tell – Bright colours, interesting patterns, “cool”, interesting, something you really like and other people might like too. Relate – Describe an article of clothing you really liked because it was groovy/funky. Say why you liked it so much. Extend to experiences which were groovy/funky – e.g., a great firework display, some good music which made you feel happy or relaxed etc. Say – Seek opportunities to use the word within the playroom – e.g., if a child paints a colourful picture or sings a groovy/funky song.</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> • Children will join in with the descriptions of the pants, offering suitable vocabulary and predicting words once they are familiar with the story. <p>- repeated phrases</p> <p>- actions</p> <ul style="list-style-type: none"> • Children can act out what the characters are doing, (e.g., “Cheeky little monkey pants” – copy character by sticking tongues out and waving hands in ears!) <p>- props</p>
<p>What questions/ think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i></p> <ul style="list-style-type: none"> • ‘I wonder where the characters got all their fancy pants from?’ • ‘Why do you think they chose the ones they did?’ • On the page with the gorilla there are lots of pairs of pants hiding... ‘Can we find them and count them?’ • ‘Which pants were your favourites?’ <p><i>Second read:</i></p> <ul style="list-style-type: none"> • ‘What can you remember about the story?’ • ‘Can you find the correct pants on the page from the description in the story?’ • ‘I wonder why the lion looks happy, but the mice look sad?’ • ‘Who do you think is “10 feet tall”?’ ‘I wonder why we can’t see them?’ ‘I wonder what “10 feet” describes?’ ‘Do you think they actually have 10 feet?’ (encourage children to look at illustrations for clues). • ‘I wonder why the writing which says, “ten feet tall” is bigger than the other writing in the story?’ • ‘The “Lighting up at night pants” are really funky! I wonder how they switch on the lights?’ (pull switch underneath!) • ‘The zebra is wearing his pants on his head! Is that where you usually wear your pants?’ ‘I wonder what’s made him act “crazy”?’ ‘What else is he doing that’s “crazy”?’ • ‘The zebra’s pants are a strange pattern. Have you seen that pattern anywhere before?’ (UK flag) • ‘What could the funny pants character be doing that’s so funny?’ • ‘And why is the money pants character jumping up in the air?’ ‘He has funny patterns on his socks – what are they?’ (£ and \$ signs) • ‘I love the panda’s car pants.... I wonder if he wears different pants when he’s driving a lorry?’ ‘A taxi?’ ‘What else could he drive?’ • Elicit extra descriptive vocabulary. E.g., “I wonder what a pair of hairy pants would feel like?” (prickly, scratchy, fluffy, etc)

	<ul style="list-style-type: none"> • <i>'The scary pants have such a scary face! I remember feeling scared when my little brother used to chase me with a spider...Have you ever felt scared of anything?' 'What did you do?' 'Who did you tell?'</i> • <i>'On the last page there are lots of lovely pants... I wonder if we can remember who wore them?' 'Let's try to find some words to describe them...'</i> <p><i>Subsequent reads:</i></p> <ul style="list-style-type: none"> • Encourage lots of participation – children will be able to begin to predict the adjectives describing the pants. • Can they use different voices to go with the descriptions? • Offer props for the children to re-tell the story, focussing on descriptive language/adjectives.
Plenary Review and Recall	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms:</i> Favourite part of the story <i>Puzzles:</i> <i>'Why did the characters choose these pants?' 'Do you think they've got different designs to wear on different days?'</i></p> <p><i>Connections:</i> Find different patterns in our environment. Look for patterns on our clothes. Have children sitting in a circle, shoes off, feet touching in the middle – <i>'What designs are on our socks/tights?'</i></p>
<p><i>Further play experiences and provocations</i></p>	<ul style="list-style-type: none"> • Listen to the Pants song (story version) online • Other Giles Andreae "Pants" picture books to read: "More Pants", "Party Pants", "Animal Pants". • Play the "Socks" game again, this time children have to guess whose socks they are from a description. • Play the same game for some pictures of patterned t-shirts/pieces of fabric etc, encouraging rich use of descriptive vocabulary. • Provide blanks of pants or other clothing for children to decorate with loose parts or art/craft materials, stimulating discussion and use of descriptive vocabulary. • Fine motor skills – add blanks of pants or other clothing to dough gym or funky fingers provocations – e.g., children can use playdough to decorate, add sequins, use tweezers to place decorations on, etc. • Writing provocation – add pattern cards for children to use when mark-making. (<i>e.g., wavy lines in sand, straight lines made with sticks in mud.</i>) Encourage children to describe their patterns. • Make large pattern cards to use in physical areas – Can the children move along different pathways? (<i>zigzag, dotty, straight, curved etc</i>). • Enhance other areas of the playroom with pattern – different fabrics in deconstructed role play area, pattern examples in art area – to reinforce concept of pattern and stimulate discussion using key vocabulary. • Show examples of patterns in nature (<i>zebra stripes, cheetah spots, snail helix shell etc</i>) – this could lead to investigation into how animals use camouflage as protection from predators. • **Please be aware that there is an NSPCC "Pants" campaign which is designed to provide parents and practitioners with tools to talk to young children in order to protect them from sexual abuse. • For more information see the NSPCC "Pants" campaign - https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/?gclid=EA1aIQobChMI1pugotSA6QIVzkPTCh1Xdw6BEAAYASAAEgJuRfD_BwE&gclid=aw.ds • NSPCC Pants song - https://www.youtube.com/watch?v=-lL07JOGU5o



Literacy Story Planner – Room on the Broom – Phonological Awareness



Book – Room on the Broom
Author- Julia Donaldson

Experiences and Outcomes –

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a/LIT 0-11a/LIT 0-20a**

Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • recognise rhyming words • create rhyming words
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • recognise at least two rhyming words in the story • complete a sentence from Room on the Broom with a rhyming word • generate rhyming words including nonsense words
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Dress up as a witch, sit on your broomstick. Display story props- wooden spoons, stones, stick or fabric puppets.</p>
<i>How will you build on children's own experiences to help them enjoy and relate to the text?</i>	<p>Discuss dressing up and their experience of it- 'When did you dress up?' 'What did you dress up as?' 'How did you feel?' 'Was anyone scared of you?' If so, 'why?' 'Have you ever dressed up as a witch?' 'What do you think about witches?' 'What can they do?'</p>
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E's an P's – language for thinking and learning
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	<p>Ear- splitting, thundering, glee, ditch SSTARS- clambered</p> <p>Show- demonstrate clambering onto the broomstick Tell- climb or move in a difficult way e.g., like trying to get on something that is hard to reach e.g., a tree, a big chair, getting out of a hole in the ground. Relate- recall a time, maybe on a walk in the woods when someone had to clamber up a hill/over a big log etc. Say – use the word often e.g., when outside in garden or in the woods</p>

<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>i.e. - sound elements - repeated - actions- - props</p> <p>Individual children holding their prop as all say... 'Is there room on the broom for a ... like me?'</p> <p>All saying, after pausing on 'and', ... 'whoosh (with rising intonation and gesture) they were gone!'</p> <p>All tapping as you (the witch) tap your broomstick.</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p><i>First read:</i></p> <p>Point out the rhyming words in the title. Explain that rhyming words sound the same at the end. Think aloud together about a word that rhymes with 'room' and 'broom' leaving time for children to contribute if they want.</p> <p>As you read the story place the emphasis on the rhyming words sometimes mentioning the rhyming words together e.g., 'Oh, paws jaws! I think that rhymes.' Look around for verbal or non-verbal confirmation from the children.</p> <p>It is a very popular story, if you pause at the end of some of the sentences you might find that children complete the sentence with a rhyming word.</p> <p>At the end of the story ask the children to recall the animals in the story. 'What problem did the witch have?'</p> <p><i>Second read:</i></p> <p>'Last time we were talking about rhyming words; does anyone remember a word that rhymes with 'room' ... Reinforce that rhyming words sound the same at the...pause to see if child offers 'the end'.</p> <p>Before you read, ask the children to listen for their favourite rhyming words and explain you will share your favourite rhyming pairs at the end of the story.</p> <p>During the story, pause after three of the witch's things have been found and ask children to tell you the names of the three things. Then...</p> <p>'Let's see if we can think of a word that rhymes with... 'hat', 'bow', 'wand'.'</p> <p>During the story use some think alouds or questions to support children's comprehension.</p> <p>'Why do you think the animals wanted to ride on the broomstick?'</p> <p>'Do you think you would like to ride on a broomstick?' 'Why/why not?'</p> <p>'How do you think the animals would have felt if the witch had said, 'No!''? 'What do you think they might have done and why?'</p> <p>There might be opportunities to discuss which of these behaviours are O.K./not O.K reinforcing the language and messages from PATHS programme.</p> <p>When the broom snaps; 'I wonder what will happen to the animals/the witch?'</p> <p>'Have you ever fallen off of something?' for example, a wall, a swing.</p> <p>'How did you feel?' 'Did someone help you?' 'How did that make you feel?'</p> <p><i>Subsequent reads:</i></p> <p>Recap previous reads to see how much the children know about the story and rhyming. As you read the story, encourage the children to complete some of the sentences by pausing and looking around expectantly. When you do so, see if anyone can think of another word that also rhymes with your rhyming pair. Start with ones that might be easier and try one that might be more challenging, you might want to substitute a nonsense rhyming word. Allow time for children to join in with whatever word they think of, reaching agreement about which one's rhyme.</p>

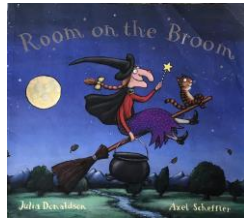
	<p>During the story use some think alouds or questions to support children’s comprehension and retelling of the story.</p> <p><i>‘How do you think the witch felt when the dragon said he would have ‘witch without chips!’?’</i></p> <p><i>‘Can you think of a time when you felt e.g., happy/ scared/sad...?’</i></p> <p><i>‘What made the dragon frightened?’</i></p> <p>As the witch and animals make the spell: <i>‘I wonder what they will make!’</i></p> <p>Share rhyming pairs</p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasm: ‘What was your favourite part of the story and why?’</i></p> <p><i>Puzzles: ‘What was the witches problem?’ ‘What did the animals want?’ ‘Why do you think they wanted that?’</i></p> <p><i>Connections: ‘Is that something you would like to do?’ ‘What do you think you would see?’</i></p> <p><i>‘Have you ever wished that you could make spells and change things?’ ‘Tell me about something you would change with a spell.’</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Collect loose parts with the children in the park or garden.</p> <p>Throw your loose parts into the cauldron as you make a spell together. Children could generate rhyming words with the objects they are adding to their spells and potions. Send home a cauldron and the rhyming props for the family to explore.</p> <p>Alternatively send loose parts with the cauldron and see if the family can make a rhyming spell together.</p>



Literacy Story Planner – Room on the Broom – Story Comprehension

Title- Room on the Broom

Author- Julia Donaldson



Experiences and Outcomes-

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c/0-19a**
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a/0-16a**

Learning Intention	<p>We are learning to: (choose from the following)</p> <ul style="list-style-type: none"> • talk about characters from a story • explain what happens in a story • ask questions about a story
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • identify the problem the characters are having • explain how they solved their problem • ask questions in order to clarify my thoughts and understanding of the story. • talk about my feelings and show empathy (other people and characters)
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Display fabrics and joining tools for children to dress up as the characters- 'Which character would you like to be and why?'</p>
<i>How will you build on children's own experiences to help them enjoy and relate to the text?</i>	<p>Discussion about brooms and what they are for (brooms/sweeping brushes) 'Do we ride our sweeping brushes?' Share experiences of riding horse, bike, fairground ride etc 'What did they enjoy?' 'How did they feel?' 'If you could ride a broomstick...Where would you go?' 'What would you see?' 'Would you share your broomstick?' 'How does it make you feel when you share/help someone?'</p>
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approach will you focus on during the experience/s?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E's an P's – language for thinking and learning
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	<p>Wailed, clutched, ditch, feast</p> <p>SSTARS Show- demonstrate a wailing sound- recording and own voice. Try wailing together. Tell-to make a crying sound when you are sad, angry or hurt. Relate-recall a time when you hurt yourself and cried out in pain as children to contribute what made them wail. Invite children to share their experiences. Say- seek opportunities to use it in stories or by e.g., pretending to hurt yourself.</p>

<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> - repeated phrases <ul style="list-style-type: none"> • “Down!” cried the witch ...they searched for a ...but no ...could be found • “Is there room on the broom for a ... like me.” • The witch tapped her broomstick and....whoosh! they were gone - actions- tapping with witch - props <ul style="list-style-type: none"> • Fabrics and joining tools • Broomstick • Cauldron
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p>First read:</p> <p>Read Room on the Broom pausing and thinking aloud to ensure children are understanding and enjoying the rhythm of the story.</p> <p>After the read talk to the children about the characters, where the story took place, the problem the witch had and how the animals helped her to solve her problems.</p> <p>Examples of questions and think alouds:</p> <p>Focus on C and S-but try to ensure the children have understood the storyline in general</p> <p>‘Let’s see how many characters we can remember.’</p> <p>‘I’m trying to remember some of the things the witch dropped.’</p> <p>‘Can you describe the setting?’</p> <p>‘What did the dragon want to do with the witch?’</p> <p>‘I’m wondering why the dragon decided to leave.’</p> <p>Second read:</p> <p>Talk about the story in more depth e.g. problems and associated feelings and actions. Invite children to ask and answer questions about the story. Strive for 5 turns in conversations. Encourage children to look for clues in the illustrations.</p> <p>Examples of questions and think alouds :</p> <p>Focus on P and A</p> <p>‘The animals dropped the witch’s things politely...I am wondering why they were so polite?’ To support their thinking, you might want to ask children to think about a time when they really wanted something... ‘What did they say? How did they say it?’</p> <p>‘I am trying to work out why the frog spoke about how clean he was when he was asking the witch for ride’ or ‘why the bird ‘ bent her head low’’ etc.</p> <p>‘How did the animals feel as they flew through the air?’ (focus children’s attention on the illustrations and text-The cat purred...the witch grinned with glee...the dog wagged its tail...)</p> <p>When the broomstick snaps ...think aloud... ‘I wonder why the broomstick snapped?’</p> <p>‘I wonder what will happen to the animals.’ (Express shock)</p> <p>‘How do you think they felt as they tumbled to the ground?’</p> <p>‘I wonder if the dragon will catch the witch.’</p> <p>‘How does the dragon feel when he sees the beast?’ (point to illustration and discuss)</p> <p>‘If you saw this beast, how would you feel?’ ‘Why?’ (The use of feelings face cards may provide for a visual cue to support some children.)</p> <p>‘What were the witch’s problems?’</p>

	<p><i>Subsequent reads:</i> Recap with children and focus on the end of the story and how the problem was resolved(R)</p> <p>Examples of questions and think alouds:</p> <p><i>'I'm trying to work out what kind of beast this is, I have never seen one like it before!'</i> <i>'The dragon said he was, 'pleased to meet' the witch and that he had made a 'mistake'. What do you think about this?'</i> Encourage the children to explain their opinion. <i>'How do you think the witch felt when the dragon decided to leave?'</i> <i>'How do we know the dragon was scared?'</i> (illustration/ text) <i>'Have you ever had a scary experience or maybe a bad dream?'</i> <i>'What happened?'</i> <i>'How did you feel?'</i> <i>'What did you do?'</i> <i>'Did anyone help you?'</i> <i>'How did that make you feel?'</i> <i>'Imagine a dragon tried to capture you, what would you do/say?'</i> <i>'Why did the witch make a new broom stick from her spell?'</i> <i>'What do you think the animals might have said when they saw the 'truly magnificent broom'?''</i> <i>'Do you think this is a better broomstick?'</i> <i>'Why/why not?'</i> <i>'Have you ever received a surprise and been delighted?'</i> <i>'Would you like to tell us about it?'</i></p> <p>Remember to Strive for Five.</p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings</p> <ul style="list-style-type: none"> - <i>sharing enthusiasms</i> - <i>'Which character is your favourite and why?'</i> - <i>sharing puzzles</i> – <i>'The dragon said he had made a mistake; do you believe that?'</i> <i>'Why?/Why not?'</i> - <i>sharing connections</i> – Children share a time when they needed help from/helped a friend. <i>'What happened?'</i> <i>'How did you feel?'</i> <i>'What did you do?'</i> <i>'What was the result?'</i>
<p><i>Further play experiences and provocations</i></p>	<p>Children retell the story dressed as the characters maybe outside or in the woods Sequence the story using picture cards. Design or make a broom – loose parts Make models of the characters out of small loose parts to take home and share story with family. Paint a backdrop- the setting for performing the story to others</p> <p>Invite parents to read the story in the home languages of the children Make animal masks to complement the fabric costumes Make up stories about e.g., imaginary broomstick rides and collate into book for others to read.(discuss C.S.P.A.R to encourage planning)</p>



<p>Title- The Gruffalo</p> <p>Author- Julia Donaldson</p>		<p>Experiences and Outcomes-</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c/0-19a</p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a/0-16a</p>
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Learning Intention	<p>We are learning to: (you could choose from the following)</p> <ul style="list-style-type: none"> • talk about the characters in the story • talk about what happens in a story • ask questions about a story
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • name the characters in a story • describe the main problem in a story. • ask questions about the story.

Introduction - Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Prop basket with story spoons and puppets</p> <p>Sing the Gruffalo song</p> <p>Basket of 'forest finds' e.g., Sticks, pinecones, acorns, conkers, bark, (leaves in autumn)</p>
<i>How will you build on children's own experiences to help them enjoy and relate to the text?</i>	<p>Discussion about forest school, or trips to woodland areas – 'what do we do when we are there?'</p> <p>'What animals might we see/have we seen/live in the forest?' – 'Another name for the forest is the woods.'</p>

Development- Learners are actively involved in their learning and demonstrate learning

<i>What shared interactive reading approach will you focus on during the experience/s?</i>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E's an P's – language for thinking and learning
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	<p>Wood, Tusks, Poisonous, Creature</p> <p>SSTARS - Feast</p> <p>Show – pictures of a feast e.g., buffet at birthday/christening/wedding party.</p> <p>Tell – a special meal with good food or a large meal for many people</p> <p>Relate – recall a time when there has been a feast in the nursery e.g., Christmas Lunch.</p> <p style="padding-left: 20px;">share a time when you have had a feast at a celebration</p> <p style="padding-left: 20px;">ask children – 'have you ever been to a feast?'</p> <p>Say – seek opportunities to use the word possibly when talking about celebrations or large meals in different book</p>

<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> - repeated phrases <ul style="list-style-type: none"> • “A Gruffalo? What’s a Gruffalo?” A Gruffalo! Why, didn’t you know? • “Where are you going to, little brown mouse?” • “A mouse took a stroll through the deep dark wood/ On went the mouse through the deep dark wood. A _ saw the mouse and the mouse looked good” - actions - props <ul style="list-style-type: none"> • Character puppets or soft toys • Story spoons • Sequencing cards
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i></p> <p>The first time you read The Gruffalo, the children should grasp the basic elements of the story, using Story Elements. Keep the story moving to ensure flow and have short conversations to help children remember and understand the Character(s), Setting, Problem, Actions and Resolution.</p> <p>After your first read, you might want to make a <i>think aloud</i> comment around the problem e.g. ‘This mouse has a big problem - everyone wants to eat him!’ and wait to see how the children respond as this is not explicitly stated in the story. You could also ask a question like ‘Why is the snake really inviting the mouse over for a feast?’</p> <p>Your questions and <i>think alouds</i> should focus on extending or reinforcing the children’s basic understanding of the plot.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Who (character)? • Where (setting)? • What (action/big problem/resolution)? • Why (explaining understanding)? • ‘I’m trying to understand why...’ <p><i>Second read:</i></p> <p>The second time you read the story, start to have longer conversations and talk more deeply about the story. Strive for 5 turns in conversations. Discuss characters’ thoughts and feelings, refer to illustrations. Encourage the children to use reasoning skills by making <i>think aloud</i> comments and asking questions that build understanding.</p> <p>To explore the characters’ motivations or Actions in The Gruffalo you could use the following <i>think alouds</i>.</p> <p>‘I’m thinking that the mouse doesn’t believe there is such a thing as a Gruffalo.’ ‘I’m wondering if the fox really wants to have the mouse over for lunch.’ ‘I’m trying to figure out why the Gruffalo is scared of the mouse.’</p> <p>How the children respond to these comments will give you an idea of how much they understand. You can elaborate on these comments and use the pictures and text to support the children’s understanding. For example, if you say, ‘I’m wondering if the fox really wants to have the mouse over for lunch’ and the children don’t respond, you could then provide further information by pointing to the picture of the fox and saying, ‘Look at his face, at his eyes and mouth - he looks pretty suspicious to me. I think he’s trying to trick the mouse so he can eat him for lunch’. Modelling this approach will demonstrate different ways that children can think about what’s happening in the book and begin to unpick meaning beyond the written words of a story.</p>

	<p><i>Subsequent reads:</i> You may want to read this story several more times to help build the children’s understanding of the mouse’s actions. This could have a particular focus on the Resolution- what happens at the end, how did mouse solve his big Problem that everyone in the forest wanted to eat him? Keep asking why questions and encourage children to explore characters’ thoughts and feelings, imagine and project. ‘What would you say if ...? Why?’ ‘What do you think about ...? Why?’ Remember to Strive for Five.</p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings</p> <ul style="list-style-type: none"> - <i>sharing enthusiasms</i> – ‘what is your favourite part of the story/character and why?’ - <i>sharing puzzles</i> – ‘Why is the mouse so surprised when the Gruffalo appears?’, ‘How do you know the mouse is lying to the other animals?’ or ‘How do you know the mouse’s plan is working?’ - <i>sharing connections</i> – children share a time that they have tricked someone, or someone had tricked them.
<p><i>Further play experiences and provocations</i></p>	<p>Children retell the story Act out the story using props from the story basket. Sequence the story from picture cards e.g., beginning, middle and end or first, next, last. Go on a Gruffalo hunt in the woods/forest Learn about forest animals if children are interested Children create their own story about meeting the Gruffalo Learn the Gruffalo Song, you can also learn to sign the Gruffalo song In Makaton https://youtu.be/qCdVP9Qg6HM Play games online - https://www.gruffalo.com/in-the-woods/?ReturnUrl=/</p>



Literacy Story Planner – The Gruffalo’s Child – Phonological Awareness

	<p>Title – The Gruffalo’s Child Experiences and Outcomes –</p> <p>Julia Donaldson <i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/LIT 0-11a/LIT 0-20a</i></p>
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Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • identify rhyming words. • create a rhyme
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<i>Success Criteria</i>	<p>I can:</p> <ul style="list-style-type: none"> • find 2 words that sound the same (rhyme). • finish a familiar sentence from a book with a rhyming word. • create a string of rhyming words from familiar words in the book.
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Introduction - Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>The children might be aware of the characters from this story or from the prequel “The Gruffalo”</p> <p>Setting: Look at the front cover and discuss what time of year this story might be set during. ‘Where is the story set?’ ‘What might you find in the woods?’</p>
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<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	<p>‘Have you ever been to the woods?’ ‘Do you remember seeing snow?’ (A provocation using magic snow and/or ice would enhance this story.) ‘What animals live in the woods?’</p> <p>Props and visuals of woodland animals can be used.</p>
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Development- Learners are actively involved in their learning and demonstrate learning

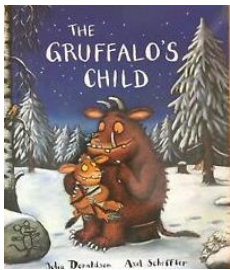
<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>i.e. - building phonological awareness</p> <p>This book is very rhythmic and repetitive. The children should be encouraged to chant along as they become more familiar with the pattern. The rhyme with wild and child is repeated throughout so children could be encouraged to complete the rhyme early on.</p>
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<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>Trail, track, prints SSTARS Show – Use these words throughout the playroom both inside and out. E.g.: the trail left through flour, or oats. Footprints with wet feet. A track from a toy car on paper. Tell – Explain what is meant by a trail, track and prints. Relate – draw attention to a trail of food after snack time. A track of tissue paper from the art area, dirty footprints from the garden.... Say – use the words in real life situations and draw attention to them in other books. Characters in the art area leaving trails of paint, footprints in sand could also act as a provocation.</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements - repeated phrases - actions - props As the children become more aware of the story encourage them to join in when they can. Draw attention to the rhyming words. Make deliberate mistakes and ask the children to help you. Isolate the rhyming words with pictures and ask children to hold up the picture that rhymes with the word.</p>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i> Focus on enjoyment of the story and follow the children’s lead on joining in with the repeated phrases. You may wish to place an emphasis on some of the rhyming words within the book to draw children’s attention to them. Use a couple of questions or think alouds to support children’s understanding of the plot. This should not affect the flow of the story. ‘Is it a good idea for the Gruffalo’s Child to go off by herself?’ ‘What will her dad say if he wakes up?’ <i>Second read:</i> Encourage children to share what they can remember about the story: ‘What can you remember about the story?’ Tell the children you will be focusing on rhyme, stop after some pages and ask: ‘Can you listen for 2 words that rhyme? That sound the same.’ <i>Subsequent reads:</i> Tell the children we’re going to read the story together. Encourage children to predict the next line. ‘Can you finish the rhyming sentence for me...?’ ‘Can you think of another word that rhymes with...?’ Dig deeper into the plot and use think alouds to encourage the children to demonstrate their understanding.</p>
<p>Plenary Review and Recall</p>	

<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p>Enthusiasms: ‘what did you like/dislike about the story?’ ‘Which animal is your favourite?’ ‘Who do you think is the cleverest?’ ‘The bravest?’</p> <p>Puzzles: ‘How did the mouse look so big?’</p> <p>Connections: ‘Gruffalo’s Child’ and ‘wild’ rhyme, invite children to make their own rhyming string with their names. Children could share times they have felt scared, using PATHS feelings face cards may help as visual cue.</p>
<p><i>Further play experiences and provocations</i></p>	<p>Go to the woods/forest .</p> <p>Learn the Gruffalo’s child song https://youtu.be/ELidpzKoRyg</p> <p>Watch the Gruffalo’s Child animated story https://www.bbc.co.uk/iplayer/episode/b018nrhm/the-gruffalos-child</p> <p>Looking and exploring shadows either outside or inside. Discussions around size could follow.</p> <p>Art experiences using the words track, trail and prints.</p> <p>Fake snow and ice cubes in the tough spot.</p> <p>Change the setting of the story to re-tell a different story. E.g., The Gruffalo’s Child goes to the Arctic. The Gruffalo’s child explores the Jurassic (follow children’s interest in this and re-enact a story using puppets, toys or masks)</p>



Literacy Story Planner – The Gruffalo’s Child – Story Comprehension



Title- The Gruffalo’s Child
Author- Julia Donaldson

Experiences and Outcomes-

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c/0-19a**
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a/0-16a**

Learning Intention	<p>We are learning to: (you could choose from the following)</p> <ul style="list-style-type: none"> • talk about the characters in the story • talk about what happens in a story • ask questions about a story
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • name the characters in a story • describe the main problem in a story. • ask questions about the story.

Introduction - Connect the learning

<p><i>How will you introduce the book? (build excitement, wonder, curiosity)</i></p>	<p>This story is a sequel to The Gruffalo. Any props or visuals used in the telling of The Gruffalo can be used to aid the recall of the events in The Gruffalo with the addition of The Gruffalo’s Child.</p> <p>A deep understanding of The Gruffalo through a shared interactive reading approach will enhance the excitement and understanding of The Gruffalo’s Child. Linking the two stories together adds to the opportunities for children to develop their understanding of characters, plot and setting.</p> <p>Re-visit the problem that the mouse had and how it was resolved. Re-visit the characters in the story. The problem was resolved because the mouse was very clever and tricked the animals. Build anticipation through <i>think alouds</i> e.g. “I wonder if he’s going to trick the Gruffalo’s Child too?”</p> <p>Discuss the change in the setting, it is now winter, but this story is still set in the woods. “Have you been outside in snow?” “What does it feel like?”</p> <p>The Gruffalo’s child is also a new character. “How old do you think she is?” “What might she get up to?”</p>
<p><i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i></p>	<p>As above.</p> <p>Feelings of being bored or frightened can be drawn upon. “Have the children gone somewhere new and exciting.” “Who were they with? How did they feel?”</p>

Development- Learners are actively involved in their learning and demonstrate learning

<p><i>What shared interactive reading approach will you focus on during the experience/s?</i></p>	<p>Story Elements (Character, Setting, Problem, Action, Resolution) Probe deeper into the story to encourage re-telling “How does Mouse trick the Gruffalo’s child?”</p> <p>Strive for 5</p> <p>Vocabulary development.</p>
<p><i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i></p>	<p>Tiptoed, slid, slunk, flew and hopped.</p> <p>SSTARS – Point to the animal corresponding to the movement Show – Demonstrate the movement and get the children to act them out. Tell – Explain the difference between the movements and define each word while acting it out. Relate – link to familiar words such as: run, walk or jump to ensure all children are involved. Say – These words can ‘sparkle’ throughout the setting when describing how the children or the adults are moving. Experiencing these movements outside or in different spaces will add to the children’s understanding.</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>The repetitive nature of this story encourages the children to join in with the phrases and to predict what comes next. Using rhythm when reading it out will help the children to join in.</p> <p>Repeated phrases:</p> <ul style="list-style-type: none"> - “The snow fell fast, and the wind blew wild”. - “Aha, oho” <p>etc</p> <p>Ask children to predict which character they will see next. (Especially during second and third read)</p> <p>Props and visuals will add to the experience.</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p>First read: As the story follows on from The Gruffalo, you could begin by wondering what might happen in this story. Ask the children to recall the characters and setting.</p> <p>“What’s the same?” (The woods and the characters.) “What’s different in the setting this time?” This could link into discussions about seasons.</p> <p>The first read should focus on enjoying the story. The Gruffalo’s Child is very rhythmic, and children often enjoy predicting and joining in where possible. Keep up the flow and focus on enjoyment at this stage.</p> <p>Second read: Focus on children’s understanding of the plot they may grasp the basic elements of the story using Story Elements, Character, Setting, Problem, Actions and Resolution. You might use some questions or think alouds to extend or reinforce children’s basic understanding of the plot:</p>

- Who (character)?
- Where (setting)?
- What (action/big problem/resolution)?
- Why (explaining understanding)?
- 'I'm trying to understand why...'

Suspense can also be built up through the fact that The Gruffalo's Child is breaking the rules and going off by herself:

"Do you think she should go to the woods while dad is sleeping??"

"Would you sneak off on your own?"

"I wonder who she might see in the woods?"

Continue to draw on shared experiences for the reading of The Gruffalo' Child. Draw on links and previous knowledge.

Explore the feelings of The Gruffalo's Child.

"Why did she go into the woods?"

"I wonder what her dad would say if he woke up?"

Subsequent reads:

Subsequent reads can delve deeper into the meaning of the story.

"Is the Gruffalo's description of the Mouse true?"

"Does the Mouse really have eyes like pools of terrible fire??" "What do his eyes really look like?"

"I wonder why The Gruffalo said those things?"

"I wonder what Snake was thinking when the Gruffalo's Child showed up?"

The children's responses will help you gauge their understanding, and this should inform your levels of questioning. Model your thinking to the children.

Plenary Review and Recall

How will you help children to connect further with the story?

The Three Sharings

- *sharing enthusiasms* – ***'what is your favourite part of the story/character and why?'***
- *sharing puzzles* – ***'Why did the Gruffalo's Child think it was all a trick?', 'How did the mouse know he could frighten the Gruffalo's Child?'***

- *sharing connections* – Children can talk about the links to The Gruffalo. This story reinforces the character of The Mouse. They could share a time that they have tricked someone or someone else tricked them. They could also share a time they went off exploring on their own.

Further play experiences and provocations

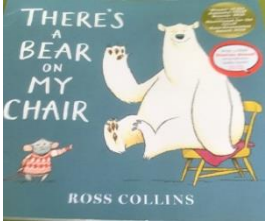
A Gruffalo or Mouse hunt can be done outdoors. Cuddly toys can be hidden for the children to find. This would be a good chance to reinforce the new vocabulary. (tiptoe, slide, slink, fly and hop..)

Children can use the framework of the story and imagine The Gruffalo's Child meets different animals. Who would she meet on a farm, or in a jungle? The children could re-tell or act out the story in a different setting. A selection of props could reinforce this.



Literacy Story Planner – There’s a Bear on my Chair – Phonological Awareness

Title: There’s a Bear on My Chair
Author: Ross Clark



Experiences and Outcomes – I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a/LIT 0-11a/LIT 0-20a**

Learning Intention	We are learning to: <ul style="list-style-type: none"> • identify rhyming words. • Create a rhyme
Success Criteria	I can: <ul style="list-style-type: none"> • find 2 words that sound the same (rhyme). • finish a familiar sentence from a book with a rhyming word. • create a string of rhyming words from familiar words in the book.

Introduction - Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	Use a bear and mouse – cuddly toy or small world character. Introduce mouse. Tell children he is feeling a little sad and upset because he has a problem, and it is something to do with the bear. ‘Can anyone guess what if could be?’ Share the title of book – There’s a Bear on My Chair by Ross Collins and discuss the problem.
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<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	Discuss times when someone has not listened to them and/or made them feel sad. ‘How did you feel?’ ‘What did you do?’ Look at the picture of the mouse and the bear. ‘How do you think the mouse is feeling in this picture?’ ‘How do you think the bear is feeling?’ ‘Why do you think that?’ ‘What sort of things annoy/make you sad or upset?’ ‘What or who makes you feel better/calm?’ (Refer to PATHS programme if appropriate i.e., all feelings are ok but not all behaviours are ok)
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Development- Learners are actively involved in their learning and demonstrate learning

<p>What shared interactive reading approaches will you focus on during the experience?</p>	<p>i.e. - building phonological awareness</p> <ul style="list-style-type: none"> - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning <p>Strong examples of rhyming words throughout the book for the children to repeat.</p>
<p>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</p>	<p>Glare, leisure, lure, unaware, lair</p> <p>SSTARS – (lair)</p> <p>Stress & Show - Highlight the word ‘lair’. Point to the illustration of the animal’s home and stress the word.</p> <p>Tell – a lair is a place where wild animals live.</p> <p>Relate – ‘People live in houses, bears live in lairs, but what about other animals?’. ‘Where do they live?’</p> <p>Say – seek opportunities to use the word possibly when talking about characters in different books.</p>
<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> - repeated phrases - actions - props <p>After the first read, children could be encouraged to identify rhyming words on some pages. Once familiar with the text, omit rhyming words at the end a sentence for children to complete on their own.</p> <p>Encourage the children to read the story with you and repeat the phrases and act out the some of the actions of the bear and/or mouse.</p>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p>First read:</p> <p>Read the story aloud keeping the flow and rhythm of the book to give children opportunity to hear rhyming words. You may wish to highlight and stress some of the rhyming words within the book to draw children’s attention to them e.g., ‘bear’, ‘chair’, ‘stare’, ‘aware’, ‘glare’ etc.</p> <p>Use a couple of think alouds e.g. ‘I wonder why he wanted to sit on that chair?’ (prediction), ‘Do you think the bear will get off the chair?’ (prediction) etc. to support children’s comprehension but try not to interrupt the ‘flow’ of the story. Most of the discussion should take place before, and after reading.</p> <p>‘What do you think will happen on the next/last page?’</p> <p>Second read:</p> <p>Encourage children to recall the story e.g. ‘What can you remember about the story?’</p> <p>‘I am thinking about the problem the mouse had at the beginning of the book, can you remember what it was and how did he try to solve it?’</p> <p>Read the story again, stopping after a few pages to ask the children to listen for 2 words that rhyme. Remind children that words that sound the same at the end</p>

	<p>are called rhyming words. Can they find an alternative rhyming word to finish the sentence?</p> <p>Continue to use questions and think alouds to develop children’s comprehension and extend their thinking/listening skills by extending the conversations. ‘Do you think it is fair that the bear sat on the mouse’s chair?’ ‘How would you feel if you were the mouse?’ ‘What would you do or say?’ ‘Why do you think the bear got off the chair?’ ‘How do you think the bear feels at the end of the story?’ ‘Why?’</p> <p><i>Subsequent reads:</i> Encourage children to share what they can recall about the story. ‘Can you remember the mouse’s problem?’ ‘What sort of things did he try to get the bear to get off his chair?’ ‘I wonder why the bear left the chair and went back to his lair?’</p> <p>As you read aloud, encourage the children to complete some of the sentences by pausing e.g. ‘Can you finish the rhyming sentence for me...?’ ‘Can you think of another word that rhymes with...?’</p> <p>Continue to use questions and think alouds to support children in retelling the story using illustrations and props to make connections: ‘Has anyone ever made you angry?’ ‘What did you do to calm down?’ ‘In the end, what do you think the bear will do to get the mouse off his bed?’</p>
Plenary Review and Recall	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., The Three Sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p>Enthusiasms: ‘Is there anything that you would have liked to see more of in the story?’</p> <p>Puzzles: ‘Was there anything that puzzled you or you thought was strange in the story?’</p> <p>Connections: ‘Has anything that happened in the book ever happened to you?’ ‘How did it make you feel?’ ‘Did anyone help you?’</p>
<p><i>Further play experiences and provocations</i></p>	<p>Set up a small world area and include objects that rhyme.</p> <p>3-4 Sequencing cards to rearrange and then re-tell the story.</p> <p>Create a stage with role play masks and chair to encourage children to re-enact or create their own story.</p> <p>Set up an area with a variety of materials for children to make their own lair for different animals.</p>

Use pictures of animals and percussion instruments and encourage children to tap out the number of syllables in each animal's name.

Collect objects that beginning with 'b' for bear and 'm' for mouse to encourage discussion around initial phonemes.

Songs and Rhymes:

Five Little Bears Went Swimming One Day

Teddy Bear, Teddy Bear Turn Around

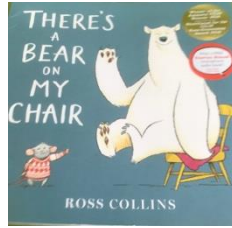
Hickory Dickory Dock

Where are the baby mice? (Kiboomers)



Literacy Story Planner – There’s a Bear on my Chair – Vocabulary Development

Title: There’s a Bear on My Chair
Author: Ross Collins



Experiences and Outcomes –

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a/LIT 0-11a/LIT 0-20a**
As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

Learning Intention	We are learning: <ul style="list-style-type: none"> new words
Success Criteria	I can: <ul style="list-style-type: none"> talk about and discuss the meaning of new words act out sparkle words use sparkle words and other movement words when we’re playing
Introduction - Connect the learning	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	Use mouse and bear prop – cuddly toy or small world character. Introduce mouse and highlight its size. Tell children he is feeling a little sad because he has a ‘big’ problem with a bear. Show children the bear. Ask children ‘can you think what the problem could be?’ Give response time and then share the title of book and the problem – There’s a Bear on My Chair.
<i>How will you build on children’s own experiences to help them enjoy and relate to the text?</i>	Discuss times when someone has sat on their chair and/or made them feel sad. ‘How did it make you feel?’ ‘What did you do or say?’ ‘Have you ever tried to scare someone?’ ‘What else could you do to scare someone or attract their attention?’ ‘Who can make the scariest face?’ ‘What do you do when you get angry?’ ‘How does it feel?’ (Refer to PATHS programme if appropriate i.e., all feelings are ok but not all behaviour is ok)
Development- Learners are actively involved in their learning and demonstrate learning	
<i>What shared interactive reading approaches will you focus on during the experience?</i>	i.e. - building phonological awareness - turning book reading into a conversation - Shooting for the SSTARs – vocabulary development - Story Elements – story comprehension - E’s an P’s – language for thinking and learning Movement related words allow the story to be brought to life by acting them out.

<p><i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i></p>	<p>Glare, leisure, lair, lure and unaware</p> <p>SSTARS</p> <p>Stress & Show – Point out the illustrations and act out the expressions of the bear throughout the story as he seems unaware of the mouse. Have the children join adult with their own expressions of boredom, tiredness and actions such as using the phone, looking in mirror and combing hair etc. and being seemingly unaware of the mouse.</p> <p>Tell – You are unaware when you don't realise or know something. Contrast with aware (knowing). Use book and examples e.g. I was unaware or didn't know that my friend got a new puppy on Saturday until she told me today.</p> <p>Relate – Ask the children to recall a time when they were 'unaware' or didn't know something etc.</p> <p>Say – Throughout the day seek opportunities to use the word within the playroom e.g. 'I was unaware that you knew how to play Snakes n' Ladders/could run so fast/had a little sister/had blue eyes' etc.</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>i.e. - sound elements - repeated phrases - actions - props</p> <p>Children will be able to act out the facial expressions and actions of the mouse and bear on each page e.g., Mouse: glaring, jumping, shouting, sleeping etc. Bear: reading a newspaper, wandering slowly back to lair, looking bored etc. Props – newspaper, mobile phone, mug, chair, box, underpants etc.</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p>First read: Introduce new vocabulary – see above. Shooting for the SSTARS for each word. Keep explanations brief so that you do not interrupt the 'flow' of the story.</p> <p>Second read: Continue to highlight new vocabulary throughout. Provide more description and details about the meaning of words e.g., the mouse tried to 'lure' the bear off the chair by using a pear.</p> <p>Show - point to the illustration in the book and act out trying to 'lure' someone. Tell – 'lure' means tempting a person or animal to do something or go somewhere, especially by offering a treat or reward. Relate – talk about times when you might tempt a person or animal e.g., giving a dog a 'treat' for good behaviour etc. Say it again – use the word throughout the day in conversations in various areas around the playroom and outdoor area.</p> <p>Wherever possible use HOTS/open-ended questions to encourage conversation and a chance to practice the use of the new word. 'Is it ok or not ok to try to 'lure' someone or an animal?' 'Why?'</p> <p>Subsequent reads: Reinforce previously introduced vocabulary. Encourage the children to retell the story using the new words.</p>

Plenary Review and Recall

<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., The Three Sharings - sharing enthusiasms - sharing puzzles - sharing connections</p> <p><i>Enthusiasms: ‘Was there anything you especially liked/disliked about the story?’</i></p> <p><i>Puzzles: ‘I would like to know why the mouse went to sleep in the bear’s house?’ ‘I wonder what happened after the bear found the mouse in his bed?’</i></p> <p><i>Connections: ‘Have you read any other books like this one?’ ‘It reminded me of ...’</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Create masks for bears and mice for children to re-enact the story using their own words or develop another story.</p> <p>Provide pictures or objects which highlight rhyme in the story e.g., bear, chair, mouse, house etc. for matching game.</p> <p>Get the children to record or ‘interview’ each other talking about the story.</p> <p>Have pictures/dolls/masks with different facial expressions. Can the children identify them and relate them to their own experiences? - link to PATHS programme e.g., use the feelings face cards to encourage the children to talk about different emotions.</p> <p>Provide area with various resources for children to build/make their own lair or house for mouse.</p>



<p>Title- Penguin</p> <p>Author- Polly Dunbar</p>		<p>Experience and Outcomes I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-09b/LIT 0-31a</p> <p>To help me understand stories and other texts I ask questions and link what I am learning with what I already know. LIT 0-07a/LIT 0-16a</p>
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Learning Intention	<p>We are learning to:</p> <ul style="list-style-type: none"> • talk about the characters in the story • talk about what happens in a story • ask questions about a story
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • name the characters in a story • describe the main problem in a story. • ask questions about the story.

Introduction- Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Use a wrapped present prop with a penguin toy inside it. Ask the children to guess what they think the present might be. Chose a child to open the present. Introduce the title of the book to the children and tell them that the story is about a penguin that doesn't talk.</p>
<i>How will you build on children's own experiences to help them enjoy and relate to the text?</i>	<p>Have you ever had a present? What was it and why did I you like it? Do you think a penguin would make a good present? Why/ Why not?</p>

Development- Learners are actively involved in their learning and demonstrate learning

<i>What shared interactive reading approaches will you focus on during the experience?</i>	<ul style="list-style-type: none"> -building phonological awareness -turning book reading into a conversation - Shooting for the SSTARs- vocabulary development - Story Elements- story comprehension - Es and Ps - language for thinking and learning
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	<p>Dizzy dance, prodded, blew a raspberry, imitated, ignored</p> <p>SSTARs- ignored</p> <p>Show- Point to the illustration of Ben and Penguin ignoring each other Use facial expression and gesture to show how to ignore someone</p> <p>Tell- Describe meaning-when you ignore someone you don't look at them/listen to them on purpose- Ben and Penguin are both looking the other way</p>

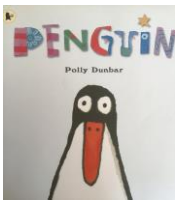
	<p>Relate- Recall a time when you or one of the children have ignored someone e.g., at tidy up time! Do you think its ok or not ok to ignore someone? How do you feel when someone ignores you?</p> <p>Say- Try to find opportunities to use the word within the playroom in a context</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>Sound elements Repeated phrases Actions Props</p> <p>Children will be given chances to repeat the phrase ‘Penguin said nothing’ throughout the story.</p> <p>Children will be given opportunities to act out aspects of the story- pulling a funny face, singing a silly song, doing a dizzy dance, prodding, blowing a raspberry, ignoring.</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p><i>First read</i> <i>Identifying the problem and the main character.</i> <i>‘This book is called Penguin and it’s about a boy called Ben who is the main character. The main character is the most important person in the story. Ben gets a present one day and it’s a penguin. Ben looks forward to having lots of chats with Penguin but no matter what he says or does Penguin doesn’t talk. So that’s the big problem in this story and Ben has a bit of a bother trying to make Penguin speak as we will see. ‘</i></p> <p><i>Characters</i> <i>I’m wondering what made Ben think Penguin could talk.</i> <i>Why do you think Ben really wanted Penguin to talk?</i></p> <p><i>Problem</i> <i>I’m thinking that Ben has a big problem if he’s tried everything and Penguin still isn’t talking.</i> <i>What do you think will happen to Penguin if he keeps saying nothing?</i></p> <p><i>Second read</i> <i>This book is called Penguin and we know that Ben had a problem with his new Penguin.</i></p> <p><i>Problem</i> <i>Who remembers what Bens problem was?</i></p> <p><i>Actions</i> <i>Oh dear, I think Ben’s getting more and more upset and angry the more he tries to make Penguin talk.</i> <i>What do you think might happen now he has cried and shouted?</i></p> <p><i>Resolution</i> <i>So, Penguin helped Ben escape from Lions mouth by biting him.</i> <i>Why do you think Penguin started to talk after that?</i></p> <p><i>Referring to the appropriate illustration of Lion eating Ben-</i> <i>‘I’m wondering what has happened here. Why do you think Lion ate Ben when he didn't eat Penguin? How do you think Ben felt then? How do you think Penguin felt?</i></p>

	<p><i>After reading questions-</i> <i>Referring to the illustrations of Penguin ‘talking’- say ‘Can you guess what Penguin said?’ for each part</i> <i>I can see that on this page Penguin looked like he had a lot to say. I wonder what he said for each picture.</i> <i>How do you think Ben, Lion, Penguin felt at the end of the story?</i></p> <p><i>Subsequent reads</i> <i>Begin by asking the children what the title is and have a few children describe the story’s problem. Relying on the text as little as possible, show the children the illustrations page by page to help them re tell the story in their own words. After discussing a section, read each part again to cement familiarity if necessary/ appropriate.</i> <i>What is happening here?</i> <i>Why did this happen?</i> <i>Why did he do that?</i> <i>What is going to happen next ?</i></p> <p><i>After reading</i> <i>What do you think would have happened if Penguin hadn’t bit Lion on the nose?</i></p>
<p>Plenary Review and Recall</p>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>The three sharings- Sharing enthusiasms, Sharing puzzles, Sharing connections</p> <p>Enthusiasm- favourite part of the story Puzzles- why do you think did Penguin not speak at first? Connections - have you ever been given a present that you didn’t like?</p>
<p><i>Further play experiences and provocations</i></p>	<p>Make the story come alive with drama. -assign a part to each child. You could take on role yourself. -give each child a prop to represent their character(picture on a necklace, puppet taped to a stick) -perform the role of narrator to help guide the dialogue -encourage the children to use their own words</p> <p>Repeat the drama over a few days giving children different parts to play. Remain the narrator but provide less support at each subsequent dramatisation.</p>



Literacy Story Planner – Penguin – Vocabulary Development



<p>Title- Penguin</p> <p>Author- Polly Dunbar</p>		<p>Experience and Outcomes</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</p> <p>LIT 0-09b/LIT 0-31a</p> <p>To help me understand stories and other texts I ask questions and link what I am learning with what I already know.</p>
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Learning Intention	<p>We are learning</p> <ul style="list-style-type: none"> • new words
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • talk about and discuss the meaning of new words • act out sparkle words • use sparkle words and other movement words when we're playing

Introduction- Connect the learning

<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	<p>Use a wrapped present prop with a penguin toy inside it. Ask them to guess what they think the present might be.</p> <p>Chose a child to open the present.</p> <p>Introduce the title of the book to the children and tell them that the story is about a penguin that doesn't talk.</p>
<i>How will you build on children's own experiences to help them enjoy and relate to the text?</i>	<p>Have you ever had a present?</p> <p>What was it and why did I you like it?</p> <p>Do you think a penguin would make a good present? Why? Why not?</p>

Development- Learners are actively involved in their learning and demonstrate learning

<i>What shared interactive reading approaches will you focus on during the experience?</i>	<p>building phonological awareness</p> <ul style="list-style-type: none"> -turning book reading into a conversation - Shooting for the SSTARS- vocabulary development - Story Elements- story comprehension Es and Ps - language for thinking and learning <p>Verbs allow the story to be brought to life by acting them out.</p>
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	<p>Dizzy dance, prodded, blew a raspberry, imitated, ignoring</p> <p>SSTARS- imitated</p> <p>Show-</p> <p>Point to the illustration of Ben imitating Penguin</p> <p>Use facial expression and gesture to show how to imitate penguin</p> <p>Tell-</p> <p>Describe meaning-when you imitate someone you copy them or try to do the same as them</p>

	<p>Explain- Ben is trying to look like a penguin by being quiet, standing up with his feet together and his arms by his side</p> <p>Relate- Recall a time when you have imitated someone e.g., copy a child sitting with their legs crossed, or someone looking sad. Children often copy expression of photos during PATHS lessons</p> <p>Say- Try to find opportunities to use the word within the playroom. E.g., when children are playing together. Sound elements Repeated phrases Actions Props</p> <p>Children will be given chances to repeat the phrase ‘Penguin said nothing’ throughout the story.</p> <p>Children will be given opportunities to act out aspects of the story- pulling a funny face, singing a silly song, doing a dizzy dance, prodding, blowing a raspberry, ignoring.</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>Sound elements Repeated phrases Actions Props</p> <p>Children will be given chances to repeat the phrase ‘Penguin said nothing’ throughout the story.</p> <p>Children will be given opportunities to act out aspects of the story- pulling a funny face, singing a silly song, doing a dizzy dance, prodding, blowing a raspberry, ignoring.</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p><i>First read</i> <i>Introduce new vocabulary- see above.</i> <i>Shooting for the SSTARs for each one.</i> <i>Keep explanations brief</i></p> <p><i>Second read</i> <i>Continue to highlight new vocabulary. Provide more description and details about the words meaning</i> <i>e.g., Ben ‘prodded’ Penguin to try and make him talk.</i> <i>Show- point to the illustration and act out ‘prodding’ the toy penguin.</i> <i>Tell- ‘prodding means when you poke someone with your finger to get them to listen to you. Or sometimes you might prod somebody to check they are sleeping.</i> <i>Relate- talk about other times when people might prod each other.</i> <i>Say it again- use the word in conversations in the sand/baking/playdough area.</i></p> <p><i>Use open ended questions to encourage conversation and a chance to practice the new word. Do you think prodding someone is ok or not ok? How do you think you would feel if someone prodded you?</i></p> <p><i>Subsequent reads</i> <i>Reinforce previously introduced vocabulary.</i> <i>Encourage the children to retell the story using the new words</i></p>

Plenary Review and Recall

<i>How will you help children to connect further with the story?</i>	The three sharings- Sharing enthusiasms, Sharing puzzles, Sharing connections Enthusiasm- favourite part of the story Puzzles- why did Penguin not speak at first Connections - have you ever been given a present that you didn't like?
<i>Further play experiences and provocations</i>	Using the illustration of Penguin when he eventually speaks, record the children talking about each aspect of the story. This could be scribed, and the children could illustrate their own, favourite part. Pictures of each page could be scanned and laminated, and the children could put them on a washing line in the correct order.