

Year 1 Stories with patterned language

Monster Bed (Jeanne Willis) Can You Sleep Little Bear (Martin Waddell)

Prior learning - Check that children can already:

- Experiment with sounds, words and texts when making up their own stories and rhymes.
- Take turns in group discussions.
- Identify the characters, settings and main events in a story.
- Write a complete sentence using a capital letter and full stop.

Experience . Before the unit, create a cave corner. a dark area for children to experience the dark. Change the night-time animals in there over a number of days so they find out which animals like the dark. Then add bears, monsters (to link with books). Have a tape of night noises, and torches.

Familiarisation and immersion in text

Read *Monster Bed* with the class. What is Dennis afraid of? How do we know he is afraid (focus on actions of the character . and the toys in the cave)? How does Mum try to help Dennis? What are the children afraid of? How do they behave when they are afraid? Who helps them? What do they do? (Role play activities; freeze frame and photographs)

Stop reading when the boy gets lost in the wood. How is he feeling? What might he be scared of? Look closely at the picture . what clues can we find? What might happen next?

Read the next page where the boy is getting ready for bed. Predict ending.

Read to the end . how are both characters feeling now? How do you think they will feel next bedtime? (encourage children to draw on own experiences as well as those linked to story).

Re-read the story, encouraging children to join in with the rhyming words to start with, and then refrains.

(If children are finding it hard to hear the rhyming patterns they could work orally with an adult to fill in the missing words). How would the children make Dennis feel better? Collect ideas and display.

Phase outcome: *Children can talk about the characters and how they feel and behave, and relate to their own experiences.*

Capturing ideas Oral Rehearsal

Read *Can You Sleep Little Bear*

How is it similar to the last story? How is it different?

Re-read. Children join in and recite parts of the text together.

Encourage children to read the speech to show how the character is feeling. (Show children the speech marks in the book, and how we know who is speaking)

Practise retelling the story using *Babble Gabble* (See *Speaking and Listening fliers*)

Children in role as Little Bear . *Telephone conversation* (See *Speaking and Listening fliers*) phone a friend a tell them how Big Bear helped with his problem. Friend shares something they are scared about and Little Bear tries to help.

Little Bear writes a letter to Dennis (Monster Bed) telling him not to be afraid, and what he could do to be brave.

Create a story map for oral story-telling of *Can You Sleep Little Bear* as a whole class. Group retelling as the children are more confident, then in pairs. Use puppets/soft toys or 3D version of the book to aid retelling.

Phase outcome: Children empathise with characters, and take on the role of characters in the story.

Recognise patterns within a story and in different books.

WRITING: Model, scribe, support INDEPENDENT

Use the story map to support the writing of the story.

Children given book frame for each part of the story . scared, trying to sort the problem, solution. Include pictures and words to tell the story (looking at the detail in the background of the books already read . the extra clues are in the pictures).

With the children, create different scenarios where baby animals may feel frightened eg lambs scared of a wolf (or a sheep shearer!); puppies afraid of humans; kittens afraid of dogs and how adult animals help their children.

Demonstrate how to plan and begin a written version of the story. Include examples of patterned language or repetitions in the style of the original story. Rehearse sentences orally and reread as you are writing.

Ask children to plan and write their own ideas for the middle of the story independently, for example repeated refrain or a catch phrase for a particular character. Expect them to use words and phrases from the stories you have read, to write in complete sentences and to keep rereading their writing. Incorporate ideas from children's writing for the middle of the story and demonstrate how to write the ending. Put together a class book to read or recite together.

Unit outcome: Children can use words, phrases and patterned language taken from familiar stories to write simple sentences.