

Monkey see, monkey do – Y1 Stories with familiar settings

Prior Knowledge: Check that children can already:
Listen attentively to stories being told or read and then identify the main characters and the setting.
Re-enact a story they have heard and include the main character and some of the main events.
Begin to form a simple sentence when attempting writing for different purposes.

Experience: Hide something in the classroom or playground which is special to you e.g. a book or toy. Explain how you feel now you have lost it and ask them to help you find it. Imagine who might have taken it. Explain how you feel once it is found. Ask children if they have something special they have ever lost. How did they feel?

Familiarisation and immersion in text

Watch the film *Monkey See Monkey Do* up to 00.43. Ask the children questions to explore their opinions e.g. What did you like about the film? Was there anything you disliked? Was there anything you didn't understand? Did the film remind you of anything? Identify the main characters in the film – what can we say about them? Jot down ideas next to still images of the characters e.g. greedy, unkind, upset. Introduce the words *character, setting, events*. Ask children to look for details about the setting using the illustrations and reread descriptive words or phrases with them. Talk about what is familiar or unfamiliar in the setting, for example *Is this like the park you go to?*

Ask children to predict what they think will happen next. What would you do if it were your hat? Explore alternative choices. Ask children to improvise different endings in pairs.

Watch to the end of the film. Did anything surprise them about the ending? Why did the boy decide to do that? Was it the right thing to do? Is it what you would have done?

Watch the film again – this time focussing on the thoughts and feelings of each character. Freeze the film at key points and ask 'How do you think the boy is feeling now? What could he be thinking? How is the monkey feeling? Thinking?' Refer back to the emotions you felt when you lost your item in experience. Use Thought bubble and Heart cards to record children's ideas and display next to still images of film.

Replay the beginning of the film and model improvising the dialogue between the monkey and the boy. In pairs, ask children to create a freeze frame of key scenes in the film. Touch each pair on the shoulder in turn. When they are touched, they should improvise the conversation between the two characters. Use Speech bubbles to record children's ideas and display.

Phase outcomes: Children can talk about the characters and how they feel and behave, and relate to their own experiences. Children can identify the main character and setting in a story

Give children time to role-play and retell the story both independently and within Guided, adult led groups using puppets, toys and images from the film. Support them in sequencing the main events and encourage the use of phrases from the freeze frames. Give time to explore stories in Guided reading with a similar theme e.g. special items are lost. Ask children to explain their preferences and identify similarities and differences between the stories and the film.

Ask children to think about similar things that have happened to them and talk with a partner. Provide prompts or questions to help children structure their ideas, for example *I remember when..., I felt..., In the end I...* Ask pairs to recount their own real or imagined experiences orally. Encourage them to include story language and to check that the events are in the right order.

In a familiar setting, e.g. park, playground of classroom, ask children to improvise a similar story in pairs. Who will the characters be? What will be taken – give them a choice from a range of props? How will the story end?

Ask pairs to create 3 freeze frames to show what happens and photograph each. Give time for them to share their 3 photos with other groups and tell their story.

Phase outcomes: Children can re-enact a story, sequencing the main events. Children can improvise their own story with a setting, characters and main events sequenced correctly.

Use Shared writing to model writing sentences to tell a story using three of the photographs. Model orally rehearsing the whole sentence before writing and checking it makes sense and says what you wanted it to say. Keep rereading what you have written. Model segmenting sounds as you write unfamiliar words asking children to have a go with some words on small whiteboards. Use the terms character, setting and event. Use story language.

Provide children with the photographs from their role-play (printed or on screen) and ask them to retell the story with their partner., composing three sentences to tell the story. Give support to individuals as necessary to write their sentences. Encourage them to say the whole sentence before they write it and to keep rereading what they have written. Prompt them to segment sounds as they try to write unfamiliar words. Make the finished stories into a class book and read through it together.

Phase outcome: Children can write three or more simple sentences to tell a story.