

EYFS Unit Plan

Transforming the Teaching of Writing



Based on the book:

Jack and the Jellybean Stalk
by Rachael Mortimer and Liz Pichon

Text type:
Narrative



EYFS

Instructions

To achieve maximum impact in the classroom, we recommend purchasing the following books to support the teaching of this unit:

- **The Write Stuff - Transforming the Teaching of Writing** by Jane Considine, which fully explains her progress-boosting teaching methods www.thetrainingspace.co.uk
- **Jack and the Jellybean Stalk** by Rachael Mortimer and Liz Pichon.
<https://www.amazon.co.uk/Jack-Jelly-Stalk-Rachael-Mortimer/dp/144491040X>



**This plan covers 5
Sentence Stacking sessions.**

We recommend these structured days are followed by an independent pupil writing task.

The following resources will also support the teaching of this unit:

- **The EYFS Rainbow** - available from our website [HERE](#)
- **The EYFS Symbols** - available from our website [HERE](#)

We love to hear your success stories and see your pupils' work examples. Please get in touch by:

email: info@thetrainingspace.co.uk

Facebook: [janeconsidineeducation](#)

Twitter: [@janeconsidine](#)

Instagram: [janeconsidineeducation](#)

Watch training sessions on YouTube to understand how this unit of work supports teaching and learning.

YouTube: [thetrainingspace](#)
www.thetrainingspace.co.uk

Overview of Unit

Introduce your pupils to the story map. It should be created, displayed and shared with your pupils. This story map is used to focus children's thinking on the plot points. A plot point is used to summarise key moments in the narrative.

All of the EYFS plans cover 5 sessions, story maps include 5 plot points and non-fiction maps cover 5 waypoints. Plot points should be slowly revealed and added to the story map as they become the focus for the session. As plot points are added, use the sad and smiley face to scale and discuss the impact on the central character.

Sentence Stacking



The chosen plot point will generate one session with the focus being one well-crafted sentence. A session concentrates on the teaching of writing with a sharp focus on the construction of a sentence. Each Sentence Stacking session is organised into six distinct learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.

An EYFS Journey

Fantastic Lens:

Every communication, language and literacy session will focus on one of the FANTASTICs lenses. There are nine ideas for writing and these feature on the top tier of the EYFS Rainbow.

Initiate

This part of the session is where the teacher acts as a narrator to introduce a plot point and with rich story-telling skills, cohesively joining plot points together in talk.

Meaningful Moment

This is a physical bag that includes real objects, artefacts and photographs to bring the children's thinking into focus. The objects inside the bag are relevant to the content of the sentence the children will be writing. The clue clicker is used to introduce more technical inspiration eg. sound clips, film or animations.

Grandma Fantastic

Grandma Fantastic is a puppet, with a basket, who brings words into the classroom that have been sorted into the nine ideas for writing. The words are grouped into feelings, asking, noticing, touching, action, smelling, taste, imagining and checking sounds. She always brings the most challenging words, that pupils will probably not be able to suggest themselves. Her function is to furnish pupils with more ambitious words, that are related to the ideas you are generating.

Chotting

'Chotting' is when pupils chat about words and jot their ideas down at the same time (chot). During the chotting section, pupils also borrow some words from Grandma Fantastic and make a note of their favourites.

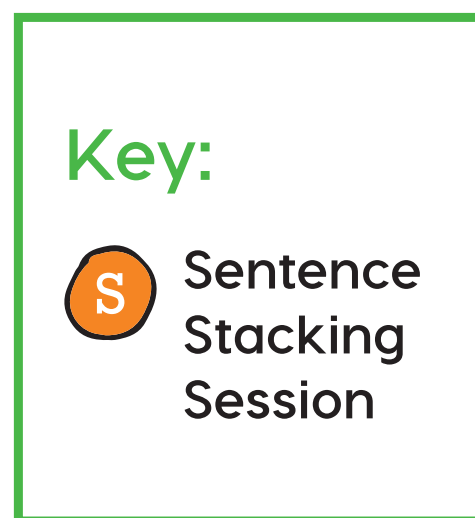
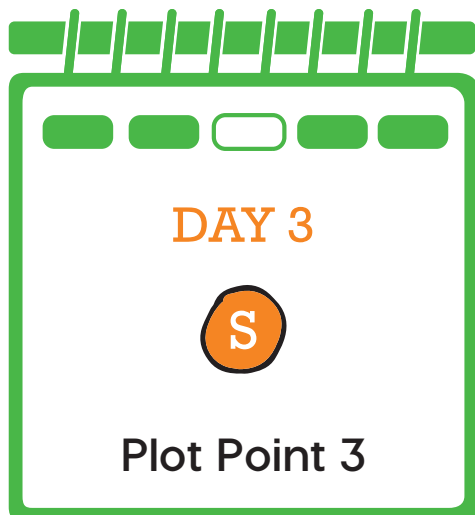
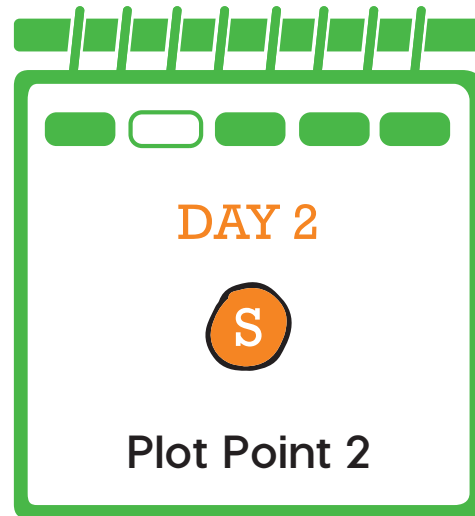
Model

The teacher always models a complete sentence, showing the writer's brain in action. The teacher changes their mind, improves and rejects some of the vocabulary, to settle on a final sentence. This sentence guides the pupils' own thinking, as they set out to write their own.

Sentence

Pupils are challenged to build a sentence that captures the plot point/way point focus for that session.

Teaching Sequence



Narrative Map

Highs



Jack and the Jellybean Stalk



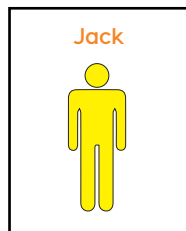
Model inspired by this book.



Lows

+10
9
8
7
6
5
4
3
2
1

1
2
3
4
5
6
7
8
9
-10



1



2



3



4



5



X



X



X



X



X

The Write Stuff EYFS Unit Plan

Jack and the Jellybean Stalk - Rachael Mortimer and Liz Pichon

To understand how to use this map, please read the page titled 'EYFS Journey'.



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FANTASTICs Lens:



Initiate



- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 1.

TEACHER AS NARRATOR

- Jack and his mum lived all alone in a little cottage in the middle of the countryside. They were extremely poor with little money and little food but there was a lot of love in the house. After trying to make ends meet for a while, mum had to accept that things had hit rock bottom, there was no money left and only crumbs remained in the bread bin. Knowing that Jack needed to eat the only thing left to do was to sell the cow. Now Daisy the cow was like a brother or sister to Jack and she was an unbelievably cute cow. She gave lovely creamy milk so although this was an exceedingly difficult decision for mum, she knew she should sell for lots of money.

Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

ARTEFACTS AND STIMULUS

- In the clicker today – A toy cow/puppet of Jack.
- Watch the YouTube clip : <https://www.youtube.com/watch?v=8wC3Y7MuRts>
- Think about how Jack would be feeling about losing his cow. Talk with your partner, have ever had to give something away? How did it feel?

Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: brokenhearted, crushed, devastated, distraught, gloomy, troubled.
- Make time for children to repeat Grandma's words and enjoy saying them.

Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

PUPILS AS JOTTERS

- Possible pupil words: unhappy, sad, upset, miserable.

Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

DEMONSTRATION WRITING

- Teacher models a feeling sentence:
Jack was brokenhearted that he had sell to his beloved cow.

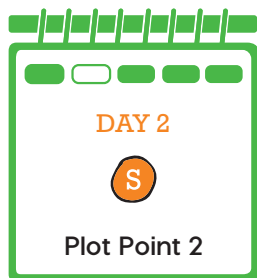
Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

STRIVE FOR A SENTENCE

- Talk or write a sentence with a feeling.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.



Initiate



- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 2.

TEACHER AS NARRATOR

- Jack walked Daisy along the road reminiscing about all the great times they shared together; galloping across the meadow, snuggling in the grass and of course those wet sloppy kisses. It was not long before they met a farmer who instantly fell in love with Daisy and offered Jack a huge bag of shiny gold coins. Now Jack was no fool and he sold Daisy as quick as a flash. As he strolled back home feeling incredibly pleased with himself, he happened to pass a sweet shop but unfortunately, he could not resist stepping inside, after all what harm could it do? He had a bag bursting with money!

Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

ARTEFACTS AND STIMULUS

- Watch the clip from Charlie and the Chocolate Factory <https://www.youtube.com/watch?v=HcpDdWlaAuE>
- Set up a sweet shop with jellybeans (or skittles) of different colours and flavours.
- Invite children to choose one sweet they must describe the sweet to you and then they can they predict what it may taste like before eating (check for allergies).

Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: scarlet, crimson, canary, lemon, emerald, fruity, citrus.
- Make time for children to repeat Grandma's words and enjoy saying them.

Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

PUPILS AS JOTTERS

- Possible pupil words: pink, red, yellow, green, yummy, sweet, sharp, sugary.

Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

DEMONSTRATION WRITING

- Teacher models a taste and sight sentence:
In Jack's bag were mouthwatering, citrus yellow jellybeans.

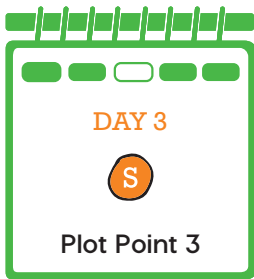
Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

STRIVE FOR A SENTENCE

- Talk and/or write a sentence about the taste and colour of the jellybeans Jack bought.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks.
HA - Deepen the moment.



FANTASTICs Lens:



Initiate



- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 3.

TEACHER AS NARRATOR

- Jack arrived home feeling pleased with himself, but Mum was not so happy! Mum was hoping for gold coins not a bulging bag of jellybeans even though there was every colour and flavour you could think of. She could not hide her disappointment or anger from Jack, and she snatched the bag of jellybeans from Jack and with all her strength threw them out of the window. Jack was ashamed by his decision and went to hide in his room and while he thought about his actions something magical happened outside his window. A beanstalk bearing jellybeans towered up high into the sky. Being inquisitive, Jack started to explore it branch by branch cramming jellybeans of every flavour into his mouth.

Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

ARTEFACTS AND STIMULUS

- Using a piece of PE equipment or outdoor climbing equipment get children to climb. Do they all feel comfortable climbing? when do they get scared?
- What are their arms, legs and bodies doing as they climb?

Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: scale, clamber, drag, heave, launch, scramble, scrabble.
- Make time for children to repeat Grandma's words and enjoy saying them.

Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

PUPILS AS JOTTERS

- Possible pupil words: push, pull, climb, step, lift.

Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

DEMONSTRATION WRITING

- Teacher models an action sentence: Jack scaled the towering beanstalk.

Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

STRIVE FOR A SENTENCE

- Tell or write sentence with an action of how Jack got to the top of the beanstalk.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.



FANTASTICS Lens:



Initiate

- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 4.

TEACHER AS NARRATOR

- Jack courageously made it to the very peak of the beanstalk. As he stepped off the top, he was faced by a huge golden pair of gates. As they were up above the clouds the sun bounced off them and blinded Jack for a minute or two. When he regained his focus, he couldn't help but notice an exceptionally large warning sign, "Angry giant. Beware! Enter at your own risk." Now Jack had never met a giant before, he had only read about them in books. He knew they could be bad, but not always. Something in the pit of his stomach told him he was going to need to be braver than ever. He had to find a way of apologising to his mum and correcting his mistake. Jack used all his strength to push open the heavy gate. Fearlessly, he made his way into an extremely large fortress, however he started to doubt his decision as the ground beneath his feet started to shake.



Meaningful moment

- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question "What clue is in the clicker today?"

ARTEFACTS AND STIMULUS

- In the clicker: An oversized boot (a large adult hiking boot would be ideal) or a miniature boot (eg barbie shoe).
- Some extra-large clothes (eg a shirt, some trousers).
- Watch world tallest people but without sound Use as a comparison between Jack and Giant <https://www.youtube.com/watch?v=HpX09FiqSgM>
- Dress a child in the props (I suggest picking the smallest child for best effect) Use size words to make comparisons and highlight the size difference.



Grandma Fantastic

- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: colossal, humongous, monstrous, gigantic, petite, slight, wee, puny, skimpy.
- Make time for children to repeat Grandma's words and enjoy saying them.



Pupils chatting about words and jotting ideas = Chotting

- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

PUPILS AS JOTTERS

- Possible pupil words: enormous, giant, big, huge, little, small, tiny.



Model

- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

DEMONSTRATION WRITING

- Teacher models a sight sentence:
Jack took a step back as he saw the monstrous giant step towards him.



Sentence

- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

STRIVE FOR A SENTENCE

- Talk or write a sentence linked to noticing.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.





Initiate



- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 5.

TEACHER AS NARRATOR

- Jack was feeling a lot less brave and really started to doubt his ability to make sensible decisions. That was one huge giant in front of him and he was not happy! Jack grabbed the goose and did an about-turn and started his descent down the beanstalk at full pelt. This upset the giant even more who set about pursuing him. Jack was taking no chances and didn't dare to look back. The giant's precious goose was close behind him.

Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

ARTEFACTS AND STIMULUS

- In the clicker: Watch YouTube Clip of Shrek being angry https://www.youtube.com/watch?v=70ujn7Gz_6A
- Have you ever been angry? Drama show me your angry face- in pairs pull angry faces – what do you notice about your face when you get angry.
- What do you think the giant would be saying to Jack? How would he be saying it?

Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: thundered, hollered, shrieked, howled, screeched, roared, furious, fuming, incensed, outraged.
- Make time for children to repeat Grandma's words and enjoy saying them.

Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

PUPILS AS JOTTERS

- Possible pupil words: shouted, cried, yelled, screamed, angry, cross, sad, annoyed.

Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

DEMONSTRATION WRITING

- Teacher models a dialogue and feeling sentence: "Come back right now!" bellowed the angry giant.

Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

STRIVE FOR A SENTENCE

- Talk or write a sentence using dialogue and feeling.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.

Appendix

Please find enclosed :

- ☒ Teacher model.
- ☒ A blank narrative journey map or a blank non-fiction journey map.
- ☒ Pupil pathway from planning to independent writing.
- ☒ Any other related materials to the teaching of this unit.



Teacher Model

Jack and his mum lived all alone in a little cottage in the middle of the countryside. They were extremely poor with little money and little food but there was a lot of love in the house. After trying to make ends meet for a while, mum had to accept that things had hit rock bottom, there was no money left and only crumbs remained in the bread bin. Knowing that Jack needed to eat the only thing left to do was to sell the cow. Now Daisy the cow was like a brother or sister to Jack and she was an unbelievably cute cow. She gave lovely creamy milk so although this was an exceedingly difficult decision for mum, she knew she should sell for lots of money. Jack was brokenhearted that he had sell to his beloved cow.

Jack walked Daisy along the road reminiscing about all the great times they shared together; galloping across the meadow, snuggling in the grass and of course those wet sloppy kisses. It was not long before they met a farmer who instantly fell in love with Daisy and offered Jack a huge bag of shiny gold coins. Now Jack was no fool and he sold Daisy as quick as a flash. As he strolled back home feeling incredibly pleased with himself, he happened to pass a sweet shop but unfortunately, he could not resist stepping inside, after all what harm could it do? He had a bag bursting with money! In Jack's bag were mouthwatering, citrus yellow jellybeans.

Jack arrived home feeling pleased with himself, but Mum was not so happy! Mum was hoping for gold coins not a bulging bag of jellybeans even though there was every colour and flavour you could think of. She could not hide her disappointment or anger from Jack, and she snatched the bag of jellybeans from Jack and with all her strength threw them out of the window. Jack was ashamed by his decision and went to hide in his room and while he thought about his actions something magical happened outside his window. A beanstalk bearing jellybeans towered up high into to the sky. Being inquisitive Jack started to explore it branch by branch cramming jellybeans of every flavour into his mouth. Jack scaled the towering beanstalk.

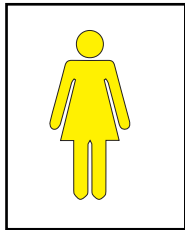
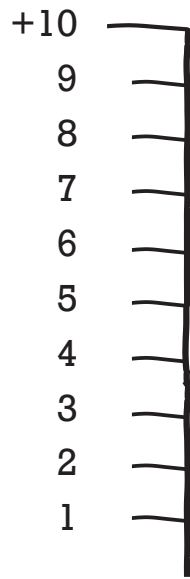
Jack courageously made it to the very peak of the beanstalk. As he stepped off the top, he was faced by a huge golden pair of gates. As they were up above the clouds the sun bounced off them and blinded Jack for a minute or two. When he regained his focus, he couldn't help but notice an exceptionally large warning sign, "Angry giant. Beware! Enter at your own risk."

Now Jack had never met a giant before, he had only read about them in books. He knew they could be bad, but not always. Something in the pit of his stomach told him he was going to need to be braver than ever. He had to find a way of apologising to his mum and correcting his mistake. Jack used all his strength to push open the heavy gate. Fearlessly, he made his way into an extremely large fortress, however he started to doubt his decision as the ground beneath his feet started to shake. Jack took a step back as he saw the monstrous giant step towards him.

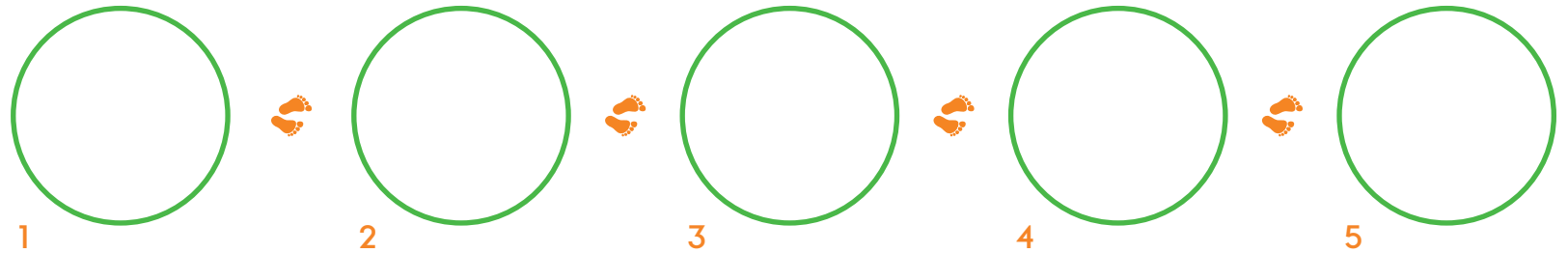
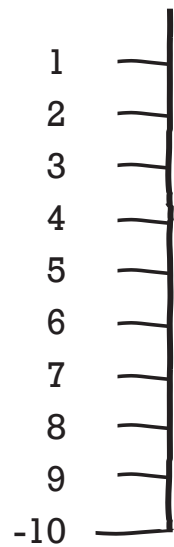
Jack was feeling a lot less brave and really started to doubt his ability to make sensible decisions. That was one huge giant in front of him and he was not happy! Jack grabbed the goose and did an about turn and started his descent down the beanstalk at full pelt. This upset the giant even more who set about pursuing him. Jack was taking no chances and didn't dare to look back. The giant's precious goose was close behind him. "Come back right now!" bellowed the angry giant.

Narrative Map

Highs



Lows

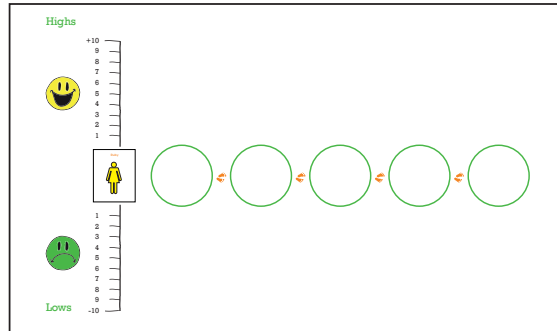


Pupil Pathway...

from planning to independent writing

Step 1: Draw their own story

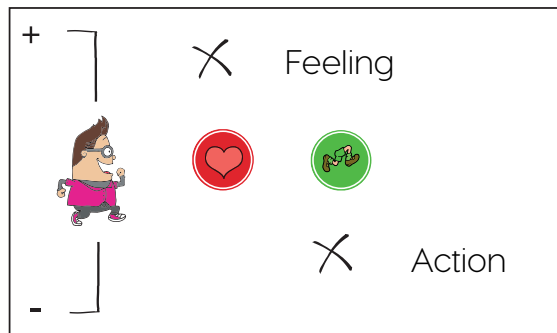
Pupils use a blank story narrative map to plan their own story.



Step 2: FANTASTIC plotting

Position FANTASTIC with negative / positive intent on the map.

- Positive feeling
- Negative action



Step 3: Planning sentences

Sentences can be added to the narrative map e.g.

Positive feeling

Ruby was so happy to have a friend.

Steps 4 and 5: Independent writing

Children should show what they can write independently.

The EYFS Rainbow

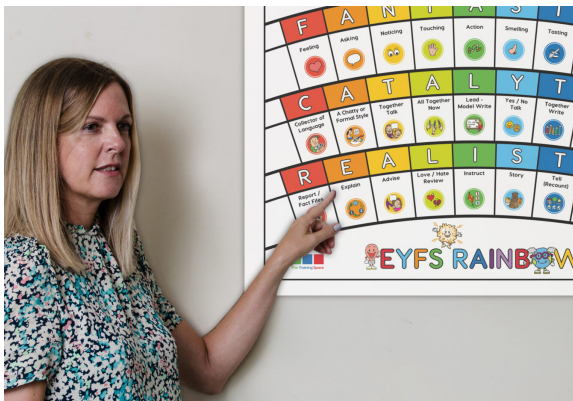
A visual display of 'Thinking, Talking and Writing.'

The EYFS Rainbow is a visual representation of the ways to develop talk and writing opportunities in the EYFS setting. This bright and colourful A1 poster is an aide memoire for both teachers and pupils. It includes the nine ideas for thinking, talking and writing. The A3 version is perfect for schools that have restricted display space.

The three layers of the EYFS Rainbow cover:

1. The ideas of talking and writing: The FANTASTICS
2. Ways to talk and write: The CATALYTICS
3. Getting children to think and write with their knowledge and understanding of the world: The REALISTICS

Available to buy from our online shop



Purchase here:

<https://www.thetrainingspace.co.uk/product/the-eyfs-poster/>



Purchase here:

<https://www.thetrainingspace.co.uk/product/small-eyfs-rainbow-symbols-copy/>