

EYFS Unit Plan

Transforming the Teaching of Writing



Based on the book:
Handa's Surprise
by Eileen Browne

Text type:
Narrative

EYFS

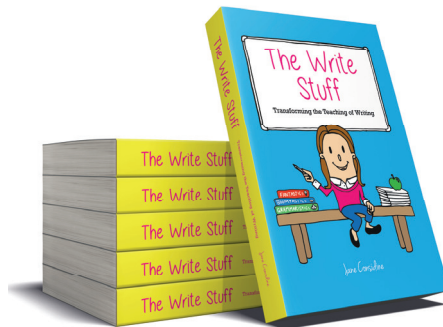


Instructions

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

- **Handra's Surprise** by Eileen Browne.
<https://www.amazon.co.uk/Handas-Surprise-Eileen-Browne/dp/0744536340>



**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.

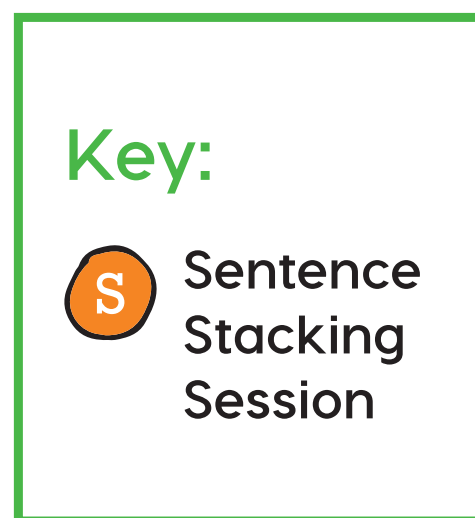
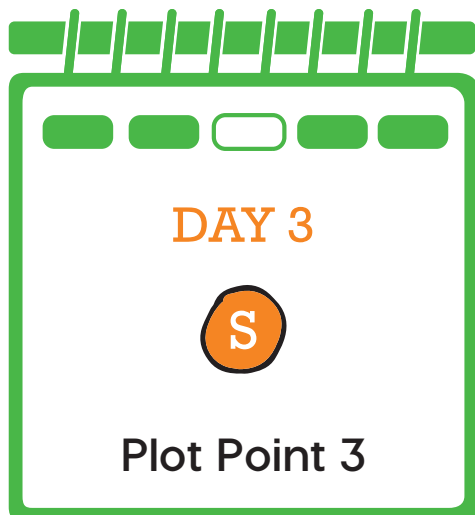
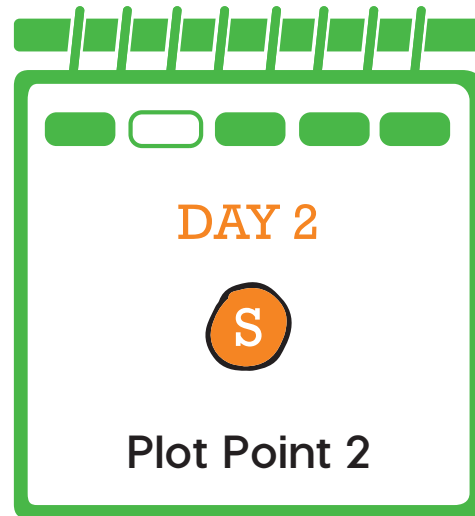
Model

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

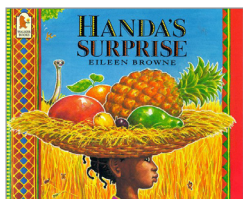


Narrative Map

Highs



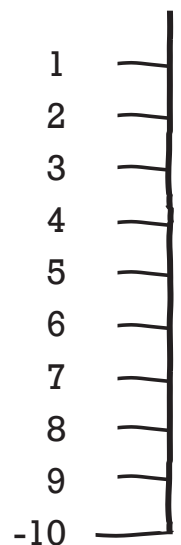
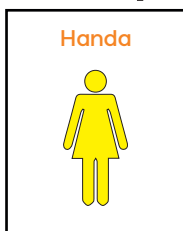
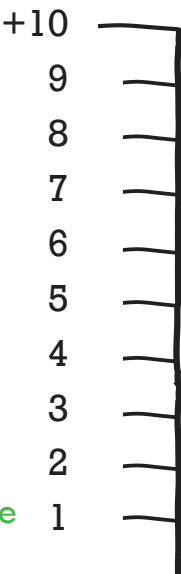
Handa's Surprise



Model inspired by this book.



Lows



X

X



X



X



X

The Write Stuff EYFS Unit Plan

Handa's Surprise - Eileen Browne

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

- A young girl called Handa lived in a remote village in South-West Kenya, in Africa. She lived with her mother, father and grandma but was very lonely as she was the only girl in her village. Akeyo was her best friend but she lived in another village. One sunny day, Handa decided to take her friend a basket full of fruit.

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 – show a picture of Handa putting food in the basket.
- Bring in a selection of exotic fruit. Let the children touch them and feel them. Then cut them open so the children can smell them.
- Look at Maps of Africa to see where Handa's village is, you could also look at houses in Africa.

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: delicious, luscious, fragrant, delectable, scrumptious.
- 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: nice, yummy, sweet, good, great.

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 smell sentence:
The air filled with the delicious smells of the fruit.

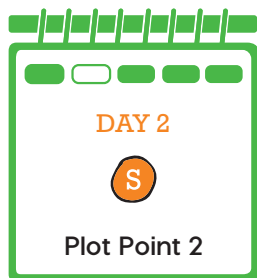
Sentence



- 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 that shows the fruit smelt delicious.
- 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



Meaningful moment



- 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

- It was a long walk to Akeyo's village, but Handa didn't mind. She knew how excited Akeyo would be to see her and couldn't wait to give her the fruit that she had carefully selected for her. She balanced her basket on her head and set off. As she walked through the grasslands, she didn't notice the animals.

- 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 click show a video of animals that you might see in Africa. <https://tinyurl.com/handasavanna>
- Look at photos of the animals and discuss what they look like, what makes them unique.
- Read the part of the book where the animals are taking the fruit from the basket. Match the animals to the fruit taken from the basket.

Grandma Fantastic



Pupils chatting about words and jotting ideas = Chotting



- 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: notice, realise, glimpse, catch sight of, aware
- Make time for children to repeat Grandma's words and enjoy saying them.

- 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: see, spot, hear, spy, notice.

Model



Sentence



- 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: Handa didn't realise the long purple tongue of the giraffe was taking the pineapple.

- 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 that shows that Handa didn't see the animals.
- 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 3.

TEACHER AS NARRATOR

- As Handa was nearly at the village she walked past a tangerine tree. The village goat broke free from his rope and crashed into the tree. Handa didn't notice the tangerines tumble into the basket on her head, she was so focussed on seeing her friend.

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 click watch video about carrying baskets on head <https://tinyurl.com/basketonhead>
- Bring in a bag of flour/ heavy book or similar and let the children try balancing it on their head. How does it feel?
- Using the fruit from plot point one you could compare the weight and order from heaviest to lightest.

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: weighty, massive, overweight, substantial, hefty.
- 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: heavy, big, large, giant.

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

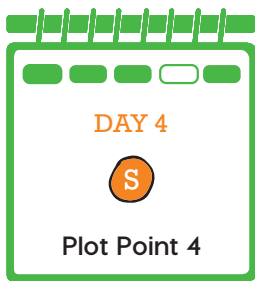
- Teacher models a sense of touch sentence:
The basket was so hefty on her head.

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 that shows how big and heavy the basket is on Handa's head.
- 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

- Meanwhile in her village, Akeyo had been feeling a little bored. She had nothing to do, nothing to play with, nothing to see. She had no idea that Handa was coming to see her. Suddenly, she looked up and saw her friend.

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

- Get the children to act out how they run to something exciting! Go outside and play a game Simon says – use movements such as hop, run, walk, skip. Think about moving when you are happy and moving when you are sad.
- In the click show a video of excited babies – think about their actions: <https://tinyurl.com/handaexcited>

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: dashed, galloped, bounded, hurried, scampered.
- Shade-o-meter to show which words are more excited.
- 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: walked, ran, jogged, skipped, went.
- Shade-o-meter to show which words are more excited.

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:
Akeyo jumped up and dashed over to see her friend.

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 that shows Akeyo was excited to see Handa and ran to her.
- 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.



Learning chunk 1

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

- Akeyo carefully hugged Handa and helped her lift the heavy basket down. Her eyes lit up when she said the basket was full of her favourite fruit – tangerines. Handa was so surprised!

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

- Tell the children you have a surprise for them – bring out some chocolate or sweets. How do they feel?
- In the click show videos of babies excited by food: <https://www.youtube.com/watch?v=n1hYuDNu3po>

Learning chunk 2

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: ecstatic, overjoyed, delighted, lucky, thrilled.
- 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: happy, excited, pleased, good, glad.

Learning chunk 3

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: Handa felt so ecstatic as she shared the tangerines with her friend.

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

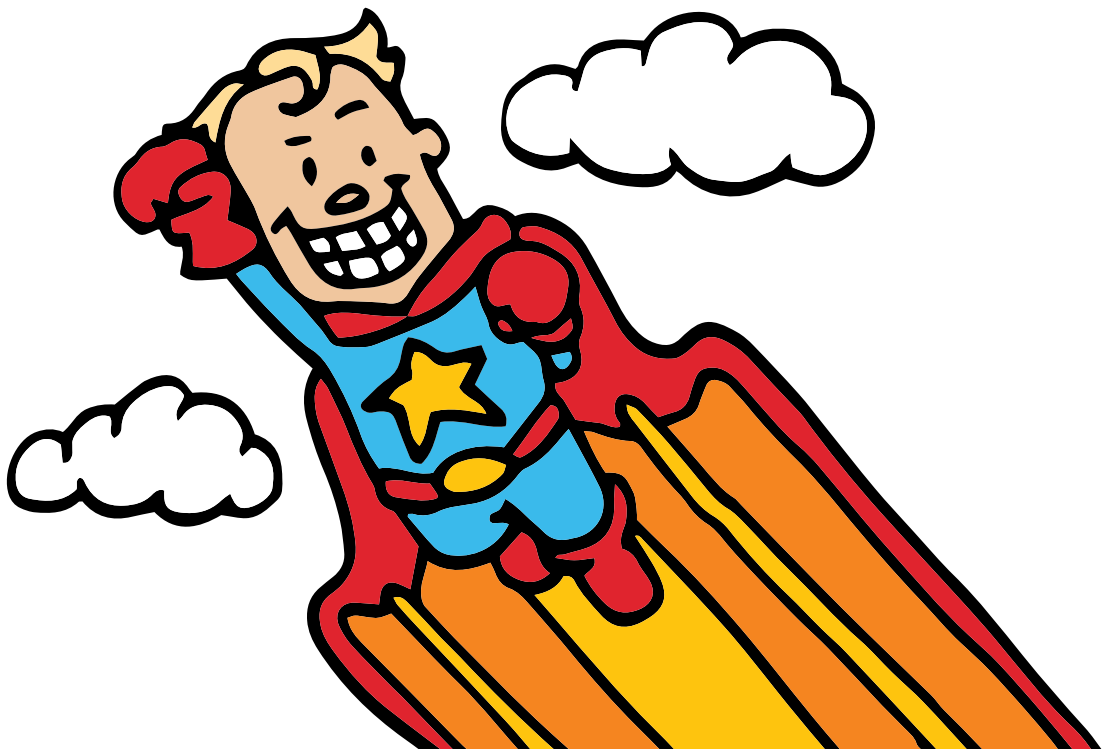
- Talk and/or write a sentence that shows Handa felt happy sharing the tangerines with Akeyo.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.

*HA = Higher Attainers

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

A young girl called Handa lived in a remote village in South-West Kenya, in Africa. She lived with her mother, father and grandma but was very lonely as she was the only girl in her village. Akeyo was her best friend but she lived in another village. One sunny day, Handa decided to take her friend basket full of fruit. The air filled with the delicious smells of the fruit.

It was a long walk to Akeyo's village, but Handa didn't mind. She knew how excited Akeyo would be to see her and couldn't wait to give her the fruit that she had carefully selected for her. She balanced her basket on her head and set off. As she walked through the grasslands, she didn't notice the animals. Handa didn't realise the long purple tongue of the giraffe was taking the pineapple.

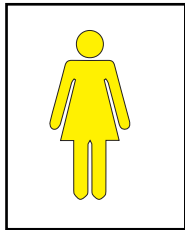
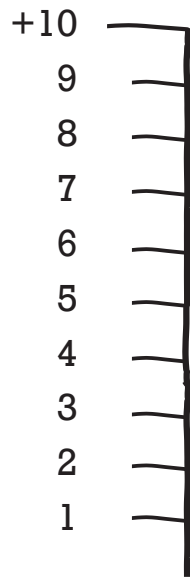
As Handa was nearly at the village she walked past a tangerine tree. The village goat broke free from his rope and crashed into the tree. Handa didn't notice the tangerines tumble into the basket on her head, she was so focussed on seeing her friend. The basket was so hefty on her head.

Meanwhile in her village, Akeyo had been feeling a little bored. She had nothing to do, nothing to play with, nothing to see. She had no idea that Handa was coming to see her. Suddenly, she looked up and saw her friend. Akeyo jumped up and dashed over to see her friend.

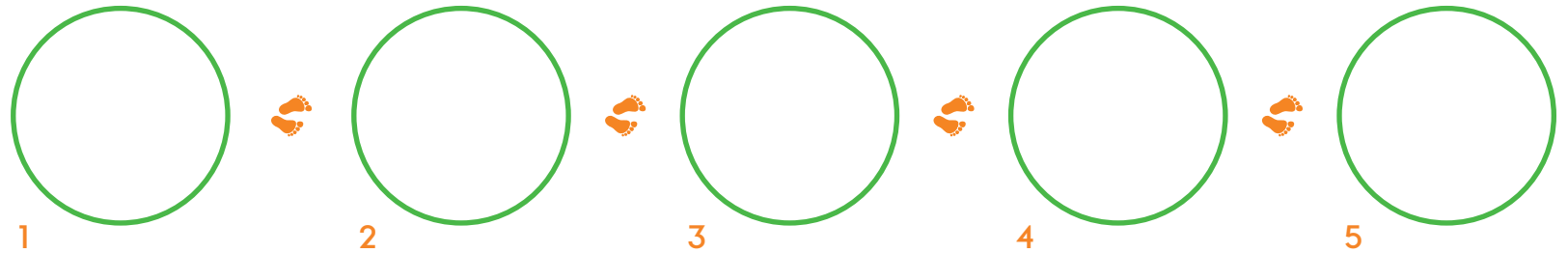
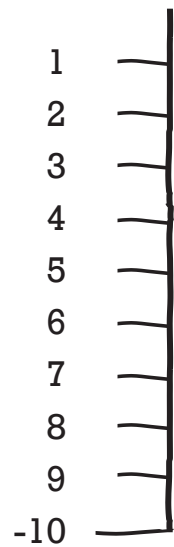
Akeyo carefully hugged Handa and helped her lift the heavy basket down. Her eyes lit up when she saw the basket was full of her favourite fruit – tangerines. Handa was so surprised! Handa felt so ecstatic as she shared the tangerines with her friend.

Narrative Map

Highs



Lows

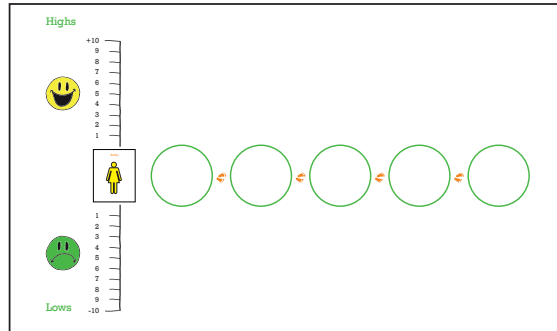


Pupil Pathway...

from planning to independent writing

Step 1: Draw their own story

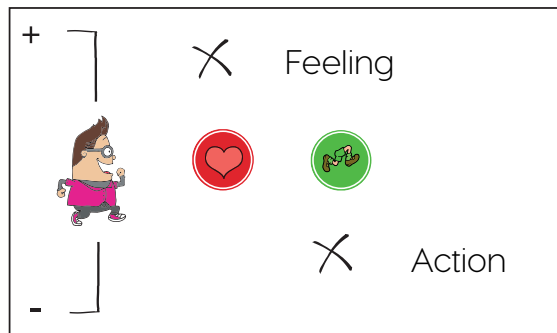
Pupils use a blank story narrative map to plan their own story.



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

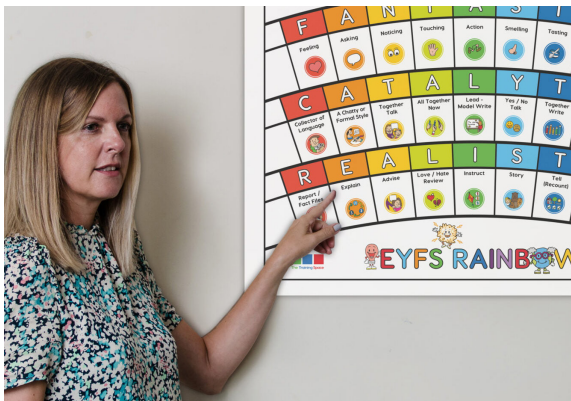
A visual display of 'Thinking, Talking and Writing.'

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/>