

<b>Word Reading</b>	<b>Reading Comprehension</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<b>Writing Transcription</b>	<b>Writing Composition</b>
<ul style="list-style-type: none"> <li>• Spelling (see English Appendix 1)</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell:</li> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>

<ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p><b>Vocabulary, Punctuation and Grammar</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<p><b>Spoken Language</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
<p><b>Appendix 1: Spelling</b> See separate document.</p>	<p><b>Appendix 2: Vocabulary, Punctuation and Grammar</b></p>

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Sentence How words can combine to make sentences

Joining words and joining clauses using and  
Text Sequencing sentences to form short narratives

Punctuation Separation of words with spaces  
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

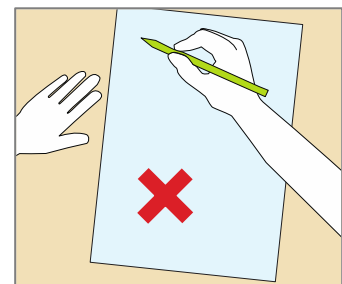
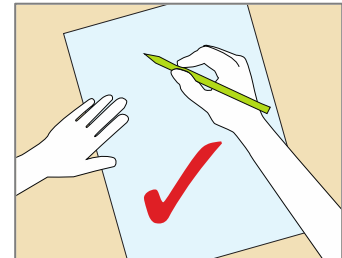
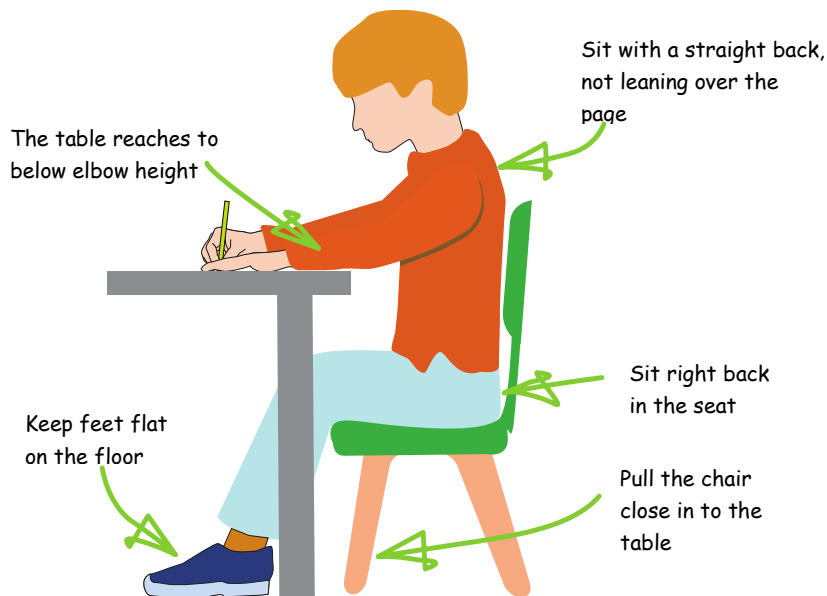
Capital letters for names and for the personal pronoun I

Terminology for pupils letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

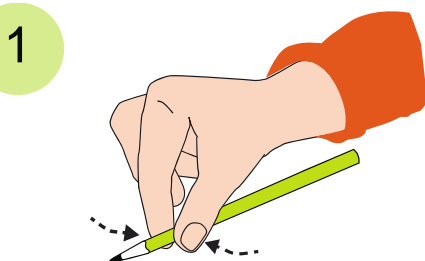
### Sitting position



Paper position for right-handed children

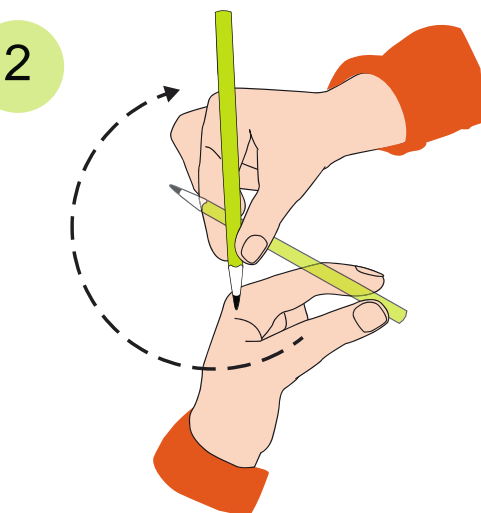
### The tripod pencil grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

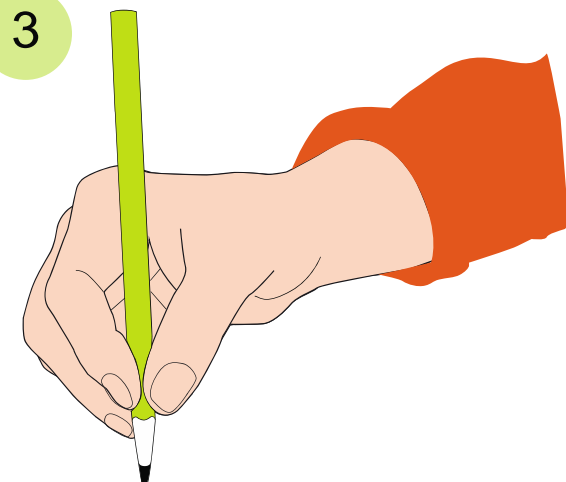


1) Grip the pencil with your index finger and thumb with the nib pointing away.

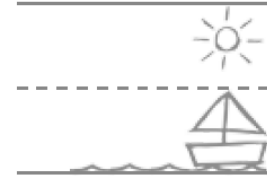
2) With your free hand, spin the pencil from underneath.



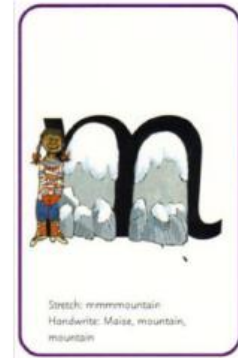
3) Use your middle finger to support the underside of the pencil.




- 'Sun letters': **b d h k l** (f and t are just a little bit smaller)
- 'Boat letters': **a c e i m n o r s u v w x z**
- 'Water letters': **g j p q y**.

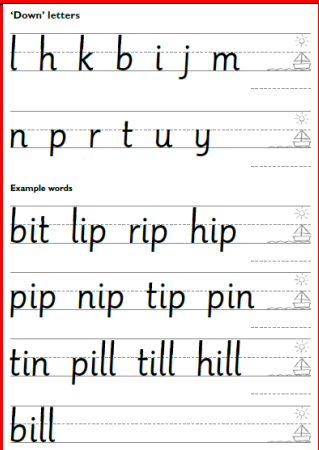


- m Maisie, mountain, mountain  
a round the apple, down the leaf  
s slither down the snake  
d round his bottom, up his tall neck and down to his feet  
t down the tower, across the tower  
i down the body, dot for the head  
n down Nobby, over his net  
p down the plait and over the pirate's face  
g round her face, down her hair and give her a curl  
o all around the orange  
c curl around the caterpillar  
k down the kangaroo's body, tail and leg  
u down and under, up to the top and draw the puddle  
b down the laces to the heel, round the toe  
f down the stem and draw the leaves  
e lift off the top and scoop out the egg  
l down the long leg  
h down the head to the hooves and over his back  
r down his back and then curl over his arm  
j down his body, curl and dot  
v down a wing, up a wing  
y down a horn, up a horn and under his head  
w down, up, down, up  
z zig-zag-zig  
q round her head, up past her earrings and down her hair  
x down the arm and leg and repeat the other side

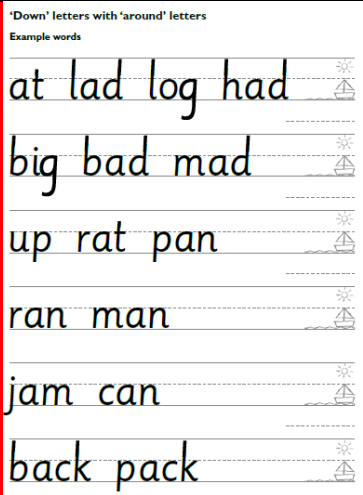






Week/Focus	Day	Learning Intention
<p><i>***Approximately one book will be read per day. A book may be studied over two days if necessary. Where a specific book is not specified, the teacher may select an appropriate book to meet the learning intention from the book list.</i></p>		
<p><b>Week 1</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>            I can sit correctly and hold my pencil the right way            I can begin to write my letters (lower-case) correctly, always starting on the line</p> <p>I can write capital letters correctly</p> <p>I can write the digits 0-9 correctly</p> <p>I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag)</p> <p>I can say my sentence before I write it</p>	<p>Handwriting for week:</p>	<div data-bbox="603 421 967 770" data-label="Image"> </div> <p>1</p> <ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Orally retell the story</li> <li>Orally discuss the story, focusing on <b>'who' questions.</b> Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story (<b>The Three Little Pigs by Richard Johnson</b>)</li> <li>Participate in role play activities</li> </ul> <div data-bbox="703 1160 1257 1482" data-label="Complex-Block">  <p><b>Whoosh!</b>            This activity is a combination of drama and storytelling. The class sits in a large circle as the teacher tells a story. As the story unfolds, the teacher signals to individuals, pairs or groups of children at different points, to get up, enter the circle and represent that part of the story. This can include becoming objects and scenery as well as characters. When the circle becomes overcrowded, the teacher can shout "Whoosh! Whoosh! Whoosh!" which is the signal for everyone to clear the acting space and go back to the circle. The story can continue and further children can be called to enact the scenes. This is very similar to the 'Helicopter Stories' ideas used with young children.</p> </div> <ul style="list-style-type: none"> <li>Orally discuss the story, focusing on <b>'who' questions.</b> Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Orally retell the story</li> <li>Orally discuss the story, focusing on <b>'who' questions.</b> Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul> <p>4</p> <ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Participate in role play activities</li> <li>Orally discuss the story, focusing on <b>'who' questions.</b> Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>




	Spelling and Handwriting	










<p><b>Week 2</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>  I can sit correctly and hold my pencil the right way  I can begin to write my letters (lower-case) correctly, always starting on the line</p> <p>I can write capital letters correctly</p> <p>I can write the digits 0-9 correctly</p> <p>I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag)</p> <p>I can say my sentence before I write it</p>	<p>Handwriting for week:</p> 	
1	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Orally retell the story (<b>Bear Hunt by Michael Rosen</b>)</li> <li>Orally discuss the story, focusing on <b>'where' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>	
2	<ul style="list-style-type: none"> <li>Handwriting (30mins) --teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Participate in role play activities</li> <li>Orally discuss the story, focusing on <b>'where' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>	
3	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Orally retell the story</li> <li>Orally discuss the story, focusing on <b>'where' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>	
4	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Participate in role play activities</li> <li>Orally discuss the story, focusing on <b>'where' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>	
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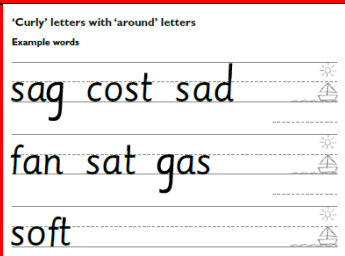



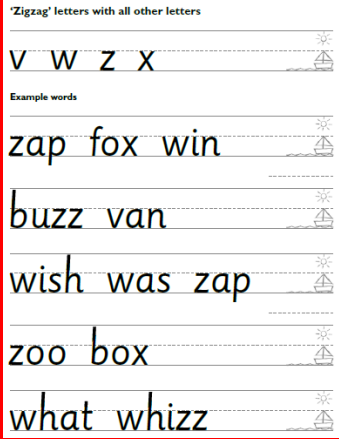
<p><b>Week 3</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>          I can sit correctly and hold my pencil the right way          I can begin to write my letters (lower-case) correctly, always starting on the line</p> <p>I can write capital letters correctly</p> <p>I can write the digits 0-9 correctly</p> <p>I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag)</p> <p>I can sequence sentences to form a short narrative</p> <p>I can say my sentence before I write it</p>	<p>Handwriting for week:</p>	
	1	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Orally retell the story</li> <li>Orally discuss the story, focusing on <b>'when' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story (<b>Cinderella</b>)</li> <li>Participate in role play activities</li> </ul> <div data-bbox="654 1131 1452 1601" style="border: 1px solid black; padding: 5px;">  <p><b>Thought Tracking</b>          With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.</p> <p>You could also try <b>Passing Thoughts</b> where children pass by a character and speak their thoughts about the character.</p> </div> <div data-bbox="654 1601 1452 1825" style="border: 1px solid black; padding: 5px;">  <p><b>Back-to-back mobile phone</b>          In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div>
	3	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> </ul>

		 <p>One armed Robot Letters b h k m n p r</p> <ul style="list-style-type: none"> <li>• Read a story</li> <li>• Orally retell the story</li> <li>• Orally discuss the story, focusing on <b>'when' questions.</b> Progress to developing inference skills during this discussion.</li> <li>• Dictated sentence based on story using only taught GPCs.</li> </ul>
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Spelling and Handwriting		

<p><b>Week 4</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>          I can sit correctly and hold my pencil the right way          I can begin to write my letters (lower-case) correctly, always starting on the line</p> <p>I can write capital letters correctly</p> <p>I can write the digits 0-9 correctly</p> <p>I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag)</p> <p>I can sequence sentences to form a short narrative</p> <p>I can say my sentence before I write it</p>	<p>Handwriting for week:</p>	
	1	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Orally retell the story</li> <li>Orally discuss the story, focusing on <b>'who' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story</li> <li>Participate in role play activities (<b>The Ugly Duckling by Masumi Furukawa</b>)</li> </ul> <div data-bbox="703 1055 1241 1368" style="border: 1px solid black; padding: 5px;">  <p><b>Thought Tracking</b>          With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.</p> <p>You could also try <b>Passing Thoughts</b> where children pass by a character and speak their thoughts about the character.</p> </div> <div data-bbox="703 1391 1241 1525" style="border: 1px solid black; padding: 5px;">  <p><b>Teacher in Role</b>          Here, the teacher enters the drama as a character in the text or a possible character that could arrive in the story. They interact with the children in the role and can enhance the drama, support the children's ideas and extend thinking.</p> </div> <ul style="list-style-type: none"> <li>Orally discuss the story, focusing on <b>'who' questions</b>. Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs.</li> </ul>
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	4	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip</li> <li>Read a story (<b>The Boy Who Cried Wolf</b>)</li> <li>Participate in role play activities</li> </ul>

		<table border="1"> <tr> <td data-bbox="651 226 810 383">  </td> <td data-bbox="810 226 1251 383"> <p><b>Mime</b> This activity allows children to engage with the text individually and mime particular aspects of it. Children take a certain action of a character or a certain part of a scene and think carefully about what they are miming and how they will mime it, in order to recreate the action.</p> </td> </tr> <tr> <td data-bbox="651 383 810 600">  </td> <td data-bbox="810 383 1251 600"> <p><b>Freeze frames</b> A quick and easy drama technique where children recreate scenes, actions or consequences in a story. They freeze in position (no moving about), creating a still image of what they are trying to portray. You could sequence freeze frames to represent the flow of a story or significant events that unfold. Freeze frames can be made by individuals, small groups or the whole class.</p> </td> </tr> <tr> <td data-bbox="651 600 810 772">  </td> <td data-bbox="810 600 1251 772"> <p><b>Back-to-back mobile phone</b> In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>• Orally discuss the story, focusing on <b>'who' questions</b>. Progress to developing inference skills during this discussion.</li> <li>• Dictated sentence based on story using only taught GPCs.</li> </ul>		<p><b>Mime</b> This activity allows children to engage with the text individually and mime particular aspects of it. Children take a certain action of a character or a certain part of a scene and think carefully about what they are miming and how they will mime it, in order to recreate the action.</p>		<p><b>Freeze frames</b> A quick and easy drama technique where children recreate scenes, actions or consequences in a story. They freeze in position (no moving about), creating a still image of what they are trying to portray. You could sequence freeze frames to represent the flow of a story or significant events that unfold. Freeze frames can be made by individuals, small groups or the whole class.</p>		<p><b>Back-to-back mobile phone</b> In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p>
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	<p><b>Back-to-back mobile phone</b> In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p>							
	Spelling and Handwriting							

Week 5		
<p><b>Week 5</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>            I can sit correctly and hold my pencil the right way            I can begin to write my letters (lower-case) correctly, always starting on the line</p> <p>I can write capital letters correctly</p> <p>I can write the digits 0-9 correctly</p> <p>I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag)</p> <p>I can sequence sentences to form a short narrative</p> <p>I can say my sentence before I write it</p> <p>I can use 'and' to join two parts of a sentence</p>	<p>Handwriting for week:</p>	
	1	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip - capital letters</li> <li>Read a story</li> <li>Orally retell the story</li> <li>Orally discuss the story, focusing on <b>'where' questions.</b> Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs that includes 'and' to join two parts of a sentence</li> </ul>
	2	<ul style="list-style-type: none"> <li>Handwriting (30mins) -teach correct sitting position and pencil grip - capital letters</li> <li>Read a story</li> <li>Participate in role play activities (<b>Gruffalo</b>)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p><b>Talking Scene</b>            A great way to explore the setting of a story or the make-up of a scene. Children sit around a large circle or rectangle. They can recreate a setting from a story by building it up bit by bit. In turn, they step into the circle and voice who they are and give details. They can choose how they present themselves and on what level. Some may stand tall; others crouch or sit. They can describe themselves in any way but should start by saying what they are. For example, in a forest scene you might say "I am the mighty oak tree that grows on the edge of the forest. My leaves unfurl when the sun shines." The children can be features of a landscape or objects within a setting. "I am the cauldron that the Big Bad Wolf fell into. The pigs hung</p> </div> <ul style="list-style-type: none"> <li>Orally discuss the story, focusing on <b>'where' questions.</b> Progress to developing inference skills during this discussion.</li> <li>Dictated sentence based on story using only taught GPCs that includes 'and' to join two parts of a sentence</li> </ul>
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	Spelling and Handwriting	
<p><b>Week 6</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><b>Assessment focus targets:</b>  I can sit correctly and hold my pencil the right way  I can begin to write my letters (lower-case) correctly, always starting on the line</p> <p>I can write capital letters correctly</p> <p>I can write the digits 0-9 correctly</p> <p>I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag)</p> <p>I can say my sentence before I write it</p> <p>I can use 'and' to join two</p>	Handwriting for week:	
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parts of a sentence	Spelling and Handwriting	
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### Drama Activities for Story Writing



#### Mime

This activity allows children to engage with the text individually and mime particular aspects of it. Children take a certain action of a character or a certain part of a scene and think carefully about what they are miming and how they will mime it, in order to recreate the action.



#### Freeze frames





A quick and easy drama technique where children recreate scenes, actions or consequences in a story. They freeze in position (no moving about), creating a still image of what they are trying to portray. You could sequence freeze frames to represent the flow of a story or significant events that unfold. Freeze frames can be made by individuals, small groups or the whole class.







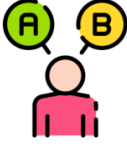
#### Thought Tracking

With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: *What are they thinking at this point of the story? What would they be thinking after this event?* and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.

You could also try **Passing Thoughts** where children pass by a character and speak their thoughts about the character.

	<p><b>Teacher in Role</b> Here, the teacher enters the drama as a character in the text or a possible character that could arrive in the story. They interact with the children in the role and can enhance the drama, support the children's ideas and extend thinking.</p>
	<p><b>Hot seating into Role on the Wall</b> Hot seating is where a character or characters from a text can be interviewed by the class. The character can be played by the teacher or by the children. Before interviewing, it's good to discuss what the class want to ask the character and help them to reframe questions if necessary, so they are clear and workable. It is also good to model asking and answering questions beforehand.</p> <p>Once you have gained a better insight into your character, you can summarise what you now know and what you think you know about them, using <b>Role on the Wall</b>. Here, you draw an outline of the character onto a large piece of paper. Around the outside of the character, you can write words and phrases to show what you have actually found out and know about the character. Inside, you can write</p>
	<p>ideas about what you think you know (what you have inferred) about the character. You can also use it to collect words to describe the character's appearance on the outside and then list their thoughts and feelings on the inside.</p>
	<p><b>Back-to-back mobile phone</b> In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p>
	<p><b>Flashback and Flashforward</b> These techniques allow children to focus on the consequences of events in a story. We can get them to consider what has happened before, or what might happen later, as a result of an action or decision. For example, we could consider what would happen if the woodcutter had let the wolf go in <i>Little Red Riding Hood</i>. Flashforward a week and what could be the consequences of the wolf still being around? Let's flashback to the moment where Skellig decided to hide in Michael's garage. What had happened leading up to this? You can use freeze frames to create flashbacks or flashforwards from the perspective of different characters in the story also.</p>



	<p><b>Eye witness report</b> An eye witness can watch a scene without other characters being aware of them. They can report back afterwards on what they have witnessed and they can also answer questions put to them by the other children, in or out of role. This could also be played out as part of a <b>TV news report</b> where children report on an event that has occurred, incorporating eye witness statements or interviews.</p>
	<p><b>Talking Objects</b> This is where objects within a story can speak in role. They can talk about what they have seen or experienced. They can talk to each other, they can talk to themselves and also, they can be questioned by the children directly or by the children as other characters in role. What would the trees say in <i>The Gruffalo</i>? What would the objects on the shelf in the opening pictures of <i>The Arrival</i> (by Shaun Tan) say about the situation that's unfolding? Objects can also talk directly to characters in a scene and even talk about them between themselves. They can also be interviewed as eyewitnesses to whatever unfolded in the story. For example, the objects in granny's bedroom could report back on how the wolf was defeated by the woodcutter in <i>Little Red Riding Hood</i>.</p>
	<p><b>Talking Scene</b> A great way to explore the setting of a story or the make-up of a scene. Children sit around a large circle or rectangle. They can recreate a setting from a story by building it up bit by bit. In turn, they step into the circle and voice who they are and give details. They can choose how they present themselves and on what level. Some may stand tall; others crouch or sit. They can describe themselves in any way but should start by saying what they are. For example, in a forest scene you might say <i>"I am the mighty oak tree that grows on the edge of the forest. My leaves unfurl when the sun shines."</i> The children can be features of a landscape or objects within a setting. <i>"I am the cauldron that the Big Bad Wolf fell into. The pigs hung</i></p>
	<p><b>Wait until you get home ...</b> This is simply where we improvise what happens when a main character gets home after a particular event in a story. Who's there? What did their parents/other family members say or do? Were they punished or rewarded? The possibilities are endless!</p>
	<p><b>Conscience alley</b> Here we can explore the inner thoughts and decisions a character may have to make or investigate the dilemma they are facing. The class stand in two lines facing each other. One child takes on the role as the main character and when they walk down the 'alley' between the lines, the other children voice the character's thoughts, both for and against a particular decision or action that the character is facing. This gives the impression of the character's conscience, mulling over the pros and cons. The child in role listens to their conscience before making a final decision about the dilemma in hand.</p>



**Whoosh!**

This activity is a combination of drama and storytelling. The class sits in a large circle as the teacher tells a story. As the story unfolds, the teacher signals to individuals, pairs or groups of children at different points, to get up, enter the circle and represent that part of the story. This can include becoming objects and scenery as well as characters. When the circle becomes overcrowded, the teacher can shout "Whoosh! Whoosh! Whoosh!" which is the signal for everyone to clear the acting space and go back to the circle. The story can continue and further children can be called to enact the scenes. This is very similar to the 'Helicopter Stories' ideas used with young children.