

TALK THROUGH STORIES

Organisation

Plan every day:

- 20 minutes for Storytime
- 10 minutes for Vocabulary time (at a different time to Storytime)

Classroom management:

- Sit on a low chair
- Select Spotlight children
- Remind children that you will use Magnet eyes, TTYP (Turn to your partner) MTYT (My turn Your turn) (See the Glossary document)
- Ensure children sit in the 'V to see', making sure that every child can see the book easily.

Storytime is one week ahead of Vocabulary time for each story.

Week 1	Storytime for Story A
Week 2	Vocabulary time for Story A Storytime for Story B
Week 3	Vocabulary time for Story B Storytime for Story C

Storytime activities – one week

These activities follow the same structure every week.

Day 1	Introduction Read the story What's the problem?	Day 4	Join in the story How is the problem solved?
Day 2	Re-read the story	Day 5	Nice or not nice? Quiz the character Share at home
Day 3	Favourite phrases Favourite phrases every day Freeze-frame feelings Which is the right sentence?		

If children are already very familiar with the story, you can follow the timetable below. On subsequent days, you could start another Talk Through Story (Story week activities) or read a story of your own.

Day 1	Re-read the story What's the problem? Favourite phrases Favourite phrases every day Freeze-frame feelings	Day 2	Which is the right sentence? Nice or not nice? Quiz the character Share at home
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Vocabulary time activities – one week

These activities follow the same structure every week.

Days 1–4: two words a day	Review from the story When might you? <i>What would make someone say...? / What would you do if ...? / Would you rather?</i> Agree or not? Words to use throughout the day	Day 5: revision of all words	What's the word? Because...
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TALK THROUGH STORIES

HUGLESS DOUGLAS

DAVID MELLING

Hodder

Preparation

Number each page of the story. Page 1 begins 'One spring morning...'

Before you start reading this unit, plan carefully how you will read the story. And then, importantly, practise reading the story aloud. The success of the unit rests on how well you read the story.

Consider:

1. the voice you will use for the narrator and each character. (Consider the low, slow voice for Douglas, and the irritated voices of the animals he tries to hug.)
2. how you will read with expression, for example adding a pause after the ellipsis to build anticipation:
 - pp.10–12: *'The leaves quivered and trembled ... [pause] and ran away!'*
 - pp.24–25: *'HUG?' asked Douglas, and ran as fast as he could towards ... [pause] his MUM!'*
3. the asides that you will use to show your own reactions – facial expressions and quick comments, for example:
 - p.14 TOL (Think out loud): *Oh no, the sheep don't want to hug him!*
 - p.23 TOL: *I wonder who it could be?*

Jot these on sticky notes and stick them in the book.

4. the asides you will use to explain the meanings of any unfamiliar words. Do not ask children for the meanings as this will detract from your reading of the story. For example: p.8: *splinters – ouch! Small, sharp bits of wood (explain)*; p.9: *comfy – comfortable (explain)*; p.10: *quivered – shook slightly (action mime quivering)*; p.14: *squirmed – twisted (action mime squirming)*; p.16: *whooped – shouted excitedly (colour)*; p.16: *scrambled – moved quickly and clumsily (action mime being Douglas and climbing the tree)*.
5. the special emphasis you will give to the 'Favourite phrases' (see Day 3 of Storytime week, below) and where actions might be appropriate.

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Vocabulary

Keep the 'Favourite phrases' (Day 3) and the Tier Two words below in a handy place to remind you to use them throughout the day. (These are not for children to read.)

Tier Two words:

Word 1: snuggled (snuggle, snuggles)

Word 2: trembled (tremble, trembles, trembling)

Word 3: clumsy

Word 4: peeped (peeps)

Word 5: wrapped (wraps)

Word 6: squeeze (squeezed, squeezes)

Word 7: wriggled (wiggle, wriggles, wriggly)

Word 8: scooped (scoop, scoops)

Storytime week

Day 1

Introduction

Purpose: to capture children's attention before they read the story.

Introduce the story to children.

Douglas is such a silly bear. More than anything in the world, he wants a hug, but he keeps hugging the wrong things! Let's follow him on his search for the perfect bear hug.

Read the story

Purpose: for children to listen to the story read aloud.

Read the story aloud. Don't use the asides yet; let the story weave its own magic.

What's the problem?

Purpose: for children to identify the characters and think about the problem in the story.

1. Ask children to TTYP and take feedback for the following questions:
 - *Who are the characters in the story? (Douglas, the sheep, a wise owl, a rabbit, Douglas's mum)*
 - *Who is the main character in the story? (Douglas)*

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2. Explain the problem:

Douglas needs a hug. He hugs a lot of things that he shouldn't hug.

Day 2

Re-read the story

Purpose: for children to develop a deeper familiarity with the story.

1. Re-read the story.
2. Use your planned asides to show your own reactions (facial expressions, quick comments) and to explain the meanings of any unfamiliar words. Tell, don't ask! (See Preparation, above.)

Day 3

Favourite phrases

Purpose: to practise saying the Favourite phrases in the story, ready to join in with the story the next day.

Re-read the story and use MTYT in the following bold parts of the story:

- p.3: **'I NEED A HUG.'**
- pp.5/7/9/26: **'My best hugs are BIG / TALL / comfy / from someone I love.'**
- p.23: **'He had the funniest feeling...'**
- p.26: **'And he snuggled into the biggest, warmest arms he knew.'**

Favourite phrases every day

Purpose: for children to use the Favourite phrases in a range of contexts throughout the day.

After the lesson, use these phrases during the day, for example:

- *I have the funniest feeling that (you are going to do some amazing drawing / you will all behave excellently / we will have the tidiest classroom) today.*

Freeze-frame feelings

Purpose: to consider how a character might feel at key points in the story; to learn more Tier Two words.

1. Tell children they are all Douglas.
2. Ask them to freeze-frame Douglas's expression for each situation below.
3. After each freeze frame, say the sentence provided below: *You look...* Use expression and intonation to give the word further meaning. Ask the children to reply *We are...*

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Teacher: *The sheep don't want to hug you. Freeze-frame!*

Teacher: *You look upset.*

Children: *We are upset.*

Teacher: *You look disappointed.*

Children: *We are disappointed.*

Teacher: *You can't find a hug anywhere. Freeze-frame!*

Teacher: *You look lonely.*

Children: *We are lonely.*

Teacher: *You look miserable.*

Children: *We are miserable*

Teacher: *You hug your mum. Freeze-frame!*

Teacher: *You look pleased.*

Children: *We are pleased.*

Teacher: *You look delighted.*

Children: *We are delighted.*

Note: Add in freeze-frame feelings for other characters, if appropriate.

Which is the right sentence?

Purpose: for children to choose the right sentence from the context of the story; for children to use and say more Tier Two words.

1. Use MTYT to say the pairs of sentences below.
2. Say: *Which sentence is right?*
 - *The rabbit is pleased when Douglas tries to hug him. **The rabbit is annoyed when Douglas tries to hug him.***
 - ***Douglas is friendly.** Douglas is scary.*
 - ***Douglas's best hugs are from someone he loves.** Douglas's best hugs are from someone he doesn't know.*

Day 4

Join in the story

Purpose: for children to join in with phrases from the story.

1. Re-read the story.
2. Pause slightly before the Favourite phrases in the story so children can join in.

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How is the problem solved?

Purpose: for children to identify the problem in the story and discuss how it is solved.

1. TTYP: *What is the problem in the story?* Use Choose Two to take feedback.
(*Douglas needs a hug, but he can't find one anywhere.*)
2. TTYP: *How does the rabbit solve (sort out) the problem?* Use Choose Two to take feedback.
(*The rabbit takes Douglas to his mum so he can give her a hug.*)
3. Challenge question
TTYP: *How would you have solved the problem?* Use Choose Two to take feedback.

Day 5

Nice or not nice?

Purpose: for children to consider a character's nature.

1. TTYP: *Does Douglas behave in a nice way or not nice way?* Take Choral Feedback. (*nice and not nice*) (If some children disagree, encourage debate and explore the ideas that not all characters are one thing or the other, or that there may be a reason why a character behaves in a certain way, or that a character might change during the story.)
2. TTYP: *How do you know Douglas behaves in a nice way?*
3. Use Choose Two to take feedback.
(*he tries to hug the other animals / he gives his mum a big hug*)
4. Rephrase each response into a sentence, for example: *Douglas behaves in a nice way because he tries to hug the other animals. / Douglas behaves in a nice way because he gives his mum a big hug.*
5. Use MTYT for one or two sentences.
6. TTYP: *How do you know Douglas doesn't behave in a nice way?*
7. Use Choose Two to take feedback.
(*he tries to cuddle the animals when they don't want him to / he wipes his nose on the rabbit's tail*)
8. Rephrase each response into a sentence, for example: *Douglas doesn't behave in a nice way because he tries to cuddle the animals when they don't want him to. / Douglas doesn't behave in a nice way because he wipes his nose on the rabbit's tail.*
9. Use MTYT for one or two sentences.

Quiz the character

Purpose: for children to consider how the main character might behave and feel at key points in the story.

Tell children they are all going to be Douglas in the story. For each question:

1. Ask children to TTYP to answer the question.
2. Use Choose Two to take feedback.

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3. Rephrase each response into a sentence.
4. Use MTTYT for one or two sentences.

TTYT: *You tried to hug something that was too heavy. What was it?*

Choose Two: *a rock.*

Rephrase: *I tried to hug a rock that was too heavy.*

TTYT: *You tried to hug the bush. Why?*

Choose Two, for example: *it looked cosy / I wanted a comfy hug.*

Rephrase: *I tried to hug the bush because it looked cosy. / I tried to hug the bush because I wanted a comfy hug.*

TTYT: *You scrambled up the tree. What happened next?*

Choose Two, for example: *I found myself in a clumsy muddle / I fell out of the tree.*

Rephrase: *I scrambled up the tree, then I found myself in a clumsy muddle. / I scrambled up the tree, then I fell out.*

TTYT: *You snuggled into your mum's big, warm arms. How did you feel?*

Choose Two, for example: *happy / delighted.*

Rephrase: *I felt happy when I snuggled into my mum's big, warm arms. / I felt delighted when I snuggled into my mum's big, warm arms.*

Share at home

If possible, collect copies of the storybook for children to take home. Organise a meeting to show parents how they could encourage their children to retell and talk about the story.

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Vocabulary week

Day 1	Word 1: snuggled
	Word 2: trembled
Day 2	Word 3: clumsy
	Word 4: peeped
Day 3	Word 5: wrapped
	Word 6: squeeze
Day 4	Word 7: wriggled
	Word 8: scooped
Day 5	Revision activities for all words

Day 1

Word 1: Snuggled (snuggle, snuggles)

Review from the story

Purpose: for children to recall the meaning of a Tier Two word within the context of the story.

1. MTYT: **snuggled**.
2. Explain the meaning within the context of the story: *Douglas **snuggled** into his mum's arms for a hug. 'Snuggle' means to cuddle up in a warm and comfortable place.*
3. Ask children to show the expression on Douglas's face as he **snuggled** up with his mum.
4. Read from the story:
 - p.26: *'And he **snuggled** into the biggest, warmest arms he knew.'*
5. MTYT: **snuggled**.

When might you?

Purpose: for children to demonstrate understanding of the Tier Two word in other contexts.

1. TOL about some situations when someone might use the word **snuggled**, for example:
 - *The tired puppy **snuggled** into the soft bed.*
 - *Eddy **snuggled** into the cushions on the comfy sofa.*
 - *Lila **snuggles** in her dad's arms when he reads her a bedtime story.*
2. TTYP: *When might you **snuggle** with someone?*
3. Use Choose Two to take feedback.
(when I'm tired before bed / when I'm not feeling very well / when I'm cold and need a warm hug)

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4. Rephrase each response into a sentence, for example:
*Fatima **snuggled** under the blanket with Mum before bedtime.*
*Hamish **snuggles** into his dad's arms when he feels poorly.*
5. Use MTYT for one or two sentences.

What would you do if...?

Purpose: for children to demonstrate understanding of the Tier Two word in other contexts.

1. Ask children: *What would you do if you found your brother **snuggled** up with your favourite teddy?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(tell my mum he'd taken it / ask him to give it back / take it from him)
4. Rephrase each response into a sentence, for example:
*If my brother was **snuggled** up with my favourite teddy, I would tell my mum he'd taken it. /*
*If my brother was **snuggled** up with my favourite teddy, I would ask him to give it back. /*
*If my brother was **snuggled** up with my favourite teddy, I would take it from him.*
5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would you do if a big, fluffy dog tried to **snuggle** with you?*

Choose Two, for example: *smile and cuddle it back / run away from it as fast as I could / scream and shout for help.*

Rephrase: *If a big, fluffy dog tried to **snuggle** with me, I would smile and cuddle it back. / If a big, fluffy dog tried to **snuggle** with me, I would run away from it as fast as I could. / If a big, fluffy dog tried to **snuggle** with me, I would scream and shout for help.*

Agree or not?

Purpose: for children to decide if a word is relevant to a given context; to assess if children understand the meaning of the Tier Two word.

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.
4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - ***The kittens snuggled into their mum's soft fur.***
 - *Asha snuggled up to the sharp rocks.*
 - ***Milly snuggled into her gran's warm arms.***
 - *Tariq snuggled into the ice-cold lake.*

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Word 2: Trembled (tremble, trembles, trembling)

Note: For the 'Purpose' of the activities for Words 2–8 see Day 1, Word 1 above.

Review from the story

1. MTYT: **trembled**.
2. Explain the meaning within the context of the story: *When Douglas cuddled the bush, the leaves **trembled** because there were sheep hiding inside it. 'Tremble' means to shake slightly.*
3. Ask children to show how they might **tremble** when they feel cold.
4. Read from the story:

- p.10: *'The leaves quivered and **trembled**...'*

5. MTYT: **trembled**.

When might you?

1. TOL about some situations when someone might use the word **trembled**, for example:
 - *I **tremble** with cold when I forget my scarf on a snowy day.*
 - *The mouse **trembled** with fear when it saw the cat.*
 - *The jelly **trembled** when the children carried it into the party.*
2. TTYP: *When might you **tremble**?*
3. Use Choose Two to take feedback.
(when I come out of the cold sea / when I'm nervous about speaking in assembly / when I'm about to cry)
4. Rephrase each response into a sentence, for example:
*Bilal **trembled** when he came out of the cold sea.*
*My bottom lip **trembles** when I'm about to cry.*
5. Use MTYT for one or two sentences.

What would you do if...?

1. Ask children: *What would you do if you couldn't stop **trembling** on a cold day?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(ask my mum for a big hug / ask to go home / ask my dad to make me a hot chocolate)

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4. Rephrase each response into a sentence, for example:
*If I couldn't stop **trembling** on a cold day, I would ask my mum for a hug / If I couldn't stop **trembling** on a cold day, I would ask to go home. / If I couldn't stop **trembling** on a cold day, I would ask my dad to make me a hot chocolate.*
5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would you do if you saw a jellyfish **trembling** in the water?*

Choose Two, for example: *scream in shock / move closer to get a better look / shout to my friend to come and look.*

Rephrase: *If I saw a jellyfish **trembling** in the water, I would scream in shock. / If I saw a jellyfish **trembling** in the water, I would move closer to get a better look. / If I saw a jellyfish **trembling** in the water, I would shout to my friend to come and look.*

Agree or not?

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.
4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **Suresh trembled with fear when he saw the spider.**
 - **The leaves trembled in the wind.**
 - *Mel trembles when Mrs Granger smiles at her.*
 - *Abel trembled in the hot bath.*

Words to use throughout the day

Purpose: for children to use the words in a range of contexts throughout the day.

1. Practise when and how you could use the words **snuggle** and **trembling**. For example:
 - *Let's **snuggle** down in the book corner.*
 - *You're **trembling**! Are you cold?*
2. Explain that if they hear you say '**snuggle**' or '**trembling**', children should repeat the word aloud.
3. Tell them you'll be pleased if they use the words too.

TALK THROUGH STORIES

Day 2

Word 3: Clumsy

Review from the story

1. MTYT: **clumsy**.
2. Explain the meaning within the context of the story: *Douglas was being **clumsy** when he fell out of the owl's tree. '**Clumsy**' means that you aren't careful, and you make mistakes.*
3. Ask children to mime how cross the owl was when Douglas was **clumsy**.
4. Read from the story:
 - o p.16: *'But he soon found himself in a **clumsy** muddle.'*

5. MTYT: **clumsy**.

When might you?

1. TOL about some situations when someone might use the word **clumsy**, for example:
 - o *Dora was **clumsy** when she dropped her fork on the floor.*
 - o *Ben felt **clumsy** when he tripped over his shoelaces.*
 - o *It was **clumsy** of Dad to spill milk all over the table.*
2. TTYP: *When might you be **clumsy**?*
3. Use Choose Two to take feedback.
(when I drop Mum's phone in the bath / when I trip over the table leg / when I fall over in the playground)
4. Rephrase each response into a sentence, for example:
*Pareesh was **clumsy** when he dropped Mum's phone in the bath.*
*Anya was **clumsy** when she tripped over the table leg.*
5. Use MTYT for one or two sentences.

What would make someone say...?

1. Ask children: *What would make your teacher say... "That was **clumsy**!"*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(when you knock the paint pot off the table / when you tip over a tower of building blocks / when you bump into someone in the playground)
4. Rephrase each response into a sentence, for example:
*My teacher would say, "That was **clumsy**!" when I knock the paint pot off the table. /*
*My teacher would say, "That was **clumsy**!" when I tip over a tower of building blocks. /*
*My teacher would say, "That was **clumsy**!" when I bump into someone in the playground.*

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5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would make your mum say... "That was **clumsy!**"*

Choose Two, for example: *when you fall and rip a hole in your jeans / when you spill squash on the floor / when you trip over the clothes on your bedroom floor.*

Rephrase: *My mum would say, "That was **clumsy!**" when I fall and rip a hole in my jeans. / My mum would say, "That was **clumsy!**" when I spill squash on the floor. / My mum would say, "That was **clumsy!**" when I trip over the clothes on my bedroom floor.*

Agree or not?

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.
4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - *Vanessa is clumsy when she folds her clothes away neatly.*
 - ***Dad was clumsy when he spilt the pasta sauce.***
 - *Graham is clumsy when he watches the television.*
 - ***Ellen is clumsy when she drops a glass on the floor.***

Word 4: Peeped (peeps)

Review from the story

1. MTYT: ***peeped.***
2. Explain the meaning within the context of the story: *Douglas **peeped** inside the cave.*
'Peep' means to take a quick secret look.
3. Ask children to mime **peeping** inside the cave like Douglas.
4. Read from the story:
 - p.23: *'Douglas **peeped** inside.'*
5. MTYT: ***peeped.***

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When might you?

1. TOL about some situations when someone might use the word **peeped**, for example:
 - *Fred **peeped** inside the cake box to see what flavour it was.*
 - *Lily **peeps** through the curtains to see what her brother is doing outside.*
 - *Kayla **peeped** around the door to see who was in the kitchen.*
2. TTYP: *Where might you **peep**?*
3. Use Choose Two to take feedback.
(in the wardrobe / behind the curtains / behind the door)
4. Rephrase each response into a sentence, for example:
*Ruby **peeped** in the wardrobe when she was playing hide and seek.*
*Mum **peeped** behind the curtains when she was looking for the cat.*
5. Use MTYT for one or two sentences.

What would you do if...?

1. Ask children: *What would you do if you **peeped** in your bag and saw a huge spider?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(pick it up and look at it / leave it in there / scream and drop my bag)
4. Rephrase each response into a sentence, for example:
*If I **peeped** in my bag and found a huge spider, I would pick it up and look at it. /*
*If I **peeped** in my bag and found a huge spider, I would leave it in there. / If I **peeped***
in my bag and found a huge spider, I would scream and drop my bag.
5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would you do if you **peeped** into the fridge and saw your favourite cake?*

Choose Two, for example: *ask my dad if I could have a slice / take a small bite while no one's looking / shut the fridge door and hope we have it for tea.*

Rephrase: *If I **peeped** into the fridge and saw my favourite cake, I would ask my dad if I could have a slice. / If I **peeped** into the fridge and saw my favourite cake, I would take a small bite while no one's looking. / If I **peeped** into the fridge and saw my favourite cake, I would shut the door and hope we have it for tea.*

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Agree or not?

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.
4. Ask them to TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **Mrs Graham peeps into the head's office to see if he's there.**
 - **Nana peeped into the nest box to see if the chickens had laid any eggs.**
 - *Luke peeped at the TV with his eyes shut.*
 - *Ollie peeps at his bedroom while he's fast asleep.*

Words to use throughout the day

1. Practise when and how you could use the words **clumsy** and **peep**. For example:
 - *I was so **clumsy**. I'll try again!*
 - **Peep** in the cage and see if the hamster's awake/ **Peep** around the door and see who's making all that noise.
2. Explain that if they hear you say '**clumsy**' or '**peep**', children should repeat the word aloud.
3. Tell them you'll be pleased if they use the words too.

Day 3

Word 5: Wrapped (wraps)

Review from the story

1. MTYT: **wrapped**.
2. Explain the meaning within the context of the story: *Douglas **wrapped** his arms all the way around a rock to hug it. 'Wrap' means to put something around something else.*
3. Ask children to **wrap** their arms around themselves like Douglas **wrapped** his hands around the rock.
4. Read from the story:
 - p.5: *"My best hugs are BIG," thought Douglas so he went up to the biggest thing he could find, **wrapped** his arms all the way around and gave it a squeeze.'*
5. MTYT: **wrapped**.

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When might you?

1. TOL about some situations when someone might use the word **wrapped**, for example:
 - Donna **wrapped** the birthday present in green tissue paper.
 - Grandpa **wrapped** the sandwich in clingfilm and put it in the fridge.
 - Jim **wrapped** a towel around himself when he got out of the swimming pool.
2. TTYP: When might you **wrap** something up?
3. Use Choose Two to take feedback.
(when you're posting a parcel / when you're wrapping a present / when you hurt your knee and need a bandage)
4. Rephrase each response into a sentence, for example:
Mum **wraps** the parcel in brown paper before she posts it.
Dad **wrapped** a bandage around Joel's sore knee.
5. Use MTYT for one or two sentences.

What would you do if...?

Purpose: for children to demonstrate understanding of the Tier Two word in other contexts.

1. Ask children: What would you do if your friend had a bandage **wrapped** around their hand?
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(ask them what happened / give them a hug / offer to carry their lunch tray)
4. Rephrase each response into a sentence, for example:
If my friend had a bandage wrapped around their hand, I would ask them what happened. / If my friend had a bandage wrapped around their hand, I would give them a hug. / If my friend had a bandage wrapped around their hand, I would offer to carry their lunch tray.

Repeat with the following question:

TTYP: What would you do if your mum **wrapped** you in a big, soft blanket?

Choose Two, for example: smile and snuggle up in it / fall asleep / wriggle out of it.

Rephrase: If my mum **wrapped** me in a big, soft blanket, I would smile and snuggle up in it. / If my mum **wrapped** me in a big, soft blanket, I would fall asleep. / If my mum **wrapped** me in a big, soft blanket, I would wriggle out of it.

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Agree or not?

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.
4. Ask them to TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **Jessie wrapped her arms around Mum to give her a big hug.**
 - *Hayden wrapped the flowers in the mud.*
 - *Jamal wraps an orange around his foot.*
 - **Grandma wrapped a blanket around herself.**

Word 6: Squeeze (squeezed, squeezes)

Review from the story

1. MTT: **squeeze**.
2. Explain the meaning within the context of the story: *Douglas gave the rock a **squeeze** when he hugged it. 'Squeeze' means to press or squash something.*
3. Ask children to **squeeze** their hands together like Douglas **squeezed** his arms around the rock.
4. Read from the story:
 - p.5: *'My best hugs are BIG,' thought Douglas so he went up to the biggest thing he could find, wrapped his arms all the way around and gave it a **squeeze**.'*
5. MTT: **squeeze**.

When might you?

1. TOL about some situations when someone might use the word **squeeze**, for example:
 - *Mum **squeezed** my hand because I was afraid of the tigers at the zoo.*
 - *Christie tried to **squeeze** between Asif and Jamal on the bench.*
 - *Esme **squeezed** the water out of the sponge in the bath.*
2. TYP: *What might you **squeeze**?*
3. Use Choose Two to take feedback.
(a tube of toothpaste / a lemon to get the juice out / your feet into small shoes)

TALK THROUGH STORIES

- Rephrase each response into a sentence, for example:
*Emma **squeezed** the last of the toothpaste out of the tube.*
*Dad **squeezes** the lemon to get the juice out.*
- Use MTYT for one or two sentences.

Would you rather?

- Ask children: *Would you rather be **squeezed** by a friendly bear or a friendly monster? Why?*
- Ask children to TTYP to answer the question.
- Use Choose Two to take feedback.
*(**squeezed** by a bear: bears are nice and soft / it would have big arms to wrap around me)*
*(**squeezed** by a monster: I'd love to meet a monster / it would have really soft fur)*
- Rephrase each response into a sentence, for example:
*I would rather be **squeezed** by a friendly bear because bears are nice and soft. / I would rather be **squeezed** by a friendly bear because it would have big arms to wrap around me.*

*I would rather be **squeezed** by a friendly monster because I'd love to meet a monster. / I would rather be **squeezed** by a friendly monster because it would have really soft fur.*
- Use MTYT for one or two sentences.

Agree or not?

- Say each sentence below in turn.
- On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
- Check if they all have the same signal.
- Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - Molly squeezed her puppy and gave it a big hug.***
 - George squeezed tomato ketchup on his chips.***
 - Yasmin squeezed water into her glass.*
 - Uncle Joe squeezed the chair into the drawer.*

Words to use throughout the day

- Practise when and how you could you use the words **wrap** and **squeeze**. For example:
 - Let's **wrap** our scarves around our necks before we go out.*
 - Can you **squeeze** the last bit of paint out of the tube?*
- Explain that if they hear you say '**wrap**' or '**squeeze**', children should repeat the word aloud.

TALK THROUGH STORIES

- Tell them that you'll be pleased if they use the words too.

Day 4

Word 7: Wriggled (wiggle, wriggles, wriggly)

Review from the story

- MTYT: **wriggled**.
- Explain the meaning within the context of the story: Douglas **wriggled** out of his pyjamas to get ready to go out. '**Wriggle**' means to twist and turn quickly.
- Ask children to **wriggle** their bodies from side to side like Douglas **wriggled** out of his pyjamas.
- Read from the story:
 - p.4: 'So he **wriggled** out of his pyjamas, brushed his hair, put on a scarf and went to look for one.'

- MTYT: **wriggled**.

When might you?

- TOL about some situations when someone might use the word **wriggled**, for example:
 - The caterpillar **wriggled** across the leaf.
 - I **wriggled** my toes in the warm sand.
 - Simon **wriggled** into his sleeping bag.
- TTYP: When might you **wriggle**?
- Use Choose Two to take feedback.
(when I put on a tight jumper / when someone tickles me / when I'm getting comfy in bed)
- Rephrase each response into a sentence, for example:
Becky **wriggled** into her tight jumper.
Jason **wriggles** when his brother tickles him.
- Use MTYT for one or two sentences.

What would you do if...?

- Ask children: What would you do if you found a **wriggly** worm in the garden?
- Ask children to TTYP to answer the question.
- Use Choose Two to take feedback.
(put it in my worm farm / move it somewhere safe / watch as it wriggles around)

TALK THROUGH STORIES

4. Rephrase each response into a sentence, for example:
*If I saw a **wriggly** worm in the garden, I would put it in my worm farm. / If I saw a **wriggly** worm in the garden, I would move it somewhere safe. / If I saw a **wriggly** worm in the garden, I would watch it wriggle around.*
5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would you do if your little brother wriggled on the sofa while you watched TV?*

Choose Two, for example: *ask him to sit on the floor/ moan to Mum / tell him to sit still.*

Rephrase: *If my little brother wriggled on the sofa, I would ask him to sit on the floor. / If my little brother wriggled on the sofa, I would moan to Mum. / If my little brother wriggled on the sofa, I would tell him to sit still.*

Agree or not?

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.
4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **The snake wriggled across the path.**
 - *Grace wriggled around like a statue.*
 - **The children wriggled out of their wet clothes.**
 - *The car wriggled around the road when it drove in a straight line.*

Word 8: Scooped (scoop, scoops)

Review from the story

1. MTYT: **scooped**.
2. Explain the meaning within the context of the story: *Douglas **scooped** up the sheep in his arms because he wanted to hug them. 'Scoop' means to pick up something.*
3. Ask children to pretend to **scoop** up armfuls of sheep like Douglas did.
4. Read from the story:
 - p.14: *'He **scooped** up armfuls anyway and tried to cuddle them gently...'*
5. MTYT: **scooped**.

TALK THROUGH STORIES

When might you?

1. TOL about some situations when someone might use the word **scooped**, for example:
 - *Lola **scooped** the puppy up in her arms for a cuddle.*
 - *Malik **scooped up** the dirty clothes and carried them to the washing machine.*
 - *Dad **scooped up** the spider and put it in the garden.*
2. TTYP: *What might you **scoop** up?*
3. Use Choose Two to take feedback.
(ice cream from a tub / sand from the sandpit / soil from the garden)
4. Rephrase each response into a sentence, for example:
Holly scooped up the last bit of ice cream from the tub.
*Danny used a spade to **scoop** up sand from the sandpit.*
*Leila **scoops** up soil from the garden to put in a pot.*
5. Use MTYT for one or two sentences.

Would you rather?

1. Ask children: *Would you rather **scoop** up a handful of worms or **scoop** up a handful of snails? Why?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(worms: I could scare my brother by showing them to him / I like to watch them wriggle around / I think they are interesting)
(snails: they would be in their shells so they wouldn't feel slimy / I'd like to make a snail farm / they are cute)
4. Rephrase each response into a sentence, for example:
*I would rather **scoop** up a handful of worms because I could scare my brother by showing them to him. / I would rather **scoop** up a handful of worms because I like to watch worms wriggle around. / I would rather **scoop** up a handful of worms because I think they are interesting.*
*I would rather **scoop** up a handful of snails because they would be in their shells so they wouldn't feel slimy. / I would rather **scoop** up a handful of snails because I'd like to make a snail farm. / I would rather **scoop** up a handful of snails because they are cute.*
5. Use MTYT for one or two sentences.

Agree or not?

1. Say each sentence below in turn.
2. On the count of 3, ask children to show 'thumbs up' if the sentence makes sense, or 'thumbs down' if it doesn't make sense.
3. Check if they all have the same signal.

TALK THROUGH STORIES

4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **Dad scooped the cat off the bed and put her on the floor.**
 - *Chris scooped up the sunlight and put it in a jar.*
 - **Ade scooped up the balls in the ball pit and threw them at Naveen.**
 - *Jessie scooped up the dust on the kitchen floor.*

Words to use throughout the day

1. Practise when and how you could use the words **wriggle** and **scoop**. For example:
 - *Please sit still and don't **wriggle** around on the carpet.*
 - *Please could you **scoop** up the building bricks and put them in the box?*
2. Explain that if they hear you say '**wriggle**' or '**scoop**', children should repeat the word aloud.
3. Tell them you'll be pleased if they use the words too.

Day 5

What's the word?

Purpose: for children to recall the Tier Two words; to assess children's understanding of the eight Tier Two words.

snuggled, trembled, clumsy

1. MTYT each word: *snuggled, trembled, clumsy*.
2. Say the sentence: *The grass **shook** in the wind.*
3. Ask children to TTYP to decide which focus word relates to the sentence (**trembled**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *Jenny was **careless** when she tripped over the step. (**clumsy**)*
 - *Parveen **cuddled** up with her hot water bottle. (**snuggled**)*
 - *Hannah dropped the paintbrushes all over the floor. (**clumsy**)*
 - *The baby birds all sat close together in their nest. (**snuggled**)*
 - *I **shivered** when we stood outside in the snow. (**trembled**)*

TALK THROUGH STORIES

peeped, wrapped, squeezed

1. MTYT each word: *peeped, wrapped, squeezed*.
2. Say the sentence: *The lion **looked** secretly through the bush for the zebra.*
3. Ask children to TTYP to decide which focus word relates to the sentence (**peeped**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *Mum **covered** Martin in a fluffy towel after his bath. (**wrapped**)*
 - *Dom **pressed** the ketchup bottle to get some out. (**squeezed**)*
 - *Mylo **gripped** his dad's hand when he was scared. (**squeezed**)*
 - *Uncle Tom folded the tinfoil around the leftover cake. (**wrapped**)*
 - *Mr Samson **had a quick look** outside to check on the children. (**peeped**)*

wriggled, scooped, squeezed

1. MTYT each word: *wriggled, scooped, squeezed*.
2. Say the sentence: *Danil held his mum tightly when she gave him a hug.*
3. Ask children to TTYP to decide which focus word relates to the sentence (**squeezed**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *Miss Green **lifted** the gerbils up out of their cage. (**scooped**)*
 - *Reception class **fidged** when they had to sit still during storytime. (**wriggled**)*
 - *Nan **took** some soil out of the flower bed. (**scooped**)*
 - *The fish **twisted and turned** when it was out of the water. (**wriggled**)*
 - *Ben **hugged** his teddy bear close to his chest. (**squeezed**)*

Because...

Purpose: for children to build sentences orally using some of the eight Tier Two words.

1. MTYT the sentence: *Jerry **fidged** on the carpet.*
2. TTYP: *Why did Jerry **fidged** on the carpet?*
3. Use Choose Two to take feedback.
(the carpet was itchy / he couldn't see the pictures / he didn't have enough room)
4. Rephrase each response into a sentence, for example:
*Jerry **fidged** on the carpet because the carpet was itchy. / Jerry **fidged** on the carpet because he couldn't see the pictures. / Jerry **fidged** on the carpet because he didn't have enough room.*
5. Use MTYT for one or two sentences.
6. Repeat with the sentences below.

TALK THROUGH STORIES

MTYT: Marianne **trembled** with fright.

TTYP: Why did Marianne **tremble** with fright?

Choose Two, for example: a firework went off very close to her / a big dog growled at her / she stood at the top of a tall building.

Rephrase: Marianne **trembled** with fright because a firework went off very close to her. / Marianne **trembled** with fright because a big dog growled at her. / Marianne **trembled** with fright because she stood at the top of a tall building.

MTYT: Holly **scooped** up the snow.

TTYP: Why did Holly **scoop** up the snow?

Choose Two, for example: she wanted to make a snowball / she wanted to build a snowman / she wanted to clear the path.

Rephrase: Holly **scooped** up the snow because she wanted to make a snowball. / Holly **scooped** up the snow because she wanted to build a snowman. / Holly **scooped** up the snow because she wanted to clear the path.

MTYT: Rory **peeped** through the curtains.

TTYP: Why did Rory **peep** through the curtains?

Choose Two, for example: to see who was knocking on the door / to see who was shouting in the street / to see the fox in the garden.

Rephrase: Rory **peeped** through the curtains because he wanted to see who was knocking on the door. / Rory **peeped** through the curtains because he wanted to see who was shouting in the street. / Rory **peeped** through the curtains because he wanted to see the fox in the garden.