

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 (Storytime 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 |
|--------------|---|--------------|--|

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...? /</i> <i>What would you do if...? /</i> <i>Would you rather...?</i> Agree or not? Words to use throughout the day | Day 5: revision of all words | What's the word? Because... |
|--------------------------------------|---|---|--------------------------------|

TALK THROUGH STORIES

THE WALL AND THE WILD

CHRISTINA DENDY & KATIE REWSE

Lantana

Preparation

Number each page of the story. Page 1 begins 'At the end of Ironbark Way...'

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 voice for the narrator and for Ana, and how Ana's voice changes throughout the story.)
2. how you will read with expression, for example:
 - p.6 – with a dismissive and curt tone: *"Too dull. Too round. Too thin. Too tough."*
 - p.16 – with exasperation and fury: *"Bracken and brush!" she fumes. "WHAT is going on?"*
 - pp.17–18 – adding a pause after the dash to build anticipation, and showing Ana's wonder when she sees what's over the wall: *'She climbs up up up and sees— "WOW."*
3. the asides that you will use to show your own reactions – facial expressions and quick comments, for example:
 - p.6 TOL (Think out loud): *I think Ana is being a bit fussy.*
 - p.16 TOL: *Oh dear – Ana is furious!*
 - p.20 TOL: *Ana seems to have changed her mind about the WILD – she loves it now!*

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: p1: *bare – nothing grows there* (explain); p.3: *boundary – edge* (explain); p.3: *orderly/disorderly – orderly is neat, disorderly is messy* (action – mime); p.4: *critters – animals* (show in book); p.6: *plucks – pulls something up* (action – mime); p.10: *prunes – cuts the plants to help them grow better* (action – mime pruning the plants); p.14: *scamper and scurry – running with quick steps* (action – mime a small animal scurrying away); p.16: *surveys – looks at* (action – mime looking into the distance with your hand above your eyes).

TALK THROUGH STORIES

- the special emphasis you will give to the 'Favourite phrases' (see Day 3 of Storytime week, below) and where actions might be appropriate.

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: wild

Word 2: nibble (nibbled, nibbling)

Word 3: wondrous

Word 4: dull

Word 5: grubby

Word 6: soar (soared, soaring)

Word 7: mighty

Word 8: creep (creeps, creeping, crept)

Storytime week

Day 1

Introduction

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

Introduce the story to children.

This story really makes you think. It's about a little girl called Ana who wants to grow a beautiful garden. She only chooses the most perfect seeds and throws all the broken or bruised seeds into the wild land next to her garden. Ana makes a wall around her garden, but Ana soon realises that her garden is struggling to grow. She climbs over the wall and finds something very surprising...

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.

- Ask children to TYP and take feedback for the following questions:

- Who are the characters in the story? (Ana, visitors to her garden)

TALK THROUGH STORIES

- *Who is the main character in the story? (Ana)*
2. Explain the problem:
Ana is upset that her garden is not growing very well. She tries everything to help her garden, but nothing is working. She needs to find another way to save her garden before it is too late.

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.2: **"Not too big. Not too small."**
- pp.3, 7, 11: **"YOU, stay out THERE."**
- p.4: **'Ana's garden grows. And grows. And grows.'**
- p.10: **"Not here, you don't."**
- p.17: **'She climbs up up up and sees—'**
- p.21: **'She wants to keep it that way, so—'**

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:

- *This box will be perfect for your (model train / pine cones / PE shoes). Not too big. Not too small.*
- *(Finding an insect in the classroom and putting it outside). YOU, stay out THERE.*
- *Look! (Jasmine) has climbed up up up to the top of the climbing frame.*

TALK THROUGH STORIES

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 Ana.
2. Ask them to freeze-frame Ana'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...*

Teacher: *Your garden is growing beautifully. Freeze-frame!*

Teacher: *You look pleased.*

Children: *We are pleased.*

Teacher: *You look delighted.*

Children: *We are delighted.*

Teacher: *Plants are growing in your garden that you do NOT want. Freeze-frame!*

Teacher: *You look cross.*

Children: *We are cross.*

Teacher: *You look frustrated.*

Children: *We are frustrated.*

Teacher: *Your garden is struggling to grow, and all the insects have gone. Freeze-frame!*

Teacher: *You look confused.*

Children: *We are confused.*

Teacher: *You look bewildered.*

Children: *We are bewildered.*

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?*
 - *Ana wants all the seeds. **Ana only wants the perfect seeds.***
 - ***Ana's garden struggles to grow.** Ana's garden grows easily.*
 - *At the end, Ana hates the wild garden. **At the end, Ana loves the wild garden.***

TALK THROUGH STORIES

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.

How is the problem solved?

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

1. TYP: *What is the problem in the story?* Use Choose Two to take feedback.
(*Ana's garden is not growing very well.*)
2. TYP: *How does Ana solve (sort out) the problem?* Use Choose Two to take feedback.
(*Ana lets the wild grow back in her garden.*)
3. Challenge question
TYP: *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. TYP: *Does Ana behave in a nice way or not a nice way?* Take Choral Feedback. (*Not nice until the end.*) (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. TYP: *How do you know Ana behaves in a not nice way?*
3. Use Choose Two to take feedback.
(*she throws seeds away if they aren't perfect / she shouts at plants she doesn't like / she doesn't share her garden with anyone*)
4. Rephrase and extend each response into a longer sentence, for example: *Ana behaves in a not nice way when she throws seeds away that are not perfect. / Ana behaves in a not nice way when she shouts at plants she doesn't like. / Ana behaves in a not nice way when she doesn't share her garden with anyone.*
5. Use MTYT for one or two sentences.
6. TYP: *How do you know Ana behaves in a nice way at the end?*
7. Use Choose Two to take feedback.
(*she realises that the seeds she threw away have grown into perfect plants / she tears down the wall / she shares her garden with her friends*)
8. Rephrase and extend each response into a longer sentence, for example: *Ana behaves in a nice way when she realises that the seeds she threw away have grown into perfect plants. /*

TALK THROUGH STORIES

Ana behaves in a nice way when she tears down the wall. / Ana behaves in a nice way when she shares her garden with her friends.

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 Ana in the story. For each question:

1. Ask children to TTYP to answer the question.
2. Use Choose Two to take feedback.
3. Rephrase and extend each response into a longer sentence.
4. Use MTYT for one or two sentences.

TTYP: *What is the land at the end of your garden like?*

Choose Two, for example: *messy / untidy / wild.*

Rephrase: *The land at the end of my garden is messy. / The land at the end of my garden is untidy. / The land at the end of my garden is wild.*

TTYP: *You threw some seeds into the wild. Why?*

Choose Two, for example: *they were too dull / too round / too thin / too tough.*

Rephrase: *I threw some seeds into the wild because they were too dull. / I threw some seeds into the wild because they were too round. / I threw some seeds into the wild because they were too thin. / I threw some seeds into the wild because they were too tough.*

TTYP: *You saw some plants growing that you didn't like. What did you do?*

Choose Two, for example: *I pulled them out of the ground / I threw them away.*

Rephrase: *I saw some plants growing that I didn't like, so I pulled them out of the ground. / I saw some plants growing that I didn't like, so I threw them away.*

TTYP: *At the end of the story, you climbed up the wall and saw the wild. How did you feel?*

Choose Two, for example: *happy / pleased / surprised.*

Rephrase: *I felt happy when I saw the wild. / I felt pleased when I saw the wild. / I felt surprised when I saw the wild.*

Share at home

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

TALK THROUGH STORIES

Vocabulary week

| | | |
|-------|-----------------------------------|------|
| Day 1 | Word 1: wild | p.8 |
| | Word 2: nibble | p.10 |
| Day 2 | Word 3: wondrous | p.12 |
| | Word 4: dull | p.13 |
| Day 3 | Word 5: grubby | p.15 |
| | Word 6: soar | p.17 |
| Day 4 | Word 7: mighty | p.19 |
| | Word 8: creep | p.20 |
| Day 5 | Revision activities for all words | p.22 |

Day 1

Word 1: Wild

Review from the story

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

1. MTYT: **wild**.
2. Explain the meaning within the context of the story: *Ana calls the place at the edge of her garden 'the **wild**'. In this story, '**wild**' means a place or animal which isn't looked after by anyone.*
3. Read from the story:
 - o p.2: 'The untidy **wild**.'

4. MTYT: **wild**.

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 **wild**, for example:
 - o *The hedge had grown so **wild**, it was blocking the path.*
 - o *The empty house had a **wild** garden.*
 - o *The forest was full of **wild** deer.*
2. TYP: *When might you see something **wild**?*
3. Use Choose Two to take feedback.
(*wild flowers in the woods / wild birds in the sky / wild stinging nettles in the fields*)
4. Rephrase and extend each response into a longer sentence, for example:

TALK THROUGH STORIES

Musa saw some **wild** flowers in the woods.

Taylor watches **wild** birds fly through the sky.

5. Use MTYT for one or two sentences.

Would you rather...?

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

1. Ask children: *Would you rather explore a **wild** jungle or a **wild** mountain? Why?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.

*(**wild** jungle: I could swing through the trees / I could play with monkeys)*

*(**wild** mountain: I could climb to the top / I could touch the clouds)*

4. Rephrase and extend each response into a longer sentence, for example:

*I would rather explore a **wild** jungle so I could swing through the trees. / I would rather explore a **wild** jungle so I could play with monkeys.*

*I would rather explore a **wild** mountain so I could climb to the top. / I would rather explore a **wild** mountain so I could touch the clouds.*

5. Use MTYT for one or two sentences.

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.)

- **Mum was too busy to mow the lawn, so the grass grew wild.**
- *Dad waters the wild rose in his garden every day.*
- **The path to the forest was blocked by wild thorns.**
- *The puppy looked wild – it had a collar and neatly brushed fur.*

TALK THROUGH STORIES

Word 2: Nibble (nibbled, nibbling)

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

Review from the story

1. MTYT: **nibble**.
2. Explain the meaning within the context of the story: *Ana's garden is full of tasty fruits and vegetables for the critters to **nibble** on. 'Nibble' means to take small bites of food.*
3. Ask children to pretend they are **nibbling** a biscuit.
4. Read from the story:

- p.4: 'Critters, some with four legs, some with more, **nibble**.'

5. MTYT: **nibble**.

When might you...?

1. TOL about some situations when someone might use the word **nibble**, for example:
 - *Leila was not very hungry, so she just **nibbled** a piece of toast.*
 - *Joe **nibbled** the apricot first, to see if he liked it.*
 - *The mouse **nibbled** a bit of corn in the field.*
2. TYP: *When might you **nibble** something?*
3. Use Choose Two to take feedback.

(when I don't like the dry biscuits that Nan made / when I try to make my pizza last longer / when Dad makes me eat my sandwich crusts)
4. Rephrase and extend each response into a longer sentence, for example:

*Aisha **nibbled** her pizza to make it last longer.*

*Ryan **nibbled** the sandwich crusts that Dad made him eat.*
5. Use MTYT for one or two sentences.

What would you do if...?

1. Ask children: *What would you do if a squirrel **nibbled** your sandwich in the park?*
2. Ask children to TYP to answer the question.
3. Use Choose Two to take feedback.

(chase it away / give it some more / throw my sandwich in the bin)
4. Rephrase and extend each response into a longer sentence, for example:

TALK THROUGH STORIES

*If a squirrel **nibbled** my sandwich in the park, I would chase it away. / If a squirrel **nibbled** my sandwich in the park, I would give it some more. / If a squirrel **nibbled** my sandwich in the park, I would throw the sandwich in the bin.*

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

TTYP: *What would you do if someone **nibbled** your apple when you weren't looking?*

Choose Two, for example: *find out who it was / get another apple/ ask Dad to cut off the nibbled bit.*

Rephrase: *If someone **nibbled** my apple when I wasn't looking, I would find out who it was. / If someone **nibbled** my apple when I wasn't looking, I would get another apple. / If someone **nibbled** my apple when I wasn't looking, I would ask Dad to cut off the nibbled bit.*

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 caterpillar nibbled the leaf.**
 - **Miss Somers nibbled a brownie at breaktime.**
 - *The very hungry lion nibbled the antelope.*
 - *Rihanna nibbled her lemonade.*

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 **wild** and **nibbling**. For example:
 - *I saw some **wild** rabbits on the playing field yesterday.*
 - *Can you stop **nibbling** those crackers, please? You are not supposed to have food in the classroom.*
2. Explain that if they hear you say '**wild**' or '**nibbling**', 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: Wondrous

Review from the story

1. MTYT: **wondrous**.
2. Explain the meaning within the context of the story: *At first, Ana's colourful garden is **wondrous**. 'Wondrous' means wonderful.*
3. Ask children to show their faces as they look at Ana's **wondrous** garden.
4. Read from the story:
 - p.6: 'Ana grows a **wondrous** garden'.
5. MTYT: **wondrous**.

When might you...?

1. TOL about some situations when someone might use the word **wondrous**, for example:
 - *Mr. Sharma thought the children were **wondrous** in the school talent show.*
 - *Year 1 painted some **wondrous** self-portraits for their class project.*
 - *We saw some **wondrous** colourful parrots at our trip to the zoo.*
2. TYP: *When might you see something **wondrous**?*
3. Use Choose Two to take feedback.
(dinosaur skeletons in the museum / at the fireworks/ costumes at a carnival)
4. Rephrase and extend each response into a longer sentence, for example:
*Maud's eyes opened wide at the **wondrous** dinosaur skeletons in the museum.*
*Pablo looked up at the **wondrous** sparkly fireworks.*
5. Use MTYT for one or two sentences.

Would you rather...?

1. Ask children: *Would you rather go on holiday to a **wondrous** kingdom in the sky or a **wondrous** underwater city?*
2. Ask children to TYP to answer the question.
3. Use Choose Two to take feedback.
*(**wondrous kingdom**: It would always be sunny above the clouds / I could ride around on a flying unicorn)*
*(**wondrous city**: I would see whales and dolphins swim past my window / I could explore the bottom of the sea)*
4. Rephrase and extend each response into a longer sentence, for example:

TALK THROUGH STORIES

*I would rather go on holiday to a **wondrous** kingdom in the sky because it would always be sunny above the clouds. / I would rather go on holiday to a **wondrous** kingdom in the sky because I could ride around on a flying unicorn.*

*I would rather go on holiday to a **wondrous** underwater city because I would see whales and dolphins swim past my window. / I would rather go on holiday to a **wondrous** underwater city because I could explore the bottom of the sea.*

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.
4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)

- *Lila put on her wondrous grey school socks.*
- ***The Diwali decorations in the school hall were wondrous.***
- *Mrs Osborne's pencil is wondrous.*
- ***You look wondrous in your shiny party outfit.***

Word 4: Dull

Review from the story

1. MTYT: **dull**.
2. Explain the meaning within the context of the story: *Ana looks in her seed packet and throws away all the **dull** seeds. 'Dull' means plain, boring and not colourful.*
3. Ask children to show their expression as they throw away the **dull** seeds.
4. Read from the story:

- p.6: "*Too **dull**. Too round. Too thin. Too tough.*"

5. MTYT: **dull**.

TALK THROUGH STORIES

When might you...?

1. TOL about some situations when someone might use the word **dull**, for example:
 - *"What a **dull** grey sky that is!"*
 - *"My painting looks a bit **dull** – I'll add more colour."*
 - *Pasta is quite **dull** without any sauce.*
2. TTYP: *What might you say was **dull**?*
3. Use Choose Two to take feedback.
(a completely black school bag / my old shoes / a plain notebook with no pattern on it)
4. Rephrase and extend each response into a longer sentence, for example:
*I can't take that **dull** bag to school – I want one with dinosaurs on!*
*Angel says her old shoes are **dull**.*
5. Use MTYT for one or two sentences.

Would you rather...?

1. Ask children: *Would you rather wear a **dull** school uniform or **dull** clothes at home?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
*(**dull** school uniform: it would be the same as everyone else's / I want to save colourful clothes for parties and playdates)*
*(**dull** clothes at home: I like wearing **dull** colours because I can get messy / so I can wear my colourful ones when I go out)*
4. Rephrase and extend each response into a longer sentence, for example:
*I would rather wear a **dull** school uniform because it would be the same as everyone else's. /*
*I would rather wear a **dull** school uniform so I can save my colourful clothes for parties and playdates.*

*I would rather wear **dull** clothes at home because I can get messy. / I would rather wear **dull** clothes at home so I can wear my colourful ones when I go out.*
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 TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)

- ***The mouse had dull, grey fur.***
- *The rainbow was very dull.*
- *Cinderella's silver ballgown was dull and boring.*
- ***The world would be very dull if we were all the same.***

Words to use throughout the day

1. Practise when and how you could use the words **wondrous** and **dull**. For example:
 - *Year 1, your World Book Day costumes are **wondrous**!*
 - *The playground looks very **dull**. Let's do some chalk drawings to brighten it up a bit!*
2. Explain that if they hear you say '**wondrous**' or '**dull**', children should repeat the word aloud.
3. Tell them you'll be pleased if they use the words too.

Day 3

Word 5: Grubby

Review from the story

1. MYP: **grubby**.
2. Explain the meaning within the context of the story: *Ana throws the seeds she doesn't like into the **grubby** wild. 'Grubby' means dirty.*
3. Ask children to show Ana's expression as she looks at the **grubby** wild.
4. Read from the story:
 - p.7: 'More fly into the **grubby** wild.'
5. MYP: **grubby**.

When might you...?

1. TOL about some situations when someone might use the word **grubby**, for example:
 - *My fingers were very **grubby** after playing with the mud kitchen.*
 - *Susie's clothes were **grubby** after rolling around on the grass.*
 - *"I feel really **grubby** after cleaning out the shed," Mum said.*

TALK THROUGH STORIES

2. TTYP: *When might you be **grubby**?*
3. Use Choose Two to take feedback.
(when I've been digging for treasure in the garden / when I've been making a den in the woods / when I play football and fall over in the mud)
4. Rephrase and extend each response into a longer sentence, for example:
*Cameron was **grubby** after digging for treasure in the garden.*
*Destiny was **grubby** after playing football and falling in the mud.*
Use MTYT for one or two sentences.

What would you do if...?

1. Ask children: *What would you do if a **grubby** dog jumped up and ruined your party outfit?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(go to the party anyway / go home to get changed / try to clean my outfit)
4. Rephrase and extend each response into a longer sentence, for example:
*If a **grubby** dog jumped up and ruined my party outfit, I would go to the party anyway /*
*If a **grubby** dog jumped up and ruined my party outfit, I would go home to get changed /*
*If a **grubby** dog jumped up and ruined my party outfit, I would try to clean my outfit.*
5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would you do if your hands were **grubby** after playing outside at break and the headteacher asked to shake your hand?*

Choose Two, for example: *I would shake hands because it is funny / I would show her my hands and say sorry / I would hide my hands and do a bow instead.*

Rephrase: *If my hands were **grubby** after playing outside at break and the headteacher asked to shake my hand, I would shake it because it would be funny. / If my hands were **grubby** after playing outside at break and the headteacher asked to shake my hand, I would show her my hands and say sorry. / If my hands were **grubby** after playing outside at break and the headteacher asked to shake my hand, I would hide my hands and bow instead.*

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.)

TALK THROUGH STORIES

- *Mimi's teeth were grubby after she'd brushed them.*
- ***Daniel's bike was grubby after cycling through dirty puddles.***
- *Mum hung the grubby clothes out to dry.*
- ***The toddler was very grubby after playing in the mud.***

Word 6: Soar (soared, soaring)

Review from the story

1. MTYT: **soar**.
2. Explain the meaning within the context of the story: *When Ana throws her seeds away, they **soar** over the wall into the wild. 'Soar' means to fly high through the air.*
3. Read from the story:

- p.11: *'Most **soar** into the messy wild.'*

4. MTYT: **soar**.

When might you...?

1. TOL about some situations when someone might use the word **soar**, for example:

- *The tennis ball **soared** into the air and over the net.*
- *Santa's sleigh **soars** through the sky on Christmas Eve.*
- *Shooting stars **soar** through space at night.*

2. TTYP: *When might you see something **soar**?*
3. Use Choose Two to take feedback.
(birds in the sky / a plane through the clouds / a kite in the park)
4. Rephrase and extend each response into a longer sentence, for example:
*The geese **soar** across the sky in a 'V' shape.*
*Amber's kite **soars** above their heads.*

5. Use MTYT for one or two sentences.

What would make someone say...?

1. Ask children: *What would make your mum say... "Wow! Look at that, **soaring** through the sky!"?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.
(when an eagle flies overhead / when an aeroplane takes off / when I hit a ball really far in rounders)

TALK THROUGH STORIES

4. Rephrase and extend each response into a longer sentence, for example:
*My mum would say, "Wow! Look at that, **soaring** through the sky!" if she saw an eagle flying overhead. / My mum would say, "Wow! Look at that, **soaring** through the sky!" if she saw an aeroplane taking off from the runway. / My mum would say, "Wow! Look at that, **soaring** through the sky!" if she saw me hit a ball really far in rounders.*
5. Use MTYT for one or two sentences.
6. Repeat with the following question:

TTYP: *What would make your teacher say... "Let's send these **soaring** into the sky!"?*

Choose Two, for example: *if we made paper planes at school / if we were throwing balls high in PE.*

Rephrase: *My teacher would say, "Let's send these **soaring** into the sky!" if we made paper planes at school. / My teacher would say "Let's send these **soaring** into the sky!" if we were throwing balls high in PE.*

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.)
- **A firework soared into the sky and exploded in a burst of colour.**
 - **A dragon soared through the sky, hunting for food.**
 - *The bowling ball soared towards the skittles.*
 - *The racing car soared around the track.*

Words to use throughout the day

1. Practise when and how you could use the words **grubby** and **soar**. For example:
 - *Our **grubby** hands are covered in paint. Let's wash them.*
 - *I'm going to wash these **grubby** cushions at home this weekend.*
 - *Wow! Look at that ball **soar**, Year 1!*
 - *Can you see the swifts **soaring** over those trees?*
2. Explain that if they hear you say '**grubby**' or '**soar**', children should repeat the word aloud.
3. Tell them that you'll be pleased if they use the words too.

TALK THROUGH STORIES

Day 4

Word 7: Mighty

Review from the story

1. MTYT: **mighty**.
2. Explain the meaning within the context of the story: *Ana made a **mighty** wall between her garden and the wild. In this story, 'mighty' means very large.*
3. Ask children to show the expression on their faces as they stare up at the **mighty** wall.
4. Read from the story:
 - pp.11–12: *'Ana builds the boundary as high as she can— Until she has a **MIGHTY** WALL.'*
5. MTYT: **mighty**.

When might you...?

1. TOL about some situations when someone might use the word **mighty**, for example:
 - *Reception class stared at the **mighty** Year 6 children as they came into assembly.*
 - *The **mighty** oak tree at school is hundreds of years old.*
 - *Rapunzel was locked in a **mighty** tower with no doors.*
2. TTYP: *When might you say something is **mighty**?*
3. Use Choose Two to take feedback.

(when I have built a tower of bricks / when I'm talking about the planets / when I look at pictures of mountains)
4. Rephrase and extend each response into a longer sentence, for example:

*Felix builds **mighty** towers of bricks.*

***Mighty** Jupiter is the largest planet in the solar system.*
5. Use MTYT for one or two sentences.

Would you rather...?

1. Ask children: *Would you rather go to the top of a **mighty** tower in a city or the top of a **mighty** mountain? Why?*
2. Ask children to TTYP to answer the question.
3. Use Choose Two to take feedback.

*(**mighty** tower: I could go up in the lift / I could see for miles without getting cold)*

*(**mighty** mountain: I could play in the snow / I could pretend to be an important explorer)*
4. Rephrase and extend each response into a longer sentence, for example:

TALK THROUGH STORIES

*I would rather go to the top of a **mighty** tower because I could go up in the lift. / I would rather go to the top of a **mighty** tower because I could see for miles without getting cold.*

*I would rather go to the top of a **mighty** mountain because I could play in the snow. / I would rather go to the top of a **mighty** mountain because I could pretend to be an important explorer.*

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.
4. Ask them to TTYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - *I saw a mighty mouse scuttling across the garden.*
 - ***There is a mighty wall all around the park.***
 - ***Jack met a mighty giant at the top of the beanstalk.***
 - *Maeva found a mighty feather on the way to school.*

Word 8: Creep (crept, creeping)

Review from the story

1. MTYT: **Creep**.
2. Explain the meaning within the context of the story: *The wild garden is growing so high, the shadows **creep** over Ana's garden. 'Creep' means to move slowly and quietly.* Explain that the past tense of '**creep**' is '**crept**'.
3. Ask children to **creep** around the classroom.
4. Read from the story:
 - p.16: '*...shadows **creep** across the fading flowers of her garden.*'
5. MTYT: **creep**.

When might you...?

1. TOL about some situations when someone might use the word **creep**, for example:
 - *The lion **creeps** towards the antelope.*
 - *The very old dog **crept** into his basket.*

TALK THROUGH STORIES

- Let's **creep** past the Year 6 classroom whilst they are working quietly.
- 2. TTYP: *When might you **creep** somewhere?*
- 3. Use Choose Two to take feedback.
(when I want to make my friend jump / when I don't want to wake up my baby brother / when I go to the snack cupboard)
- 4. Rephrase and extend each response into a longer sentence, for example:
*Zofia **creeps** up on her friend to make him jump.*
*Ravi **creeps** past his baby brother as he sleeps.*
- 5. Use MTYT for one or two sentences.

What would you do if...?

- 1. Ask children: *What would you do if you saw a cat **creeping** up on a bird?*
- 2. Ask children to TTYP to answer the question.
- 3. Use Choose Two to take feedback.
(make a loud noise so the bird would fly away / try to grab the cat / try to distract the cat with a toy)
- 4. Rephrase and extend each response into a longer sentence, for example:
*If I saw a cat **creeping** up on a bird, I would make a loud noise so the bird would fly away. /*
*If I saw a cat **creeping** up on a bird, I would try to grab the cat / If I saw a cat **creeping** up on a bird, I would try to distract the cat with a toy.*
- 5. Use MTYT for one or two sentences.
- 6. Repeat with the following question:

TTYP: *What would you do if your teacher didn't hear you **creeping** up behind her?*

Choose Two, for example: *I would shout "boo!" to make her jump / I would put the card I'd made for her on her table / I would say "hello" in a funny voice to trick her.*

Rephrase: *If my teacher didn't see me **creeping** up behind her, I would shout "boo!" to make her jump. / If my teacher didn't see me **creeping** up behind her, I would put the card I'd made for her on her table. / If my teacher didn't see me **creeping** up behind her, I would say "hello" in a funny voice to trick her.*

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.)

TALK THROUGH STORIES

- ***The hungry fox crept towards the chickens.***
- *The horse crept along the racecourse.*
- ***The robber crept past the police officers.***
- *The children crept to the ice-cream van after school.*

Words to use throughout the day

1. Practise when and how you could use the words **mighty** and **creep**. For example:
 - *Look at that **mighty** castle you have built, Channa. I'm very impressed!*
 - *Shall we **creep** like mice to assembly today?*
2. Explain that if they hear you say '**mighty**' or '**creep**', 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.

wild, nibble, wondrous

1. MTYT each word: *wild, nibble, wondrous*.
2. Say the sentence: *The squirrel was free to go where it wanted.*
3. Ask children to TTYP to decide which focus word relates to the sentence (**wild**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *My sister didn't want to share her cake, but she let me have a **tiny bite**. (**nibble**)*
 - *Tigers should be left to live in **nature**. (**wild**)*
 - *We stared up at the **amazing** Christmas tree in the centre of town. (**wondrous**)*
 - *The visitors thought our classroom displays were **excellent**. (**wondrous**)*
 - *Galia was saving her sandwich for later, but she was so hungry she had a **small bit**. (**nibble**)*

TALK THROUGH STORIES

dull, grubby, soar

1. MTYT each word: *dull, grubby, soar*.
2. Say the sentence: *The builders always went home covered in dust and dirt.*
3. Ask children to TTYP to decide which focus word relates to the sentence (**grubby**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *"May I have the colouring pens, please? My picture is very **boring**!" said Natalia. (dull)*
 - *Munirah watched her paper aeroplane **fly** through the air. (soar)*
 - *"I love gardening, but it makes my hands **filthy**!" said Miss Ahmed. (grubby)*
 - *The diver jumped off the diving board and flew through the air. (soar)*
 - *"It's a very **grey** day to have a picnic," said Mum. (dull)*

mighty, creeps, grubby

1. MTYT each word: *mighty, creeps, grubby*.
2. Say the sentence: *The **gigantic** waves crashed onto the shore.*
3. Ask children to TTYP to decide which focus word relates to the sentence (**mighty**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *We drove over a **huge** bridge to cross the river. (mighty)*
 - *The cheetah **moves slowly** through the long grass. (creeps)*
 - *The girl's hands were **dirty** after planting sunflower seeds in pots. (grubby)*
 - *Rayan **tiptoes** up behind his mum to surprise her. (creeps)*
 - *Dad had **mucky** fingers after picking snails out of the vegetable patch. (grubby)*

Because...

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

1. MTYT the sentence: *Simrat was **creeping**.*
2. TTYP: *Why was Simrat **creeping**?*
3. Use Choose Two to take feedback.
(she was hiding from her friends / she was trying not to wake her granddad / she was trying to catch a butterfly)
4. Rephrase and extend each response into a longer sentence, for example:
*Simrat was **creeping** to hide from her friends. / Simrat was **creeping** so she didn't wake her granddad. / Simrat was **creeping** because she was trying to catch a butterfly.*
Use MTYT for one or two sentences.
5. Repeat with the sentences below.

TALK THROUGH STORIES

MTYT: Markus was **nibbling** something.

TTYP: Why was Markus **nibbling** something?

Choose Two, for example: *he wasn't very hungry / he was eating the chocolate off the top of the biscuit / he was tasting a poppadom for the first time.*

Rephrase: Markus was **nibbling** a breadstick because he wasn't very hungry. / Markus was **nibbling** a biscuit because he wanted the chocolate off the top. / Markus was **nibbling** a poppadom because it was the first time he'd tried one.

MTYT: Dani was **grubby**.

TTYP: Why was Dani **grubby**?

Choose Two, for example: *she had been making mud pies / she had been climbing trees / she had been playing with slime.*

Rephrase: Dani was **grubby** because she had been making mud pies. / Dani was **grubby** because she had been eating chocolates. / Dani was **grubby** because she had been playing with slime.