



### Imitation Stage for Foundation Years

Key process	Key points	Comments
<ul style="list-style-type: none"> <li><b>Initial assessment/ observation</b></li> <li><b>Select or adapt a model story text</b> that will engage the children.</li> </ul>	<ul style="list-style-type: none"> <li>Find out what the children can do – ask, “Can you tell me a story you know?” and “Can you tell me a new story?” Record and make transcripts as a baseline – repeat termly: Collect written samples/ maps: see pages 48 – 50. From this – plan for groupings, class teaching and individual focus/targets.</li> <li>See pages 46 – 48 and pages 63 – 64 plus the Story Bank in appendix 2 and suggested picture books for retelling in Appendix 3.</li> <li>Use the baseline to establish what language patterns to focus on, e.g. If the children are at the ‘<i>and then</i>’ stage, include alternative simple connectives to develop the children’s ability to link ideas, e.g. <i>once, who, one day, first, next, after that, unfortunately, luckily, so, finally</i>: pages 50 – 59 plus Appendix 1.</li> </ul>	
<ul style="list-style-type: none"> <li><b>Start with a creative ‘hook’</b></li> <li><b>Oral learning of model text</b> – internalising language patterns</li> <li><b>Activities to deepen understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>Introduce the story with a creative hook, e.g. chasing a bear across the playground!</li> <li>Daily oral retellings of the story (whole class, groups &amp; pairs), see page 45.</li> <li>Use map and actions: see pages 46 &amp; 70 – 73.</li> <li>Hand the story over: see pages 66 – 69</li> <li>Daily activities to help children understand text, e.g. story play, drama, making porridge, building bridges, being trolls, etc.: see pages 73 – 78.</li> </ul>	
<p><b>Reading as a READER</b></p> <p><b>Reading as a WRITER</b></p>	<p>Turn text into a big book and read – discuss vocabulary and comprehension: see page 84 – 85.</p> <p>Look for and discuss the underlying pattern, main scenes and notice simple writing tools such as using a question mark: see pages 85 – 86</p>	
<b>Daily spelling and sentences</b>	Notice and practise spellings of common tricky words and sentence patterns needed to innovate. See pages 79 – 81 and Appendix 1.	