

**Innovation Stage for Foundation Years**

Key process	Key points	Comments
<b>Planning</b> <ul style="list-style-type: none"> <li>• <b>Think about when to start innovation</b></li> <li>• <b>Think about how to innovate</b></li> <li>• <b>Introduce innovation in playful ways – modeling how to change the story</b></li> </ul>	<ul style="list-style-type: none"> <li>• When to change story: see pages 93 – 94.</li> <li>• How to pitch the innovation – simple substitution, addition, alteration, etc.: see pages 94 – 100.</li> <li>• Play at innovation by providing toys, puppets or story cards and model changing a story with the class, different groups and through independent play.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Draw and retell</b></li> </ul>	<ul style="list-style-type: none"> <li>• Start innovation by changing class map with children's ideas and retell new version: see page 100.</li> <li>• Help children change their maps and retell: see pages 101 – 103.</li> <li>• Use props, toys, story cards to help children choose new ideas.</li> <li>• Types of innovation: see pages 103 – 107.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Shared writing</b></li> <li>• <b>Guided writing</b></li> <li>• <b>Individual writing/recording</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>class shared writing</b> to write the new version down, bit by bit over a number of days: page 109 – 111 and video 24 showing shared writing in a nursery class. Display shared writing and publish as a Big Book.</li> <li>• Use <b>guided writing</b> – in groups, at similar stages: see page 110 and video 28.</li> <li>• Children write or record independently – using audio/film, drawings, words, sentences or whole chunks – bit by bit over a number of days. Nursery children will play, draw and retell – record their new versions – share and celebrate.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Daily spelling and sentence activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide spelling cards of common tricky words for those writing, e.g. once, was.</li> <li>• Model phonics in writing, tricky word spelling and careful handwriting.</li> <li>• Orally rehearse sentences, using patterns from the model needed for the innovation, e.g. <i>'Once upon a time, there was ...'</i>.</li> </ul>	

