



# A Planning Sequence for The Bear Under the Stairs by Helen Cooper

**Literary Theme:** Bravery vs. fear  
**Mixed Age Theme:** Storybook bears

**Recommended Age:** Y2

**Cross-curricular Coverage:** Science (Y2 Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;  
Science (Y2 Living things and their habitats): Identify and name a variety of plants and animals in their habitats, including micro- habitats; Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Text(s):** The Bear Under the Stairs by Helen Cooper

**Duration:** 3 weeks, 15 sessions

**Outcomes:** Letters, retellings, own version narratives  
**Main outcome:** Information text

**Overview and outcomes:** This is a three-week planning sequence in which children will look at the book *The Bear Under the Stairs* and use it as a model to write letters from the main character to the bear and back. Children write their own story of a child who is scared of something that might be in the house. Children write a comparison between real bears and toy bears.

**Coverage from National Curriculum 2014:** Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

## Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

## Reading Comprehension

### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Recognising simple recurring literary language in stories and poetry

### Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher

## Writing Transcription (Spelling and Handwriting)

- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Distinguishing between homophones and near-homophones

### Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

### Writing (Composition)

#### Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)

#### Consider what they are going to write before beginning by:

- Encapsulating what they want to say, sentence by sentence

#### Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]