



# A Writing Root for Cave Baby by Julia Donaldson



**Literary Theme:** Journeys & exploration  
**Mixed Age Theme(s):** Wild things (R/1); Destruction & preservation (1/2)

**Recommended Age:** Y1

**Text(s):** Cave Baby by Julia Donaldson and Emily Gravett

**Duration:** 2+ weeks, 10+ sessions

**Outcomes:** Labels and captions, informal letters  
**Main outcome:** narrative retelling

**Overview and outcomes:** This is a two-week Writing Root for Cave Baby by Julia Donaldson and Emily Gravett. The children begin by sharing experiences of times they have been 'naughty' or done 'naughty' things. Set up part of the classroom as a role-play area as the setting of 'Cave Baby'. Have paper on the walls and paint available for children to paint 'on the walls'. Allow for dressing up opportunities in this area as 'cave-people' (these could double-up as overalls!). Children will explore the text, looking at the various animals and joining in as the text is read, e.g. 'Sabre-Toothed Tiger'. By the end of the first week, children will know the text and be able to retell it using puppets, small world etc. It will be useful to have the text displayed on the IWB (e.g. using a visualizer). Children then go on to explore the features of single-clause sentences and create their own which can be added as caption-sentences to the working wall, eventually retelling the story in sequences of sentences and writing sorry letters in role.

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

## Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence

## Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2)
- 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 (Y2)
- Learning to spell more words with contracted forms (Y2)

## Reading Comprehension

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

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart

### 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
- Explain clearly their understanding of what is read to them
- Discussing the sequence of events in books and how items of information are related (Y2)
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2)
- Recognising simple recurring literary language in stories and poetry (Y2)
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)



### Vocabulary, Grammar & Punctuation

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
- Capital letters for names and the personal pronoun /

### Vocabulary, Grammar & Punctuation

#### Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils

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

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Writing about real events (Y2)
- Writing for different purposes (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)
- Evaluating their writing with the teacher and other pupils (Y2)



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To tell stories and describe incidents from their own experience in an audible voice</p>	<p><b>I can speak clearly about an experience I have had</b></p> <p><b>I can look at my partner when I am talking</b></p> <p><b>I can speak in a clear voice</b></p> <p><b>I can write my name</b></p>	<p>Arrive to class to find several cave paintings on the walls... someone has been painting on the classroom walls! How naughty!</p> <p>Share an example of a time you have done something 'naughty', e.g. eaten a whole bar of chocolate just before dinner or made a mess in your bedroom and not tidied it up!</p> <p>Model asking TA (if you have one) about a naughty thing they have done.</p> <p>Ask children to discuss in talking partners something they have done that was 'naughty'. Share with class and discuss. As children share their ideas, record ideas and add these to the working wall.</p>	<p>Photos of children and caption-cards for names</p> <p>Paintings on the 'cave' (classroom) walls; blank sugar paper blu-tacked up too</p>	<p>Take photos of children for display (this would be a nice start of year display if using this planning sequence in September). For children who are able to, let them write their own name on card to be glued underneath the photo you've taken. Ensure that they know to use a capital letter at the start. Teacher to record (visual or could just be an audio recording) children talking about their experiences. As you discuss with children, ask them: <i>Why did you behave like that? How did it make you feel? What happened when you acted like that?</i> Emphasise that we are talking about doing something a bit naughty rather than the children being naughty children!</p> <p>Provide an oral response frame: <i>The naughty thing I did was when I ...</i></p> <p>Let the children write about their experience by recording what was orally rehearsed.</p>	<p>Introduce Cave Baby story by telling them: 'I can remember a story about another child who did something naughty...'</p> <p>Read the first few pages then stop and support the children in making a prediction as to what will happen next.</p> <p>Let the children do their own cave paintings, writing their names underneath.</p> <p><i>Spelling Seed Yr1, wk1</i></p>
<p>2) To segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>To use capital letters and full stops in a sentence</p>	<p><b>I can use phonics to help me spell</b></p> <p><b>I can create labels</b></p>	<p>Read <i>Cave Baby</i> from start to finish to whole class. Create actions to represent the different animals. Ensure that the children know what a hare is.</p> <p>Have pictures of the animals from <i>Cave Baby</i> on the <b>working wall</b> to add captions and labels to throughout planning sequence.</p>	<p>Role-play cave costumes</p> <p>Sticky labels</p>	<p><b>Cave characters:</b> Let the children dress up as the characters in the story. Provide each 'character' with a sticky label upon which their name is written. Play some music and let the children move in role as their character. When the music stops, they must pose as their animal character and the nearest child to them should use phonics to decode the name-label and look at the animal 'pose' to check they're correct.</p> <p>Model writing at table with all groups. If using this sequence as part of Reception to Year 1 transition, then you may want to complete this over the next 2-3 sessions (as appropriate).</p> <p>Some children could write labels for the pictures of each animal from the book and others could extend to writing captions:</p> <p><i>This is a woolly mammoth.</i></p>	<p>Look at captions and labels that the children have written.</p> <p>If they've written captions, let them check for capital letters and full-stops.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>3) To recognise and join in with predictable phrases</p> <p>To write noun phrases</p>	<p><b>I can join in with parts of a story</b></p> <p><b>I can write noun-phrases</b></p>	<p>Act out the story using props and animal actions, utilising the role-play area and dressing-up.</p> <p>Put emphasis on the names of the animals, stopping to ask: <i>What kind of tiger is he?</i> Children join in: He is a <i>sabre-tooth</i> tiger!</p> <p>Tell the children that you have had a bit of an accident with some resources and dropped the envelope containing noun phrases. Can they help you match things together so that they describe the characters?</p> <div data-bbox="504 587 1010 667" style="text-align: center;"> </div>	<p>Small world animals, role-play cave costumes, puppets/soft toys for role-play</p> <p>Lucky Dip noun phrases</p>	<p><b>Lucky dip descriptions:</b> In small groups, let the children create further noun-phrases using the resource. Support with decoding and children's use of 'best guesses' as they may be yet to meet 'ie' for /ee/, i_er for long 'i' etc</p> <p>Children can either glue the noun phrases onto the appropriate pictures or hand-write if able to.</p>	<p>Share some of the noun phrases and write onto sentence strips, modelling start, finish and positioning of handwriting. Display on working wall.</p> <p>Some children could also write their noun phrases onto the 'cave' walls (ie paper left up from session 1!)</p>
<p>4) To use simple adjectives to expand nouns (e.g. shape, colour, size)</p>	<p><b>I can find words in the book that describe the animals</b></p> <p><b>I can describe the animal to my friend</b></p> <p><b>I can match two adjectives to describe a noun</b></p>	<p>Revisit yesterday's Lucky Dip Descriptions activity and collect adjectives that could be used to describe the different animals. Re-read story on interactive whiteboard.</p> <p>What is the bear like? 'It is big and brown'</p> <p>Continue reading, identifying and collecting adjectives as you go along (e.g. using text on the visualiser). Ask children to come and pick them out/circle them etc.</p> <p>As you read, children note down adjectives onto whiteboards. Sort adjectives with different/similar meanings and orally model that we would not use big and huge in the same phrase.</p>	<p>Visualiser/IWB version of text, adjectives for sorting, cave paintings (from children's role play)</p> <p>Character splats</p>	<p>Ensure modelling of writing takes place at tables with each group.</p> <p><b>Character splat:</b> Have pictures of all the animals from the story. Children begin by matching adjectives to go with the creatures, e.g. <i>big, loud, short, smooth</i>. Children to add simple captions to their pictures, e.g. <i>The big, loud tiger</i>. Add these captions to the 'cave paintings' in the role-play area. Teach commas in lists where appropriate.</p> <div data-bbox="1323 1086 1803 1252" style="text-align: center;"> </div>	<p>Sort adjectives with different/similar meanings on carpet.</p> <p>Explain that many adjectives end with the /ee/ phoneme. What is the <b>best bet</b> when spelling /ee/ at the end of a word like scary, slimy, spiky, angry?</p> <p>Model adding 'y' to some adjectives and match them to the appropriate animals from the story.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
5) To sequence key events in a known story	<p><b>I can identify the important events in a story</b></p> <p><b>I can retell a story using illustrations</b></p>	Have key illustrations/pages copied from the text and ask children to help you to sequence the illustrations into the correct order. Go on to use these illustrations to help to retell the story. This time, ask children to join in on repeated refrains and vocabulary, e.g. actions for 'who's good at painting?' etc.	<p>Small world animals</p> <p>Role-play cave costumes</p> <p>Puppets/soft toys for role-play</p>	Using illustrations from the whole-class session, ask children to begin by sequencing the pictures and then retelling the story orally to one another.	Ask children to go into role as story tellers, asking them to come to the front of the class and 'read' the story to you a page at a time (either by reading, from memory, or 'play-acting' reading.)
6) To understand that a sentence needs a capital letter and a full stop	<p><b>I know there needs to be a beginning and an end to a sentence</b></p> <p><b>I can show the beginning and end of a sentence (capital letters and full stops)</b></p>	<p><b>Cave sentences:</b> Introduce cave sentences are sentences that are good enough to stay inside the cave – other sentences get 'thrown away'. Cave sentences must have capital letters and full stops.</p> <p>Model reading sentences orally from the text. Children to touch their heads at the start of the sentence and stomp at the end of the sentence in the style of a cave child. Repeat with several different sentences.</p>	<p>Visualiser/ whiteboard version of text</p> <p>Adjectives for sorting</p> <p>Cave paintings (from children's role play)</p>	<p><b>Shared writing:</b> Explain how instead of a 'stomp' we can write down a mark on the page that shows us the end of a sentence. Model creating a sentence with a full stop. Give children a selection of cut-up sentences with adjectives to reorder and punctuate with a full stop, e.g. <i>The mammoth is big and hairy</i>. Children to read sentences independently.</p>	<p><b>Muddled sentences:</b> Have some 'muddled' sentences on whiteboard. Children to drag words into the correct order, adding punctuation where appropriate.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>7) To use capital letters and full stops when punctuating sentences</p> <p>To begin to use exclamation marks</p>	<p><b>I can use a capital letter at the beginning and a full stop at the end of a sentence</b></p> <p><b>I can use an exclamation mark</b></p>	<p><b>Human sentences:</b> Give a small group of children a word each from a sentence from <i>Cave Baby</i> and give one child a capital letter and another a full stop. Children must work collaboratively to sequence the sentence correctly. Check for capital letter, full stop, finger space, noun and adjective.</p> <p><b>Shared writing:</b> Model creating sentences for some of the animals in the story, e.g.</p> <p><i>The hare is furry. The hare has large feet.</i></p>	<p>Human sentence props</p>	<p>Children to create two or more of their own sentences to go with each animal from the story, e.g. <i>The scary tiger is fierce</i> or <i>The tiger has a long tail.</i></p>	<p>Model using an exclamation mark on some of the sentences, e.g. <i>The scary tiger is fierce and has a long tail!</i> What effect does it have?</p>
<p>8) To join sentences with <i>and</i></p>	<p><b>I can use the conjunction and</b></p> <p><b>I can write a sentence</b></p> <p><b>I can use adjectives to describe shape, colour and size</b></p>	<p>Choose two sentences from shared writing from session 7.</p> <p><b>Super sentences:</b> Model joining these together, e.g. by using the conjunction <i>and</i>, e.g.</p> <p><i>The hare is furry and has large feet. The scary tiger is fierce and has a long tail.</i></p>	<p>Pictures of animals displayed on IWB</p> <p>Various information texts</p>	<p>Children create their own multi-clause sentences using features of super sentences.</p> <p>Write extended sentences with adjectives. Explore use of other punctuation where appropriate, such as exclamation marks, e.g. <i>The tiger was fast and strong!</i></p>	<p>Have the role-play area stripped and replaced with outlines of cave people, e.g. mum/dad/baby. Link to PHSE, model sentences with feeling words, e.g. <i>The mum is angry.</i> Why is mum angry? Caption the new images and create longer captions and sentences using new learning.</p>






Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>9) To create a narrative and retell a known story by joining sentences</p>	<p><b>I can sequence sentences to create a simple narrative</b></p> <p><b>I can use adjectives to create noun phrases</b></p>	<p>You may wish to take more than one session to complete this piece of writing.</p> <p><b>Shared writing:</b> Model writing a sequence of sentences joined together on flipchart paper about the animals and humans from the text to attempt to retell the first part of the story. Avoid using rhyme, but do draw upon vocabulary from the story, as well as the features taught so far, e.g. adjectives and using <i>and</i>. Ensure that you model saying the sentences out loud before writing them. Check each sentence by rereading.</p>	<p>Sentences on whiteboards, pictures of animals displayed on IWB</p> <p>Various information texts</p>	<p>Children to retell the story of <i>Cave Baby</i> by writing a series of sentences joined together. Children to use the features of sentences taught so far, e.g. to add adjectives and join sentences with <i>and</i>. <i>Cave baby is naughty and goes to his room!</i></p>	<p>Learn the <i>Cave Baby</i> song (the link can be found on Julia Donaldson's website on the <i>Cave Baby</i> page).</p>
<p>10) To sequence sentences to form a narrative</p> <p>To write using contractions</p>	<p><b>I can sequence more than one sentence to write a letter</b></p> <p><b>I can join sentences using and</b></p> <p><b>I can use adjectives to create noun phrases to describe</b></p>	<p>Model turning phrases into contractions, e.g. <i>I am</i> becomes <i>I'm</i>, <i>did not</i> becomes <i>didn't</i> etc.</p> <p>Use a simple 'make-your-own' flip book to create the contractions, e.g.</p> <div data-bbox="512 799 1028 1002" data-label="Diagram"> </div> <p><b>Shared writing:</b> Write a simple 'sorry' letter in role as cave baby, apologising to his mum and dad for making such a mess of the cave, using the features of sentences taught so far.</p> <p><i>Dear mum, I am so sorry for making such a mess. I really didn't mean to do it. I promise I won't ever do it again...</i></p>	<p>Flip-books for spelling contractions</p> <p>Letter writing paper and envelopes</p>	<p>Children to write their own sorry letters, either in role as cave baby, or referring back to session 1 for a time they were naughty, using the contractions taught in whole class work.</p>	<p>Children to read each other their sorry letters. Do you think you would accept their apology? Children to tell their partner one good thing about their letter and one thing they would improve.</p>




## Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions)

If teaching a mixed-age class, these additional planning suggestions will support coverage of appropriate National Curriculum objectives. Teachers may wish to use suggested models and resources, however further personalisation of children's independent work may be necessary.



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 1 YR) To describe events Y2) To describe an event using a conjunction	TA to scribe children's sentences. These could be scribed onto a sentence strip and then chopped up for children to reorder. 	<b>Cave paintings:</b> Have a cave painting role play area set up within the class. Children to create their own cave paintings of different animals. Have a writing area set up so that they can then label the paintings with the names of the different animals they create. Have key vocabulary available for children to copy where necessary and provide them with phonics mats.	Children to record their examples of when they have been 'naughty' using a conjunction to explain what happened, e.g. <i>I was naughty when I left the tap on and water gushed all over the floor.</i>
Session 2 YR) To spell words by identifying sounds in them and representing the sounds with a letter/s Y2) To create descriptive sentences	If working in a mixed age class, Reception children should use animal names that are represented by graphemes they know. Give children access to phoneme mats or other prompts to help them select graphemes, e.g. magnetic graphemes.		Children to write descriptions of the different animals. e.g. <i>The hare has a fluffy tail and big ears.</i>
Session 3 YR) To use and understand recently introduced vocabulary during discussions about stories Y2) To create noun phrases with a pair of adjectives	Children to match simple adjectives (e.g. colour, size) to animal names, e.g. big, small, gold, stripy). Provide these on cards to match with images of the animals.		Give children the opportunity to add multiple noun phrases, e.g. <i>friendly, long-eared hare</i>
Session 4 YR) To use and understand recently introduced vocabulary during discussions about stories Y2) To create opinion sentences using a conjunction	Use 'On the Dot or Not' to place simple adjective descriptions of each animal either in the centre of the circle (if they're accurate) or outside if they're not appropriate. 	Make small world props with animals and props from the story available to children so that they can retell and use the language from the story. Give the access to the book.	Children to add their own adjectives to the character splat and create sentence captions for their favourite creatures, e.g. <i>The hare is my favourite because it has soft fur and big, hairy ears. It looks cuddly and really cute.</i> Include sentences about Cave Mum, Cave Dad and Cave Baby.





Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 5</p> <p>YR) To demonstrate understanding of what has been read to them by retelling stories</p> <p>Y2) To retell using sequencing adverbs/adverbials</p>	<p>Give children access to small world toys and ask them to retell the story in small groups using the props. If possible, photograph the children and help them sequence their images as a record in session 9.</p>	<p>As session 4.</p>	<p>Children to sequence the story using the images from the book. As an additional challenge, give children several pictures and ask them to choose the 5-6 most pertinent images to retell the story.</p> <p>Add adverbs or simple adverbials to the images to help order them, e.g. <i>Once, later, eventually, in the end</i>. These could be provided or children could come up with their own.</p>
<p>Session 6</p> <p>YR) To identify full stops and capital letters in sentences</p> <p>Y2) To use exclamation and question marks in sentences</p>	<p>Children to make human sentences using some sentences from the book, i.e. children each hold a word or punctuation mark from a sentence and put themselves into the correct order. Read back the sentences and check they make sense. <i>Do they contain a capital letter and a full stop? Can you identify them?</i> E.g. <i>Cave Dad wags his finger.</i></p>	<p><b>Sentence washing lines:</b></p> <p>Have some cave-people washing lines set up in the role-play area, e.g. using some leopard-print cloth and old-fashioned pegs. Place muddled sentences with punctuation on the lines and ask children to reorder them, e.g.</p>	<p>Identify some exclamation marks and question marks used in the text, e.g. 'Look what he's done!' and 'Where are you taking me?'.</p> <p>Children to write their own exclamation and question sentences in role as characters. These could be added into speech bubbles and stuck onto the cave paintings in the class.</p>
<p>Session 7</p> <p>YR) To write simple phrases and sentences that can be read by others</p> <p>Y2) To create a leaflet</p>	<p>Children to orally rehearse and write sentences about some of the animals from the story using descriptive words, e.g. adjectives. Record these on sentence strips.</p> <p style="text-align: center;"><i>The woolly mammoth is massive.</i></p>	<p><i>Cave baby was naughty.</i></p> <p><i>Mum and dad were angry.</i></p> 	<p>Children to create a guidebook for the animals in the story to share with Cave Baby, using a simple leaflet format (e.g. landscape paper folded into three). Children to use a subheading (animal's name) and include two sentences about each creature. Leave front cover blank for the next session.</p>
<p>Session 8</p> <p>YR) To write simple phrases and sentences that can be read by others</p> <p>Y2) To write fact sentences using conjunctions such as <i>if</i></p>	<p>Children to orally produce sentences using the conjunction to extend the sentences they created in the previous session, e.g.</p> <p><i>The mammoth is massive and it has tusks.</i></p> <p>TA could work with this group to record sentences and model joining them on sentence strips.</p>		<p>Children to write a simple introduction to their leaflet, using a sentence with the conjunction <i>if</i> and a sentence with a question and exclamation mark, i.e.</p> <p><i>Did you know, lots of animals live in the wild? Some animals are extinct. If you would like to find out more, read my leaflet all about animals!</i></p>



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 9</p> <p>YR) To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</p> <p>Y2) To create a story based on a known narrative</p>	<p>Gather the images of children's small world retellings from session 5. Ask children to order them and place them in sequence. As a challenge, children could add a sentence to each image to explain what is happening and retell the story.</p>	<p><b>Sorry notes:</b></p> <p>Set up the writing role-play area for children to write 'sorry notes' for Cave Mum and Cave Dad for making a mess in the cave.</p> 	<p>Children to innovate on the story to create their own version of Cave Baby. The story could follow the sequence that Cave Baby does something naughty, e.g. breaks the bars on his cage, is told off by Cave Mum and Cave Dad and then goes to live with one of the creatures where he is allowed to be wild! Write over two days.</p>
<p>Session 10</p> <p>YR) To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</p> <p>Y2) To create a story based on a known narrative</p>	<p>Children to finish ordering the events from the story and retelling them with sentences. Children to present their stories to each other by orally retelling the events. As a challenge, children could use sequencing vocabulary such as <i>first, next, finally</i>.</p>		<p>Continue writing the innovated version of the story from the previous session.</p>



# Glossary

**Working Wall** – An ongoing display inside the classroom, where the process of writing is demonstrated through the addition of examples of writing and visuals, to be referenced by both teachers (during the modelling process) and children (during the writing process). This often reflects the different parts of the planning sequence.

**Grammar Splat** – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

**Talking Partners** – usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

**Independent Writing** – Children write with a greater degree of independence, although they may still use resources such as the working wall, vocabulary prompts or writing scaffolds to support where necessary.

**Editing and Improving and Publishing** – Use response partners to develop revising and checking. Show examples to the whole class so that children can talk about their writing, e.g. using visualiser. Pupils mark in a colour where they have used a feature and comment on success of writing. Decide how writing will be published.

**Teacher-in-Role** – Teacher takes on a role from the text.

**Writing-in-Role** – Whilst in role, teacher models writing as a character from the text.

## Shared Writing (may refer to):

**Modelled Writing** – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

**Teacher as Scribe** – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

**Supported Writing** – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



# Lucky dip descriptions

fierce

Sabre-tooth

tiger

speedy

long-eared

hare

shaggy

white-tusked

woolly mammoth

strong

brown

bear

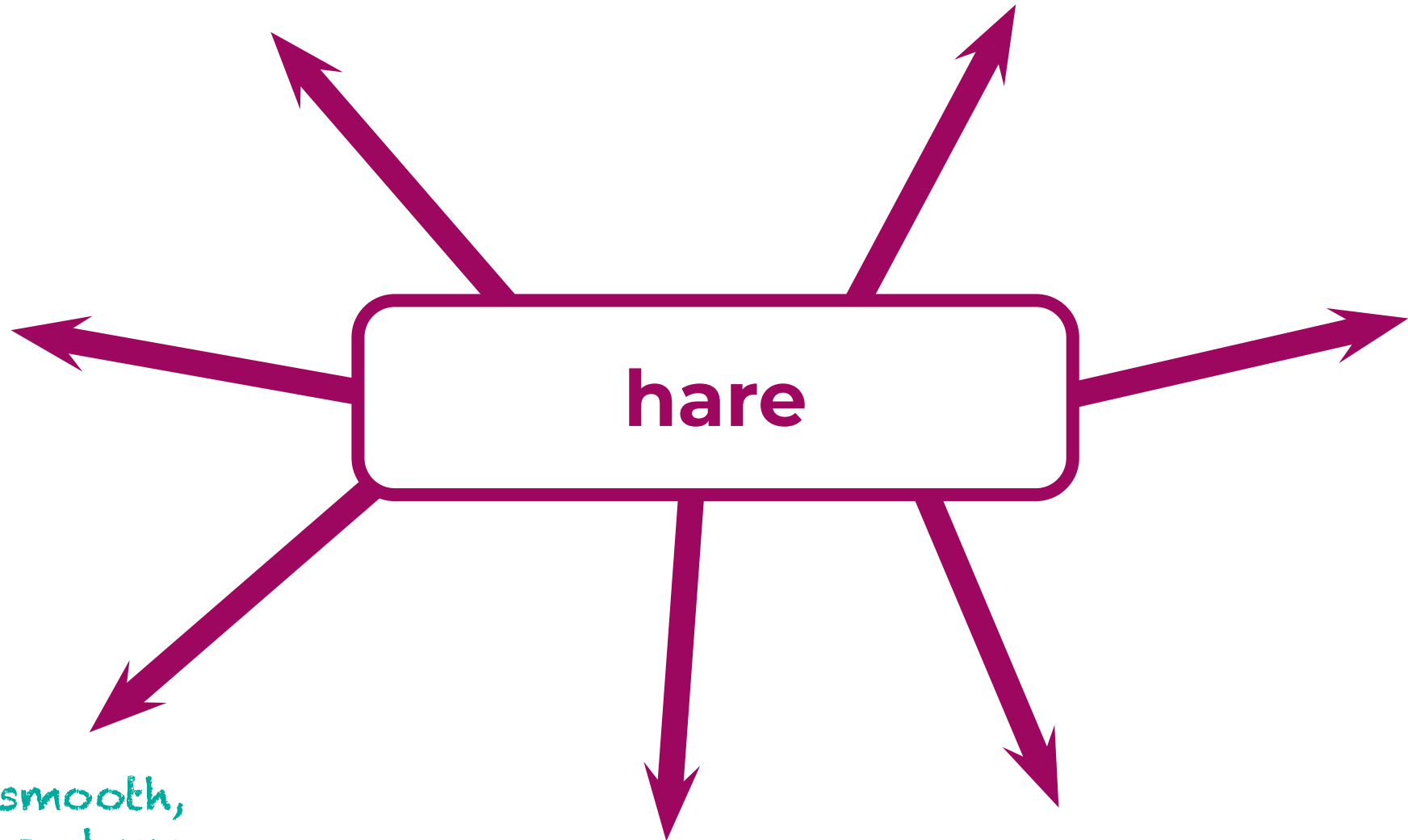
spotty

cunning

hyena



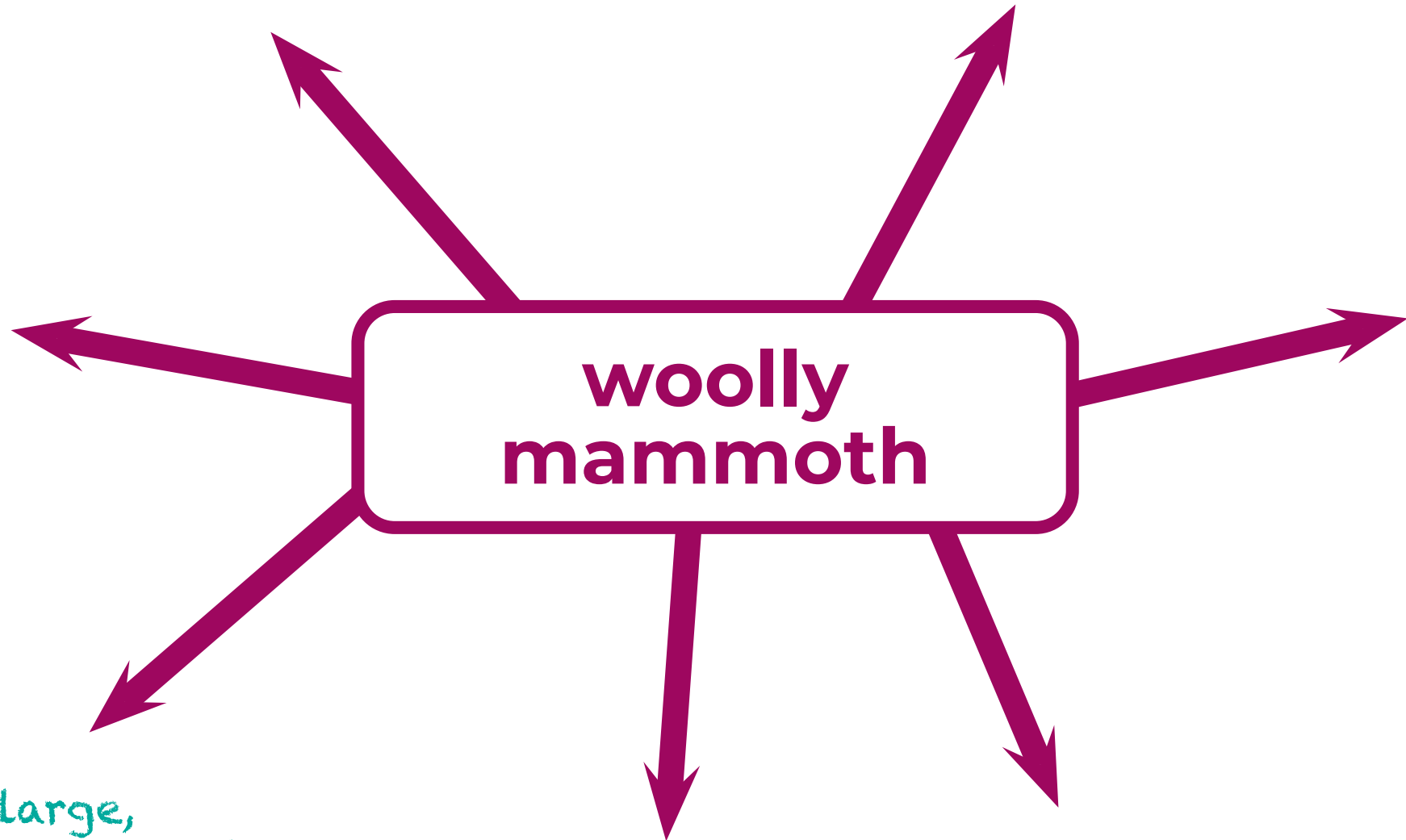
# Character splat



The smooth,  
bouncy hare



# Character splat



The large,  
hairy mammoth

