

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 (Story 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
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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? When might someone say...? Agree or not? Words to use throughout the day	Day 5: revision of all words	What's the word? Because...
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TALK THROUGH STORIES

I'M IN CHARGE!

JEANNE WILLIS AND JARVIS

Nosy Crow

Preparation

Number each page of the story. Page 1 begins 'There was once a little rhino...'

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 bossy rhino in contrast with the fair, kind mouse.)
2. how you will read with expression, for example:
 - p.8 – adding a pause to build anticipation: *"I'm in charge!" he said ... [pause] ker-splash!*
 - p.13 – using a loud, bossy voice for emphasis: *"I'm not listening – la la la! I'm in charge ... Agreed?"*
3. the asides that you will use to show your own reactions – facial expressions and quick comments, for example:
 - p.8 TOL (Think out loud): *Oh no! Rhino barged Elephant into the water!*
 - p.10 TOL: *Rhino really doesn't care about anyone!*

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:
p.2: *cavorted – jumped around in excitement (action mime cavorting!)*; p.5: *snout – nose (explain)*; p.6: *scattered – threw the meerkats everywhere (explain)*; p.8: *thrash – quick swing (action)*; p.10: *did not give a hoot – didn't care (explain)*; p.12: *feisty – strong and determined (explain)*; p.13: *stampede – when lots of animals run together (explain)*; p.17: *pygmy – very small (explain)*; p.19: *herd – group of animals (explain)*; p.20: *beefy – muscly (action show your muscles)*; p.22: *thundered – made a noise like thunder (colour)*.
5. the special emphasis you will give to the 'Favourite phrases' (see Day 3 of Storytime week, below) and where actions might be appropriate.

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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: bellowed (bellow, bellows)

Word 2: startled (startling)

Word 3: barged (barge, barges)

Word 4: sneaked (sneaks, sneaking)

Word 5: grinned (grin, grins)

Word 6: dreadful

Word 7: stomped (stomp, stomps, stomping)

Word 8: refused (refuse, refuses, refusing)

Storytime week

Day 1

Introduction

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

Introduce the story to children.

If there's one thing that makes me furious, it's someone who is really bossy! This story is all about a little rhino who thinks he's in charge. He never listens to advice from the other animals. Let's find out if he ever learns his lesson...

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.

1. Ask children to TTYP and take feedback for the following questions:
 - *Who are the characters in the story? (Rhino, Mummy Rhino, Daddy Rhino, Warthog, the meerkats, Giraffe, Baboon, Elephant, Pygmy Mouse, wildebeest)*
 - *Who is the main character in the story? (Rhino)*

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2. Explain the problem:

Rhino is very rude and unkind to everyone, and he also won't share his mangos. When a mouse tries to tell him that some wildebeest are rushing towards him, Rhino won't listen. So the wildebeest stomp on all Rhino's mangos and Rhino is frightened.

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:

- pp.1/2/3/8/11/13: "***I'm in charge!***"
- p.2: '***He cavorted and he snorted.***'
- p.4: '*He did exactly as he pleased and* ***threw his weight about.***'
- p.10: '***He did not give a hoot.***'
- p.10: '***He put his little foot down.***'
- p.13: "***I'm not listening – la la la!***"
- p.17: "***I'm glad you know who's boss.***"

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:

- *I'm the teacher and I'm in charge!*
- *I don't give a hoot that it's raining – I'll still (go outside at lunchtime / enjoy the school trip / go for a bike ride after school).*

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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 Rhino.
2. Ask them to freeze-frame Rhino'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: *Mummy tells you to go to bed. Freeze-frame!*

Teacher: *You look annoyed.*

Children: *We are annoyed.*

Teacher: *You look in a bad temper.*

Children: *We are in a bad temper.*

Teacher: *Mouse tells you to stand back. Freeze-frame!*

Teacher: *You look stubborn.*

Children: *We are stubborn.*

Teacher: *You look mean.*

Children: *We are mean.*

Teacher: *You share with the other animals. Freeze-frame!*

Teacher: *You look friendly.*

Children: *We are friendly.*

Teacher: *You look considerate.*

Children: *We are considerate.*

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 MTTT to say the pairs of sentences below.
2. Say: *Which sentence is right?*
 - **Rhino is annoyed at bedtime.** *Rhino is happy at bedtime.*
 - *Rhino is kind to Elephant.* **Rhino is unkind to Elephant.**
 - *Rhino is sad when he shares.* **Rhino is happy when he shares.**

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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. TTYP: *What is the problem in the story?* Use Choose Two to take feedback.
(*Rhino is unfair and unkind to everyone. When someone tries to help Rhino, he doesn't listen.*)
2. TTYP: *How does Rhino solve (sort out) the problem?* Use Choose Two to take feedback.
(*Rhino decides he is not in charge of everyone any more. Rhino decides to be very good.*)
3. Challenge question
TTYP: *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. TTYP: *Does Rhino behave in a nice way or not a nice way?* Take Choral Feedback. (*not nice*)
(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. TTYP: *How do you know Rhino doesn't behave in a nice way?*
3. Use Choose Two to take feedback.
(*he is rude to his daddy and mummy / he is unkind to all the other animals / he barges Elephant in the bottom / he refuses to share*)
4. Rephrase each response into a sentence, for example: *Rhino doesn't behave in a nice way because he is rude to his daddy and mummy. / Rhino doesn't behave in a nice way because he is unkind to all the other animals. / Rhino doesn't behave in a nice way because he barges Elephant in the bottom. / Rhino doesn't behave in a nice way because he refuses to share.*
5. Use MTYT for one or two sentences.

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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 Rhino in the story. For each question:

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

TTYP: *You stopped everyone from coming near the mango tree. Why?*

Choose Two, for example: *I didn't want to share the fruit / the fruit was all mine.*

Rephrase: *I stopped everyone from coming near the mango tree because I didn't want to share the fruit. / I stopped everyone from coming near the mango tree because the fruit was all mine.*

TTYP: *You squashed Baboon's banana. Why?*

Choose Two, for example: *he would not give me half / I'm in charge.*

Rephrase: *I squashed Baboon's banana because he would not give me half. I squashed Baboon's banana because I'm in charge.*

TTYP: *You didn't hear the sound of the stampede. Why?*

Choose Two, for example: *I stamped my feet / I yelled that I was in charge.*

Rephrase: *I didn't hear the sound of the stampede because I stamped my feet. / I didn't hear the sound of the stampede because I yelled that I was in charge.*

TTYP: *The wildebeest charged down the hill. How did this make you feel?*

Choose Two, for example: *upset / frightened / horrified.*

Rephrase: *I felt upset when the wildebeest charged down the hill. / I felt frightened when the wildebeest charged down the hill. / I felt horrified when the wildebeest charged down the hill.*

Share at home

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

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Vocabulary week

Day 1	Word 1: bellowed	p.8
	Word 2: startled	p.10
Day 2	Word 3: barged	p.11
	Word 4: sneaked	p.13
Day 3	Word 5: grinned	p.14
	Word 6: dreadful	p.16
Day 4	Word 7: stomped	p.17
	Word 8: refused	p.19
Day 5	Revision activities for all words	p.20

Day 1

Word 1: Bellowed (bellow, bellows)

Review from the story

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

1. MTYT: **bellowed**.
2. Explain the meaning within the context of the story: *Rhino **bellowed**, "I'm in charge!"*
'Bellow' means you use a loud voice.
3. Ask children to **bellow** "I'm in charge!" like Rhino.
4. Read from the story:
 - o p.1: *There was once a little rhino who was really rather large and from the day that he was born he **bellowed**, "I'm in charge!"*
5. MTYT: **bellowed**.

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 **bellowed**, for example:
 - o *Clara's mum **bellowed** when she saw the ink on the living room carpet.*
 - o *The team **bellowed** when Jodie deliberately pushed Anya over.*
 - o *Mr Banks **bellowed** at the children when they ran next to the swimming pool.*

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2. TTYP: *When might you **bellow**?*
3. Use Choose Two to take feedback.
(when I call for my friend across the playground / when I bang my leg and it hurts / when my dog is chasing after a squirrel in the woods)
4. Rephrase each answer into a sentence, for example:
*Carrie **bellows** in pain when she bangs her leg on the table.*
*Javinder **bellows** at his dog when it runs off after a squirrel.*
5. Use MTYT for one or two sentences.

When might someone say...?

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

1. Ask children: *When might someone say...“Don’t **bellow** at me!”*
2. Ask children to TTYP and Choose Two to take feedback.
(when you shout for your dad instead of going to get him / when you are angry with someone / when you have to talk loudly over the loud music)
3. Rephrase each answer into sentences, for example:
*“Don’t **bellow** at me from downstairs – come up here.”*
*“I know you’re angry, but don’t **bellow** at me!”*
4. 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.)
 - **Candice bellowed for help when she slipped in the mud.**
 - *Tyrel bellowed when he was trying to get his baby brother to sleep.*
 - **Mr Taylor bellowed at Lian when she refused to tidy up.**
 - *The Reception children bellowed during storytime.*

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Word 2: Startled (startling)

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

Review from the story

1. MTYT: **startled**.
2. Explain the meaning within the context of the story: *Rhino **startled** Giraffe, which made him jump. 'Startle' means to surprise or shock someone.*
3. Ask children to jump like **startled** Giraffe.
4. Read from the story:

- p.6: *'He scattered all the meerkats and he **startled** poor Giraffe.'*

5. MTYT: **startled**.

When might you?

1. TOL about some situations when someone might use the word **startled**, for example:
 - *Amira was **startled** when the balloon popped at her party.*
 - *Brooke was **startled** by the lion's roar at the zoo.*
 - *It is **startling** when the fire alarm rings in school.*
2. TTYP: *When might you be **startled**?*
3. Use Choose Two to take feedback.
(when the doorbell rings / when there is a crash of thunder / when a bee flies close to you)
4. Rephrase each answer into a sentence, for example:
*Nabila was **startled** by the loud crash of thunder.*
*Jordan was **startled** when a bee flew in front of his nose.*
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: *When might someone say... "Oh, you **startled** me!"*
2. Ask children to TTYP and Choose Two to take feedback.
(when you suddenly run into a room / when you quietly come up behind someone / when you knock on the window)
3. Rephrase each answer into a sentence, for example:
*"Oh, you **startled** me, sneaking up on me like that!"*
*"Oh, you **startled** me when you knocked on the window!"*
4. Use MTYT for one or two sentences.

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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 TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - *We heard the startling news that 12 o'clock was lunchtime.*
 - ***Sam was startled when he saw a spider dangling above his bed.***
 - ***Mum was startled by the phone ringing in the middle of the night.***
 - *Ali was startled when Mum told him to brush his teeth before bed.*

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 **bellow** and **startled**. For example:
 - *There's no need to **bellow**!*
 - *Don't **bellow** inside, please – save it for the playground!*
 - *Don't be **startled** when the bell rings for hometime.*
2. Explain that if they hear you say '**bellow**' or '**startled**', children should repeat the word aloud.
3. Tell them you'll be pleased if they use the words too.

Day 2

Word 3: Barged (barge, barges)

Review from the story

1. MTYT: **barged**.
2. Explain the meaning within the context of the story: *Rhino **barged** Elephant in the bottom, and she fell into the water. 'Barge' means to push or shove.*
3. Ask children to show Elephant's expression when Rhino **barged** her in the bottom.
4. Read from the story:
 - p.8: *'He sneaked up to the waterhole and gave his tail a thrash, then **barged** her in the bottom.'*
5. MTYT: **barged**.

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When might you?

1. TOL about some situations when someone might use the word **barged**, for example:
 - *Stephan **barged** to the front of the line in the lunch hall.*
 - *The girls **barged** through the crowd at the football match.*
 - *Leona **barged** past the other children to get on the bus first.*
2. TTYP: *When might you **barge**?*
3. Use Choose Two to take feedback.
(when you want to get to the front / when you want to be first in the queue for an ice cream / when you're in a rush because you're late)
4. Rephrase each answer into a sentence, for example:
*Zanthe **barges** to the front of the classroom.*
*Charlie **barged** past his friends to get to the ice-cream van.*
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: *When might someone say... "Don't **barge** past, please."*
2. Ask children to TTYP and Choose Two to take feedback.
(when you knock into someone in the corridor / when you shove your sister out of the way to get a biscuit / when you push in front of some younger children in soft play)
3. Rephrase each answer into a sentence, for example:
*"Don't **barge** past your sister, please – there are plenty of biscuits."*
*"Don't **barge** past those younger children, please."*
4. 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.)
 - *Naomi barged her way to the back of the queue.*
 - ***We barged to the front of the queue to go down the slide.***
 - *Nathan barged his head when playing football.*
 - ***Mabel barged into the head's office without even knocking.***

TALK THROUGH STORIES

Word 4: Sneaked (sneaks, sneaking)

Review from the story

1. MTYT: **sneaked**.
2. Explain the meaning within the context of the story: Rhino **sneaked** up to the waterhole to surprise Elephant. '**Sneak**' means to move quietly and carefully so no one sees or hears you.
3. Ask children to show how Rhino **sneaked** up to Elephant.
4. Read from the story:
 - p.8: 'He **sneaked** up to the waterhole...'

5. MTYT: **sneaked**.

When might you?

1. TOL about some situations when someone might use the word **sneaked**, for example:
 - Tom **sneaked** out of bed after bedtime to play with his toy cars.
 - The fox **sneaked** up behind the hen house.
 - The burglar **sneaked** in through the back door.
2. TTYP: When might you **sneak**?
3. Use Choose Two to take feedback.
(when someone's asleep / when you're late and hope that no one has noticed / when you're playing hide and seek)
4. Rephrase each answer into a sentence, for example:
Alice **sneaks** into her baby sister's room to get her teddy back.
Harvey **sneaked** into the spare room when he was playing hide and seek.
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: When might someone say... "Where are you **sneaking** off to?"
2. Ask children to TTYP and Choose Two to take feedback.
(when you get some chocolate from the kitchen after dinner / when you leave the room in the middle of Dad's boring story about work / when Mum asks you to do a chore so you tiptoe away)
3. Rephrase each answer into sentences, for example:
"Where are you **sneaking** off to, Julia? Dad hasn't finished his story yet."
"Where are you **sneaking** off to, Milo? I asked you to wash the dishes."
4. Use MTYT for one or two sentences.

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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 TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - ***The mouse didn't hear the cat sneaking up on her.***
 - *Sarah sneaked across the pitch to kick the football.*
 - *The dancer sneaked onto the stage when he did two somersaults.*
 - ***Harry sneaked into his sister's room to frighten her.***

Words to use throughout the day

1. Practise when and how you could use the words **barge** and **sneak**. For example:
 - *Don't **barge** past everyone in the dinner line!*
 - *Don't **barge** past me on the stairs!*
 - *We're late for assembly – let's **sneak** in at the back.*
 - *Shall we **sneak** past Year 6?*
2. Explain that if they hear you say '**barge**' or '**sneak**', children should repeat the word aloud.
3. Tell them you'll be pleased if they use the words too.

Day 3

Word 5: Grinned (grin, grins)

Review from the story

1. MTTT: **grinned**.
2. Explain the meaning within the context of the story: *Rhino **grinned** at Pygmy Mouse because he thought he'd got his own way. 'Grin' means you have a big smile.*
3. Ask children to **grin** like Rhino **grins** at Pygmy Mouse.
4. Read from the story:
 - p.17: *"I'm glad you know who's boss," he **grinned**."*
5. MTTT: **grinned**.

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When might you?

1. TOL about some situations when someone might use the word **grinned**, for example:
 - *Ruby **grinned** when she won a prize in assembly.*
 - *Abbie and Tom **grinned** at each other as they played on the seesaw.*
 - *Zofia had a **grin** on her face as she ate her bag of chips.*
2. TTYP: *When might you **grin**?*
3. Use Choose Two to take feedback.
(when you're going to play in the park / when you see your best friend / when your teacher says you have done well)
4. Rephrase each answer into a sentence, for example:
*Jemma **grinned** when Mum said she could go to the park.*
*Max **grins** when Mr Farrow puts his drawing on the classroom wall.*
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: *When might someone say... "That's a lovely **grin**!"*
2. Ask children to TTYP and Choose Two to take feedback.
(when you tell someone about your new baby sister / when you score a goal / when you tell a funny joke)
3. Rephrase each answer into sentences, for example:
*"That's a lovely **grin**, Ahmed. Your new sister sounds wonderful."*
*"That's a lovely **grin**, Kayla. Well done for scoring the goal!"*
4. 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.)
 - *Oliver grinned when he broke his arm.*
 - ***Amelia grinned when her mum gave her a big birthday present.***
 - *The fish grinned when it got caught in the net.*
 - ***Reception Class grinned as they dug a big, muddy hole.***

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Word 6: Dreadful

Review from the story

1. MTYT: **dreadful**.
2. Explain the meaning within the context of the story: *The wildebeest made a **dreadful** noise as they ran past the rhino. 'Dreadful' means horrible.*
3. Ask children to mime what they would do if they heard the **dreadful** noise of the wildebeest.
4. Read from the story:
 - p.22: *'They made a **dreadful** sound!'*

5. MTYT: **dreadful**.

When might you?

1. TOL about some situations when someone might use the word **dreadful**, for example:
 - *My cough is making me feel **dreadful** today.*
 - *Mrs Leonard asked Ruby to stop making that **dreadful** wailing noise.*
 - *Rohima felt **dreadful** after she ate five slices of cake.*
2. TTYP: *When might you feel **dreadful**?*
3. Use Choose Two to take feedback.
(when you haven't had enough sleep / when you've broken your friend's favourite toy / when you've told a lie)
4. Rephrase each answer into a sentence, for example:
*Imran felt **dreadful** after the bad night's sleep.*
*Misha felt **dreadful** after she lied to her mum.*
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: *When might someone say... "What a **dreadful** day!"*
2. Ask children to TTYP and Choose Two to take feedback.
(when it's pouring with rain / when someone has lost something special / when someone hurts themselves)
3. Rephrase each answer into a sentence, for example:
*"What a **dreadful** day – it just won't stop raining."*
*"Josh has sprained his ankle – what a **dreadful** day."*
4. Use MTYT for one or two sentences.

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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 TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **Ben felt dreadful when he broke Dad's favourite mug.**
 - **Grandma had a dreadful walk home in the rain.**
 - *Kim's fancy birthday party was dreadful.*
 - *Mihrab thought his favourite flavour of ice cream was dreadful.*

Words to use throughout the day

1. Practise when and how you could use the words **grinning** and **dreadful**. For example:
 - *It's lovely to see you **grinning** so much today!*
 - *The weather is **dreadful** today!*
2. Explain that if they hear you say '**grinning**' or '**dreadful**', children should repeat the word aloud.
3. Tell them that you'll be pleased if they use the words too.

Day 4

Word 7: Stomped (stomp, stomps, stomping)

Review from the story

1. MTT: **stomped**.
2. Explain the meaning within the context of the story: *The wildebeest squashed the mangos when they **stomped** all over them. 'Stomp' means to put your feet down heavily.*
3. Ask children to **stomp** on the ground like the wildebeest **stomped** on the mangos.
4. Read from the story:
 - p.22: *'They **stomped** on all the mangos.'*
5. MTT: **stomped**.

TALK THROUGH STORIES

When might you?

1. TOL about some situations when someone might use the word **stomped**, for example:
 - *Ellie **stomped** into her bedroom when her sister upset her.*
 - *Reception Class love **stomping** in muddy puddles.*
 - *Ed and James **stomped** their feet to the loud music.*
2. TTYP: *When might you **stomp**?*
3. Use Choose Two to take feedback.
(when you're annoyed / when you're pretending to be a dinosaur / when you're walking through piles of leaves)
4. Rephrase each answer into a sentence, for example:
*Samad **stomps** his feet when Dad says he can't go to his friend's house.*
*Alesha loves **stomping** through the leaves in her wellies.*
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: *When might someone say... "Please don't **stomp**!"*
2. Ask children to TTYP and Choose Two to take feedback.
(when you're walking noisily up the stairs / when you're walking loudly to assembly / when it's wet and muddy outside)
3. Rephrase each answer into a sentence, for example:
*"Children, please don't **stomp** on your way to assembly."*
*"Children, please don't **stomp** in the puddles and get muddy."*
4. 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.)
 - *The ballet dancer stomps across the stage.*
 - ***The angry giant stomped out of his castle.***
 - ***My sister stomps around her bedroom when Mum tells her to do her homework.***
 - *The tooth fairy stomped quietly into my bedroom.*

TALK THROUGH STORIES

Word 8: Refused (refuse, refuses, refusing)

Review from the story

1. MTYT: **refused**.
2. Explain the meaning within the context of the story: Rhino **refused** to share the mangos with the other animals. '**Refuse**' means to not agree to something.
3. Ask children to shake their heads to show how Rhino **refused** to share with the other animals.
4. Read from the story:
 - p.10: 'And so he was until the day the mango tree grew fruit, which Rhino just **refused** to share.'
5. MTYT: **refused**.

When might you?

1. TOL about some situations when someone might use the word **refused**, for example:
 - Nathan **refuses** to get out of the bath every night.
 - Helen **refused** to go to sleep until her dad read one more story.
 - Millie **refused** to eat her peas.
2. TYP: When might you **refuse** to do something?
3. Use Choose Two to take feedback.
(when you're tired / when it's cold outside / when you don't like something)
4. Rephrase each answer into a sentence, for example:
*The old dog **refused** to get out of his basket to go for a walk.*
*Sanjit **refused** to go outside and play because it was too cold.*
5. Use MTYT for one or two sentences.

When might someone say...?

1. Ask children: *When might someone say... "Why are you **refusing** to help?"*
2. Ask children to TYP and Choose Two to take feedback.
(when you won't help tidy up / move the chairs / put up the display)
3. Rephrase each answer into a sentence, for example:
*"Olivia, why are you **refusing** to help tidy up the paper and crayons?"*
*"Farah, why are you **refusing** to help put up the display?"*
4. Use MTYT for one or two sentences.

TALK THROUGH STORIES

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 TYP to say why / why not. (If a child has a different answer, listen to their reasoning.)
 - **Tim refused to share his toy with Asif.**
 - *The monkey refused to swing in the trees.*
 - **Ralph refused to go on the scary ride at the fair.**
 - *Jessica refused to eat her favourite lollipop.*

Words to use throughout the day

1. Practise when and how you could use the words **stomp** and **refuse**. For example:
 - *Let's **stomp** to the playground.*
 - **Stomp** your feet to the music!
 - *I **refuse** to carry on until everyone has stopped talking.*
2. Explain that if they hear you say '**stomp**' or '**refuse**', 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.

bellowed, startled, barged

1. MTYT each word: *bellowed, startled, barged*.
2. Say the sentence: *The loud firework **shocked** the horse.*
3. Ask children to TYP to decide which focus word relates to the sentence (**startled**). Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - *Mum **yelled** at Matthew when he ran off in the supermarket. (**bellowed**)*
 - *Serena **pushed** past Tomas on her way to the classroom. (**barged**)*
 - *The headteacher **called loudly** for Rhian across the playground. (**bellowed**)*
 - *The barking dog **shocked** Kelani and made her jump. (**startled**)*

TALK THROUGH STORIES

- Terry hated it when his sister **charged** into his room without knocking. (**barged**)

sneaked, grinned, dreadful

1. MTYT each word: *sneaked, grinned, dreadful*.
2. Say the sentence: Farhan **smiled** when her favourite TV programme came on.
3. Ask children to TTYP to decide which focus word relates to the sentence (**grinned**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - Caspar **smiled** when Mr Barlow said how good his painting was. (**grinned**)
 - Santa **crept** into the house on Christmas Eve to deliver presents. (**sneaked**)
 - Demi was very upset when she heard the **horrible** news. (**dreadful**)
 - Angela **tiptoed** up behind her little sister to give her a fright. (**sneaked**)
 - Una felt **terrible** when she caught the flu. (**dreadful**)

stomped, refused, startled

1. MTYT each word: *stomped, refused, startled*.
2. Say the sentence: The farmer **plodded** through the field in his big boots.
3. Ask children to TTYP to decide which focus word relates to the sentence (**stomped**).
Use MTYT to repeat the word.
4. Repeat steps 1–3 for each of the following sentences:
 - The deer was **frightened** by the bright car lights. (**startled**)
 - Dad wouldn't buy me a puppy for Christmas. (**refused**)
 - Evie was **shocked** when a cat ran in front of her bike. (**startled**)
 - Lola wouldn't make room on the mat for Jane. (**refused**)
 - Abdullah **stomped** through the muddy puddles. (**stomped**)

Because...

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

1. MTYT the sentence: Samara **refused** to get off the trampoline.
2. TTYP: Why did Samara **refuse** to get off the trampoline?
3. Use Choose Two to take feedback.
(*she was having too much fun / she didn't want to go home / she was trying to do 100 jumps*)
4. Rephrase each response into a sentence, for example:
*Samara **refused** to get off the trampoline because she was having too much fun. /*
*Samara **refused** to get off the trampoline because she didn't want to go home. /*
*Samara **refused** to get off the trampoline because she was trying to do 100 jumps.*
5. Use MTYT for one or two sentences.

TALK THROUGH STORIES

6. Repeat with the sentences below.

MTYT: Alex felt **dreadful**.

TTYP: Why did Alex feel **dreadful**?

Choose Two, for example: *he had a bad night's sleep / he had got wet and cold on the way home / he hadn't been chosen for the football team.*

Rephrase: *Alex felt **dreadful** because he had a bad night's sleep. / Alex felt **dreadful** because he had got wet and cold on the way home. / Alex felt **dreadful** because he hadn't been chosen for the football team.*

MTYT: Jamila **barged** to the front of the crowd.

TTYP: Why did Jamila **barge** to the front of the crowd?

Choose Two, for example: *she wanted to have the best view of the show / her mum was waiting for her there / she had to be near the stage to collect her prize.*

Rephrase: *Jamila **barged** to the front of the crowd because she wanted to have the best view of the show. / Jamila **barged** to the front of the crowd because her mum was waiting for her there. / Jamila **barged** to the front of the crowd because she had to be near the stage to collect her prize.*

MTYT: Lena **sneaked** out of the classroom.

TTYP: Why did Lena **sneak** out of the classroom?

Choose Two, for example: *she was not feeling well / she needed the toilet / she was going to read with the teaching assistant.*

Rephrase: *Lena **sneaked** out of the classroom because she was not feeling well. / Lena **sneaked** out of the classroom because she needed the toilet. / Lena **sneaked** out of the classroom because she was going to read with the teaching assistant.*