



A Writing Root for Lubna and Pebble by Wendy Meddour and Daniel Egnéus



Literary Theme: Friendship & kindness
Mixed Age Theme(s): Helpfulness & kindness (I/2); Sharing & caring (R/1)

Recommended Age: Y1

Cross-curricular Coverage: Y1 Science – Everyday materials – distinguish between an object and the material from which it is made; identify and name a variety of everyday materials; describe the simple physical properties of a variety of everyday materials; Y1 Art – Use a range of materials creatively to design and make products

Text(s): Lubna and Pebble by Wendy Meddour and Daniel Egnéus

Duration: 3 weeks, 15 sessions

Outcomes: Labels, thank you notes, speech bubbles, advice postcards, instructions
Main outcome: Own version friendship / gifting narrative

Overview and outcomes: This is a three-week Writing Root for Lubna and Pebble by Wendy Meddour and Daniel Egnéus. The sequence of learning begins with children arriving in class to discover a collection of pebbles which they will each select from to label and look after for the duration of the sequence. After beginning to read the text as a class, children discover how special the friendship is between Lubna and Pebble and write thank you letters in role to Pebble. The children go on to mirror Lubna's actions in the story by creating cosy homes for their pebbles and describing them using simple expanded noun phrases. As the sequence continues, the children continue to explore the characters in the story and the dynamic of new friend Amir who arrives in the 'World of Tents'. As Lubna shows true friendship by passing Pebble onto Amir when she has to leave, children go on to write advice postcards to Amir for what to do if he feels sad. Children then mirror Lubna's actions by choosing someone to gift their own pebble to, writing instructions for how to take care of it and packaging it up for their chosen recipient. The Writing Root culminates in children creating their own re-telling of Lubna and Pebble based on their own characters and the pebble they have been looking after throughout the sequence. **NB:** in advance of this unit, ask children to all bring in a shoe box or small container which will be used during the sequence to house a pebble.

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 accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Reading Comprehension

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

- Being encouraged to link what they read or hear read to their own experiences
- Discussing word meanings, linking new meanings to those already known
- Discussing the sequence of events in books and how items of information are related (Y2)

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
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participating in discussion about what is read to them, taking turns and listening to what others say
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Answering and asking questions (Y2)

Writing Transcription (Spelling and Handwriting)

- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- Using the prefix un-
- Apply simple spelling rules and guidance, as listed in English Appendix 1



Vocabulary, Grammar & Punctuation

- How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Capital letters for names and for the personal pronoun I
- Expanded noun phrases to describe and specify, e.g. the blue butterfly (Y2)
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2)
- Correct choice and consistent use of present tense and past tense throughout writing (Y2)
- Commas to separate items in a list (Y2)
- Using question marks to demarcate sentences (Y2)

Writing (Composition)

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.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)

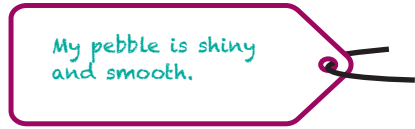
Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)
- Encapsulating what they want to say, sentence by sentence (Y2)

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

- Evaluating their writing with the teacher and other pupils (Y2)



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
1) To use adjectives to describe	I can choose appropriate adjectives of size, colour and shape I can use 'and' to join ideas in a sentence I can make predictions about what might happen	Have children arrive in class to find a selection of different pebbles (ideally one per child). These pebbles need to be large enough for children to draw on. Explain that these pebbles are very special and it is our job to take care of them. On the dot or not: Use on the dot or not with a selection of adjectives of colour, shape and size for children to choose from to describe their pebble, bearing in mind that some may be different to others! Adjectives that could be used to describe the pebble can be positioned inside the circle, those that are not relevant can be positioned outside.	On the dot or not Pebbles Luggage tags	Allow children to orally rehearse describing their pebble to one another using the adjectives from on the dot or not. Model using 'and' to join adjectives orally. After oral rehearsal, give children luggage tags to instantly publish a short descriptive sentence of their pebble to label it. Model using 'and' to join ideas e.g.  NB: Put children's pebbles and labels somewhere for safekeeping as you will need to return to these throughout the sequence.	Show children the front cover of the book. What do you notice? How is Lubna's pebble different to our pebbles? Allow time to discuss and explore the front cover and make predictions about the story.
2) To use the -ing suffix to write a thank you note	I can use capital letters for names I can add the -ing suffix to verbs I can use 'and' to join ideas	Read the opening page of Lubna and Pebble and compare the description of Lubna's pebble with the ones created yesterday: <i>'It was shiny and smooth and grey'. Is Lubna's pebble the same as any of our pebbles?</i> Continue to read up to <i>'Pebble smiled back'</i>. Allow children time to do the same as Lubna and add a face to their own pebble. Continue reading until, <i>"I love you, Pebble," sighed Lubna. How did Pebble make Lubna feel? Why might she have been feeling sad before?</i> Link this discussion to children's own experiences of what their friends do to make them happy. Collect the verbs discussed in their root form on a grammar splat e.g. <i>laugh, talk, play, listen, be kind, share, smile</i>. Model adding 'ing' to the end of these verbs in a different colour to create the present progressive, trying to focus on those verbs where no change is needed to the root word when adding -ing, but drawing children's attention to the removal of the final 'e' where relevant. 'Be' could also be explored further through adding adjectives e.g. <i>being kind, being thoughtful</i>	Pens to draw on pebbles Thank you note paper	Shared writing: Lubna is so happy to have Pebble as a friend she wants to say thank you. Model writing a short thank you card to Pebble using the verbs collated on the grammar splat. This is another opportunity to reinforce the use of 'and' to join ideas as well as capital letters for names e.g. <i>Dear Pebble, Thank you for always listening to my stories. Thank you for laughing and playing with me. You always make me so happy. Love from _____ x</i> Alternatively, children could write thank you notes to each other for being good friends.	Children to re-read their notes to a friend / their Pebble to check for sense. Place thank you notes into envelopes and address them to give to Pebble.

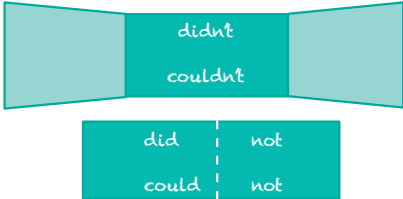


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3) To use expanded noun phrases to describe	I can use adjectives to describe I can use commas to separate adjectives in a list	Continue reading up until, <i>'Then she put Pebble to bed and kissed it goodnight'</i>. Discuss why Lubna wanted to do this for Pebble. <i>Who kept Lubna warm?</i> Allow children time to do the same with their own pebble to make it a bed / home to sleep in out of the boxes collected prior to the sequence. Children could write their Pebble's name on the outside of the box and decorate it to make it 'homely'. Provide children with scrap fabric to make a blanket for their pebbles. (You may wish to do this part of the session as a separate lesson). Use lucky dip description to support children to create simple expanded noun phrases for their pebble's home. Model selecting an adjective to match with a noun. If appropriate, model using two adjectives to separate with a comma.	Shoeboxes / small containers Speech bubble templates or post-its Lucky dip description	Children use the simple expanded noun phrases created from the lucky dip descriptions activity to create speech bubbles for Lubna to add to the page for what she might say to Pebble. These could be added to a copy of the page e.g. 	Ask children to share their speech bubbles by reading them aloud in role as Lubna. These could be read aloud around a circle with the pebbles and their new homes in the middle in a kind of 'new home ceremony'.
4) To make inferences and predictions based on what is seen, said and done	I can infer how a character might be feeling based on an image I can infer how a character might be feeling based on their actions I can create questions for a character	Display the image of the little boy on the next page on an IWB or flipchart without reading the page itself. Ask the children to mirror the way the little boy is standing and holding himself, drawing attention to details like his eyes and head being down. <i>How do you think this little boy is feeling?</i> Play a game of 'Simon Says' to get the children to stand / show expressions for different emotions (e.g. scared, excited, angry). Revisit the illustration of the little boy. Following the previous discussion, ask children, <i>What do you notice?</i> and scribe responses around the image e.g. <i>He looks sad.</i> <i>His head is down.</i> <i>His arms are folded.</i> <i>He looks cold.</i> Use this as an opportunity to unpick further where Lubna and the little boy might be and why they had to leave their homes. Further PSHE / circle time may be needed here as appropriate.	Talk to the hand	Read the page and discuss the sentence, <i>'At first he had no words. Just blinks and sneezes and stares'</i>. Unpick the language used here. <i>Why might the little boy be sad? What could Lubna do to help? What might she want to ask him?</i> Show children the talk to the hand prompt and explain that this can help us create questions. Model using this to write a question and using a question mark for Lubna to ask the little boy (NB Session 1 of the Spelling Seed links directly to this) e.g. <i>Where have you come from?</i> <i>Why are you sad?</i> <i>Where is your family?</i>  Children to then continue to create their own questions (perhaps in groups) for the little boy.	Look at the word 'sad' used in the modelled question. Explain that we can also use the prefix -un to mean the opposite of something. Show the children the adjectives <i>happy, kind, safe and loved</i>. Experiment with adding the -un prefix – <i>which of these could be used to describe the boy?</i> Could we edit or create a question out of any of these e.g. <i>Why are you unhappy?</i>



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5) To use 'but' to make comparisons	I can join two clauses to create one sentence I can write a compound sentence I can use the conjunction 'but'	Read the next few pages up to, <i>Lubna felt happy. Then sad. Amir cried.</i> Why did Lubna change from happy to sad? Unpick the use of the word 'beaming' to describe Daddy and discuss the strength of this compared to 'smiling'. Creating opposites: Have the following sentences prepared on sentence strips, as well as the conjunction 'but'. Lubna felt happy. Amir felt sad. Lubna was excited for her new home. She was sad to leave Amir. but Model joining the sentences using but to create a compound sentence.	Sentence strips	In pairs or groups, provide children with their own cut-up sentences to match up to create compound sentences to describe the events of those two pages. They can record their sentence in their books, then have a go at creating their own. Daddy was excited. Amir was crying. Daddy was beaming. Lubna felt sad. She didn't want to leave Amir. Lubna wanted to go. <i>NB: for some children, it may be more appropriate to change the conjunction to 'and'.</i>	Choose two sentences that could not be joined with 'but' and explore why, e.g. <i>Daddy was excited but she didn't want to leave Amir.</i>
6) To give advice using present tense verbs	I can identify verbs I can write sentences beginning with verbs I can write in present tense	Read the next two pages up to, <i>'But by the morning, Lubna knew.'</i> What might Lubna do next? Read on to the end of the story. <i>What did Lubna do to make Amir feel better? What advice has she given him? What else could she suggest?</i> Collect the children's ideas on a flipchart and add verbs to the grammar splat used previously in the sequence. Remind children of the verbs explored in Session 2 and how these can be applied here. Draw Pebble's smile back on. Talk to Pebble. Give Pebble a cuddle. Read Pebble stories. Stroke Pebble softly. Sing to Pebble.	Letter paper Grammar splat	Explain to the children that as well as leaving Amir her pebble, she also needs to make sure Amir remembers what to do if he ever feels sad, so she is going to write a letter to remind him. Shared writing: Model using the verbs on the grammar splat to create present tense sentences in the form of a short letter. Include previously taught skills including the use of 'and' and 'but'. Some children may also be ready to explore the use of 'if' for subordination. Remind children to use a capital letter for the proper noun 'Pebble'. Dear Amir, I know you might feel sad because I have gone but you must not worry! Pebble is here for you. Talk to Pebble about your worries. Read him a story and give him a cuddle. Sing Pebble a song. If Pebble misses you, you can draw his smile back on! Love from Lubna x	<i>Do you think Amir will keep the pebble forever? Why / why not?</i> Discuss children's responses to Lubna giving the pebble to Amir and why she chose to do that, supporting them to make links to personal experiences.



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7) To read words with contractions and understand that the apostrophe represents a missing letter	I can read contractions I can identify contractions in a sentence I can expand the contractions to help me understand their meaning Ext: I can use contractions within sentences	Revisit the page where Lubna is tucked up in bed: <i>'That night, Lubna couldn't sleep...'</i> Highlight the words with contractions and explain that these are words where a piece of punctuation called an apostrophe is swapped for a missing letter. Use contraction action cards to demonstrate their expanded meaning e.g.  NB although there are other words with contracted forms throughout the story, focus on those using 'not' as a first introduction. Share other examples of similar contractions to support children to practise reading these e.g. wasn't, wouldn't, shouldn't, don't, hadn't, won't etc.	Contraction action templates (folded card) Relevant illustrations to match Cut up sentences	Provide children with cut up sentences using contractions and ask them to work in pairs or groups to match the sentences to the right illustration / part of the story using selected relevant images. <i>Lubna couldn't sleep.</i> <i>Lubna didn't know what to do.</i> <i>Pebble didn't answer.</i> <i>Amir wasn't happy.</i> <i>Amir wouldn't be sad any more.</i> Some children may be ready to create their own sentences based on the images using the contractions.	Revisit the advice letter from the previous session. <i>Could we add in any of these contractions to our letters?</i> E.g. <i>Don't be sad!</i>
8) To sequence sentences to write instructions	I can use present tense verbs to write instructions I can use capital letters for names and I I can use adjectives to make simple expanded noun phrases	Lubna decided to give Pebble to Amir as a gift to make him happy and remember her as a friend. Ask children who they would like to gift their pebble to and why (it may be best to avoid them selecting classmates to avoid upset!). Explain that like Lubna, we are going to gift our pebbles to someone else but to do that we need to make sure they know how to look after them. What did we do with our pebbles? Recap on the key things we did e.g. <i>name our pebble, draw a face on our pebble, make a cosy home for our pebble, keep them warm</i> etc. NB if using the Spelling Seed for this Writing Root, ensure the purple CEWs are included in your model.	Simple leaflet template	Shared writing: In groups, pairs or individually depending on need, children to start creating a short leaflet to be placed inside their pebble boxes to explain to the person it is being gifted to how to look after them. This will be an opportunity to practice and consolidate skills taught so far (this will continue into the following session). <i>This pebble is for you! I named him Rocky. I hope he is a good friend and makes you happy. There are a few things you need to do for him.</i> <i>1. Draw a smiley face on your pebble.</i> <i>2. Make a cosy, warm house for him in a box.</i> <i>3. Get a soft blanket to keep him warm at night.</i> <i>4. Tell him some wonderful stories.</i>	Introduce children to the use of 'so' to explain their ideas by returning to your model. <i>Why did we suggest these things?</i> Model this by adding to some of your instructions e.g. <i>Draw a smiley face on your pebble so he is always happy.</i>



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9) To sequence sentences to write instructions	I can join ideas using 'and' and 'but' Ext: I can use contractions	Explain that in this session children will be finishing their short leaflets by writing the ending. This is so the person they are giving it to knows it is not theirs to keep forever! <i>Can we use 'but' to explain this?</i> e.g. <i>This pebble is yours for now but you must not keep it forever.</i> For those children who are ready, remind them of possible contractions that could be used in their short leaflets, referring back to the contraction action cards used in session 7, e.g. <i>Don't forget to pass the pebble on!</i>	Simple leaflet template Wrapping paper / gift tags	Children to finish off their leaflets to go in their shoeboxes with their pebbles ready for its next owner e.g. <i>I hope you have lots of fun with your new friend. This beautiful, smooth pebble is yours for now but don't forget to pass it on!</i>	At this point, wrapping paper or ribbon could be provided for children to wrap up their boxes ready to gift their pebble to the next person. Provide children with gift tags to write the name of the recipient, reminding them to use capital letters for names.
10) To use a range of adjectives to describe a character	I can choose appropriate adjectives to describe a character I can use the -un prefix to create adjectives I can use adjectives in sentences Ext: I can begin to use the -ful suffix to create adjectives	Have a note arrive in class from Amir to Lubna. Unfortunately it has been raining and some of the words have been smudged! We need to work out what's missing. <i>Dear Lubna,</i> <i>Thank you for giving me Pebble. I was so _____ when I first arrived but you cheered me up. I was worried everyone would be _____ and _____ but you made me feel so safe. Thank you for being so caring and thoughtful. I hope you are having fun in your new home.</i> <i>Love from Amir x</i> Prefix pickers: Provide children with prefix pickers cards containing -un and a selection of root words. Practise adding -un to the start of the root word to give the opposite meaning. <i>Can we use these to help us work out what's missing from Amir's note?</i> <i>NB: For some children, this could also be an opportunity to explore the Y2 objective of using -ful as a suffix to create adjectives e.g. thoughtful.</i>	Prefix pickers PE hoops Pictures of Amir Amir's adjectives	Amir's adjectives: Using two images of Amir (one from the beginning of the story, and one from where Lubna gives him Pebble), explore which adjectives match Amir at these two stages of the story. <i>How have his feelings changed?</i> Provide children with the two illustrations and Amir's adjective cards (including those with an -un prefix and -ful suffix where appropriate) and in groups, encourage them to sort the adjectives into the right hoops. These could be read aloud as a class before sorting each one at a time. Children could practice using 'and' or 'but' to compare the change in Amir's character from the beginning to the end of the story, e.g. <i>Amir felt scared and now he is safe. Amir was worried but now he feels happy.</i>	Compare groups' hoops. Going through the adjectives one at a time, <i>do we agree on which goes where?</i>



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11) To sequence the key events from a story	I can identify the main events in a story I can put the main events in a story in order	Start off with selected illustrations from the story for children to explore and discuss in groups to try and retell the story. You could provide children with string and pegs to create a washing line to retell it in order, reflecting the imagery in the page with the 'world of tents'. This could also be facilitated using roleplay. Sequencing sentences: After allowing time for discussing and retelling the story orally, provide the sequencing sentences in a jumbled up order for children to work together to sequence correctly and match to associated illustrations.	Sequencing sentences	Children to work in pairs to sequence the sentence strips into chronological order. Provide adverb cards for children where appropriate to add to the beginning of the sentences to help the flow of the sequence e.g. One day Lubna found a pebble on the beach. 	Children to share their sentences and retell the story in sequence. This could be done as a class with different pairs contributing each sentence and illustration to retell the complete story.
12) To plan a story using past tense verbs	I can identify verbs I can use the -ed suffix to create past tense verbs I can sequence a story plan using the verbs to help me	Explain that we are going to be re-telling the story of Lubna and Pebble. Some children may want to make their own versions with themselves as the main character e.g. <i>Rosalie and Rocky</i>. To do this we need to write in the past tense by using -ed suffixes where they are needed. Using a TA if possible, re-read the story of Lubna and Pebble but ask the children to listen out for examples of verbs that we can add to our grammar splat. As you read the story, see if children can identify the verbs and collect them together as you go. Identify that some of these have -ed endings (regular verbs) and some do not (irregular verbs). Suffix fixers: Provide children with suffix fixer cards to support them to practise adding -ed to the root verbs. <i>What past tense words can children make? What happens when a word ends in an -e?</i>	Suffix fixers Storyboard planner	Shared writing: With children's input, create a simple shared story plan using the storyboard planning template. Use the verbs from the suffix fixer activity and on the grammar splat. It may also be useful to provide children with some irregular past tense verbs, particularly for the beginning of the story (e.g. <i>found, drew, put, went, got, gave</i>). Some children may want to also include their own setting or a different object (substituting this into the plan using post it notes can be useful if so) but a simple retelling is also appropriate. If appropriate, some children may be ready to create their own plans.	Look back at the suffix fixer cards – <i>which verbs match which part of our story?</i>



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13) To sequence sentences to create a story	I can sequence ideas for a story I can use adjectives to describe I can use 'and' and 'but' to join ideas I can write in the past tense	Remind children of the shared storyboard plan created yesterday. Give time for children to use the plan to re-tell the story orally in pairs. Provide them with storybook template in which to instantly publish their versions of Lubna and Pebble using stapled folded paper with space for illustrations. You may wish to provide children with illustrations from the sequencing activity to sequence and stick in their storybooks, or children may wish to draw their own.	Storyboard plans Story book template with space for own illustrations or those from the story	Model the opening, demonstrating the key skills taught in the sequence clearly e.g. <i>Rosalie's best friend was a shiny, smooth pebble. She found him on the beach one day and she named him Rocky. She drew a smiley face onto Rocky so he'd always be happy.</i> <i>Soon, it got cold. She put him in a shoebox and tucked him in a cozy, warm blanket.</i> Children to orally rehearse each sentence and begin writing their stories. Have previously created expanded noun phrases from Sessions 1 and 3 available to children to support them.	Add-an-adjective: Show children the previously used adjectives and noun phrases from the first week of the sequence. <i>Can children identify where they have used any of these in their story openings? If not, where could we add some?</i>
14) To sequence sentences to create a story	I can sequence ideas for a story I can use adjectives to describe I can use 'and' and 'but' to join ideas I can write in the past tense	Continue modelling the story, using the illustrations and storyboard plan to support sequencing and reinforcing the same skills as the previous session, e.g. <i>Rosalie played with Rocky. They laughed and smiled together.</i> <i>One day Amir arrived and he was lonely and unhappy. He was worried people would be unkind. Rosalie showed him Rocky and they played together. Amir smiled.</i>	Storyboard plans Story book template with space for own illustrations or those from the story	Children to orally rehearse and write the next sections of their versions of the story. Have the relevant verbs for this part of the story readily accessible to them on tables (if children use -ed on some irregular verbs that still shows they are applying the skill at this stage!) Some children may also benefit from further scaffolding through sentence frames and word banks.	Refer back to storyboard planning and recap which areas we have covered so far in our story. Model how to cross these off on the planning to make sure we know where we are up to. <i>What is still left to write?</i>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
15) To sequence sentences to create a story	I can use adjectives to describe I can use 'and' / 'but' / 'so' to join ideas I can write in past tense Ext: I can use contractions	Model writing the end of the story using the illustrations and storyboard plan to support sequencing. Refer to the plan to find the verbs helpful for this section, e.g. <i>Soon, Rosalie and her Daddy had to go to a new home. Rosalie was excited but Amir felt sad again. He didn't want Rosalie and Rocky to leave.</i> <i>Rosalie wanted to cheer Amir up so she gave Rocky to him.</i>	Storyboard plan Story book template with space for own illustrations or those from the story Adverb cards from Session 11	Children to orally rehearse and write the ending of their versions of the story. Once completed, re-read the ending of Lubna and Pebble where Lubna and Amir each speak to Pebble. Model how we could adapt this for our own stories to end them. You could provide children with speech bubbles to put next to the characters in their illustrations for their ending e.g. 	Remind children of the adverb cards from Session 11. <i>Where could we add these into our stories?</i> Demonstrate adding these to the teacher model and support children who are ready to do the same.
Allow opportunity for children to share their stories with another class or display them in the library / on display for others to see. They could also be gifted to the person they chose to give their pebble to earlier in the sequence.					



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 use their own words and newly introduced vocabulary to describe Y2) To build noun phrases by joining pairs of adjectives using a comma	Based on their beach hunt finds (from the continuous provision), provide Reception children with a selection of adjectives to verbally describe the objects they have found. These could be placed onto labels for children to match to the items e.g. <table border="1"> <tr> <td>shiny</td><td>blue</td><td>sticky</td><td>old</td></tr> <tr> <td>crunchy</td><td>smooth</td><td>bumpy</td><td>green</td></tr> <tr> <td>brown</td><td>grey</td><td>small</td><td>long</td></tr> </table>	shiny	blue	sticky	old	crunchy	smooth	bumpy	green	brown	grey	small	long	Beach hunt: Create a beach scene on a Tuff Tray in the roleplay area for children to hunt through and find different beach-related treasures (shells, pebbles, sand, coins, seaweed, fossils, bark etc) using sieves, tweezers, spades, spoons etc. Ask children to be 'beachcombers' and sort through what they find into different buckets / containers and make labels for what they find.	Encourage Y2 children to select 2 adjectives to create expanded noun phrases using a comma for their labels. Where appropriate these could be extended further using 'with' e.g. <i>This is a round, smooth pebble.</i> <i>This is a shiny, smooth pebble with grey speckles.</i>
shiny	blue	sticky	old												
crunchy	smooth	bumpy	green												
brown	grey	small	long												
Session 2 YR) To write simple phrases and sentences that can be read by others Y2) To use a range of suffixes to write a thank you note	Ask Reception children what makes a good friend and collect their ideas onto a mindmap (e.g. playing games, talking, sharing toys, being kind). Model ideas for a thank you note to a friend using these ideas e.g. <i>Dear friend, Thank you for playing with me. Love from, X</i> Children to write their own thank you notes for a friend on letter paper with envelopes using the sentence stem 'Thank you for...' where necessary to start them off. Some may complete this using images or orally if needed, while others may be ready to apply phonic knowledge to encode their ideas.		In addition to the focus on the -ing suffix for Y1, support Y2 children further by exploring the use of the suffixes -ful and -less to create adjectives to include in their letters. You may wish to use a suffix spinners activity to support this, including examples of these in your model. Words could include: <i>thought, thank, grate, hope, wonder, clue</i> thoughtful less thankful less <i>NB keep these suffix spinner cards for later in the sequence.</i>												



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 3 YR) To write simple phrases and sentences that can be read by others Y2) To write a description using expanded noun phrases.	Children to write a simple label (caption or sentence) for their shoebox home / shelter on a tag or label e.g. <i>His bed / His blanket.</i>	Shelter building: Provide materials (boxes, cardboard, different fabrics etc) for children to create mini homes for their pebble / a selected treasure from the beach.	Challenge Y2 children to extend their speech bubbles to create more detailed descriptions of the homes they have created using expanded noun phrases and conjunctions to justify e.g. <i>I have made a safe home for you, Pebble! It has a soft, comfortable pillow so you can rest your head. There is a warm, cosy blanket to keep you warm in from the cold, winter air. Now you have a sheltered place to sleep at night!</i>
Session 4 YR) To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Y2) To ask questions using <i>would</i>, <i>should</i> and <i>could</i> and using multi-clause sentences	Give children the following question stems on sentence strips and ask them to complete the questions. These could be completed orally and scribed by an adult What...? When...? How...? Where...?		Children to ask questions to the little boy focusing on the sentence stems <i>would</i>, <i>could</i> and <i>should</i>. e.g. <i>Would you like to play? Could you tell me about your family?</i> Children who are able could also attempt to begin their sentences with a conjunction, e.g. <i>because</i> <i>Because you are alone, do you feel lonely?</i> <i>As you are sad, would you like a hug?</i> 
Session 5 YR) To spell words by identifying sounds in them and representing the sounds with a letter or letters Y2) To use a range of conjunctions to compare and explain (but, because, so)	Emotions match ups – provide children with emotions cards (faces etc) and support them to match up the emotions with the characters in the story. Give children pictures of relevant illustrations demonstrating the emotions and support them to write these down applying their respective phonic knowledge (whether this be initial sounds or further application of taught graphemes / digraphs) e.g. <i>Lubna is happy. Amir is sad. Daddy is excited.</i>	Puppet making: Provide children with materials to create puppets for the main characters in the story (e.g. Lubna, Daddy and Amir), for example using lollipop sticks and paper plates.	Provide Y2 children with the following conjunctions cards and challenge them to match / extend sentences using these: but and so because <i>Daddy was beaming because they had a new home.</i> <i>Daddy was excited about the new home but Lubna felt sad for Amir.</i> Some children may also be ready to use 'when' to join ideas, e.g. <i>Lubna felt sad when Amir was crying.</i> <i>Daddy was excited when they had a new home.</i>



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 6 YR) To spell words by identifying the sounds in them and representing the sounds with a letter or letters Y2) To use a range of sentence	Give children a selection of the following verbs and ask them to stick them to the beginning of a sentence strip or large piece of sugar paper and complete the advice sentence e.g. Give Pebble a hug. Give Read Draw Sing Play Talk	Small world: Give children small world props linked to the story (a pebble, a box, a boat) to allow them to retell the story of Lubna and Pebble using the props and puppets. 	Include a range of sentence types (questions, statements, exclamations and commands) in your model for children to identify and unpick. Challenge them to include their own in their advice letters e.g. Dear Amir, How are you feeling? How is everything going in the World of Tents? I know you might be sad that I have gone but don't worry! Pebble is a fantastic friend and can help you in lots of ways. Here are some things you can do to make you feel better. - Talk to Pebble about your worries. He is a brilliant listener. - Why not sing Pebble a song? He enjoys that. - Read Pebble a story and give him a cuddle. That will help you both feel safe. What an adventure you will have together! Love from Lubna x
Session 7 YR) To make use of props and materials when role playing characters in narratives and stories Y2) To create captions using contractions	In pairs or small groups, children to use the images and small world play from CP to orally retell the story so far. Children may benefit from having copies of the text and prompts to support their retelling as well as the puppets they have created.		Follow the suggested learning for Y1 but focus on the use of contractions to create their own sentences. Children could also search through the story in pairs to find other examples of contractions not mentioned in the whole class input and create their own banks of these. Provide Y2 children with the illustrations and contraction cards (but not the sentences) for children to create caption sentences of their own for each picture.



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions												
Session 8 YR) To write simple phrases and sentences that can be read by others Y2) To write detailed instructions using a range of sentence types and expanded noun phrases	Using the sentences created in Session 6, work in adult-led groups to create an advice leaflet for looking after Pebble. This could be done by re-reading the sentences created on the sentence strips together and deciding which order to put them in. <i>Draw him a smile. Sing him a song.</i>	Present wrapping station: Set up the roleplay area as a gift wrapping station with tags, sticky tape, string and brown / parcel paper so children can draw and design their own wrapping paper and use it to wrap up their chosen beach treasure or pebble, creating a label for who it is going to be given to.	Follow the suggested learning for Y1 but focus on revisiting skills from Session 6 regarding sentence types and expanded noun phrases from earlier in the Writing Root. You may wish to also include specific Y2 CEWs in your model (e.g. <i>kind, hold, beautiful, could, would, should, pass</i>) as well as simple adverbs to sequence. <i>This beautiful pebble is for you! I named him Rocky. I know he will be a good, kind friend to you and I hope he makes you happy. Would you like to find out how to look after him? There are a few things you need to do.</i> <i>1) First, draw a smiley face on your pebble to make sure he is happy. 2) Then, make a cosy, safe house for him in a box. How snug he will be!</i>												
Session 9 YR) To write simple phrases and sentences that can be read by others Y2) To write detailed instructions using a range of sentence types and expanded noun phrases	Model a simple opening or ending for children's leaflets, for them to use to create their own, applying their phonic knowledge, e.g.: <i>Please look after Pebble. / Have fun with Pebble. / Be kind to Pebble.</i>		Follow the suggested learning for Y1 by continuing to write / finish their leaflets to go in their shoeboxes, e.g.: <i>I hope you have lots of fun with your new friend Rocky. Now that you know how to look after him, you can start your exciting adventures! What fun you will have together! Don't forget to pass him on when someone else needs him. Who will it be next?</i>												
Session 10 YR) To write simple phrases and sentences that can be read by others Y2) To spell words containing the suffix -full and -less	Children to write a simple goodbye note to Pebble from Lubna. This could mirror the ideas from the friendship thank you notes they wrote earlier in the sequence and could be through scribing, drawing, completing sentence strips or applying phonic knowledge as appropriate for different children, e.g. <i>Dear Pebble,</i> <i>Thank you for playing with me. Have fun with your new friend.</i> <i>I will miss you.</i> <i>Love from Lubna x</i>		In addition to -ful and -less words from session 2, children can create further words to describe characters in the story. <table border="1"> <tbody> <tr> <td>thank</td><td>grate</td><td>care</td><td>play</td></tr> <tr> <td>hope</td><td>help</td><td>peace</td><td>wish</td></tr> <tr> <td>fear</td><td>joy</td><td>thought</td><td>cheer</td></tr> </tbody> </table> Also provide images of other characters in the story (e.g. Lubna and Daddy) and allow time for children to create adjectives with -ful and -less and match them to the relevant illustrations. Children could also extend ideas by justifying their choice of adjective with 'because' e.g. <i>Daddy was joyful because they found a new home.</i>	thank	grate	care	play	hope	help	peace	wish	fear	joy	thought	cheer
thank	grate	care	play												
hope	help	peace	wish												
fear	joy	thought	cheer												



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions															
Session 11 YR) To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Y2) To sequence and re-tell the key events from a story	Give children time to re-tell the story again using their props and puppets. Give children 6 illustrations from the story and ask them to sequence them in order. If time, children could stick these down and write words, captions or phrases for each. This could be done in groups or pairs as appropriate.	The Rock Shop: Set up the roleplay area as a 'rock shop' or 'beach shack' with till, coins, baskets, bags etc, and the collection of treasures found in the beach hunting activity from CP at the beginning of the sequence to allow children to roleplay buying treasures and beach-related objects from the shop. Provide clipboards and receipt paper for children to write down the items they buy and sell.	Provide Y2 children with only some of the sequenced sentences from the resources, replacing some of them with blank strips instead. Children can then sequence the completed ones and fill in the missing gaps with their own captions (either in pairs or independently) to retell the story.															
Session 12 YR) To write simple phrases and sentences that can be read by others Y2) To plan the key events in an own-version narrative using past tense verbs	Over the next four sessions, we would recommend working with the YR children in two smaller groups, those who are not working with the teacher can be taking part in the continuous provision activity. Children to ideally work in small groups with an adult to write the beginning of Lubna and Pebble, perhaps with their own name in place of Lubna. This could take place as a shared piece scribed by the teacher, using children's orally rehearsed ideas, or with children writing independently. Follow the same basic structure as from the whole class session, but use the sequenced illustrations from session 12 to create mini story books as you go along.		Follow the suggested learning for Y1 but allow children time to explore which verbs are regular and which are irregular before using these to help them plan. Children could place these into a table to support them e.g. <table border="1"><thead><tr><th>Present tense</th><th>Regular + ed</th><th>Irregular</th></tr></thead><tbody><tr><td>find</td><td></td><td>found</td></tr><tr><td>laugh</td><td>laughed</td><td></td></tr><tr><td>play</td><td>played</td><td></td></tr><tr><td>draw</td><td></td><td>drew</td></tr></tbody></table> Children should be encouraged to substitute aspects of the narrative (e.g. characters, setting, object) as appropriate to make the version their own.	Present tense	Regular + ed	Irregular	find		found	laugh	laughed		play	played		draw		drew
Present tense	Regular + ed		Irregular															
find			found															
laugh	laughed																	
play	played																	
draw		drew																
Session 13 YR) To write simple phrases and sentences that can be read by others Y2) To use deetailed description to create the opening to an own-version narrative.	Repeat session 12 for alternative group.	Follow the suggested learning for Y1 but ensure those specific Y2 skills taught throughout the sequence are included throughout (e.g. expanded noun phrases, conjunctions, sentence types, adjectives using suffixes) e.g. <i>Zachary's best friend was a beautiful, shimmering shell with colourful speckles. He found it washed up on the cold, pebbled beach one day between the stones and he named her Sammy. He drew a smiley face onto Sammy so she'd always be happy...</i>																



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 14 YR) To write simple phrases and sentences that can be read by others Y2) To apply taught skills to create an own-version narrative	Children to write the final part of their Lubna and Pebble stories, continuing the small group work and either writing independently or having their ideas scribed by the teacher.		Children to continue writing their own version narratives. Remind children of specific resourcing created and used during the sequence (e.g. verb tables for past tense and suffix fixers) to encourage them to use these in their narratives.
Session 15 YR) To write simple phrases and sentences that can be read by others Y2) To apply taught skills to create an own-version narrative. (To begin to use inverted commas for speech)	Repeat session 14 for alternative group.		Children to write the ending to their version of the story where the object is regifted to someone more in need of it. Encourage them to include questions, statements and commands where appropriate. Once completed, when Y1s are exploring speech bubbles for the 'hello / goodbye' ending, this could be a good opportunity to introduce the concept of inverted commas and explore this with Y2 children. Model popping the speech bubble and adding the inverted commas around the speech so that it mirrors the last two pages of the book e.g. <i>"Goodbye Shelly," said Zachary.</i> <i>"Hello, Shelly," said Saffi.</i>



Glossary

Working Wall – This is an ongoing display inside the classroom, where the process of writing is demonstrated. Written examples and visuals are added as they are taught, and these are consistently referenced by teachers (during the modelling process) and children (during the writing process). The working wall often reflects the different parts of the planning process.

Talk to the Hand – Children use the 6 main question stems (who, what, when, where, why and which) to ask questions about a story, setting or character. Alternatively, they use the question stems does, is, could, would, should and how. These can be used to ask predictive questions about a text.

Book Talk – ‘Book-talk’ is about the ability to talk about books. Children develop the confidence to offer their ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepen their understanding, shift their ideas, think together as a group and move comprehension forwards.

Grammar Splat – Children use the text to identify words within 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. This can be displayed on the working wall.

Bare-bones – This resource is used to identify the main elements of the narrative, record events in boxes and sequence them in order. This can be used as a basis for children’s own planning.

Talking Partners – This is a technique usually used in whole-class teaching. Each child works with a partner with whom they feel comfortable to share ideas, opinions and planning, before feeding back to the class.

Suffix Fixers / Spinning Suffixes – Children explore the effect of adding different suffixes to a root word. A root word is written on a piece of card and attached with a split pin to a second piece of card displaying two suffixes. When the suffix is turned, it makes a new word.

Character Splat – Using retrieval and inference skills, children identify key characteristics of main characters. An image of the character is stuck into the middle of a page and children record pertinent adjectives around the character using evidence from the text to support.

Lucky Dip Descriptions – Used to create simple noun phrases. Children are provided with banks of adjectives and nouns which they select from to create noun phrases. Some children could select two adjectives to be separated with a comma, e.g. the blue, cloudless sky.

Contraction action – Children make flip books to reinforce their understanding of contractions, recording the two original words on the outer flaps and the contracted word to be ‘revealed’ on the inside.

On the Dot or Not - This is a variation of the Zone of Relevance resource for younger children. It is designed to develop vocabulary by providing children with a range of adjectives which they can arrange ‘on the dot’ depending on their relevance to a setting, character or story theme.

Independent Writing – Children write independently following the teacher input. Before writing, children are reminded of the specific writing focus and given models of quality examples, including those developed in class. The working wall can provide prompts for writing and be used to display examples of children’s work. Some children may still require support during independent writing.

Teacher-in-Role – The teacher takes on the role of a character from the text. Children ask the character questions, and the teacher responds in role. This technique can be used to explore the thoughts, motivations and responses of a character and can be the starting point for children writing in role.



Glossary

Writing-in-Role – Whilst in role, the teacher models writing as a character from the story, using the first person and in the character's 'voice'. They can include the character's thoughts and feelings and ask questions about events that have happened.

Editing and Improving – An important part of the writing process where children develop their checking and revising skills. Teachers can show examples to the whole class and the process of editing can be modelled 'live' in front of children, focusing on a specific objective, and making changes to improve the quality and consistency of the writing. Children can use a different colour to make improvements to their own writing.

Publishing – At the end of the writing process, and after editing, children can create a final version of their work for display. Decisions can be made with children about the best ways to publish their writing, for example as a leaflet, a newspaper article (in columns, with headline and images), as a book or class book etc. Published work could be performed for an audience or recorded. Appropriate materials should be provided, e.g. coloured pens, paper, card, props or recording equipment.

Instant Publishing – Happens within the writing process and provides immediate context for children's writing 'in the moment'. For example, an urgent email or a letter; a diary entry about an event that has happened; or a missing poster to find someone quickly. Appropriate materials should be provided to make writing feel authentic, e.g. airmail paper, poster paper and pens, postcards etc. Writing can be displayed or stuck straight into children's books.

Shared writing (may refer to):

Modelled Writing – The teacher demonstrates the writing process by explaining and talking aloud as they write, focusing on including new and difficult aspects of writing; transforming the plan into writing; rehearsing, evaluating and rereading; and referring to checklists, scaffolds and models.

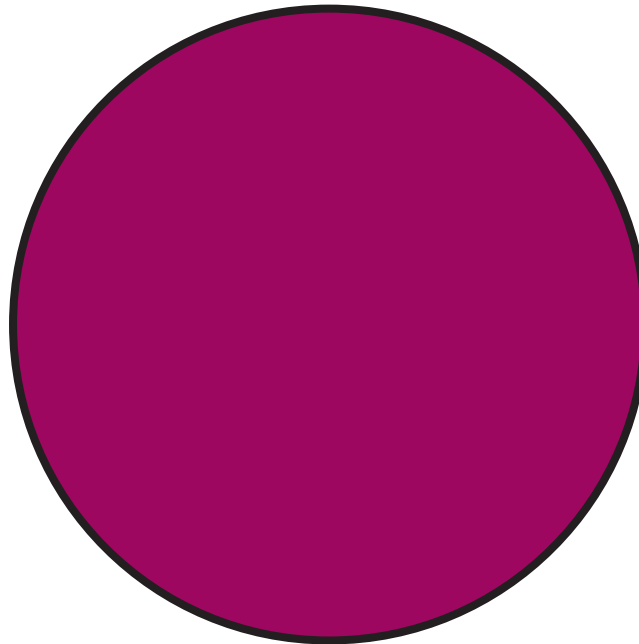
Teacher as Scribe – Children offer their suggestions to the teacher who takes on the role as editor and scribe. The focus remains clearly on the objective and children should be encouraged to rehearse sentences and reconsider weak suggestions before offering them to the class. The teacher should maintain a lively pace and interactive teaching style throughout.

Supported Writing – Children practice trying out words, sentences or paragraphs on whiteboards. This could be during whole class or group work and a range of strategies such as writing partners, working from a model text, using writing frames, paragraph pointers or sentence prompts can be used.



On the dot or not?

shiny	smooth	round
grey	pointy	black
white	rough	enormous
small	jagged	beautiful



Grammar splats

Noun

A noun is a word that refers to somebody or something.

Names of people and places are called Proper Nouns

In the sentence '*My older sister won some money in a competition*', '*sister*', '*money*' and '*competition*' are nouns.

Adverb

Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence.

They are sometimes (but not always) 'ly' words.

In the sentence, '*I really enjoyed the party*', '*really*' is an adverb.

Verb

A verb is a word that expresses an action, a happening, a process or a state.

Some people think of it as a 'doing' or 'being' word.

In the sentence, '*Mark is tired and wants to go to bed*', '*is*', '*wants*' and '*go*' are verbs.

Adjective

An adjective is a word that describes a noun (somebody or something).

Old, blue, busy, careful and horrible are all adjectives.

Adjectives either come before a noun, or after verbs.



Lucky dip descriptions

warm

cosy

snuggly

safe

dry

comfy

bed

home

shelter

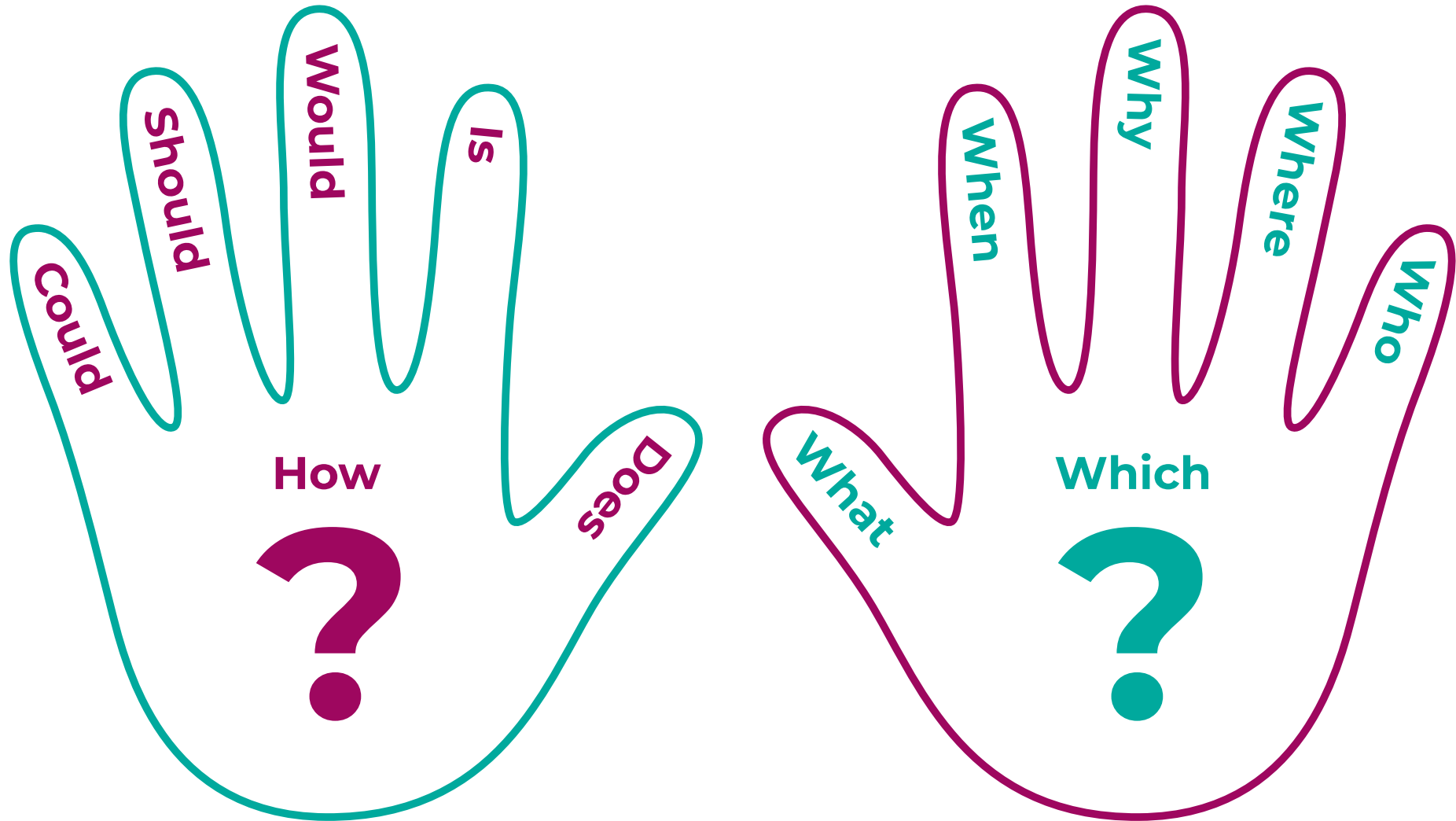
house

blanket

pillow



Talk to the hand



Prefix pickers

un **kind**

un **safe**

un **happy**

un **true**

un **friendly**

un **fair**



Amir's adjectives

Before

After

happy	unhappy	safe	unsafe
sad	worried	scared	playful
thankful	lonely	cheerful	loved



Sequencing sentences

Lubna found a pebble on the beach.



Lubna drew a face on her pebble.



Lubna told Pebble stories about her home and they became friends.



Winter came. Daddy found a shoebox to keep Pebble warm.



Amir arrived. He was sad and lonely.



Amir and Lubna became friends.



Lubna and Daddy found a new home and had to leave.



Amir was sad Lubna was leaving.



Lubna gave Pebble to Amir.

One day

Soon

Next

Later

Then

Eventually



Suffix fixers

open ed

play ed

clutch ed

talk ed

ask ed

listen ed

whisper ed

sigh ed

arrive ed

smile ed



Storyboard plan

1.	2.	3.	4.
5.	6.	7.	8.

