Literacy planning
Naughty Bus (Reception)

Literacy planning should follow this format. You should begin the unit with the Literacy Tree Wow starter session 1. There does not need to be anything written for this session. Take photos and gather the children's thoughts.
During week 1 and 2 of the unit, the lessons should focus on drawing and labelling based activities. After that, you should adapt the planning as suggested below if this will work for your class. Changes can be made as necessary.

Week	Activity
1	Session 1 Session 1 on Literacy Tree – WOW Reading the text: Before reading, wrap a toy bus up in purple paper like the first picture within the book. Ask children to guess what this could be. Open the bus and tell children that this present could be the start of an adventure. Take responses from questions such as - Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus? Session 2 Sing 'The Wheels on the Bus' to reinforce vocabulary around buses. Set up a bus stop in the role play are with a bus stop sign, seats under a shelter (if possible), 'bus stop' signage on the floor. Other elements could include timetables, coins, bags, umbrellas, bus driver uniforms etc Session 3 Draw the bus. Create CVC labels for an image of a bus: these could be using any graphemes the children know to write e.g. door wheels windows driver Labels could also be used for the role play area: bus stop, shelter etc.

2	<u>Session 1</u> Children to think about somewhere the bus might stop. What might they see? Where might they visit? Draw and label the place they visit. <u>Session 2</u> Who might we see on the bus? Children to draw a passenger and write words to describe them e.g. tall, kind. <u>Session 3</u> Draw a map for the bus to follow. Label the places using initial sounds and model CVVC words- where appropriate e.g. town, street, road, tree.
3	<u>Session 1</u> Share the story up to 'When I'm full up'. Orally rehearse giving commands to Naughty Bus. Children can stand up and point their fingers as if they are telling Naughty Bus off! TA to scribe children's sentences. Children record command sentences: Slow down! Drive safely. Ext: Children to create signs with CVC words/ initial sounds (if appropriate for level of class) <u>Session 2</u> Read the story and discuss the key events in the adventure story. Can children sequence 5 key events from the story and orally compose a sentence to represent the key adventures. Children can draw the 3 key events, beginning, middle and end. Shared write CVC words linked to this event. <u>Session 3</u> Recall the sequence of events. Discuss where the problem happened within his adventure- he fell into the pond. Children to create this scene using various artwork- drawing, collage, paint. Children to create this. Children to label CVC/ initial sounds on their pond setting.

4	<u>Session 1</u> Session 7 on Literacy Tree unit mixed planning suggestions. Have a range of small world toys available for children to continue re-telling the story of Naughty Bus on their own or in small groups. Encourage children to think beyond the book and into the classroom. What else could Naughty Bus have got up to in our classroom. Shared write record key words and phrases for where the bus visited e.g. he went to space, he went to bed, he went for a wash. <u>Session 2</u> Children to create their own bus pass to go onto their bus adventure. Children to have paper, string, photos, children to write their name. Children role play using their bus and express where they would like to go on their bus around the classroom. <u>Session 3</u> Imagine they go on an adventure on their bus using their bus pass but their bus does naughty things. Session 8 on Literacy Tree unit mixed planning suggestions. Adult to take the bus around the school and take photos of the bus doing naughty things e.g. rubbish on the bench, run in class, knock down toys. (think of places that children can write next week…e.g grass, sand, cup, log, bin,) Children to write CVC words of where he went on his adventure as a shared write.
5	<u>Session 1</u> Assessment write prep: Children to work in groups to sequence 3 photos of the naughty things that the bus did in the story. Children to cut and stick photos in order. <u>Session 2</u> Assessment writing – Children to write CVC/ CVVC words linked to yesterday bus adventure – next to the 3 photos. Ext to any high achievers- write caption. The bus fell. The bus