

Oracy, language development and structured story time plan with provision

We're Going to Find the Monster!



Key Vocabulary	
grumpy snappy prickly shimmering soothe fearsome crept slunk disturb foamy fiend relaxing lair snatched exactly	
Questions to check for language development and understanding	
<p>Reporting: What do you see on this page? Describe this (huge, high, pointy mountain) Elaborate. What happened when they woke up the monster? Sequence. What journey did Charlie and Eddie go on?</p> <p>Towards logical reasoning: How did Charlie and Eddie spend the 10 minutes before breakfast time? How did Dad stop Marcus tickling his brother and sister? What problems did Charlie and Eddie have on their journey?</p> <p>Predicting: How else could they have hidden/escaped? If the fearsome, fierce tiger noticed Eddie and Charlie, what could have happened? How did they feel?</p> <p>Projecting: How did the monster feel when he was woken up? If you were Dad, how would you have stopped the monster? What adventures have you been on?</p> <p>Imagining: Using puppets, characters or a phone or walkie talkie, or the small world area. Act out, sequence, sensory story, bring the story to life outdoors.</p>	

Lesson 1	
Learning objective	Understand how to listen carefully and why listening is important. Engage in nonfiction books.
Vocabulary	Explore / explorer Map
Oracy	Pupils come into the setting and find a rucksack in the middle of the floor. Ask the children to sit in a circle and slowly open the rucksack and pull out the items one at a time. Inside: <u>saucepan</u> , <u>wooden spoon</u> , <u>red cape</u> , <u>saucepan lid</u> , <u>pilot hat</u> and <u>goggles</u> (or similar adventure wear). Introduce any unknown vocabulary and predict who left the rucksack and why. Finally, pull out a hand drawn map of either your setting or the local area. Lead the children to decide that the person who left the rucksack was an explorer and decide to



	follow the map (could be a local area walk or just around the room). Find the book as a result of following the map
Reading the text Questions to check for language development and understanding	Show children the front cover. Point out the title and authors. Reporting: What different places can you see on the front? Predicting: Where do you think the children are exploring? Projecting: Which place would you like to go to and why?
Activity	Pupils to draw their own map or picture of somewhere they would like to go. They talk about their picture with an adult. Some reception children may label their drawing with their name or attempt to use some of their print and letter knowledge in their early writing.
Lesson 2	
Learning objective	Engage in storytimes. Understand how to listen carefully and why listening is important. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly.
Vocabulary	
Oracy Questions to check for language development and understanding	Print the first letter from the resources and place in an envelope. On the envelope draw a small monster shaped footprint. Open the book to the first page and have the letter fall out addressed to the class. Reporting: <i>Who could the letter be from?</i> Towards logical reasoning: <i>How do you know?</i> Read the letter to the class. Shall we help them? Reporting: <i>Can you remember what they have already?</i> (saucepan, lid, wooden spoon, cape) Projecting: <i>Why did they choose these things? How are they helpful?</i> Make a list of ideas together as a class with teacher as scribe. Teacher to model words when scribing and ask children to copy e.g. bag, net, bait, torch
Reading the text	Promote discussion and vocabulary as above. Encourage children to use the word 'because' to explain why they would choose an item e.g. "a torch because it might be dark"
Activity	Children to draw a picture of 1-3 things they think the children need and label if they can. Adult to scribe their reasons if needed.
PSED link / extra lesson:	Discuss similarities and differences between themselves and others:



	The children may notice that Charlie has a skin condition called vitiligo. You can discover more about vitiligo here: Home - The Vitiligo Society
Lesson 3	
Learning objective	Understand how to listen carefully and why listening is important. Learn new vocabulary.
Vocabulary	grumpy, hungry, snappy and prickly.
Oracy Questions to check for language development and understanding	Read up until page three “...And off they went. We’re going to find the monster!” Pick out the adjectives on the second page; grumpy, hungry, snappy and prickly. Predicting: <i>What kind of monster are the children looking for? What does it look like? Sound like? Feel like?</i> Act out being a monster who is grumpy. What kind of face might it have? Repeat for hungry. Focus on the words ‘prickly’ and ‘snappy’. What does prickly mean? Does the monster have prickles? Explain that this can also describe someone who gets cross easily. Repeat for snappy and explain it means something similar.
Reading the text	Adult to read and children to sort the list of adjectives into things that describe what a monster looks like and what is their personality.
Activity	Children to create their own monster ✍ Ensure various resources are set up for pupils to create monsters in different ways e.g. dough, paint, drawing, transient art, on the light panel. Some pupils may want to label their monster.
Lesson 4	
Learning objective	Understand how to listen carefully and why listening is important Learn new vocabulary Engage in nonfiction books
Vocabulary	
Oracy Questions to check for language development and understanding	Read the next four pages. Reporting Where are the children now? Towards logical reasoning How did they get there? Point to the pictures of the children on these pages. Projecting How are they feeling? How do know?



Reading the text	Show the exclamation marks and explain that these mean we need to read the text with expression. Model reading 'Look out!' and ask the children to repeat using the same expression. Do the same with 'There's a whale!', 'No problem!' and 'We're going to find the monster!'
Activity	In a small adult led group, share a non-fiction book about penguins. Adult to model reading the text with their finger, moving from left to right and from top to bottom.
Lesson 5	
Learning objective	Spell words by identifying the sounds and then writing the sound with letter/s Read individual letters by saying the sounds for them Blend sounds into words
Vocabulary	Shimmering Huge, high
Oracy	Discuss the meaning of the vocabulary
Reading the text Questions to check for language development and understanding	Read the next four pages up to 'Over the shimmering ocean...up the huge, high mountain... We're going to find the monster!' What song do you think the children sang to the wolf? Practice and learn familiar nursery rhymes and songs which could be sang to the wolf to soothe it.
Activity	Sing the song 'Old MacDonald Had a Farm' but when it is the time to say an animal, the adult segments words for children to blend e.g. pig, duck, cat, dog. Practice segmenting the sounds together. Depending on your where the children are with your phonics programme, make the words with magnetic letters or write the words.
Lesson 6	
Learning objective	Understand how to listen carefully and why listening is important ☑ Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Vocabulary	Fearsome



Oracy Questions to check for language development and understanding	Read the next three pages until “...Phew! That was close!” Projecting How do the children feel in the jungle? How do you know? Revisit the use of exclamation marks in the text. Can the children remember how to read “Look out!” with expression? Model reading “Phew! That was close!” with a relieved voice and ask the children to repeat using the same expression. Look closely at the picture of the tiger. Model your thinking out loud with the children. Towards logical reasoning “I can see a ball of string; would a real tiger have a ball of string? Would plants in the jungle be in pots?” Discuss where the children think the characters really are.
Reading the text	Show a small group of children the next page which contains a map of the journey so far. Retell the story together. Children to work in small groups to create a story map of the journey so far. Encourage them to use some of the language from the story when retelling. Add labels together using known sounds from your school’s phonics programme
Activity	All children to work in small groups with an adult – rotate groups. Take images of pupils and print them onto laminated cards (Mini me’s) Set up a small world tray for pupils to act out the story so far and prompt them to get in role as the children.
Lesson 7	
Learning objective	Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Read individual letters by saying the sounds for them. Blend sounds into words
Vocabulary	
Oracy Questions to check for language development and understanding	Read the next two pages where the children float in bubbles. Read up to ‘...We’re going to find the monster.’ Model reading the repetitive language and final sentence with expression and ask the children to repeat. Model your thinking out loud with the children. “I can see bubbles and someone wearing a bath hat. Predicting What other clues tell you they are in the bath? I wonder who is relaxing in the bath? How do I know they are trying to relax?” Discuss where the children think the character are on these pages, “Did they ever leave home?”
Reading the text	As above




Activity	<p>Explain that there are bubbles hiding all around the setting to find and return to the carpet. The bubbles contain the sounds that have been taught so far according to your school's phonics programme. Use the bubbles to create CVC words by segmenting to spell and blending to read (see resources).</p> <p>Following this activity, have smaller group sessions supporting the development of phonic skills. Link these activities to the sounds and skills that have been taught so far in phonics. 1. Give pupils objects or pictures that rhyme and ask them to match two or three. 2. Play odd one out – have images of items that begin with the same sound and one image of an item that doesn't. 3. Using images of items, orally segment the sounds and pupils point to/get the correct item.</p>
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Lesson 8	
Learning objective	Blend sounds into words ☑ Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Vocabulary	Smelly, messy, scary
Oracy Questions to check for language development and understanding	Read on up to, 'and there is was....the MONSTER!' Predicting Who do you think the monster is? Where is he? Can you remember why they have been sent to find him?
Reading the text	In groups, look at images of their brother's bedroom. Discuss how they describe it (smelly, messy and scary). What can you see that fits those descriptions in the picture? (smelly socks, open drawers, piles on the floor, a skull)
Activity	Model how to segment some of the words and use magnetic letters and boards to make these words e.g. sock, tin, cap, bag. Pupils who are beginning to hear subsequent sounds beyond the initial sound could be given images of the objects and CVC phoneme frames to support them to write the words (see resources).
Lesson 9	



Learning objective	Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Vocabulary	Sharp, spikes, scales
Oracy Questions to check for language development and understanding	Read on up to, 'TICKLE TIME!'. Model reading "RAAAARRGGHH!!" with expression. Why has the author used capital letters here? Re-read the page again, tracing the words with your finger and ask children to use their best monster voices to read along with you. Towards logical reasoning Is he a real monster? What is he wearing? Remind the children of the monster art they made earlier in the unit. Reporting Was your monster similar or different?
Reading the text	Create a list of as many words as you can come up with that describe the monster in the story e.g. green scales, yellow eyes, orange spikes, sharp teeth.
Activity	In groups, share the story of 'The Colour Monster' by Anna Llenas. Which colour are you feeling today? Why? What can we do if we are feeling blue or red? Children to colour a picture of a monster to identify a feeling and write a speech bubble to explain how they are feeling. Children can use initial sounds, words or even a simple phrase e.g. I am sad. depending on their progress in your phonics programme.
Lesson 10	
Learning objective	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Vocabulary	Snatched, healthy, unhealthy
Oracy Questions to check for language development and understanding	Finish the rest of the story. Talk out loud as you read sharing your thoughts and ask pupils questions to support understanding of what is happening. Projecting How did the children feel at the end of the story? Where were they? Was it really a wolf?
Reading the text	Match the places in the house to each adventure. As you turn the last page, let an envelope fall out addressed to the class. Inside the envelope is a letter from Marcus (see resources). The letter asks the



	children to draw a picture of their favourite breakfast. Model drawing breakfast items on an outline of a plate, using the ideas shared and label together, asking for support with initial sounds e.g. bacon, eggs, beans, sausages, pancakes.
Activity	Explain that healthy eating is an important way to look after yourself as well. Children to draw and label a healthy breakfast.
Lesson 11	
Learning objective	Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary
Vocabulary	
Oracy Questions to check for language development and understanding	Using the shortened version of the text (see resources) draw images to support oral retelling. These images could have been built up as the unit progressed alongside the floor map. 
Reading the text	As above
Activity	Use the images that you have drawn to orally retell the story, using actions to aid recall. Encourage children to use the new vocabulary they have learnt.
Lesson 12	
Learning objective	Engage in story times Understand how to listen carefully and why listening is important Learn new vocabulary
Vocabulary	Apply vocabulary learnt
Oracy Questions to check for language development and understanding	Sequence, section, share with a friend.

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Reading the text	Using between 3 and 5 images of the story- sequence the images and discuss what is happening in each part. Order the images in a timeline of events.
Activity	Model drawing images in boxes to represent each part of the story and write labels for each image.
Lesson 13, 14, 15	
Learning objective	Apply all Mastery and Gateway keys
Vocabulary	Apply all vocabulary learnt
Oracy Questions to check for language development and understanding	Use story images for pupils to join in with key events and phrases in a retelling of the story.
Reading the text	
Activity	Encourage the children to draw their own images depicting the main events of the story (between 3 and 5 images). Ask them to mark make next to each image explaining what is happening (if necessary, pupils could have a scribe to record their understanding of the story). Alternatively, use images from the text for pupils to label and re-tell from.

Literacy / Pathways to Writing Enhancement ideas
Tray: Orange and black rice with tigers and scoops
Drawing and following maps Tea stain and tear paper for children to make own maps.
Board games to encourage turn taking and following the rules
Make 2D and 3D shape monster pictures and models.

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Ice monsters

Water tray?



Go on a 'monster hunt' around the setting. Make a map of your hunt and label.

What could a monster look like? Move like? Create own monsters using a range of different resources.

- Draw a self-portrait or a family portrait.
- Use kitchen roll tubes to make binoculars to go on a 'monster hunt'.
- Make a papier mache/ junk model monster cave and use for small world play.
- Use instruments to add music when acting out the story.
- Print pictures from the book and match instruments to the scene. Then place the pictures in different orders so children can compose and play their own sequence of music.

Mobile writing stations or carriers e.g. bags, pringles tubes, baskets, clip boards etc. • Writing and mark making for a purpose – Plan, do and review linked with show and tell (how will you play with/use your item?) • Large rolls of paper rolled out onto the floor both inside and out. • Mark making under desks and straight onto work surfaces.

Invite parents to share photos of holidays

Make a monster in the play dough area – pipe cleaners, googly eyes, images from the story



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Zoo small world
Ice and arctic animals in the water tray
1. Give pupils objects or pictures that rhyme and ask them to match two or three. 2. Play odd one out – have images of items that begin with the same sound and one image of an item that doesn't. 3. Using images of items, orally segment the sounds and pupils point to/get the correct item.
Sellotape bubble wrap around the play dough rollers for printing. Explore bubble painting. Add washing up liquid to the water tray to create bubbles. (session 7)
Sort foods into groups; foods to eat everyday (healthy) and foods to eat sometimes (unhealthy). Make a healthy lunchbox together. Peel and chop fruits and vegetables with adult support. Grow cress or other foods together.
Nursery rhymes
Water tray – bubbles / pampering items
Water tray – whales, penguins, ice bergs
Small world scene from the story – laminae pictures / characters
Spoons with the characters on
Green material hanging over

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We're Going to Find the Monster!



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We're Going to Find the Monster!



Story map



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We're Going to Find the Monster!



Outdoor ideas
Torches
Den making
Costumes and capes
Chalk and paintbrushes – draw a monster
Place large hoops on the floor. Children to move around in different ways. Children can stand in the hoop if they have brother / sister/ brown hair/ pet etc. See how we all have similarities and differences to each other.
Children to sit in a circle. One child to sit in the middle wearing a blindfold with a noisy object (keys for example). Others to take turns to sneak up on the ‘monster’ without being caught. To catch them, the ‘monster’ points to where they think they can hear the noise. If they point to the right place, then that child sits down!
Create an obstacle course based on the story using a variety of equipment for the children to travel over, under and through.
Create a ‘monster’ lair using large sheets and boxes. Place torches inside for the children to explore light and dark.
What does an explorer need to go on an adventure? Pack a bag together. Discuss similarities and differences in the arctic, a mountain and a jungle adventure.
• Sensory play- explore the textures of ice/water, grass/ soil, bubbles and wind. Focus on how each feel and develop associated vocabulary
Create explorer bags
<u>Create your own monster</u> Using your cutting skills, choose which parts to add to your monster design.
The image is a worksheet titled 'BUILD YOUR OWN MONSTER'. It contains several cut-out shapes for a monster, including a large oval for a head, two circular eyes with pupils, a jagged mouth with teeth, and various shapes for limbs and tails. A small illustration of a completed monster is shown at the bottom right of the worksheet.

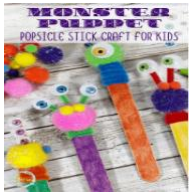
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Monster puppets

Using pom poms, lolly sticks and googly eyes, children to create their very own monster puppet.



Monster potions

