



Imitation Stage for Foundation Years

Key process	Key points	Comments
<ul style="list-style-type: none"> Initial assessment/ observation Select or adapt a model story text that will engage the children. 	<ul style="list-style-type: none"> Find out what the children can do – ask, “Can you tell me a story you know?” and “Can you tell me a new story?” Record and make transcripts as a baseline – repeat termly: Collect written samples/maps. From this, plan for groupings, class teaching and individual focus/targets. See the Story Bank and suggested picture books for retelling in the appendices to <i>Talk for Writing in the Early Years</i> Use the baseline to establish what language patterns to focus on, e.g. If the children are at the ‘and then’ stage, include alternative simple connectives to develop the children’s ability to link ideas, e.g. <i>once, who, one day, first, next, after that, unfortunately, luckily, so, finally.</i> 	
<ul style="list-style-type: none"> Start with a creative ‘hook’ Oral learning of model text – internalising language patterns Activities to deepen understanding 	<ul style="list-style-type: none"> Introduce the story with a creative hook, e.g. chasing a bear across the playground! Daily oral retellings of the story (whole class, groups & pairs). Use map and actions. Hand the story over. Daily activities to help children understand text, e.g. story play, drama, making porridge, building bridges, being trolls, etc. 	
<ul style="list-style-type: none"> Reading as a READER Reading as a WRITER 	<ul style="list-style-type: none"> Turn text into a big book and read – discuss vocabulary and comprehension. Look for and discuss the underlying pattern, main scenes and notice simple writing tools such as using a question mark. 	
<ul style="list-style-type: none"> Daily spelling and sentences 	<ul style="list-style-type: none"> Notice and practise spellings of common tricky words and sentence patterns needed to innovate. 	