



Invention Stage for Foundation Years

Key process	Key points	Comments
<ul style="list-style-type: none"> • Moving from telling to writing 	<ul style="list-style-type: none"> • Use playful situations to encourage children to revisit and develop known stories independently. • Ensure there's a listener for the inventions. • Model inventing stories – through play, storytelling, mapping and writing. 	
<ul style="list-style-type: none"> • After innovating, lead children into developing their own versions more independently 	<p>After Innovation:</p> <ul style="list-style-type: none"> • Model how to draw and retell another new version. • Model how to turn new version into writing, as appropriate; use shared/ guided recording/ writing. • Encourage children to increasingly draw on all the stories that they know. • Publish and celebrate inventions. 	
<ul style="list-style-type: none"> • Establish these 3 core practices: <ol style="list-style-type: none"> a. Daily play at invention. b. Daily opportunity for several children to have a story recorded and shared. c. Weekly class or group story 	<ul style="list-style-type: none"> • Daily opportunities for children to 'play' at inventing stories. Adults model making stories up through play. • Set up a permanent writing area for children to draw, record or write stories independently. • One or two children daily have their own story recorded and acted out. • Hold a weekly session where a group, or class, invent a story which is mapped or written down and made into a Big Book for future retelling and reading. Alternatively, daily add another section to an ongoing story that stretches over a week. 	
<ul style="list-style-type: none"> • Daily spelling and sentences 	<ul style="list-style-type: none"> • Maintain daily spelling and sentence games to secure tricky words and phonics for spelling as well as speaking in Standard English. 	