



A Literacy Tree Teaching Sequence for *The Bear Under the Stairs* by Helen Cooper

Text: Bear Under the Stairs		Main Outcomes: Narratives, Letters and Information writing	
Text genre/text type: Rhyming narrative		Recommended age: Y1/2	Duration: 3 weeks
Coverage from the new National Curriculum 2014		Prior learning	
The statements below are not 'single-lesson' objectives, but statements intended to be covered by the end of the year, phase or key stage. They will often be met in part and returned to across the year. Some of these statements will be covered implicitly through the teaching of other Reading and Writing objectives, tasks or activities.		Check that the children can already: <ul style="list-style-type: none">- caption using one word or a simple sentence- sequence events in a story using beginning, middle and end.	
Spoken language <ul style="list-style-type: none">- Use relevant strategies to build their vocabulary- Participate in discussions, presentations, performances, role play, improvisations and debates- Gain, maintain and monitor the interest of the listener(s)		Stage 1 Learning outcomes Children have retold the story. They will write letters from the main character to his friend and back again.	
Word reading <ul style="list-style-type: none">- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught		Stage 2: Children use the structure of the story to write their own narrative based on The Bear Under the Stairs.	
Reading Comprehension <ul style="list-style-type: none">- Learning to appreciate rhymes and poems, and to recite some by heart- Being encouraged to link what they read or hear read to their own experiences- Recognising and joining in with predictable phrases		Stage 3 Children will create a simple non-chronological report for William on bears and the facts .	
Writing Transcription (Spelling and Handwriting) <ul style="list-style-type: none">- Words containing each of the 40+ phonemes already taught- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones-Distinguishing between homophones and near-homophones		Overview and outcomes Children will look at the book <i>The Bear Under the Stairs</i> and use it as a model to write letters from the main character to the bear and back. Children write their own story of a child who is scared of something that might be in the house. Children will write a comparison between real bears and toy bears	
Vocabulary, Grammar and Punctuation <ul style="list-style-type: none">- Joining words and joining clauses using <i>and</i>- Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences			
Writing (composition) <ul style="list-style-type: none">- Re-reading what they have written to check that it makes sense-- Writing narratives about personal experiences and those of others (real and fictional)- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]			

Stage 1 (5 days) – Immersion and Engagement

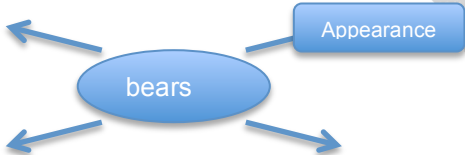
Learning Objective	Success Criteria	Whole Class (Including key questions/vocabulary)	Resources & ICT	Independent Work	Plenary (Including key questions)				
1) To identify the difference between a statement, a command, exclamation and a question	I can write questions about what I would like to find out	<p>Children arrive to see a furry/shaggy rug over a chair and some objects to make it look lumpy. On it has some signs – WARNING What's that in there? What a mess! How frightening! Don't stare... Could there be something under there? This doesn't belong here. This is the property of William. Who left this here? DON'T TOUCH. This is not real fur.</p> <p>Children sort the different signs into piles where there are labels for questions/statements/exclamations/command.</p>	Signs with various sentence types on there.	<p>Children to continue to write questions and statements about the shaggy rug/fur. Write them in books under the headings.</p> <table><tr><th>What we know</th><th>What we would like to know</th></tr><tr><td></td><td></td></tr></table>	What we know	What we would like to know			<p>Children to create some more commands as warnings on whiteboards on warning signs to go around the sign.</p> <p>What are the easy ways to identify the different sentence types? Use the punctuation!</p>
What we know	What we would like to know								
2) To identify what a homophone is and know how to apply one in context	I can choose the right word for the right sentence	<p>Today a suitcase arrives into the classroom with a jar of honey and a drawing and some crayons. There is also a note in there.</p> <p><i>There was once a bear who lived under the stairs - right there! If you listen at night then you still might hear the quiet sound of one creature and their breathing. If you're quite lucky you might see them, but never at daytime, when the sun is out!</i></p> <p>Highlighting Homophones Discuss what a funny word bear is. Do children know why? Tell them it is a homophone, which is a word which has two spellings with two meanings. Bear or bare? Children to listen to the letter again and identify what is the right homophone by picking the cards up.</p>	Suitcase, jar of honey, crayons, note with text on including homophones.	Choose a homophone from the table and write it into a sentence, ensuring they can apply the word in context. Children see how many sentences they can write in the time given.	Children work in pairs reading their sentences out with the other child identifying the right spelling.				
3) To write using a real experience	I can write about a real experience	<p>Read up to 'But he knew what he looked like...'</p> <p>Ask children, what things frighten you? Why? What do you think causes fear? What removes it? Are you more frightened of real things or of ideas? Is fear always a bad thing? Have you ever been scared of something and not told anyone? What of? Why didn't you tell anyone? Model writing –</p> <p><i>When I was scared of the dark space under my bed, I told my mum so that she could shine a torch under there.</i></p>	Sentence starters on card on tables	<p>Children to write about a time when they were scared and how they dealt with it. Give them the starters.</p> <p>When I was 5, I thought... But now I..... I used to be frightened of..... however now I am not because.....</p>	Have you ever been unsure as to whether something really happened or whether you dreamed it? How did you find whether it was real?				
4) To write a letter in role as a character	I can write a letter as another person	Read up to 'William by Bear'. What would you do if you were William? How would you be feeling now? Ask children to work in pairs, with one of them playing the role of William, and the other one playing the role of his friend asking him how he is feeling and why. Ask the friend to offer some advice to him. Model writing a letter from William to his friend.	Letter writing paper	Write letters from William to his friend. Encourage children to put questions into the letters, eg 'What should I do?' 'What would you do if you were me?'	<p>What features are essential in a letter? Who know their address? How do you set it out? Who knows the school address?</p> <p>Who has posted a letter before?</p>				

5) To write in role and create a reply to a previous letter	I can write a reply to a letter	<p>Share some of the letters from the previous day. Look at the punctuation used, especially after questions or statements made. What would you have done in William's situation, if you thought there might be a bear under the stairs? If I had seen a bear under the stairs I would have...</p> <p>Model writing a reply to the letter. Dear William, Please don't worry. Sometimes I believe that there is a monster lurking in my wardrobe, but when my mum opens it, there's nothing there – just a suitcase and a pile of jumpers.</p>	Letter writing paper	Children write letters back to William from his friend after covering up your own modelled writing when it has been read through.	What different ways can you sign off a letter? Yours faithfully, Yours sincerely, Lots of love, love from etc Which sign off do you use and when?
6) To retell a known story using full sentences	I can retell a story in my own words, with sentences that have capital letters and full stops.	<p>Recap on events and then read story to the end. Did it end as predicted? See if children notice that the bear is actually standing behind the door. Do they believe he is still there or that he has gone? Was the bear ever there or were all the pictures of the bear in William's head? Ask children to retell the story to each other using the sentence starters. William was scared of the bear...It was all because...So.... And when no one was watching...Every day...After a while...But... Then.....</p>	Pictures from the book.	Children to retell the story of The Bear Under the Stairs in their own words. Use pictures to sequence the events on tables so that they have a sense of order. Emphasise the need to have a capital letter and a full stop for sentences that are statements, but they can use exclamation marks for exclamations.	Share some of the retellings. Explain to the children that they do not have to be exactly the same as Helen Cooper's as with many retold over the years stories there are variations.

Stage 2 (4 days) – Gathering Ideas

Learning Objective	Success Criteria	Whole Class (Including key questions/vocabulary)	Resources & ICT	Independent Work	Plenary (Including key questions)
7) To distinguish the different graphemes for the phoneme /air/	I can identify different spelling patterns for the same sound	Sorting Sounds Look back into the text and identify the rhyming patterns. Then look at the words with the /air/ phoneme and the different graphemes for it. Children sort words into ere, air, are, ear as and when they hear them and pick them out. What do you notice about the words? What other words could we add to these lists? hair/dare/care/fair/rare/stare/where Write on whiteboards or extra pieces of card.	Sorting grids or labels	Use sentences with graphemes in own writing to create sentences with rhyming patterns. eg - <i>I once saw a bear in his lair. Over there is a lovely chair.</i>	Share some of the sentences identifying the rhyming words within. Can children hold up signs with ere/ air/ are/ here according to the one they think has been used?
8) To plan a story with a similar theme	I can plan for longer writing to take place	Boxing up Recap on structure. Box up facts from the story. 1) Child thinks they see creature in house in a space 2) Child feeds the creature 3) Cupboard/wardrobe/under the bed space starts to smell 4) Parent goes to tackle creature and child sees nothing is there	Boxing up grids.	Each child to plan their story according the boxed up facts from the story.	Share variations in story structure.
9) To use a plan to create a story	I can use my plan to structure my writing	Use plan to model writing story. 'The Dread Under the Bed' <i>Beginning: Lynn was scared of shadows and shapes, and Lynn was scared of the dread that existed under the bed. It was all because one day she thought she'd seen a shadow monster, there, under the bed.</i> <i>Middle: Every day, Lynn gave the monster mash, monkey nuts and milkshake. She fed it pasta, peas and pickles. But she always kept her eyes shut tight, and jumped into bed quickly – Jump! Cover! Dream!</i>	Children to write on lines in their books	Give time for children to write own story, ensuring that they know we can write this over two days. Give children extra time and scaffolds as needed.	Discuss beginning, middles and ends with other known stories. How do you know how to end a story? How do we close events? Talk about how we need to resolve.
10) To continue to write a story and edit for improvements	I can create an ending for my story and improve where needed	Recap on yesterday and continue to write. Model writing end: <i>After a while there was a strange whiff, so Mum went to tackle the shadow monster that lurked in the creases of the shadows under the bed. With a torch in her hand, clutching Lynn's hand tight they shined it under and then they saw.... No shadow, no monster and no scare at all, but mouldy mash, manky milkshake and pungent pickles! So Mum and Lynn cleaned up. Then they went to buy a shadow puppet for Lynn, who was never scared of shadows, ever again.</i>		Allow children time to finish writing their story – this might require an extra session for some children.	Share stories and track back to the original story – what was the same and what was different? Tell children that we often borrow parts from stories to create our own.

Stage 3 (5 days) – Extended Written Outcome

Learning Objective	Success Criteria	Whole Class (Including key questions/vocabulary)	Resources & ICT	Independent Work	Plenary (Including key questions)
11) To distinguish between fact and fiction	I can sort statements into fact and fiction	<p>Fact and Fiction How much do we know about bears from the story? What do we know about bears from other stories? Have a selection of stories with bears in available.</p> <p>What have we learnt about appearance? What have we learnt about eating habits? What have we learnt about habitats? What have we learnt about baby bears?</p> <p>Which of these are fact and which are fiction?</p>	Stories with bears in.	Children to collect facts about bears from stories. Children to highlight which are fact and which are fiction and put them under the questions.	What makes a fact? How do we know facts are true? How can we prove them?
12) To use but to create an opposite	I can write sentences with but in	<p>Show children some additional facts about bears in real life to add to the facts taken from the fictional stories yesterday.</p> <p>Bears can run very fast. Bears can grow to 12 ft. Bears can be quite slow when they walk.</p> <p>Model putting two sentences together. <i>Bears can run very fast but they can be quite slow when they walk.</i></p>		Children use but to create a sentence with two coordinated facts. Children to continue creating them. Some children to coordinate using 'and' as well.	Share coordinated sentences. Could we use any other conjunctions to extend the sentences that we have?
13) To create a formal report using the features of an information text	I can write a report and set it out properly	<p>Model planning how to create a non-chronological report on bears, setting it out, using subheadings as below.</p> 		Children to plan to write report on bears – what will they have in each section? Children to start writing as soon as they have planned for one of the sections.	Identify on visualiser what features are used.
14) To write a section on one topic	I can create a group of sentences around a topic	<p>Sorting sentences – children to sort sentences into the sections defined in the previous lesson.</p> <p>Model writing up another section – What have we learnt about eating habits? Give children a wordbank to support and refer back to the sentences with facts from previous session. Ensure children can use and/or/but/ to join and coordinate sentences.</p>	Sentences on bears to sort	Children to continue to write another section on a different topic and then continue using plan to write. Encourage children to read back after every sentence to ensure it makes sense and that they have used punctuation.	Talk about paragraphs – why do authors use them? Tell children that each one is about a different topic in non-fiction but that they are all under one umbrella title.
15) To edit work for improvement	I can check that my work makes sense	Explain to the class that they have to give the reports to William on bears so that he knows that is unlikely for a bear to come into a house. Tell children that we will put them on display so that he can come and see them in our classroom.		Children to finish writing their reports on bears to give to William. Allow time for them to complete all sections. As they are editing, ensure that children have used accurate punctuation – refer back to work done on statements, commands, exclamations and questions and tell children they are writing statements so mostly they will just have a full stop at the end.	How can we give them to William? Shall we post them? What do we need to do?

Glossary:

Working Wall – An ongoing display inside the classroom, where the process of writing is demonstrated through the addition of examples of writing and visuals, to be referenced by both teachers (during the modelling process) and children (during the writing process). This often reflects the ‘stages’ of the teaching sequence.

Talking Partners – usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Shared Writing (may refer to):

Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children’s suggestions when necessary. Maintain pace.

Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.

Independent Writing – Children write with a greater degree of independence, although they may still use resources such as the working wall, vocabulary prompts or writing scaffolds to support where necessary.

Editing and Improving and Publishing – Use response partners to develop revising and checking. Show examples to the whole class so that children can talk about their writing, e.g. using visualiser. Pupils mark in a colour where they have used a feature and comment on success of writing. Decide how writing will be published.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, teacher models writing as a character from the text.