



A Story Sapling for Super Milly and the Super School Day by Stephanie Clarkson

Literary Theme: Talents & powers
Additional Theme(s): Friends & companionship

Text(s): Super Milly and the Super School Day by Stephanie Clarkson

Duration: 2+ weeks, 10+ sessions

Recommended Age: Reception in Spring Term 1



Text rationale: This text has strong links to PSHE with a story that shines a light on one of the most important superpowers of all – kindness. This text entertainingly opens up discussions with children about everyday superheroes, roles in the community and how to make a difference in our daily lives. The text and illustrations are lively and colourful. It also features a strong, positive female role model.



Outcomes: Notes of advice, a recount, name badges, a wanted poster, a first person retelling, a party invite

Main outcome: Alternative character version

Overview and outcomes of Reason to Write: In this ten-session Story Sapling, the children discover some superhero items left in their class then consider what the superhero that left them behind might look like. The text, *Super Milly and the Super School Day* is shared, notes of advice for the main character are written. The concept of qualities and positive traits such as kindness and generosity being super powers is explored, using these to write their own superhero name. The children create a job advert for a superhero and retell the story in the first person. Before writing their own superhero story featuring themselves as the main character.



A note on phonics and handwriting: This Story Sapling is designed to be adaptable for any phonics and handwriting programme. As such, progression of letter formation and knowledge of graphemes can be personalised to your setting's approach. We recommend that settings link phonics and handwriting into the Story Sapling as suits the cohort. Generic language around segmenting and blending is used throughout the Story Saplings. Children may be encouraged to sky write letters, stretch words to spell them and blend to read. There is also reference throughout to approaches like saying sentences and counting sounds or words within writing.

The Start with a Story Approach
is embedded in this Story Sapling as follows:

Readiness to write

Reasons to Write include notes to characters, name badges, invitations, a retelling and an own version narrative.

Song, rhythm and rhyme

Children sing known nursery rhymes such as Incy Wincy Spider as well as new songs to well known tunes.

Interactive reading

Children read and perform superhero sounds. They speak and act in role as characters to aid empathy and understanding.

Play

Invitations to Play include activities to inspire writing or mark making, gross and fine motor activities and a range of activities linked to other prime and specific areas.

Thematic link

Alongside the theme of Talents and Powers, links are also made to the theme of Friends and Companionship. There is a strong emphasis throughout on the power of kindness.

Discovery point

Children find a number of clothes and props left behind by a mystery superhero. They ask questions and explore who might have left them.

Linked language

Through the text, children use adjectives to describe positive personality traits, verbs to instruct, past tense verbs related to the routine of the day and language for questioning.





Coverage from September 2021 Statutory EYFS Framework

The statements below are not 'single-lesson' objectives, but statements intended to be covered by the end of the EYFS. They will often be met in part and returned to across the year and some will be covered implicitly through the teaching of other objectives, tasks, activities or continuous provision. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.



Prime Area: Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Specific Area: Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Prime Area: Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.



Specific Area: Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role-playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.





Specific Area: Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Prime Area: Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices from their teacher.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



Specific Area: Mathematics

ELG: Number

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts



Note about the use of this Story Sapling:

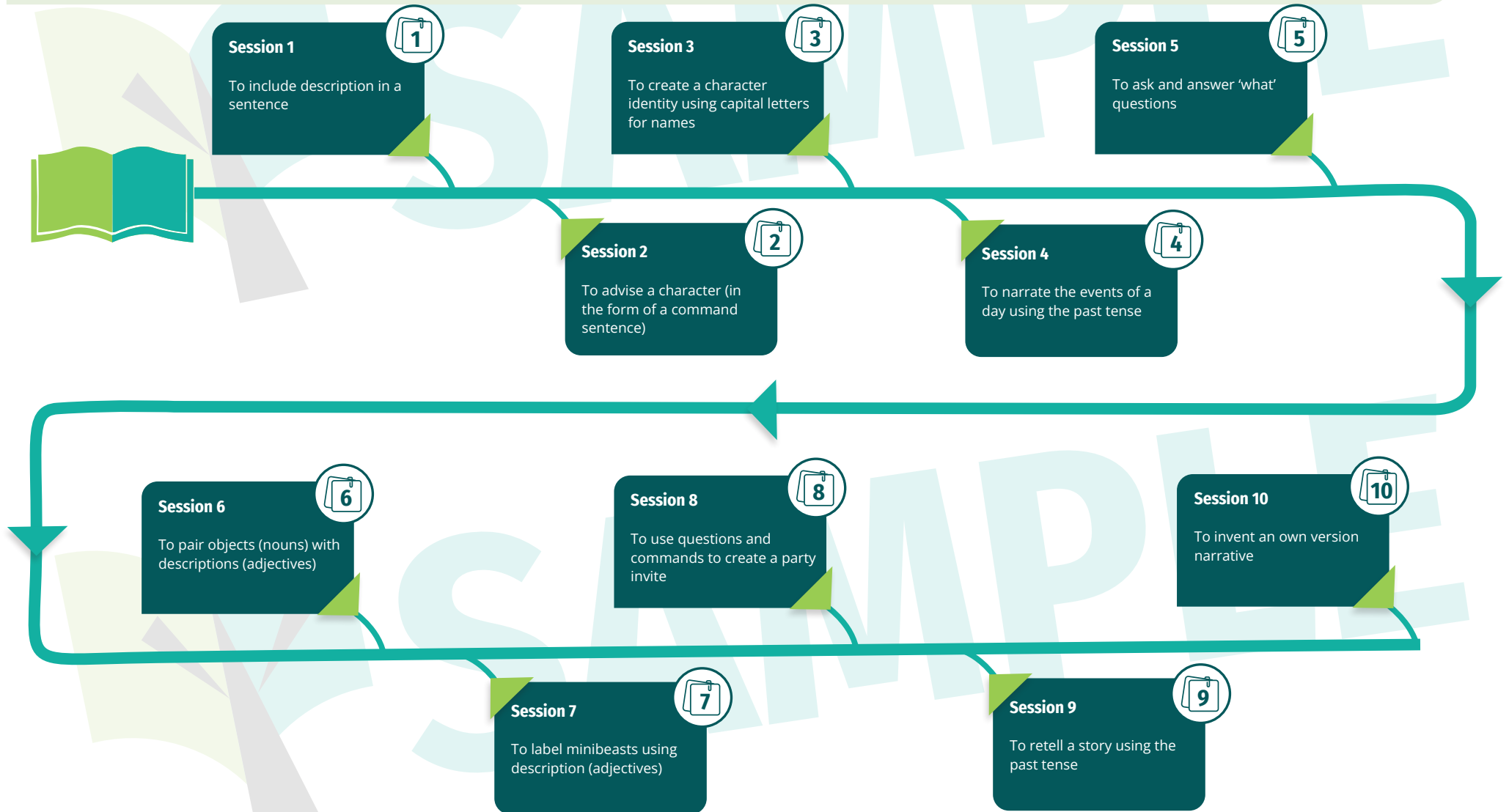
In the Start with a Story Approach, adults act as facilitators to immerse children in high-quality literature through a discovery point, interactive reading and thematic exploration. Interactive reading unlocks language, characters and scenarios for children and serves as a stepping stone to more formal comprehension. Beyond the Adult Led Learning, practitioners may wish to work with groups to engage in Talk, Explore, Create where children are invited to draw, make or act out, alongside questioning, sentence frames or discussion points that support them to incorporate story language and phraseology into their own activities. In some settings Talk, Explore, Create may lead children to a Reason to Write, where they will apply language and learning from the text exploration in order to produce writing using a variety of tools. For some children, the outcome will not be legible letters or words but marks or drawings to which they ascribe meaning as authors. Such contributions hold equal value as those that are legible without the child as interpreter. Song, Rhythm and Rhyme moments are included to be enjoyed at any point throughout the day. The Start with a Story Approach is considered to be a 'start', the hope is that children are inspired by the world within the story and equipped with new words, unlocking and extending play opportunities. For this reason, there are suggestions for enhanced provision, which link to the text, accompanied by suggested questioning.



Story Sapling Journey:

Note on this Story Sapling Journey:

This Story Sapling Journey provides a suggested route through this Story Sapling. For each session a learning goal is suggested. The learning goal may be linked to the Adult Led Learning, Talk, Explore, Create or Reason to Write. The learning goals below are suggestions only, for best practice practitioners are encouraged to develop individualised learning goals that take into account children's progress and their next steps. The learning goal is designed to be ongoing and exploratory, children may not master the goal within a single session but return to it over the course of the year. The terminology of some learning aims and that included within some sessions may go beyond the scope of the Early Years Framework, practitioners should use their discretion on whether to use this terminology with children.





Resources

Superhero props N.B. It would be useful to take photos of the children dressed as superheroes for later in the sequence

Talk to the hand
Superhero sound splats

Sentence strips

Song, Rhythm and Rhyme



Teach the following song to the tune of *Twinkle, Twinkle*. Add actions to match the words, think about incorporating large and small movements and crossing the midline.

*Superhero, bold and strong,
Wears a cape and sings this song.
Flying high up in the sky,
Helping people when they cry.
Superhero, bold and strong,
Saving people all day long.*

Reason to Write



Tell children that we are going to make a poster for the people that might have seen the superhero. First, children draw and label their superhero, as in Talk, Explore, Create on a large piece of paper, suitable for a poster. After they have drawn their superhero, model the question to the children – *Have you seen this superhero?* They may wish to add this or a similar question to the top of their poster. Below the question, model a sentence on a sentence strip that describes the superhero, show that you can add adjectives for extra detail.

He wears a cape and boots. → He wears a red cape and green boots.

If children are able, they may wish to write another sentence. Gather up the children's writing and either display them like wanted posters or tell the children we will take them to the headteacher, caretaker or other adult to get help.

Invitations to Play

Enhanced provision opportunities for this session are summarised below. Full details can be found in the Invitations to Play Overview at the end of the Story Sapling alongside suggested questioning.



Superhero sound splats

Draw and label a superhero



Superhero role-play with actions



Compare heroes

Adult Led Learning



Before the session, prepare some superhero props e.g. a cape, a badge, a mask, bright underpants. Around the items, add some **superhero sound splats**.

Children arrive in the classroom to find the items. Read the **superhero sound splats** in an expressive voice with an action e.g. punching the air, then encourage children to do the same. Draw attention to the fact that they are all capital letters and that this is ok because we read them loudly. You may wish to use the blank ones to add your own superhero sounds, in line with children's phonics level. Encourage children to ask questions about the items through modelling, you may wish to use **talk to the hand** to compose questions – *Who left these things? What did they do with this cape? Who might say 'BAM'?* Model sounding out and letter formation to write a label for each item, add these to the **working wall** e.g. *cape, mask, badge*.

Model orally answering some of the questions using full sentences: *I think it was a superhero because they left a red cape. I think they use the blue mask to hide who they are.* Tell the children we need to find the superhero and give them back their clothes. *How will we find them? Who could have seen them?* Suggest answers like a cleaner, the headteacher, another adult, older children. We need to draw a picture so people around the school know what the superhero looks like. Draw a superhero, wearing some of the props the children have seen. Label the items on the drawing, modelling how to use the labels from the **working wall**. Add the drawing with the labelled clothing to the **working wall**, this will be needed for the whole sequence.

Once you have used the props, move them to the role-play area, telling children you are putting them there so they can use them to dress-up and be superheroes.

Talk, Explore, Create



Tell the children we need to find the superhero that came to our classroom. Allow them time to explore the superhero props. *Can you show me what you think the superhero looks like?* Ask the children to draw their own superhero. They can use different colours from the props they originally found.

Encourage children to talk about their drawing: *What is your superhero wearing? What does her badge say? Why did you choose a green mask? What powers do you imagine your superhero would have?* Orally model responses such as: *My superhero has a pink mask. He is really brave.*

It may help to provide some of the images of the children dressed up as superheroes from within the text without showing the book.

If appropriate, children could use cut out words with picture aids to add the initial sounds e.g. *__ape*, *__ask* Children may be encouraged to add an adjective e.g. *red cape*. They could add these as labels to their drawing.



Invitations to Play Overview:

Each session of this Story Sapling includes three suggested moments of enhanced provision that link to prime and specific areas as well as a moment that is designed to take place in a writing area but could be set up anywhere there is access to tools for writing and mediums on which to write. The suggestions assume a set up for continuous provision that includes a writing area, role play area, creative arts area, reading area, construction area and some outdoor space. Many of these moments use resources detailed in the Reason to Write or Talk, Explore, Create portions of the Story Sapling.

The ideas laid out below are suggested alongside the relevant session number since they often link to specific parts of the Adult Led Learning in order to support the children to access the activities. For example, children may be role-playing an aspect of the story they have read during the Adult Led Learning or creating paintings like a character from the story. However, it is advised that practitioners select specific activities that feel most relevant to their cohort and explore them according to their own timescale. It is not assumed that all opportunities are explored. We encourage practitioners to read the overview and select a range of opportunities that they feel will most appeal to their children as well as supporting and challenging the cohort. Where appropriate, practitioners may provide additional adults with the Invitations to Play Overview, directing them to the suggested questioning. The use of suggested questioning, detailed below, supports children to attain the Early Learning Goals associated with Communication and Language.



Session	Writing Area	Personal, Social and Emotional Development	Physical Development	Mathematics	Understanding the World	Expressive Arts and Design
Session 1	<ul style="list-style-type: none"> Supply blank superhero sound splats or tools for drawing their own. Give children the opportunity to write their own superhero sound splats and act out their sounds. This could be in line with children's phonic development. Supply the materials to draw or label their own superheroes. It would also be good to offer children key vocabulary with picture prompts e.g. <i>cape, mask, boots, powers</i>. 		<ul style="list-style-type: none"> Having added the superhero props to the roleplay area, allow children time to dress up. Ask them to perform superhero actions such as flying and jumping. This could be extended into an outside area, where you might encourage additional fundamental movement skills such as crawling and rolling. 		<ul style="list-style-type: none"> Give children a variety of books with superheroes or images of well-known superheroes, also add real people from the past that may be considered heroes and children are familiar with such as Neil Armstrong or Mary Seacole. Ask children to compare the superheroes. They might be able to sort them into categories e.g. super strong heroes, people who help people, heroes that fly. You may offer sorting hoops to help. 	
Questions	<p><i>What words have you seen superheroes say in stories? What action do you think a superhero would make when they read that superhero sound? How do we read this grapheme?</i></p> <p><i>Why did you choose that colour for their mask? What powers do you think your superhero might have?</i></p>		<p><i>Can you make a superhero challenge for a friend? e.g. jump into and out of the hoop. Can you fly fast like a superhero? How high can a superhero jump? What might a super strong superhero be able to do? Can you crawl through the tunnel to rescue the cat?</i></p>		<p><i>How are these two similar or different? Which person do you think is the bravest? Which hero has the best powers? Who do you like the most and why? Which person helps the most people?</i></p>	

