

Imitation Phase Pedagogy

Key Process	Key Points	Input	Environment
Initial assessment and observation	<p>Find out what the children can do.</p> <p>Record and make transcripts as a baseline, repeat termly.</p> <p>Collect written samples/maps.</p> <p>From this, plan for groupings, class teaching and individual/focus targets.</p>	<p>Can you tell me a story you know?</p> <p>Can you tell me a new story?</p> <p>Model structure</p> <p>Discuss ideas</p>	<p>Text rich environment</p> <p>Book Corner</p> <p>Library</p>
Select or adapt a model story text that will engage the children.	<p>Use the baseline to establish what language patterns to focus on. For example, if the children are at the 'and then' stage, include alternative simple connectives to develop the children's ability to link ideas.</p>		
Start with a creative hook	<p>Introduce the story with a creative hook.</p>	<p>Surprise!</p> <p>Discussion and response to the creative hook</p>	<p>Role Play</p> <p>Props</p> <p>Writing area</p> <p>Technology – cameras</p>
Oral learning of the model text.	<p>Internalise language patterns.</p> <p>Daily oral re-tellings of the story (whole class, groups and pairs).</p> <p>Use map and actions.</p> <p>Hand the story over.</p>	<p>Modelling story maps, beginning, middle and end.</p> <p>Focus on language, sequencing words, adjectives and similes.</p> <p>Add actions.</p> <p>Repeat and embellish.</p>	<p>Small world</p> <p>Puppets</p> <p>Writing area</p>
Activities to deepen understanding.	<p>Daily activities to help children understand the text.</p>	<p>Guided Reading</p> <p>Drama</p>	<p>Story play</p> <p>Drama</p> <p>Cooking</p> <p>Construction</p> <p>Role Play</p> <p>Sand and water play</p> <p>Writing area</p>
Reading as a Reader	<p>Turn the text into a big book and read.</p> <p>Discuss vocabulary and comprehension.</p>	<p>Guided Reading</p> <p>Shared Reading</p>	<p>Book corner</p>

