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<th>Key process</th>
<th>Key points</th>
<th>Comments</th>
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| • Moving from telling to writing | • 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. |  |
| • After innovating, lead children into developing their own versions more independently | After Innovation:  
• 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. |  |
| • Establish these 3 core practices:  
  a. Daily play at invention.  
  b. Daily opportunity for several children to have a story recorded and shared.  
  c. Weekly class or group story | • 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. |  |
| • Daily spelling and sentences | • Maintain daily spelling and sentence games to secure tricky words and phonics for spelling as well as speaking in Standard English. |  |