

## Traction Man Meets TurboDog written and illustrated by Mini Grey (Red Fox)

In this second outing for Traction Man Mini Grey continues to extend and develop the use of comic book conventions, in terms of theme as well as page layout and use of speech balloons. In this superhero story, played out at ground level in house and garden, Traction Man's loyal pet Scrubbing Brush goes missing. Where can he be? And will new companion TurboDog be a hindrance or a help?

### Overall aims of this teaching sequence

- To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience
- To explore the story through play, role-play and storytelling
- To think about the story meanings conveyed in the illustrations
- To encourage collaborative narrative play
- To develop sustained story making and storytelling
- To enjoy listening to and using spoken and written language in play and learning

**This teaching sequence is designed for a Nursery or Reception class.**

#### Overview of this teaching sequence.

All of the Power of Pictures teaching sequences are aimed to develop an appreciation of art and picture books across age ranges. The sequence will have a strong emphasis on spending time exploring and responding to illustrations, drawing and illustrating as part of the writing process and will culminate in a bookmaking activity to exemplify the process of bookmaking and allow children to see themselves as authors. The work done in the sequence could be enhanced by having an author/illustrator work alongside children at some stage of the process.

#### Teaching Approaches

- Response to Illustration
- Reading Aloud
- Drawing and annotating characters
- Role on the Wall
- Role-Play
- Freeze-Frames
- Small World Play
- Illustration
- Improvisation
- Sketching Ideas

#### Writing Outcomes

- Writing in Role
- 'Lost' posters
- Letter writing
- List writing
- Book Making

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- Story Maps

### Other ideas to use across the curriculum:

#### Understanding the World:

- Use the sequence as an opportunity to explore different materials, comparing and contrasting the different materials the characters are made from.
- Allow children to explore materials using metal detectors in the outdoor space, this could be included in the search for Scrubbing Brush – consider why the metal detector was not helpful in finding him.
- Consider the working of TurboDog and other remote control toys, allow the children to explore remote control toys, learning how they work.
- Consider why TurboDog stopped working in the water. Discuss the danger of placing electronic toys or devices into water.
- Plan for a range of gardening activities, if possible set up a compost heap and explore what happens in the composting process.

#### PSED:

- Explore the idea of friendship, loyalty and helping others raised by the book.
- Talk about and explore feelings, using the feelings of the characters in the book as a starting point for talking about the children's own experiences and different feelings they have experienced.
- Talk about the special objects the children may have and how to look after and care for these.
- Consider how it feels to lose something special, if appropriate consider losing a pet and how to cope with the feelings this may cause the children to experience.

#### Expressive Arts and Design:

- Use a variety of media and techniques to represent and make own characters.
- Make props and settings to re-enact the story.
- You may want to look at artists who incorporate the comic style into their art, such as Pop Artist Roy Lichtenstein:
  - <http://kids1.tate.org.uk/blog/who-is-roy-lichtenstein/>
  - <http://www.tate.org.uk/art/artists/roy-lichtenstein-1508/>
  - <http://www.tate.org.uk/context-comment/video/tate-kids-presents-pop-art/>

#### Websites to support responses to art:

- The National Gallery has a range of online resources and programmes that allow young children to investigate paintings and engage in themes and characterisation interactively: <http://www.nationalgallery.org.uk/whats-on/sessions-for-under-5s/>
- The Tate Gallery has a useful online glossary: <http://www.tate.org.uk/learn/online-resources/glossary/>
- <http://kids.tate.org.uk/create/>
- The BBC has a range of videos which could support this learning: <http://www.bbc.co.uk/education/subjects/zn3rkqt/>

#### Physical Development:

- Use large and small equipment to explore adventures, journeys and travelling.

- Look at prepositions like: over, under, across, above, below, around and work out ways of travelling on equipment or around a space.

### Links to other texts and resources.

The Power of Pictures website: <https://www.clpe.org.uk/powerofpictures/about-power-pictures>

Mini Grey's Website: <http://minigrey.com>

#### **Other books by Mini Grey:**

*Traction Man is Here* by Mini Grey (Red Fox)  
*Traction Man and the Beach Odyssey* by Mini Grey (Red Fox)  
*The Adventures of the Dish and the Spoon* (Red Fox)  
*Toys in Space* (Red Fox)  
*Egg Drop* (Red Fox)  
*The Pea and the Princess* (Red Fox)  
*Biscuit Bear* (Red Fox)  
*Three by the Sea* (Red Fox)  
*Hermelin: The Detective Mouse* (Red Fox)

#### **Other books with similar themes, such as:**

*Dogger* by Shirley Hughes (Red Fox)  
*Knuffle Bunny* by Mo Willems (Walker)  
*That Rabbit Belongs to Emily Brown* by Cressida Cowell and Neal Layton (Hodder)  
*I Love You, Blue Kangaroo* by Emma Chichester Clark (HarperCollins)  
*Red Ted and the Lost Things* by Michael Rosen and by Joel Stewart (Walker)

#### **Websites to support understanding around picturebook creation:**

The Picturebook Makers blog gives lots of useful insights into the creative processes of a great number of author illustrators, including Power of Pictures partner Mini Grey:

<http://blog.picturebookmakers.com/post/120513251181/mini-grey>

#### **Books to support the introduction of graphic novels to young children:**

*There's a Shark in the Bath* by Sarah McIntyre (Scholastic)  
*Superkid* by Claire Freedman and Sarah McIntyre  
*Supertato* by Sue Hendra (Simon & Schuster)  
*Eliot, Midnight Superhero* by Anne Cottringer and Alex T Smith (Scholastic)  
*Super Daisy* by Kes Gray and Nick Sharratt (Red Fox)  
*There are cats in this book* by Viviane Schwarz (Walker)  
*There are no cats in this book* by Viviane Schwarz (Walker)  
*Is there a dog in this book?* by Viviane Schwarz (Walker)  
*The Astonishing Secret of Awesome Man* - Michael Chabon and Jake Parker (HarperCollins)  
*Father Christmas* by Raymond Briggs (Puffin)  
*Hoot Owl* by Sean Taylor and Jean Jullien (Walker)

See <https://www.clpe.org.uk/library-and-resources/booklists> for CLPE's list of Superhero picture books.

**Websites to support the introduction of graphic novels to young children and teacher subject knowledge:**

- <http://www.booktrust.org.uk/books/children/comics-and-graphic-novels/useful-links/>
- <http://www.booktrust.org.uk/programmes/primary/the-write-book/sarah-mcintyre-video/>
- <http://www.educationscotland.gov.uk/resources/g/graphicnovels/intro.asp/>
- <http://www.jabberworks.co.uk/my-comics/>
- <http://www.jabberworks.co.uk/theres-a-shark-in-the-bath/>
- <http://www.jabberworks.co.uk/superkid/>

Animations such as Paw Patrol, Octonauts, Dangermouse, Bananaman and Super Ted will support the learning in this sequence. The animations would allow you to consider the voice over and narration of the story.

- <http://www.bbc.co.uk/iplayer/cbeebies/episode/b06srg4/octonauts-octonauts-special-operation-deep-freeze/>
- <http://www.channel5.com/show/paw-patrol/>

**Before beginning this sequence:**

- Spend time exploring with the children the 'superhero' genre. Make available a range of related stories, information, comics, artefacts and appropriate websites. (See resources above)
- Consider with the children what makes a super hero special, what they do that makes them different from other people? How do they help people? What do they use their special powers for?
- Depending on the children's prior experiences you may want to make provision for the children to spend time looking at, discussing and exploring graphic texts in preparation for exploring this book in depth.
- In comic books and graphic texts, look at layout of text and image; explore narrative boxes, speech bubbles, thought bubbles and other ways to present text.
- If the children have not already read and enjoyed *Traction Man is Here*, read this aloud to the children and spend time enjoying the book. If you are a Power of Reading school there is also a sequence of work to accompany this book.
- Discuss and share Action Figures. Encourage the children to bring their own toys in from home including costumes and accessories. Consider how this can change the way the toy is presented and perceived.
- Within the writing area, provide prompts and writing materials to encourage independent and imaginative responses for example: drawing materials to make sketches of favourite superheroes or superhero adventures; pads to make lists of equipment needed by Traction Man and Scrubbing Brush; labels to create incredible names for ordinary items; blank comic strips. This area could include digital sound recorders for children to record observations and respond to characters and events in the story.

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- Create small world play opportunities in the classroom; provide everyday objects to become villains, victims and heroes in imaginary Traction Man adventures and props for each of Traction Man's adventures to encourage oral story making and retelling.
- Set up the outdoor area to mirror the garden in the book, if possible including a compost bin, work shed, sandpit and water tray with an old boot placed in the water. This will enable the children to re-enact parts of the book within continuous provision and to have an understanding and experience of the setting.

### Response to Illustration

*In the best picture books illustration and text work closely together to create meanings. Children are naturally drawn to the illustrations in a picture book and are frequently far more observant than an adult reader.*

In order for the sequence to work effectively you will need to 'keep back' the text from the children initially, including the cover of the book and title. The story will need to unfold slowly and it is best for the children not to know the ending until you are at the culmination of the teaching sessions.

- Copy the image from the endpapers of the paperback edition of the book; this contains images of coupons used to buy TurboDog, and also make another copy so that you can cut out the coupons and mount them onto card so that the children can imagine that they are real.
- Allow the children time to explore the coupons, and show them the image. Allow the children time to look at the illustration in depth and pose questions or thoughts about the image - you might want to layer the discussion as suggested here, or if the children are well practised at exploring illustration, annotate copies of the picture with post-it notes that capture the children's discussion and then develop the discussion starting with the children's ideas.
- Ask the children what they think about the coupons, have they seen anything like this before? Do they know what they are for? What do they think TurboDog is? Is this a toy they would like to have?
- Look again at the image, and ask the children to comment on what they notice and what they think is happening in the picture. Elicit from the children who they think could be saving the coupons and why.
- Following this, reveal the title of the book to the children. If the children are familiar with Traction Man, ask them to make predictions about the story and what adventures Traction Man might have in this book. If they are not familiar with the characters and story, ask the children to make predictions of who they think Traction Man is and what could happen in the story.
- Display the children's ideas and responses to the illustration on a working wall so that you and the children can refer back to this in following sessions.

### Response to Illustration

*Children's interest in images and their ability to read them can be developed through carefully planned interventions with an emphasis on talk.*

**This session may work best in small groups.**

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- Organise the children into small groups and begin by looking at the front cover of the book. You might want to give each group an enlarged A3 copy of the picture.
- Draw attention to the whole illustration; what do they notice immediately? Where is their eye drawn to in the picture? Are different children drawn to different aspects of the image? Why? What do they notice about the colours? Are there any questions they have about the image?
- Starting with the picture as a whole and then zooming in on the detail you might want to consider the characters in the picture, looking carefully at their facial expression and body positions which give clues about the characters and their relationship. For example, does Traction Man's facial expression suggest he likes TurboDog? Why is he looking at the toothbrush rather than TurboDog? Why can we only see TurboDog's shadow? Does he look friendly?
- Return to the children's initial predictions based on the title of the book. Now the children have seen the front cover what further predictions can they make from the observations they have made?
- Explain to the children that in this session they are going to learn to draw TurboDog in the style of Mini Grey.
- Model how to draw TurboDog, talking through the shapes, sizes and types of lines you are using on a flipchart, or ideally, under a visualiser.
- Give the children another piece of paper and, drawing alongside you, let them have a few goes at drawing the character until they find a version they are comfortable with.
- Use appropriate art materials to colour this illustration.
- Display the children's drawings on the working wall or in the class journal.

### Read Aloud and Response to Illustration

*Discussions about illustrations can include all children and help to make a written text more accessible. Time spent focusing on illustration can contribute to children's ability to read for meaning, express their ideas and respond to the texts they encounter.*

- Show the children the image on page 1, of the little boy playing in the compost heap and read aloud the accompanying text, ensuring to read aloud with the expression and intonation that will bring the character of the father to life.
- Ask the children what they notice about the image and note down or scribe their responses around the picture or on post-it notes. Ask the children what they like about the image, anything they dislike, if the image reminds them of anything (either in their own experiences or from other books) and if they have any questions about the image.
- Through discussion, draw attention to the boy's facial expression and gestures, and the way in which the other characters are positioned in the image.
- Encourage the children to notice the different areas in the garden – if you have already set up your outdoor learning environment the children may draw comparisons with their own experiences to the image.
- Show the children the next page, featuring the close up of Traction Man and Scrubbing Brush scaling the compost heap and read aloud the caption, again using the appropriate intonation and

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the voice over effect, indicated by the text.

- Allow the children time to respond to this image noting their likes, dislike, questions and connections.
- Also ask the children to consider the way in which the characters have been drawn, the positioning of the characters, body language, facial expression and gesture. Ask the children: What can we tell from the image about the characters?
- Record the children's ideas and display on the working wall or within the whole class journal.

### Drawing and Annotating Characters

*Drawing characters focuses attention on them: how they look; what they say; how they behave. To build their ideas of what a character is like, children have to refer to the text. They can also be encouraged to draw on the language of the text in making annotations around the drawings.*

**This session may work best in small groups.**

- Explain to the children that in this session they are going to learn to draw two of the central characters in the book; Traction Man and Scrubbing Brush, in the style of Mini Grey.
- Model how to draw Traction Man, talking through the shapes, sizes and types of lines you are using on a flipchart, or ideally, under a visualiser.
- Give the children another piece of paper and, drawing alongside you, let them have a few goes at drawing the character until they find a version they are comfortable with.
- Use appropriate art materials to colour this illustration.
- Once the children have completed their pictures they could write either a speech bubble to accompany the image, suggesting what Traction Man might say, or a thought bubble suggesting what he might be thinking.
- Move on to drawing Scrubbing Brush repeating the same process as before.
- Display the illustrations of the characters, including the children's drawings of TurboDog made earlier, so that the children can talk about them and the way they drew them.
- How did looking closely and drawing them help them to learn more about these characters? How do they feel about the characters? What do they notice about TurboDog and Scrubbing Brush? How are they similar? How are they different?

### Role on the Wall

*Role on the wall is a technique that uses a displayed outline of the character to record feelings (inside the outline) and outward appearances (outside the outline) at various stopping points across the story. Using a different colour at each of the stopping points allows you to track changes in the character's emotional journey.*

- Read aloud the following two pages in which Traction Man and Scrubbing Brush make it to the top of the compost heap.
- Create large pictures of Traction Man and Scrubbing Brush and display these on flipcharts or on the wall.
- Begin by looking at the images of Traction Man that the children have looked at so far. What do the

children already know about him? What clues do the images give us? What do they know about him from reading the first Traction Man book? What kind of person is he? How do you know? Would you like to meet him? Why? Why not?

- Following discussion, scribe what the children know about Traction Man's outward appearance and behaviour on the outside of the picture and what they think his personality could be like or what he might be feeling or thinking on the inside.
- Move on to looking at the images of Scrubbing Brush. Ask the children to look very closely at the clues they have been given about him. Would they like to ask him about anything? Incorporate the discussion that the children had yesterday, what were they able to discern about his character from drawing him?
- Again, following discussion, scribe what the children know about Scrubbing Brush's outward appearance or information learned about him on the outside of the picture and what they think his personality could be like or what he might be feeling or thinking on the inside.
- Display these on the working wall to refer back to and revisit later as the events of the story unfold.

### Role Play

*Through drama and role-play children can imagine characters' body language, behaviour and tones of voice in ways that they can draw on later when they write.*

- Re-read aloud the book from the beginning and then read aloud the following two pages, until *Scrubbing Brush is very muddy*.
- Ask the children what they notice about the way you are reading the book aloud. Is this similar or different to other books that they have enjoyed hearing read to them? What do they notice about the way in which you are changing your voice? Link this back to other books that they have read with superhero themes, films and television programmes that they may have seen and their own imaginary play with toys.
- You could play the children the Toy Story Trailer <https://www.youtube.com/watch?v=KYz2wyBy3kc>.
- Following this, discuss the idea of voice over with them, and ask what does this voice do? What tone of voice does the person use?
- Give the children the opportunity to imitate this type of voice, for example narrating simple events in the classroom such as 'Miss Smith is watering the plants' or 'Mohammed is reading his favourite book'.
- Model this during the day in continuous provision, encouraging the children to begin to narrate in this way the different activities they take part in.
- Record this using cameras, video or sound recordings and also scribe the children's narrations and display these alongside any photographs you may have taken.

### Freeze-Frames

***Freeze-frames are still images or tableaux. They can be used to enable groups of children to examine a key event or situation from a picture book and decide in detail how it could be represented.***

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- Ensure you have the images from the book on an IWB or visualiser before beginning.
- Place the children into 4 groups and assign the children different characters from the text; Traction Man, Scrubbing Brush, Ancient Potato and Mystic Shrooms.
- Assign each group a page from the text from *Long way up we are* until *Scrubbing Brush is very muddy*.
- Then place the children into a whole class circle.
- Read aloud the text again (showing the images on the IWB) and while you are reading, invite the different groups to freeze-frame the same scene pictured, one at a time in the centre of the circle.
- For example, pulling on imaginary rope to climb the slope, bowing low to the Mystic Shrooms, resting and having a sandwich.
- Repeat this, but this time thought track the different characters. Invite different children to voice their character's thoughts or feelings aloud using just a few words. This can be done by tapping each person on the shoulder or holding a cardboard 'thought-bubble' above their head.
- Following this have a whole group discussion about the events and return to role on the wall and add any more information the children know about Traction Man and Scrubbing Brush from the drama activity.

### Small World Play

*Opportunities for small world play that are based on a known story promote talk about the shape of the story. They encourage children to discuss key elements such as character and plot and to make decisions about how they create the setting. As they play, whether as individual or in cooperation with others, they practise their narrative skills and 'try on' the different characters using different voices to bring them to life*

- In groups provide the children with action figures and scrubbing brushes or nail brushes with googly eyes.
- If possible, give each group soil to represent the compost heap or use brown fabric and create the shrooms and ancient potato using plasticine or modelling clay. Provide a water tray and old boot and if appropriate, a muddy area. You may also want to include a sandpit with a handbag in it as depicted in the first illustration.
- Allow the children time to re-enact the book so far using the props and settings, but also to explore what could happen next and their own imagined scenarios.
- Record the children's imaginative play through photography and video and capture the dialogue that occurs as they interact with the small world play, including the voice over and narration they may include.

### Illustration

*Illustrating story settings or key events prompt children to imagine what a scene looks like, or visualise it from a particular viewpoint. Like drama, it enables children to enter the world of the story and provides support for writing.*

- Return to the work the children completed using the small world play and use this to enable the

children to create an illustration of one of the scenes they re-enacted.

- Have to hand the recordings or images of the children engaged in the small world play, so that they can refer to this when they are drawing.
- Encourage the children to draw Traction Man and Scrubbing Brush using the techniques that they learnt previously and give them time to complete their illustrations.
- Following this, using squared paper create speech bubbles which the children can add to the illustration and boxes for the narration. Allow the children to write, or scribe for them, the dialogue they created and the narration that they added in the small world play.
- Read this aloud and ask the children to make any refinements where appropriate. Once the children are happy with their text, stick this onto their illustrations in the style of Mini Grey.
- Display these illustrations where all the children can see them and encourage the children to read or listen to their friends' ideas.

### Exploring Text and Image

*In the best picture books illustration and text work closely together to create meanings. Children are naturally drawn to the illustrations in a picture book and are frequently far more observant than an adult reader.*

- Read aloud the next page in which Traction Man and Scrubbing Brush are drying off in front of the heater.
- Then show the children the next page in the book, but omit the text. Ask the children to initially respond to the image, commenting on what they notice and what they think is happening.
- Draw attention to the different characters' body language and positioning and the details in the illustration.
- Place the children into groups of 5 and assign the children the different roles; Mum, Dad, Boy, Traction Man, Scrubbing Brush and a narrator.
- Ask the children to role play the scene including what the characters are saying but also what they might be thinking or dreaming and what the voice over or narrator could be saying too.
- Give the children time to work on these short role plays and then give the opportunity for the children to share with each other.
- Record these if possible so that the children can watch them back.
- After this, give the children a copy of the illustration and both speech bubble templates and squared paper for the narrator. Working in small groups or pairs, allow them to choose what they think the text is and then scribe or allow the children to write this down, sticking it on top of the illustration.
- Read the different versions aloud and compare and contrast the children's different ideas.
- Then read aloud the actual text, pausing to discuss the similarities or difference between what the children imagined and what is in the real text.
- Ask the children to think about and predict what could happen next in the story.

### Improvisation

*Children being free to improvise ideas through drama is another key tool for exploring how characters behave in imagined scenes and situations.*

- Read aloud the next four pages, from *What's that bleeping noise?* until *Where IS Scrubbing Brush?* Ensuring that you are using a robotic mechanical voice for TurboDog.
- In pairs, invite the children to play a game where one is Traction Man and one is TurboDog. Traction Man can make suggestions of adventures they can go on and TurboDog responds with only "Stop Intruder!" Or "I will be your pet!" Give the children several minutes being each character.
- Following this, come back together and ask the children how it felt to be Traction Man. Scribe the children's responses onto a flipchart. In comparison, what did it feel like to play TurboDog? Again scribe their responses.
- Have a pre-prepared illustration of Traction Man, add a speech bubble and ask the children to give suggestions of what he may be saying at this point in the story, drawing on their improvisations to support.
- Then add a thought bubble and ask the children to suggest what he may be thinking at this point, drawing on ideas in the text and also their own feelings after the improvisations.
- Ask the children to consider the difference between what he is thinking and what he says. Lead this onto a wider discussion about how sometimes what we say and what we think can be different.

### Response to Illustration

*Discussions about illustrations can include all children and help to make a written text more accessible. Time spent focusing on illustration can contribute to children's ability to read for meaning, express their ideas and respond to the texts they encounter.*

- Return to the four pages explored in the previous session.
- Give the children enlarged copies of the illustrations or have the images projected on an IWB or visualiser.
- Consider how Traction Man's feelings are shown in the illustrations and in the text. What can the children tell from his body language and facial expressions and what can they tell through hearing his thoughts read aloud?
- Consider with the children the static facial expression of TurboDog and compare this to the previous images of Scrubbing Brush. What do the children notice? What are we being encouraged to think about TurboDog? Do we know what he is feeling? What makes it difficult?
- What do the children notice about the choice of words given to TurboDog: *Stop Intruder* and *I will be your pet*?
- Return to the roles on the wall and add any additional information about the characters that you have found out.

### Response to Illustration

*Discussions about illustrations can include all children and help to make a written text more accessible. Time spent focusing on illustration can contribute to children's ability to read for meaning, express their ideas and respond to the texts they encounter.*

- Share the next page with the children, the one in which the little boy and his father are watching TurboDog on TV. Read aloud the accompanying text.
- Ask the children to respond to the illustration, noting down their observations. The children may notice the mirrored action of characters; Turbodog on television and Scrubbing Brush, Traction Man and the Boy, Dad and Turbodog on the sofa. They may notice the contradiction with the text, as it describes Traction Man as “watching TV”, when we know that he is worried about Scrubbing Brush.
- Look closely at the expression on the little boy's face and how this is the same as the expression on Traction Man's face. Ask the children what this tells us about their feelings and what could happen next.
- Encourage the children to draw on personal experiences where they might have lost a toy or even a pet, what they did and how it made them feel.
- Return to role on the wall to consider what we know about Traction Man's feelings at this point in the text. Also ask the children to imagine what Scrubbing Brush is feeling at this point too; even though he has not featured in the book for several spreads.

### Role Play

*Through drama and role-play children can imagine characters' body language, behaviour and tones of voice in ways that they can draw on later when they write.*

- Read aloud and show the children the illustrations on the next four pages, where Traction Man goes hunting for Scrubbing Brush, starting from *Traction Man is searching* until *But no sign*.
- Show the children the different illustrations and give them time to respond to the images, noting their observations.
- The children may notice the change in Traction Man's facial expressions and body language, mirrored by the toys in the cupboard, the sock, the cushion and the remote control.
- They may also notice the muted tones of the toy cupboard, the darkness under the bed, and little details such as the hand reaching from under the bed in the darkness and the little creature in the sofa. They may also notice Mum's angry expression and the threatening nature of the tool shed. All of which adds to the change in mood in this part of the text.
- Return to role on the wall and add further details about Traction Man's feelings.
- Following this discussion, provide the children with Traction Man figures. You may want to use this cut out available on Mini Grey's website: <http://minigrey-blog.com/wp-content/uploads/2015/08/Dress-Up-TM.jpg>
- Then allow the children to role-play hunting for Scrubbing Brush in different areas of the classroom and outside space. If possible, allow small groups to go hunting across the school.
- While the children are hunting, photograph and record them, noting the different areas they have

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searched and the language they are using.

- Following the children's role-play, provide a range of writing opportunities for the children in continuous provision.

Some examples might be:

- The children could write in role as Traction Man hunting for Scrubbing Brush
- They could write a 'Lost' poster for Scrubbing Brush
- They could write a letter from Scrubbing Brush
- They could write a list of places searched and still to be searched

### Read Aloud and Book Talk

*Discussion about books forms the foundations for working with books. Children need frequent, regular and sustained opportunities to talk together about the books that they are reading as a whole class. The more experience they have of talking together like this the better they get at making explicit the meaning that a text holds for them.*

- Read aloud the next 6 pages, from Never run out of hope! Until Good work, Scrubbing Brush.
- Give the children time to respond to the text and the accompanying illustrations. Recording the children's likes, dislikes, questions and connections. Focus on Scrubbing Brush and Traction Man's feelings at being reunited. Encourage the children to draw on their own experiences of having found a toy that they thought was lost, or a pet and how it felt to be back together again.
- Return to the role on the wall and add additional ideas about the characters.
- Read the remaining text and show the children all the illustrations. Ask them to respond to the ending of the book, was it what they expected? Did they enjoy the book? Why? Why not?

### Revisiting and Re-telling

*Opportunities for re-reading a book that they have previously listened to, or read for themselves, helps all children to engage more deeply with it. Reading and re-reading known texts is important for all readers, but particularly so for less experienced readers or those for whom English is an additional language. Re-reading helps to make the text more familiar and enables children to read it more confidently, fluently and with greater attention to the meaning.*

- Read the whole story on several occasions, enabling the children to become familiar with the sequence of events as they unfold in the story.
- Prepare magnetic story props of the central characters to enable oral storytelling and revisiting.
- Provide extra copies of the book, alongside the props to support the children's retelling and early attempts at reading. The children will be able to draw on key words and phrases to help sequence the story and on the illustrations to add detail to their retelling of the story.

### Story maps

*Making a story map is a way of retelling the story. It is a graphic means of breaking a story down into episodes and sequencing its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently so they can re-tell it orally or in writing. Children can also make story*

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*maps as a form of planning, to prepare for their own writing.*

- Re-read the story aloud to the children.
- Ask them to say which part of the book stays in their minds most vividly. What will they tell their friends about this book?
- Create a shared story map to recall the events of the book. Focus on children recalling and using language from the text to describe the different events.
- Encourage the children to recall small world play and outdoor settings that will support their understanding.

### Sketching ideas

*When planning and developing ideas for picture book narratives, children may wish to approach the process in different ways and should be supported to do so. Some children, like some authors, may think of the words in writing first and then the images that will accompany them. Others may think of the pictures first before composing accompanying text and others will work with a combination of the two.*

- Explain to the children that they are going to create their own story in which they have lost a toy or character and Traction Man helps them to find it.
- You may want to allow the children to choose a particular toy that is a favourite and allow them to bring this in. Or you could allow the children to make their own 'pet' or trusty sidekick using the techniques of Mini Grey; choosing inanimate objects and bringing them to life using facial features. For example, using objects found in the classroom and adding googly eyes.
- You may want to share some of the images from the following website where people have added googly eyes to different objects found in their environment: <http://eyebombing.com/>
- Invite the children to discuss which objects look friendly, which look scary etc. and discuss why this is.
- Provide the children with objects available such as glue, rulers, plastic bottles and googly eyes. Give the children the opportunity to add the eyes and to try moving the eyes together or further apart, asking which makes them look more friendly? When do they look sinister? Do some objects lend themselves to being friendly? Why? Do some look more sinister? Allow the children to experiment with naming the different characters.
- Photograph the different characters that the children make and their reactions to them.
- Ensure that by the end of the session the children have made a character that will become the pet or sidekick that they need help finding.

### Role-Play

*Role-play and drama provide immediate routes into the world of a story and allow children to explore texts actively. Through role-play and drama, children are encouraged to experiment with the 'what if?' of plot and make it their own. Role-play is a particularly effective way for children to inhabit a fictional world, imagining what the world of the story would be like, and illuminating it with their own experience.*

- Using the character that the children have created and the Traction Man figures used previously, allow the children to enact their stories around the classroom, both inside and outside.
- Encourage the children to think of a place where their character may have got lost or where they may have been put. For example, trapped in a lunchbox, locked in the toy shed or buried in the sandpit!
- Following this, ask the children to search for the character, using Traction Man to help.
- You may want the children to work in pairs or small groups, taking turns with the different characters, so that they can experiment with dialogue and the different voices in the story.
- As the children act out the different scenes and scenarios take photographs of what they are doing. Alongside this, make jottings of what they are saying.

### Making a Picture Book

*Publishing their work for an audience helps children to write more purposefully. Bookmaking provides a motivating context within which children can bring together their developing understanding of what written language is like; making written language meaningful as they construct their own texts. The decisions that all writers have to take and the processes of redrafting, editing and punctuation can be demonstrated and discussed as teachers and children write together in shared writing.*

- Allow the children to make a book about their character getting lost and then found again.
- The photos which have been taken could be imported into MovieMaker or Photostory and the children could then narrate their story, using the voice over they have experimented with already.
- These can then be played to the class and enjoyed by everyone. Compare and contrast the children's different stories after viewing.
- More experienced writers can go on to draw and write their own Traction Man adventure stories using small home-made books.
- Once the books have been published, they can be displayed in the reading area so that the children can continue to share, enjoy, re-read and revisit them.

For instructions on how to make individual books please see the Power of Pictures website:

<https://www.clpe.org.uk/powerofpictures/creative-approaches/>