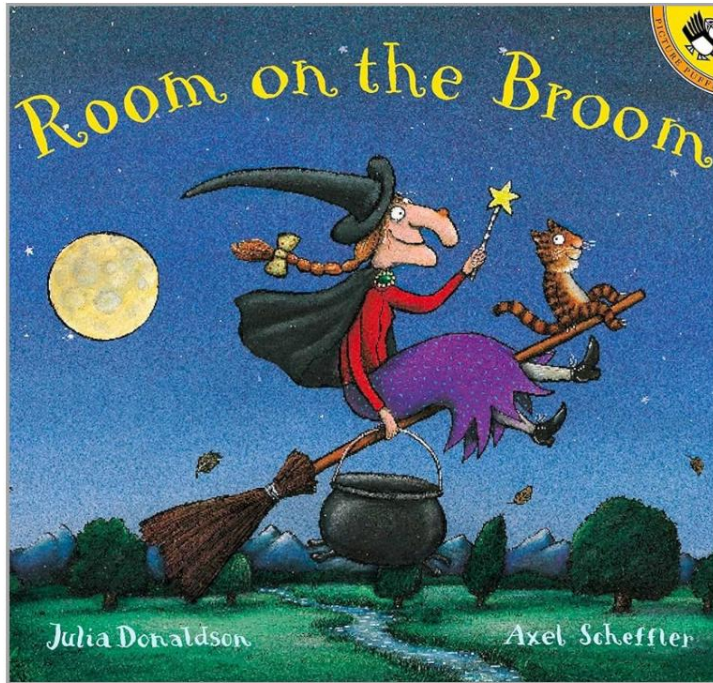


The 10-Day Immersive Book Teaching Framework



Room on the Broom by Julia Donaldson

A carefully designed progression, children move from exploring and talking about the story to building and writing meaningful sentences with confidence.

10 structured lessons plans with

- Clear oracy, reading & writing focuses
- Active learning experiences for inside and outside the classroom
- Inclusive, immersive & sensory adaptations
- Printable word banks & activities
- Colourful semantic sentence progression
- Story sequencing and discussion cards



The 10-Day Immersive Book Teaching Framework uses a high-quality text as the focus for learning over ten days, allowing children to deeply explore vocabulary, oracy, comprehension and writing. Through repeated engagement with the story, pupils build confidence, deepen understanding and develop the skills needed to create their own meaningful written outcomes.

Leanne Gwilliam



www.sendco.co.uk



The Room on the Broom by Julia Donaldson - 10-Day Immersive Teaching Framework

The sequence provides a predictable structure to reduce cognitive load, prioritises oracy before literacy and uses repeated sentence scaffolds to build automaticity. Practical immersion activities enhance comprehension, while technology (iPads) removes transcription barriers, allowing all children to engage.

Days 1–3: Immerse & Vocabulary

Day 1 – The Big Reveal

Children explore mystery images linked to the upcoming text or theme and create their own predicted story. The real story is then revealed, sparking curiosity and engagement. (see Day 1- Story Reveal Sequence)

Day 2 – Vocabulary Investigation

Children explore and discuss key vocabulary from the text through questioning, explanation, and collaborative talk.

Day 3 – Practical Immersion

Hands-on and active experiences allow children to explore ideas, settings, or themes from the text, helping vocabulary and understanding become meaningful.

Days 4–7: Sentence Building (Oral → Written)

Day 4 – Character Focus

Children explore key characters and begin constructing simple oral sentences to describe actions, traits, and events.

Day 5 – Sentence Building

Children develop and rehearse sentences using structured scaffolds, moving from spoken sentences towards written form

Day 6 – Setting & Context

Children describe and explain the setting or context of the story, expanding vocabulary and sentence complexity.

Day 7 – Dictation Station

Children apply their learning through supported dictation, strengthening spelling, sentence structure, and writing fluency.

Days 8–10: Deepening & Review

Day 8 – Emotions & Inference

Children explore characters' feelings, motivations, and implied meaning to deepen comprehension.

Day 9 – The Big Sequence

Children retell and sequence the story using the vocabulary and sentence structures developed throughout the sequence.

Day 10 – The Book Review

Children reflect on the story, share opinions, and review key learning from the sequence.

End Cycle Review

Teachers review outcomes, vocabulary development, and writing progress to inform the next teaching sequence.

Day 1 - Story Reveal Sequence

1. Picture Reveal

Give each pair a set of story symbol pictures (characters, objects or scenes).

2. Create a Story

In pairs, children place the pictures in order and invent their own version of the story.

3. Share the Story

Pairs briefly tell the class the story they created.

4. Create Actions

Share the pictures across the class. Each child creates a simple hand action for their picture.

5. Read the Real Story

Read the real story or chapter. All the children perform the actions.

6. Sequence the Real Story

Children work together to place the pictures in the correct order based on the story.

7. Check the Order

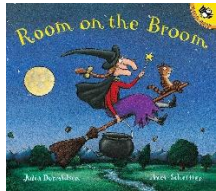
Teacher reviews and confirms the correct sequence with the class.

8. Record the Story

Children glue the pictures down one side of their page and write the story sequence or summary alongside.

Suggested Resources

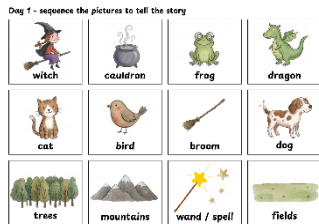
[Room on the Broom](#) by Julia Donaldson



Individual Vocabulary Builder

W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F
W	B	C	D	F

Story Reveal Sequence & Retell Cards



TIP: Print Day 1 and Day 9 picture cards on '2 Pages Per Sheet' – these are generally big enough for sequencing

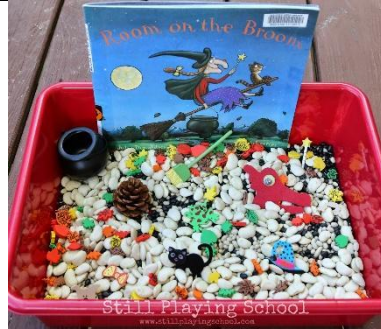
Colourful Semantic Sentence Building Cards

- The witch flies.
- The wind blows the hat away.
- The dragon chases the witch in the sky.

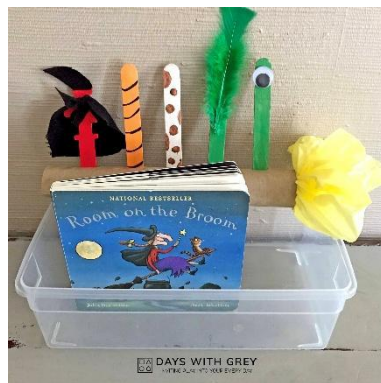
Word Banks & Book Review

witch	broom	
hat	cat	
dog	lily	
bone	green bird	

Sensory Experiences



Still Playing School



Days with Grey



Teaching Expertise

Useful Websites

Useful websites

BBC iPlayer

[Room on the Broom - BBC iPlayer](#)

The Autism Helper

[Printable Cards and Activities](#)

Twinkl

[174 Top "Room On The Broom" Teaching Resources curated for you](#)

- Puppets
- Word cards
- Maths activities

Cutouts

[Room on the Broom | Kindergarten Nana](#)

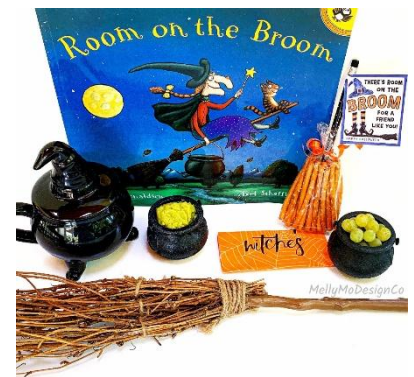
Picture Cards

[Speak & Play English](#)

Inspiration Pics



Kids Soup



Melly Moments



Pencils with Pigtails

The Room on the Broom by Julia Donaldson - 10-Day Immersive Teaching Sequence

Day & Title	Learning Objective	Steps to Success	Activity (Classroom / Hall / Outside)	Scaffolding & Adaptation Ideas	Oracy Ladder Routine	Colourful Semantics Focus	Outcome (Reading / Writing / Oracy)	Structure (Talk → Build → Write)	Examples of Outcome	Assessment Notes
Days 1 to 3 - Immerse & Vocabulary										
Day 1 – The Big Reveal	To recognise and name key characters and objects from the story	<ul style="list-style-type: none"> • Look carefully at pictures • Say the name of the object / character • Repeat new words 	Story Reveal Sequence with pictures or basket exploration. Hide objects in a “broom bag” (hat, wand, broom, toy cat etc.). Children pull one out and name it. Outdoor version: object hunt in playground.	witch, cat, broom, hat, wand, bow, dragon, dog, bird, frog	My turn → Your turn → Together. Adult models vocabulary then children repeat and label objects.	Who / What (naming)	Single words	Real objects, symbol cards, signing, modelling language, repetition	Observe vocabulary recognition and participation	To recognise and name key characters and objects from the story
Day 2 – Plan & Prepare – Vocabulary Investigation	To identify the main characters	<ul style="list-style-type: none"> • Point to the character • Say who it is • Match character to name 	Character sorting. Children match pictures of characters to toys. Outdoor: place character cards around playground and children find them.	witch, cat, dog, bird, frog, dragon	Talk partners: “Who is this?” “This is the...”	Who	“This is the ____.”	Use PECs / symbols, reduced choices, adult modelling	Can child identify and name characters?	To identify the main characters
Day 3 – Practical / Active Immersion	To describe what characters are doing	<ul style="list-style-type: none"> • Look at picture • Say who • Say the action 	Action charades. Children act out actions (flying, running, hopping). Others guess the sentence.	flying, running, hopping, looking, searching	Say it – Act it – Say it again	Who + Doing	“The ____ is ____.”	Action cards, adult scaffolding, gestures	Can child produce simple action sentence?	To describe what characters are doing
Days 4 to 7 - Sentence Building (Oral → Written)										

Day & Title	Learning Objective	Steps to Success	Activity (Classroom / Hall / Outside)	Scaffolding & Adaptation Ideas	Oracy Ladder Routine	Colourful Semantics Focus	Outcome (Reading / Writing / Oracy)	Structure (Talk → Build → Write)	Examples of Outcome	Assessment Notes
Day 4 – Character Focus (Reading)	To say what characters are doing with objects	<ul style="list-style-type: none"> • Say who • Say action • Say object 	Loose parts broom building. Children build brooms using sticks and materials while describing actions.	holding, dropping, finding, picking up	Sentence repeat and expand	Who + Doing + What	“The witch dropped the hat.”	Sentence strips with colours, visuals for verbs/objects	Check ability to add object to sentence	To say what characters are doing with objects
Day 5 – Building Sentences (Writing)	To describe where things happen	<ul style="list-style-type: none"> • Say who • Say action • Say object • Say where 	Outdoor story map. Large chalk story map on playground. Children move characters around map and describe.	forest, sky, river, ground, tree	Talk frames	Who + Doing + What + Where	“The cat is sitting on the broom.”	Pre-made sentence boards, visuals for locations	Note if child includes location language	To describe where things happen
Day 6 – Setting & Context Deep Dive	To describe events in order	<ul style="list-style-type: none"> • Look at picture • Say what happened • Use first/next 	Sequencing trail. Pictures placed around playground path; children walk and retell event at each stop.	first, next, then, after	Partner retell	Sentence building with time words	“First the witch flew.”	Reduce to 3 steps if needed, adult modelling	Can child sequence story events?	To describe events in order
Day 7 – Dictation Station	To explain problems in the story	<ul style="list-style-type: none"> • Identify problem • Say who it happened to • Describe what happened 	Wind experiment. Use fan outside to blow hats/bows and discuss what happened like in story.	blow, lost, windy, problem	Think-pair-share	Who + Doing + What + Where	“The wind blew the hat away.”	Visual problem cards, role play	Identify understanding of story conflict	To explain problems in the story
Days 8 to 10 - Deepening & Review										
Day 8 – Character Emotions & Inference	To describe how characters feel and why	<ul style="list-style-type: none"> • Name character • Say feeling • Say why 	Emotion freeze frames. Children freeze as characters feeling scared, happy etc.	scared, happy, worried, brave	Sentence expansion modelling	Who + Feeling + Why	“The frog is happy because...”	Emotion visuals, sentence starters	Check if children link feelings to events	To describe how characters feel and why

Day & Title	Learning Objective	Steps to Success	Activity (Classroom / Hall / Outside)	Scaffolding & Adaptation Ideas	Oracy Ladder Routine	Colourful Semantics Focus	Outcome (Reading / Writing / Oracy)	Structure (Talk → Build → Write)	Examples of Outcome	Assessment Notes
Day 9 – The Big Sequence	To retell the story using full sentences	<ul style="list-style-type: none"> Remember characters Use time words Tell events 	Large outdoor story retell. Children hold character masks and act out story while narrating.	first, next, then, finally	Group storytelling circle	Full sentence structure	Narrative retell sentences	Adult prompts, story map visuals	Evaluate narrative structure	To retell the story using full sentences
Day 10 – The Book Review	To independently retell the story	<ul style="list-style-type: none"> Use full sentences Include characters, actions, places 	Book review	story language vocabulary	Story performance	Full narrative (Who + Doing + What + Where + Why)	Full story retell	Mixed ability groups, visual story prompts	Assess independence in storytelling	To independently retell the story

Oracy Ladder Day / Skill	Colourful Semantics Progression Sentence Structure	Inclusive Adaptations Communication Friendly	Continuous Provision Links
<p>Day 1 Notice and describe</p> <p>Day 2 Explain vocabulary</p> <p>Day 3 Retell events</p> <p>Day 4 Describe character</p> <p>Day 5 Speak full sentences</p> <p>Day 6 Expand sentences</p> <p>Day 7 Rehearse accurate sentences</p> <p>Day 8 Explain reasoning</p> <p>Day 9 Tell the full story</p> <p>Day 10 Justify opinions</p>	<p>Who Who is in the story? The boy</p> <p>Who + What doing What is the boy doing? The boy looks</p> <p>Who + What doing + What What is he looking at? The boy looks at the star.</p> <p>Who + What doing + Where Where is the star? The boy looks at the star in the sky.</p> <p>Who + What doing + What + Where The boy looks at the bright star in the dark sky.</p> <p>Add Why Why does he want the star? The boy looks at the bright star in the night sky because he wants to catch it</p> <p>Days 9–10 - Full narrative sentences</p>	<ul style="list-style-type: none"> ● Visual supports (symbol cards, story boards, Colourful Semantics strips) ● Real objects (story basket) – broom, hat, wand, toy animals ● Reduced language load – shorter instructions ● Now/Next boards for routine predictability ● Adult modelling of sentences using Colourful Semantics ● Partner talk instead of whole group responses ● Movement-based learning (acting out verbs) ● Choice boards for responses (point, choose, say) ● Sensory supports (fidget objects, movement breaks) ● Pre-teaching vocabulary before the whole class session ● Chunking instructions into small steps ● Use of gestures and Makaton to reinforce meaning 	<p>Small World</p> <ul style="list-style-type: none"> ● Witch, dragon, and animal figures ● Broomsticks and fabric “sky” ● Children retell the story <p>Construction</p> <ul style="list-style-type: none"> ● Build a giant broom ● Design a new broom for the witch ● Create a dragon cave <p>Creative Area</p> <ul style="list-style-type: none"> ● Make witch hats and wands ● Paint dragons or night skies ● Create character puppets <p>Outdoor Area</p> <ul style="list-style-type: none"> ● Broom obstacle course ● Story character hunt ● Act out flying on brooms <p>Writing Area</p> <ul style="list-style-type: none"> ● Draw and label characters ● Sentence frames ● Create new story endings <p>Role Play</p> <ul style="list-style-type: none"> ● Witch’s house ● Potion mixing ● Dressing up as characters <p>Sensory Play</p> <ul style="list-style-type: none"> ● Mud tray for mud monster ● Water tray for stormy weather <p>Maths Links</p> <ul style="list-style-type: none"> ● Count how many animals fit on the broom ● Compare long / short broomsticks ● Sorting characters

End of Cycle Review				
Child	Strengths Observed	Vocabulary Secured	Sentence Structures Secured	Next Steps

The 10-Step Story Sequence

Step	Story Event
1	The witch and her cat are flying on a broom.
2	The wind blows the witch's hat away.
3	A dog finds the hat and returns it.
4	The dog asks if there is room on the broom , and the witch lets him join.
5	The wind blows the witch's bow away.
6	A bird finds the bow and joins the broom.
7	The wind blows the witch's wand away.
8	A frog finds the wand and joins the broom.
9	The broom snaps in half and the witch falls near a dragon .
10	The animals scare the dragon away and the witch makes a new bigger broom for everyone .
	Children to use blank cards to add any scene they think is needed

Sentence Progression (Colourful Semantics)

- 1. The witch flies on the broom.**
- 2. The wind blows the hat away.**
- 3. The dog finds the hat.**
- 4. The dog joins the broom.**
- 5. The wind blows the bow away.**
- 6. The bird finds the bow.**
- 7. The wind blows the wand away.**
- 8. The frog finds the wand.**
- 9. The dragon chases the witch.**
- 10. The animals save the witch.**

The Room on the Broom by Julia Donaldson



witch



cat



dog



dragon



green bird



frog



broom



cauldren



hat



bow



lily



flying



moon



bone



beast



spell



wand



nose



top



skirt



boots



plait



night time



day time



magic



ugly



stripey



spotty



river



mountain



trees



fields

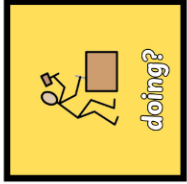
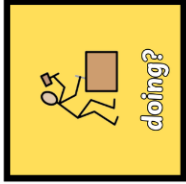
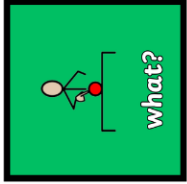
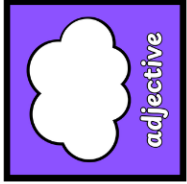
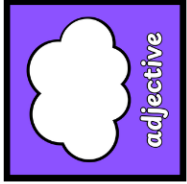
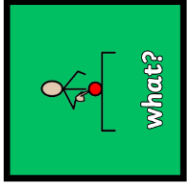
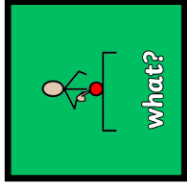
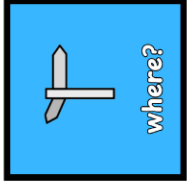
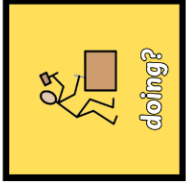
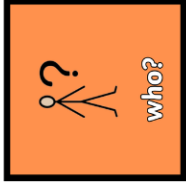
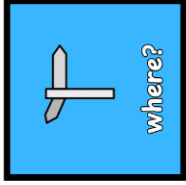
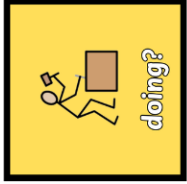
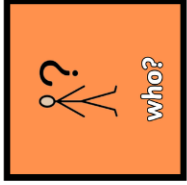
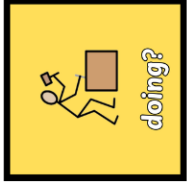
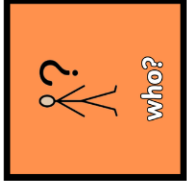
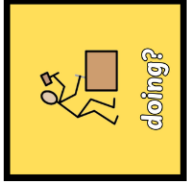
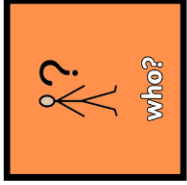
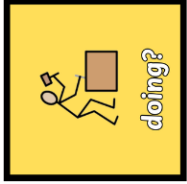
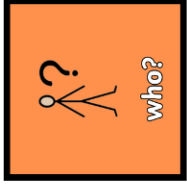
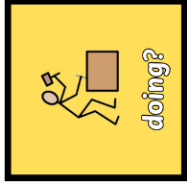
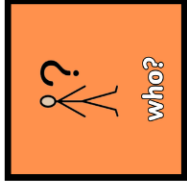
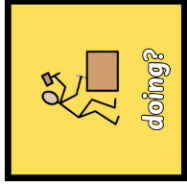
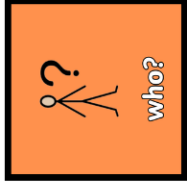
Word & Ideas Bank:

Room on the Broom by Julia Donaldson

Aa		Bb beast bird bone broom	Cc cat cauldron	Dd dog dragon	Ee
Ff field frog	Gg green	Hh hat	Ii	Jj	
Kk	Ll lily	Mm mountain	Nn	Oo	
Pp	Qq	Rr river	Ss	Tt trees	
Uu	Vv	Ww witch	Xx	Yy Zz	

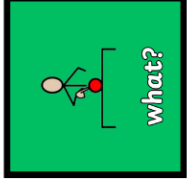
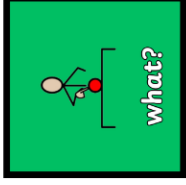
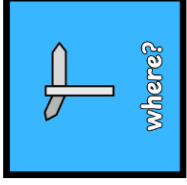
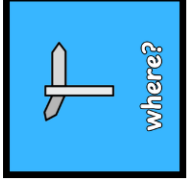
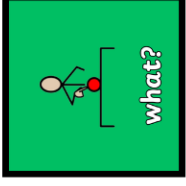
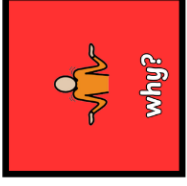
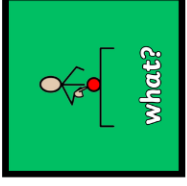
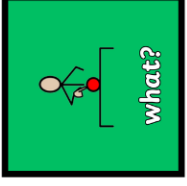
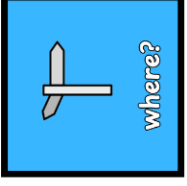
Colourful semantics - sentence building cards

Cut in horizontal strips to scaffold the sentence building



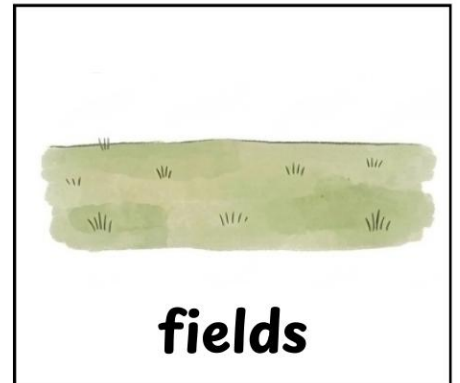
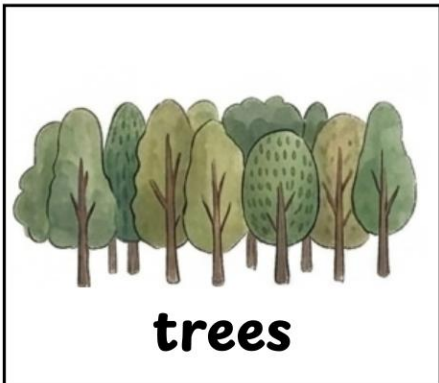
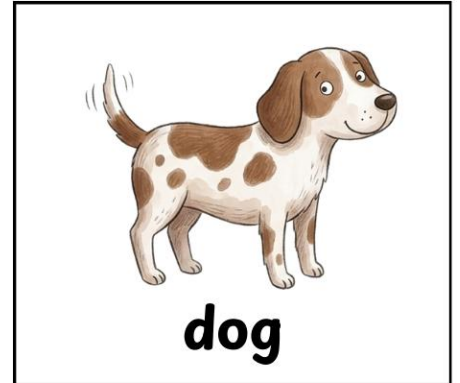
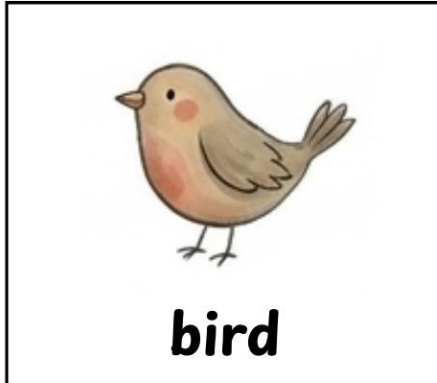
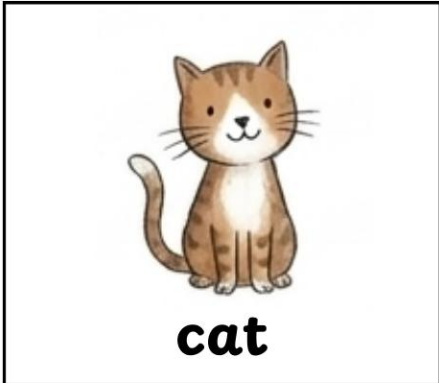
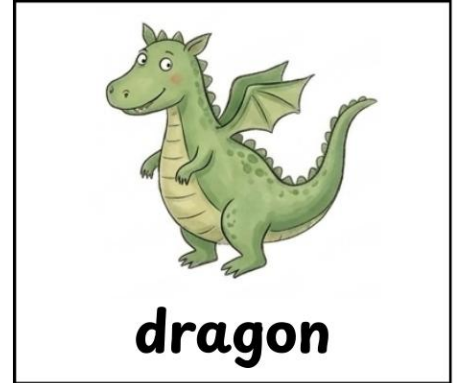
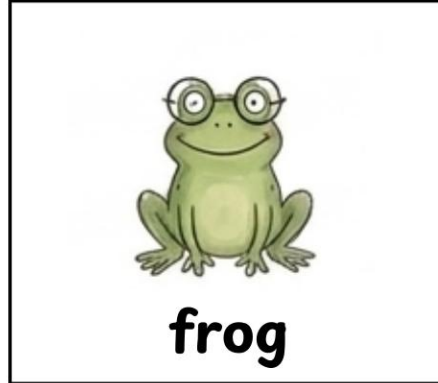
Example:

- The witch flies.
- The witch dropped the hat.
- The witch dropped the hat in the forest.
- The dragon chased the witch in the sky because he was hungry.

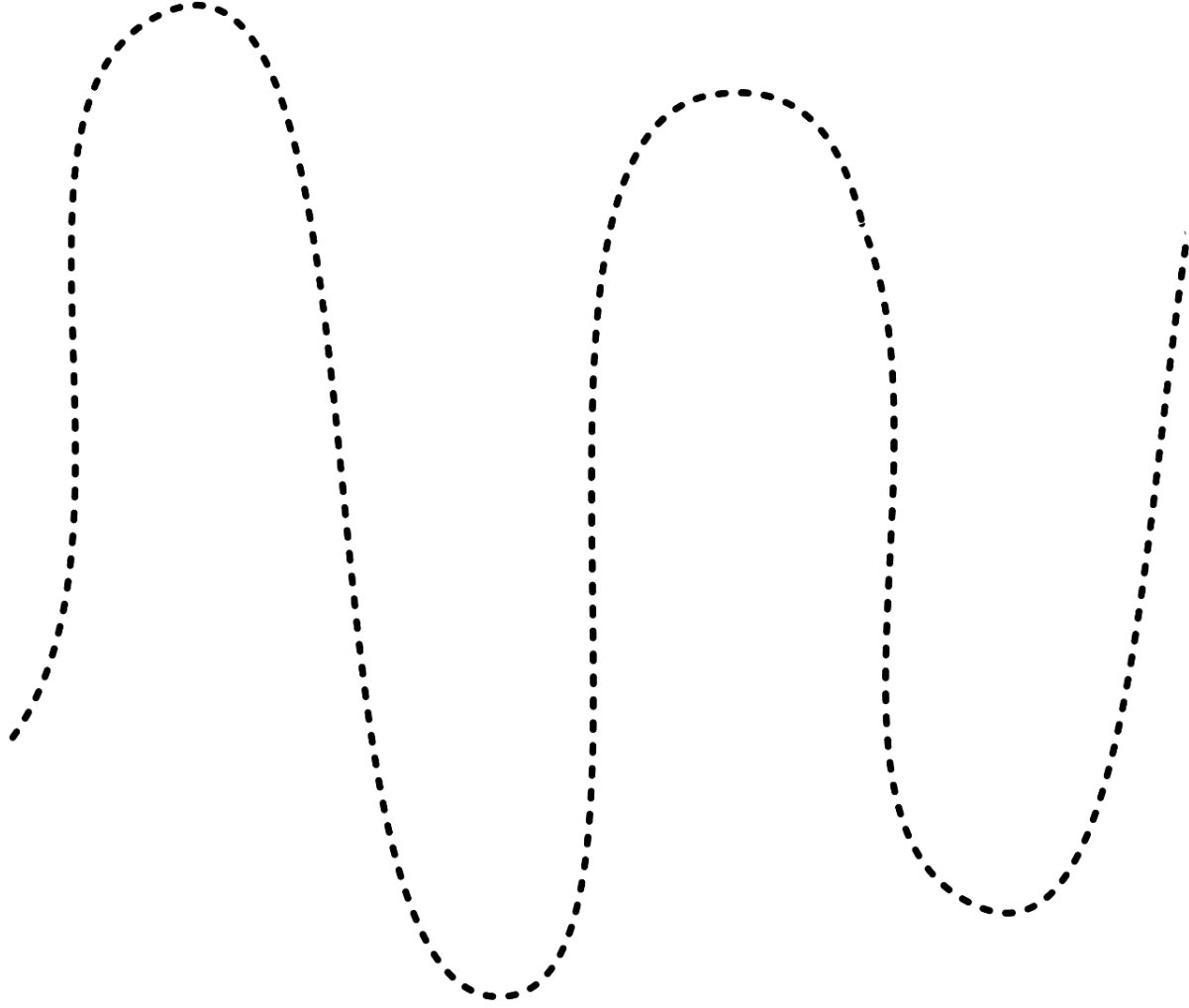


cut these up as individual cards

Day 1 - sequence the pictures to tell the story



Story Path
Room on the Broom by Julia Donaldson



Describe the witch from Room on the Broom



The Room on the Broom by Julia Donaldson - The Story

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witch



broom



hat



cat



dog



lily



bone



green bird



frog



night time



spell



day time



wand



magic



moon



flying



river



dragon



mountain



bow



trees



cauldren



fields



beast



nose



boots



plait



stripey



top



spotty



skirt



ugly

Day 10 - My Book Review



Room on the Broom
by Julia Donaldson



Did you enjoy this book?
Rate this book



What is the book about? (don't tell us the ending)

Why did you give your star
rated?

Draw your favourite scene

The 10-Day Immersive Teaching Framework

Developing Oracy, Reading & Writing Through Story - This teaching framework uses structured talk, practical immersion and scaffolded sentence building to help children move from exploring a story, to understanding it, to writing about it confidently. The sequence prioritises oracy before writing, allowing children to rehearse language before recording ideas.

What Makes This Approach Effective

The framework combines:

- Oracy-first teaching
- Vocabulary development
- Sentence scaffolding
- Practical learning experiences
- Structured story comprehension

Children develop

- confident spoken language
- a rich and secure vocabulary
- stronger sentence construction
- deeper story understanding
- an ability to explain their thinking
- a love of stories and reading engagement

Suitable for

- language-rich classrooms
- children with specific learning needs
- children with working memory & processing needs
- children with speech & language needs
- communication-friendly teaching

Days 1-3

Immerse & Vocabulary

Children explore the story world through images, discussion and practical experiences.

Focus

- Story curiosity and prediction
- Vocabulary exploration
- Practical immersion activities
- Oral storytelling

Children begin to:

- Notice and describe
- Explain vocabulary
- Retell events

Days 4-7

Sentence Building (Oral → Written)

Children develop sentence structure step-by-step using structured talk routines and writing scaffolds.

Focus

- Character exploration
- Sentence construction
- Sentence expansion
- Supported writing

Children begin to:

- Describe characters
- Speak and expand sentences with detail
- Write simple structured sentences

Days 8-10

Deepen & Review

Children deepen comprehension and reflect on the story through discussion, sequencing and review.

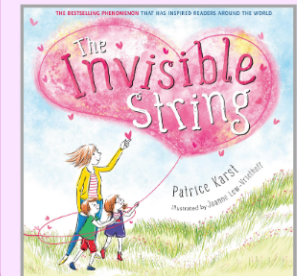
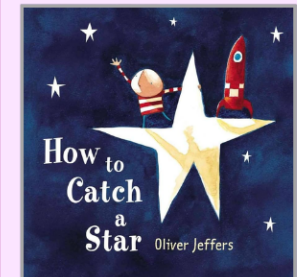
Focus

- Character emotions and inference
- Story sequencing
- Book reflection and review

Children begin to:

- Explain thinking
- Retell the full story
- Justify opinions

Other titles



The framework can be used with many high-quality picture books. Each unit follows the same 10-day progression, helping teachers build familiar routines while exploring new stories.