W1 | Story sequence

Supplementary sheet | You can point, tell, number or ask an adult to place the pieces.

Put the events in story order. Number the boxes from 1 to 6.

☐ Rowan and Elsie exchange greetings.

☐ Rowan makes a paper star.

☐ Elsie sends a card and meets Rowan.

☐ Rowan goes inside.

☐ The street becomes noisy.

☐ Rowan lights the star upstairs.

Use three events if helpful. You can order them without cutting.

W2 | Character clues

Supplementary sheet | A response can be drawn, pointed to, dictated or written.

What does Rowan choose?

What in the story helps you know?

Look at the story together. You do not have to name a feeling.

W3 | A star that is mine

Supplementary sheet | Choose, draw, tell or ask an adult to record your ideas.

What would you like your star to be like?

What help or materials would you like?

A ready-made shape or a spoken choice is welcome too.

W4 | Help that matches my message

Supplementary sheet | You can choose a message for Rowan or use your own example.

Choose or tell: help, wait, show me, again, something else.

What could an adult do?

Another message I could choose:

What could an adult do for that message?

An adult checks the meaning, acts and checks again.

W5 | What could change?

Supplementary sheet | Think about Rowan and the noisy street.

What is making this difficult for Rowan?

What support does Rowan ask for?

What could an adult change or do?

You can point to the story, draw, use AAC or tell an adult.

W6 | A quiet moment

Supplementary sheet | Start with Rowan. Your own example is optional.

Where could Rowan have a quiet moment?

Who could help them get there?

If I want to: a quiet option I could choose and an adult who could help.

You can leave the personal question blank or answer privately.

W7 | Ways I could join in

Supplementary sheet | Think about Rowan, a class event or your own choice.

Choose, draw or tell. More than one choice is welcome.

- ☐ Join the group
- ☐ Watch
- ☐ Choose a quieter activity
- ☐ Not now
- ☐ Something else

What will an adult do to support the choice?

W8 | Hello without words

Supplementary sheet | The star signals belong to the story, not a universal communication code.

How do the characters say hello?

How could a partner check what a message means?

Optional: a familiar greeting I could choose or direct an adult to show.

You do not have to greet another pupil or use flashing lights.

W9 | A small kindness

Supplementary sheet | A fictional class is making paper stars. Someone is watching nearby.

What could someone offer?

How will they check whether it is wanted?

What if the answer is no?

What could an adult change to make the invitation accessible?

My Christmas My Way

W10 | Original reflection prompts | Manuscript interior 30; story PDF position 31.

Think about a Christmas celebration at home, at school or somewhere else. You can point, draw, write or tell someone.

What am I looking forward to?

What would I like to know before it happens?

My Christmas My Way

W11 | Original reflection prompts | Manuscript interior 31; story PDF position 32.

Where could I go for a quiet moment?

How would I like to join in?

Share one of your ideas with someone who can help you make it happen.

W12 | Check my plan

Supplementary sheet | Use your own plan or a fictional example. You can answer privately.

What worked?

What would I change?

What should an adult do next?

Communication method used (adult may record):

Agreed adult action and who will do it:

A choice can change. You can say “not sure” or return later.