

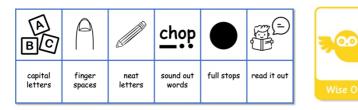
I can write my Build Up Bear

A) Essential Teaching: Complete the Sentence(s) writing Practitioner Note:

- Use Practitioner Plan from previous session to complete an abridged Shared Write / Modelled Write of this part of the story.
- Ensure that the PE hoop of the corresponding colour in on the carpet.
- Ensure the IWB of the relevant Story Friend Section is ready.
- Ensure the previous lesson Planning Circle is ready.

Shared / Modelled Write: 10 - 15 minutes

Look to the class Practitioner Plan to help with each sentence. Once the modelled writing of this element has been demonstrated, it must be checked that the writing is accurate. Wise Owl will help us use the Sentence Accuracy Checker (see below) to make sure each sentence contains everything that is needed. Always cross reference the Writer's Knowledge that Wise Owl helped children find and make edits to the Modelled Writing as appropriate.



WRITE: 10 minutes

Children use their Planning Circles document to orally construct a simple sentence and write.

OPTION A: Whole class write their story element

OPTION B: Smaller adult-led groups to complete the relevant story element

Children use their Plan to write their own sentence(s) for the Build Up

Children work in small adult-led groups using their completed circular plans to write sentence(s) about the story build up only.

• Some children may want to use the pictures from the Example Text: Sentence Planners in order to rehearse and write their sentences.

• Use phoneme mats, phoneme frames, sound buttons, magnetic letters to support children to apply known GPCs

- Use Common Exception Word cards and the Working Wall
- Always check over work using the Sentence Accuracy Check



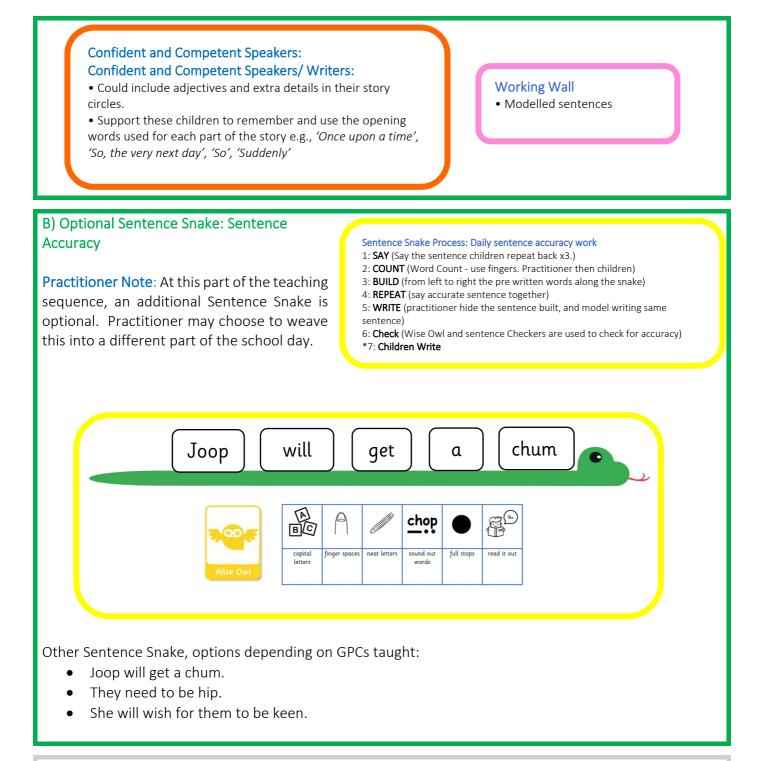
For this lesson, you will need:

- Practitioner / class Story Planning Circle
- Writer's Knowledge
- Sentence Checkers
- Props / images

When modelling always:

- Leave spaces between words
- Use a writerly voice to talk about capital letters, full stops (shown by the snake's eye), letter formations, spelling common exception words and GPCs





C) Optional Additional Activities for Essential Teaching (Element A)

• Provide rope or ribbon (to represent the Sentence Snake), small whiteboards, pens, cards and pencils to independently write words using their known GPCs or retrieving correctly spelt common exception words from environmental resources. Leave these in the continuous provision so children can independently write sentences that relate to *Juniper Jupiter*.

D) Linked Activity: Literacy

• Children can produce drawn and written suggestions on how to be a superhero. In small world and construction areas children could re-enact through play.