



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.



For this lesson, you will need:

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

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.

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

capital letters	finger spaces	neat letters	sound out words	full stops	read it out



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 Problem



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

**Confident and Competent Speakers:
Confident and Competent Speakers/ Writers:**

- Could include adjectives and extra details in their story circles.
- Support these children to remember and use the opening words used for each part of the story e.g., 'Once upon a time', 'So, the very next day', 'So', 'Suddenly'

Working Wall

- Modelled sentences

B) Optional Sentence Snake: Sentence Accuracy

Practitioner Note: At this part of the teaching sequence, an additional Sentence Snake is optional. Practitioner may choose to weave this into a different part of the school day.

Sentence Snake Process: Daily sentence accuracy work

- 1: **SAY** (Say the sentence children repeat back x3.)
- 2: **COUNT** (Word Count - use fingers. Practitioner then children)
- 3: **BUILD** (from left to right the pre written words along the snake)
- 4: **REPEAT** (say accurate sentence together)
- 5: **WRITE** (practitioner hide the sentence built, and model writing same sentence)
- 6: **Check** (Wise Owl and sentence Checkers are used to check for accuracy)
- *7: **Children Write**

Wise Owl	capital letters	finger spaces	neat letters	sound out words	full stops	read it out

Other Sentence Snake, options depending on GPCs taught:

- But he is not quick.
- Joop was sad.
- She was too cool.

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: Understanding the World



• Children can produce drawn maps of their towns and cityscapes that they may have built. Practitioners to support the children to label their maps.