



### A) Essential Teaching: Enjoy, Explore and Respond to Text

**V** Read the Vehicle Text, *Juniper Jupiter*, to the class and discuss. Look at the illustration on the pages where Juniper Jupiter is looking out of her house at all the people who have turned up for the auditions. Encourage the children to think about and discuss the following questions:

- Which person do you think would make a good side-kick? Why?
- Which person would not make a good side-kick? Why?

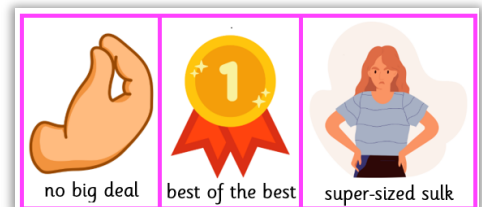
For this lesson, you will need:

- Vehicle Text
- Vocabulary from Vehicle Text
- Vocabulary: Ways to Learn New Words resource

### Grammar and Vocabulary in Context:

**V** Explore the vocabulary resource from the Vehicle Text. Display these words and phrases on the board and then one by one read the word focusing on the initial sounds and any familiar grapheme-phoneme correspondences covered. Discuss the meanings of words and phrases. **EE** Practitioner to model putting some of them into a sentence to clarify their meaning. Children then to practise orally using them in sentences with a partner. Consider acting out words and discussing synonyms of the words found in the Vehicle Text. This could happen daily to deepen vocabulary understanding.

When introducing new words use the 'Vocabulary: Ways to learn new words' resource. Remember vocabulary will need to be encountered in several ways and on several occasions to help deepen understanding, memory and recall. Children should be encouraged to return to new vocabulary throughout this Ready Steady Write unit of work.



#### Confident and Competent Speakers: Confident and Competent Speakers/ Writers:

- Encourage children to use synonyms for the selected vocabulary

#### Working Wall

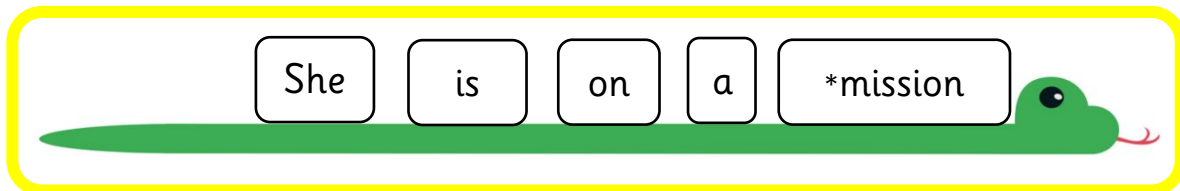
- Capture new vocabulary
- Capture modelled sentence

## B) Sentence Snake: Sentence Accuracy

Play the 'New vocabulary in a sentence' game where children use the new vocabulary and matching picture from the Vehicle Text within a sentence.

### 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**



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

\*These are likely to be non-decodable words and phrases and must be accompanied by a corresponding vocabulary image.

Other Sentence Snake, options depending on GPCs taught:

- She is on a \*mission.
- I need the \*best of the best.
- I will turn up for the \*audition.

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

### • Drama in Context: Hot Seating



Practitioner in role as 'Juniper Jupiter' – children to ask questions about how she feels about being a superhero. Practitioner to describe the excitement felt when rescuing people, but also the boredom/loneliness when there is nothing to do. Encourage children to make suggestions about what sort of sidekick she needs to find. Children may draw upon knowledge of the story.

### Working Wall:

- Keep adjectives to describe how Juniper Jupiter feels

## D) Linked Activity: Understanding the World



Provide children with other superhero texts to look at, read and provide inspiration.