

**Practitioner Note:**

The Example Text (a WAGOLL) enables young children to develop an effective understanding and retelling, some in their own words and some as exact repetition (as indicated in Development Matters 2021). It is here that children find out how writing works. The Example Text can also be used for whole class Shared Reading too and profits from being supplemented with illustrations from the Vehicle Text. Now read, discuss and enjoy the Example Text. There is a version without the story friends which you may want to read first and then read the version that includes them so you can explain how these different parts of a story work. Remember the sentences / words / phrases in green are largely decodable sentences that should help the children join in and read. The Example Text will be revisited on several occasions.

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

Share the Example Text with the children. Explain to the children that the Example Text is a version of the story (the Vehicle Text) that can help us to retell it. Introduce and explain that we have four story characters (see Story Friends). They have been looking at the story 'Juniper Jupiter'.



There is also a story song version too!

Encourage the children to sing along to the Story Song x2.

IMPORTANT: Read Story Friends guidance. The four Story Friends can be printed and laminated to accompany the Example text.



Explore the vocabulary from the Example Text. Discuss the meanings of words and phrases.



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 Example Text. This could happen daily to deepen vocabulary understanding. When introducing new words use the 'Vocabulary: Ways to Learn New Words' resource.

For this lesson, you will need:

- Example Text, *Joop and Nut*
- Vocabulary from Example Text
- Story Friends
- Story Song

Joop and Nut	
1. Opening	Once upon a time in a far-off place, there was a girl called Joop with a friendly face. She had a bright red cloak and was smart and strong. She had a dog called Nut who tagged along. She was a superhero who loved the role. But something was missing, she didn't feel whole. Joop was lonely. Joop was blue. Her wish for a side-kick had to come true.
2. Build up	So, the very next day, she wrote a list. Hoping that her side-kick did exist. 'My side-kick must be super strong and smart. And adore ice-cream with all their heart. My side-kick must love to dance. Be full of fun, is there any chance?' Joop was lonely. Joop was blue. Her wish for a side-kick had to come true.
3. Problem	So, Joop put posters up all over town. She hoped her side-kick could be found. Lots turned up but there was no success. No side-kick could be found in all the stress. Some were too big. Some were too small. Some were too furry, and some were too tall. So Joop set off in a mighty huff. This finding business was very tough! Joop was lonely. Joop was blue. Her wish for a side-kick had to come true.
4. Ending	Suddenly, Joop gasped... she now realised! Her real-life side-kick stood before her eyes. He was perfect, loyal, super strong and smart. Right under her nose was a work of art. He loved ice-cream and was a ball of fun. It was Nut the dog - the job was done! Joop's not lonely. Joop's not blue. Her wish for a side-kick had come true. 'Let me introduce to you the dynamic duo, Joop and Nut!'



Words			Phrases	
tagged	superhero	blue	full of fun	no success
wish	suddenly	realise	mighty huff	dynamic duo
real-life	loyal	introduce		

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

- Encourage children to use synonyms for the selected vocabulary

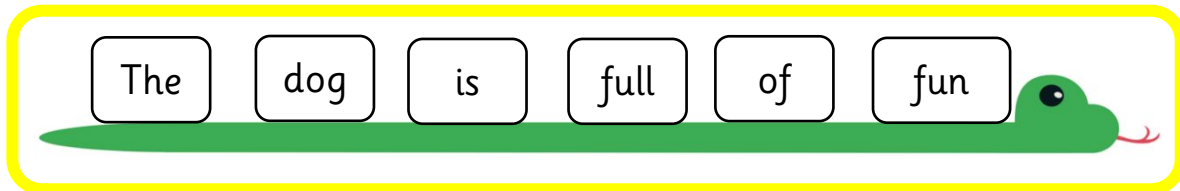
Working Wall

- Capture new vocabulary
- Capture modelled sentence

B) Sentence Snake: Sentence Accuracy

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:

- The dog is full of fun.
- Nut is a *loyal pet dog.'
- Nut the dog is right *under her *nose.

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

• Drama - Practitioner in Role:



Encourage the children to dramatise the Example Text. Provide resources for the children to dress up as superheroes and the characters that come to the audition. Support the children to use the new vocabulary in their retelling of the Example Text.

D) Linked Activity: Understanding the World



Freeze some superhero or toy characters in ice cubes. Have the children seen ice before? Have they made ice? Allow the children to make predictions on how the characters became frozen and how to free the characters from the ice. This activity will provide children with an understanding of freezing and melting for changing states of matter. Practitioners ask the children to become 'Unfreezing Superheroes'. Supply various methods to enable the children to free the frozen superheroes: warm water, salt, heat, utensils, etc. Discuss which was the best method to melt ice.