



A) Essential Teaching

Writer's Knowledge: Wise Owl & Story Friends

**E** Reread the Example Text. Introduce and explain that Wise Owl knows *how* to write good sentence stories and is going to need help to see if they are in the Example Text too (see Writer's Knowledge: Wise Owl chart below). Encourage children to join in identifying these from the Example Text. Practitioner to then complete an enlarged, empty speech bubbles with help from Wise Owl (laminated and tap to a holding stick) and the children, to show examples found located in the Example Text. Together Wise Owl *and* the children spot and check exactly what make this Example Text very good. Practitioner to annotate an enlarged copy of the Example Text with different colour marker pens to show where the Writer's Knowledge are in the Example Text.

For this lesson, you will need:

- Writer's Knowledge document
- Story Friends
- Wise Owl
- Story Investigation Practitioner information
- Sentence Checkers



**Practitioner Note:** This is a practitioner-led activity. The answers are given here to help inform practitioner discussion with the children. This is a way of showing little children how writing works.

**Practitioner Note:** This practitioner led activity should not be more than 15 minute discussion with Wise Owl.

Writer's Knowledge: Wise Owl

What Wise Owl knows:

- What is needed for this type of writing
- What children need to do in reception

Answers for Wise Owl to find with the children

(Empty speech bubbles to complete and annotate Example Text)

<p>Describing words</p> <p>Full stops and capital letters</p> <p>Start each part of the story in a different way</p> <p>Spell common exception words</p> <p>Repeat words in a sentence Repeat phrases</p> <p>Describe the character and setting</p> <p>Letters look perfect and spaces between words</p>	<ul style="list-style-type: none"> <li>• bright red cloak</li> <li>• smart and strong</li> <li>• too big</li> <li>• too small</li> <li>• too furry</li> <li>• too tall</li> <li>• mighty huff</li> <li>• dynamic duo</li> </ul> <p><b>Teacher Note:</b> Place a green circle around capital letters and full stops</p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• So, the very next day</li> <li>• So</li> <li>• Suddenly</li> </ul> <p>Is, the, to, no, so, he, me, be, she, was, my, her, you, all</p> <p><small>NB: (Depending on phonics programme used - some Common Exception may not yet have been introduced to)</small></p> <ul style="list-style-type: none"> <li>• Joop was lonely. Joop was blue. Her wish for a side kick must come true.</li> <li>• Some were too...</li> </ul> <p><b>Letter formation</b> starting points and direction of formation <b>Word Spaces</b> word count matching spoken to written words</p> <p><u>character</u> girl called Joop bright red cloak, smart and strong. Had a dog called Nut. Wished for a side kick. <u>Setting</u> town</p>
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Shaded blue speech bubbles indicates grammar expectation of this unit. There is additional practitioner information that can inform discussions that Wise Owl may have when examining the Example Text.

**Practitioner Note:** Wise Owl can be laminated and made into a stick puppet. This practitioner-led activity will in turn help the children write some sentences of their own when they reach the 'Write' part of the teaching sequence.



**Confident and Competent Speakers:**

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- Encourage children to extend their verbal sentence using 'and' and 'because'

**Working Wall**

- Examples for each of the sentence openers

**B) Sentence Snake: Sentence Accuracy**

Practitioner to gather examples of the Writer's Knowledge for 'Starting sentences in different ways'. Some shown in the Example Text are; 'Once upon a time', 'So', 'The very next day', 'So' and 'Suddenly'.

**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

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

Other Sentence Snake, options depending on GPCs taught (sentence starters underlined):

- So they both put on red tops.
- So, the very next day, Joop got the cat.
- Suddenly, Joop had a big huff.

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

- Children may wish to use highlighter pens to identify full stops, capital letters, a specific phoneme or Common Exception Word within the Example Text.

**D) Linked Activity: Links to other Reading:**

This would be a good opportunity to share stories with similar themes so children can build up their knowledge of similar story plots and language (see Wider Reading).

