



A) Essential Teaching

Demonstrate Planning: Build Sentences Orally and Through Song

- E** Explain to the children that they will be retelling and planning a part of the story.
- +** They will plan for this by using their circular plans to:

- place relevant pictures
- draw
- placing objects into PE hoops provided for them



For this lesson, you will need:

- Story Friends
- Four PE hoops
- Example Text
- Story Pictures
- Story language sentences starters
- Planning Circles Plan (1 for each child)
- Real objects
- Sentence Checkers

This will follow the oral learning of the Example Text. Practitioner explicitly models using 'Story Pictures: Say Before you Write'.

NB Practitioner note: Adaptive teaching will allow practitioners to choose the most suitable approach.

SING + STORY BUILD & PLAN Process

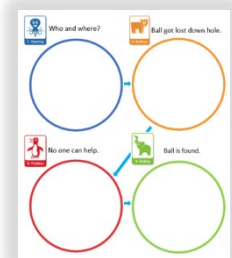
Ensure that the PE hoop of the corresponding colour in on the carpet.

Ensure the IWB of the relevant Story Friend Section is ready.



A: SING AND STORY BUILD PROCESS: 12 minutes

1. **SING & POINT:** Play and sing together the correct story element of the Story Song, pointing to the story pictures as they appear on the IWB
2. **REPEAT:** As above x2
3. **BUILD:** Practitioner places physical objects or story pictures into the hoop as the children sing this story element again
4. **PERFORM:** Practitioner builds this story element again. Children only sing to demonstrate recall



NB Practitioner Plan:

Practitioners must also complete a plan for this element of the story. A practitioner's completed plan will inform modelling sentences that relate to this element of the story in the following lesson. This can be generated through:

- Physical objects in the PE hoop
- Story Pictures in an enlarged copy of the Planning Circle

B: PLAN: 10 minutes

Children 'build' their own story for this part of the story on their own Planning Circle resource through picture and symbols and placing them in the correct coloured circle against the correct Story Friend.

OPTION A: Whole class on clipboards sat on floor

OPTION B: Smaller groups to complete the Planning Circles resource across the day

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

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

Working Wall



- Practitioner / class Planning Circle







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**

They need to be fun



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

Other Sentence Snake, options depending on GPCs taught:

- Joop will need a pal.
- They need to be fun.
- Joop needs a good aid.

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

Practitioner Note: Many children will want to plan, sing and rehearse sentences orally as a replication of the Example Text. Some children will want to use ideas collected from their own imaginations and experiences and include these in their story. They may also wish to use information they have gained from other books which may provide a stimulus for superheroes. Children will need guidance on drawing this in their plans and rehearsing orally.

D) Linked Activity: Understanding the World

EE In continuous provision provide baskets of props including alternative toys, creatures, small world figures, their superhero mini-me and photographs for children to build the story themselves. These can be used to help plan different stories and then left in the environment for children to engage in story-making during child-initiated play.