



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

E Explain to the children that they are going to write a letter back to Joop and the Example Text will help them to think about what needs to be included. Show the children an enlarged copy of the Example Text. Use a shared reading approach and encourage children to join in with the decodable words / phrases shown in green, applying known Grapheme Phoneme Correspondences knowledge to segment and blend sounds to make words.



For this lesson, you will need:

- Example Text
- Vocabulary from the Example Text

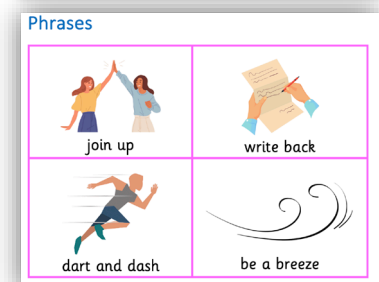
Vocabulary in Context: Study the Word

E Reread and explore vocabulary from the Example Text. Display a large copy of words and phrases. Read each word focusing on the initial sounds and any familiar GPCs (Grapheme Phoneme Correspondences) covered. Discuss the meanings of words and phrases. Practitioner to orally model putting some of them into a sentence to clarify meaning

e.g.,

- Her **favourite** animal is a dog.
- We can **write back** to Juniper Jupiter.
- They will work together to **save** the world.

Children then to practise orally using the new vocabulary in sentences of their own with a partner. To support children further you could find a bigger range of pictures that represent each word and match them to the words or phrases in a group or as whole class. These could also be within the environment for continuous provision activities.



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

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

Working Wall

- New vocabulary
- Modelled sentences
- Children's sentences

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**

The diagram shows a green snake with its head on the right, facing left. The words 'I', 'will', '*save', 'the', and 'cat' are written in boxes along the snake's body. Below the snake are two rows of icons. The first row includes a 'Wise Owl' icon and a grid of six icons: a box with letters A, B, and C; a hand holding a pencil; a pencil; the word 'chop' with a red exclamation mark; a black circle; and a person reading a book. The second row contains labels for each icon: 'capital letters', 'finger spaces', 'neat letters', 'sound out words', 'full stops', and 'read it out'.

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

Other Sentence Snake, options depending on GPCs taught:

- I think I can help you Joop.
- I will *save the cat.
- This will be a *breeze.

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



• Encourage the children to deepen their understanding of the new vocabulary through drama. Practitioners to model 'urgent' and the other vocabulary. Children may wish to draw representations of the new words and phrases.

D) Linked Activity: Physical Development



In continuous provision place a selection of card / plastic superheroes with twisted string around them. Allow the children to untangle the superheroes to aid their fine motor skills.