



A) Essential Teaching

Familiarisation with Text Structures: Practitioner - Led Activity

E Explain to the children that there are three parts to the letter. Look at the Example Text again and ask the children to help identify these three parts. Annotate and display on the Working Wall.

For this lesson, you will need:

- Example Text
- Coloured marker pens
- Writer's Knowledge: Wise Owl

Part 1	Letter is addressed to the reader. Information about why the letter has been written.
Part 2	Talk directly to the reader. Information the reader will find useful.
Part 3	Asking the reader to write back. Letter is signed by the writer.

Familiarisation with Text Structure & Language Features: Discuss, Highlight and Annotate:

E Practitioner annotates an enlarged copy of the Example Text with different coloured marker pens to enable the children to familiarise themselves with these structures and features to support them writing their own writing at a later stage. The following indicators will support important discussions with the children during guided work and/or whole class discussions and have been written in child-friendly language. Always supplement this knowledge, signposting the children to where this exists in the Example Text.

A) Information Structure & Language Features:

- ✓ This letter starts with 'Dear'.
- ✓ This letter tells the reader why it has been written (its purpose).
- ✓ This letter talks directly to Joop (the reader of the letter).
- ✓ This letter has 3 parts (paragraphs).
- ✓ This letter gives facts about the writer.
- ✓ This letter asks the reader to respond.
- ✓ This letter uses different ways to start sentences.

Familiarisation with Text Structures: Writer's Knowledge: Wise Owl

E Reread the Example Text. Introduce and explain that Wise Owl knows *how* to write a good letter (features and words) and is going to need help to see if these features are in the Example Text too (see Writer's Knowledge: Wise Owl). Encourage children to join in identifying these from the Example Text. Practitioner to then complete the empty speech bubbles resource with help from Wise Owl 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 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 and a way of encouraging them to do the same when they write.

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 the Example Text)

+ Wise Owl

I know what makes this writing really good. Can you help me find these different things? You can use them when *you* write!

+ Wise Owl Sample for Teachers Information

I will write some examples that we find together and place them in the speech bubbles around the Example Text. Then I will put them on the Working Wall.

Shaded blue speech bubbles indicate expectation of this unit and must inform daily Sentence Accuracy Work.

Practitioner Note: See Wise Owl which will need laminating and making into a stick puppet. This practitioner-led activity will, in turn, help the children in guided groups write some sentences of their own for this type of writing when they reach the 'Write' part of the teaching sequence (Jump In, Look, Plan, Write).

How to begin

Use 'I' because it is you that is writing.

How to end

Dear *Joop*,

Don't fear! I've read your letter.
I think I can help make things better.

*If Nut is ill, I can step in with ease.
 We can save the world; it'll be a breeze.
 I'm lightning quick, and I have a lot of power.
 I can dart and dash, climbing higher than a tower.
 Mint choc chip is my favourite ice-cream.
 Let's join up, we'll make a terrific team!
 But most important of all,
 I can answer your urgent call.*

*Joop, please write back to me quick.
 I'll be your stand-in side-kick.*

From
Nell North

PS. *Get well soon Nut!*

Information for the reader

A final message

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

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

Working Wall

- Display a completed Wise Word Owl Writer's knowledge on the Working Wall

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**

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 the corresponding vocabulary images.

Other Sentence Snake, options depending on GPCs taught:

- Can we join up?
- Can you dash quick too?
- Is mint choc chip good?

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

- Practitioners to provide opportunities for children to look at different letters. Practitioners to ask questions about who the letters are from and why letters are sent.

D) Linked Activity: Understanding the World

Provide children with the **Instructions** resource to complete with support from practitioners. Can they create a new superhero by following the instructions?