

8: Write



I can write the second part of my letter

A) Essential Teaching: Complete the Sentence(s) writing

Practitioner Note:

- Use Practitioner Plan from previous session to complete an abridged Shared Write / Modelled Write of the second part of the letter text.
- Ensure the previous lesson Letter Writing Plan is ready.

Shared / Modelled Write: 10 minutes

Look to the class Practitioner Plan to help with each sentence. Once the modelled writing of this element has been demonstrated, it must be checked that the writing is accurate. Wise Owl will help us use the Sentence Accuracy Checker (see below) to make sure each sentence contains everything that is needed. Always cross reference the Writer's Knowledge that Wise Owl helped children find and make edits to the Modelled Writing as appropriate.

For this lesson, you will need:

- Practitioner / class Letter Writing Plan
- Children's Letter Writing Plans
- Writer's Knowledge
- Sentence Checkers

When modelling always:

- Leave spaces between words
- Use a writerly voice to talk about capital letters, full stops (shown by the snake's eye), letter formations, spelling common exception words and GPCs

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



WRITE: 10 minutes

Children use their Letter Writing Plan document to orally construct a simple sentence and write. A template is available in the resources.

OPTION A: Whole class write their nonfiction element

OPTION B: Smaller adult-led groups to complete the relevant nonfiction element

Children use their Plan to write their own sentence(s)

Children work in small adult-led groups using their completed plans to write sentence(s) about the Example Text letter.

- Use phoneme mats, phoneme frames, sound buttons, magnetic letters to support children to apply known GPCs
- Use Common Exception Word cards and the Working Wall
- Always check over work using the Sentence Accuracy Check

Letter Template

Dear

+

+

+

From

Confident and Competent Speakers:

Confident and Competent Speakers/ Writers:

- Add additional noun phrases (describing words) to provide detail to their letters
- Combine sentences using 'and'

Working Wall

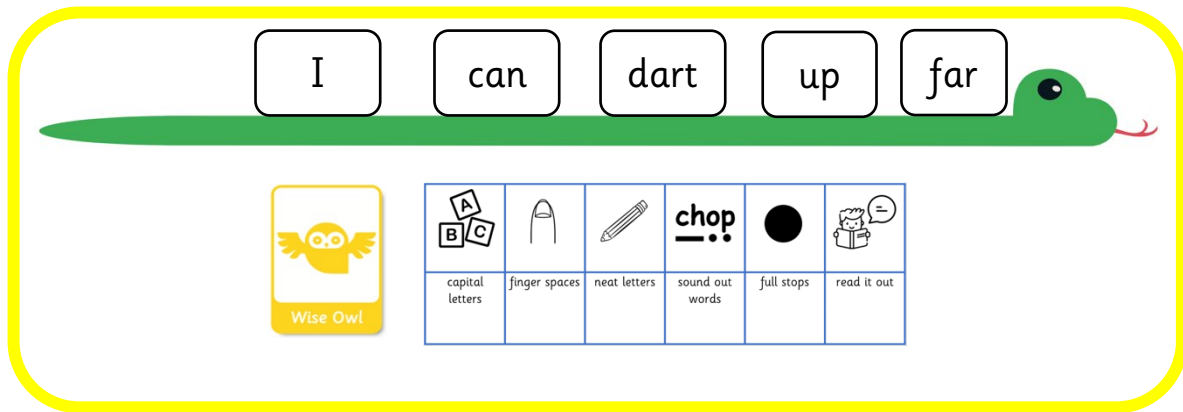
- Modelled sentences
- Practitioner / class Letter Plan

B) Optional Sentence Snake: Sentence Accuracy

Practitioner Note: At this part of the teaching sequence, an additional Sentence Snake is optional. Practitioner may choose to weave this into a different part of the school day.

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**



*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 can loop the loop.
- I can rush as quick as a star.
- I think it will be a lot of fun.

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



• **Practitioner Note:** Many children will want to plan and rehearse sentences orally as a replication of the Example Text. Children will need support to create their sentences, practising orally first.



Provide word mats and GPCs to support independent writing. Use the **Checklist** resource for additional vocabulary.

D) Linked Activity: Personal Social, Emotional



• Discuss real superheroes and ask the children if they are a hero? Clarify that the children are unique and have their own talents and superpowers. Children to draw themselves and list their abilities: strong, brave, kind, healthy, resilient, etc.