



A) Essential Teaching

Demonstrate Planning: Build Sentences Orally



Explain to the children that they will be retelling and planning the final part of the Example Text letter.

They will plan for this by using their Letter Plan. Practitioner will do this by either:

- placing relevant Information Pictures
- drawing directly*
- placing objects into PE hoops provided for them*

This will follow the oral learning of the Example Text. Practitioner explicitly models using 'Information Pictures' document (also found in the IWB materials).

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

For this lesson, you will need:

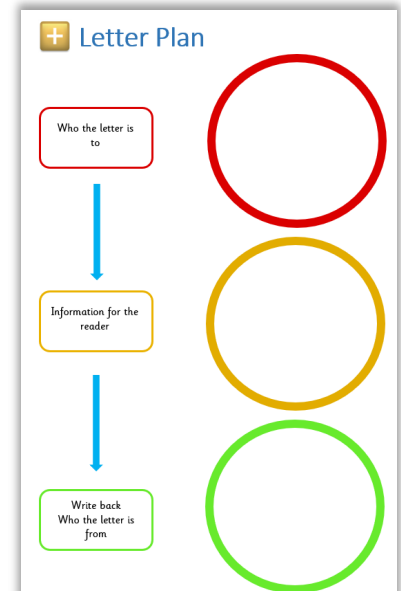
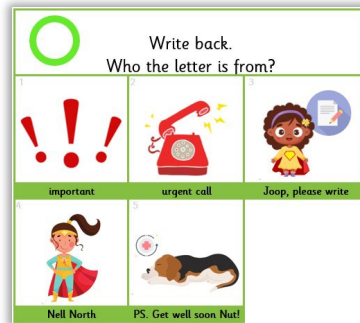
- Enlarged Letter Writing Plan (1 for each child)
- Example Text
- Real objects
- Information Pictures

INFORMATION BUILD & PLAN PROCESS

- Ensure that the PE hoop of the corresponding colour is on the carpet.
- Ensure the IWB of the relevant Information Pictures section is ready.

A: SAY & BUILD PROCESS: 12 minutes

1. **SAY & POINT:** Say together the correct sentences using the Information Pictures of the pointing to the Information Pictures as shown on the IWB.
2. **REPEAT:** As above x2.
3. **BUILD:** Practitioner places Information Pictures (or physical objects) into the corresponding hoop as the children say this part again.
4. **PERFORM:** Practitioner builds this part again. Children only say to demonstrate recall.



NB Practitioner Plan:

Practitioners must also complete a plan for this part of the letter. A practitioner's completed plan will inform modelling sentences that relate to this part of the letter text in the following lesson. This can be generated through Information Pictures in an enlarged copy of the Letter Planning Circle.

B: PLAN: 10 minutes

Children 'build' their own part of the letter text on their own Letter Plan resource through picture and symbols and placing them in the correct Letter Plan (circle).

OPTION A: Whole class on clipboards sat on floor

OPTION B: Smaller groups to complete the Letter Plan 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 think of a variety of adjectives to describe why they are writing this letter to Juniper Jupiter

Working Wall

- Practitioner / class Letter Writing Plan document

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:

- Joop let me be a *sidekick.
- Get well soon Nut!

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

- E** • Provide children with **Match the Catchphrase** resource. Practitioners to support children reading the largely decodable sentences to enable them to match to the correct superhero image.

EE D) Linked Activity: Understanding the World

- EE** Provide children with their mini-me superheroes. Provide speech bubbles to write what the mini-me superhero is saying.