

*Monday 22<sup>nd</sup> September 2025*

Monday 22<sup>nd</sup> September 2025

TPs- Is this a good sentence?

### Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

Clarine went ot school

Yes this is a good sentence because \_\_\_\_\_

No this not a good sentence because \_\_\_\_\_

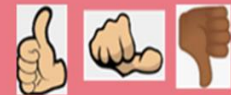
Monday 22<sup>nd</sup> September 2025

*Clarine went to school .*

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*Self Assessment*

*Do you know what makes a good sentence?*





*LQ: Can I create a story map?*

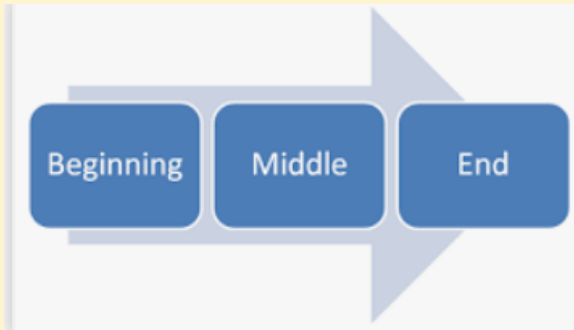


*Steps to success*

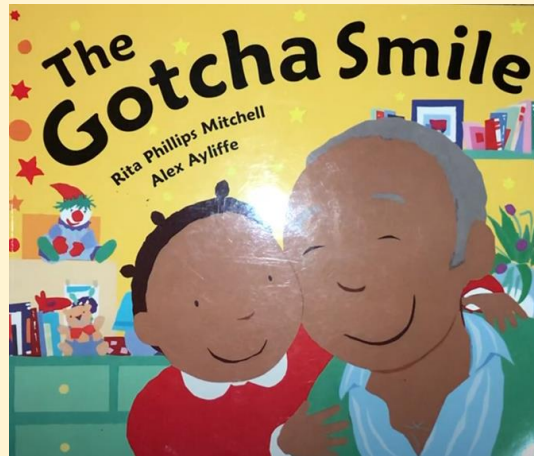
- *I can listen to the story.*
- *I can remember significant events in a story.*
- *I can create a story map sequencing the events of the story.*

# Star Words

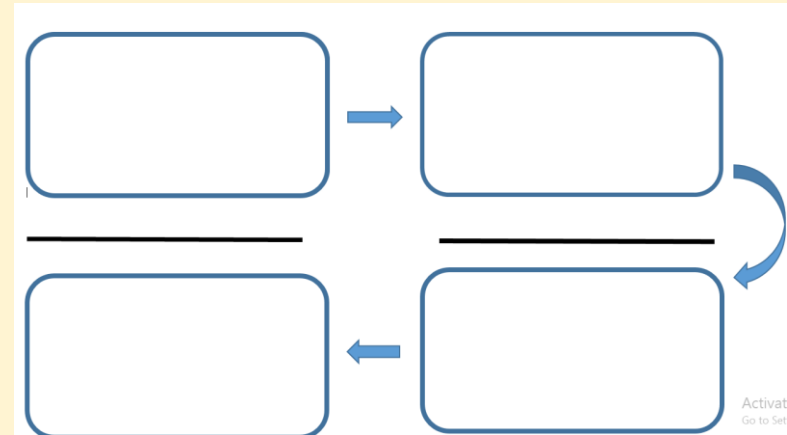
*sequence*



*story*

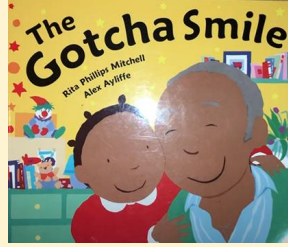


*story map*



LQ: Can I create a story map?

Monday 22<sup>nd</sup> September 2025



Every story has a *sequence*, a *beginning* → a *middle* → an *end*.

The *sequence* is the correct order of events in the *story*.

Clarine did not make friends at the *beginning* of the story, she made friends at the *end* of the story. Many things happened in the *middle* of the story, which helped Clarine learn how to make friends at her new school.

This week we are going recall those things/ events in the story to help us retell the story in the correct order.

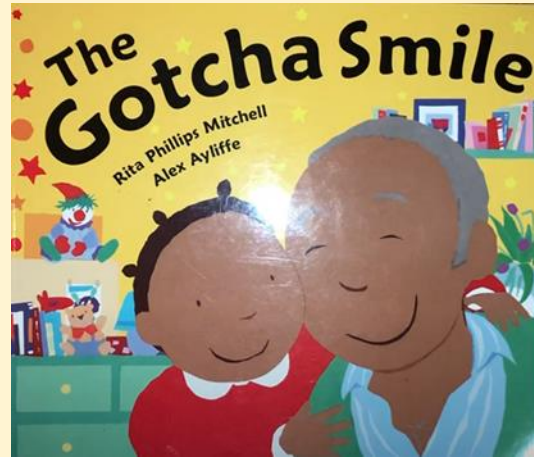
Self Assessment

Do you understand what sequence means?



Monday 22<sup>nd</sup> September 2025

LQ: Can I create a story map?



(Based on the children's ideas draw images in an A3 story map to sequence events and model the activity as you go along. Keep story map for tomorrow's lesson, it can be added to learning wall)

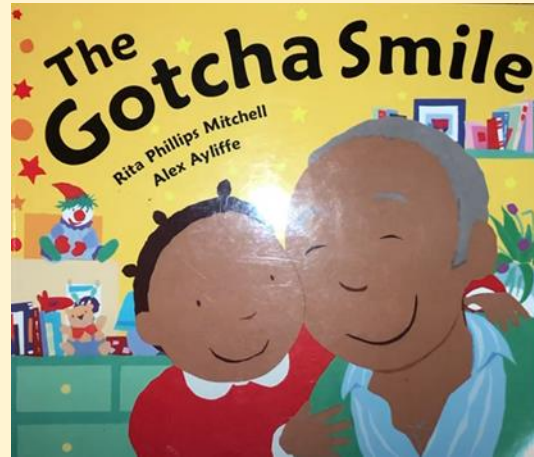
TPs- What happened at the *beginning* of the *story*? How did it start?

In the beginning \_\_\_\_\_

Clarine\_\_\_\_\_

Monday 22<sup>nd</sup> September 2025

LQ: Can I create a story map?



(Based on the children's ideas draw images in an A3 story map to sequence events and model the activity as you go along. Keep story map for tomorrow's lesson, it can be added to learning wall)

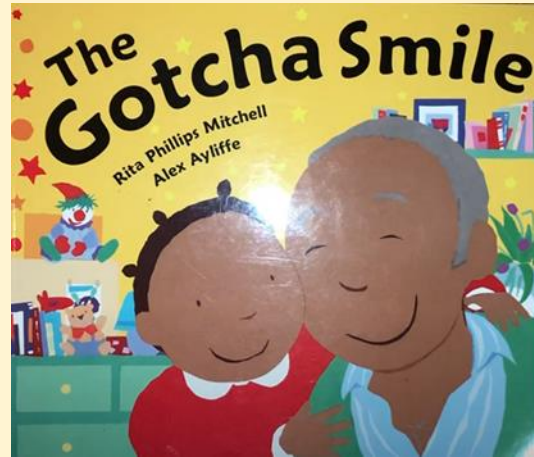
TPs- What happened in the *middle* of the story? How did Clarine feel?

In the middle \_\_\_\_\_

Clarine\_\_\_\_\_

Monday 22<sup>nd</sup> September 2025

LQ: Can I create a story map?



(Based on the children's ideas draw images in an A3 story map to sequence events and model the activity as you go along. Keep story map for tomorrows lesson, it can be added to learning wall)

TPs- what happened in the *end* of the story? How did she make friends?

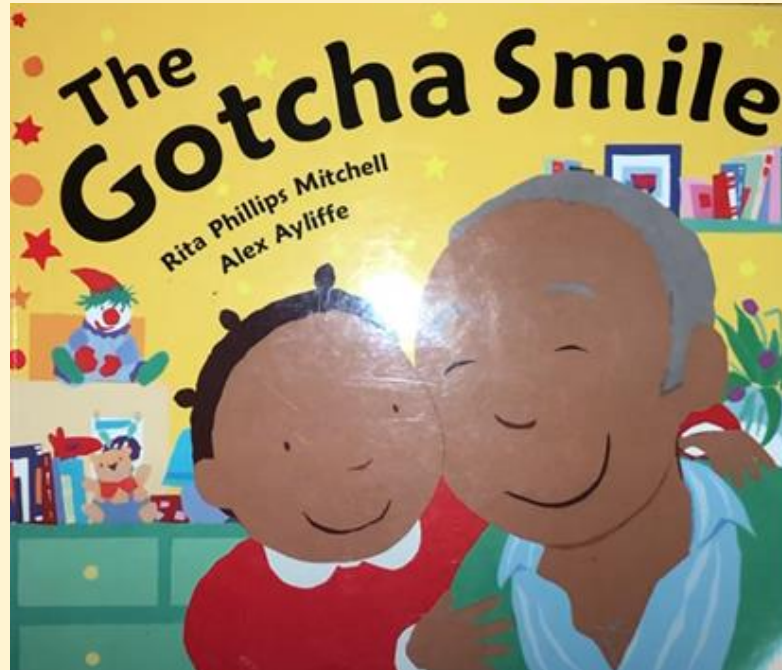
At the end \_\_\_\_\_

Clarine\_\_\_\_\_

Monday 22<sup>nd</sup> September 2025

LQ: Can I create a story map?

Let's recap the *story*, to see if we remembered the correct *sequence*.

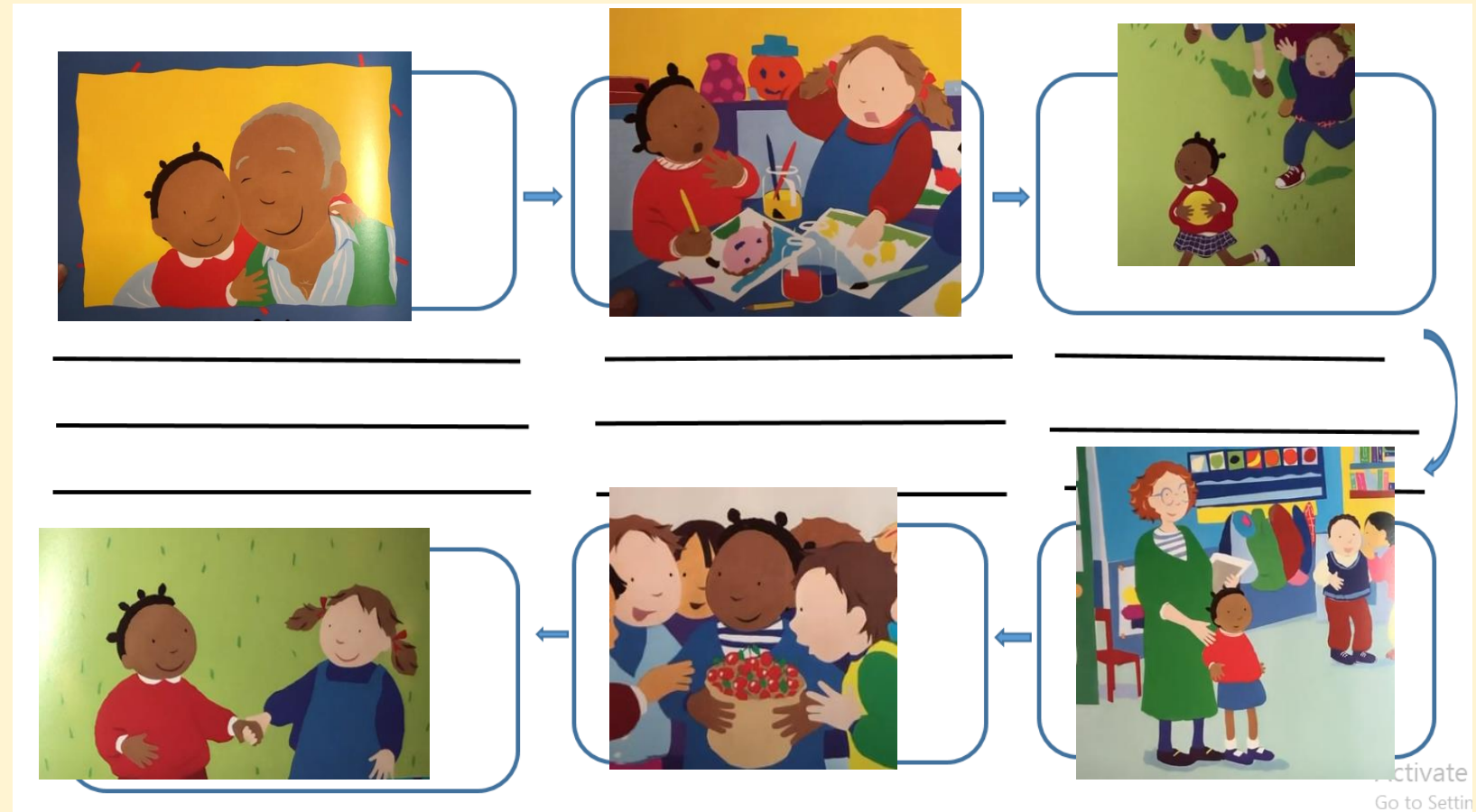


<https://www.youtube.com/watch?v=cfK4uyyXR04>

LQ: Can I create a story map?

Monday 22<sup>nd</sup> September 2025

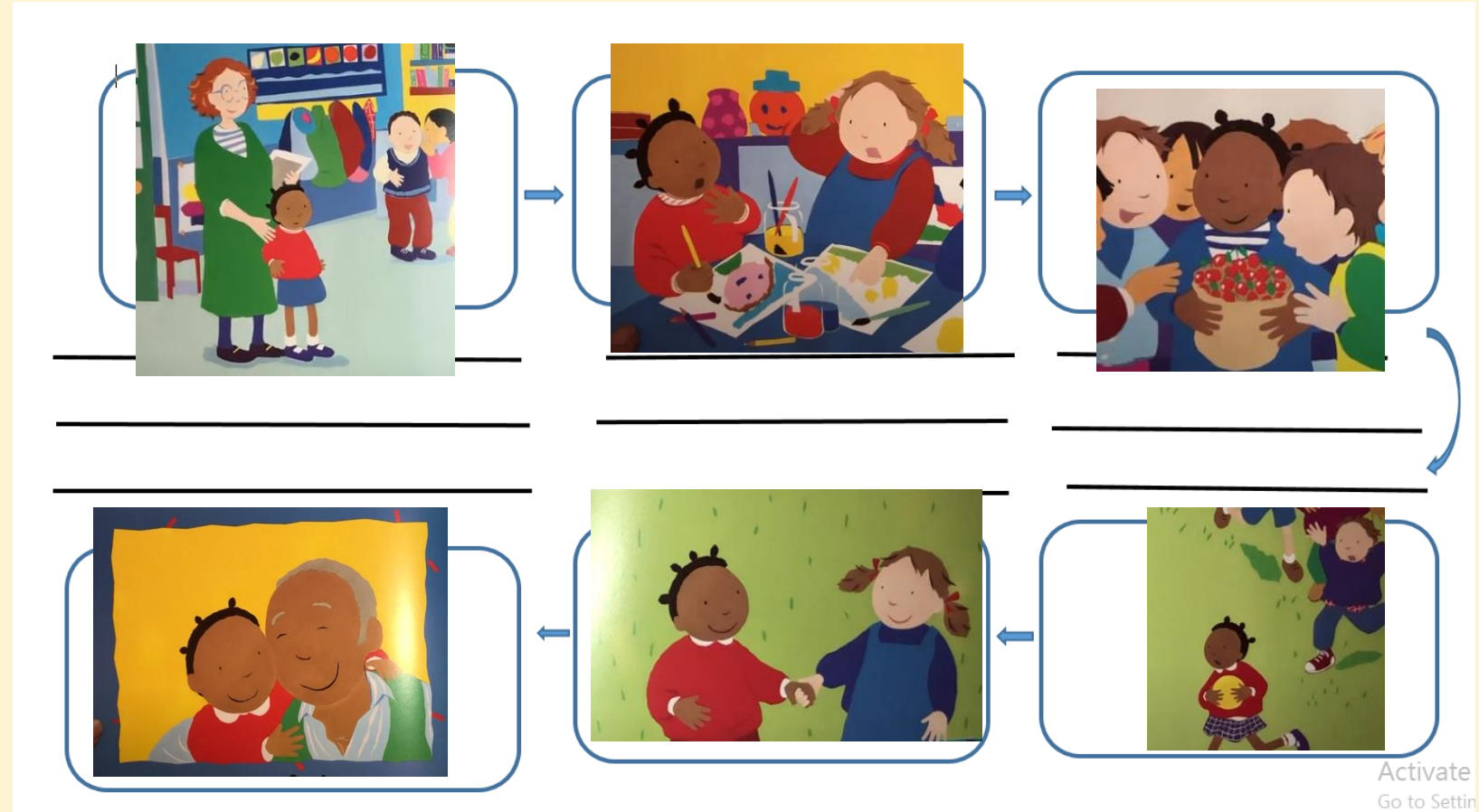
Take a look at this *story map*, is this in the correct order/ *sequence*?



LQ: Can I create a story map?

Monday 22<sup>nd</sup> September 2025

Take a look at this *story map*, is this in the correct order/ *sequence*?



Self Assessment

Do you know what a sequence is?



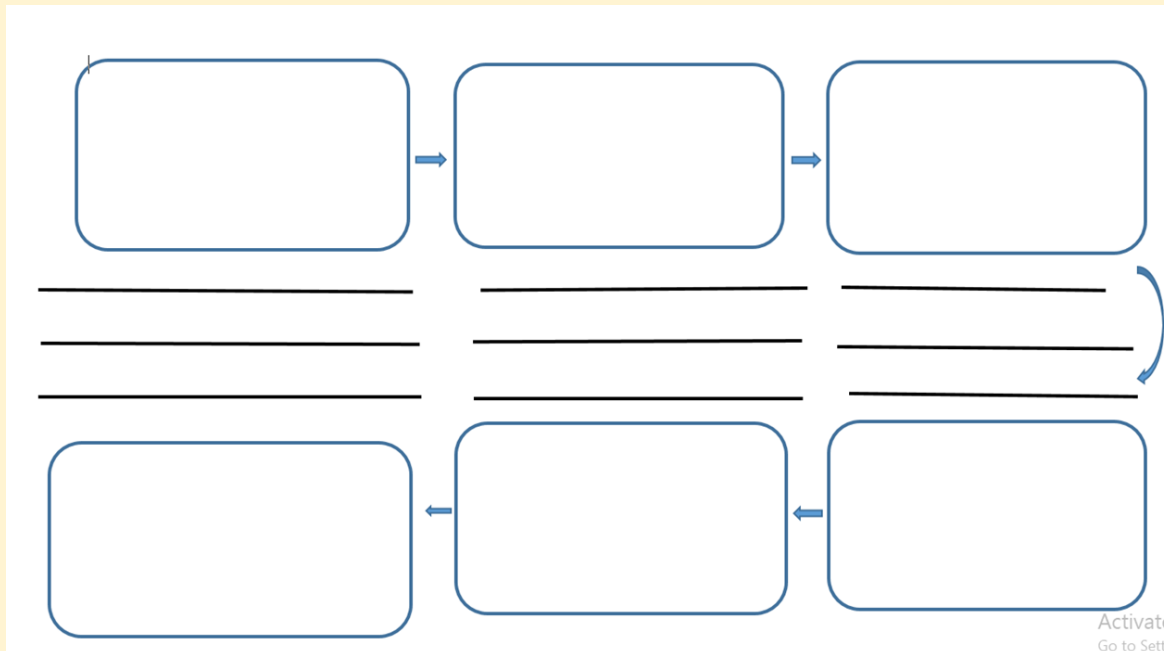
This is the correct *sequence* and order of the *story*. Use this *story map* to retell the story to your talk partner.

LQ: Can I create a story map?

Monday 22<sup>nd</sup> September 2025

# Task

Today you are going to draw pictures in your story map, to **sequence** the events in the **story**. Remembering what happened in the **beginning, middle and end** of story.



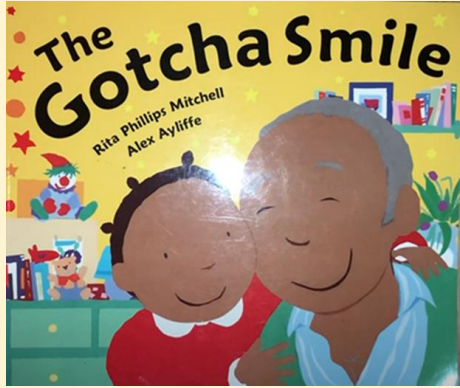
Self Assessment

Do you know what you have to do ?



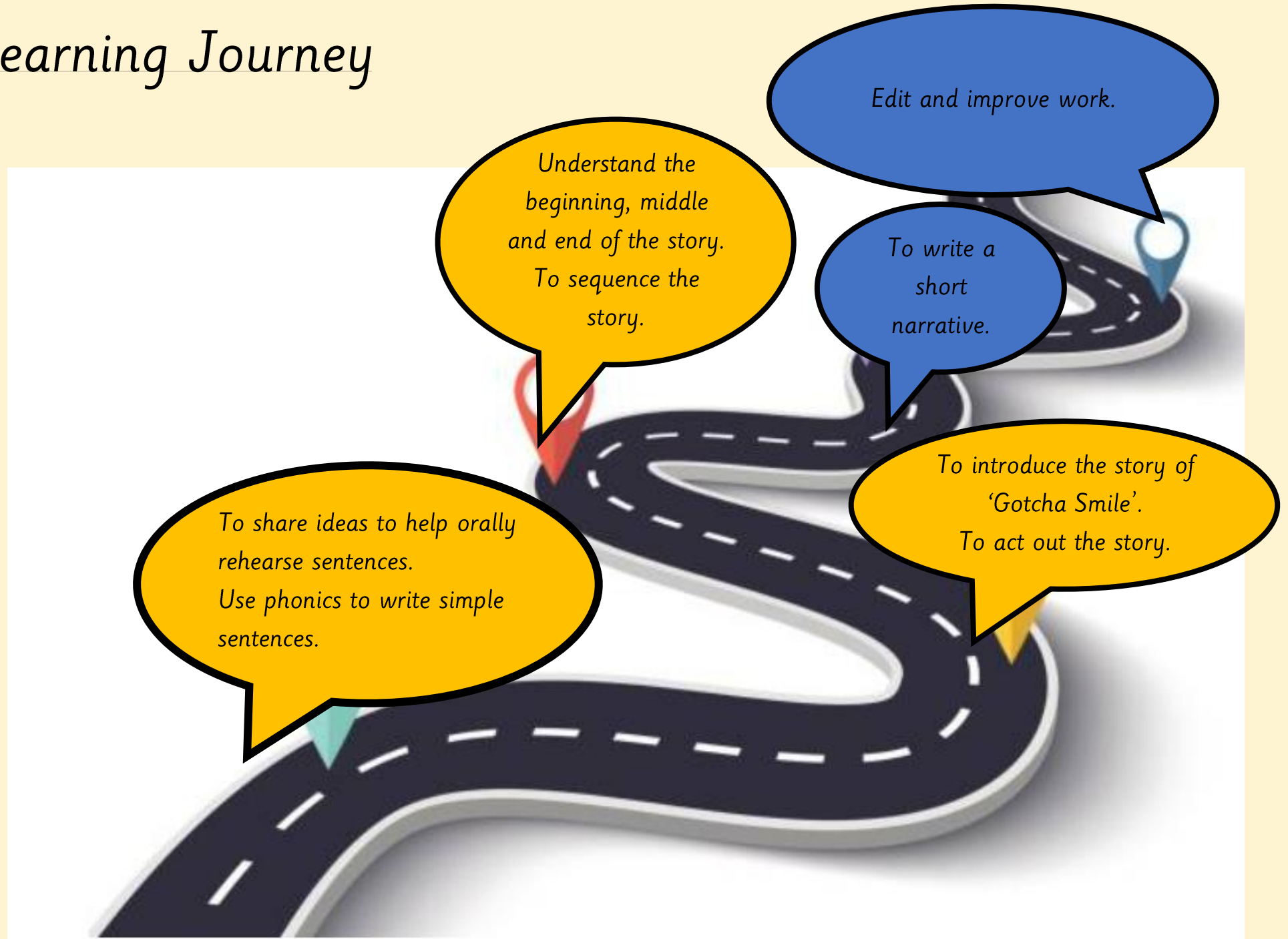
*Tuesday 23rd - Wednesday 24<sup>th</sup>  
September 2025*

# Our English Learning Journey



Key vocabulary:

sharing ideas  
taking turns  
listening  
capital letter  
finger spaces  
full stop  
captions  
sentences



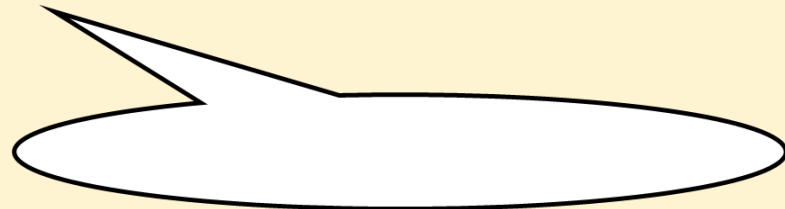
# Sequence

Definition: A sequence is a particular order, where one thing follows the other.

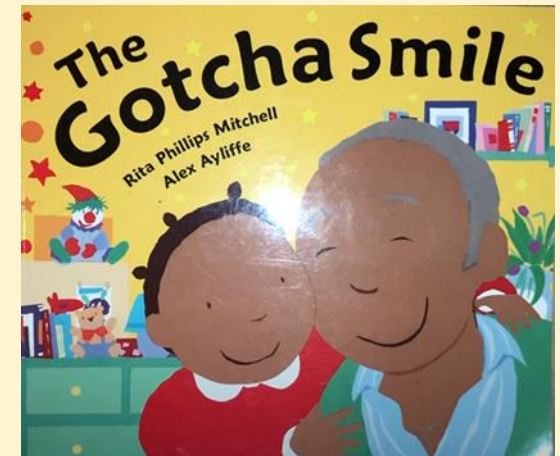
Sentence

“I know the sequence of the Gotcha Smile story. Clarine used her smile at the end of the story.”

TPs- Can you use it in a sentence?



Picture



Tuesday 23rd – Wednesday 24<sup>th</sup>  
September 2025



*LQ: Can I write sentences in my story map?*



*Steps to success*

- *I can share my ideas*
- *I can say out loud what I am going to write.*
- *I can use my phonic knowledge to write a sentence.*

Review

Tuesday 23<sup>rd</sup> - Wednesday 24<sup>th</sup> September 2025

## Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

TPs- Is this a good sentence?

grandpa shows his gotcha smile.

Yes this is a good sentence because \_\_\_\_\_

No this not a good sentence because \_\_\_\_\_

Tuesday 23<sup>rd</sup> - Wednesday 24<sup>th</sup> September 2025

*Grandpa shows his gotcha smile.*

# Star Words



*sequence*



*sentence*

I see two cats.

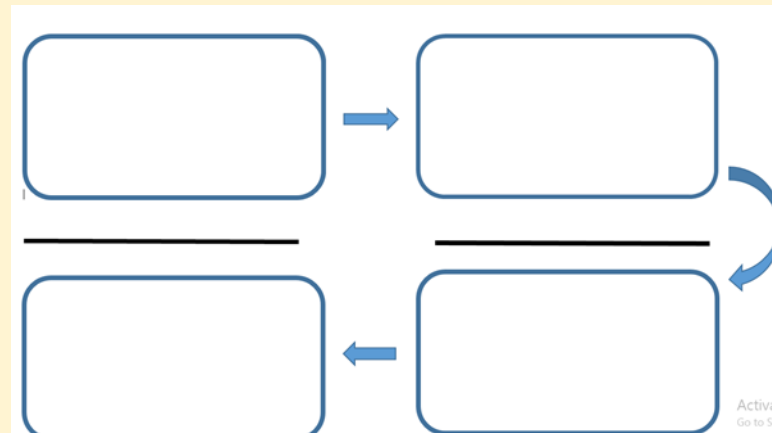
*write*



*retell*



*story map*



LQ: Can I write sentences in my story map?

Tuesday 23<sup>rd</sup> - Wednesday 24<sup>th</sup> September 2025

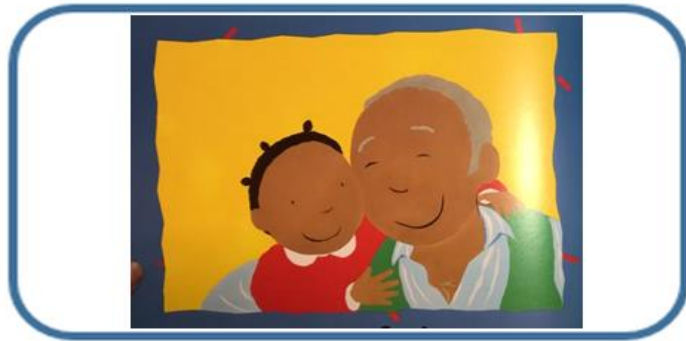
TPs- What did we do yesterday?

Yesterday we \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



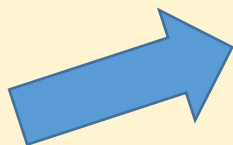
\_\_\_\_\_

\_\_\_\_\_

LQ: Can I write sentences in my story map?

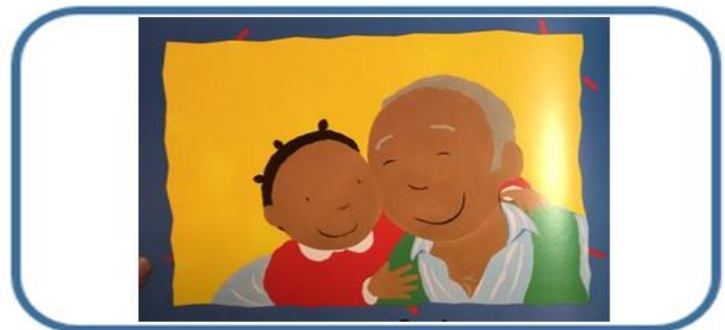
Today we are going to add *sentences* to our *story map*, to *retell* the story of The Gotcha Smile.

We will add *sentences* under each picture, to write the correct *sequence* of events and explain what is happening in each picture.



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Self Assessment

Do you know what makes a good sentence?

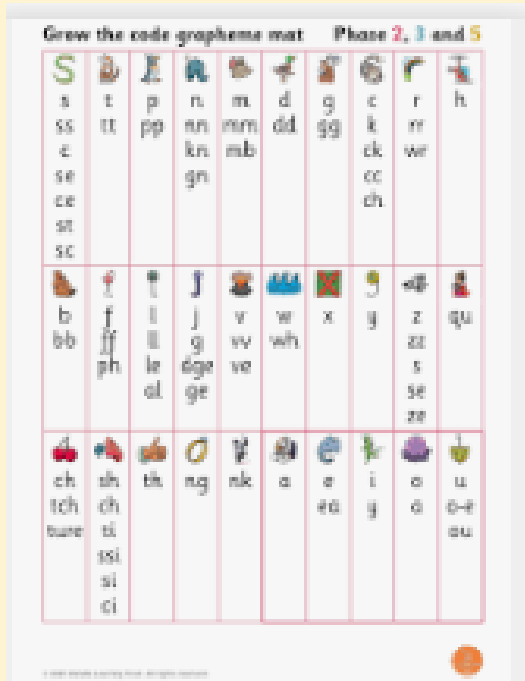


LQ: Can I write sentences in my story map?

Tuesday 23<sup>rd</sup> - Wednesday 24<sup>th</sup> September 2025

We can do this together in a shared write, using our story map from yesterday. We can use our phonics mats and a word mat to support our writing.

(allow chn to have phonics mats on the carpet to help you with sounds and develop their independence of using the mats as a resource. Model using the word mat to support your sentence writing.)



Clarine Lisa Mum  
Dad Grandpa  
Miss Green school  
cherries ball gotcha smile

LQ: Can I write sentences in my story map?

Tuesday 23<sup>rd</sup> - Wednesday 24<sup>th</sup> September 2025

Let's review our sentence checklist.....

## Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

## Self Assessment

Do you know what makes a good sentence?



LQ: Can I write sentences in my story map?

# Task

Write *sentences* in your *story map*, to *sequence* the story in the correct order.

Clarine Lisa Mum  
Dad Grandpa  
Miss Green school  
cherries ball gotcha smile



Clarine



Cherries



ball



smile



## Self Assessment

Do you know what you have to do?



## Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

*Thursday 25th September 2025*

## Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

TPs- Is this a good sentence?

Clarine lostall her cherries.

Yes this is a good sentence because \_\_\_\_\_

No this not a good sentence because \_\_\_\_\_

Clarine lost all her cherries.



*finger space*



LQ: Can I build on the contribution of others?



*Steps to success*

*I can share my ideas.*

*I can recall the main events in the story.*

*I can vocalise my sentences using my story map.*

*I can add further information to my peer's ideas.*

# Star Words



*sequence*



*sentence*

**I see two cats.**

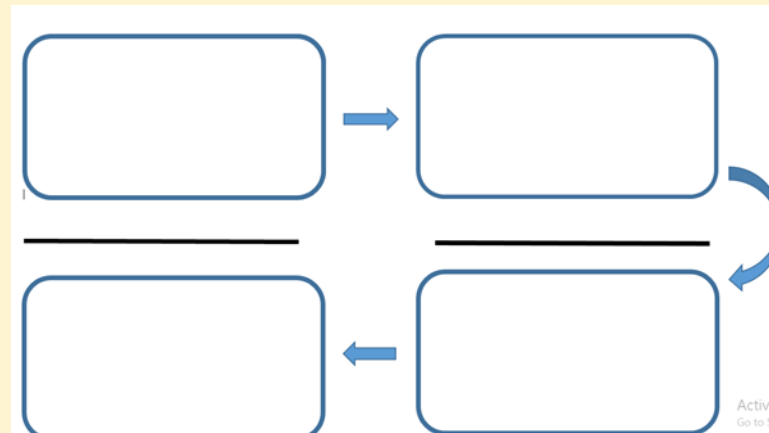
*write*



*retell*



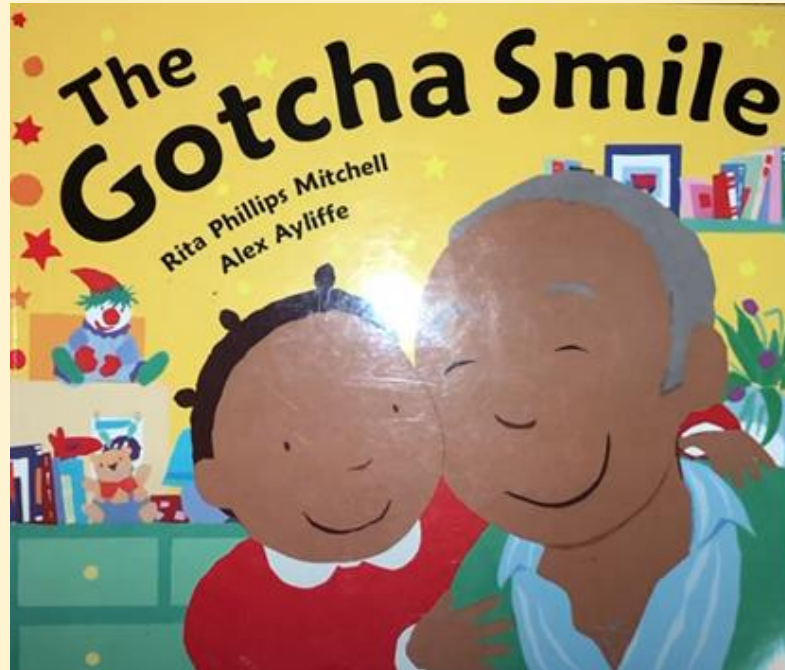
*story map*



Thursday 25th September 2025

LQ: Can I build on the contribution of others?

Let's recap the *story* of *The Gotcha Smile*.



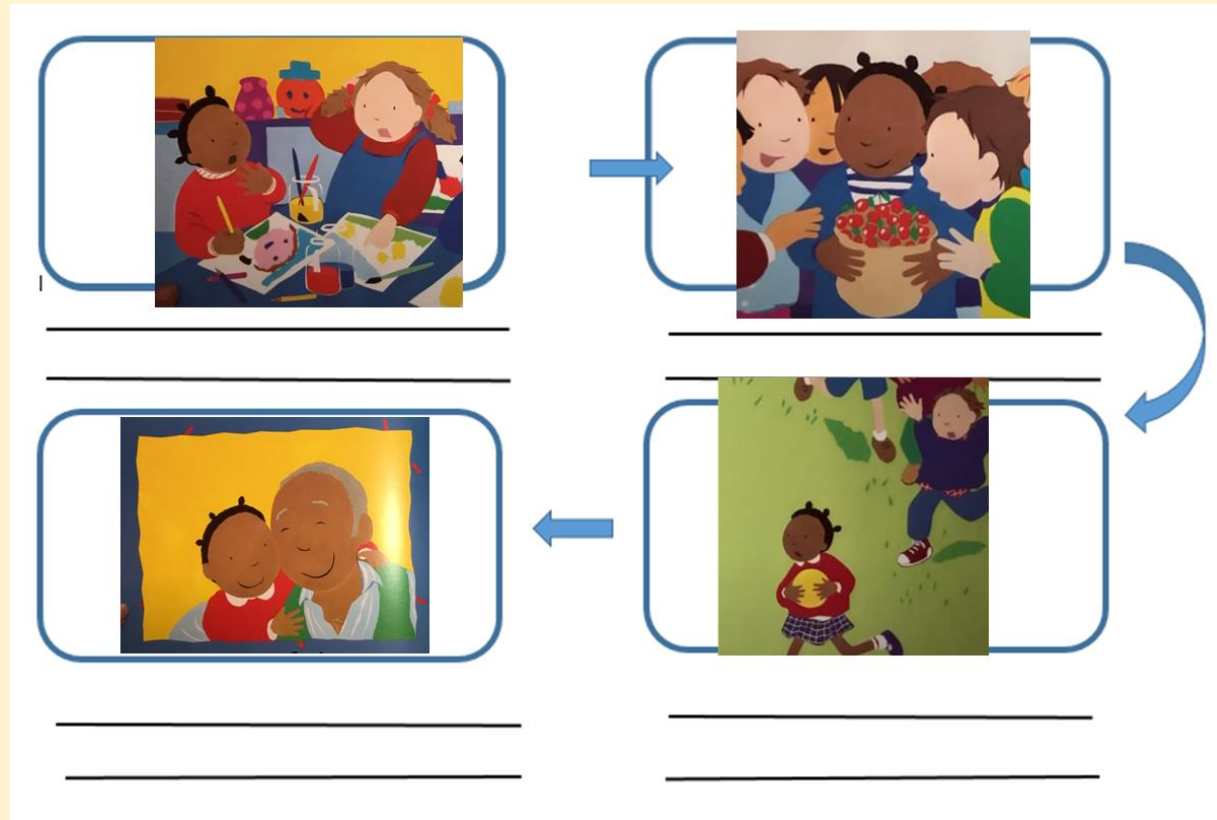
<https://www.youtube.com/watch?v=cfK4uyyXR04>

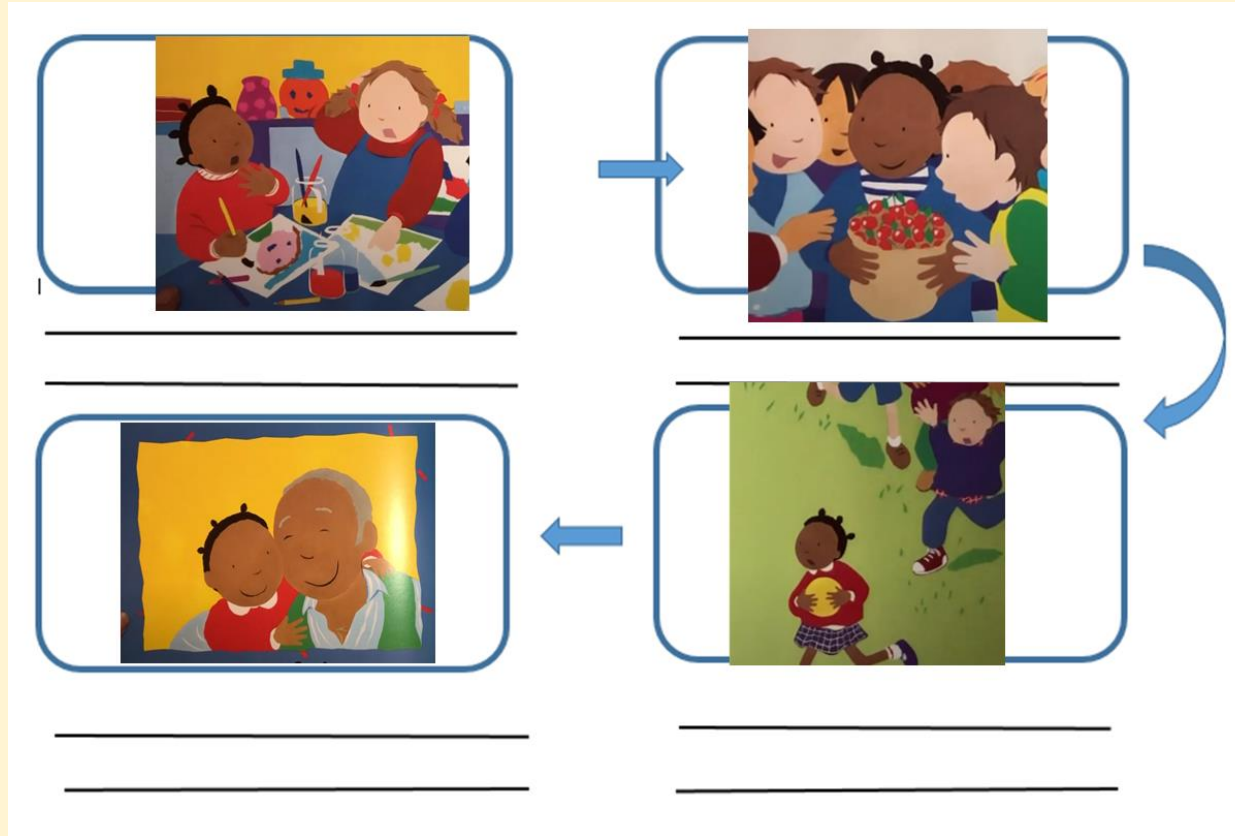
Thursday 25th September 2025

LQ: Can I build on the contribution of others?

Today we are going to use our *story map* to help us *retell* the story of *The Gotcha Smile* as a class.

*This will help you when you do this independently tomorrow! 😊*





TPs- In talk partners retell the story, using the story map to help you.

Clarine\_\_\_\_\_

Self Assessment

Do you know how to retell a story?

\_\_\_\_\_

# Writing Checklist

Writing/genre focus: Sentence

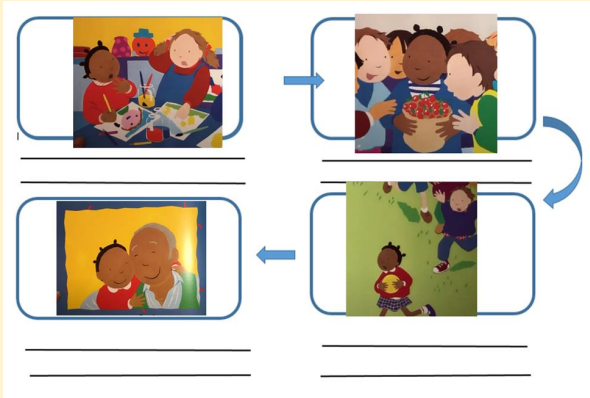
- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

Self Assessment

Do you know what makes a good sentence?



LQ: Can I build on the contribution of others?



Phase 2 tricky words

the to into go no I

Phase 3 tricky words

he she we me be was you  
are my her all they

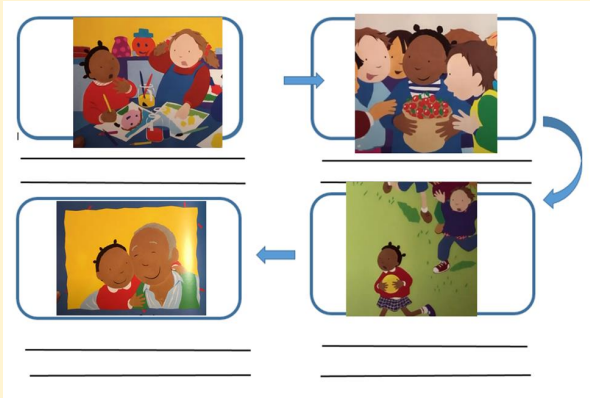
Phase 4 tricky words

have like so do some come said  
were there little one when what out

Clarine Lisa Mum Dad  
Grandpa Miss Green school  
cherries ball gotcha smile



LQ: Can I build on the contribution of others?



Phase 2 tricky words

the to into go no I

Phase 3 tricky words

he she we me be was you  
are my her all they

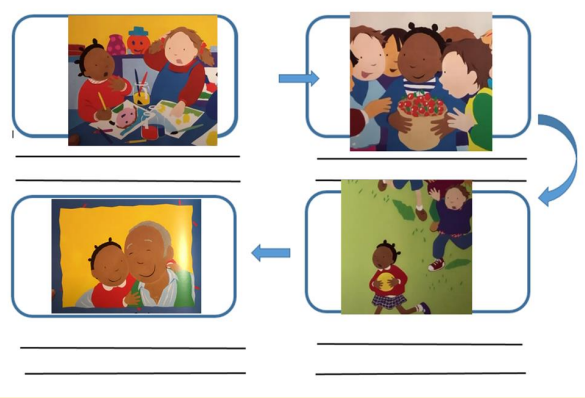
Phase 4 tricky words

have like so do some come said  
were there little one when what out

Clarine Lisa Mum Dad  
Grandpa Miss Green school  
cherries ball gotcha smile



LQ: Can I build on the contribution of others?



Phase 2 tricky words

the to into go no I

Phase 3 tricky words

he she we me be was you  
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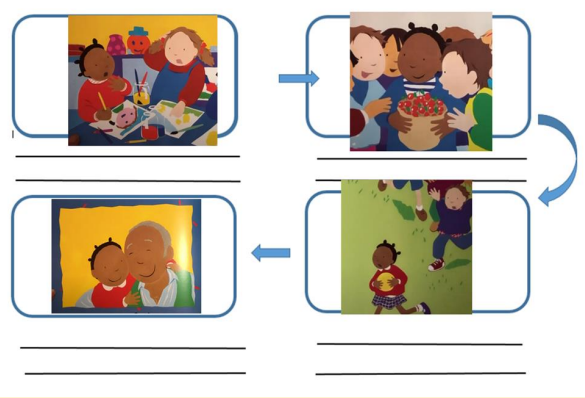
Phase 4 tricky words

have like so do some come said  
were there little one when what out

Clarine Lisa Mum Dad  
Grandpa Miss Green school  
cherries ball gotcha smile



LQ: Can I build on the contribution of others?



Phase 2 tricky words

the to into go no I

Phase 3 tricky words

he she we me be was you  
are my her all they

Phase 4 tricky words

have like so do some come said  
were there little one when what out

Clarine Lisa Mum Dad  
Grandpa Miss Green school  
cherries ball gotcha smile





*Friday 26<sup>th</sup> – Monday 29<sup>th</sup>  
September 2025*

Review

## Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

TPs- Is this a good sentence?

Lisa and Clarine are now friends.

Yes this is a good sentence because \_\_\_\_\_

No this not a good sentence because \_\_\_\_\_

Friday 26<sup>th</sup> – Monday 29<sup>th</sup> September 2025



LQ: Can I retell a story?



*Steps to success*

- *I can recall events in a story*
- *I can sequence events in a story.*
- *I can retell a story, using my phonic knowledge to write sentences.*

# Star Words



*sequence*



*sentence*

I see two cats.

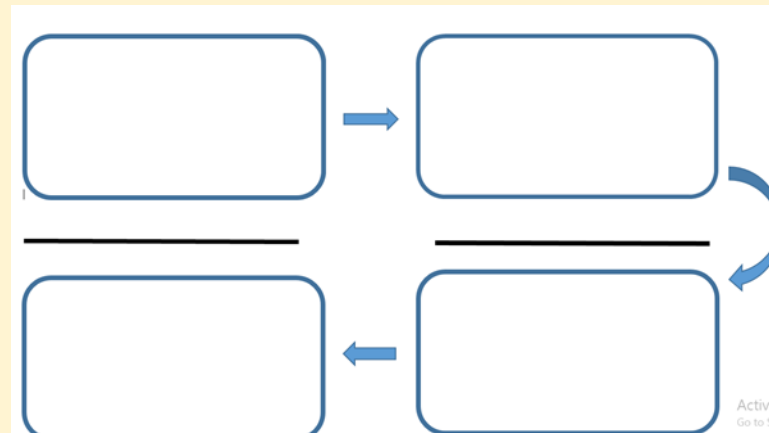
*write*



*retell*



*story map*



LQ: Can I retell a story?

Friday 26<sup>th</sup> – Monday 29<sup>th</sup> September 2025

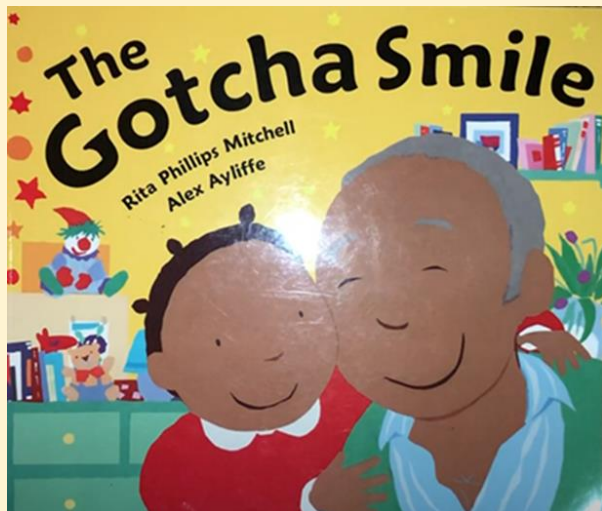
TP - What happens in the beginning?

TP - What happens in the middle?

TP - What happens in the end?



<https://www.youtube.com/watch?v=cfK4uyyXR04>



Self Assessment

Do you need to hear the story again, to help you sequence?



LQ: Can I retell a story?

Friday 26<sup>th</sup> – Monday 29<sup>th</sup> September 2025

TP - What makes a good sentence?

## Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

Let's go through the checklist  
again.

### Self Assessment

Do you know what makes a good sentence?



LQ: Can I retell a story?

Friday 26<sup>th</sup> – Monday 29<sup>th</sup> September 2025

TP – How did we use our story maps to help us start our story yesterday?

Phase 2 tricky words

the to into go no I

Phase 3 tricky words

he she we me be was you  
are my her all they

Phase 4 tricky words

have like so do some come said  
were there little one when what out

Clarine Lisa Mum Dad  
Grandpa Miss Green school  
cherries ball gotcha smile

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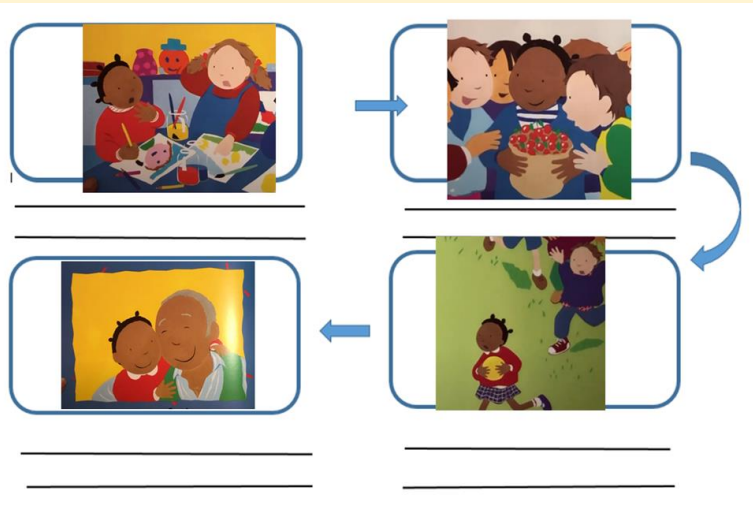
Friday 26<sup>th</sup> – Monday 29<sup>th</sup> September 2025

LQ: Can I retell a story?

# Task

Today and Monday you are going to **write sentences** in your book independently to retell the story. Please use your **story maps**, **phonics mats** and **word mats** to support your writing.

Remember to write your sentence in the correct **sequence**.



### Writing Checklist

Writing/genre focus: Sentence

- Say it out loud, does it make sense?
- Use your phonics sounds to write.
- Start with a capital letter.
- Write on the line.
- Use finger spaces.
- End with a full stop.

### Self Assessment

Do you know what you have to do?