

Writing focus: Simple sentences – capital letters and full stops



Core routines

Vocabulary Decoder: Spot → Decode → Prove → Apply

Show Me Gesture: Cup both hands as if carrying something precious + say the root meaning

Writing habit: capital letter + clear idea + full stop

Root Sequence

PORT | JECT | TRACT | STRUCT | SPECT | FORM | VOC (VOK) | AUD | MANU | AQUA + LUMI | PRE + RE | UN + ANTI
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This week's learning

Story objective: Pupils transport the golden egg safely across the sea.

Morphology objective: Pupils use port = carry to unlock words linked to carrying, movement and support.

Four-session map

Session	Lesson Purpose	Pupils will	Quality focus
A: Decode & Prepare	Introduce the root	Learn port = carry, use the gesture, build port-family words and complete the first mission task.	Explicit root instruction
B: Read & Track	Read the root in context	Read The Crossing, track the route and decode port words in context.	Root meaning in sentences
C: Discuss & Decide	Rehearse thinking through talk	Use evidence from the reading to choose and defend the safest decision.	Talk before writing
D: Write & Collect	Write the quest outcome	Use the model to write the final journey and collect the Sea Serpent Hatchling.	Controlled writing practice

Open: Week 1 → Session A–D slides and printable resources. *(Complete the core instruction and practice first. Extension questions and longer writing can be shortened if needed. Do not skip the explicit teaching.)*

Teaching Moves That Protect Quality

This week's teaching focus

Secure PORT = CARRY through gesture, choral response, word-building and repeated use in the story context.

Gesture of the week

Pupils cup both hands as if carefully carrying the golden egg. **Prompt:** "Show me port." **Pupils respond:** "Port means carry."

A

Decode & Prepare
Root meaning + card sort

Protect

Ground port in the idea of carrying the golden egg safely across the sea. Model word-building before pupils sort or explain.

Say / Model

"Port means carry. Show me port."
"I can see *port* in *portable*: it can be carried."

Check

Pupils gesture, say the meaning, and explain one port word.

Watch Pupils may chant the meaning without applying it. Return to: root meaning → word meaning → quest meaning.

B

Read & Track
Story reading + root words in context

Protect

Pause on selected port words during reading. Ask pupils to spot, decode and prove meaning in the sentence.

Say / Model

"What part of the word do we recognise?"
"What might it mean?"
"What does the sentence prove?"

Check

Pupils can link a port word to carrying or moving in the story.

Watch Pupils may guess from the story only. Insist they use both **word-part clues** and **sentence clues**.

C

Discuss & Decide
Structured talk + short writing

Protect

Use the reading brief to frame the decision. Give pupils time to rehearse an idea before they write.

Say / Model

"Use story evidence and today's root words to explain your choice."

Check

Pupils give a brief spoken reason before writing.

Watch Discussion can drift into story opinion. Keep pulling pupils back to **vocabulary, evidence and meaning**.

D

Write & Collect
Outcomes

Protect

Use the embedded I Do model. Keep writing timed and focused on simple sentence control.

Say / Model

"Today, every sentence needs a capital letter, a clear idea and a full stop."

Check

Pupils attempt the writing and check one simple sentence target.

Watch Do not over-mark the writing. The task is for practice, confidence and sentence control, not formal assessment.