WordKLIX Story Books

An Educator Guide

In Coding with Oscar, stories are designed so children must describe, act, question, and revise using sentences they physically build with WordKLIX. Grammar is learned through storytelling and feedback, not rules, helping children understand not just how sentences are formed, but why clarity and meaning matter.

Below are **five new, original story drafts** designed to sit naturally alongside the existing **Oscar / Possum / Baxter** stories, but **explicitly engineered to teach WordKLIX sentence building and grammar**.

Each story:

- keeps the same **tone, characters, and gentle pacing**
- embeds **WordKLIX sentence purposes** (describe / act / locate / question)
- creates a *need* for better sentences rather than explaining rules
- aligns with Oscar's **spoken feedback and plausibility prompts**

Teacher-facing notes are included under each story so they can be used deliberately in class.

How these stories work together

	Story	Primary grammar skill
1	Oscar Can't Tell Which One	Descriptive precision
2	Where Did the Apple Go?	Questions
3	Baxter's Very Silly Sentence	Plausibility & meaning
4	The Long Way Home	Actions & locations
5	Oscar Makes It Better	Revision & completeness

Together, they form a **WordKLIX story mini-arc** that can be:

- taught across a week
- revisited at increasing complexity
- reused with different sentence lengths (4–6 KLIX)

These stories are written so children must build, revise, and improve sentences using WordKLIX in order for the story to make sense and move forward. The stories can be used across different age groups — only the sentence demand increases.

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Story 1 — Oscar Can’t Tell Which One

Narrative

Oscar is playing by the river when he hears a splash.
He looks around and sees **two dogs** and **two balls** nearby.

“The dog took the ball,” Oscar says.

Possum tilts her head.

“Which dog?” she asks.
“And which ball?”

Oscar realises his sentence wasn’t clear enough.

WordKLIX Moment

Children are prompted to **improve the sentence** so Possum understands.

Example constructions:

- *the big dog ran to the red ball*
- *my small dog played with the blue ball*

Oscar reads the sentence aloud and responds:

“That helps me see it clearly.”

Grammar focus

- adjectives for precision
- noun groups
- revision for clarity

Teacher note

This story naturally introduces **why adjectives matter**, without naming the rule.

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Story 2 — Where Did the Apple Go?

Narrative

Oscar places an apple on the table while Possum is working.
When she looks back, the apple is gone.

“It was here!” Possum says.

Oscar wants to help but doesn’t know where to look.

WordKLIX Moment

Children must ask **useful questions**.

Example constructions:

- *where is the apple*
- *who ran to the fence*

Oscar listens and responds:

“That’s a question. Let’s see if it helps us find it.”

The answer is revealed when Baxter appears near the fence.

Grammar focus

- question words
- question vs statement
- sentence purpose

Teacher note

Excellent for Foundation–Year 1 question control.

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Story 3 — Baxter's Very Silly Sentence

Narrative

Baxter is learning WordKLIX and proudly builds a sentence.

"The table jumped over the cow!"

Oscar pauses.

"That sounds funny," he says.
"Can a table really do that?"

Baxter laughs and thinks again.

WordKLIX Moment

Children revise the sentence to make it **plausible**.

Example revisions:

- *the cow jumped over the fence*
- *the dog ran to the table*

Oscar confirms:

"That sounds like something that could really happen."

Grammar focus

- subject–action plausibility
- meaning over mechanics
- revision

Teacher note

This story explicitly supports **Oscar's plausibility feedback system**.

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Story 4 — The Long Way Home

Narrative

Oscar and Possum are heading home at sunset.
There are many places they could go: the fence, the table, the riverbank.

Possum says:

“I don’t know which way you mean.”

WordKLIX Moment

Children must build **action + location** sentences.

Example constructions:

- *the dog ran to the fence*
- *the cat crawled under the table*

Oscar reads the sentence and says:

“Now I know where to go.”

Grammar focus

- Group 4 action phrases
- spatial language
- sentence completeness

Teacher note

Ideal for Year 1–2 spatial reasoning and prepositions.

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Story 5 — Oscar Makes It Better

Narrative

Oscar builds a sentence and listens carefully as it is read aloud.

“The dog is.”

He stops.

“That doesn’t tell the whole idea,” he says.

Possum suggests:

“Can you make it better?”

WordKLIX Moment

Children extend and refine sentences.

Example constructions:

- *the dog is fast*
- *the big dog is slow*

Oscar responds:

“That sounds finished now.”

Grammar focus

- copular sentences (“is”)
- sentence completeness
- self-monitoring

Teacher note

Strong for **revision behaviour** and oral language development.

Story 6 — Oscar's Big Story Builder

Narrative

Oscar, Possum, and Baxter build a story together using WordKLIX.

Oscar starts: "Where is the ball?"
Possum adds: "The red ball sat on the table."
Baxter continues: "The dog ran to the table."
Oscar adds: "The small mouse ran to the ball."

They pause.
"It's becoming a story," says Possum.
Oscar nods. "Each sentence adds something."
Baxter smiles. "The question helped us start!"

WordKLIX Moment

Children build a simple story using linked sentences and questions.

Example constructions:

- Where is the ball?
- The red ball sat on the table
- The dog ran to the table
- The small mouse ran to the ball

Focus on:

- starting with a question
- adding events
- keeping ideas connected

Grammar Focus

- sentence sequencing
- linking ideas
- questions + statements
- subject consistency

Teacher Note

Supports early storytelling by helping students connect sentences into a simple narrative. Strong for oral language, sequencing, and preparing for structured writing.

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Creating additional WordKLIX Story Books

Below is a **practical, classroom-ready framework** for crafting **story-based learning** that explicitly teaches **sentence building and grammar with WordKLIX**, while staying true to *Coding with Oscar's* narrative DNA.

The goal is to make **grammar invisible but inevitable**: children learn sentence structure because the *story needs it*, not because a rule is explained.

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1. Design principle: Story first, grammar embedded

Golden rule

The story should create a need for better sentences.

Stories should:

- present a **problem or mystery**
- require **clear descriptions, actions, or questions**
- reward **better sentence construction** with story progress

Grammar is the *tool*, not the lesson headline.

2. The "Sentence Purpose" model (core to story design)

Every WordKLIX-aligned story should deliberately include **four sentence purposes**:

Sentence purpose	WordKLIX focus
Describe	adjectives, nouns, "is"
Act	Group-4 action phrases
Locate	spatial language (to / on / under / over)
Question	who / where / how

Stories should **cycle through these**, not teach them in isolation.

3. Recommended story structure (repeatable template)

Act 1 – Set the scene (Descriptive sentences)

Grammar focus

- noun phrases
- adjectives
- "is" statements

Story example

Oscar arrives at the park.
Something is wrong, but it isn't clear what.

WordKLIX prompt

"Can you describe what Oscar sees?"

Children build:

- *the big dog is*
- *the red ball is*

Oscar feedback reinforces:

- adjective placement
- meaningful description

Act 2 – Something happens (Action sentences)

Grammar focus

- Group-4 action phrases
- subject–action–object structure

Story example

The dog moves quickly.
The ball ends up somewhere unexpected.

WordKLIX prompt

"What did the dog do?"

Children build:

- *the dog ran to the fence*
- *the dog jumped over the ball*

Oscar checks:

- grammatical structure
- plausibility ("Can that happen?")

Act 3 – A problem to solve (Questions)

Grammar focus

- who / where / how
- question vs statement control

Story example

Oscar can't see the ball anymore.

WordKLIX prompt

"Ask a question to help Oscar."

Children build:

- *where is the ball*
- *who ran to the fence*

Oscar:

- reminds about question punctuation
- highlights question starters

Act 4 – Resolution (Refinement & revision)

Grammar focus

- sentence improvement
- precision
- revision

Story example

Oscar thinks the first sentence wasn't clear enough.

WordKLIX prompt

"Can you make your sentence better?"

Children revise:

- adding adjectives
- changing actions
- fixing implausible ideas

Oscar models:

"That sounds clearer now."

4. How to deliberately teach grammar without naming it

Use story consequences, not explanations

Instead of:

“Adjectives go before nouns.”

Use:

“Oscar doesn’t know which dog you mean.”

This prompts:

- adding *big / small / red*
- understanding why precision matters

Use misunderstandings as teaching moments

Example story beat:

Oscar hears: *the fast fence*
Oscar pauses.

Oscar response:

“Does a fence usually move fast?”

The child:

- reasons
- revises
- learns adjective–noun compatibility organically

5. Story archetypes that work especially well

1. Search stories

- Lost item
- Missing character
- Hidden object

Best for:

- where-questions
- spatial language
- descriptive precision

2. Journey stories

- Getting from one place to another
- Obstacles along the way

Best for:

- action phrases
- sequencing
- subject–action–object clarity

3. Mistake stories

- Something goes wrong because of unclear instructions

Best for:

- revision
- grammar repair
- "Why Oscar doesn't just say wrong"

4. Compare & choose stories

- Two objects or characters
- One is better / bigger / faster

Best for:

- adjectives
- contrast
- sentence refinement

6. Mapping story difficulty to year levels

Year level	Story grammar emphasis
Foundation	simple descriptions, basic actions
Year 1	combining description + action
Year 2	questions + spatial precision
Year 3	plausibility, revision, sentence quality

The *story stays similar* — only the **sentence demand increases**.

7. Practical authoring checklist (for story writers)

Every WordKLIX-aligned story should answer:

- What sentence **type** must the child build next?
- What grammar mistake is **likely** at this point?
- How will Oscar respond **without saying "wrong"**?
- How does a **better sentence** move the story forward?

If a sentence doesn't affect the story, it's not doing enough work.