

## Lovely Literacy Week 6 (w/c 8.2.21)



### Monday

Discuss the story of Dogger and if your child would like to they can watch the story again if they follow the link below:

<https://www.youtube.com/watch?v=jNOYgRf5jes>

What is the story about? What did you like? What did you not like? Do you know any other stories where toys get lost?

*Year 1*

**All groups:** today is an independent writing day. We would like your child to choose one of the pictures (or more if they are keen!) from the "Dogger writing templates" on the website. It might help your child if you discuss what is happening in the story and compose some sentences orally before your child gets writing. Remind them to use full stops, finger spaces and capital letters. For more of a challenge, remind your child to extend their sentences using "and" and ask them to use describing words. This is an independent task though so once you set them off, let them see what they can do! We would expect most children write on every line of the template.

*Year R*

Ask your child to choose a picture from on the second page of the resources "YR Monday literacy task". Ask them to cut it out and put it into the box on page one. Now discuss what is happening in the picture. Help your child to orally compose a sentence about the picture and then write the sentence down. Remember your child only needs to write the sounds they can hear as this is more beneficial than copying a sentence you have written for them.

### Tuesday

Look at the story mountain that your child drew last week. This week your child will write their own version of Dogger by making some changes. First look at the character of Dave. Can your child think of a different character? Maybe a different name or perhaps a little girl? Next look at the toy. What could the toy be instead of a dog? The next part of the story to change is how the toy was lost? Maybe the new character left it on a bus or a train? Finally discuss how the toy might be reunited with their new character. Maybe it was found in lost property?

*Year 1 tasks*

**All groups:** Ask your child to draw a new story mountain for the new version of Dogger that they have discussed. Ask them to look at the story mountain that was completed last week to guide them.

*Year R task*

Year R children could join in with the activity above or use this time to focus on the phonics lessons for the week.

## Wednesday and Thursday:

**Focus: Composing a sentence orally before writing it**

**Full stops and capital letters**

**Sequencing sentences to form short narratives**

Today the children are going to start to write their own version of the *Dogger* story, using the changes that they made yesterday—ie new characters (instead of Dave/Dogger), new way that the toy gets lost, new way it gets found again. Your child has two days to write this story, so it does not have to be done all in one session: the idea is to get a really good quality of writing, using the framework of the *Dogger* story as a jumping-off point. Encourage your child to break their story up into three different sections—beginning, middle and end. **Wednesday** will be devoted to the beginning and middle of the story, finishing with a cliffhanger (ie the 'problem' - the toy has been found but the child can't have it back just yet!); **Thursday** will continue the story, with the resolution of the story and the end.

**Wednesday:** Start off by talking about just the **beginning** of the story—discuss what the toy looks like and who owns it—what sort of games do they play together? Model speaking one of their ideas as a sentence, 'putting it in your head', then writing it using full stops and finger spaces. Your child should aim for about three sentences in the 'beginning' section (red/yellow group extend using 'and'). Ask your child to read back what they have written to check it makes sense.



Next start to write **middle** of story i.e. how does the toy get lost. Remember that if something terrible or surprising happens, use an ! Again, use full stops, finger spaces and "and". Model re-reading to check for sense—have they got all the sounds they need in their words? Aim for at least three sentences in this section.



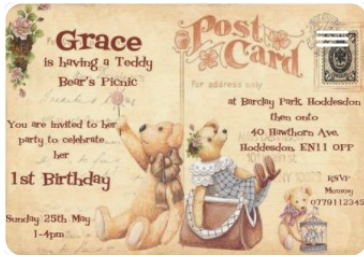
**Thursday:**



Today your child is going to finish writing their Lost Toy story—they need to write the rest of the '**problem**' - ie where is the toy found? what is the problem about getting it back when it is found? and the '**resolution**' - how is the toy finally rescued? Think about how the owner of the lost toy feels. Remind your child to say their sentence aloud before they write, remember capital letters, full stops, and re-read to check for sense. Red/yellow groups remember ! for shocks or surprises, and extending sentences using 'and' or 'because'. Aim for at least six sentences today.



# Friday is Teddy Bear's Picnic Day!



I'd really like you to have fun today- but it is your child's job to get ready for the picnic!

I'd like you to start off by listening to *The Teddy Bear's Picnic*—the Bing Crosby version (follow the link below, or look on the video page), to listen for (and look at) ideas about Teddy-picnics. I've put the words on the website, and, so that your child can learn to sing along, I've also put a slightly slower version on the video page too.

[Bing Crosby - The Teddy Bear's Picnic \(1950\) - YouTube](#)

Slower version: Jerry Garcia: [Teddy Bear's Picnic \(Jerry Garcia and David Grisman\) - YouTube](#)

For their literacy today I would like **all** of the children to write their Teddy an invitation to the picnic , and both Year Rs and Year 1s need to interview their teddies too, to discover what they like to play (see *Invitations and Interview PDF*). Year 1s (and those Year Rs who would like to join in) need to plan what their picnic will include (see *Picnic Planner PDF*) - for example, the guest list, the menu, the games, the decorations. Remind your child to think about what they want to say before they write it, and sound out each word so they don't miss any sounds.

Musical without lyrics: [Teddy Bears Picnic the Movie! - YouTube](#)

[TEDDY BEARS PICNIC - How to make a Teddy Bears Picnic - YouTube](#)