

Lovely Literacy Week 4 (w/c 1.2.21)

Monday

If you are feeling brave enough, hide one of your child's toys. If this will cause hysteria then talk about the situation hypothetically! The idea is that a toy goes missing and through discussion, draw out from your child that you could do a "Lost" poster to make sure everyone in the household is looking for it. Model writing a description of the missing toy but don't use finger spaces, full stops or capital letters. Ask your child to correct your work - they will enjoy doing this! You could also add a sentence that doesn't describe that toy at all to emphasise the description needs to match the toy!

Year 1/Year R task

All groups: ask your child to create a Lost poster using the template on the website. They will need to draw a picture and make sure that their sentences describe the toy as much as possible.



Tuesday

Click on the link below to listen to the beginning of the story *Dogger* by Shirley Hughes (read by the author)

[Dogger by Shirley Hughes - YouTube](#)

If your child has ever lost a toy (maybe yesterday!) ask how they felt. If this has never happened to your child, ask them to think about how they might feel in this situation.

Now gather together a selection of toys. First choose two and model using adjectives with an -er ending as a direct comparison. E.g. this car is **faster** than the blue car. Write fast down and show by adding -er on the end you have compared two things. Repeat with different toys.

Now compare 3 different toys so that you can introduce the suffix -est e.g. this car is fast, this car is faster but this car is the **fastest**. Repeat with different groups of toys and explain -est can be added when there are more than 2 objects that are being compared. Again show the route word "fast" and how -est is the suffix that is added to the end.

If you would rather, you could show your child the powerpoint on the website.

Year 1 tasks

All groups: Ask your child to write down the sentences comparing the toys from earlier, using the -er and -est suffixes, e.g. My teddy is softer than my doll. My rabbit is the softest cuddly toy. As a guide, your child should write at least 3 sentences using -er and 3 using -est.

They could draw pictures to match their chosen toys if they want to.

Year R task

Ask your child to write a simple sentence comparing two toys. If they would prefer, they can draw a picture of anything that interests them and write labels to describe each part or a sentence to describe the whole thing!

Wednesday

Watch the story of Dogger on the video page: [Dogger by Shirley Hughes - Children's Bedtime Stories - YouTube](#)
Please pause the video to discuss how Dave is feeling at different points in the story.

Today we're going to try something new and do some acting! Ask your child to order the "**Wednesday pictures**", and then treat each one as a 'freeze-frame'. Explain to your child that you are going to be **ACTORS**, that you are both going to pretend to be the people in the pictures, and have a conversation about what is happening and what you are both feeling. Your child is going to take on the role of Dave in each of the pictures. You will have to take on the role of the other person (Mum / Bella) and start off the 'conversation' to prompt your child in the right direction. You should speak aloud (in the first person so that you are in modelling being in role as that character) anything that you feel the character might be feeling at that moment, and your child should reply in the first person as "Dave". [So, for example, in the first picture, you, as Mum, might be saying "Up you go then Dogger—the sun will soon dry you" and your child, as Dave, might ask "Will it hurt his tail with a peg on?", Mum might reply "Oh no, he likes it up there because he can see the world from a different angle!"] Please note, you don't have to do all the pictures—see how it goes and which inspire your child.



As an extension, Year 1s (and those Year Rs who would like to join in) can fill out the **speech bubbles** in the first person, writing as though they are that character, in the horrifying and very traumatic scene where Dave realises Dogger has just been bought by a little girl....



Thursday

Watch Miss Burrough reading Dogger on the Video Page. What are the main parts of the story? What happens at the beginning, middle, end? Model writing a sentence to match a picture (and extending with and) Use capital letters and full stops. Ask your child to use the worksheets in the resources to cut out the relevant pictures, order them, and write a sentence to match each picture (nb they are **not** writing the whole story—the sentence has to match the picture).

Year R: Join in with Green activity, or if they prefer, they can draw a picture of one scene and label it.

Green: Order the pictures. Write a sentence with each one using a capital letter and a full stop.

Yellow—Independent: Order the pictures and write a sentence to match. Begin to extend sentences using and.

Red—Independent: Order the pictures and write sentences to match, using and to extend. EXT: Can the children use adjectives to make their writing more interesting?

Re-read your work to check it makes sense.

Friday

Watch Dogger: [Dogger by Shirley Hughes - YouTube](#)

Show children the blank story mountain and revisit different parts: beginning, problem, solution. What do they mean? Talk through what happens at each stage of the story and draw a rough story mountain—something like this!

Task (all groups) is to draw a story mountain for Dogger. Use the worksheet in the Wed, Thurs, Fri worksheets document. You will need this story mountain next week. Year Rs join in if your child would like to.

