

Lovely Literacy Week 3

Monday

Show your child the Twinkl powerpoint about making plurals using the suffixes -s or -es. Explain that if the end of the word sounds like "is" it will usually be an -es suffix e.g. foxes, churches etc.

Year 1 tasks (Year R children are welcome to have a go)

Green/Yellow: Make the nouns plurals by adding -s or -es

Red: Read the story and circle the suffixes -s or -es then complete the labels for the pictures e.g. one fox, three foxes. Remind your child that it sometimes helps to say the plural out loud first.

Red ext: Think of your own nouns to make plural and put these into a sentence.

Year R task

See YR task in the resources. Ask your child to draw a picture of their favourite teddy/soft toy and write a sentence about it e.g. It has a white tummy. They can do just one toy or complete as many as they would like! At this stage children often only hear some of the sounds in words, often starting with initial and/or final sounds. Don't worry if your child can hear only one or two sounds per word they want to write. Just encourage them to write the words they can hear. They can use the sound flashcards to help them if necessary.

Tuesday

Look at the picture of the toy shop in the resources section and discuss it with your child. What can they see? Where is it? Encourage your child to use adjectives to describe what they see and prepositions to describe where it is. E.g. High up on a shelf is a cuddly orange fox and he is wearing a blue top.

Year 1 tasks

All groups: ask your child to write about what they can see in the picture. This task is to be completed **independently**. Your child may struggle to work on their own but it is a really important skill as it encourages them to have a go and not be reliant on adult support. Just remind them that they can do it!

Year R task

Please ask your child to either write a sentence/sentences about the toy shop as Year 1 **or** complete the CVC words in the resources.

Wednesday—Focus: Say aloud what they are going to write & discuss what they have written with others

{nb separate input for Year R/1 today}

Year 1: Read slides 1-11 of the "History of Teddy Bears" Powerpoint.

Ask your child simple recall questions about the text. Discuss their answers together with them, and then encourage them to try to answer the questions verbally in full sentences.

Model writing one of their responses—remember Capital Letter, finger spaces and full stop.

Follow-on task is to write some descriptive sentences about Teddy Bears, beginning to introduce adjectives, to show that each Teddy is very different others. (eg 'the bear is furry' is very different from 'the bear has hard, rough fur' or 'soft, fluffy fur').

Green: Look carefully at the 3 different teddy bears in the pictures. Model to your child how to describe a feature of 1 bear eg 'The bear has a white tummy.' Ask your child to think of an appropriate sentence to match each specific bear, and write it by 'putting it in your head' (saying it several times), remembering capital letters, finger spaces and full stops.

Yellow: Ask your child to choose one of their own teddy bears and write 4 sentences as a detailed description of the bear they have chosen.

Ask them to read their work aloud to you & discuss their descriptions.

(Wednesday continued on next page)



Red: Compare pictures of a Steiff Bear with a modern teddy. Discuss the differences & ask them to orally compose comparative sentences eg 'The Steiff Bear has long thin arms but the modern bear has short fluffy arms' before writing them down.



Year R lesson:

Look at the 'Old and New Teddy Bears' powerpoint.

Can your child help you to read the words? Do they like old or new teddies best? Why? Can they draw a picture of an old bear and label it (according to ability—either letters, simple words or sentence)?

Thursday:

Focus: Singular/Plural & full stops

Look at slide 7 of the History of Teddy Bears 'Old and New Teddy Bears' powerpoint.

Highlight examples of plurals.

Note the use of full stops to end each sentence. Model taking a little 'break' at each full stop as you read.

Year 1 Tasks:

Green: Read simple sentences & circle the correct picture / cross out the wrong picture according to whether the noun is singular or plural eg The dog has a hat The cats have red feet Add full stops.

Yellow: Write a sentence to describe each picture, correctly using the singular or plural noun eg The cat has a pink nose. The cats have pink noses. Ensure each sentence is punctuated with a full stop.

Red: Write a sentence to describe each picture, correctly using the singular or plural noun eg The cat has a pink nose. The cats have pink noses. Ensure each sentence is punctuated with a full stop.

Year R Task (optional): Join in with the Green Group task if you would like to.

Friday:

Focus: to spell days of the week. To use a capital letter for days of the week.

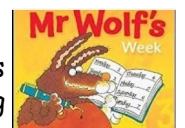
Watch the video of either *Llama destroys the World*:

[Llama Destroys the World - YouTube](#)



Or *Mr Wolf's Week*: [Mr Wolf's Week Read Aloud - YouTube](#)

Ask your child to sing our school 'Days of the Week' rhyme and then order the word cards starting from Monday (see **Days of the Week cards PDF** on website). Discuss unusual spelling patterns and silent sounds e.g. Wednesday. Emphasise that days start with a capital letter.



What do you think your favourite Teddy Bear gets up to when you're not looking? Do you think he goes on a secret adventure? Do you think he has fun, or gets into mischief? Write a diary for your teddy, telling me what he did every day. Remember to think of your sentence before you write it and to think very carefully about how to spell the days of the week, remembering your capital letters.

Yr 1 task:

Green: Use the word cards to help you to write something that happened each day e.g. "On Monday Teddy..."

Yellow: As above but extend using "and".

Red: As above but extend using "and". Ask them to re-read their work to make sure it makes sense.

Yr R task (optional)

Draw a picture of your Teddy's adventure and label it or write a sentence about what happened.