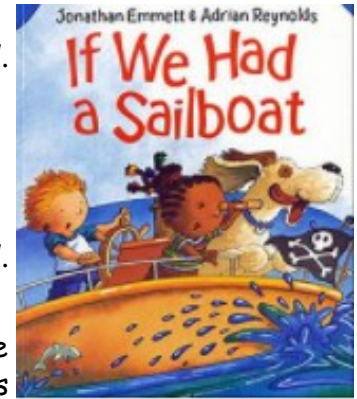


## Lovely Literacy Week 2

This week we will be basing our work on the book "If we had a Sailboat". Miss Burrough can be found reading this on our school video page.



### Monday

Ask your child to listen to Miss Burrough read "If we had a sailboat". She will read up to page 9.

Ask your child to think about different modes of transport and complete the sentence "If we had a ....., we could ..... Get them to be as imaginative as they like! Try to get your child to extend their ideas using and. For example, If we had a rocket, we could fly to the moon and play with some blue aliens!

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

**Green:** Write 3 sentences in the style of "If we had a sailboat, we could....." using 3 different types of transport. You could use a racing car, digger, aeroplane or submarine or choose your own ones.

**Yellow/Red:** Write 3 sentences in the style of "If we had a sailboat, we could....." using 3 different types of transport. You could use a racing car, digger, aeroplane or submarine or choose your own ones. For each type of transport, ask your child to extend their sentence using "and" just like you did orally. E.g. If we had a submarine we could see lots of fish **and** find some treasure!

**Red ext:** Include adjectives in the sentences e.g. If we had a big submarine we could see lots of colourful fish and find some shiny treasure!

*Year R task*

See YR task in the resources. Ask your child to choose a mode of transport and fill in the gaps. They can do just one 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.

### Tuesday

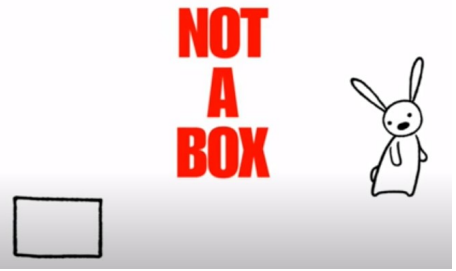
Continue to listen to Miss Burrough read "If we had a sailboat". Miss Burrough will stop on p22. Focus on the exclamation marks and explain that they are used to show surprise. Explain that they are used instead of a full stop and not as well as. Using p22 as a starting point, ask your child to complete the sentence "We could go out in our spacesuits and be taken by surprise by...a talking fish with cat's ears! Think of different "surprising" endings, the more imaginative the better!

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

**All groups:** ask your child to write 3 different endings. There is a template in the resources section.

**Wednesday: Say aloud what we are going to write, begin to use adjectives**

Watch the final couple of pages of the *if I had a Sailboat* book and chat about the ending—why is 'having each other' the best thing of all? Did the children in the story *really* have a sailboat? Did they *really* have a train? What did they use? Talk about imagination—it is sort of magical because it can change the way you see things! Watch the very short video "Not a box" and talk about it—why does the bunny say it is 'Not a Box'? Conversation through questioning: If you had a box to play with, what would you make out of it? Would it be an enormous, a big, or a small box? Would you have to decorate it? Would you have to stick things on it? What other things would you need to make it perfect? (Tomorrow we are going to go on an imaginary journey with our new box-toy, so steer your child to focus on the **MAKING** today, rather than I would go to .... etc).



- Your child's task is to draw a picture of what they would **MAKE** with their box (**NOT** what would they do/where would they go etc—purely the physical process please).
- I would like the Year 1 children (and those Year Rs who'd like to) to write detailed labels or captions around their picture explaining what it shows—Red group, see if you can add adjectives to describe the nouns (white sheet, sticky Sellotape, thick cardboard, clear bottle, brown paint etc.).

**If** you have boxes around (**and don't worry if you haven't!!!**), this can become a hands-on activity too for both Year 1s and Year Rs—Provide junk modelling equipment (or encourage your child to collect it for themselves) such as ribbons, fabric, sticks, wood, mark making and art materials, tape and other joining equipment. Allow the children time and support to complete their box creations. Encourage your children to look carefully at their boxes and think about how to describe them at various points in the play/creative project. Model and extend new vocabulary through natural conversation. You might like to take a photograph of the finished creation for your child to talk about and label.



**Thursday: Say aloud what we are going to write**

Using your imagination: Encourage your child to talk about the story surrounding their new box-toy through open questioning (to encourage your child to chat). Examples: What game would you play with your new box-toy? If it is a vehicle—where would you go in it? What would you find there? What would you see? If it is a toy such as a house—who would live in it? What adventures would happen in there? If it is a robot—what can it do? Has it got special powers? If it is a box-creature—where does it live, what does it eat? If it is a den, where is it—forest, jungle, desert, mountain top? Who else would be in the story?

Year R children—play with your new box-toy and have fun telling your story to a grown-up! The children might be creating narratives and shaping stories in their box play, so encourage them by modelling new vocabulary. If their teddy joins in too, what is he doing?

Ask your child to jot down some ideas in the speech bubbles on the worksheet to remind them of their ideas Red group try to add adjectives too. It does not have to be sentences at this point. (Tomorrow your child will write their 'It is not a box, it's a ....' story, so the ideas today are prompts for tomorrow.)

**Friday: Sequencing sentences to form short narratives; read aloud their writing clearly enough to be heard by their peers and the teacher**

Children: Today I'd like you to write me the story of your box-adventure! Read through your labels written around the box toy, read the captions written yesterday, and use your ideas to tell me about your box-toy and your imaginary adventure. I'd love to hear your story on the zoom meeting! Parents please judge your child's comfort level—green group about three sentences, Yellow about 4 sentences (try to use 'and' to extend sentences), Red—at least 4 sentences - extend using 'and' or 'because' and try to use the adjectives they thought of. Use the starter 'I had a box and I decided to make ...'.

Remember—if you come across something surprising on your adventure, you will need an exclamation mark!