

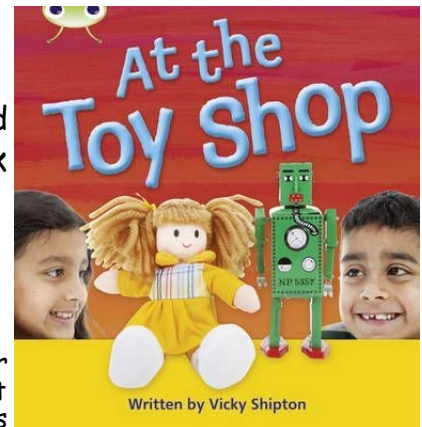
Lovely Literacy Week 1

All year groups

During our last lock-down in March, the children kept a Positivity Diary every day, as part of their mental well-being and to build on literacy skills (the equivalent of our daily independent 'Morning Activity' at school). Unfortunately this time we were not given enough notice to send home a book to record this in, but we would love it if your children could create a scrapbook to make a book of memories of the lovely family time that we are able to enjoy just now. Please encourage your child to draw a picture and write about something wonderful that they see, hear or do, or something that has made them happy that day. Perhaps they managed a handstand or a cartwheel, made up a song about rainbows, taught their pet a new trick or emptied the dishwasher and helped with the washing to make their grown-ups smile! This writing should be independent although children should be reminded to sound out use finger spaces, capital letters and full stops.

This week we will be focussing on an online e-book called "At the Toyshop", which can be found by clicking the link here (I've also put the link on the class page):

[At the Toy Shop \(activelearnprimary.co.uk\)](http://activelearnprimary.co.uk)



1. Wednesday morning.

Please read Bug Club e-book "At the Toy Shop" pages 2-5 with your child— encourage them to help you to read the book by sounding out the sounds and words that they are able to, and re-read the sentences for fluency and comprehension.

Today's task is to focus on suffixes with no change to the root word, particularly -ed / -ing. Can your child spot the words 'look' and 'looking' in the book? Explain that because the children in the story are doing it *now*, we add -ing to the end of the word. If it happened *yesterday*, we would add -ed — ie 'looked' (in class, to help them to remember the spelling, we often use the rhyme "sounds like a 't', but we add '-e-d'"). Practice a few examples: 'kick' = a verb (a 'doing' word). If I'm doing it NOW I start with 'kick' and I add -ing: 'I am kicking the ball.' If I've already done it I add -ed: 'I kicked the ball'. Ask your child to write 'kicking' and 'kicked'. Repeat with the root words jump, fix, stack, play, roll.

Year 1 tasks (and any Year Rs who would like to do it!):

- **Green/Yellow** group (page 1 of Literacy resources PDF): read the sentences and match the pictures.
- **Red group** (page 2 of Literacy resources PDF): Choose a root word and write 2 sentences, one adding -ing and one adding -ed. Highlight the root words in one colour & the added parts in a second colour. The added part is called a suffix.

2. Thursday morning. Please start by reading pages 6-11 of "At the Toy Shop".

The aim of today's lesson is to orally compose then write pairs of statements (as on page 6 of the book) about classroom toys Begin by making up spoken sentences—ask your child to think of a toy they like and describe it to you in short statements (eg I like the mobilo. It can bend. I like the lego. I can build things.)

Year 1 tasks (and any Year Rs who would like to do it!):

- **Green group:** Ask your child to think of their favourite toy in our classroom. Help them to orally compose then write two sentences about it: I like the It can / I can / It has It helps to repeat the statement a couple of times to retain it, and perhaps to think about how many words in the statement. Repeat to write a pair of statements about another toy. Remember to use finger spaces, capital letters and full stops and to re-read what you have written to make sure it makes sense.
- **Yellow group:** Ask your child to think of their favourite toy in our classroom. Ask your child to think of their favourite toy in our classroom. Orally compose then write a description of a favourite class toy as a series of statements. (eg I like Biscuit Bear. He is furry. He is brown. He has a black nose. I can cuddle him.)
- **Red group :** Ask your child to think of their favourite toy in our classroom. Orally compose then write a longer statement (such as those on p 8-9) about a toy then extend it using 'and' or 'because'. Repeat.



3. Friday morning

Focus: Question marks

Please start by reading pages 12-end of "At the Toy Shop". Note the question marks on p 14.

What would you have asked for in the toy shop? Practice asking your child yes/no questions about their chosen toy to model how a question statement works. Model writing questions using a question mark to punctuate at the end (by showing your child how to write their spoken sentence, sounding out the words as you write, and making a finger space between each word).

Year 1 tasks (and any Year Rs who would like to do it!):

- **Green/Yellow** group (page 3 of Literacy resources PDF): Read the six sentences together and identify which are questions and which are statements. Add question marks or full stops. Write and punctuate their own question.
- **Red** group (page 4 of Literacy resources PDF): Write a series of questions to ask each other to find out which class/outdoor toys they like the best (eg Do you like construction toys? Do you prefer the sandpit or the water tray?).