

# Lovely Literacy

All year groups

Everyday, as part of their well being and to build on literacy skills, we would like all children to complete a positivity diary (also sent home on Friday). 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 use finger spaces, capital letters and full stops.

This week we will be focussing on the story of *The Three Bears*, and beginning to work with a new book, *Christopher's Caterpillars*.

1. Look at the beginning of *The Three Bears* story. Discuss how Goldilocks went for a walk in the forest. Ask your child to recall the walks that they have been on recently. Can they remember any of the things they have seen? If there is a wood near your house, maybe your child could go for a walk there and imagine they are off to see the three bears! If you cannot get to a wood as your child to find any books with woodland pictures in, or look on the internet. Then ask your child to draw, paint or make their own woodland scene.



2. Look at the setting description your child wrote last week. Can they find all the different sentence openers and adjectives? Now ask them to look at the scene they have created in session 1 and describe it to you using sentence openers and adjectives. If it helps your child, you can write down the openers and adjectives they have used. Now ask your child to write a description of their woodland creation. For children in Reception, ask them to write simple sentences remembering to use finger spaces and full stops.

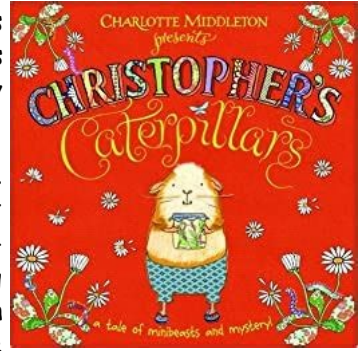
3. Remind your child that we have been practising looking at colours/shades/textures/patterns with our artistic eyes and our scientific eyes, like Maria Merian. Today we are going to be painting caterpillars, but with our WORDS. Tell your child you're going to show them images of REAL caterpillars, and ask them to look with their scientist/artist eyes: can they think of wow words - adjectives - to describe the caterpillar? Show an image from webpage here: <https://bridoz.com/19-photos-de-papillons-de-jour-et-de-nuit/>. Discuss the image and record the adjectives you come up with together on cards (think of words such as Colours - any others? Scarlet, vermilion, burgundy, sandy yellow, magenta, turquoise; bright, pearly, glassy; Patterns - stripy, spotted/spotty, lined, (camouflaged); Textures - bristly, furry, fluffy, fuzzy, shiny, bobbly, bumpy, spiky, knobbly, squidgy, tufty, smooth, rubbery, feathery, wispy, spiny, fat).



Repeat with another example. Draw out sentence from your child and model writing it - adjectives before noun; separate two adjectives with comma; extend sentence with 'and'. Ask them to re-read to check it makes sense.

Your task is to write sentences about photos of caterpillars (choose from the PDF 'Caterpillars for Literacy' on the website) - to draw a picture of your caterpillar using only your words.

4. Listen to the story of Christopher's Caterpillars (on the video resources centre). What are the main points of the story? Draw out - caterpillar pets ... disappeared ... transformed to butterflies and found again. How did they tell everyone their caterpillars were lost? - posters.



Tell your child they are going to making their own posters for a lost caterpillar. What important information will they need (Who has lost it? Where was it last seen? What does it look like?) Draw out that we need a really accurate description of the caterpillar, to distinguish it from all other caterpillars. Recap learning on adjectives - how can we make our sentences more interesting? What is an adjective/noun? Can the children remember any of the wonderful wow words we used? Remind them of adjectives in word-bank. Draw poster with a picture of a lost caterpillar. Can your child think of a descriptive sentence? Model writing a descriptive sentence with capital letters, finger spaces - can we improve it? Model adjectives before noun; separate two adjectives with comma; extend sentence with 'and'. Re-read to check it makes sense. Extra challenge: could we tell people what our caterpillars like doing, to help them to find them? Can we think of good verbs? Record verbs on cards for reference.

Your task is to make posters like Christopher and Poppy, using amazing descriptive adjectives and exciting verbs that make a picture with our words. Choose one of the photographs from last lesson, and use the PDF 'Poster' on the website, or make your own.

5. Have a look at the Twinkl Powerpoint on exclamation marks (on the website) and then watch the BBC Bitesize lesson on exclamation marks (Thurs 14th May) which can be found here: <https://www.bbc.co.uk/bitesize/tags/zjqqp3/year-1-and-p2-lessons/1> and complete their activities. For extra practise, complete the Twinkl Exclamation marks worksheets.