

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 - 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 made a yummy cake, jumped 100 times on the trampoline, learnt to do a cartwheel, saw some beautiful Springtime blossom or four different kinds of bees, or tidied their bedroom and made their grown-up smile! This writing should be independent although children should be reminded to use finger spaces, capital letters and full stops. [[[If you would like to do more PSHE work with your child this week, see BBC Bitesize 24 April 'How to be a Good Friend']]]

This week in Literacy we will continue to look at the book *The Very Hungry Caterpillar* and alongside this we would like the children to continue to become very familiar with a version of *The Three Bears* that has been adapted by Pie Corbett. Have you made up some actions to help you learn it yet?

A version of each of the above stories has been added to the website.



1. Re-read the story of *The Three Bears* using the actions that you have learnt. In particular focus on the time related sentence starters; first, next, then, after that, finally and make sure that there is an action corresponding to each of these words. As your child becomes more familiar with the story, they will begin to tell it with more independence. The aim is for them to be able to tell the story with only a little oral prompting from an adult (try and prompt using the actions). In class we would retell this story once a day.
2. Read the story of the *Three Bears* again, and maybe act it out! Show your child how to draw a story map—this is a large S shape, where the beginning of the S is the start of the story, and (predictably) the end is the end. Draw little pictures to illustrate the main events of the story in order as you follow the shape of the S. Ask your child to draw a story map of the story (nb they will try to copy yours, so encourage them to do their own!)
3. Practice the story of the *Three Bears* again (can your child begin to tell the story themselves with only a few prompts?), and compare the different objects in the story using the language of comparison eg Mummy Bear's chair is softer than Daddy Bear's, Baby Bear's chair is the smallest etc. Discuss how the root of the word stays the same and -er or -est is added. Can you child think of some other comparative words? (eg long longer longest..., tall ... , spotty) If they use a word ending in 'y', teach them 'drop the y and add an i' when adding suffixes (eg spottiest). Complete the comparatives worksheets from Twinkl (see PDF attached).
4. Look at all the different foods the *Hungry Caterpillar* ate. Get a selection of different foods for your child to taste and describe (you could try and match the foods that the caterpillar ate!). First ask your child describe its appearance, such as size, colour and texture. Then ask your child to describe the smell and finally the taste. As your child says an adjective write it down so that they will have a list ready for the next activity.
5. Revisit the foods from yesterday—look at the adjectives you wrote down—which foods would they apply to? Can they apply to more than one? Are the descriptions right? Can your child think of any better words to describe the fruits? Ask your child to complete the zig-zag book (see PDF) for each day, encouraging them to use adjectives to describe the foods. (nb if they use more than one adjective in a row, teach them to separate two adjectives with a comma—eg a slimy, wet kiwi fruit).

[[[As an extension, this could be linked to the BBC Bitesize homelearning lesson on 'Using commas in a list' from 23 April if you'd like to, and the adjectives lesson can be linked to 22 April 'Using Descriptive words']]]

FOR YEAR Rs still practising correct letter-formation, see BBC Bitesize 'Forming Letters Correctly', 27 April to practice the first few 'caterpillar' letters.