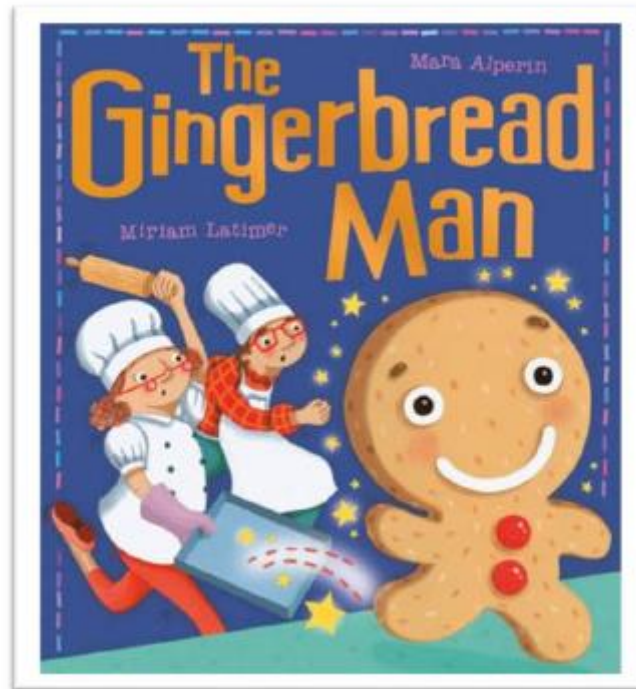


Literacy Wb 12.10.20



This video of this book being read can be found at

<https://www.youtube.com/watch?v=WCyG85kvf8g>

Monday

Session 6:

Hear and say the initial sound in words

Segment the sounds in simple words and blend them together

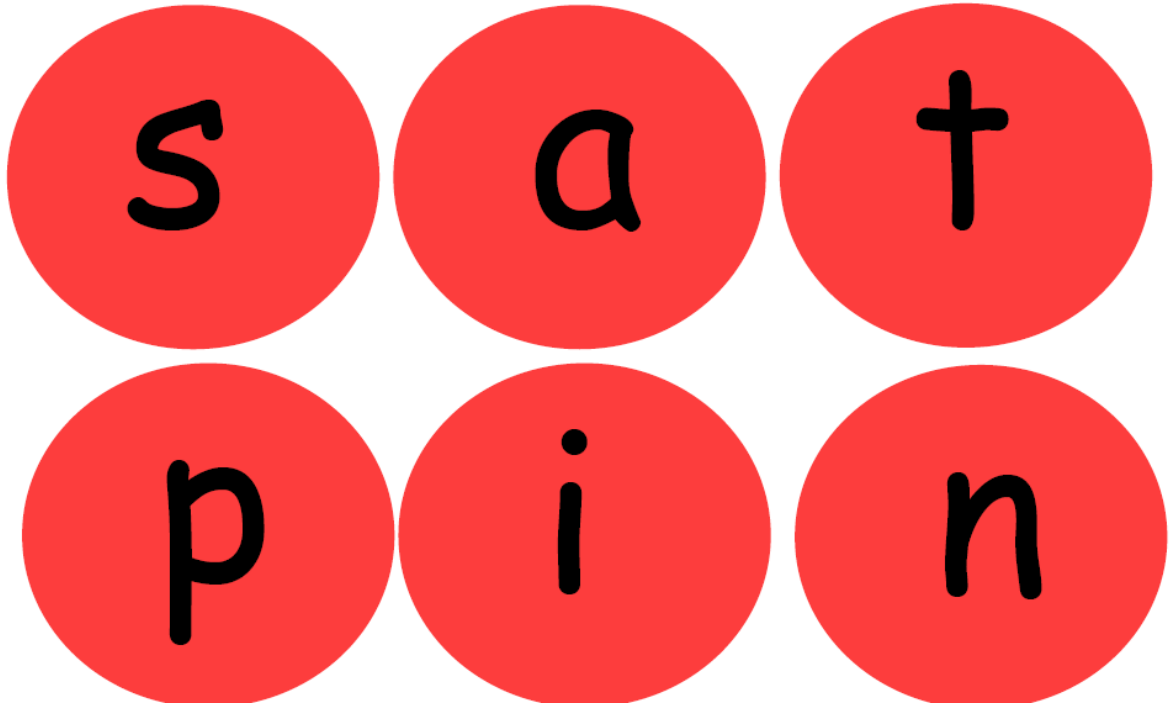
Link sounds to letters

Receive a letter from the gingerbread man asking for some help.

'On my adventures around your school, I've lost some of my jelly buttons. They are important to me as they are special and have my favourite sounds on them. Can you help me get them back?'

Go on a hunt around school for the missing jelly buttons (see resources). These should have sounds on that pupils have learned so far.

Use the jelly buttons to create VC and CVC words. In small groups, play full circle with the jelly buttons. Sitting in a circle, start with the word **pin**, and pupils take it in turns to remove a sound and add another to make a new word. Eventually, the word **pin** will be made again and pupils will shout 'Full circle'. Pupils not yet able to blend could be supported by listening to an adult segment the sounds and blend to read the word and then they repeat.



Cut up these letters/write these letters out and hide them around the house. Once all letters have been found talk about each sound and try and make words eg sat, pin, sit,

Tuesday

Session 7a:

Listen and respond to ideas expressed by others in discussion

Extend vocabulary, especially by

Part 1:

Read the next few pages where the gingerbread man meets the cow. Read up to '*...cried the very dizzy cow*'.

Using the outdoor area, create the parts of the farm that the cow chased the gingerbread man through. Act this out together emphasising how the cow ran, clarifying the meaning of 'thundering' and supporting pupils to understand the different prepositions.

Build up images to represent the story on a roll of paper on the floor. This could be set

out as a path so that pupils walk down the path in sequence of the story and use the images to help retell the story so far. Add to this story pathway as the story develops.

Ask pupils what they think might happen next. *What other farm animals might the gingerbread man come across?* Explain that this story makes you think of another story, *Rosie's Walk*. Read *Rosie's Walk* and discuss what's similar between the two stories and what's different. *Does this help with future predictions of what might happen in the rest of the gingerbread man?*

Rosie's walk can be found here

<https://www.youtube.com/watch?v=rYuINILGW1A>

Wednesday

Session 8:



Hear and say the initial sounds in words

Use some clearly identifiable letters to communicate meaning

Read on up to, '*...Brrr, too cold! How do I cross?*' (Add to the floor story pathway with some of the new animals)

How can we help the gingerbread man cross the river?

Challenge the pupils to create bridges/boats in different ways, using different materials e.g. blocks, dough/plasticine, junk modelling resources.

Share the different ideas that we have had and what we have made for the gingerbread man.

Can you make a boat or a bridge or The Gingerbread man?

Friday

Session 9:

Listen and responds to ideas expressed by others in conversation or discussion

Continue a rhyming string

Read again what the gingerbread man sang last, emphasising the rhyming words:

*'Tee hee hee, I'm having fun,
I've run away from everyone!
A curly-haired woman,
A man in a hat,
A cow and a goat,
And a silly, old cat!'*

Sing it together, using rhythm. You could use claves to clap a beat as you are singing. Pick out the rhyming words – hat, cat.

Make up different rhyming words to follow this rhyming pattern – real and made up words. Play odd one out with different rhyming families. Have a selection of images of words that rhyme and one that doesn't, pupils need to spot the odd one out (see resources).

Using the poetry book, *A Great Big Cuddle*, read '*Bendy Man*'. Again, sing parts together and use the claves to follow a beat. It may aid recall to draw images to represent the poem.

Create a list of as many words as you can all come up with that rhyme with man. Choose one of these words to replace man e.g. nan. Retell this new version. You may choose to change other rhyming parts of the poem.

Talk about rhyming words and make a list of all the words that rhyme with man