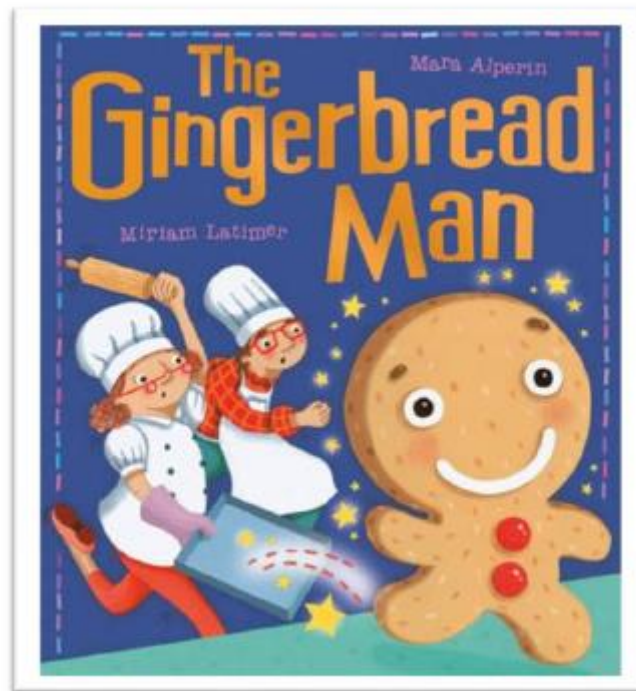


Literacy Wb 5.10.20



This video of this book being read can be found at

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

Monday

Session 1:

Listens and responds to ideas expressed by others in discussion

Pupils follow small flour footprints into the classroom that eventually lead up to various ingredients for making gingerbread.

See recipe https://www.bbc.com/food/recipes/gingerbread_men_99096

Discuss the ingredients. *Who could have left them there?* Underneath the ingredients have a set of instructions for making gingerbread men. In groups, make gingerbread men using the ingredients and the recipe instructions.

When the cooked biscuits are ready to be brought into the class on a tray, hide the story book underneath. Find the story book as the biscuits are passed out and use the image on the front cover to prompt discussion.

Who is this on the front cover?

Do you know anything about him?

Additional Continuous Provision links:

Add a large tray/tuff spot with flour, various sized spoons, tubs, sieves and gingerbread men cutters. This will support pupils to develop motor skills and will prompt discussion about the story (pretending to make gingerbread again.)

Is possible, make gingerbread biscuits at home, if not, look at a picture of The Gingerbread Man.

Do you know anything about him?

Tuesday

books

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Give meaning to marks as they draw or write

Hear and say the initial sound in words

Link sounds to

Explain that everyone in the school needs to be warned. *How can we let everyone know what the gingerbread man looks like?* Have an image of the gingerbread man to describe what we can see e.g. big red buttons, smiley mouth, crispy biscuit.

Model creating a LOOK OUT poster. Draw the gingerbread man and write labels around to describe him. Emphasise the sound that you can hear at the beginning of each word as you write. Ask pupils what sound they can hear and to help you.

letters



Leave LOOK OUT poster templates in the environment for pupils to use during continuous provision. Put these up around the school to warn others.

Child to draw a large gingerbread man and try to label the picture eg head, arm, foot, buttons

Wednesday

<p><u>Session 3:</u></p> <p>↳ Hear and say the initial sound in words</p> <p>Link sounds to letters</p>	<p>Show the image of Mr and Mrs Baker inside their bakery (p.4-5). <i>Who are the characters? What is their job? What can the pupils see?</i></p> <p>Look at an image of another cake shop/bakery items (this way you can choose items with specific initial sounds and items that are easy to segment – linking to previous phonic teaching).</p> <p><i>What can they see in the image?</i> Play I spy with the image. This activity could be split up in 2 ways depending on where pupils are and if they are already secure on Phase 1:</p> <ol style="list-style-type: none"> 1. Oral blend each word e.g. 'I spy a b-u-n' 2. Say initial sounds e.g. '...beginning with b'
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Pick some items from the kitchen cupboard and talk about what sound they begin with. Do this for 10 items eg beans begin with 'b'

Friday

<p>influenced by experience of books</p>	
<p><u>Session 4:</u></p> <p>Listen and respond to ideas expressed by others in discussion</p> <p>Introduce a storyline or narrative into their play</p> <p>Use vocabulary and forms of speech that are increasingly</p>	<p>Read the first two pages.</p> <p>Talk out loud (TOL) what is happening and your thoughts to help pupils understand the story e.g. <i>'Mr and Mrs Baker look very pleased now'</i>.</p> <p><i>What would make them even happier?</i> Guide the pupils to talking about making more gingerbread men for Mr and Mrs Baker.</p> <p>Give pupils different ideas for creating gingerbread men to make Mr and Mrs Baker even happier.</p> <p style="background-color: #90EE90;">Ensure various resources are set up for pupils to create gingerbread men in different ways e.g. dough, paint, drawing, transient art, on the light panel</p>

Get creative..... make a gingerbread man. Looking forward to seeing how you chose to make him? Paint? Crayons? Playdoh?