

Literacy Home Learning: 4 . 1 .21

This half term we are working on The Dragon Machine by Helen Ward

This text can be accessed as an eBook by visiting:

<https://www.youtube.com/watch?v=FVw6-4ig7eo>

This can be watched with your child prior to beginning the work and can be re-watched as the week progresses. This book will be the focus of the Literacy work for the coming weeks also. In addition to this book, please encourage your child to access the Bug Club site and continue to practice reading the real and alien words by visiting the phonics screening test practice sites.

Day	LO	Activity
Mon	I can ask relevant questions, write down key ideas and explore new vocabulary.	Provide chd with large copy of book cover for class discussion. What do we think this book may be about? Give chd in groups a set of 6 pictures from the story. Together can they discuss them and answer the set questions given? Who are the characters? Is there a main character? Have you seen these characters before? Where is this story set? Do you know a place like this? What will happen in the story? What will happen in the end? Give chd a grid to record: What do I observe? What is explained to me? What do I want to ask about the book?
Tue	I can plan and verbalise a short story about dragons using the pictures as a stimulus.	Give the chd a mini set of the pictures to order themselves in a way that tells a story to them. Can they then add a plan for a story to a simple 3 part planning grid? Beginning, middle and end. Tell the story verbally to a friend to concrete it to their mind. Encourage them to use descriptive language. Model with expression and good vocab to extend the story: because, so, and to also be encouraged. Ask some chd to come to front to verbally tell their tale. Sit on the story tellers chair for this. Lead into the story writing next lesson in Lit books.
Wed	I can write a short story using my own plan and respond to demand for	Remind the chd of the previous plan where they planned their dragon story. Give them the time and space needed to write their story and this may take more than one lesson. Display reminders needed for

	subordination and conjunction and added adjectives.	<p>basic punctuation and the previous gateway and master keys.</p> <p>Provide time where and when needed to share their stories with groups or class.</p> <p>Gather ideas for story language introductions and words to gain attention: ie: In a land far away... One misty morning.... Suddenly.... It was a huge surprise when Finally ...</p>
Thurs	See above	See above
Fri	<p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Use punctuation correctly - exclamation marks, question marks</p> <p>Use present and past tenses correctly and consistently (some progressive)</p>	<p>Begin to build Feature keys with model writing – display on working wall. Share the front cover and blurb with the pupils asking them questions: What can you see? How do you know? Does anyone see anything different? Do you agree/disagree? Make predictions further predictions.</p> <p>Look at clues on the first page with the window scene and ask the pupils further questions: How does George feel; how can you tell? What is his bedroom like; what does this tell us about him? What does he like to do? Begin to read the text about the hidden dragons up to the part with the dustbin. Display pictures on IWB or copies on tables and ask pupils to hunt for all the hidden dragons in the double pages. Discuss any extra information found out about George.</p> <p>Hide parts of dragons around the classroom (tails, claws, wings, nostrils with steam coming out etc..). Take pupils on a dragon hunt to find the hidden dragons in the classroom. Use post it notes to record what has been found. Create a 'Beware of Dragons' poster. Model writing mainly in the present tense as the dragons are here now. Also begin to look at the use of present progressive (adding -ing) to describe what the dragons are doing at the moment. Discuss the need to use commands within the writing as the pupils will be telling people what they need to do. e.g. Beware! You must be careful because dragons have invaded our classroom. They are hiding everywhere. There is a dragon's tail in the corner of the window and it is hiding around the blinds. Dragons are crawling up our walls. Smoke is coming out of their nostrils Do not enter our classroom!</p> <p>Pupils create their own poster, telling people what the dragons are doing and what they need to do.</p>