

Willow & Maple Class

Week beginning -Monday 15th June



Pink Level Readers -

Book Title- We like fruit.... This is a non-fiction book sharing which fruit the children in the book like to eat.

Look at the features of the front page- what are the children doing? Where are they? What are they holding?

This book has repeating words **I**, **like** and **eating**. Encourage your child to say the words every time they see them on each page, support with rest of text. You say it and ask your child to repeat. Then repeat full sentence.

High Frequency words	I like all we
Words of interest	fruit, label, apples, bananas, grapes, oranges, melons, strawberries
Words which may require help/support within the text.	The names of the fruit will need support to read. Encourage your child to look at the illustrations for clues

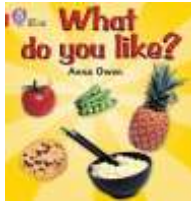
Take time to talk about the different children in the book. Share with your child your favourite fruit and why- see if your child can ask all the people in their home what their favourite fruit is.

On page 12- How many children like strawberries?



At the end of the book ask your child to look at the pictures (as shown below) and describe the different fruits, saying if they like them or not. Can they list the fruits in order of favourite to least favourite.? Can they make a real fruit salad for tea!





Red level readers-

Book Title- What do you like This is a non-fiction book about a group of children sharing what they like to eat.

Questions you might ask-

What do you think the book about? Do you think we will be using our imagination? What do you think we will be finding out about?

Share the text, stopping to discuss each illustration. Look at the different food/drink choices- what would they pick to eat/drink?

Share the book to the end, stopping to ask questions.

High Frequency words	I, like, you, for
Words of interest	breakfast, toast, snack, banana, lunch, milk, biscuit, dinner, pasta, bedtime, chocolate
Words which may require help/support within the text.	Like= this is a split diagraph, hear the K as the final sound Lunch I-u-n-ch Dinner d-i-n-n-er Tea t=ea



Ask your child to look at the illustration on the last page (As above), share the lists.

Can they remember what was picked?

Can they write a list of all the foods they have eaten the previous day?

Yellow book level-



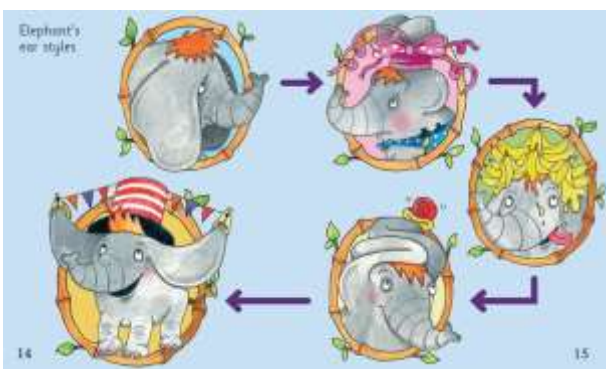
Book title- Elephant Ears

This is fiction book about an elephant with large ears. It shares his journey to the ear dressers meeting different story characters along the way. Share and discuss the features of the front cover. What is the elephant doing? Is he having fun? Where abouts is he?

Share the book, taking time to look and discuss the illustrations as you go.

High Frequency Words	had, that, and, over, his, was, he, the, too, with, out, off, so, be, now, there, all
Words of interest	elephant, gigantic, enough, ear dressers, goose, girly, bananas
Words which may need support/help when reading	Snail s-n-ai-l shell sh-e-ll Small s=m=a=ll Sticky s-t-i-ck-y

On page 10 (Below) How is elephant feeling and why?



Looking at the last page, discuss the different things elephant put on his ears? Can your child remember which animal did what?

Blue level readers-



Book title- New from old: Recycling plastic

This is a non-fiction book about how and what we can recycle. Chat about the front cover. What is happening? What is the girl carrying? Share the text, taking time to stop and discuss the features.



What is a contents page? Share with your child the purpose of a contents page.

High Frequency words	new, from, old, do, out, what, be, good, how, make, that, has, been, them, some, first, then, after, now, again, many, too, much
Words of interest	recycling, plastic, recycle, reuse, glass, metal, paper, pellets, clothes, furniture, toys, planet, reduce
Words which may need support/help when reading	There are many longer words within the text. Take time to sound them out and blend sounds to create the word



Look at the flow chart on the last page. What directions do the arrows go? What do they tell you?. Can you child create their flow chart?

Don't forget that we would love to see any follow up work you may have completed when sharing a book. You can upload any work/photographs on evidence me or via email

jow20@holmesdale.debyshire.sch.uk

Have fun 😊