

Willow & Maple Class

Week beginning -Monday 8th June



Pink Level Readers-

Book Title- The See-Saw.... This is a book about animals playing on a see-saw.

It looks at the effects different animals playing on the see-saw have, some are light/heavy.

Look at the features of the front page- what are the animals doing? Where are they? What time of day is it?

This book has repeating words **the**, **went** and **up**. 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	Up, went, the, down, and
Words of interest	See-saw, monkey, crocodile, Lion, mouse, hippo, animals, balance
Words which may require help/support within the text.	The longer words with the text will need your support. Before saying the word, ask your child to look at the illustrations to see if they can guess what the word might say.

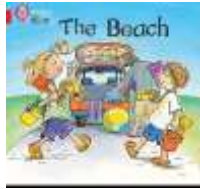
Take time to talk about the different position of the animals sitting on the see-saw. Why are some animals high/low? What happens when another animal sits on the see-saw?

Have they ever played on a See-Saw, can they remember what happened and why?

At the end of the book ask your child to look at the pictures (as shown below) and describe the action.



Ask your child to recap the story using the story map. What happened first/last? Who went up/down? Can they draw their own story map?



Red level readers-

Book Title- The Beach This is a story book about a girl and boy who are travelling to the beach by car. It shares what they can see from the car window as they travel. As usual share the front cover etc and discuss.

Questions you might ask-

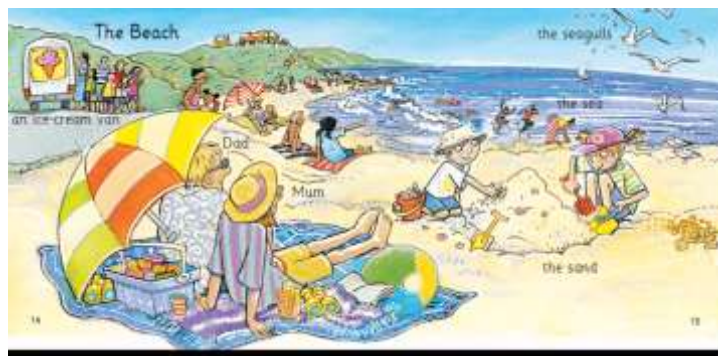
What is the book about? Do you think we will be using our imagination? What do you think we will be finding out about? Where are the story characters going? What is the weather like- how do you know? Do the story characters look happy or sad?

Share the text, stopping to discuss and ask questions about the illustrations on each page.

What can they see? Can you see the things that make them happy? What does it look like?

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

High Frequency words	look, I, can, see, the, mum, and, dad
Words of interest	seagulls, ice-cream van, sand, sea, beach, children
Words which may require help/support within the text.	Look..l-oo-k Down – d-ow-n



Ask your child to look at the illustration on the last page (As above), share the use of labels. Can they chat about what can they see in the picture!

Yellow book level-



Book title- Rebecca at the Funfair

This is fiction book about a girl called Rebecca who went to the fair.

Share and discuss the features of the front cover. What is the girl doing? Is she having fun? Where abouts is she? What ride is she on?

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

High Frequency Words	said, I, want, to, do, that, help, don't, like, this, at, all, can, go, went, up, down, and, get, out, got, and, a, big, pink, yes, the
Words of interest	up, down, thin, fat, tall,
Words which may need support/help when reading	Thin- th-i-n around a-r-ou=n-d tall-t-a-ll down d-ow-n small – s-m -a-ll shout sh-ou-t out ou-t green g-r-ee-n



Looking at the map on the last page, discuss the features.

Can your child share what ride they would like to go on and why? Can your child create and draw their own fun fair- what rides would they have? Will they have fast/slow rides. High/low rides?

Blue level readers-



Book title- The Steam Train

This is a fiction book about a train and the journey it takes to travel to the seaside. Chat about the front cover. What is happening? Where do you think the train is going? Is it safe to be standing so close to the train? What is a steam train?

Share the text, taking time to share the story and discuss the illustrations. Look for words which rhyme.

High Frequency words	I, were, a, much, and, should, like, that, just, look, at, me, here, come, in, my, back, are, the, to, go, not, very, little, black, what, there, now, down, half, we, then, have, for, but
Words of interest	aches, joints, points, tunnel, paddle, splash
Words which may need support/help when reading	

Read to p13, working out how to make the train sound slow and then fast and then slow again. Support especially with tricky sound words like de-deedle-dee.



Look at the map of the trains journey, describe the trains journey. Write a short story and the journey. Can you child create their own train journey to a different location?

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 😊