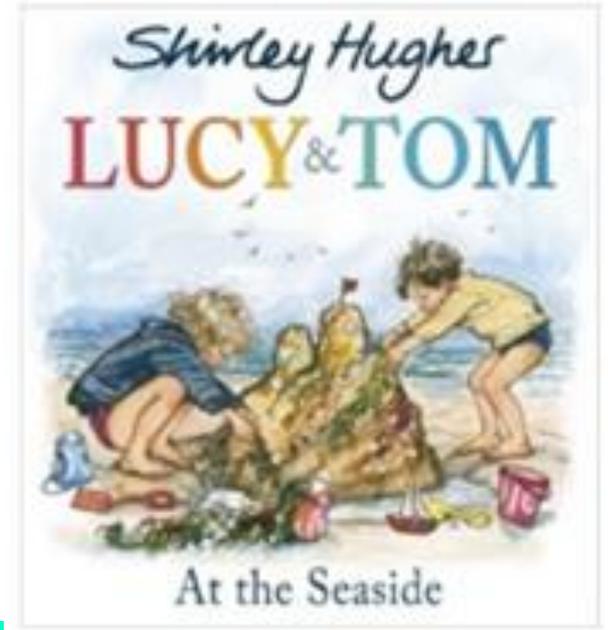


# Literacy

# Home

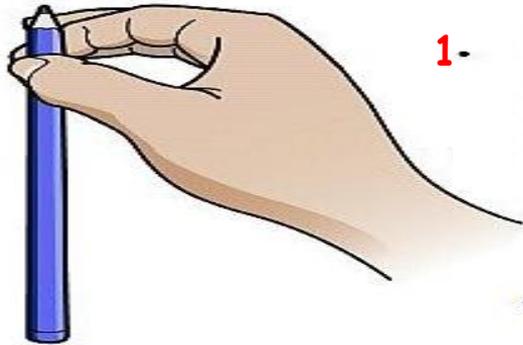
# Learning



Please note that these slides should be used to support home learning. You are not required to print them.

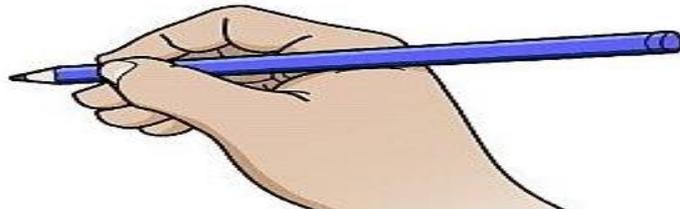
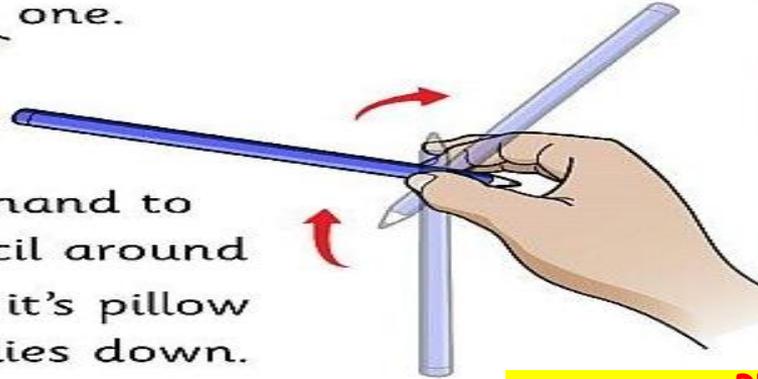
Having a comfortable hold on your pencil will help you to write beautifully!

Practise these 3 steps:



1. Pick up your pencil - use your pointer and thumb, Let it dangle - this is step one.

2. Use your other hand to rotate your pencil around
3. Until, it reaches it's pillow where it gently lies down.



Load this link to watch how to hold your pencil in a tripod grip.

<https://www.youtube.com/watch?v=VhtdJ4D00tQ>

tQ



**Please note:**

This example is for right-handed children. If your child is left handed, follow the same steps but with the left hand leading.

Now you've practised holding your pencil in a tripod grip, let's practise forming our letters correctly. It is very important to keep on practising in order to write legibly.

Remember, you are doing so well and can only get better!



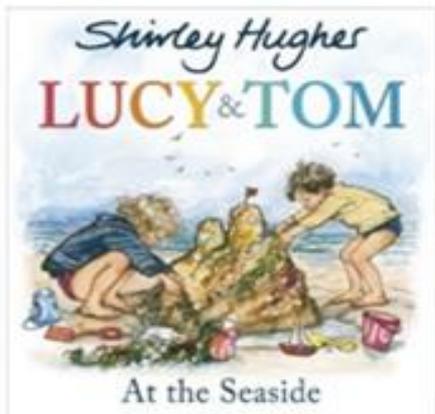
Load this link to watch how to form your lowercase letters.

<https://www.youtube.com/watch?v=aYGa8VOIO>

3M



## Focus Book



Author - Shirley Hughes

### Curriculum Link

This book explores an experience at the seaside. It provides an opportunity to help children make sense of the seaside environment.

Load the link to listen and read the story.  
[https://www.youtube.com/watch?v=ZAzz\\_vMO1I8](https://www.youtube.com/watch?v=ZAzz_vMO1I8)



## Writing Focus



*Super writers!*

Who are the two main characters in the story?

Draw and describe them by looking at the picture.

Here are some question prompts to help you.

- 1) What are they wearing? Describe patterns and colours.
- 2) What are they holding?
- 3) Who is taller?
- 4) What do you think they are looking at?
- 5) Why is Lucy wearing arm bands?

*My turn*

Lucy is wearing a stripy t-shirt and Tom is wearing yellow shorts.

*Your turn*

Tom is...

Example



Well done for reading the story again today. Don't forget to keep reading it throughout the week.  
Now you know that many exciting activities happen at the seaside!

## Writing Focus



*Super writers!*

What activities were happening in these pictures?  
Caption each picture.

## Example



*My turn*  
**Bat and ball.**

*Your turn*

*Larger image on page 10*



Did you know that a popular seaside activity for children used to be a show call **Punch and Judy**?

What do they look like?  
Write your ideas down.



# Let's Investigate



You are now an investigator! Search around your home to find anything that begins with the sound 'b'.

## Writing Focus

*Super writers!*



Draw and name the object/item and describe it. For instance, **bed**, **box** or even a **bug**!

*Here are some question prompts to help you:*

- 1) What does it do?
- 2) How do you use it?
- 3) What does it look like?
- 4) Who uses it?

Next, think about what objects you can take to the beach that also begin with the 'b' sound.

Draw and describe them.

## Examples



*My turn*

In my home, I found my **bed** that I sleep in. It is soft and white.



*Your turn*

In my home, I found...

*My turn*

To the **beach**, I can take some tasty **bread** for my lunch.

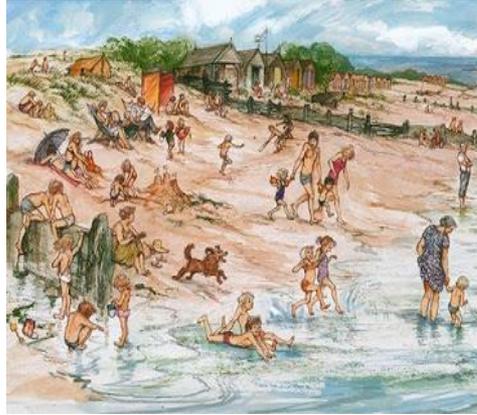
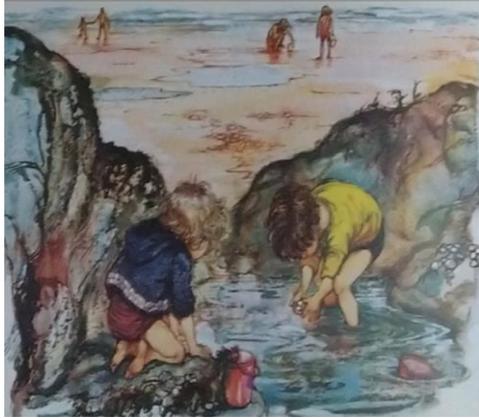


*Your turn*

To the **beach**, I can take..

# Seaside Items

The seaside is full of different objects! Just like Lucy and Tom, what might you see at the beach?



## Writing Focus



*Super writers!*

Write down sentences of what you can see or might find. **Don't forget to use your sound mat to help you (larger one on page 9).**

## Example



*My turn*

I can see little pebbles and a sea shell near the sea.

*Your turn*

I can see...  
I might find...  
I can pick...



s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

# Making a Sandwich

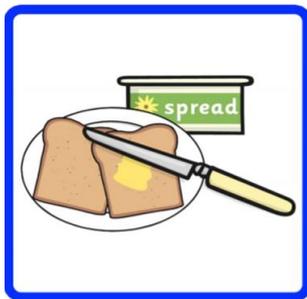
Lucy and Tom enjoy a delicious picnic at the seaside. They had to prepare their lunch before they went to the seaside, with mum and dad helping them.

## Writing Focus

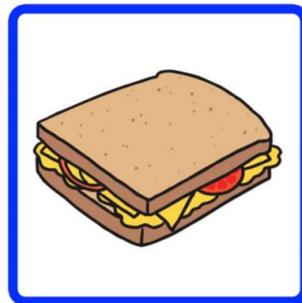
*Super writers!*



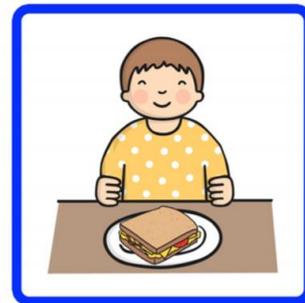
Write instructions for how to make a tasty sandwich using the sentence starters below.



2



3



4

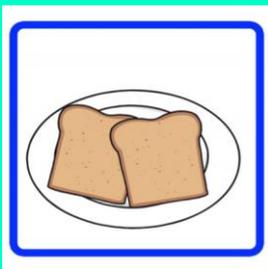
## Example



### Your turn

### My turn

1) First, get two slices of delicious brown bread.



1

- 1) First, get...
- 2) Next, spread...
- 3) After, place...
- 4) Finally, enjoy...

Which other ingredients do you like in your sandwich?

Write down instructions for how to make another type of sandwich. Draw your chosen sandwich.

# Phase 2 Sound Mat

<b>s</b> 	<b>a</b> 	<b>t</b> 	<b>p</b> 	<b>i</b> 	<b>n</b> 	<b>m</b> 	<b>d</b> 
<b>g</b> 	<b>o</b> 	<b>c</b> 	<b>k</b> 	<b>ck</b> 	<b>e</b> 	<b>u</b> 	<b>r</b> 
<b>h</b> 	<b>b</b> 	<b>f</b> 	<b>ff</b> 	<b>l</b> 	<b>ll</b> 	<b>ss</b> 	

# Seaside Activities

