

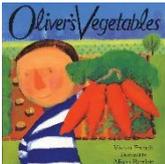
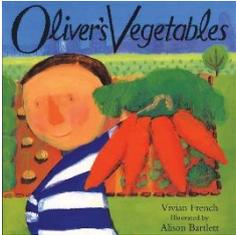
Dear Parents,

This week's work is around a story called Oliver's Vegetables by Alison Bartlett. If you have the book at home please read it to your child. Alternatively there is a link to YouTube on Monday's activity grid and we will be uploading the story to tapestry too. If you are able you may want to print this off and stick the learning in the children's book, but that is not necessary. If you do not have a printer, look at the guidance slip and talk to you child about the activity then complete it on a page in the book.

The children in reception are all at different stages in their development, at this time it is really difficult for us to differentiate their learning. Some children may only hear a few sounds in the words they write (their work won't be perfect.) It is vital that you encourage them and celebrate any writing they do, being dissatisfied will only lead to frustration and they will learn to hate writing. If your child's sentence is too long (6+ words) suggest a shorter version. Some children may need more support than others this might be: remembering the sentence, reminding them about finger spaces, sounding out words together, looking at the phonics mat and tricky word mat. Showing them where to start writing, sitting letters on the lines.

Our number one rule in reception is no copying, you must allow them to listen and write. You can write tricky words for them to copy. If you are getting frustrated or your child cannot concentrate I would suggest a break such as a wake and shake on YouTube or a walk outside in the fresh air.

This literacy work should take no more than 15- 20 min a day. There is a 🌶️ challenge for those who would like some extra work but it's not compulsory.

Wow Read Monday- IALT: predict what may happen in the story.			
<p>1. Talk about what might happen in this story. Think about: What vegetables does Oliver have? Who has grown the vegetables? Do you think Oliver likes to eat vegetables?</p>  	<p>2. Listen to the story on youtube.</p>  	<p>3. Ask questions: What was your favourite part and why? Do you know how vegetables grow? Did Oliver enjoy the other food made from vegetables? Were your predictions correct?</p> 	
			 Tick it if you can do it.

Wow Write Tuesday - IALT: write a calendar for Oliver.

1. Listen to the story for a second time and think about what Oliver does on each day of the week.



2. Get your grown up to write the days of the week on your page. Draw a picture of each vegetable Oliver finds in the garden next to the correct day.



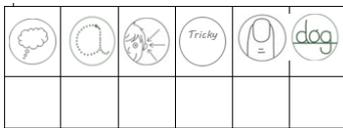
3. Use your phonics to add in labels.

b e e t r o o t



Remember:

listen to what you can hear it doesn't need to be spelled correctly you are learning!



Tick it if you can do it.



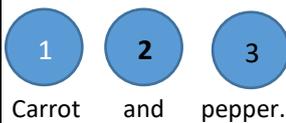
Write a sentence about what other vegetables Oliver's grandad might like to grow. (e.g. He may like to grow leeks)

Wow Write Wednesday- IALT: write a healthy menu for Oliver.

1. Think about your sentence and hold it in your head. Start small!



2. Break down the words.



3. Listen to the sounds, one word at a time then write them.



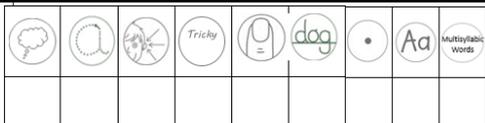
p e p p e r



4. Put in a finger space in-between your words.



Put a full stop at the end of your sentence.



Tick it if you can do it.



Illustrate your menu.

Wow Write Thursday- IALT: discuss what a plant needs to grow

1. Watch this [song](#) about what seeds need to grow and discuss with your grown up.



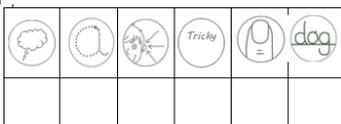
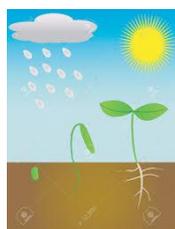
2. Write a sentence about what things a seed needs to grow.

s e e d s



Remember: **listen to what you can hear** it doesn't need to be spelled correctly, you are learning!

3. Draw a picture of what a seed needs to grow.



Tick it if you can do it.



Make a poster to tell others what a plant needs to grow.

Wow Write Friday - IALT: write instructions on how to plant a seed.

1. Think about your sentence and hold it in your head. Start small!



2. Break down the words.



Push in **the** seeds.

3. Listen to the sounds, one word at a time then write them.

s e e d s



4. Put in a finger space in-between your words.



Put a full stop at the end of your sentence.



Tick it if you can do it.



Write a several sentences.