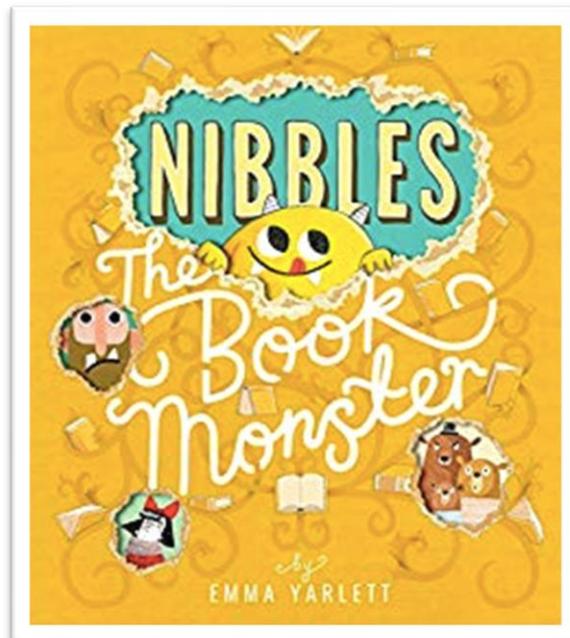




Pathways to Home Learning

linked to

*Nibbles the
Book Monster*



Year 1 *Pathways to Home Learning*: Autumn 2

Overview of the home learning activities:

Session 1	Re-tell the story Talk about and discuss main events	Reading
Session 2	Order main events Name and label characters	Reading/ Writing
Session 3	Re-read the story independently and match up images and sentences	Reading
Session 4	Write sentences to re-tell main events	Writing
Session 5	Act out conversations between characters	Reading
Session 6	Describe the main characters	Reading/ Writing
Session 7	Complete spelling activities for the national curriculum Y1 word list (and/or the school's phonics programme)	Spelling
Session 8	Write a letter to one of the characters	Reading
Session 9	Plan what happens next in the story	Writing
Session 10	Write the next part of the story	Writing

National curriculum focus – this is the school focus for this half term

Reading	Writing
<ul style="list-style-type: none"> • Become familiar with key stories, fairy stories and traditional tales • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Participate in discussion about what has been read to them 	<ul style="list-style-type: none"> • Join words using and • Punctuate sentences using a capital letter and a full stop • Use capital letters for names of people • Sequence sentences to form short narratives (link ideas or event by pronoun)

Spellings to practise

Words to use in conversation and writing

<p>a to you once there some said go</p>	<p>she was the one so come house</p>	<p>chomp cottage buns entered cape amazed woodcutter cheeky dangerous</p>	<p>woods farm track blankets nightie wicked arrived nearby village</p>
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Daily sessions:

1.	<p>Main outcome of the session: To be able to orally re-tell the story of Little Red Riding Hood and talk about the main events/characters.</p>	<p>Subject knowledge for parents: Children need to be able to draw on a wealth of story language when writing their own and they can only do this if they have been exposed to a variety of stories. Books children can read themselves will be linked to their phonics knowledge and may not expose them to wider vocabulary. They also need to hear what it is like to be a fluent reader by adults reading to them and exposing them to words above their level of phonics skills.</p>
<ul style="list-style-type: none"> • Read Little Red Riding Hood (using the longer version provided) to your child. • If there are any parts they already know, encourage them to join in. • Discuss what has been read and ask questions – Did you like that story? What happened in the story? Who were the characters? What was your favourite bit? • Give them a set of images (from resources) and ask them to use each one to re-tell the story to you. <p>NB: If you have any other version at home, you may want to look at these at some point and make comparisons.</p>		
2.	<p>Main outcome of the session: To order the main events of the story using images and add labels to each one.</p>	<p>Subject knowledge for parents: Children need to be able to sequence their ideas when writing to ensure they make sense. They can build towards this by sequencing stories they are familiar with. When writing the names of people and places, they need to remember to use a capital letter. Sometimes they can find it harder to form capital letters or are less secure with the formation. A handwriting sheet can support this.</p>
<ul style="list-style-type: none"> • If necessary, re-read the story together encouraging your child to join in with more of the bits they remember. • Look together at where capital letters have been used (you could leave them some pages from the text to highlight where the capital letters are). • Give them the images (from resources) as used previously but this time cut up and in a different order. • This time ask your child to place the images in the correct order. They can then check by using them to re-tell the story (they could re-tell this to a sibling or a cuddly toy). It won't make sense if they are not in the correct order. • Look at the images and ask your child to write labels for what they can see (or about what is happening in each one) e.g. Grandma, Little Red. This could be on a post-it note. • Check that they have remembered capital letters for the names of the characters. 		

3.	<p>Main outcome of the session: To independently read the text and match sentences to images.</p>	<p>Subject knowledge for parents: While children are developing their phonics knowledge, they need to practise using decodable texts, matched to the sounds they know. This version picks up on taught phonics from EYFS and includes the common exception words <i>have, little, was, come</i> and phonemes <i>track, dear farm, teeth</i> they would have been taught. There are also words with adjacent consonants (these are pronounced as individual sounds and blended together) <i>chomp, went, track, spot</i>.</p>
<ul style="list-style-type: none"> • Give children the simplified version of the text and allow them to read it independently. • Encourage them to re-read to develop their fluency. • Give them the text as a cut up version (images and the sentences separated and mixed up). Ask them to read and match them back up together. • Re-read and check it makes sense, correcting any errors. 		
4.	<p>Main outcome of the session: To write sentences (correctly punctuated with full stops and capital letters) to re-tell the story</p>	<p>Subject knowledge for parents: Children need to know how to form sentences and then how to punctuate them. In their simplest form, each sentence would have a noun e.g. <i>the wolf</i> and a verb e.g. <i>gobbled</i>. Encourage your child to check that every sentence they write has a capital letter at the start and a full stop at the end. They can count their sentences and then count to see if they have the same number of full stops and capital letters.</p>
<ul style="list-style-type: none"> • Give your child one of the provided resources (either the blank grid with space for writing and drawing or the one with prepopulated images). • Encourage them to orally tell the story again. They could use the picture prompts or draw an image to represent each part first. • For each image/drawing, ask them to say a sentence out loud for that part of the story. To support with writing it, you can ask them to count out the number of words in their sentence. They could record what they want to say on a device and keep playing it back to remember what to write. • Repeat for all 6 sections. • Ask your child to read back their sentences to check they make sense. • With a highlighter or different coloured pen, ask them to show where they have used their full stops and capital letters. <p>NB: Your child will be making choices about their spellings based on their phonic knowledge. Don't expect all spelling to be correct. Instead look at how they have heard and represented the sounds in the words they have written e.g. <i>gurl, wulf, caik, villij</i>. Are their choices 'phonetically plausible'? As their phonic knowledge increases throughout Y1 and Y2, these spellings will become more accurate.</p>		

5.	<p>Main outcome of the session: To take on the role of the characters in the story and act out what they say and do.</p>	<p>Subject knowledge for parents: Role play helps children to take risks and rehearse their ideas for writing. This activity will also help them to show their understanding of the characters.</p>
<ul style="list-style-type: none"> • Look through the extended version of the text with your child and look at all the places where the speech bubbles are. Explain that this shows a character is talking. • Read the first speech bubble and ask your child – who do you think is saying this? (Little Red’s mum). Discuss how they knew and how you made your voice sound like her mum. • Share the next speech bubble and repeat – how do you think this character would talk? • Look at page 4 and the conversation between Grandma and the wolf. Take on a role each and act out the conversation together. • Move onto page 5&6 and repeat with the conversation between Little Red and the wolf. • Ask your child to now use their toys or any little figures they have to act out the speech in the story, thinking about the voices they use for each character. • When they have independently practised and had a few goes, they can perform their conversation or record it to be watched back. 		
6.	<p>Main outcome of the session: To write a description of the characters in the story.</p>	<p>Subject knowledge for parents: In Y1, children will be working on simple descriptions (size, shape, colour etc...) in their writing. They will be encouraged to join 2 of these descriptions together using ‘and’ e.g. <i>The wolf is big and scary. Grandma is old and kind.</i></p>
<ul style="list-style-type: none"> • Look at the images of the main characters in the story (from resources) and talk about them: What do they look like? Are they nice/nasty characters? Can you think of any words to describe them? • Read through the list of words from the resources (these need to be cut up ready for the next activity) and talk about what they mean. • Ask your child to sort through the words and decide which character they match up with best. They can stick them on or around the image. • When they have made their choices, ask them to write a sentence (or sentences) to describe each character using 2 of their describing words e.g. <i>The woodcutter is brave and strong</i>. If they have thought of any of their own describing words, they could use them as well. 		

7.	<p>Main outcome of the session: To learn strategies for spelling 'tricky' words.</p>	<p>Subject knowledge for parents: Both the national curriculum and individual spelling programmes have lists of words which children need to learn to read and spell as they will be using them frequently. Some of these are deemed to be 'tricky' while they are developing their knowledge of phonics and spelling patterns. These words need to be learnt and taught discretely with specific strategies for recalling the 'tricky' bit.</p>
<ul style="list-style-type: none"> • Read together the words in the resources. Encourage your child to read any they know automatically (these words can't be sounded out) – can they beat you and read it first? • Look again at the words and discuss which part is tricky. For example, in <i>me</i> they will be familiar with the first sound but will not have the alternative way of saying the second sound. Highlight this as the 'tricky bit' using a highlighter or coloured pen <i>me</i>. • Repeat with the other words in the list, encouraging your child to identify each tricky bit themselves. • Create a spelling squiggle (like the example in the resources) for your child to practise writing these spellings again, focusing on what to do when they get to the 'tricky bit'. • When they have finished a section, ask them to check whether they spelt the word correctly. • As a further challenge, you may want to ask them to write a sentence using the words they have practised e.g. <i>She was a little dear</i>. Focus on ensuring those words are spelt correctly with phonetically plausible attempts at others. 		
8.	<p>Main outcome of the session: To write a letter to one of the characters.</p>	<p>Subject knowledge for parents: In school, children will have had experience of writing notes and letters. These need to be kept to a simple format with them understanding how to start with <i>Dear/To</i> and end with <i>From</i>.</p>
<ul style="list-style-type: none"> • Talk again about the characters in the story and choose one that your child would like to write a letter to. • Discuss the purpose for the letter e.g. Is it to warn Little Red about the wolf or to say get well soon to Grandma? • Look at the letter template (see resources) and talk through 3 things that could be put in the letter. • Practise saying these as sentences out loud. Again, consider recording these so that your child can play them back independently and recall what they wanted to say. • Repeat the previous process of counting out the words in each sentence. • Let your child now write their letter. • When they have finished, ask them to read it out loud to check it makes sense. They can also check if they have remembered the following and highlight when used: Full stops Capital letters (for names and at the start of the sentence) Correct spellings (of the words they have practised) 'and' between words. 		

9.	<p>Main outcome of the session: To discuss and plan ideas for what happens next in the story.</p>	<p>Subject knowledge for parents: It is useful to get children to make predictions as to what could happen if a story were to continue. They can base this on what they have seen or read before.</p>
<ul style="list-style-type: none"> • Read the last paragraph of the story and discuss – Did you like the ending? What do you think could happen next? How else could the story have ended? • Ask your child to draw what they think could happen next in the story (or they might draw an alternative ending). They can use post-it notes to label the key characters and events. • When they have finished, ask them to tell you the rest of the story. They could add this onto the end of a full re-telling. 		
10.	<p>Main outcome of the session: To write the next part of the story. Apply all writing skills practised over the 10 sessions.</p>	<p>Subject knowledge for parents: Children need to know how to turn their plans and ideas into a final piece of writing. They need to talk through their ideas before writing them down sentence by sentence.</p>
<ul style="list-style-type: none"> • Revisit ideas for the next part of the story. • Read the example from the resources and ask your child to check it by highlighting the use of ‘and’, capital letters and full stops and the focus spellings. • Prompt your child with questions to help them formulate each sentence for their next part of the story – what happens next? Then what happens? What does (insert character’s name) do? • Record these answers on a device if available so that they can be listened back to when writing. • Let your child write their next part of the story independently. • When they have finished, repeat the checking process by first asking them to read it back and then highlighting the skills used: Full stops Capital letters (for names and at the start of the sentence) Correct spellings (of the words they have practised) ‘and’ between words. 		

Resources

Session 1 - Images for re-telling



For session 2, cut up these images.

Session 3 - Simplified text to be cut up after reading

Little Red Riding Hood



There was a little dear. She was Little Red. She had a farm in the woods.



She went to see Grandma and took her some buns. It was dark in the woods.



Little Red went along a track. She ran and ran.



She got to the spot. Rap Rap Rap on the flap!



Come in said Grandma but it was the wolf!

What big ears you have!

What big arms you have!

What big teeth you have!

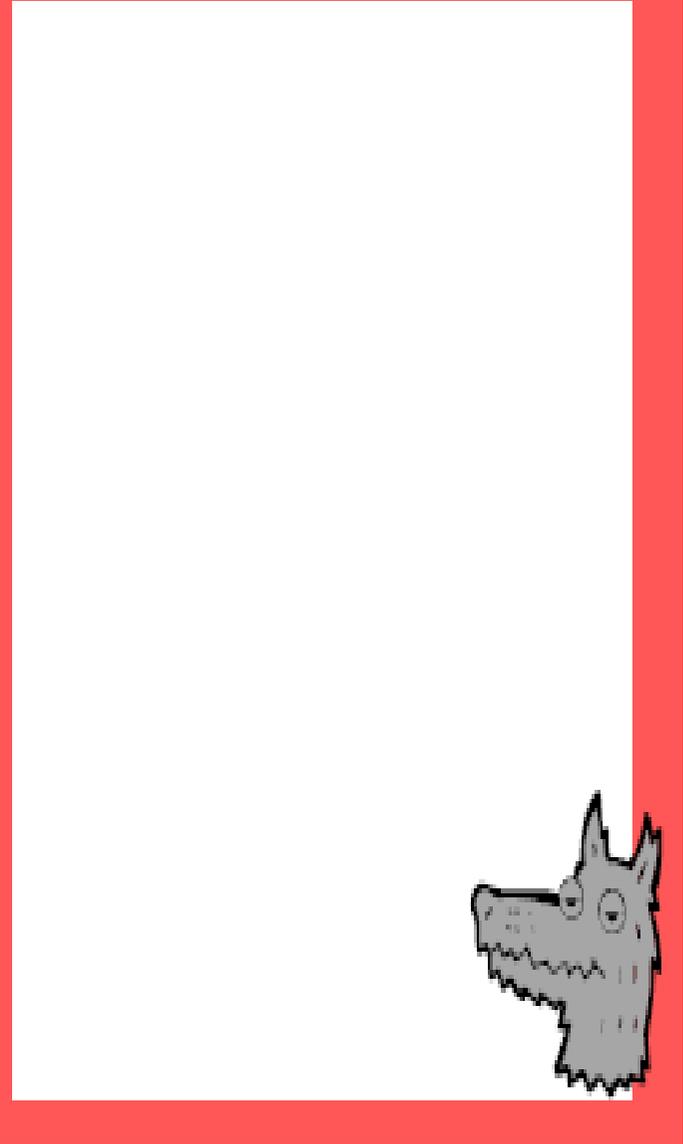
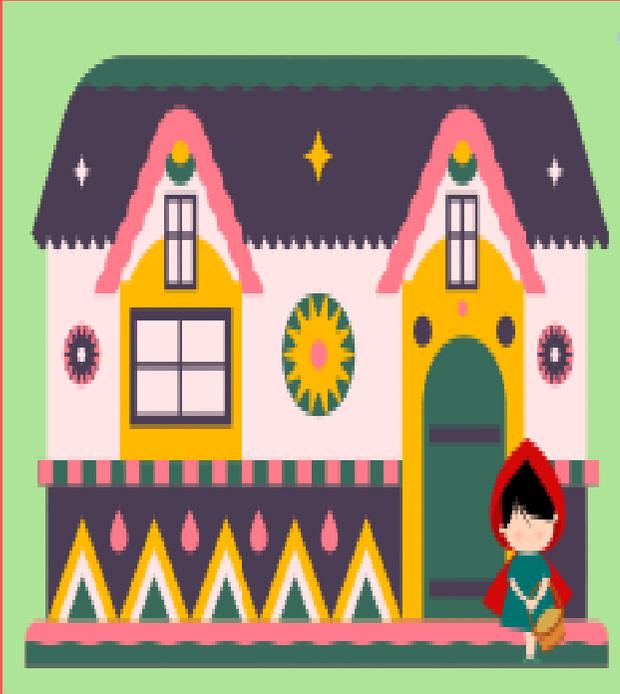
Chomp Chomp Chomp!

So long Little Red.



Session 4 - Images to add own sentences to (plus blank versions to draw images)

 An illustration of a small, two-story house with a brown roof and a white porch, situated in a green forest. To the right of the house, a character wearing a red hooded cloak and a blue dress (Little Red Riding Hood) is walking. The scene is set against a light green background with several tall, dark green pine trees.	 An illustration of Little Red Riding Hood, wearing a red hooded cloak and a blue dress, walking in a green forest. She is accompanied by a grey cat with a long tail. The background features various shades of green trees and foliage.	 An illustration of Little Red Riding Hood walking on a winding, orange path through a green forest. A grey wolf is following her from behind. In the distance, a house is visible. The scene is decorated with colorful flowers and butterflies.
 A large, blank white rectangular area intended for writing a sentence based on the illustration above.	 A large, blank white rectangular area intended for writing a sentence based on the illustration above.	 A large, blank white rectangular area intended for writing a sentence based on the illustration above.



Session 6 - Main characters



happy	kind	brave
mean	nasty	scary
old	young	tall
short	fluffy	poorly

Session 7 - Spellings to practise

to

she

so

was

you

said

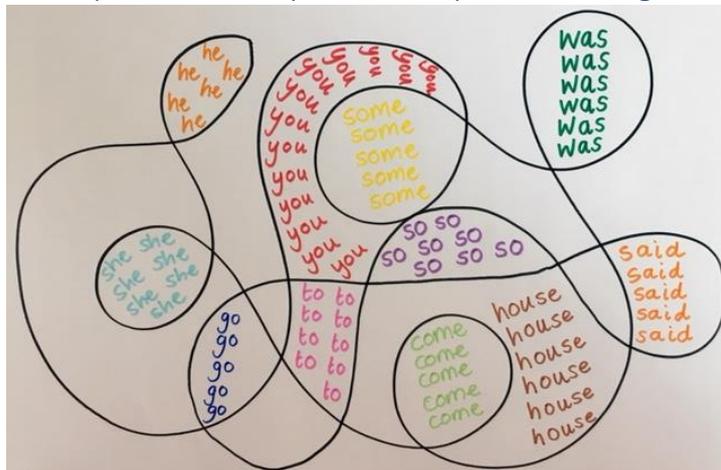
house

go

come

some

Practise the words in a word squiggle like the example below - be as creative as you like with colours and shapes but remember to check the words are spelled correctly. This activity will also help to develop handwriting.



Session 10

Grandma was so happy. She asked them all to stay for tea and cakes. They ate the cakes from Little Red's basket. The brave and strong woodcutter had his tea. Then he said he had to go back to work. They told him he could come and visit again any time.

Grandma was feeling better now. She walked Little Red back along the track. Little Red's mum couldn't believe it when she heard the tale. The next time Little Red went to Grandma's house she made sure she didn't talk to anyone on the way.