

**Learning objectives linked to national curriculum.**

To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

To compose a sentence orally before writing.

To be able to join sentences using *and*, *but* or *because*.

To use capital letters and full stops in longer pieces of writing.

**Session 1 – Monday 11<sup>th</sup> January**

Talk to children about the three tenses that we use: past, present and future. The past is something that has already happened, the present is now and the future is something that will happen but hasn't happened yet. Most stories are told in the past tense and they are told as if they have already happened. When we talk in the past tense, the verbs (doing/action words) are in the past tense. Some words are completely different in the past tense and some have an -ed ending showing that it is the past tense.

Write the following words: **play, visit, walk, jump, push** – say that these words are in the present tense and model how to add **-ed** to put them in past tense. Then add a new list of words: **go, run, buy, eat, have** and model how to put these in past tense. These words become completely different when they are in past tense- **gone, ran, bought, ate, had**

Can the children put the words into sentences in the past tense?

I go to school. Yesterday I *went* to school.

I *run* outside on the playground. Yesterday I *ran* away from the zoo.

**Focus activity:**

In small groups retell the story of Fred using the past tense. Listen to the story again...Did the children remember each section of the story?

**Challenge:** Improve your story telling by adding adjectives.

**Session 2 – Tuesday 12<sup>th</sup> January**

Pose the question ... Which other animals could escape from the zoo? Collate ideas as a list.

Which animal would you choose as your main character in the story?( to replace Fred)

Look at adjectives that we used to describe Fred in the text – pesky, large, round, fluffy

What other adjectives did we think of to describe Fred? ( think about his adventures and the pictures within the text) – black, white, chubby, adventurous, brave, exciting, bold, fun – loving.

Discuss the following question.... How could you describe your animal? What adjectives could you use?

**Focus activity:** Write a description of your animal that is going to escape from the zoo. Remind children to use adjectives and punctuation – capital letters, full stops, and finger spaces.

**Other ideas:** Draw a picture of your animal character. Surround the drawing with adjectives that describe the animal.

### **Session 3 - Wednesday 13<sup>th</sup> January**

Shared thinking/discussion and writing as a class. Pose the question ....Where could your animal go on a new adventure? (A new setting not visited by Fred) e.g. swimming pool, ice skating, shopping centre.

Discuss the following question.....What adjectives could you use to describe your new setting (only one)? E.g. swimming pool - glistening water, splashing children, slippery tiles.

#### **Focus activity:**

Write a description of a place your animal has visited. Use adjectives, capital letters, full stops and conjunctions.

#### **Other ideas:**

Draw a picture of the setting/place your animal could visit. Surround the drawing with adjectives that describe the place.

### **Session 4**

Remind the children what a conjunction is (a joining word to join two parts of a sentence together). Write out two short sentences - Fred is fluffy. Fred is fun. Model to the children how to add the conjunction 'and' to the sentence to make it longer and more interesting. Use further examples - Fred is greedy. Fred eats too much fluffy candy floss. (use *because*)

#### **Focus group**

Read two separate sentences. Choose an appropriate conjunction to add to the sentence.

Record/write in books and highlight the conjunction in a colour. Worksheet available.

**Challenge** - children to design their own sentences using a conjunction to join them together.