

The background of the slide is a repeating pattern of blue line-art illustrations of various plants, including leaves, flowers, and seed pods. A white rectangular box with a thin blue border is centered on the slide. At the top center of this box is a solid blue rectangular tab.

# EYFS LITERACY

# Pirate Pete's Pirate

- Click on the link below to hear the story of the week. There are no illustrations to the story this week. Your child will need to listen to the story and use their imagination to think of the story illustrations. They might be inspired to paint or draw a picture of the story.
- <https://www.bing.com/videos/search?q=pirate+pete+parrot+story&&view=detail&mid=F8150222582E052A94BBF8150222582E052A94BB&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dpirate%2520pete%2520parrot%2520story%26qs%3Dn%26sp%3D-1%26pq%3Dpirate%2520pete%2520parrot%2520story%26sc%3D0-24%26sk%3D%26cvid%3D45715856757E49D0ACFCD41CED42389A%26FORM%3DVDVXX>



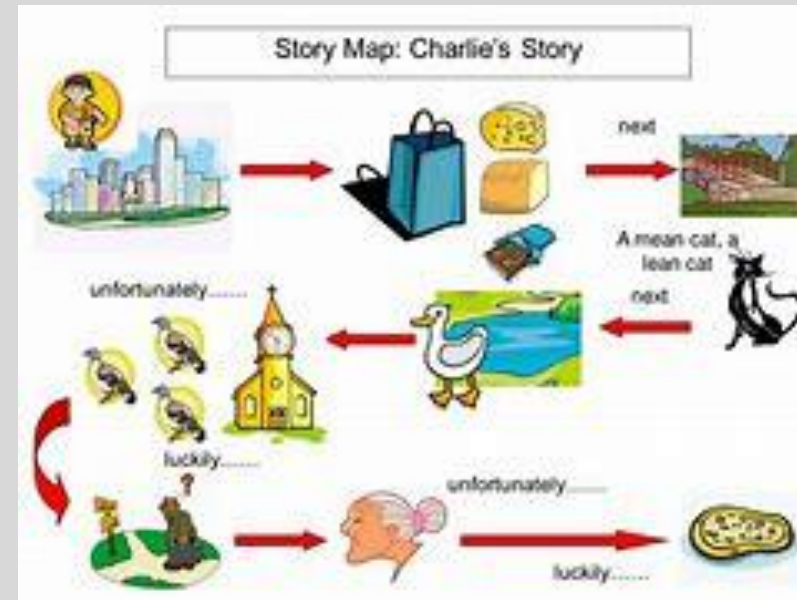
# Describing a character

- Using play dough ask your child to make a model of a parrot. Talk to them about the features it will need and how a naughty pirate parrot might behave.
- Give your child their phonics mat to help them write.
- Once they have made a pirate figure in plasticine give them some paper rectangles to write down words to label and describe their parrot. You could also give them a paper strip to write down any phrases their parrot might say. Please send us a picture of your child's parrot.
- Children still at home - a named plasticine pot will be in the drop box at school for your child to use.



# Story map time

- Over the past couple of weeks we have been making story maps before writing our stories to help us share our story ideas. Today ask your child to draw and label a story map about their pirate parrot and where it will fly to on an island before it finds treasure. Encourage them to use their phonics mat when they write and sound out the words before writing them.



# Story time

- Look at your story map from yesterday. On the next slide you will see some high frequency and tricky words your child might want to use in their writing.
- Remind them where we start writing.
- Encourage them to start their letters in the right places to help form them correctly.
- Ask them to say the sentence aloud before attempting to write it. Hold up a finger for each word and repeat the sentence at least 3 times to help them remember the word order. E.g The parrot went to a volcano – 6 words to write.
- With each word they need to sound out ask them to break the word down and touch each finger with each sound they hear. E.g p-a-r-r-o-t is 5 sounds.

Words to help when we write

went to she he go

saw was it is in to

and the had has I

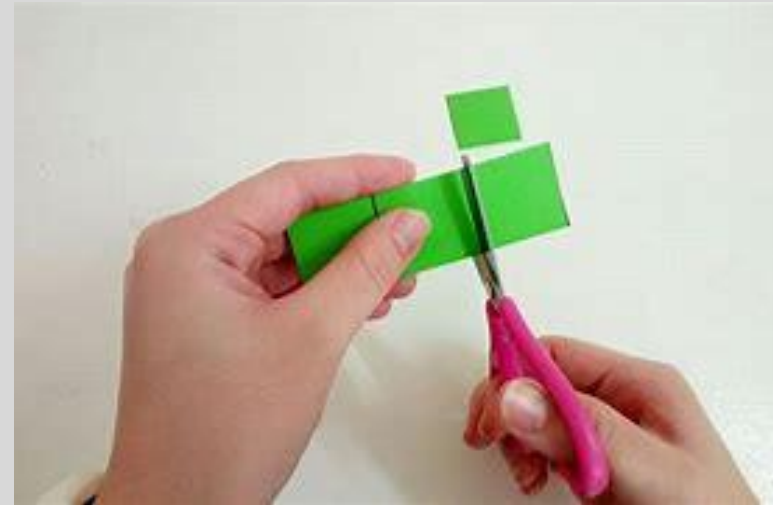
then can

# Words we need to know day

- We have some high frequency and tricky words we need to know in Reception. We have made a set for your child. Today we will use these words in a variety of ways. Children still at home there will be a named plastic wallet with your words and phonics flash cards in the drop box. Select a few words each day to practice and help your child become familiar with.
- Use the words as a game of hide and seek words – hide them around an area for your child to find and read.
- Hunt the words in a book and for each one they find they get a point.
- Write the words in chalk on the floor for them to jump onto.
- Attach them to stones in your garden with tape. Can your child find them and read them?
- Ask your child to read one and write it in mud outside with a stick.
- Give your child some flour and hide some words in it. Can your child find the words in the flour and read them?
- Hide the words in jelly...can your child get them out with tweezers/a spoon?

# Cut and read sentences

- Give your child a sentence on the next slide – you can write it out if you don't have a printer – get them to cut the sentence into words. Say the sentence aloud and ask them to put the sentence back into order. Try this again with each sentence.





- The parrot went to see a river.
- The parrot went to see a volcano.
- The parrot went to see a ship.
- The parrot went to see a big tree.
- The parrot had a seed pot.