

Robins Literacy

Theme: Once Upon a Time (stories)

Throughout the week if you have any traditional tales at home it would be nice to read these.

Goldilocks and the Three Bears

Little Red Riding Hood

Jack and the Beanstalk

The Ugly Duckling

Hansel and Gretel

The Three Little Pigs

We will be covering *The Gingerbread Man* and *The Little Red Hen* after *The Three Billy Goats Gruff* so it might be nice to save these until we cover them in Literacy.

Activity one:

Watch *The Billy Goats Gruff* again. Children should now be confident with the story and be able to join in with the repetitive refrain for example 'Who's that trip trapping over my bridge or trip trap trip trap etc.

<https://www.youtube.com/watch?v=aiy3a1v9Q2E&t>

Alternatively read the story again if you have the book at home.

Some different key questions to ask your child.

1. What happened in the beginning of the story?
2. Why did the goats want to cross the bridge?
3. Is there another way they could have got to the other side?
4. What happened at the end of the story?
5. What do you think might happen next in the story?

Activity 1:

For the first activity children will be thinking about what the Troll says to the *Billy Goats* as they cross the bridge. Some children may have come across a speech bubble before. A speech bubble shows what a character in the story is saying. Please explain and show your child what a speech bubble looks like.

On the home learning there will be a resource that the children can write straight onto. If you are not able to print this out then the children can either draw the troll and the speech bubble or just write the sentence.

In school we often do a shared write. This is where I would write the sentence but the children would tell me what sounds are needed or the letters needed to spell a tricky word.

The troll says Who's that trip trapping over my bridge.

The children would be able to have a go at sounding out these words. Their sentence may have missing sounds/letters but this is acceptable.

They might write:

Hoos that chrip chapin ovu my brij                      or                      h vat chip chpn o mi brij

As long as they have used their sounds and had a go that is great.

### Activity two:

Read the following sentences. Some children will be able to read these independently, others may need a little help. You will be able to gauge this on how well the phonics is going.

We need sweet grass.

The big goat was mad.

And off he went with  
a trip trap trip trap.

The goats went munch  
munch munch.

KEY VOCABULARY Vocabulary words: These are the words we would have been referring to throughout the week to develop children's vocabulary.

delicious (nice to taste)

meadow (a piece of grassland)

planks ( a long, thin, flat piece of wood ),

gnashed (grind one's teeth together)

deafening (really loud noise - so loud it is hard to hear anything else)

while (a period of time)

holler (give a shout or cry)