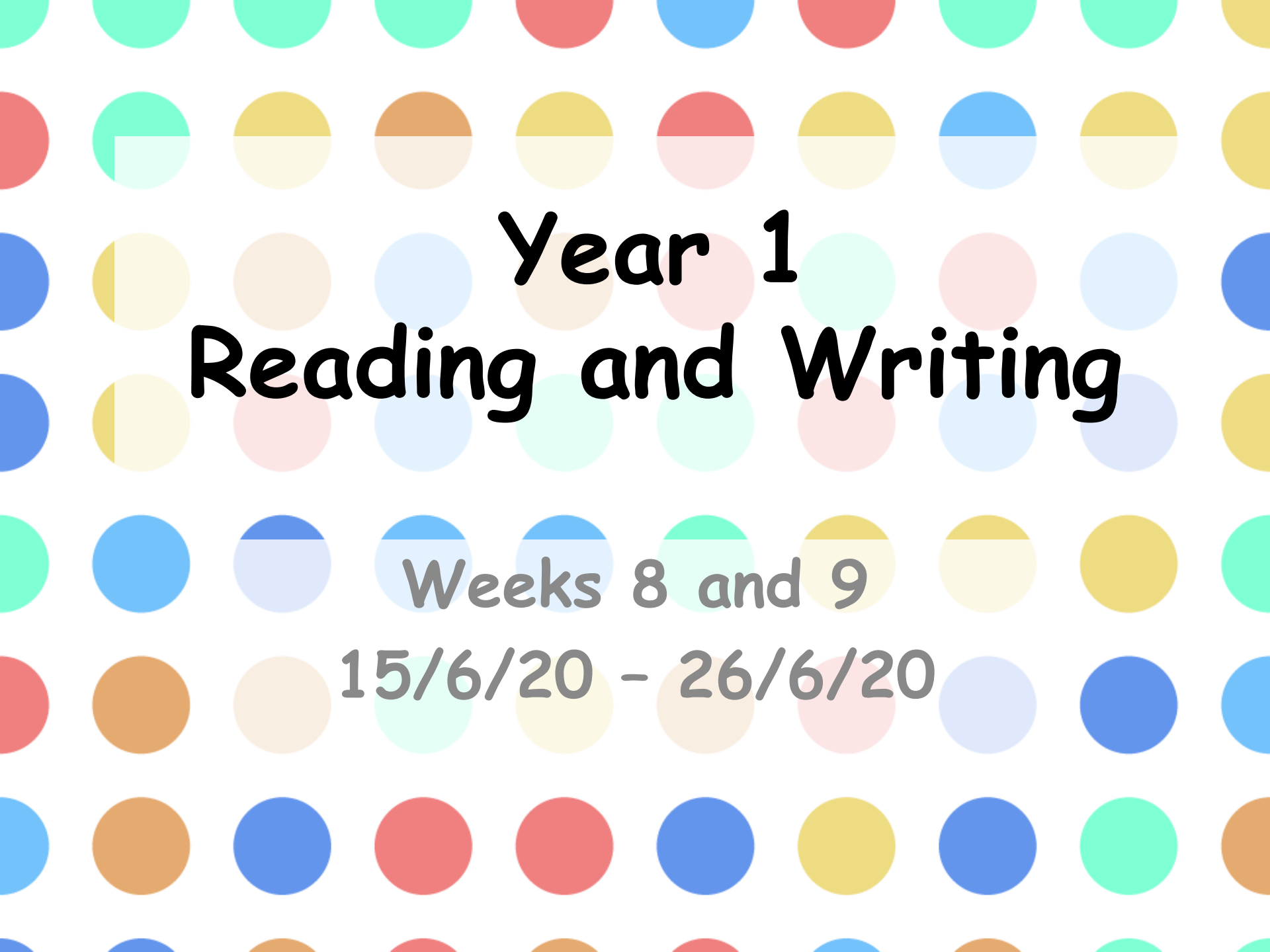




# **Year 1**

# **Reading and Writing**

**Weeks 8 and 9**  
**15/6/20 - 26/6/20**

# Hello Year 1!

We hope you enjoyed making your very own Hungry Caterpillar book last week 😊

This PowerPoint includes ten sessions for you to complete over the next two weeks.

Our learning is going to be based on the poem  
'Noises Off' by Gervase Phinn.



# Lesson 1

Reading for pleasure and meaning.

Read the poem '**Noises Off**' with your grown-up.



As you are reading the poem, see if you can make the noise being described. For example, to represent the bushes rustling you might rub your hands together.

Discuss the meaning of any new words you come across. 😊

# The City's full of **Noises**

Cars are honking,  
Vans are grumbling,  
Lorries juddering,  
Buses rumbling,  
Trams are sliding,  
Trains clattering,  
Motorbikes spluttering,  
Shoppers chattering.



# The Forest's full of Noises



Rabbits are rustling,  
Badgers burrowing,  
Slow worms slithering,  
Dormice scurrying,  
Foxes barking,  
Bats squeaking,  
Hedgehogs snuffling,  
Owls screeching.

# The Churchyard's full of **Noises**

Grass is whispering,  
Branches creaking,  
Blossoms fluttering,  
Gate squeaking,  
Bushes rustling,  
Birds singing,  
Bees buzzing,  
Bells ringing.



# Lesson 2 - Doing words (verbs).

The poem includes many doing words (verbs). These words tell us which noise the object or animal is making. How many doing words can you spot?



Choose 4 of the doing words from the poem and make a list or draw pictures of other things that might make a similar noise.

**Example:**  
'Bats squeaking'

Mice



Rats



Rabbits



Guinea pigs



## Lesson 3 - Adding '-ing'.

Read these pairs of words together:

talk  
talking



jump  
jumping



sing  
singing

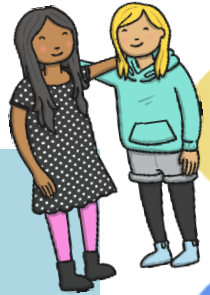


What is the same about the meaning of these words?

How is the second word different?

What has been added?

### Lesson 3 - adding ing.



All of these words are things you can do.

These 'doing' words are called verbs. They describe an action.

Can you think of any more 'doing' words?  
Act out the action and see if your partner can guess the word.



The second word in each pair has -ing added at the end.

How does this change the meaning of the word?

It tells us that the action is happening **now**.



Lesson 3 - adding ing.

# Can you add -ing to make a new word?

Write the new word on a piece of paper. You could draw a picture too 😊



cook



meet



fly



go



see



read

Lesson 3 - adding ing.

Answers. Did you spell the -ing words correctly?



cooking



meeting



flying



going



seeing



reading

Lesson 3 - adding ing.

Can you choose the correct word to fill the gaps?



Jess is \_\_\_\_\_ .

cry

crying



Ted likes to \_\_\_\_\_ .

help

helping



The bee is \_\_\_\_\_ .

buzz

buzzing

# ANSWERS

Lesson 3 - adding ing.

Can you choose the correct word to fill the gaps?



Jess is crying .

cry

crying



Ted likes to help .

help

helping



The bee is buzzing .

buzz

buzzing

## Lesson 4 - Collecting ideas.

Today we would like you to go on a Listening Walk. You could go into the garden, go for a walk in your local area, or even listen out of a window at home!

Have a look at the things around you. What are they doing? What noise are they making? You might even want to close your eyes! This can help us notice the sounds of things we can't see.

You could make a list, draw some pictures or take photographs/ videos of the sounds you collect.



Examples:  
birds tweeting  
children giggling  
wind howling



## Lesson 5 - Writing a poem.

Using your ideas you collected on your listening walk, we would like you to have a go at writing your own verse for a poem.

You can use the structure of the 'Noises Off' poem to help you.

Remember:

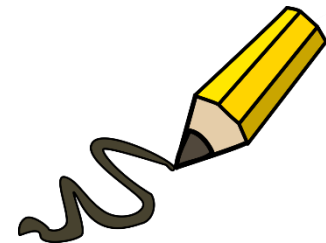
capital letters



finger spaces



illustration



## Lesson 6 - Reading for pleasure and meaning.

Here is another verse from the poem. Read it with your grown-up. Afterwards, draw a picture to go with the poem. Try to include all of the things mentioned!

### The Kitchen's full of **Noises**

Taps are dripping,  
Cupboards banging,  
Kettle boiling,  
Pans clanging,  
Chairs scraping,  
Cups cracking,  
Cutlery clinking,  
Plates stacking.

Discuss the meaning of any new words you come across!



## Lesson 7 - Sorting verbs.

Think back to the sounds you heard in your garden and the kitchen sounds from the poem. Sort the doing words into the setting where you would be most likely to hear the sound.



glasses clinking

leaves rustling

toaster popping

pans crashing

wind blowing

birds tweeting

mouths munching

horns honking

# ANSWERS

## Lesson 7 - Sorting verbs

### garden



birds tweeting

leaves rustling

wind blowing

horns honking

### kitchen



glasses clinking

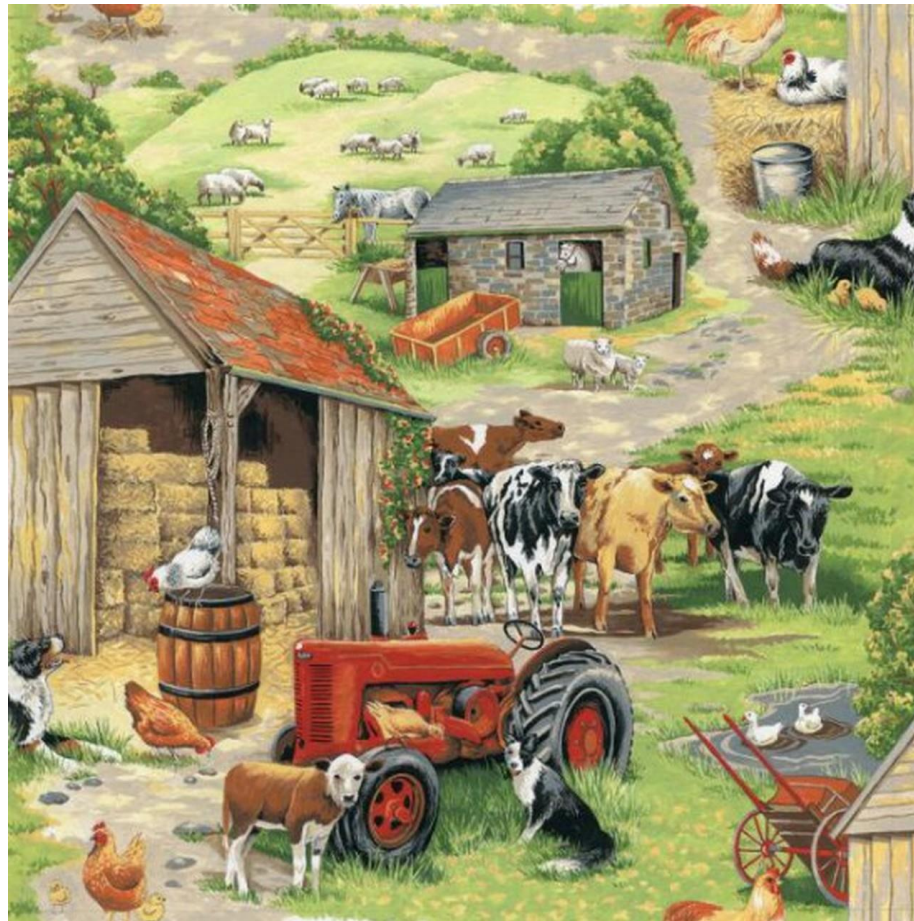
pans crashing

mouths munching

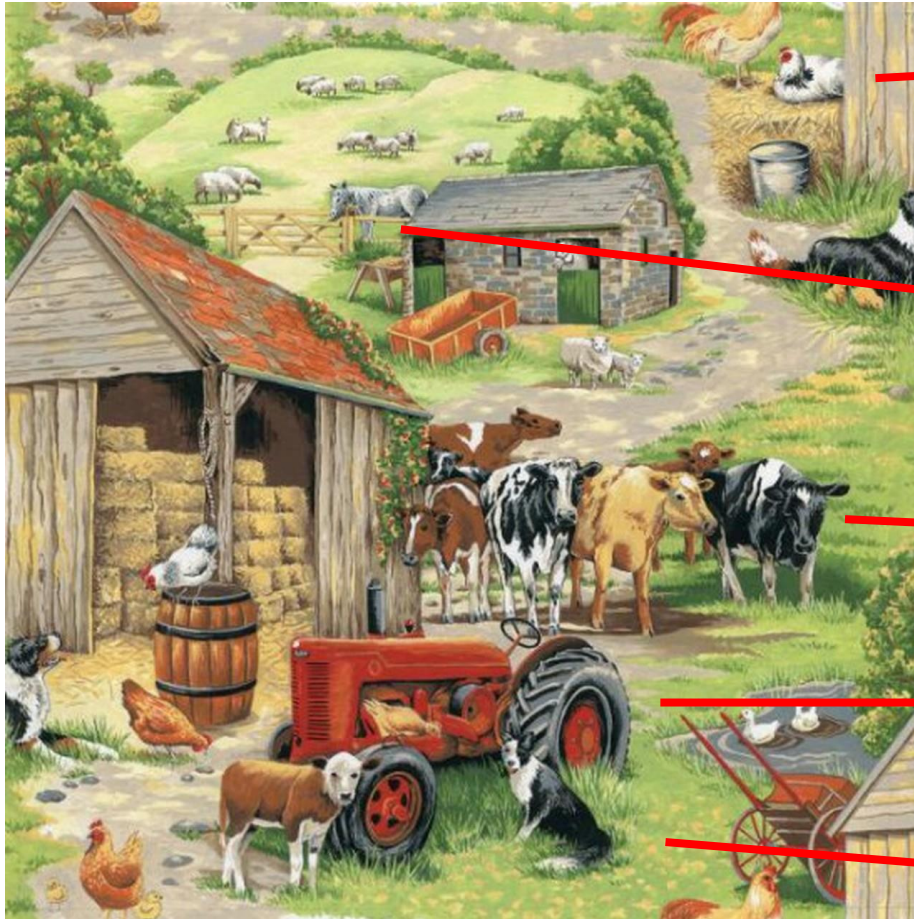
toaster popping

## Lessons 8 - Collecting ideas.

We are going to write the next verse of our poem about a farmyard. Today we are going to gather our ideas ready for writing this verse. Make a list (with words or drawings) of all the sounds you would be able to hear at a farm, using the picture clues to help you.



Here are some of the ideas we came up with! You might have thought of others too 😊



chickens clucking

gate creaking

cows mooing

tractor rumbling

dogs barking

## Lesson 9 - Writing a poem.

Using your farmyard ideas you came up with yesterday, we would like you to have a go at writing another verse for your poem.

You can use the structure of the 'Noises Off' poem to help you.

Remember:

capital letters



finger spaces



illustration



## Lesson 10 - Performance.

Now that you have written two verses of your poem, it is time to perform it. First, watch Michael Rosen performing and think about what makes him so fun to watch! Then watch Michael's top tips video 😊

1

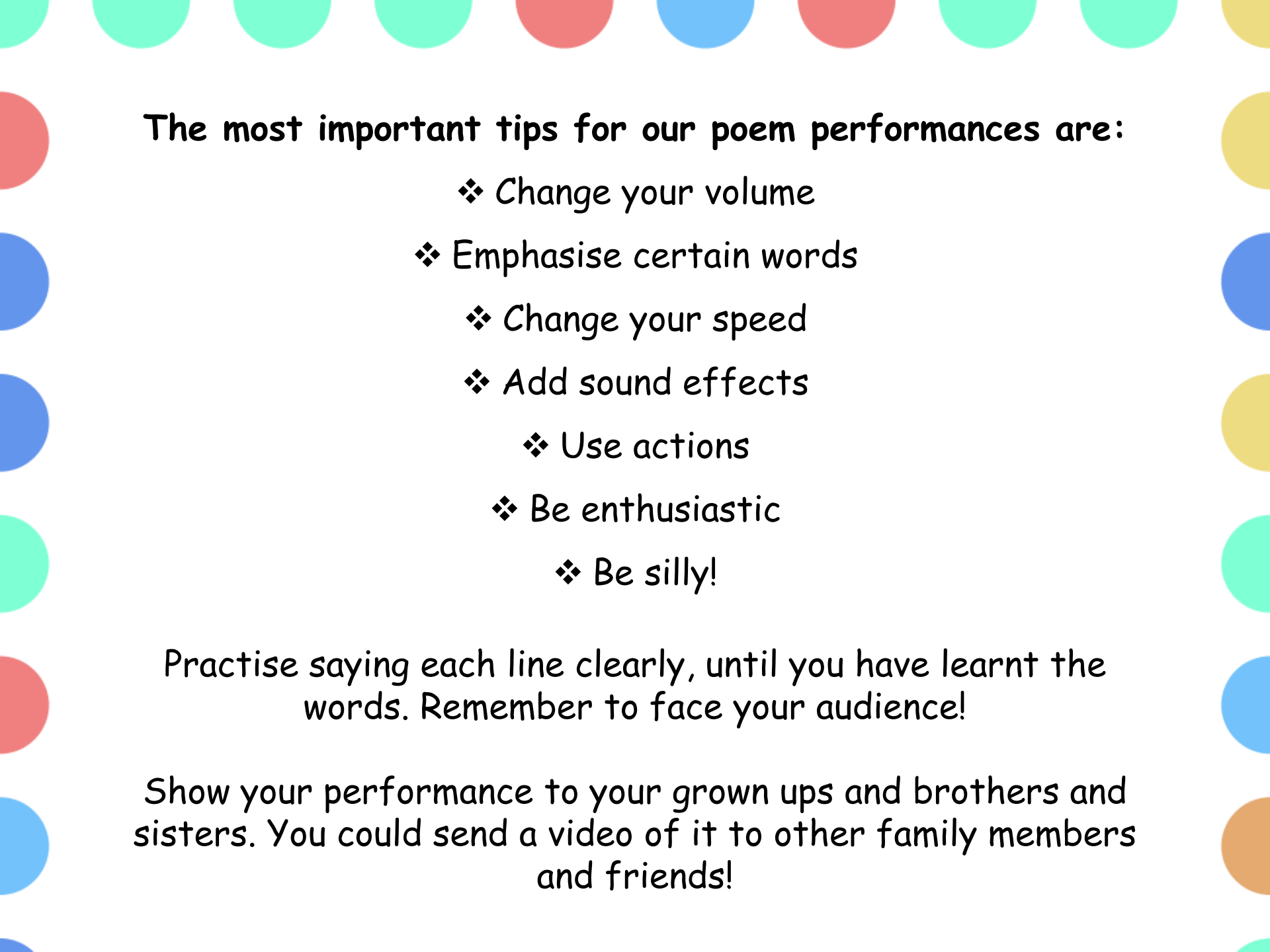


<https://www.youtube.com/watch?v=Oaq3gzswei0>

2



<https://www.youtube.com/watch?v=RvV23xoZRkI&t=172s>



The most important tips for our poem performances are:

- ❖ Change your volume
- ❖ Emphasise certain words
- ❖ Change your speed
- ❖ Add sound effects
- ❖ Use actions
- ❖ Be enthusiastic
- ❖ Be silly!

Practise saying each line clearly, until you have learnt the words. Remember to face your audience!

Show your performance to your grown ups and brothers and sisters. You could send a video of it to other family members and friends!

If you have had a go at some or all of the tasks...

Well done!  
We are really proud of you.



Have a lovely weekend with your family.