LPDS

Lancashire Professional Development Service

English and Literacy
Home Learning Read and Respond Units
Year 1

Lancashire County Council

Provided with our
compliments by the English and Literacy LPDS Team

Week One					
Year 1	Day 1	Day 2	Day 3	Day 4	Day 5
Focus text: **Hairy Maclary from Donaldson's Dairy by Lynley Dodd** https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/ Enjoy sharing this classic text with your child! Join Hairy Maclary and friends as they go for a walk around the town. Lots of discussion, reading and writing opportunities are developed throughout the week, as the children work towards writing their own short story.	Read along with your child with the sound on, or mute the sound and read the story out loud to your child. Hairy Maclary from Donaldson's Dairy by Lynley Dodd https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/ Encourage your child to join in with whichever approach you choose. Encourage your child to join in with the repetitive phrases in the story. Discuss with your child why do you think the dog is called Hairy Maclary? Ask your child to write and complete the following sentence: *I think he is called Hairy Maclary because…*	Read the story again. Hairy Maclary from Donaldson's Dairy by Lynley Dodd https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/ Encourage your child to join in with the repetitive phrases in the story. Look at the word used to describe the other dogs who go on the walk with him e.g. Hercules Morse. Talk about the words used to describe him, e.g. *big as a horse.* Ask your child to choose two or three of their favourite dogs from the book and complete the following sentences explaining why. Encourage them	Read the story again. Hairy Maclary from Donaldson's Dairy by Lynley Dodd https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/ Encourage your child to join in with the repetitive phrases in the story. Create some actions for the adjectives which describe the dogs, e.g. wide open arms for the word 'big.' Discuss - where did they go ad what did they do? Next, imagine they are Hairy Maclary. Practise saying out loud where you've been and with whom, e.g. *First I went through my gate and off for a walk. Then I met*	Look at the book and spot the breeds of dogs in the book. Consider other types of breeds of dogs that might be friends with Hairy Maclary. You may have a family dog that hasn't been mentioned but if not, have a look online at different types. Watch this video. https://www.youtube.com/watch?v=EKG89O05K5A Parents to read the information as it may be tricky for Y1 children to read. Pause and discuss each breed focusing on new vocabulary. Ask - which dogs were your favourites and why? Choose a few. Next give them a name e.g. Patty poodle or Pete the pug. Write the names of the	Talk to your child about where their dogs might go, e.g. to the park, shops, woods etc. Read the section of the story where they meet Scarface Claw. https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/ Talk about Hairy Maclary and his friends running home to bed. Ask – what might your dog do? Provide choices, such as run home, hide behind a tree, bark at her. Say - *I think that they might … because...* Write a short story following the structure below, including the

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	Discuss - where was Hairy Maclary going? Ask your child to write and complete the following sentence: *He was going…. and…* Check for capital letters for names and at the start of the sentence. Check for full stops at the end.	to use the words from the text. *I like….and….* *They are …and….* Check for capital letters for names and at the start of the sentence. Check for full stops at the end.	*my friend Hercules Morse…* *Next we went past the shops and the park…* Ask your child to write the recount that they have just orally practised pretending to be Hairy Maclary. Encourage orally rehearsing each sentence first. Ask your child to use the word 'and' to join ideas and spell any character names with capital letters. Check for capital letters for names and at the start of the sentence. Check for full stops at the end.	chosen dogs down using capital letters for names. Discuss using the information from the video what they might be like. Encourage real and made up personality traits drawing from the original character ideas. Write some sentences about your new dogs, e.g. *Patty the Poodle is fluffy and likes to doodle.* *Pete the pug is all happy and smug.* Note: The sentences do not have to rhyme but encourage the children to use the word 'and' to join ideas, e.g. *Tiny Terry is loyal and friendly.* Check for capital letters for names and at the start of the sentence. Check for full stops at the end.	new dogs and the ending chosen earlier: *Hairy Maclary went out of the gate with …* *First they went to ….and…..* *Next they trotted … and…* *Then they saw Scarface Claw but …* *Finally they ...* Check for capital letters for names and at the start of the sentence. Check for full stops at the end.

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Additional activities:

Read Pig the Pug by Aaron Blabey online https://www.youtube.com/watch?v=QoggVWS2e2E comparing the character Pig the Pug and his friends to Hairy Maclary.

Watch this information video on dogs https://www.youtube.com/watch?v=eI6vS_QVupY. Write an information poster about dogs.

Watch your favourite film with a dog in, such as *The Secret Life of Pets*, *101 Dalmatians* or an episode of *Paw Patrol*. Write a review about why you like the film. E.g. *I like the dog in Secret Life of Pets because…*

She/he is ….and….

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