

Stories and Rhymes

Autumn 2005



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A series provided by the BBC at the request of the Educational Broadcasting Council for the United Kingdom

Age: 5-7

These programmes are available to order (for UK schools only) on pre-recorded CDs or cassette from:

BBC Schools' Broadcast Recordings

Tel: 08701 272 272 Monday to Friday 0800 to 1800

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Audio on demand. These programmes are also available as audio on demand from the School Radio website for 7 days following the original date of transmission. Refer to programme titles below to find out when programmes are available as audio on demand.

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Introduction

Aims of the series:

Stories and Rhymes aims to:

- present children with a wealth of story experience, introducing them to many different types of storytelling and poetry
- encourage the skill of retelling stories
- help children enjoy and appreciate stories and poems
- initiate immediate concentrated listening
- encourage speaking skills
- extend children's vocabulary by introducing new words
- help children to enjoy words and begin to play with language
- provide children with foundation skills in prediction and repetition
- stimulate children to write their own poetry and stories

The programmes:

Each programme presents a rich montage of stories and rhymes. All programmes feature children talking about the stories and rhymes they have heard. The programmes are designed so that they can be listened to in their entirety or in sections. You can return to them after class discussion or at another time.

The stories and rhymes vary in style, length and complexity and include a range of popular new material as well as traditional favourites.

Using the programmes:

BEFORE USING THE PROGRAMME

The programmes' collage format of poetry, story and children's comments allows flexibility to use all or part of the programme at any one time. As programmes are available on pre-recorded CD or cassette (see BBC primary order form) you will be able to build up a valuable resource. It is strongly recommended that you listen to the programmes before using them. You can then use them exactly as you wish to suit your own themes and your group's needs and abilities.

PREPARING THE CHILDREN FOR THE PROGRAMME

The use of a visual aid or prop linked to the programme theme often helps pupils concentrate and listen more carefully. It helps focus the children's attention, increases their interest and supports discussion. It is also useful as a means of sharing experiences and introducing new or useful vocabulary. Show the children the visual focus and ask them if they can guess what the programme is about. Introduce the theme of the programme and share the children's ideas and experiences of it. You may also like to talk to the children about the story and rhymes they will be introduced to in the programme and, where appropriate, introduce the poster-size poem.

CREATING THE RIGHT LISTENING CONDITIONS

Check that all the children can hear the programme. Is the tape recorder in the best position- with the speakers facing the children and at approximately ear height? Reducing the bass and increasing the treble slightly will increase the clarity.

JOIN IN, JOIN IN, JOIN IN NOW!

The programmes are designed to be interactive. The children are encouraged to join in with simple rhymes (either verbally or with actions) at specific points in the programmes, which are indicated by a special jingle. You may wish to share these rhymes with your children in advance of listening to the programme.

Suggested activities:

The suggested activities have been designed to develop not only the children's speaking and listening skills but to provide an opportunity for reading and writing. Preparing the children before the programme starts will ensure they receive the most from them. A follow-up discussion with the children enables them to recall a story or rhyme, to talk about what the children in the programme have said and to relate their own ideas and experiences to what they have heard.

Using the programmes as part of the Literacy Hour:

Alongside the suggested activities to support each programme is a grid which indicates how each main poem or story might be used to develop children's literacy skills. The grids have been developed with the requirements of the National Literacy framework in mind but will be useful in highlighting literacy links in any classroom situation. Each of the activities has been clearly labelled with either Y1 or Y2 to give guidance on which activities are most appropriate with each age group. You as the class teacher can decide which suggestions and activities are most relevant to the age and needs of your children.

Audio on demand from the School Radio website:

Programmes are available to order (for UK schools and other academic institutions only) on pre-recorded cassettes and CDs. Further information is available at this page of the School Radio website:
<http://www.bbc.co.uk/schoolradio/howtoorder.shtml>

Programmes are also available as audio on demand from the School Radio website for 7 days following transmission (check the contents table for dates).

The audio on demand is a reliable service that allows you to listen to the programme 'streamed' over the internet. This means that you can play the programme to your class either direct from a computer, from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality) or by connecting the computer to an interactive white-board.

To listen to the audio files you will need to have installed 'Realplayer' on your computer. This commonly-used software is easy to download from the internet if you do not already have it. There are instructions on how to do so at the BBC School Radio website: <http://www.bbc.co.uk/schoolradio/help.shtml>

Using the audio on demand service is just as flexible as using a pre-recorded cassette or CD of the programmes. You are able to pause the programme whenever you wish and also scroll forwards and backwards through a programme to locate other sections or to listen to sections again.

Stories and Rhymes literacy framework grid: Year 1 Term 1

Programme theme	Main text	Word level	Sentence level	Text level
1. Surprises	'Surprises' by Jean Conder Seule	Rhyming words 'bow and 'show'	Lines are not always sentences Capital letters and full stops Adjectives to describe parcels	Reading aloud with expression Using the poem as a model for writing
2. Food	<i>A bun for Barney</i> by Joyce Dunbar	Collection of 'cooking' words Words rhyming with 'bun'	Appropriate intonation when reading aloud Capital letters for names	Relating story theme to own experience Making a group book Using the story as a model for writing
3. Cats and dogs	'My cat' by Nigel Gray	Words rhyming with 'cat' Explanation of 'peep' and 'heap'	Lines are not always sentences Question marks	Using prediction skills Writing about the theme of pets Finding information from books
4. Journeys	<i>The train ride</i> by June Crebbin	Words within words Collection of transport words	Capitalisation of 'I' Writing captions	Relating own experience, adding to story and writing about a favourite journey Writing about a favourite journey
5. Toys	'Teddy Tim'	Identifying CVC words in the poem Collection of 'toy' words	Appropriate intonation and rhythm when reading aloud Capital letters	Predicting vocabulary Relating to own experience and using the poem as a model for writing

Stories and Rhymes literacy framework grid: Year 1 Term 1 cont'd

Programme theme	Main text	Word level	Sentence level	Text level
6. Clothes	'The magic jumper' by Sue Cowling	Words within words Collection of 'clothes' words	Use of capital letters for emphasis	Reading and performing the poem Making a zig-zag book Using the poem as a model for class version
7. Growth	'I planted some seeds' by Colin McNaughton	Finding high-frequency words Collection of plant words	Appropriate pitch for questions Capitalisation of 'I'	Discussing the 'voice' in the poem Designing a seed packet Drawing and labelling a plant
8. Bedtime	'Bed-time' by John Kitching	Find similar spelling patterns Explanation of vocabulary	Substitute vocabulary Capital letters	Relating to own experience and using the poem to model own writing Labelling a picture
9. Dinosaurs	'I'm a diplodocus' by Judith Nicholls	Play with rhyming pattern '-ocus' Words within words	Capital letters and full stops Lines are not always sentences	Acting out the poem, adding own verses Drawing a dinosaur and labelling it
10. Friendship	'Guess who' by Marie Brookes	Rhyming words with 'dog' and 'cat' A 'dog' word web	Prediction of vocabulary Change of intonation in asking questions	Talking about puppies and acting out the poem Using the poem as a model for class/group poem Writing instructions

Stories and Rhymes literacy framework grid: Year 2 Term 1

Programme theme	Main text	Word level	Sentence level	Text level
1. Surprises	'Surprises' by Jean Conder Seule	'ish' on the end of a word Explanation of 'closet', listing further related vocabulary	Capital letters for stress Linking words	Using the language of time Discussing rhyming pattern and finding substitutions Writing a 'Surprises' acrostic poem
2. Food	<i>A bun for Barney</i> by Joyce Dunbar	Collection of 'cake' words 'y' changes to 'ie' in plurals	Capital letters for emphasis Use of arrows to sequence events	Discussing cause and consequence Using the language of time Writing instructions (recipe)
3. Cats and dogs	'My cat' by Nigel Gray	Spelling pattern 'tt' Collection of 'cat' words and phrases	Read aloud, taking note of punctuation Capital letters for names	Making a collection of cat poems Using the poem as a stimulus for story writing Finding and writing information
4. Journeys	<i>The train ride</i> by June Crebbin	High-frequency words Words specific to trains	Commas Language of time	Discussing use of repetition Using the story as a model and incorporating own ideas Drawing a map of the journey with arrows and labels
5. Toys	'Teddy Tim'	Rhyming words with different spelling patterns Past tense 'ed' words	Commas and exclamation marks Use of boxes and arrows to sequence events	Sequencing events Comparing the poem to stories about bears Finding information

Stories and Rhymes literacy framework grid: Year 2 Term 1 cont'd

Programme theme	Main text	Word level	Sentence level	Text level
6. Clothes	'The magic jumper' by Sue Cowling	Collection of 'clothes' words Same sound, different spelling	Use of commas in lists Adjectives	Discussing the form of the poem Making a list of instructions
7. Growth	'I planted some seeds' by Colin McNaughton	Long 'a' spellings Collection of plant names	Commas and question marks Use of context cues for unfamiliar words	Making an anthology of poems Discussing rhyme, rhythm and repetition Story writing
8. Bedtime	'Bed-time' by John Kitching	Same sound, different spelling Present and past tense verbs	Capitalisation for names Time-related vocabulary	Discussing the poet's use of repetition Performing the poem Writing a list
9. Dinosaurs	'I'm a diplodocus' by Judith Nicholls	Collection of dinosaur names Movement words	Read aloud with intonation Use of context clues	Discussing the poet's use of repetition and vocabulary Finding information Writing instructions
10. Friendship	'Guess who' by Marie Brookes	Magic 'e' spelling pattern Collection of 'friendship' words	Question marks and intonation Prediction of vocabulary	Writing instructions Discussing theme and writing about it

1: Goldilocks and the Three Bears

Programme theme:
Surprises

Story:
Goldilocks and the Three Bears (traditional)
The traditional tale of a girl who causes chaos when she visits a house belonging to three bears.

Suggested activities:
Discuss the moral issue of the story and encourage the children to relate it to their own experiences.
Look at other versions of the story (e.g. Roald Dahl's *Revolting Rhymes*) and make comparisons.

Poem:
'Surprises' by Jean Conder Seule
The poet writes about all kinds of surprises.

Word level:
Y1. Point out the rhyming words (e.g. 'bow' and 'show') and encourage the children to generate further examples for rhyming strings.
Y1. Ask the children to pick out familiar words from the poem, such as 'and', 'is' and 'are'.
Y2. Discuss adding '-ish' to a word and find other examples.
Y2. Explain the word 'closet' and give other examples of 'American English', such as 'movies' and 'elevator'.

Sentence level:
Y1. Use the poem to show that a line is not always a sentence.
Y1. Ask the children to finish the sentence: 'I had a surprise when...' using a capital letter and a full stop.
Y1. Show the children a few parcels and ask them to use adjectives to describe them. What do they think is inside each one?
Y2. Discuss the poet's use of capital letters for emphasis.
Y2. Point out the linking words in the poem (e.g. 'and', 'or') and ask children to use them in sentences of their own.

Text level:
Y1. Encourage the children to join in with the repeated pattern and to emphasise the word 'surprises'.
Y1. Use the poem's pattern as a model to write a class or group poem about the surprises that they would like to have.
Y2. Ask the children to use the language of time to describe when they have had surprises (e.g. '*Suddenly* my friend jumped out and *then* I felt shaky').
Y2. Discuss the rhyming pattern of the poem and encourage the children to make suitable substitutions.
Y2. Devise a group or class acrostic poem of 'Surprises'.

2. A bun for Barney

Programme theme:

Food

Story:

A bun for Barney by Joyce Dunbar

Barney the Bear has a delicious bun. But every time he tries to eat it another animal comes along and asks for a bit.

Word level:

Y1. Make a collection of 'cooking' words, such as 'bake', 'roast' and 'grill'.

Y1. Talk about words that rhyme with 'bun'.

Y2. Make a word collection of different kinds of cake (e.g. Dundee, Victoria, sponge, cherry, banana, etc.)

Y2. Use the word 'cherries' as an example of how 'y' changes to 'ie' in the plural.

Sentence level:

Y1. Discuss the intonation Barney would use when he answers the animals and ask the children to model it.

Y1. Discuss the use of capital letters for names, using the animals' names as examples. Ask the children for other examples of book and TV characters.

Y2. Show the children how capital letters can be used for emphasis – e.g. 'GO AWAY!' and 'GONE!'

Y2. Make zig-zag books with diagrams and arrows to show the sequence of making a cake or other food item.

Text level:

Y1. Discuss how Barney could have said 'no', drawing on the children's own experience of being polite and then act out the alternative story.

Y1. Make a group book of the story, each child drawing one of the animals that Barney meets.

Y1. Use the story as a model and write a new story with different food and animals.

Y2. Discuss why Barney ended up with no cherries on his bun and how he could have prevented this from happening.

Y2. Ask the children to rewrite a passage from the story to show the sequence of events. Ask them to use the language of time (e.g. 'Before he could take another bite', 'All of a sudden Barney heard another voice.')

Y2. Show the children a recipe for buns and ask them to write a list of ingredients and their own instructions.

Rhyme:

Ten fat sausages (traditional)

This well-known counting rhyme is about sausages frying in a pan.

Suggested activities:

Perform the rhyme with appropriate actions and emphasis.

Discuss how the writer uses onomatopoeia: 'sizzling', 'pop' and 'bang'. Ask the children for other examples.

3. Puss in boots

Programme theme:
Cats and dogs

Story:
Puss in boots (traditional)
This fairy story is about a clever cat who uses cunning to get money and a castle for his master.

Suggested activities:

Discuss the issue of telling lies. Is it ever right?
Ask the children if they can think of other stories and poems that have cats in them (e.g. *I want a cat* by Tony Ross, or *Moving* by Michael Rosen, or *Six Dinner Sid* by Inga Moore.) Compare them.

Poem:
'My cat' by Nigel Gray
A cat is mysteriously getting fatter and fatter. It turns out that she is having kittens.

Word level:
Y1. Use the word 'cat' to generate a rhyming string.
Y1. Explain the meaning of the words 'peep' and 'heap' and find alternatives.
Y2. Point out the words that have double 't' (fatter, matter, little, kitten) and find others to make a word string for the children to learn.
Y2. Make a collection of words and phrases that have the word 'cat' in them (e.g. catnap, the cat that got the cream, etc) and explain.

Sentence level:
Y1. Write out the sentences in the poem to show that a line is not the same as a sentence.
Y1. Point out the question marks in the poem and explain why and when they are used.
Y2. Talk about the unusual shape of the poem and encourage the children to read it using the punctuation.
Y2. Discuss the possible names for the cat and kittens and emphasise the use of capital letters for names.

Text level:
Y1. Before reading the poem, cover up the second part and see if the children can predict what is going to happen.
Y1. Ask the children to write about a favourite pet or a pet that they would like to have.
Y1. Find out more about cats from information books.
Y2. Make a collection of other cat poems, starting with 'Cats' by Eleanor Farjeon and make an anthology.
Y2. Ask the children to write the 'story' in prose, ensuring that they include all the information from the poem.
Y2. Ask the children to write a set of instructions on how to look after cats, using information books and their own knowledge.

4. The train ride

Programme theme:
Journeys

Story:

The train ride by June Crebbin

The story traces a child's train journey and all the things that are seen on the way to meet Grandma. The text is rhythmic and rhyming, emulating the sound of the train.

Word level:

Y1: Ask the children to spot words within words, such as 'she' in 'sheep'.

Y1: Make a collection of words describing different kinds of transport (e.g. train, car, aeroplane, etc.)

Y2: Practise reading and spelling some of the high-frequency words that appear in the extract, such as 'what', 'that' and 'off'.

Y2: Draw a train and label the different parts. Find other words specific to trains. Use information books for reference.

Sentence level:

Y1: Point out the capitalisation of 'i' throughout the story extract.

Y1: Write captions for what the animals could be saying to the people on the train as it passes.

Y2: Point out the commas and encourage the children to take account of them when reading the poem aloud.

Y2: Encourage the children to use words such as 'before', 'after' and 'next' when describing the sequence of animals seen from the train.

Text level:

Y1: Encourage the children to talk about what they see on their way to school, using the 'What shall I see?' and 'That's what I see' lines from the poem.

Y1: Ask the children to write about a special journey that they have been on.

Y2: Discuss why the author uses repetition and what effect it has when the story is read aloud.

Y2: Ask the children to make up a similar story about a bus, car or plane journey.

Y2: Ask the children to make up a similar story about a bus, car or plane journey.

Y2: Draw a map of the train's journey using arrows to indicate the direction taken. Label the landmarks mentioned in the story.

Poem:

'Engine Song' by Irene Yates.

The poem uses onomatopoeic words to describe the sound of a train moving.

Suggested activities:

Discuss the poet's use of onomatopoeia and ask the children for words that sound like the thing they are describing (e.g. 'sizzling').

Perform the poem with percussion instruments for extra effect, perhaps in a round.

5. Dogger

Programme theme:

Toys

Story:

Dogger by Shirely Hughes.

Dave loses his favourite toy, Dogger, and later spots him at a school fair. Before Dave can get to Dogger a girl buys him. However, Dave's sister saves the day and makes everyone happy.

Suggested activities:

Y1: Encourage the children to talk about their favourite toys and to say why they like them. Perhaps they could bring them into school.

Y1: Compare this story with other known stories about toys, such as *Jolly tall* by Jane Hissey.

Poem:

Teddy Tim by Philip Hawthorn.

The poet writes in the first person about his much-loved teddy bear.

Word level:

Y1: Make a class or group list of all the CVC words in the poem. Practise identifying orally and in written form the final phoneme in each word.

Y1: Make a collection of names of different kinds of toys (e.g. dolls, construction toys, models).

Y2: Use the rhyming words in the poem to show how words that have the same sound are not necessarily spelt in the same way (e.g. 'where' and 'bare'.)

Y2: Look at and discuss the past tense '-ed' word endings (e.g. patched, snuggled, cuddled).

Sentence level:

Y1: Read the poem aloud with the children, using appropriate intonation and rhythm.

Y1: Use the poem to discuss how capital letters are used for 'I', proper names and to begin a sentence.

Y2: Point out and explain the poet's use of commas and exclamation marks.

Y2: Ask the children to sequence the events of the day in the poem, using boxes and arrows.

Text level:

Y1: Cover the second word in each rhyming couplet and ask the children to use context and rhyming clues to predict what it is.

Y1: Relate the poem to the children's own experiences and use it as a model for them to write a poem about their own favourite toy.

Y2: Discuss the sequence of events in the poem, from first thing in the morning to the night-time dreams.

Y2: Discuss the sequence of events in the poem, from first thing in the morning to the night-time dreams.

Y2: Look at stories about teddy bears, such as *Where, Oh Where is Kipper's Bear?* by Jez Alborough. Compare the different bears.

Y2: Use information books to find out more about teddy bears.

6. The king's new clothes

Programme theme:
Clothes.

Story:

The king's new clothes (traditional)

The men trick the king and his courtiers into believing that the suit they have made can only be seen by wise people. A child unwittingly reveals the fraud.

Suggested activities:

Ask a group of children to role-play the courtiers' reactions to the king's new clothes.

Discuss why the king and his courtiers were so easily tricked and whether in some ways they deserved it.

Poem:

'The magic jumper' by Sue Cowling.

The poem traces a child's day by the clues left on a jumper.

Word level:

Y1: Ask the children to find 'words within words' from the poem (e.g. 'jump' in 'jumper' and 'in' in 'ink').

Y1/2: Make a collection of words for summer and winter clothes.

Y2: Use rhymes to show how words that have the same sound are not always spelt the same (e.g. 'grey' and 'today').

Sentence level:

Y1: Point out and explain how the poet used capital letters for emphasis in 'BRILLIANT grass stain'.

Y2: Discuss how the poem is set out as a list and how commas are used to demarcate lists.

Y2: Look at the adjectives used by the poet and how they enrich and add to the meaning of the poem.

Text level:

Y1: Read and act out the poem together, as each colour gets added.

Y1: Discuss words that could be substituted for 'dollop', 'splotch' and 'blob'.

Y1: Make a simple zig-zag book sequencing the colours that are added to the jumper in a day.

Y1: Make up a class poem using 'The magic jumper' as a model; use interesting words such as 'dollop'.

Y2: Discuss the irregular shape and lack of rhyme and rhythm in the poem (the middle part is basically a list).

Y2: Make up a list of washing instructions for the person wearing the jumper.

The magic jumper

By Sue Cowling

This morning this jumper was boring and grey

But look at the colour I've added today!

A dollop of egg yolk,

A chocolatey stripe,

A big splotch of ketchup,

Blue ink.

A BRILL-I-ANT grass stain,

A blob of black paint

And something all sticky

And pink.

This jumper is magic.

It fades back to grey overnight

And I brighten it up every day!

7. Jack and the beanstalk

Programme theme:

Growth

Story:

Jack and the beanstalk (traditional)

Jack swaps his cow for some beans which grow into a gigantic plant. Jack climbs the beanstalk and finds the home of a giant. He steals from the giant three times and becomes rich.

Suggested activities:

Talk about whether it was right for Jack to steal from the giant. Take a vote after the discussion.

Take on the role of the giant in a hot-seat activity, so the children can ask questions of the giant about how he feels etc.

Poem:

'I planted some seeds' by Colin McNaughton.

The child in the poem plants some seeds and cannot understand why they don't grow straight away.

Word level:

Y1: Ask the children to point out and read the high-frequency words in the poem (e.g. some, them, were).

Y1: Make a collection of plant names and put them in order of size (e.g. start with a snowdrop and finish with an oak tree).

Y2: Revise the long vowel sound 'ay' (e.g. 'today' and 'okay') and talk about other ways of making the sound ('ai' and 'a-e', as in 'make').

Y2: Find out the 'proper' names of plants and work out where their common names come from.

Sentence level:

Y1: Read the poem aloud with appropriate intonation and explain how the pitch changes for questions.

Y1: Point out the capitalisation of 'I' in the poem.

Y2: Identify and discuss the use of punctuation (commas and question marks).

Y2: Ask the children to use the context clues to work out the meaning of the words 'faulty', 'flop' and 'duff'.

Text level:

Y1: Discuss who could be 'speaking' in the poem and what advice could be given to the person.

Y1: Design a seed packet and write simple instructions for planting seeds.

Y1: Draw a plant and label the parts.

Y2: Make a class anthology of poems about seeds, plants and flowers.

Y2: Talk about the regular rhythm and rhyme pattern of the poem and how the poet repeats the first and last verse.

Y2: Ask the children to write about an imaginary magic plant.

8. Peace at last

Programme theme:
Bedtime

Story:

Peace at last by Jill Murphy.

Mr Bear is trying to get to sleep, but wherever he goes there is some kind of noise that keeps him awake.

Suggested activities:

Talk about the idea of 'peace'. What does it mean in different contexts and how can we achieve it?

Ask the children about all the household noises in their homes that could keep them awake and to improvise their own version of the story.

Compile a class book of advice on how to get to sleep.

Poem:

'Bedtime' by John Kitching.

The poet writes rhythmically about the bedtime routine, using rhyme and repetition.

Word level:

Y1: Ask the children to look closely at the text and to spot similar spelling patterns (e.g. 'head' and 'lead', 'stair' and 'said').

Y1: Explain the words 'tread', 'bedspread' and 'lead' to the children.

Y2: Investigate the words with the same sounds and different spellings.

Y2: Take the verbs from the poem and show the children their present and past form (e.g. 'say' and 'said').

Sentence level:

Y1: Block out some of the adjectives in the text and ask the children to substitute them for other words.

Y1: Point out that every line begins with a capital letter and talk about how sentences always start with a capital letter.

Y2: Have a teddy-naming competition and emphasise the need for the capitalisation of names.

Y2: Make a collection of words and phrases, such as 'after that' and 'next', to help sequence the events before bedtime.

Text level:

Y1: Ask the children to compare their bedtime to the one in the poem and to make a poem of their own routine using the same pattern.

Y1: Tell the children to draw a picture of themselves in bed and to label all the things that they like to be there before they go to sleep (e.g. favourite toys).

Y2: Discuss the poet's use of repetition and ask the children what effect this has.

Y2: Perform the poem and encourage the children to soften their voices towards the end.

Y2: Ask the children to make a checklist of things to do before going to bed and put them in order chronologically.

Bed-time

By John Kitching

Bed-time, bed-time,
Hot milk, honeyed-bread time,
Favourite book to read time,
Best rhymes to be said time,
Stairs quietly to tread time,
Cosy bedspread time,
Cuddle with Ted time,
Eyes heavy as lead time,
Sleepy old head time.
Bed-time, bed-time.

9. Long Neck and Thunder Foot

Programme theme:
Dinosaurs

Story:

Long Neck and Thunder Foot by Helen Piers.

Two dinosaurs live quite happily, until they find out about one another's existence. Their fear of each other creates problems. Eventually however they become friends and throw a party!

Suggested activities:

Compare the story to that of *Elmer* by David McKee.

Make a plan for the dinosaurs' party, with menus and games to play.

Poem:

'I'm a diplodocus' by Judith Nicholls.

The poet uses rhyme and repetition to convey how the diplodocus moves and eats continually.

Word level:

Y1: Play with the rhyming pattern '-ocus'. Make up a chant with the words.

Y1: Ask the children to find 'words within words' (e.g. 'break' and 'fast' within 'breakfast').

Y2: Make a collection of dinosaur names.

Y2: Make a list of words that mean movement of some kind or other, beginning with 'plod'.

Sentence level:

Y1: Point out the capital letters and full stops in the poem and explain why the poet has used them.

Y1: Show the children that a line in the poem is not the same as a sentence, by writing out the sentences and using them as handwriting practise.

Y2: Encourage the children to read the poem aloud with appropriate expression, taking note of commas and exclamation marks.

Y2: Ask the children to use context clues to explain the meanings of 'chomp', 'plod' and 'swamp'.

Text level:

Y1: Encourage the children to act out the poem, perhaps adding extra verses, pretending to be a diplodocus.

Y1: Ask the children to create their own dinosaur and to draw and label it.

Y2: Talk about the poet's use of repetition, choice of vocabulary and the effects that she creates.

Y1: Encourage the children to act out the poem, perhaps adding extra verses, pretending to be a diplodocus.

Y1: Ask the children to create their own dinosaur and to draw and label it.

Y2: Talk about the poet's use of repetition, choice of vocabulary and the effects that she creates.

Y2: Ask the children to find out more about dinosaurs from information books.

Y2: Make up fun instructions on how to look after a pet dinosaur.

I'm a Diplodocus

By Judith Nicholls

Hocus, pocus,
plodding through the swamp;
I'm a Diplodocus,
chomp, chomp, chomp!

Grass for breakfast,
I could eat a tree!
Grass for lunch and dinner
and grass for tea.

I'm a Diplodocus
plodding through the swamp,
hocus, rocus, pocus,
chomp, chomp, chomp!

10. The most obedient dog in the world

Programme theme:
Friendship

Story:

The most obedient dog in the world by Anita Jeram.

A dog sits and waits patiently for his owner, Harry, who has told him to 'stay'. The dog is tempted by various things but stays obedient to his owner.

Suggested activities:

Discuss the idea of loyalty and relate it to the friendships that children have. Talk about other temptations that the dog may have had - such as seeing a juicy bone - and add these to the story.

Poem:

'Guess who?' by Marie Brooks.

The poem is a series of questions about a puppy's exploits around the house and garden, which are addressed to the reader or listener.

Word level:

Y1: Use the words 'dog' and 'cat' to explore other rhyming CVC words.

Y1: Make a web of words to do with dogs (e.g. bowl, wag and lead).

Y2: Use the gate/plate rhyming couplet to revise the 'magic e' spelling pattern. Make a list of further examples.

Y2: Ask the children to make a list of words to describe the qualities of a good friend.

Sentence level:

Y1: Cover up the second rhyming word in the rhyming couplet and ask the children to predict what it could be.

Y1: Point out the change in intonation when asking questions and let the children practise this.

Y2: Discuss the use of question marks and how they affect the poem when it is read aloud.

Y2: Block out a selection of words (e.g. chews, chases, steals, runs, best) and ask the children to predict what they are and to offer alternatives.

Text level:

Y1: Talk about the things that puppies do, drawing on the children's own experiences. Ask them to act out the poem as it is read.

Y1: Use the children's ideas about the behaviour of puppies to write a class or group poem modelled on 'Guess who?'

Y1/2: Talk about the ways in which a puppy has to be cared for and write a class / group / individual list of instructions.

Y2: Discuss the reasons why the puppy is the poet's best friend and ask the children to write about them.

Guess who?

By Marie Brookes

Who chews a hole
in the kitchen door?
Who makes puddles
on the floor?

Who wags her tail
and chases the cat?
Who eats Dad's slippers
and rips up the mat?

Who tries to jump
the garden gate?
Who steals my dinner
from my plate?

Who runs to meet me
every day?
Who rolls on her back
when she wants to play?

Who's my best friend?
Well, can't you guess?
My best friend
is my puppy Jess.