

Curriculum Links

	Spoken Language	Reading: Comprehension	Writing: Comprehension	Writing: Vocab, grammar and punctuation
Year 1	- listen and respond appropriately to adults and their peers	<p>- develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear to their own experiences • Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <p>-Understand that both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Discussing the significance of the title and events • Predicting what might happen on the basis of what has been read so far <p>-participate in discussion about what is being read to them, taking turns and listening to what others say</p>	<p>-write sentences by:</p> <ul style="list-style-type: none"> • Saying aloud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check it makes sense <p>-discuss what they have written with the teacher or other pupils</p>	<p>-leave spaces between the words \joinings words and joining clauses using 'and'</p> <p>- beginning to punctuate sentences using a capital letter, and a full stop, question mark or exclamation mark</p>
Year 2		<p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond at a level beyond that at which they can read independently • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Discussing their favourite words and phrases <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Answering and asking questions • Predicting what might happen on the basis of what has been read so far <p>-participate in discussion about books, poems and other</p>	<p>-develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing for different purposes <p>-consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Writing down idea and/or keywords, including new vocabulary 	<p>-learn how to use:</p> <ul style="list-style-type: none"> • Expanded noun phrases to describe and specify

		works that are read to them and those that they can read for themselves, taking turns and listening to what others say		
Year 3 & Year 4		<p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ● Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Identifying themes and conventions in a wide range of books <p>-participate in discussion about both book that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>-plan their writing by”</p> <ul style="list-style-type: none"> ● Discussing and recording their ideas <p>-draft and write by:</p> <ul style="list-style-type: none"> ● Organising paragraphs around a theme <p>-read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>-developing their understanding of writing by:</p> <ul style="list-style-type: none"> ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if , because, although ● Using time fronted adverbials

Year 1 & Year 2

Day	Activity & Resources	Resources
1 - Picture Walk	<p>Minds On: Show children the picture of the donkey and the picture of the sack. Ask them how they think these pictures can be related. Ask them to think-pair-share (TTYP). Show them the picture of snow and ask them how they think these three pictures are related. Ask them to think-pair-share</p> <p>Activity: Introduce the book and ask children to talk to their partner after they look at the cover about what they notice. Ask partners to share with the class. Record what they think the book will be about. Lead class through picture walk, ask children how they think the donkey is feeling as the story progresses. At the end of the picture walk, ask children to think-pair-share what they think the book is about. Ask students to share what they think the book is about</p> <p>Consolidation: Students to fill out prediction sheet and glue into books “I think this story is about _____”</p>	<p>Donkey Picture Picture of Sack Picture of snow Book</p> <p>Prediction Sheet - can be a cut out sheet for teachers with multiple prediction prompts, perhaps there can be a donkey motif on the left hand side of the prediction prompt, pre-cursive font if possible.</p>
2 - Read the Story	<p>Minds On: Put the prompt of friendship on the board and ask children to think-pair-share (TTYP) everything they know about friendship. Take ideas from the children and build a spidergram about friendship on the board</p> <p>Activity: Read the book to the children. Stop to ask understanding and comprehension questions, including how the donkey is feeling before meeting Father Christmas and after meeting Father Christmas. At the end of the book discuss what the children thought and why. Introduce the idea of Father Christmas being a friend because he helped make Donkey feel better. <i>Use vocab cards to help prompt students for new words they may hear.</i> Students think about the following prompts and think-pair-share: “ The donkey is ____ because _____” , “Father Christmas is kind because _____” Ask students how they know.</p> <p>Consolidation: Students to fill in the following sentences and glue into books: “ The donkey is ____ because _____” , “Father Christmas is kind because _____”</p>	<p>Word ‘Friendship’ in a curly bubble (to go in middle of spidergram), pre-cursive font if possible</p> <p>Vocab cards - see words below</p> <p>Statement sheet - can be a cut out sheet for teachers with multiple statements, pre-cursive font if possible : The donkey is ____ because _____” , “Father Christmas is kind because _____”</p>
3 - Feelings & Friends	<p>Minds On: Students to work on emoji & feelings match. They will match the expressions on the faces to the feeling words.</p> <p>Activity: Discuss with children that we can look one way on the outside but feel something different on the inside. Have children identify words that tell us what the donkey looks like on the outside. Have children identify words that tell us how the donkey is feeling. Go through the book panels and give children time to write down one or two words on sticky notes to describe how the donkey looks or how the donkey is feeling. <i>Children to put their name on the sticky note</i></p> <p>Consolidation: Children stick their sticky either on the inside of the donkey to show how he is feeling or</p>	<p>Emoji & Feelings match - pictures of emoji’s that can be dragged to match the corresponding feeling word</p> <p>Picture of Donkey - possibly greyed out a bit - like shadowy</p> <p>Book Panels with Text - to be projected on a board</p> <p>Sticky notes</p>

stick the sticky on the outside of the donkey picture to show what he looked like.

4 - Retell

Minds On: Students to work in groups to put the story events in order using the cards. Ask students to identify the beginning, the middle and the end.

Activity: Introduce the modified 5-finger retell. Model how to do a retell with a well known book to the class. Ask students to give ideas for the 5-finger retell based on Father Christmas and the Donkey. Record ideas on the board around the five finger retell. Ask students to practice their 5 finger retell in groups of children. Children can choose to use the modified or regular 5 finger retell depending on ability.

Consolidation: Ask students to come up and share their retell.

Sequence Cards - cards that highlight 5 key events in the story, can be a combination of pictures & a sentence (see below for my suggested events)
Five Finger Retell - something like this (below), also a blank five finger retell graphic to record ideas around:



(regular)

5 - Extension

Minds On: Put a picture prompt on the board and ask the children to describe what is happening. After they think-pair-share this ask children to answer the question "What happens next?". Allow students time to think-pair before sharing with the class.

Picture prompt - related to the book but not necessarily a panel of the book, maybe a detail of the book?

	<p><u>Activity:</u> Read the last few pages of the book and ask the children what they think happens next? Record their ideas on a chart paper. Have the students look around the room and look at the pictures displayed in the four corners. Ask the children to move to the corner of the room about what they think happens next in the story. <i>(1 corner is blank for children who have an independent or different idea).</i></p> <p><u>Consolidation:</u> Children to draft in their books what happens next by answering the following prompt: "Next, the donkey _____". Once their sentence is done they can begin to illustrate a picture. Children to publish their extension and illustration on publishing paper. <i>Collect these and create a class book of extensions.</i></p>	<p>4 Corner Prompts - prompts to show what happens next in the story (only need 3 as 1 is just blank)</p> <p>Publishing paper - box for a picture with lines beneath for the children to write their sentence.</p> <p>Chart Paper</p>
<p>6 - Holidays Cards with Traditional UK Animals</p>	<p><i>Optional activity</i> Children can design or colour cards with traditional UK animals</p>	<p>Cards with Traditional UK animals from the book?</p>

Year 3 & Year 4

Day	Activity	Resources
1 - Picture Walk	<p>Minds On: Show children the picture of the donkey and the picture of the sack. Ask them how they think these pictures can be related. Ask them to think-pair-share (TTYP). Show them the picture of snow and ask them how they think these three pictures are related. Ask them to think-pair-share</p> <p>Activity: Introduce the book and ask children to talk to their partner after they look at the cover about what they notice. Ask partners to share with the class. Record what they think the book will be about. Lead class through picture walk, ask children how they think the donkey is feeling as the story progresses. At the end of the picture walk, ask children to think-pair-share what they think the book is about. Ask students to share what they think the book is about</p> <p>Consolidation: Students write their prediction in their books following this prompt: "I think this story is about _____" <i>Glue and stick prompts if needed</i></p>	<p>Donkey Picture Picture of Sack Picture of snow Book</p> <p>Prediction Sheet - can be a cut out sheet for teachers with multiple prediction prompts, perhaps there can be a donkey motif on the left hand side of the prediction prompt, pre-cursive font if possible. (If needed for differentiation)</p>
2 - Read the Story	<p>Minds On: Put the prompt of friendship on the board and ask children to think-pair-share (TTYP) everything they know about friendship. Take ideas from the children and build a spidergram about friendship on the board</p> <p>Activity: Read the book to the children. Stop to ask understanding and comprehension questions, including how the donkey is feeling before meeting Father Christmas and after meeting Father Christmas. At the end of the book discuss what the children thought and why. Introduce the idea of Father Christmas being a friend because he helped make Donkey feel better. <i>Use vocab cards to help prompt students for new words they may hear.</i> Students think about the following prompts and think-pair-share: "The donkey is ____ because _____", "Father Christmas is kind because _____" Ask students how they know.</p> <p>Consolidation: Students to write the following sentences in their books, filling in the blanks: "The donkey is ____ because _____", "Father Christmas is kind because _____". <i>Glue and stick prompts if needed</i></p>	<p>Word 'Friendship' in a curly bubble (to go in middle of spidergram), pre-cursive font if possible</p> <p>Vocab cards - see words below</p> <p>Statement sheet - can be a cut out sheet for teachers with multiple statements, pre-cursive font if possible : The donkey is ____ because _____", "Father Christmas is kind because _____"</p>
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the donkey is feeling. *Children to put their name on the sticky note*

Consolidation: Children stick their sticky either on the inside of the donkey to show how he is feeling or stick the sticky on the outside of the donkey picture to show what he looked like.

Sticky notes

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5 Finger Retell



(modified)

Five Finger Retell

When you retell you need...



(regular)

5 - Extension

Minds On: Put a picture prompt on the board and ask the children to describe what is happening. After they think-pair-share this ask children to answer the question “What happens next?”. Allow students time to think-pair before sharing with the class.

Activity: Read the last few pages of the book and ask the children what they think happens next? Record their ideas on a chart paper. Have the students look around the room and look at the pictures displayed in the four corners. Ask the children to move to the corner of the room about what they think happens next in the story. (*1 corner is blank for children who have an independent or different idea*).

Consolidation: Children to draft in their books what happens next by answering the following prompt: “Next, the donkey _____”. Once their sentence is done they can begin to illustrate a picture. Children to publish their extension and illustration on publishing paper. *Collect these and create a class book of extensions.*

Picture prompt - related to the book but not necessarily a panel of the book, maybe a detail of the book?

4 Corner Prompts - prompts to show what happens next in the story (only need 3 as 1 is just blank)

Publishing paper - box for a picture with lines beneath for the children to write their sentence.

Chart Paper

6 - Diary Entry - Plan

Minds On: Share a WAGOLL diary entry and ask students to highlight the features in partners.

Activity: Present the features of a diary entry. Students will be planning a diary entry about how the donkey feels after the living at Green Lane. It could be about one of his favourite days. Show students the planning template and go model a plan based on one of the extensions the children had written, highlight the use of I statements and expanded noun phrases for description about how the donkey is feeling.

Consolidation: Children fill in their plan for their diary entry and glue into books.

WAGOLL Diary Entry

Features of a Diary Entry: Something like this? Not sure if we need to create one if there are so many available on the internet. Let me know your thoughts.

Features of a Diary Entry	Features of a Diary Entry
Use the past tense	Use the past tense
Use the past date	Use the past date
Describe the writer's mood of how they feel and feelings	Describe the writer's mood of how they feel and feelings
Use adjectives to describe people and places	Use adjectives to describe people and places
Use adjectives to describe things, or things that are happening	Use adjectives to describe things, or things that are happening
Use the first person (I, we)	Use the first person (I, we)
Use the past tense in the main part of the paragraph	Use the past tense in the main part of the paragraph
Use the past tense in the first and last sentences	Use the past tense in the first and last sentences

Colloquial Language
You should try to use chatty/informal language.

Follow a "Diary Style"
Start each entry with a date and "Dear Diary".

First person
Remember to use personal pronouns (in particular: I/We).

Chronological order
Your diary should be in time order, using adverbs.

Self-reflection
Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

Past Tense
A diary is about what has already happened.

Detailed descriptions
Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

HOW TO WRITE A: DIARY

Diary Plan - something like this?

LO: Can I plan my own diary entry

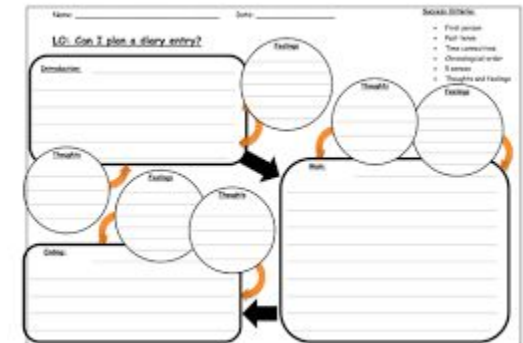
Introduction:

Events (what happened?):

Feelings (how you felt?):

Time conjunctions you could use:

Adverbials you could use:



7 - Diary Entry - Draft

Minds On: Students to look at sentences from the book and pick out feeling and wow words.
Activity: Students to check for feedback on their plan and draft their diary entry in their notebooks
Consolidation: Students to share work in front of class for feedback from peers and adults.

Plans from yesterday
Model sentences from the book

8 - Diary Entry - Edit & Publish

Minds On: Children to work in small groups to correct the sentences on their A4 paper. Once complete students write one sentence for each other to correct in their books and ask for correction. Share A4 papers with class.

Editing Checklist
Publishing Page - nice lined page with border related to the book

	<p><u>Activity:</u> Students go through check-list and self-edit their work. Once complete students can conference with the teacher or other adults in the room. Once editing is complete the student can publish their work on a publishing page.</p> <p><u>Consolidation:</u> Students to share their published work with the class.</p>	
9 - Christmas Cards with Traditional UK Animals	<p><i>Optional activity</i> Children can design or colour cards with traditional UK animals</p>	<p>Cards with Traditional UK animals from the book?</p>

Other resources to support:

<p>Vocabulary Words for Cards: possibly designed on little donkeys? Include blank donkeys for them to add their own words</p>	<p>Father Christmas donkey shone sprakled frost limping poorly lonely bray brayed Mournful sack friend Green Lane Hallow bulging stoutly Mrs. Peterson velvety contented</p>
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Sequence Cards: Beginning Middle End (Year 1 & 2)	
Beginning:	The donkey is lonely in his stable and getting cold.

Middle:	They donkey hears sleigh bells and Father Christmas comes to see him.
	They donkey helps Father Christmas carry his sack of toys to Green Lane Hallow.
End:	The donkey delivers presents to Mrs. Peterson and her children.
	The donkey stays with the family and is no longer lonely because he is very loved.

Sequence Cards:Year 3 & 4	
Beginning:	The donkey is out on the common on a crisp Christmas eve.
Build Up:	The donkey is getting cold because there is frost and he has a stiff leg.
Problem :	As the donkey walks to his stable he thinks about how lonely and cold he is.
Climax:	Father Christmas comes to see the Donkey because he heard the donkey braying.
Resolution:	The donkey helps Father Christmas deliver his last presents by carrying his heavy sack. The donkey feels happy and warm.
Ending:	The donkey brings a happy christmas to Mrs. Peterson and her family after delivering their presents. The children love playing with donkey and looking after him.

Word Search with Donkey Motifs	
Words to use:	Father Christmas donkey shone sprakled frost limping poorly lonely bray brayed Mournful sack friend Green Lane Hallow

bulging
stoutly
Mrs. Peterson
velvety
contented
helped
children
Christmas Eve
Christmas Day