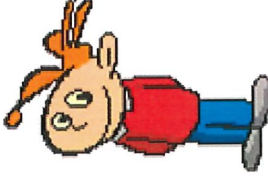


Tips for developing oral literacy:

- Look for picture stimuli that can promote discussion – websites such as Pobble 365 or The Literacy Shed offer great examples... as do jigsaws!
- Create word games like those on Only Connect and encourage children to make the links. (Try to include at least one thing that could go in more than one group.)
- Choose a 'Think' for the day to discuss as a family. (We would can this Philosophy for Children.) Encourage your child to express their own thought and respond to those of others. E.g. Do teddy bears go to heaven? If you read a comic cover to cover in the shop without paying for it, is that stealing?

fish	broccoli	cherry	trainer
kiwi	boot	banana	swan
strawberry	sandal	duck	grass
frog	lime	shoe	peach



Make 4 groups out of the things above.
There are 4 things in each group.
Work out what the things in each group have in common.
Think of 2 more things to go in each group.

What might
the name of
this place
be? Why?

Which
familiar
characters
can you see?



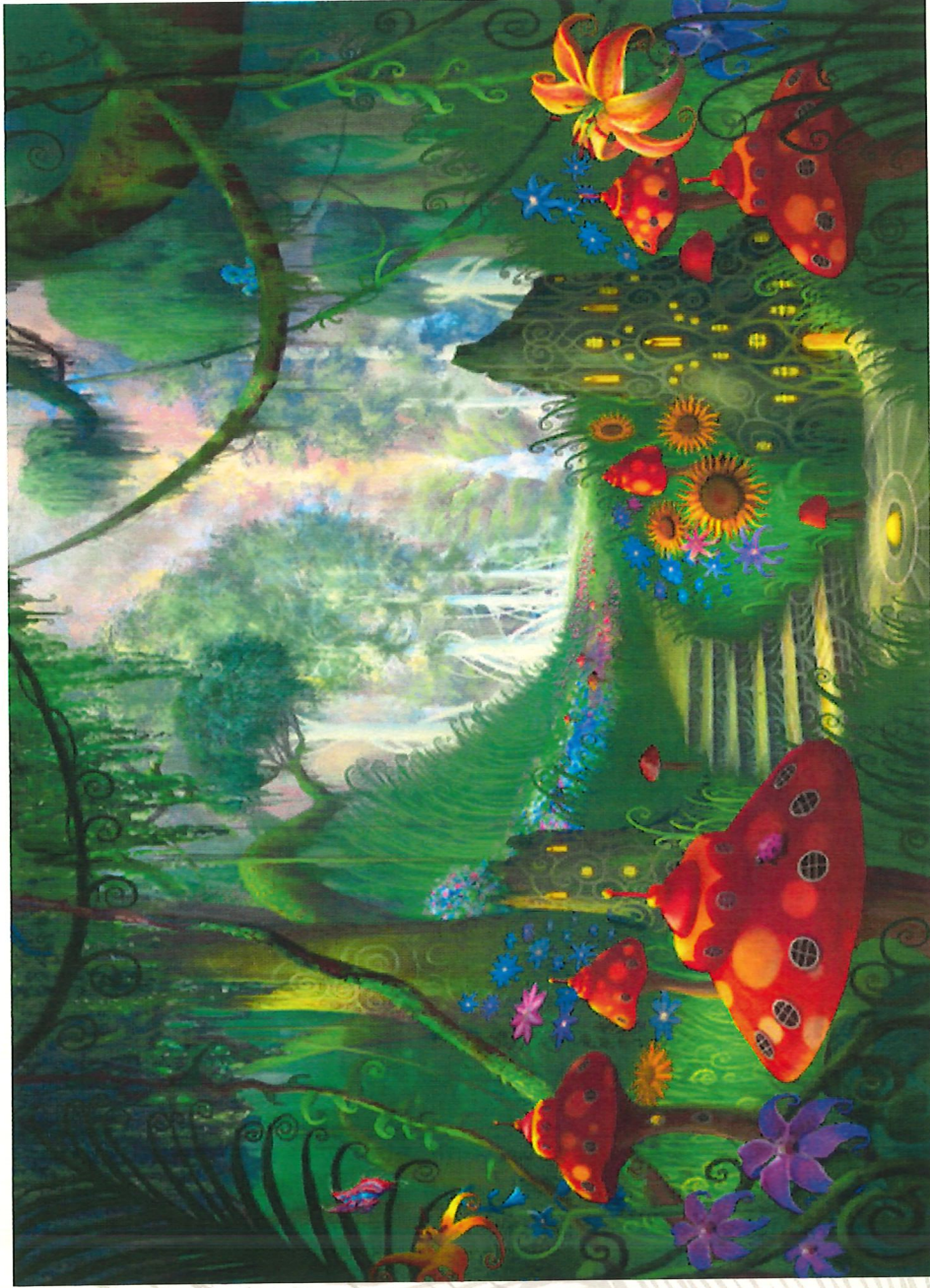
Is everyone
on the same
side? What
makes you
think that?

Would this be
a safe place
to live? Why /
why not?
(Encourage
references to
well-known
stories.)

Pobble 365

Discuss adventurous words for different colours.

What sounds might be heard?



Where do the steps lead to?

What is the mood of the scene?

When might this have been set? What clues do we have?

How would you describe the character on the ice?



Is the polar bear a familiar, ally or a foe?

Is this a sinister character plotting evil deeds, or the guardian of an important treasure?

Which stories are we reminded of?



Discuss words such as:
necromancer,
sorcerer,
enchantress,
seer or oracle.

Discuss ways to describe the character's body: e.g.
sinuous / articulated / skeletal / like weather-worn granite...

Is this character ready to leap out and menace someone, or are they the one being hunted?

What can we infer from the body language?

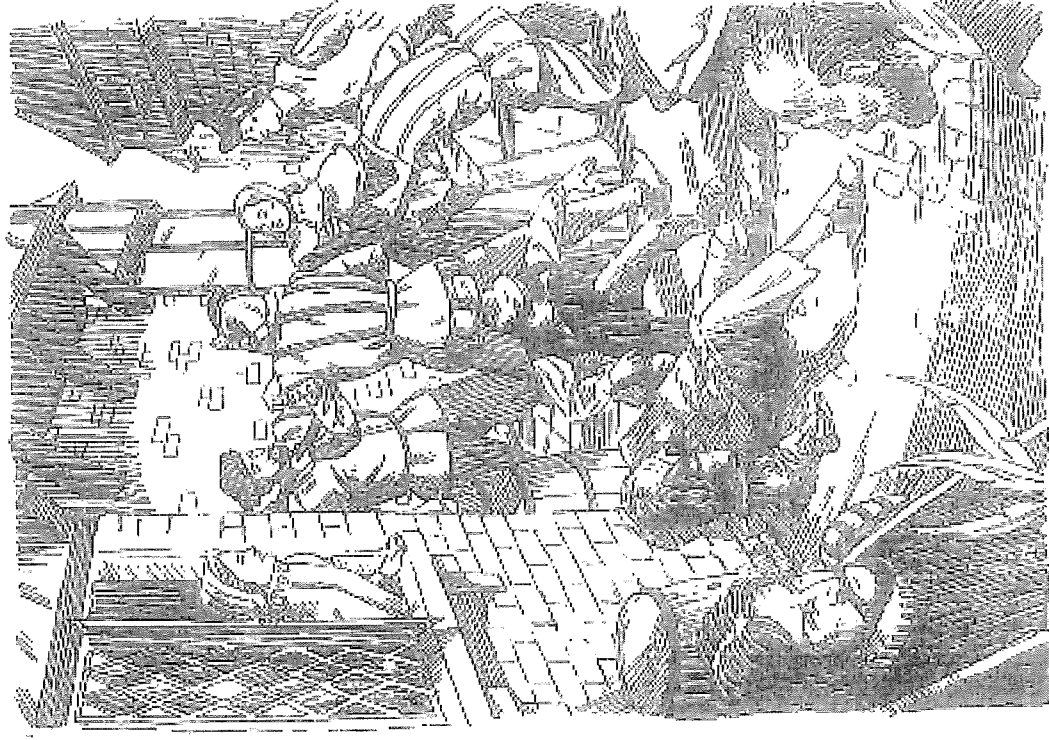
To whom do the legs and feet belong?

Discuss words and phrases to imply emotion.



In which historical era is this set? How do we know?

Discuss vocabulary such as: quill, parchment, merchant, trader, doublet, vagrant, apothecary or tavern.



What is written on the fragment of parchment clasped in the man's hand?

If the man were to speak, how would we describe his voice?

<p>Connections</p> <p>Aims: Work as a team. Listen to others. Explain your ideas. Improve your vocabulary.</p> <p>These word cards can be sorted into 4 groups of 4 cards. Each group is linked by a theme, a meaning or something similar about the words. Look out for tricks! What are the groups? How are they linked?</p>	
yell	roar
bellow	howl
ocelot	leopard
cheetah	jaguar
under	below
beneath	lower down
teeth	tongue
saliva	gums

<p>Odd one out</p> <p>Aims: Work as a team. Listen to others. Explain your ideas. Improve your vocabulary.</p> <p>One of these words is the odd one out. Which one? Why that one? Is there more than one answer?</p>	
mine	pie
pictogram	line
	bar

<u>Orders</u>	
<p>Aims: Work as a team. Listen to others. Explain your ideas. Improve your vocabulary. Use a dictionary.</p> <p>These word cards can be put into order, from the slowest to the fastest. If you are not sure of the meaning of a word, look it up. There may be more than one way to order these words.</p>	<p>rocket</p> <p>crawl</p> <p>amble</p> <p>stroll</p> <p>scurry</p>
<p>saunter</p> <p>hurry</p> <p>dash</p>	



<u>Pairs</u>	
<p>Aims: Work as a team. Listen to others. Explain your ideas. Improve your vocabulary. Use a dictionary.</p> <p>Pair these words and their meanings. If you are not sure of the meaning of a word, look it up.</p>	<p>walk in an unhurried way</p> <p>walk slowly</p> <p>walk and trip</p> <p>wander</p> <p>hurry</p> <p>glide</p> <p>rush along</p> <p>stop</p> <p>move in a hurried way</p>
<p>saunter</p> <p>amble</p> <p>stumble</p> <p>ramble</p> <p>scurry</p> <p>soar</p> <p>beetle</p> <p>halt</p> <p>bustle</p>	

