

The Jolly Postman by Janet & Allan Ahlberg

Key theme: delivery

HFW: to, he, the, once, was, after, his, her

Set 1 sounds:

Set 2 sounds: ay ee igh ow (as in *blow*) oo (as in *zoo*)
oo (as in *look*) ar or air ir ou (as in *out*) oy



Books for storytime:

The Jolly Christmas Postman by Janet & Allan Ahlberg

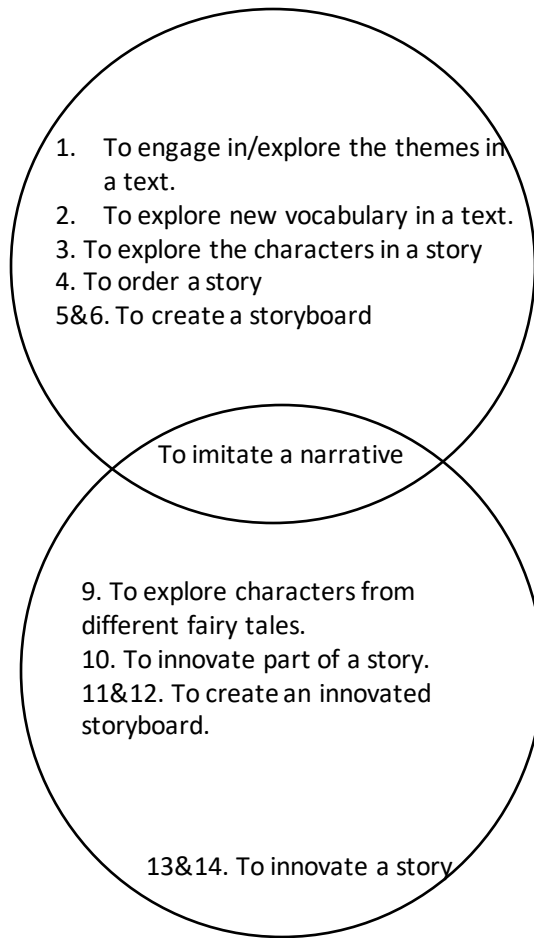
Meerkat Mail by Emily Gravett

Dear Greenpeace by Simon James

Nibbles – The Book monster by Emma Yarlett

Copies of stories featured – Goldilocks & the three bears, Cinderella, Little Red Riding Hood, Jack & the beanstalk

Full stops
Capital letters
Fingers spaces



Full stops
Capital letters
Fingers spaces

1. Parcel delivered to classes (multi-layer pass-the-parcel game). Each layer to contain a question/image from the text for discussion. Final layer to reveal text. Share blurb. Reflect on 'delivery' theme – delivery – who delivers? What can be delivered? Can you deliver bad news? What does a postman deliver? Share all the different types of things a post person can deliver e.g. an Amazon parcel, a brochure, a postcard, a newspaper, a leaflet. Have you ever had something delivered? What's an address? How does the postman know where to go? Learn T4W text
2. Children go into the hall and carousel around characters from the 'learnt text' (staff dressed up). Characters to summarise their own stories and share their letter/post.
3. Tier 2 words – Word Wizard, immerse into the words. Write words on whiteboards – put into a sentence.
4. Share the Talk for Writing text. Spend time learning the story. Order pictures of the story and retell it to your partner. Children write key words alongside.
- 5&6. Children draw pictures and write a sentence under each picture – make sure they're complete sentences and so can be punctuated as such.
- 7&8. To imitate a narrative.

9. Retell the narrative. Think about other fairy tale characters the postman could visit. Share some other fairy tales. Carousel of activities around the different fairy tale characters.
10. Retell the narrative. Children pick one of the characters and draw their house. Underneath they write, HAPS "The postman went to ____ house. He had a cup of ____." LAPS – explain orally, write key word(s) e.g. pigs, MAPS He went to ____ house.
- 11&12. Show the previous storyboard – teacher makes changes to their storyboard. Children create a new storyboard with their new characters. (Postman could visit less characters if required)
- 13&14. Children write their innovated story using their storyboard as a plan

Continuous provision:

- Role play post office
- Sequencing story
- Handwriting – tracing
- Key words
- Postcards

Learnt text:

Once upon a time, the Jolly Postman delivered lots of letters.
First, he went to the three bears. He had a cup of coffee and gave the letter to Baby Bear.
Then, he went to the wicked witch. He drank a green cup of milk.
After, he went to see the big giant. He gave the giant a postcard from Jack.
In the end, he went to see Goldilocks. It was her birthday. He gave her a card.

First write example :

First he went to see the three bears and had a coffee.
Then he went to the witch. He had a green cup of milk.
After he met the big giant.
In the end, he went to see Goldilocks. It was her birthday.

On a word mat:

NB: Children don't need to use apostrophe or comma

Innovate (example of how the Talk for Write could be changed):

Once upon a time, a Jolly Postman delivered lots of letters.
First, he went to see the Three Little Pigs and gave them a letter. He had a cup of milk.
Then, he went to see Jack. He played the golden harp.
After, he met the Gruffalo and they had green tart.
In the end, he went to see Red Riding Hood because it was her birthday. He gave her a birthday card and stayed for cake.

Second write example:

First he went to see the three pigs.
Then he went to Jack and played the harp.
After he met the Gruffalo and had green tart.
In the end, he went to see Red Riding Hood. It was her birthday.