

## Foundations for phonics: Love of Reading book plan



### Book: *Monster Clothes* by Daisy Hirst (Walker Books, 2020)

- Read the story yourself, before introducing it your class.
- Read and enjoy the book – use your voice to bring it alive!

Day	Reading the book	Language development	Connect to the book	Continuous provision	Involving parents and carers
1	<b>Read 1:</b> Read the book aloud.		<ul style="list-style-type: none"> <li>• Teach a version of the nursery rhyme 'Here we go round the mulberry bush' with verses that focus on clothes, for example: <i>This is the way we wash/mend/iron our clothes; This is way we get dressed up.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Organise a dress-up box with clothes from the story for the children to try on and role-play (e.g. a hat, socks, dungarees, boots).</li> <li>• Design your own monster in the art area.</li> <li>• Encourage the children to design new clothes for the monsters (socks/dress/boots etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Ask parents/carers to take a photo of their child in their favourite clothes and bring in to share/display.</li> <li>• Send home tomato seeds for parents/carers to plant at home.</li> </ul>
2	<b>Read 2:</b> Read the book and teach the verbs.	<b>Verbs:</b> Discuss the verbs featured in the book: gets up, find, wears/is wearing, puts on, tries on.	<ul style="list-style-type: none"> <li>• Revisit the 'Here we go round the mulberry bush' nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide outline templates of the clothes and different media for the children to choose.</li> </ul>	<ul style="list-style-type: none"> <li>• With permission, film the children performing the actions for the story and send this home for families to look at together.</li> </ul>
3	Don't read the book aloud today.	<b>Verbs:</b> Remind the children about the verbs from the story: gets up, find, wears/is wearing, puts on, tries on.	<b>Explore the sensory aspects of the story:</b> Arrange for children to taste tomatoes (like the one Terrence tries on!).	<ul style="list-style-type: none"> <li>• Create a small-world scene for the story, complete with toy cars, socks, jewellery, monster puppets and clothes on lollipop sticks. Model and encourage the children to retell and adapt the story, using the puppets and props.</li> </ul>	

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4*	<b>Read 3:</b> Read the story and link to the nouns.	<p><b>*Nouns 1:</b> Find some of these nouns in the book – show the children the matching photographs: hat, socks, pants, tomato, t-shirt, dress.</p> <p><b>Ask:</b> <i>Where have you seen [insert noun e.g a hat] before?</i></p> <p><b>Make a sentence:</b> Invite a child to create a sentence using one of the nouns then ask the class to repeat the child's sentence. Repeat, asking different children to suggest a sentence.</p>	<ul style="list-style-type: none"> <li>• Model creating your own alliterative sentence in the style of the book, for example: Sam wears a scarf; Will puts on a watch.</li> <li>• Support children to create an alliterative sentence with their own name.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't forget to add a copy (or two) of the book to the reading area for children to return to and enjoy independently.</li> <li>• Include a photograph of the author/illustrator Daisy Hirst and some of the other books she has written and illustrated (see below).</li> </ul>	(continued on next page)
5*	<b>Read 4:</b> Read the story and link to the nouns.	<p><b>*Nouns 2:</b> Find some of these nouns in the book – show the children the matching photographs: playsuit, car, vest, dungarees, boots, leaves.</p> <p><b>Ask:</b> <i>Where have you seen [insert noun e.g leaves] before?</i></p> <p><b>Make a sentence:</b> Invite a child to create a sentence using one of the nouns, then ask the class to repeat the child's sentence. Repeat, asking different children to suggest a sentence.</p>	<ul style="list-style-type: none"> <li>• Talk about things we can do to be kind.</li> </ul>		

\*In advance of the sessions on days 4 and 5, you will need to source photographs to match some of the following nouns: hat, socks, pants, tomato, t-shirt, dress, playsuit, car, vest, dungarees, boots, leaves.

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6	<b>Read 5:</b> Bring the language alive!	<p><b>Bring the language alive!</b> Invite the children to join in with: <i>Evie wears ... EVERYTHING!</i></p> <p>Build in actions for parts of the story:</p> <ul style="list-style-type: none"> <li>• <i>When monsters get up in the morning</i> [lift arms up and stretch].</li> <li>• <i>Harriet has a hat</i> [put on an imaginary hat].</li> <li>• <i>Simon wears socks</i> [put on an imaginary pair of socks].</li> <li>• <i>Cassie is wearing cars</i> [place your hands around an imaginary steering wheel and pretend to drive].</li> </ul>	<ul style="list-style-type: none"> <li>• Read the poem 'Monster March' by Jane Newberry (from the <i>Big Green Crocodile</i> collection).</li> <li>• Listen to Jane Newberry performing 'Monster March'. Visit the CLPE website (<a href="https://clpe.org.uk">https://clpe.org.uk</a>) and search for 'Monster March'.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't forget to add a copy (or two) of the book to the reading area for children to return to and enjoy independently.</li> <li>• Include a photograph of the author/illustrator Daisy Hirst and some of the other books she has written and illustrated (see below).</li> </ul>	<ul style="list-style-type: none"> <li>• Share a link to 'Monster March' by Jane Newberry with parents and carers.</li> <li>• Invite parents and carers to explore other texts in the same series (<i>Monster Food, Monster Toys or Monsters Go</i>) or other books written or illustrated by Daisy Hirst with their child at their local or school library.</li> </ul>
7	<b>Read 6:</b> Read together!	<ul style="list-style-type: none"> <li>• Read the story with the actions added from yesterday.</li> <li>• Encourage the children to join in with the story as much as they can.</li> </ul>	<ul style="list-style-type: none"> <li>• Read another book by the same author/illustrator, Daisy Hirst (see example texts below).</li> </ul>		

## Linked texts

### Books by the same author/illustrator

Written and illustrated by Daisy Hirst: *Monster Food*, *Monster Toys*, *Monsters Go*, *I Do Not Like Books Anymore* (all Walker Books)



### Non-fiction books

*Colourful Clothes* by Linda Morrison (Help Me Talk), *Tomato* by Kirsty Holmes (BookLife), *Getting Ready* by Anthony Lewis (Child's Play)

