

# What to do

## Writing

*IMPORTANT Parent or Carer –  
Please check that you are happy with any weblinks or use of the internet.*

Our focus today is writing.

### 1. Discuss events in a story.

Listen to or re-listen to [Three Billy Goats Gruff](#). Discuss the question: Why might the troll not want anyone using the bridge? *Does he not want to share? Is the trip-trapping too noisy?* etc. What could troll have done instead?

### 2. Write ideas for a story character's new home.

- Ask: Do we feel a bit sorry for the troll? He has lost his home. Is a bridge a nice place to live? Where else might he live instead? Discuss ideas where the troll could live now.
  - Build some sentences verbally, e.g. *The troll can live in a quiet garden.* This can take a few goes starting with the word, 'garden', and then building up asking questions. *What sort of garden? Can you say it in a sentence, starting with 'The Troll'?*
  - Write some of your ideas together on [Places the Troll Can Live](#) below.

*NB. Getting young children to write is not easy! See [Guidance and Handwriting Groups](#) below.*

### Try these Fun-Time Extras

- Write a poster about the troll to warn other bridge users.
- Draw the troll's new home and write labels for it.
- Write a letter from the troll saying sorry for not sharing the bridge.

# Places the Troll Can Live



1.

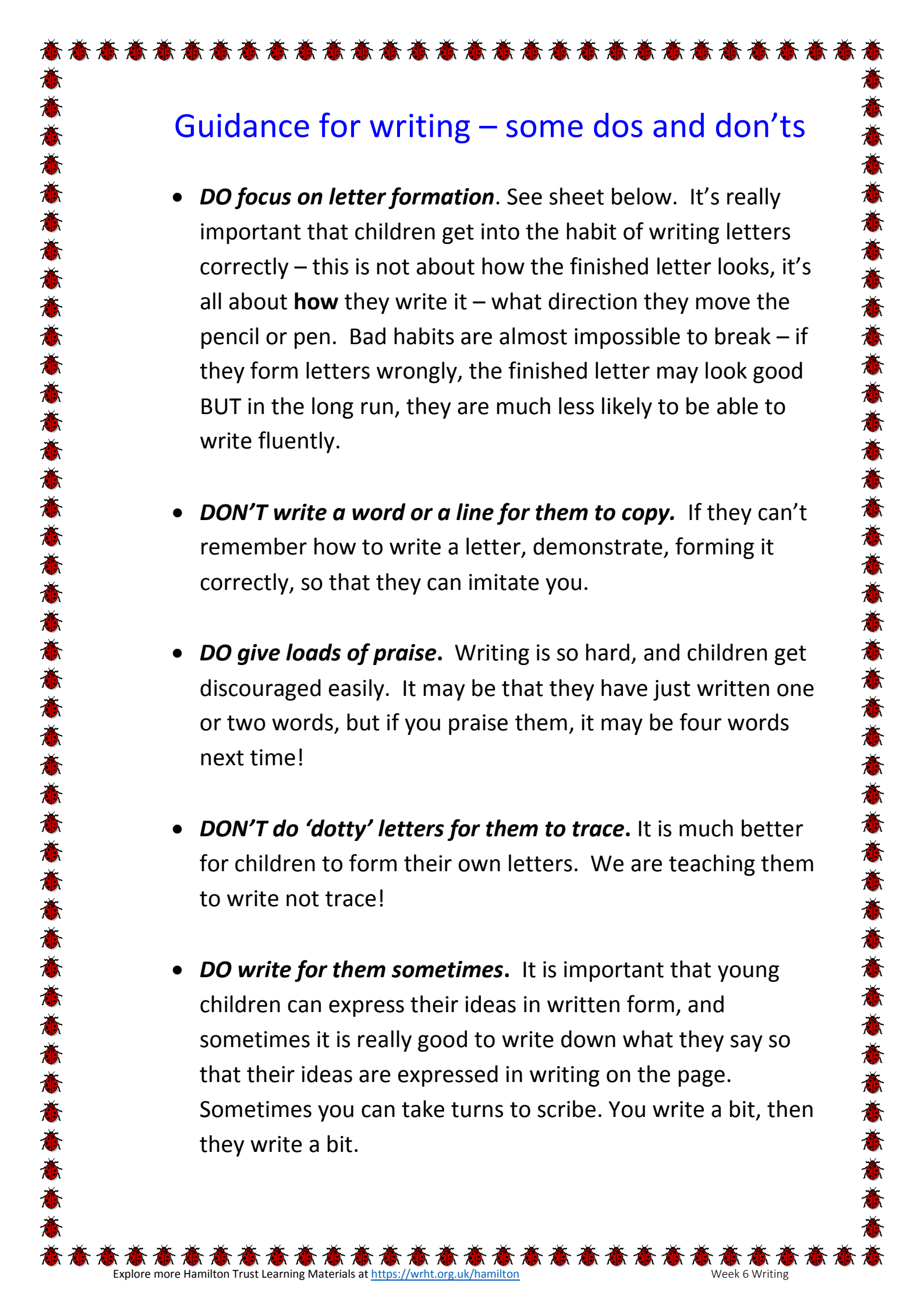
---

2.

---

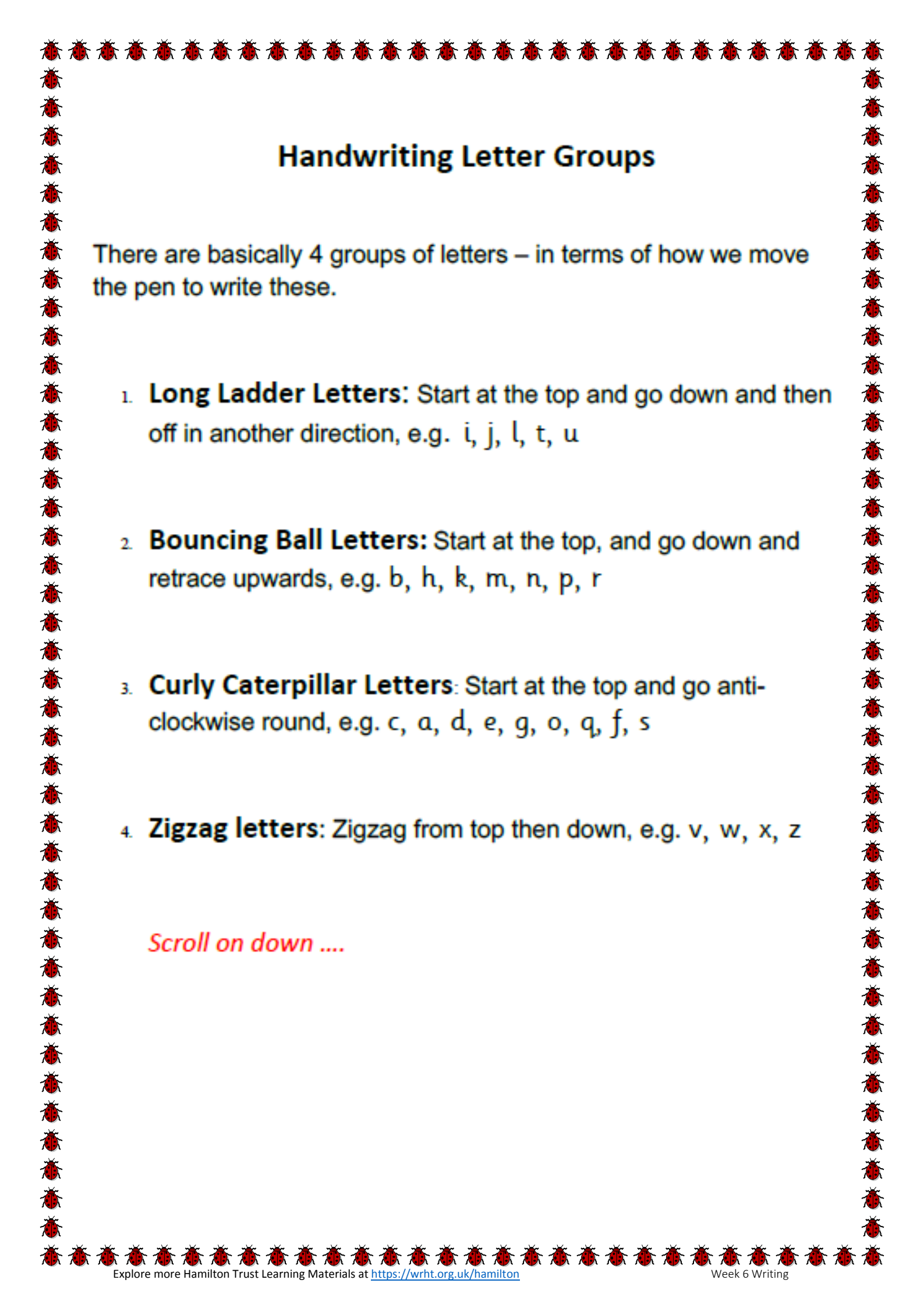
3.

---

A decorative border of small red ladybugs with black spots, arranged in a grid-like pattern around the page.

## Guidance for writing – some dos and don'ts

- ***DO focus on letter formation.*** See sheet below. It's really important that children get into the habit of writing letters correctly – this is not about how the finished letter looks, it's all about **how** they write it – what direction they move the pencil or pen. Bad habits are almost impossible to break – if they form letters wrongly, the finished letter may look good BUT in the long run, they are much less likely to be able to write fluently.
- ***DON'T write a word or a line for them to copy.*** If they can't remember how to write a letter, demonstrate, forming it correctly, so that they can imitate you.
- ***DO give loads of praise.*** Writing is so hard, and children get discouraged easily. It may be that they have just written one or two words, but if you praise them, it may be four words next time!
- ***DON'T do 'dotty' letters for them to trace.*** It is much better for children to form their own letters. We are teaching them to write not trace!
- ***DO write for them sometimes.*** It is important that young children can express their ideas in written form, and sometimes it is really good to write down what they say so that their ideas are expressed in writing on the page. Sometimes you can take turns to scribe. You write a bit, then they write a bit.

A decorative border of red ladybugs with black spots surrounds the page. The ladybugs are arranged in a grid-like pattern, with some missing in the corners to form a frame.

## Handwriting Letter Groups

There are basically 4 groups of letters – in terms of how we move the pen to write these.

1. **Long Ladder Letters:** Start at the top and go down and then off in another direction, e.g. i, j, l, t, u
2. **Bouncing Ball Letters:** Start at the top, and go down and retrace upwards, e.g. b, h, k, m, n, p, r
3. **Curly Caterpillar Letters:** Start at the top and go anti-clockwise round, e.g. c, a, d, e, g, o, q, f, s
4. **Zigzag letters:** Zigzag from top then down, e.g. v, w, x, z

*Scroll on down ....*

# Letter Groups

## Group 1 – Long Ladder Letters

*Start at the top and come down the ladder and go off into another direction.*

i j l  
t u

## Group 2 – Bouncing Ball Letters

*Start at the top, go down and then re-trace upwards.*

b h k  
m n p r

## Group 3 – Curly Caterpillar Letters

*Start at the top and go anti-clockwise round.*

c a d e  
g o q f  
s

## Group 4 – Zigzag Letters

*Start at the top and zigzag down and up again.*

v w  
x z