

Jay's clay pot

For ease, we have continued to refer to 'Story' Green Words in the non-fiction lessons.



Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file 'NF3.1 Jay's clay pot', starting with tab a): *Jay, lump, clay, tray, cuts, flat, ring, brush, bottom, lays, presses, adds, spots, rolls*. Display the Red Words: *he, of, so, taller, makes, making, the*.
Make a pot, similar to the one made in the book, out of soft modelling material.

DAY 1

Day 1 timetable

See guidance below for activities in **bold**. See pp.155–157 for other activities.

a. Daily Speed Sounds Lesson

b. Speed Sounds from the Storybook

c. Story Green Words

d. Speedy Green Words (online file NF3.1c)

e. Red Word Cards

f. Partner Practice

g. Book Introduction

h. First Read – Children

i. **Read Aloud – Teacher**

j. **Hold a Sentence – 1**

k. Handwriting



Book Introduction

Clay comes from the ground. It has always been a very important material for people. For thousands of years, people have used clay to make houses and pots.

The Ancient Greeks made pots for storing wine or olive oil, for heating or cooling liquids, and for pouring and drinking. They painted their pots with scenes from daily life. Many of them have survived thousands of years, which shows how tough and long-lasting clay can be.

In this book you will meet a man called **Jay**. He makes clay pots for a living.

The clay starts off soft and smooth; you have to shape it using your hands. Jay **rolls** the clay carefully into a **flat** circle to make the **bottom** of the pot. Then he rolls the rest of it into long, thin shapes and stacks them around the bottom piece of the pot.

Slowly, what was once a **lumpy** ball of clay becomes a beautiful pot, which can be painted in bright, colourful patterns.

Show children the pot you have made out of modelling material.

TTYP: Have you ever made a pot? How did you make it?

Read Aloud – Teacher

Follow as for p.157. **TTYP:** How does Jay make the pot?



Hold a Sentence – 1

(This is a clay pot.) See *Get Writing! Pink*, p.22.

DAY 2

Day 2 timetable

See guidance below for activities in **bold**. See pp.157–158 for other activities.

a. Daily Speed Sounds Lesson

b. Speedy Green Words (online file NF3.1c)

c. Red Word Cards

d. Partner Practice

e. Jump-in

f. Second Read – Children

g. **Hold a Sentence – 2**

h. **Build a Sentence – Orally**

i. Handwriting



Hold a Sentence – 2

(He adds the next ring of clay.) See *Get Writing! Book*, p.22.



Build a Sentence – Orally

Tell children that tomorrow they will write about how to make a clay pot. Explain that today you are going to help them build up a sentence about Jay making a pot

1. Display the picture (online file NF3.1d). **MTYT:** *Jay makes a pot.*
2. **TTYP:** What sort of pot? Draw out the responses such as *a clay pot*. **TOL** as you build the words into the sentence, e.g. *Jay makes a clay pot.*
3. **TTYP:** What does it look like? Draw out a response such as *thin/yellow/tall/with big spots*. Demonstrate how to build the sentence further, e.g. *Jay makes a yellow clay pot with big spots on.*
4. Ask partners to decide on their own sentence and to practise saying it until they can remember it. (They don't have to stick to describing the pot in the book. Explain that Jay makes all sorts of pots, all different styles, colours and decorations.) Select a few partners to say their sentences to the group.

DAY 3

Day 3 timetable	a. Daily Speed Sounds Lesson	e. Proofread
See guidance below for activities in bold . See pp.158–159 for other activities.	b. Think About the Information (online file NF3.1e)	f. Write About Making a Clay Pot
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Information

p.9 **TOL** about the clay. Mention that it looks soft and easy to shape.

TTYP: What colour is the clay?

pp.12–13 **TOL** about rolling out clay and making it into a ring. Observe that it is a bit like using pastry in cooking.

p.11 **TOL** about how Jay makes the bottom of the pot. Point out that he is using his fingers to press it into the shape he wants.

pp.14–15 **TOL** about how Jay stacks the rings to make the pot taller.

MTYT: *The pot gets taller.*

p.16 **TOL** about the way Jay has decorated the pot.



Write About Making a Clay Pot

1. **TOL** about what instructions are. Remind children that they tell you how to do or make something. Point out that a recipe has instructions about how to prepare and cook food. Think about how instructions give the reader steps to follow. Sometimes these are numbered; sometimes they use words such as 'First...', 'Then...', 'Next...', 'Finally/In the end...'.
2. Use online file NF3.1 (tab g onwards) for this activity. Explain to children that they are going to write about how to make a clay pot, using the same steps as Jay. Ask children to turn to p.23 of their *Get Writing!* Book. Display the first image (tab g).
3. **TTYP:** What do you have to do first? Draw out responses such as *make the bottom/put the clay on a tray/cut off a piece of clay/roll a bit of clay flat*. Choose one of the children's suggestions to build the sentence, using **MTYT**, e.g. *First, cut off a bit of clay and roll it flat.*
4. Navigate to the next tab and demonstrate how you write the sentence. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own sentence and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to complete the first stage on p.23 of their *Get Writing!* Book. Encourage them to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) for the next stages of stacking rings on the base, then painting the pot.