TalkforWriting™

Reception

Talk for Writing Home-school booklet

# Mavis the Magical Cat

by Jane Ralphs

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**Dear Parent/Carer,**

Thank you for taking the time to support your child with their learning. This booklet is designed to inspire and support your child to develop skills and confidence in speaking, reading and writing.

Through the world of Mavis, the Magical Cat, your child will be invited to explore a number of engaging, fun and purposeful activities. In this booklet, you will see 8 different types of learning activities:

- ★ Read Together
- ★ Talk Time
- ★ Rhyme Time
- ★ Ladybird Words
- ★ Let's Pretend
- ★ Ready, Steady, Write
- ★ Out and About
- ★ Let's Get Creative

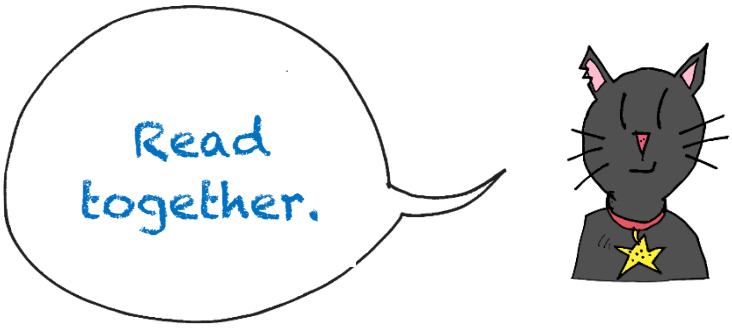
Each activity is explained by Mavis and has been designed so that you can support your child. For example, there will be shared reading, discussion and writing. On some of the pages you will see a box like this:

Information boxes like this will give you some tips on supporting the activity.

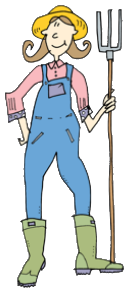
You can also listen to a recording of the story of Mavis the magical cat here: https://soundcloud.com/talkforwriting/mavis

At the end of the booklet, please support your child to rate and comment on how they got on with their learning and add your comments too.

**ENJOY!**




# Mavis the magical cat

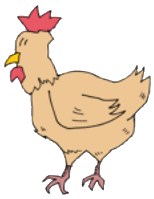


Once upon a time, there was a cat called Mavis who lived with a farmer called Marigold. Now, Mavis was just like any other cat and Marigold was just like any other farmer, except for one thing.

They were both MAGICAL!

They worked together on the farm planting flowers and vegetables and looking after Sandy, the farm dog, and Beryl, the farm chicken.

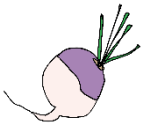
Every morning, Marigold smiled a big smile and said, "Good Morning!" Mavis stretched out her long white claws and said, "Meow!" Sandy wagged his short, scruffy tail and said, "Woof!" And Beryl fluttered her speckled brown feathers and said, "Cluck!"

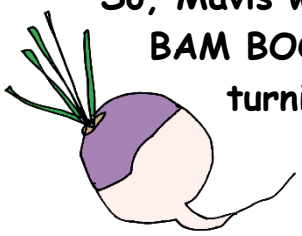


One winter's evening, when the moon was as round as a giant marble, Mavis heard the strangest sound coming from Marigold's room. So, she padded up the stairs, pushed open the door and peered into the bedroom. There, standing by the bed was not Marigold the farmer but Marigold the … witch!

"Come on, Mavis," cackled Marigold. "Time to get izzy, whizzy busy!" So, they jumped on the broomstick, tapped its long handle and held on tightly as it took off down the stairs and out through the farmhouse door.

First, they zoomed to the turnip patch. "Hmmm," mumbled Marigold. "Not very plump. Time for magic, Mavis."





So, Mavis wiggled her ears and twitched her whiskers and ZIP BAM BOO! There in the rich brown soil were the plumpest turnips Marigold had ever seen.
"Good job," cackled Marigold and off they went.

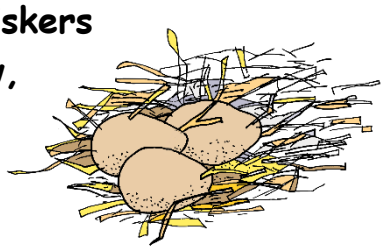
Next, they zoomed to the fresh flower bed. "Hmmm," mumbled Marigold. "Not very colourful. Time for magic, Mavis."

So, Mavis wiggled her ears and twitched her whiskers and ZIP BAM BOO! There, swaying in the breeze, were the most colourful flowers Marigold had ever seen.
"Good job," cackled Marigold and off they went.

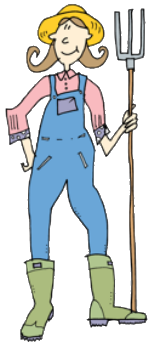
After that, they zoomed to the corn field. "Hmmm," mumbled Marigold. "Not very ripe. Time for magic, Mavis."

So, Mavis wiggled her ears and twitched her whiskers and ZIP BAM BOO! There, standing tall, were rows of the brightest golden corn Marigold had ever seen.
"Good job," cackled Marigold and off they went.

Finally, just as the morning sun was peeping over the hill, they zoomed to the chicken house. "Hmmm," mumbled Marigold. "No eggs. Time for magic, Mavis."

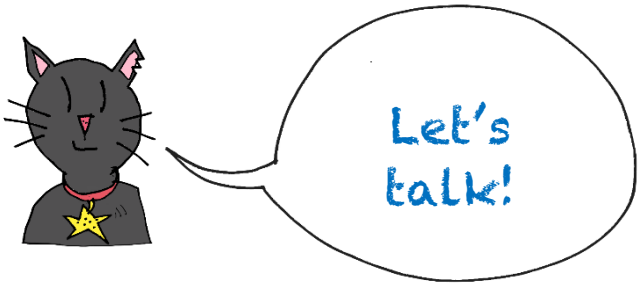


So, Mavis wiggled her ears and twitched her whiskers and ZIP BAM BOO! There, snuggled in the straw, was not one, not two but three of the freshest brown eggs Marigold had ever seen.
"Good job," cackled Marigold. "Time for home."



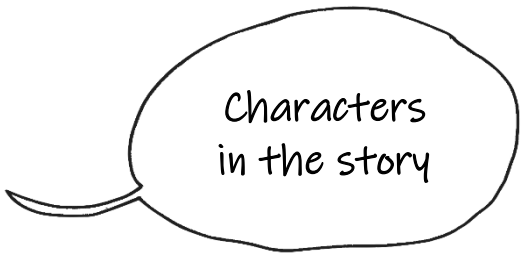
Later that morning, Mavis and Sandy and Beryl sat waiting in the farmhouse kitchen. At that moment, the door swung open and in walked Marigold the farmer, carrying warm boiled eggs for everyone.

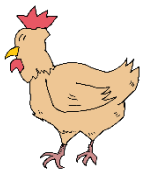
"Time to check the flowers and vegetables, Mavis," she said, and off they went.

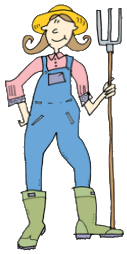


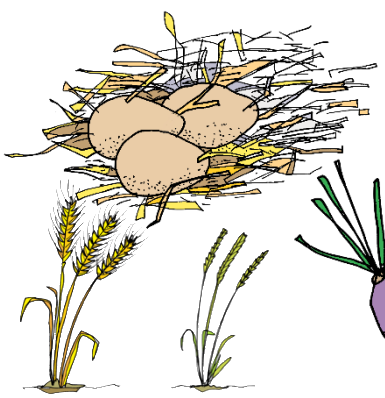

A Talk with your child about the characters and objects in the story. You could chat about:

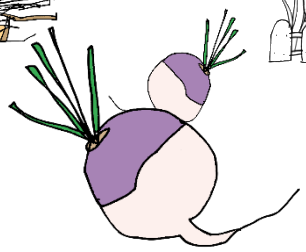
- colour/size
- what they look like
- what they are wearing
- what it feels like
- does the child like them?
- have they seen one before?

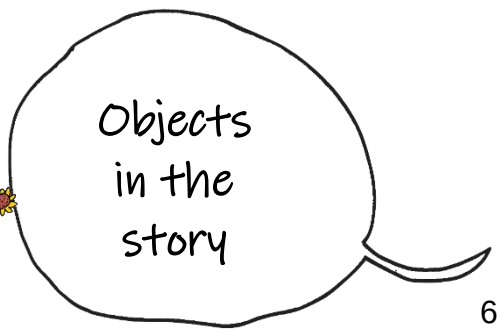








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# LADYBIRD WORDS

★ **Ladybird loves words! She has chosen some words from the story. Can you say each word together and match it to the right picture?**

magical

speckled

soil

golden

whiskers

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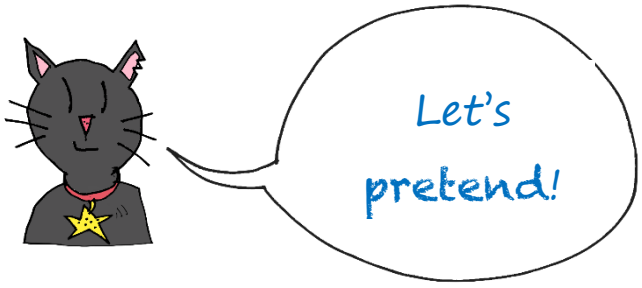


Read the story to your child, stopping after each paragraph to do the activities. Encourage your child to understand the story better by entering into the story world, moving, acting and speaking in role as the characters in the story.

★ **Can you pretend to be some of the characters in the story? Listen while a little bit of the story is read to you. What would the character be doing? What might they say? What would their face look like?**

**One winter's evening, when the moon was as round as a giant marble, Mavis heard the strangest sound coming from Marigold's room. So, she padded up the stairs, pushed open the door and peered into the bedroom.**

**"Come on, Mavis," cackled Marigold. "Time to get izzy, whizzy busy!" So, they jumped on the broomstick, tapped its long handle and held on tightly as it took off down the stairs and out through the farmhouse door.**

**First, they zoomed to the turnip patch. "Hmmm," mumbled Marigold. "Not very plump. Time for magic, Mavis."**

**So, Mavis wiggled her ears and twitched her whiskers and ZIP BAM BOO!**

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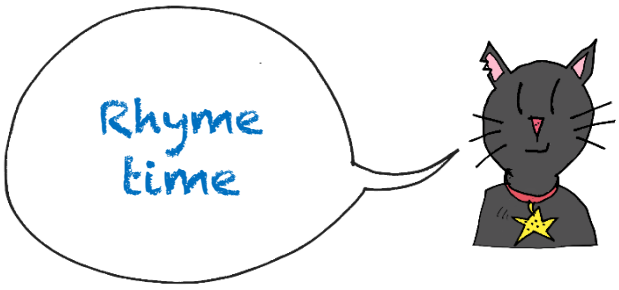
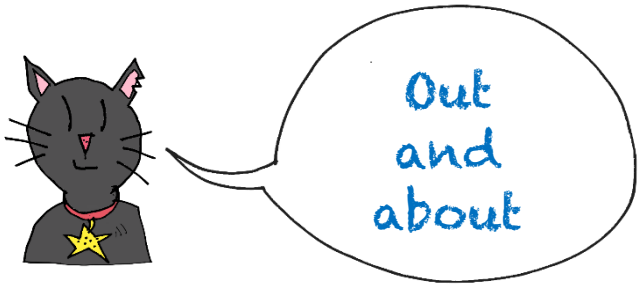



Rhymes are an important part of early learning. Keep the learning fun – chant together, sing together, do the actions together, clap the rhythm together.

One, two three,
Father caught a flea.
Put it in a teapot
To make a cup of tea.

The flea jumped out,
Mother gave a shout,
In came Billy
With his shirt hanging out.




★ I have been using my magic to go on an adventure! Can you name the different places I popped up in?

★ Can you take one of your toys on an adventure like mine? Ask your helper to take some photographs for you just like I did.

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Sequencing things in the right order is an important skill. Help your child to retell Mavis's adventure in order using the time words on the story path. Help them write in the correct words.

One morning, Mavis decided to go on an adventure.

First, she went to the _____

to have a wash.

Then, she went looked in the _____

to find some food.

After that, she hid in the long green

Next, she climbed into a prickly _____.

Then, she hid in a spotty _____.

After that, she sat on a high _____

and watched the birds.

Next, she looked at herself in a _____.

Finally, she climbed into a warm, comfy _____

and snuggled down to sleep.

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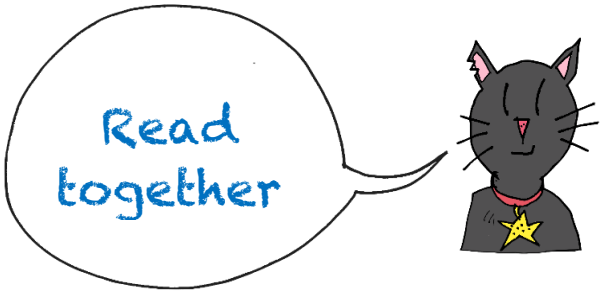
★ **Time to stick the photographs of your toy's adventure on the story path and tell their adventure story. If you haven't got photographs, you can draw the pictures instead.**




★ **This is one of my favourite poems. It's called *Happy Poem* and was written by a poet called James Carter. Read it together a couple of times. See if you can clap along with the rhythm too.**

## Happy Poem

Happy as a rainbow
happy as a bee
happy as a dolphin
splashing in the sea

Happy as bare feet
running on the beach
happy as a sunflower
happy as a peach

Happy as a poppy
happy as a spoon
dripping with honey
happy as June

Happy as a banjo
plucking on a tune
happy as a Sunday
lazy afternoon

Happy as a memory
shared by two
happy as me …
when I'm with you.

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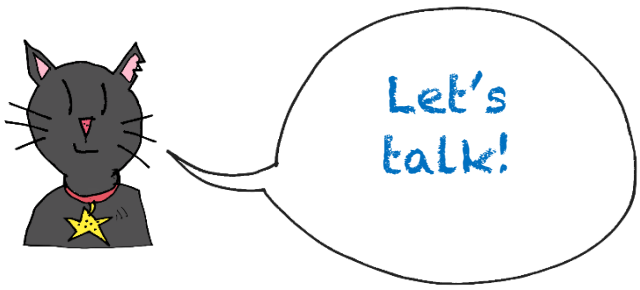


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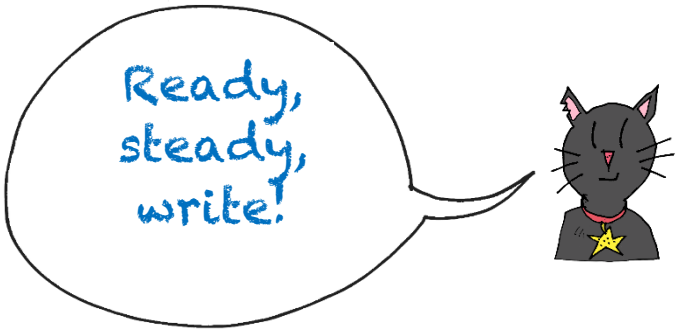
Talk about each of the pictures and look back at the poem to see if it is mentioned.

★ **How many of the things on this page did you read about in the poem? Draw a circle around the ones that are in the poem.**




This is a fun way of supporting your child to get ready to write.
Wrap an elastic band several times around the end of a pencil until it is tight. Then take 5 or 6 other elastic bands and attach them to the end of the pencil by lifting the tight band and slipping the end of the loose band underneath to make your paintbrush.

**One of my favourite things in the poem is the rainbow. Can you paint a rainbow using an elastic-band paintbrush?**

**Here's my elastic band paintbrush and my rainbow picture …**

**Here is a picture frame for your rainbow painting.**

LADYBIRD WORDS

**Making your feely tray**

The best things to use in the tray are salt, sand or flour as these leave a clear pathway of the letter as your child forms it.

★ **Ladybird picked three action words from the poem. Can you write these words with your finger in a feely tray?**

splashing

running

dripping

★ **Today I had a letter from my best friend Bertie. He is a magical cat too! Read the letter with your helper.**

Dear Mavis

I made the best magical potion ever yesterday! It had our favourite things in it – wriggly, tickly spiders! I thought I would share the potion with you so that you can make it too.

What you need:

- some jelly cubes
- warm water
- a glass bowl
- some spiders!

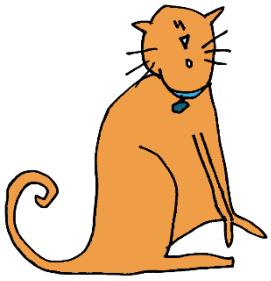
What you do:

1. Pull the jelly cubes apart and put them in the glass bowl.
2. Pour over the warm water.
3. Wait for the jelly cubes to melt.
4. Sprinkle in the spiders.
5. Put the bowl into the fridge.

You will be so surprised what this magical potion turns into. I'll give you a clue … it will be wibbly and wobbly!

Hope you enjoy it!

Your best friend.



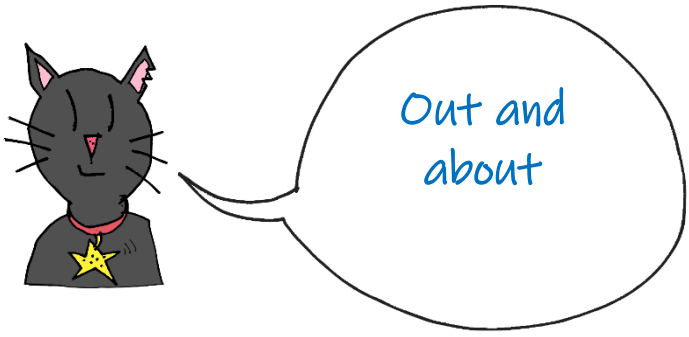
**A**

**Pop some little plastic spiders in the jelly or, if you don't have any plastic ones, raisins or sultanas work well.**

## Mavis's Challenge

★ Can you follow Bertie's instructions to make up his potion?

★ Once it is wibbly wobbly, can you get the spiders out with a cocktail stick or some tweezers?

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Take your child outside, if possible, and get hunting in the soil, under rocks, and in bushes. Support your child to tick off any creatures they spot and add any others they find to the checklist.

★ **I am sure that you like spiders and other crawly creatures just like me. I wonder how many you can spot outside.**

**I found …**

☐

☐

☐

☐

☐

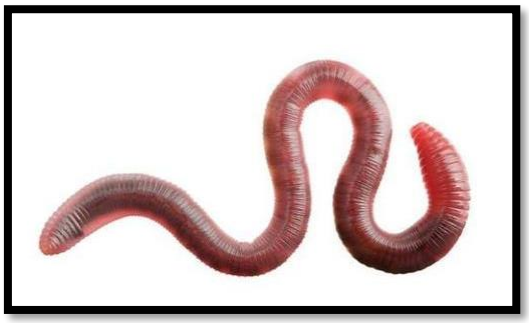
☐

**I also found …**

☐

★ I've had such great fun putting together some mini beast fact files for you to read with your helper …

## My Worm Fact File



Name: earthworm

Colour: reddish brown

Number of legs: none

Did you know?

- Earthworms have no eyes.
- They eat dead leaves.
- They are covered in hairs to help them move.

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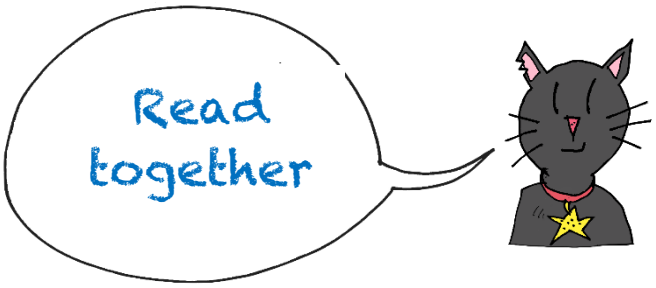


# My Spider Fact file

**Name:** spider

**Colour:** most are brown or black but some are bright red, green or yellow

**Number of legs:** eight

## Did you know?

- Spiders are not insects.
- They spin a web to catch their food.
- They lay eggs.

★ **Have a go at making your own fact-file for a mini-beast with your helper.**

My _____

Factfile

Name: _____

Colour: _____

Number of legs: _____

**Did you know?**

- _____
- _____
- _____

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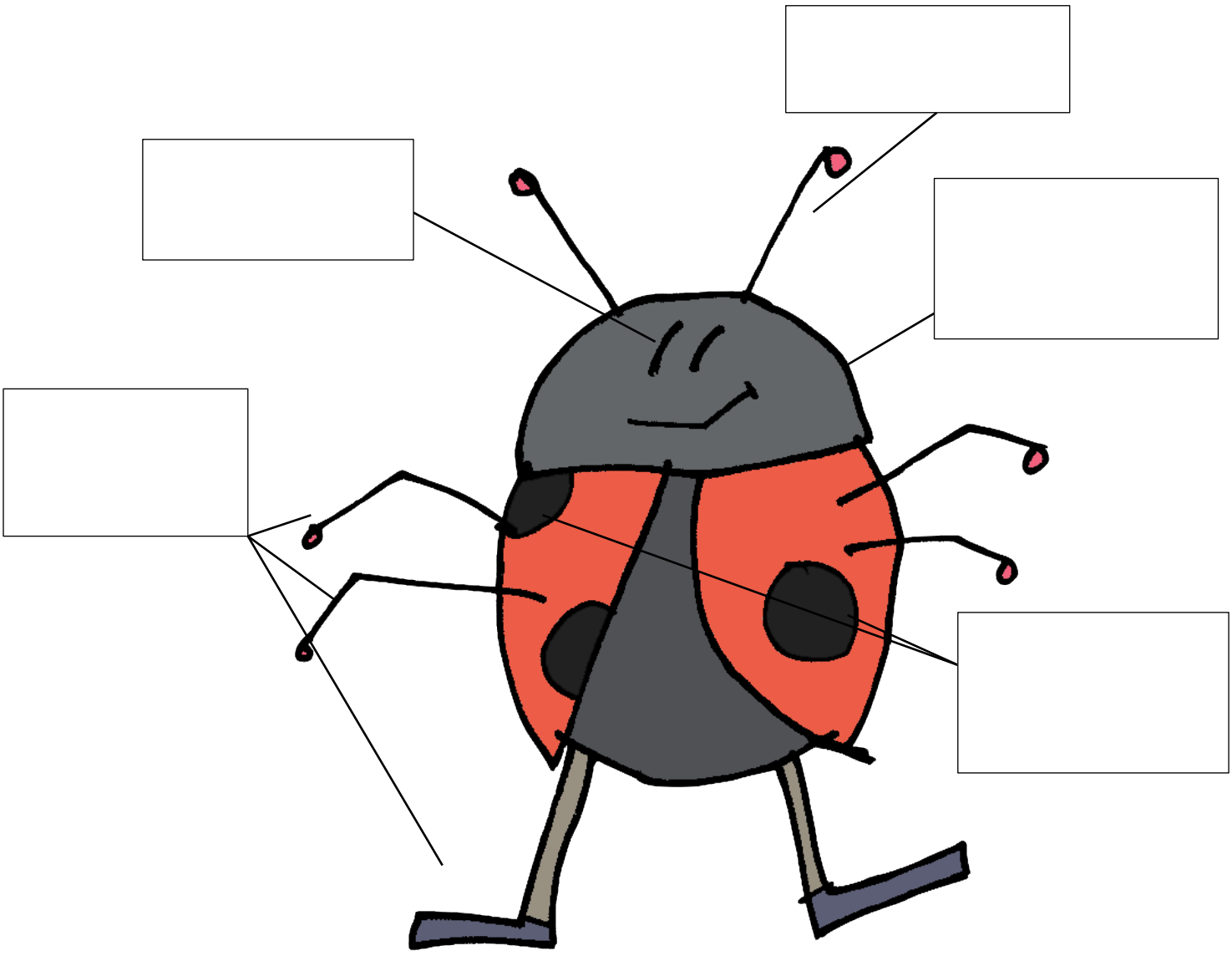
# LADYBIRD WORDS

★ **Ladybird has been thinking about different parts of her body. Can you label her with the right words? She has written all the words at the bottom of the page to help you.**



antenna

legs

head

eye

spots

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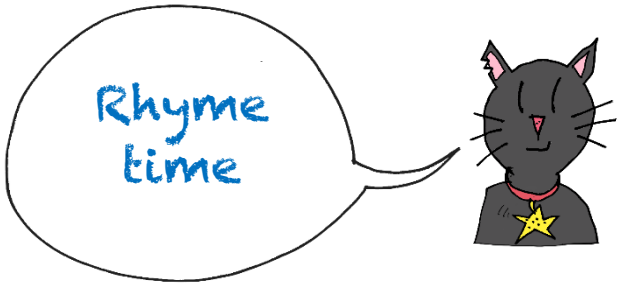


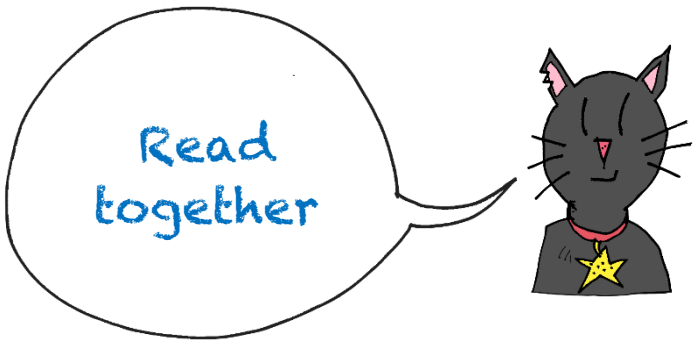

# Who's Counting
*by Celia Warren*

One for a shadow
Two for a scare
Three for a cobweb
in my hair.

Four for a whisper
Five for a scream
Six for a monster
in my dream.

Seven for a shiver
up my spine:
Reach for the light switch
just in time!

© Celia Warren - used with kind permission. First published in *Spectacular Spooks*, Brian Moses, Macmillan, 2000.

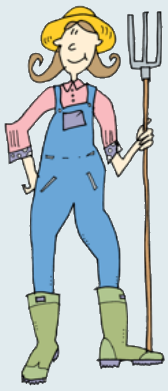



Dear Mavis,

I know how much you like looking at interesting things, so I thought I would send you some photographs of some of the fruit and vegetables I have been growing.

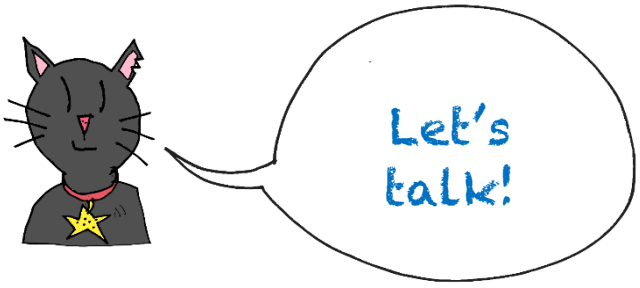
I cut them in half to see whether you can still spot what they are!

I love all the fantastic colours and shapes that you can see.



Hope you enjoy them!

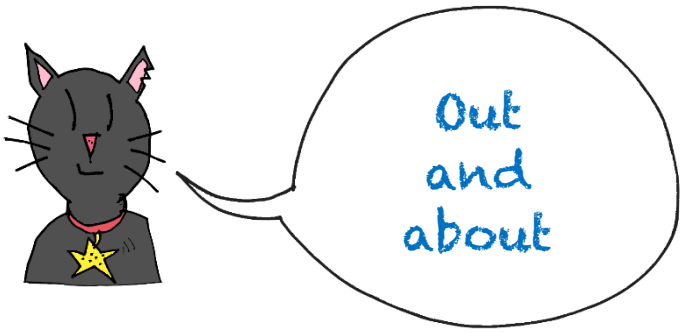
From your good friend
Marigold




Chat with your child about each photograph, making sure that you talk together about:

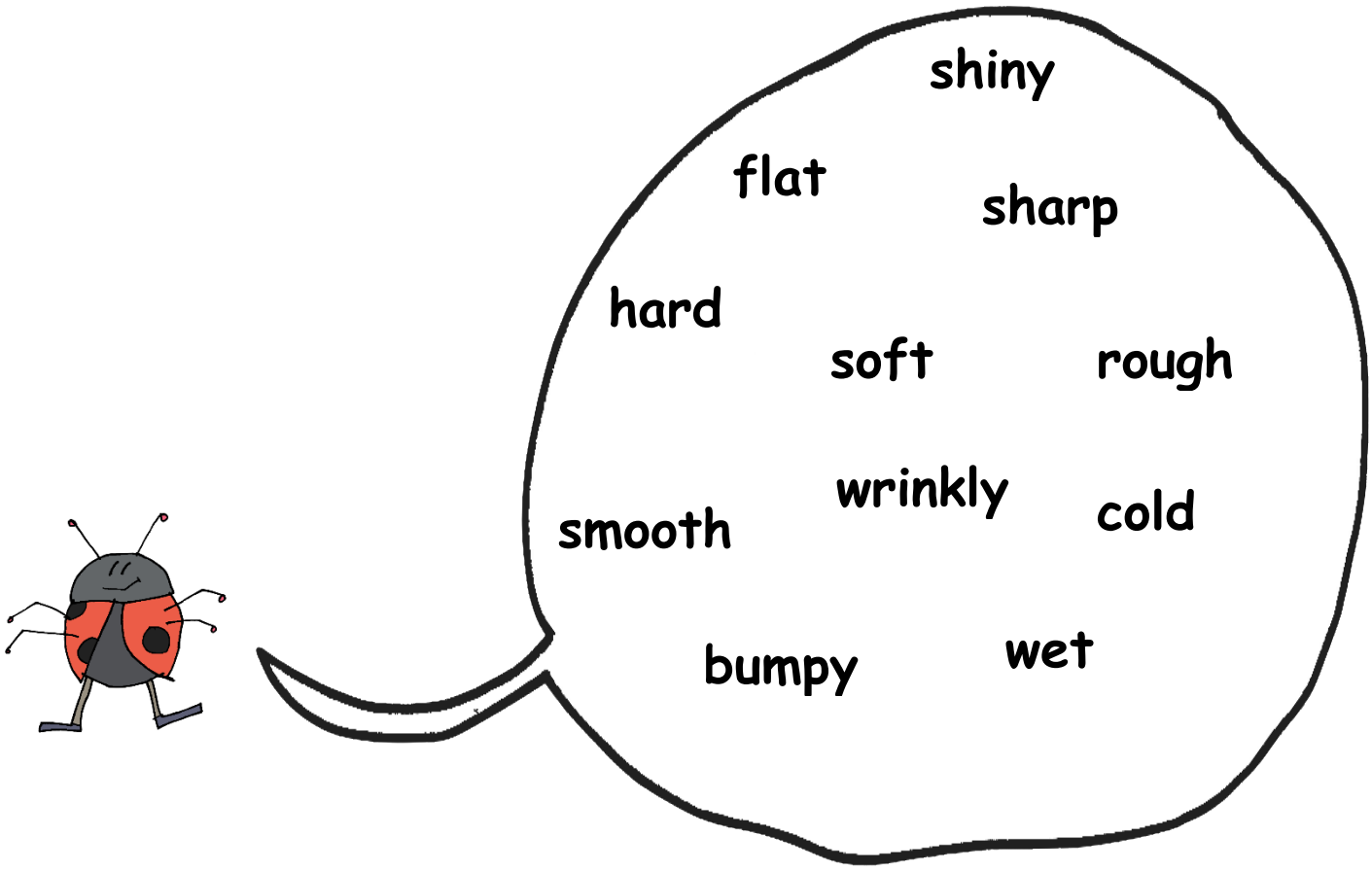
- colour
- size
- shape
- patterns
- textures.

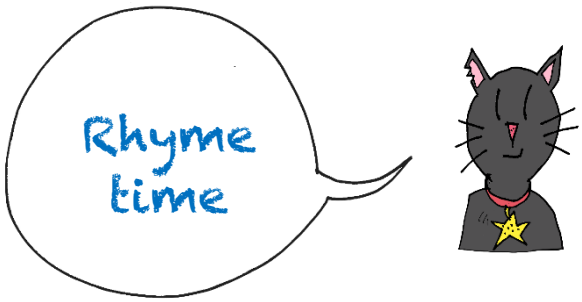
Can you name the fruit and vegetables in Marigold's photographs just by looking at the inside of them?




Take your child outside, if possible, and look for natural object such as leaves, grass, stones, berries, twigs etc. Collect them, take some photographs or do some simple sketches so that you can talk about them later on.

**What natural objects can you find outside? Collect some and see if you can describe them with a little help. Ladybird has found some words that might help but try to use some of your own too.**






Get active and have some fun with this poem. It's a great one for encouraging rhythm!

Let's get the rhythm of the street –
Doctor Knickerbocker, Knickerbocker,
Number ten!

Now we've got the rhythm of the street,
Let's get the rhythm of the feet –
STAMP! STAMP!

Now we've got the rhythm of the feet,
STAMP! STAMP!
Let's get the rhythm of the hands –
CLAP! CLAP!

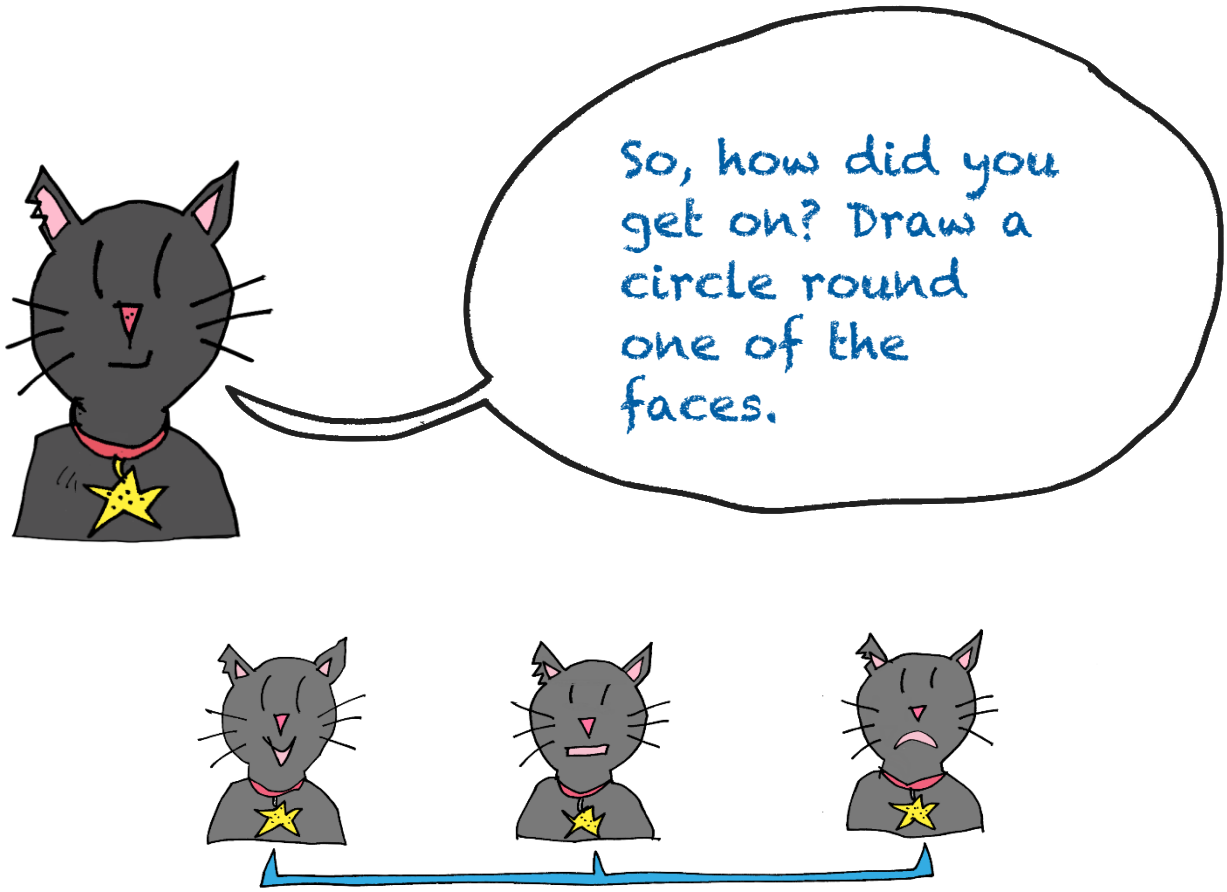
Now we've got the rhythm of the hands,
CLAP! CLAP!
Let's get the rhythm of the hips –
WHOOWEEE!

Now we've got the rhythm of the hips,
WHOOWEEE!
Let's get the rhythm of the nose –
BEEP! BEEP!

Now we've got the rhythm of the NOSE,
BEEP! BEEP!
Put it all together and see what we've got –
STAMP! STAMP! CLAP! CLAP!
WHOOWEEE! BEEP! BEEP!

Let's get the rhythm of the street –
Doctor Knickerbocker, Knickerbocker,
Number ten!

I hope you had a great time learning with me. Don't forget to write a message on the next page.




The activities I liked best were _____

_____

_____

My helper thinks:

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**Jane Ralphs, former teacher and Teacher of the Year (2015), now works with Talk for Writing to help schools develop the approach.**

**To find out more about Talk for Writing, visit www.talk4writing.com.**

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