

# Dragons

🗣️ = Language comprehension

🔤 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣️ Look at page 131-① and ask: *Where are the children and Mrs May? Why do you think Mrs May has taken the children to a wood?*
- 🗣️ (Prediction) Ask: *What do you think Wilf and Biff will see in the woods?*
- 🔤 Sound out the word *dragons*, *d-r-a-g-o-n-s* in the title. Talk about the grapheme "g" and ask the children to look through the book to find other words that contain this grapheme (*wigwams, get, green, jig*).
- 🔤 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*the you to be we are said Mrs went*

### Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

### Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- 🗣️ (Clarifying, Connecting) On page 131-②, ask the children to

sound out and blend *wigwams*, *w-i-g-w-a-m-s*. Ask: *What is a wigwam? Have you ever made a wigwam?*

- (Clarifying) Pause at the end of page 132-③ and ask: *What do you think Biff has seen?*
- (Analysing) Pause at the end of page 133-⑤ and ask: *Do you think Biff and Wilf have really seen dragons?*
- On page 135-⑨, ask the children to sound out and blend *jig*, *j-i-g*. Ask them if they know what a jig is. Ask: *Can you think of any other words that could have been used instead of jig?*

**Observing** Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Summarising) Ask the children to re-tell the story in their own words.
- (Clarifying) Look again at page 131-② and ask: *Why do the children go and get sticks?*
- (Analysing) Look again at page 133-⑤ and encourage the children to look at Biff and Wilf's expressions. Ask: *How do you think Biff and Wilf feel when they see the dragon?*
- (Analysing) Look again at page 133-⑥ and read the text to the children again. Ask: *Why does Chip tell Biff and Wilf not to be silly?*

### **Independent reading**

**Objective** Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *l-oo-k*, *s-ee*, *w-oo-d-s*, *s-a-ng*.
- W Support children with reading challenge words:  
*children May make sticks dragon Wilf green silly play*

- If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read independently with emotion and confidence?

## **Speaking, listening and drama activities**

**Objectives** Organise what they say; use language and actions to convey and explore situations, characters and emotions.

- Read pages 132-③ to 133-⑥ to the children again and ask them to role-play the part in the story where Biff and Wilf see the dragons but Chip doesn't believe them.
- Encourage the children to use appropriate expression in their role-plays.
- Invite groups to act out their scenes for the rest of the class.

## **Writing activities**

**Objectives** To draw and colour pictures; to write captions and simple sentences for pictures and drawings; to apply knowledge of letter/sound correspondence in helping the teacher to scribe.

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask the children to draw a picture of the play that the children go to watch at the end of the story. Remind them to use the correct colours for each of the dragons in the play.
- Ask them to label their drawings and write a title for the play. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

**Observing** Did the children use the correct spelling?

### **Cross-curricular suggestion**

Drama – Tell the children that they are going to work together as a class to produce a play about dragons to perform to another class. Give children opportunities to create their own masks for the play and make sure there is an opportunity for all children to get involved.