

The Storm

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- G** (Clarifying) Read the title of the story. Ask: Do you like this kind of weather?
- W** Ask the children to read the words in the list.
- G** (Prediction) Look through the story briefly and ask the children to say what they think will happen.

Strategy check

Remind the children to notice the exclamation marks to help them to read with expression.

Independent reading

- Ask the children to read the story aloud. Praise them for reading with expression. Prompt as necessary.
- G** (Summarising) Ask the children to explain why the tree has fallen down.

Assessment Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

Returning to the text

- G** (Questioning) Ask: *What did they do to make the tree house look better? How do you think they felt when they were having their party?*
- G** (Questioning) Ask: *Why do you think Biff looked worried on page 112-⑥?*
- G** (Questioning) Ask: *Which way was the wind blowing on page 123-⑦? How do you know?*
- G** (Questioning) Ask: *Why was Mrs May looking at her watch on page 123-⑧?*

Group and independent reading activities

Objective Recognise and use alternative ways of spelling graphemes for the 'ae' sound: ai, ay, a-e.

- W** Ask the children to find two words on page 120-① that have the long 'ae' sound ('came', 'play'). Write 'came' on the board. Ask the children how they would write 'same', 'tame' and 'blame'. Write 'play' on the board. Ask children how they would write 'day', 'pay' and 'tray'. On page 121-④, ask the children to tell you which letters make the long 'ae' sound in 'painted'. Find the same letters making the long 'ae' sound on page 123-⑧: 'rain'. Write 'rain' on the board and ask children to tell you how to write 'train', 'brain' and 'drain'.

Assessment Could the children use the same spelling pattern to spell other words?

Objective Make predictions showing an understanding of characters.

- G** (Questioning, Prediction) Reread page 120 and 121 to find out how the children tidied up the house. Turn to page 124 and 125. Ask: *How do you think the children felt when they saw that the tree house was smashed? What do you think they thought about the fallen tree? Does Biff look sad? Do you think it was quite exciting to see that the tree had fallen down?* Ask the children to say how they felt when something of theirs was broken.

Assessment Could the children make thoughtful comments about what the characters might have felt?

Objective Make predictions showing an understanding of events.

- G** (*Questioning, Prediction*) Ask the children to explain what Floppy found. *Why was Floppy able to find it?* Ask the children to think about another unusual thing that was found earlier in the new house. *Do you think there is a connection between the box and the little house? What might it be?* Turn to page 125-126. Ask them to give their ideas about how the key and the little house might be used in later stories.

Assessment Can the children suggest how these elements might be used in later stories?

Speaking, listening and drama activities

Objective Take turns to speak and listen to others' suggestions.

You will need a key.

- G** (*Imagining*) Ask the children to sit in a circle. Show them your key and tell them it is a magic key. Ask them to think of some magic powers for the key. What might it do? Pass the key around the circle. Allow each child to say what its magic powers are; the person with the key is the only one to speak. Ask everyone else to listen and wait for their turn.

Writing activities

Objective Create short simple texts that combine words with images.

You will need a long strip of paper for each child.

- G** (*Summarising*) Give each child a strip of paper.
- Ask them to draw the tree house in the tree on the left-hand end, and the fallen tree on the right-hand end.
 - In-between them, the children draw pictures and arrows to show what

happened in the story in the right order.

- Support them in writing brief captions, e.g. 'The tree house', 'Going to school', 'The storm', etc.
- Ask the children to use their picture sequences to retell the story.

Assessment Did the children use appropriate vocabulary when writing their captions? Did they refer back to their books to check their spelling?