

The Steel Band

Group and independent reading activities

Introducing the story

- Read the title. Ask the children: *Has anyone heard a steel band play?*
- Ask if any of the children know how a steel band makes music, or explain it yourself.
- Look through the story to find pictures of the instruments being played.
- Notice what the children are doing while the music plays.
- Find the picture of Stan on page 116-② . Ask someone to find his name in the sentence.
- Read the story together.

During reading

- Invite one of the children to read the story aloud. Ask everyone else to follow in their own books, pointing to words as they are read. Praise the child who is reading for using phonics to work out new words.
- Notice whether the child is missing out or adding words. If so is the child aware that the reading doesn't make sense, ask them to reread the sentence.

Observing

Check that the children:

- point while reading, making correspondence between words said and read
- reread a sentence if it doesn't seem to make sense
- discriminate all three phonemes in CVC words.

Practising phonics

Objective Discriminate and segment all three phonemes in CVC words.

- Close the books and ask one of the children to spell "hit". Stretch out the sounds so that the children can hear each phoneme. Count the phonemes, h-i-t. Say the letters to spell the word together. Repeat with "tap" and "man".
- Practise spelling "band", "clap", "sang", "bang" and "drum" in the same way. Each time stretch out the sounds and ask all the children to count the phonemes with you. Spell each word together.
- Count the phonemes together and spell the word "grand".

Observing

Make a note of children who were confident in identifying the separate phonemes.

Was anyone confident with consonant sounds, but less certain of vowels?

Did anyone find it difficult to say the initial sound of a word?

Looking for spelling patterns

Objective Recognise the critical features of words, e.g. length, common spelling patterns and words within words.

- Find "came" on page 116-① and "name" on page 116-②. Copy both words on to a board. Ask: *What do you notice about these words? Which letters are the same?*
- Write "same" on the board. Ask: *What do you notice? Can you think of any more words that have the same pattern?*
- Add more words that rhyme with "came" and have the same spelling pattern, e.g. fame, game, lame, tame.

Observing

Note children's ability to recognise the spelling pattern.

Make a note of the children who find it easy to suggest more words with the same pattern.

Speaking and listening activities

Objectives Speak clearly; sustain concentration; take turns in speaking; use language and actions to explore and convey situations.

Responding to the story

- Talk about the story together. Ask the children: *Who was Stan? What did the band play? What did the children do? What did Wilf do?*
- Find and name the other instruments shown in the story. Ask: *Which instruments have you played? Which sound do you like best?*

Role-play

- Choose any picture in the story that shows a character doing any action, e.g. children clapping, someone with a hand up, Stan with hands calming everyone down. Copy one of these actions yourself. Ask the children to find a character in the book who is performing that action.
- Ask for a child to volunteer to copy an action. Everyone else can use the book to identify the character.

Writing

Objective Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words.

- Choose one of the pictures, e.g. page 119-⑧. Talk about what is happening in the picture. Ask the children to suggest what to write about it. Write the sentences on the board, asking the children to tell you how to spell the words.

◀▶ Cross-curricular link

- *How many different ways are the children making sounds in the story?*