

Hey Presto!

Before reading

- Show the picture and read the title. Ask the children to say what they think the story will be about.
- Read the poster and look through the book to confirm the children's predictions.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to predict the context words by using the picture cues, looking at the initial sounds and by breaking the words down into separate words.

Observing

Check that the children:

- read the text on the left at the top before the text on the right
- point to the words as they read, making one-to-one correspondence
- can use more than one strategy to work out new words.

Group and independent reading activities

Text level work

Objective

To notice the difference between spoken and written forms through re-telling known stories; to compare "told" versions with what the books "says".

- Sit in a circle with the children. Ask the children to look through the book at Wilma's dad's face.
- Ask the children, in turn, to act as Dad and tell the story.
- Read the story again, and compare it with the children's re-telling.

Observing

Do the children read the words, or do they attempt to use their own words when re-telling the story?

Sentence level work

Objective To use awareness of the grammar of a sentence to predict words when re-reading familiar stories.

You will need photocopies of these unfinished sentences with words written separately:

The children...to a show.

A conjuror...in the show.

She...it in the bag.

...took Mum's ear-ring.

was She went put

- Give out the sheets to the children. Ask them to write the missing words in the gaps.

Observing Do the children re-read the sentences to ensure they make sense?

Word level work

Objective To read on sight high frequency words.

You will need a large bag and these word cards: a, in, she, it, Mum, Dad, went, to, and, the, was, big, said.

- Hold up each card and ask the children to read them together.
- Put the cards in the bag and ask each child to take out one and read it. The other children then say whether the word is correct.

Observing Do the children hesitate before reading the words?

Speaking and listening activities

Objectives Identify and respond to sound patterns in language; take turns in speaking.

You will need a "magic wand".

- Talk to the children about the words "Hey presto". Ask them if they know any other words used for magic tricks, e.g. "Abracadabra", "Izzy wizzy, let's get busy".

- In a circle, ask the children, in turn, to say two words that they could use that either rhyme or start with the same sound when the wand is passed to them.

Writing

Objective To experiment with writing and recognise how their own version matches and differs from conventional version.

You will need to cover the sentences on pages 47 and 48 and write these context words from the story on the board: bag, put, took, watch, head, Dad's.

- In pairs, ask the children to look at the pages with the covered sentences, read the sentences before (or after) them, and write sentences to match the pictures. They can use the words on the board to help them.
- When the children have completed their sentences, ask them to reveal the sentences in the book and compare them with their own.