

Helicopter Rescue

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Prediction*) Ask the children to look quickly through the book. Point to the word *helicopter* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask: *Do you know what is special about this helicopter? Why is it painted yellow?*
- W** 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 go they we was said children saw people 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.
- C** (*Clarifying*) On page 146-②, ask children if they know what a rescue helicopter is used for.
- C** On page 147-⑤, point to the word *rescue* and help the children to read this word. Sound out the individual sounds for the

children and encourage them to blend the sounds together.

Ask: *What do you think is happening?*

- Pause at the end of page 149-⑨ and ask the children if they can remember what the man used to pull people up.
- On page 147-③, ask children to sound out and blend the word *cockpit*, *c-o-ck-p-i-t*. Ask them if they know what a cockpit is and clarify if necessary.

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.
- (*Analysing*) Look at page 147-⑤ again and ask the children to look at the text along the bottom of the page. Ask: *How do you know that the person on the radio is shouting?*
- (*Clarifying*) Look at page 148-⑦ again and encourage the children to look at Mum's expression. Ask: *How do you think Mum is feeling here?*
- (*Analysing*) Look at page 149-⑨ again and ask the children how they think the people in the water are feeling.

Independent reading

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

- As they read, encourage the children to sound out and blend new words, for example *p-u-ll*, *w-i-n-ch*, *b-oa-t*, *r-o-ck*.
- Support children with reading challenge words:
rescue call-out must real
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 Focus on the main points and the related details; to use talk to explore characters and emotions.

- Explain to the children that you want them to think in more detail about how the people in the boat felt at different points during the story.
- Ask children to make suggestions about how the people in the boat might have felt when the boat first hit the rock; when they were waiting for the helicopter; and after they had been rescued.
- Ask children to suggest other situations that the rescue helicopter might have to rescue people from.

Writing activities

Objectives To write labels and captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writing.

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask children to draw a picture of the helicopter rescue on page 149-⁽¹⁰⁾ of the story.
- Ask children to add labels to their picture, for example, *winch*, *helicopter*, *boat* etc. 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

Geography – The sea can be dangerous if you don't stay safe and follow rules. Help the children to investigate what dangers are associated with the sea and draw up a set of rules for people to follow to make sure they stay safe.