

Fire!

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** Read the title and ask the children to predict what the story will be about. Look briefly at the illustrations to confirm their predictions.
- W** Point to the word *Fire* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together. Point to the grapheme "f" and ask them if they can think of any other words that contain the grapheme "f".
- 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 was they no said came out oh

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** (*Questioning, Clarifying*) On page 66-①, point to the word *barbecue* and help the children to read this word. Sound out

the individual sounds for the children and encourage them to blend the sounds together. Talk about what a barbecue is and ask: *Have you ever had a barbecue?*

- (Questioning) Pause at the end of page 66-② and ask: *Where do you think the smoke is coming from?*
- On page 67-④, remind them that the title of the book is *Fire!*. Ask them to point out any other words that contain the word *fire*. Point to the word *firefighter* 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 them if they know what a firefighter is and clarify if necessary.
- Pause at the end of page 69-⑪ and ask: *What do you think has happened to the food on the barbecue?*

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 again at page 66-③ and encourage the children to look at Biff's expression. Ask: *How do you think Biff felt when she saw the fire?*
- Ask: *What number would Chip have had to dial to get the firefighters?*
- (Analysing) Look again at page 68-⑧ and ask: *How do you think everyone felt when the fire in the hut had been put out?*

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 *h-u-t*, *h-o-t*, *g-e-t*, *l-o-t-s*.

- W Support children with reading challenge words:
fire barbecue smoke firefighters engine Kipper
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** Discuss and organise what they say; listen to others; participate in drama activities by using language and actions to explore and convey situations and characters.
- Ask the children to think about how the whole family felt as they watched the firefighters putting out the fire (*scared, curious, excited*).
 - In groups of six, ask the children to role-play the scene where the firefighters tackle the fire in the hut, with children taking the roles of Biff, Chip, Mum, Dad and two of the firefighters.
 - Remind the children to think about what the characters might do and what they might say to each other.

Writing activities

- Objectives** Write captions for pictures and drawings; write sentences to match pictures; to apply knowledge of letter/sound correspondence in writing.
- Provide the children with paper and a variety of pens, crayons and coloured pencils.
 - Ask the children to choose the part of the story that they think

- is the most exciting and draw a picture of it.
- Invite them to write a short sentence about their picture or to add some labels to it. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Observing Do the children use correct spelling?

Cross-curricular suggestion

PSHE and Citizenship – Remind children about how important it is to stay safe when you are near barbecues and that they should never play with matches. Ask children to think about things that they must remember, to make sure they stay safe and prevent fires from happening.