

# A Walk in the Sun

🗣️ = Language comprehension

📖 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣️ (*Questioning, Prediction*) Read the title to the children. Look at the title picture together. Ask: *What is in the picture? Where do you think the family might be going? What do you think will happen in this story?*
- 📖 Encourage the children to sound out and blend any new words. Focus on the word *right*, *r-igh-t*. Talk about the grapheme “*igh*” and draw children’s attention to the fact that it has three letters that are code for one sound. Ask the children if they can think of other words that contain the grapheme “*igh*”.
- 📖 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 to I go he we was they all went children  
said were saw*

### 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.

- W On page 91-②, ask the children to sound out and blend the word *near*, *n-ear*. Talk about the grapheme "ear" and ask the children to find another word on page 91-② that contains the grapheme "ear" (*hear*).
- W On page 91-②, help the children to sound out and blend the word *rooster*, *r-oo-s-t-er*. Check that they understand that the grapheme "oo" makes a single sound. Ask the children to find another word on the page containing the "oo" grapheme (*boots*). If appropriate, you may want to discuss the "oo" grapheme and explain to the children that it is code for /oo/ as in *spoon* and /oo/ as in *cook*.
- C (Clarifying) Pause after reading page 93-⑧. Ask: *Why is Lee stopping everyone from following the man? What is Lee worried about?*
- C (Prediction) Pause after reading page 94-⑨ and ask: *What do you think will happen next?*

**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**

- C (Imagining) Look at the children's expressions on page 92-④. Ask: *How do you think they are feeling?*
- C (Clarifying) Return to page 94-⑨. Talk about walking the countryside. Tell the children that it is advisable to walk carefully and quietly through fields with animals in them. If animals do approach you, carry on quietly and do not run.

**Note to teachers:** The situation shown in the story is fictitious and should not be one that children will encounter. According to the Wildlife and Countryside Act 1981 it is prohibited to keep bulls on land which is crossed by a public right of way. However, this could be a good opportunity to talk to the

children about The Countryside Code and how to enjoy the countryside responsibly.

- (Questioning) Look at the picture on page 94-⑨. Ask: *How would you feel if you were the man?*
- (Analysing, Prediction) Look at the picture on page 95-⑫. Ask: *How do you think the man is feeling now? What do you think he will do next?*

## **Independent reading**

**Objective** Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *f-ar-m*, *sh-ee-p*, *c-ow*, *c-oa-t*.
- W Support children with reading challenge words:  
*walk farmhouse way bull shouted rooster past tree*  
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**

**Objective** Sustain attentive listening, responding to what they have heard by relevant actions.

- Write some of the words from the story that contain Phase 3 graphemes on the board. Such as: sheep, barn, cow, horns, oak, near, farm, hear, boots, farmer, haircut, shearing, coat, hair, need, sure, right, beech.

- Explain to the children that they are going to play a game. Instruct the children that you are going to call out a sound and they should try to find the word that contains that sound.
- Call out: *Give me an /ee/!* Invite a child to point to a correct word on the board and to read out the word. If necessary, prompt the children by reading each of the words on the board so that they can listen out for the correct sound.
- Continue in this way with other Phase 3 sounds (*oa, or, ar, ow, air, ear*).

## **Writing activities**

**Objective** To write stories using simple setting, e.g. based on previous reading.

- As a class discuss what happened in the story. Focus in particular on the end of the story and how we last see the man sat in the tree with the bull standing beneath him. Tell the children that you are going to work together to write the next episode in the story.
- Ask the children to give you suggestions for what happens next in the story. Act as scribe for the children and write down their ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Work as a class to choose one scenario for what happens next and help the children to think about the events, the characters involved, what might be said etc. and write the text for the scenario on the board.
- Ask the children to each draw a picture to accompany your continuation of the story and help them to write a simple sentence to accompany it. They can use the text written on the board as a starting point.