

The Gulls' Picnic

🗣️ = Language comprehension

🔤 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (Questioning, Clarifying) Look at the title picture and read the title together, pointing to the words as you read them. Ask: *Can you find a gull in the picture?*
- 🗣️ (Prediction) Ask the children to predict what will happen in the story.
- 🗣️ (Questioning) Sound out the word *gulls*, *g-u-ll-s* in the title. Ask the children to point out which two letters are used as code for the sound */l/*. Ask: *Have you ever seen a gull before? Where do you usually find them?*
- 🔤 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 no to they was see all said out by oh do 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.
- 🔤 On page 72-③, ask children to sound out and blend the word

sandwich, s-a-n-d-w-i-ch. Ask them if they can find another word at the beginning of *sandwich* (*sand*).

- On page 72-④, point to the word *paraglider* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together. Ask children if they know what a paraglider is and clarify if necessary.
- (Questioning, Prediction) Pause at the end of page 73-⑧ and ask: *Why do you think a sandwich landed on Kipper's head? What do you think has happened to the picnic?*
- Pause at the end of page 74-⑩ and ask: *What do you think they will all have for their lunch now?*

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.
- (Questioning) Look again at page 72-③ and ask: *Was Dad right to worry about getting sand in the sandwiches? Should he have worried about something else spoiling the picnic?*
- (Clarifying) Look again at page 74-⑨ and read what Mum says again. Ask: *How does Mum sound when she says this?*
- (Analysing) Look again at page 74-⑩ and ask: *Why is Kipper running towards the gulls?*

Independent reading

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

- W As they read, encourage the children to sound out and blend new words, for example *r-u-g, y-u-m, t-u-ck, s-a-n-d*.
- W Support children with reading challenge words:

sand paraglider landed Green Kipper teacher sandwiches pizza

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 Organise what they say; focus on main ideas; include related details; listen to others; take turns in speaking.

- Ask the children to sit in a circle. Get them to take it in turns to talk about picnics they have been on. Ask them to think about where they went, what they ate and what they enjoyed about the picnic.
- Ask the children to describe the food they would most enjoy eating on a picnic.
- Play 'I went on a picnic and packed...' going around the circle. The children need to recall the items that have already been listed and add a new item to the list when it is their turn.

Writing activities

Objectives Write captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writing; to experiment with writing for a variety of purposes.

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Scribe a list of some of the different foods that children suggested in the Speaking and Listening activity on the board.

- Ask children to pick the items that they would include in their own picnic and draw their own picnic.
- Ask children to look at their drawings and make a shopping list for their picnic. Encourage them to use their phonic skills to sound out and spell the words where appropriate.

Observing Do the children use correct spelling?

Cross-curricular suggestion

Geography – Beaches around the country. Ask children to think of a time when they have visited the beach. Ask them if they can remember where they went to the beach and show them where it is on a map. You may like to display the map adding labels to show where each child has visited.