

The Rope Swing

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- G** (Prediction) Read the title and look at page 77. Ask the children: *Who is on the swing? Does it look safe? What do you think will happen in the story?*
- G** (Clarifying, Prediction) Look at page 79-⑦. Ask the children why they think Floppy is hiding his eyes and what they think will happen next.

Strategy check

Remind the children to use letter sounds to help work out difficult words.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words on sight and for reading fluently.
- W** Check that children can read the words ending in '-ed': 'looked', 'climbed', 'pushed' and 'barked'.

Assessment Check that children:

- use a range of strategies to work out new words
- recognise common inflections in spelling.

Returning to the text

- G** (*Summarising*) Ask the children to tell you the story in a few sentences. Ask: *Was it a surprise when the bridge broke? What did you think would break?*
- G** (*Prediction, Clarifying*) Look at page 80-⑨, and ask: *What are the children going to do now they are in the water? What has happened to Floppy?*
- W** Talk about the word 'Splash' on page 80-⑨. Ask: *Do you think the word sounds like the noise of the children falling into the water?*
- G** (*Summarising*) Say: *Tell me what happens to the birds and the squirrel at the end of the story.*

Group and independent reading activities

Objective Identify the main events and characters in stories. Compose and write simple sentences independently to communicate meaning.

- G** (*Questioning, Summarising*) Ask the children to look through the story and write down the names of the children in the order in which they climb on the swing.
 - Ask: *Who did not get on the swing? Write a sentence explaining why Floppy did not get on the swing.*

Assessment Do children use capital letters for the names?


Objective Recognise and use alternative ways of pronouncing the graphemes already taught.

- W** Ask the children to find another word with the same vowel phoneme sound as 'rope' ('home'). Ask: *Can you think of other words that have the same vowel phoneme sound? ('go', 'low', 'flow', 'so')* Note the different spelling patterns: 'o-e', 'ow', 'o'.
- Write the words 'cow', 'now' and 'how' on the board. Invite children to read the words.

- Point out the different pronunciation of the words, even though the 'ow' letters are the same as in 'low'.
- Can the children think of any words that contain 'ow' but are pronounced in two different ways to give a different meaning, e.g. 'row' and 'bow'?
- Explain that with some words it is important to make sure the sentence makes sense before deciding how to pronounce the word.

Assessment Do children realise that a different pronunciation can change the meaning?

Objective Make predictions showing an understanding of ideas, events and characters . Discuss why they like a performance .

-  (*Prediction, Imagining*) Divide the children up into small groups and give them some blank speech marks.
- Ask the children to write down what they think Floppy would be saying on pages 78 and 79 if he could speak. Explain that they only need to write a few words or a short sentence.
- Invite a group to read out their sentences/words using appropriate expression.
- Ask the 'audience' to say what they liked about the performance.

Assessment Can children glean and interpret information from the text and illustrations?

Speaking, listening and drama activities

- Objective** Explain their views to others in a small group, decide how to report the group's views to the class.
- Organise the children into small groups.

- Ask them to discuss, in their group, whether they think what the children did was dangerous or not and why.
- Invite groups to explain to the other children their group's point of view.

Writing activities

Objective Find and use new and interesting words and phrases.

- Look at page 80-⑨ in the book and read 'Splash! Oh no!' together.
- Ask the children to write some alternative words and phrases that the author could have used.
- Write their suggestions on the board and talk about use of punctuation.
- Discuss which words and phrases work best.

Assessment Did the children think of some good alternatives to 'Splash! Oh no!'?

Objective Convey information and ideas in simple non-narrative forms.

- Explain that the local people in the area want a new bridge so that they can cross the stream safely.
- Ask the children to write a short letter or poster explaining how important it is that a new and sturdy bridge is made.

Assessment Do the letters or posters use words and ideas that would persuade a reader?