

The Journey

Before reading

- Ask the children to look at the title.
- Discuss what is happening. Ask the children: *What are the family doing? Where they are going?*
- Look through the lesson, focusing on the illustrations.
- Together talk about what is happening in each picture.

During reading

- Ask the children to read the story. Praise, encourage, and prompt as necessary.
- Ask each child to predict the spoken words in the text, and point out the punctuation marks used to show speech.
- If the child has difficulty reading the speech, ask him/her to predict what the words might be, by looking for clues in the illustrations.

Observing

Check that the children:

- start to read at the left side of the page
- read the word "said" with confidence
- make use of the illustrations and initial sounds to help them read the context words.

Group and independent reading activities

Text level work

Objective

To locate and read significant parts of the text.

You will need paper cut into the shape of speech bubbles.

- Discuss the words each character spoke in the story. Ask the children to choose a character and write what they say inside a cut-out speech bubble.

Observing

Do the children identify the correct words spoken by their chosen character?

Do they understand that the words spoken are inside speech marks?

Sentence level work

Objective To expect written text to make sense, and to check for sense if it does not.

You will need one of the sentences from the story written on word cards.

- Muddle up the word cards and ask the children to order the words so that they make sense. Ask them to find another way of ordering them so they still make sense, e.g. "I'm bored," said Kipper; Kipper said, "I'm bored."

Observing Do the children re-read the sentence to check for sense?
Are the children aware that there are different ways to arrange these words and still make sense of them?

Word level work

Objective To recognise the critical features of words, e.g. length.

- Write the word "said" on the board and ask the children how many letters there are.
- Ask the children to find words in the text with 4, 5, 6 and 7 letters, and to write them in columns, e.g.
lost cross hungry thirsty
- Ask: *Which is the longest word?*

Observing Can the children discriminate between longer and shorter words before counting the letters?

Speaking and listening activities

Objectives Focus on the main point; include relevant detail; make relevant comments.

- Ask the children to describe what is happening on each page, and what the reasons are for what each character says. Together read the words.
- Discuss the differences in the places on the journey.

- Ask the children to describe the scenery in the pictures on page 61-① and page 62-④.
- Look at the picture on page 63-⑤. Discuss the features of the seaside shown in the picture.

Cross-curricular link



Knowledge and understanding of the world: observe, find out about and identify features in the natural world

Writing

Objective To use experience of stories as a basis for independent writing .

You will need a large sheet of paper or board, marker pen, A4 sheets for the children.

- Talk about the stages of the journey in the story.
- Divide a large sheet of paper, or a board, into 4, and label the first and last boxes with "Start" and "End". Explain to the children that they are going to write about a journey. Discuss with them where they could go, e.g. the park, the shops, the library.
- Model how to draw the beginning of the journey, and write a caption for the picture.
- Scribe the ending of the journey for the children, e.g. "Now we are at the park."
- Discuss two other possible stages on the journey, e.g. stopping for food.
- Children divide their sheet of paper into four sections, and draw the four stages of a journey. They could invent, or recreate, their own journey, and write a caption for each section.