

# The Dream

**C** = Language comprehension

**W** = Word recognition

## Group or guided reading

### Introducing the story

- C** (*Clarifying*) Read the title . Ask: *What did Biff dream about? How do you know she is dreaming?*
- C** (*Clarifying*) Ask the children whether they can remember any dreams they have had. Talk about their dreams.
- C** (*Questioning*) Look through the story to find out what Biff dreams about. *What was her first dream about? What was her second dream about?*
- C** (*Prediction*) Ask the children to say why they think Biff dreams about a dragon and a dolphin.

### Strategy check

Make sure that the children automatically begin to read from left to right.

### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Prediction*) On page 7-④, ask the children if they think Biff will have a bad dream this time.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words.

- use the illustrations and context to work out what is happening in the story.

## **Returning to the text**

- C** (*Summarising*) Ask the children to tell you why the story is called 'The Dream'.
- C** (*Questioning*) Ask the children to show you a page where Biff dreams about the dragon, then find the page where she dreams about the dolphin.
- C** (*Questioning*) Ask the children to show you a picture where Biff is scared, then a picture where she is happy. Ask: *How can you tell?*

## **Group and independent reading activities**

**Objective** Link sounds and letters, naming and sounding letters.

- W** Use magnetic letters *w, e, n, t, s, t, b*. Say the word 'went', then ask the children to help you to separate the phonemes. Say each phoneme slowly and clearly, counting them with your fingers. Ask: *How many phonemes do we need to make 'went'? Ask individuals to take the letters and make the word. Repeat with 'sent', 'tent' and 'bent'.*

**Assessment** Could the children locate the correct letters to represent the sounds?

**Objective** Read some high frequency words.

- W** **You will need** 'was', 'went' and 'wanted' written on 12 small cards (each word on four cards). Ask the children to find the word 'was' in the story. Read each sentence that contains the word 'was'. Spread out the set of word cards face up on the table. Ask the children to find 'was' among the cards. Repeat with 'wanted' and 'went'. Then play a game. Play 'Snap' to encourage the children to look carefully at all the letters in the words, rather than relying on the initial sound.

**Assessment** Can the children find the word 'was' in the story and in a collection of cards? Did they recognise all three words quickly and confidently?

**Objective** Show understanding of story elements, e.g. main character, sequence, openings.

**G** (*Questioning*) Ask the children to tell you what they know about Biff. Do they know that Biff and Chip are twins? Ask: *What do you remember about Biff from this story? Why did Biff dream about a dragon? Why did she go downstairs? Why is the dragon thought cloud following her downstairs on page 9-⑦?* Ask the children to explain what happened next. *Why did she dream about a dolphin?*

**Assessment** Can the children explain what happened to Biff in their own words?

## **Speaking, listening and drama activities**

**Objective** Use language to imagine and recreate roles and experiences. Talk about reasons for being awake at night. Ask the children to explain their own experiences in not being able to sleep. Talk about the story and think of some questions, e.g. *Where were Chip and Kipper? Why do you think they didn't come down? How late do you think it was?* Ask three children to volunteer to be in the 'hot seat' as Biff, Mum and Dad. Encourage the rest of the group to ask questions of one of the characters, e.g. 'Why did Mum choose a story about a dolphin?' 'Why did Dad get hot drinks for everyone?' Praise the children for answering in role.

## **Writing activities**

**Objective** Attempt writing for various purposes, using features of different forms such as stories.

**G** (*Imagining*) Look at the last page of the story. Ask the children to tell

you what they know about dolphins. Ask: *Do you think dolphins like people?* Talk about Biff riding on the dolphin. Ask the children to imagine what happened next, then draw the picture. Ask them to write a sentence to match their picture.

**Assessment** Can the children imagine a new incident in a story? Can they attempt to write about it?