

In the night



Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file '3.8 In the night', starting with tab a): *rats, fight, grin, tight, fright, wings, bump, switch, light, sight, creep, goblin, witches, tucked, tricks, flapping*. Display the Red Words: *some, no, all, of, the*.

DAY 1

Day 1 timetable

See guidance below for activities in **bold**. See pp.155–157 for other activities.

a. Daily Speed Sounds Lesson	g. Story Introduction
b. Speed Sounds from the Storybook	h. First Read – Children
c. Story Green Words	i. Read Aloud – Teacher
d. Speedy Green Words (online file 3.8c)	j. Hold a Sentence – 1
e. Red Word Cards	k. Handwriting
f. Partner Practice	



Story Introduction

When the sun goes down and the stars come out, everyone is **tucked up tight** in bed. But there's one little boy who is too scared to go to sleep. This little boy always gets a **fright** in the night.

He loves listening to Mum read his favourite scary stories before bedtime. But, as the door closes and the **light** goes out, the shadows seem to come alive. He can see spooky faces and animals hiding under the windowsill and behind the curtains. Every creak sounds as if something else is in his bedroom.

He starts to hear noises outside – dogs bark and yap in the street, and cats **fight** in the garden. If he listens carefully, he thinks he can hear **rats creep**. And over there by the door... What's that? Could it be **goblins** playing **tricks** and bats **flapping** their **wings**?

He thinks he sees a witch **grin** in the darkness, and that's when he knows something's definitely not right!

He shivers and pulls the covers up over his head.

Then he hears something go **bump!**

TTYP: What scares you at night?

Read Aloud – Teacher

Follow as for p.157. TTYP: When does he feel all right and why?



Hold a Sentence – 1

(Rats creep in the night.) See *Get Writing! Pink*, p.16.

DAY 2

Day 2 timetable

See guidance below for activities in **bold**. See pp.157–158 for other activities.

a. Daily Speed Sounds Lesson	f. Second Read – Children
b. Speedy Green Words (online file 3.8c)	g. Hold a Sentence – 2
c. Red Word Cards	h. Build a Sentence – Orally
d. Partner Practice	i. Handwriting
e. Jump-in	



Hold a Sentence – 2

(I just might get a bit of a fright.) See *Get Writing! Book*, p.16.



Build a Sentence – Orally

Tell children that tomorrow they will write about noises that keep them awake at night. Explain that

1. Display the picture of the boy in bed (online file 3.8d). **MTYT**: *I can't sleep. I listen to the noises.*
2. **TTYP**: What noises can you hear in your bedroom? Draw out responses such as *radiator gurgling/ brother snoring/floorboards creaking*. **TOL** as you experiment with the words in the second sentence, e.g. *I can't sleep. I listen to the radiator gurgling and the floorboards creaking.*
3. **TTYP**: What do you hear downstairs and outside? Draw out responses such as *TV playing/Mum and Dad chatting/people shouting outside/cars/owls hooting/buses passing/wind howling*. Demonstrate how to build some of the ideas into sentences, e.g. *I can't sleep. I listen to people shouting outside and the cars passing.*
4. Ask partners to decide on their own sentences and to practise saying them until they can remember them. Select a few partners to say their sentences to the group.

DAY
3

Day 3 timetable	a. Daily Speed Sounds Lesson	e. Proofread
See guidance below for activities in bold . See pp.158–159 for other activities.	b. Think About the Story (online file 3.8b)	f. Write About Noises
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

p.8 **TOL** about the noises the boy thinks he can hear.

Freeze Frame the boy's expression.

TTYP: How does he feel? *Terrified/ Scared/Worried.*

p.9 **TOL** about what he thinks he can see.

p.10 **TOL** about what might happen in the night.

p.11 **TOL** about what he imagines happening in the night.

MTYT (with feeling): *Something went bump! Just switch on the light.*

p.12 **TOL** about how he feels with the lights on. Freeze Frame the boy's expression.

TTYP: How does he feel? *Relieved/ Happy/Safe.*



Write About Noises

1. **TOL** about how you (or someone you know) used to find it hard to sleep. **TOL** about the sort of things that used to scare you and the noises that kept you awake. **TTYP**: What keeps you awake at night?
2. Use online file 3.8 (tab g onwards) for this activity. Explain to children that they are going to write about some noises that keep them awake at night. Ask children to turn to p.17 of their *Get Writing!* Book. Display the picture of the boy in bed and his mum (tab g).
3. **TTYP**: What is this boy saying to his mum? Draw out responses such as *I can't sleep/I don't like sleeping on my own/I can hear too many noises*. Display the pictures on the following tabs. Explain that you want children to use these to write about the noises that might keep them awake at night.

TTYP: What noises keep you awake at night? Draw attention to the pictures and draw out responses such as *my brother snoring/ the TV playing/Mum and Dad chatting/owls hooting/ clocks ticking/police car or buses passing*. Model how to use the children's ideas to build up some sentences using **MTYT**, e.g. *I can't sleep. The TV is playing and my brother is snoring.*
4. Navigate to the next tab and demonstrate how you write the sentences. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own sentences and practise saying them aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to write their first sentence on p.17 of their *Get Writing!* Book. Encourage them to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) to create different sentences about what keeps children awake at night.