

The spell



Teacher's Preparation

1. Print out the Story Green Words (see online file '1.4 The spell', starting with tab a) and stack them into your pocket chart: *Stitch, witch, spell, frog, wing, pot, rat, ping, cast, slug, moth, whisk, wand, cobweb*.
2. Display these Red Word Cards in your pocket chart: *the, you, I, said, be, of, my*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 1.4a) and the whole story with expression, for reading aloud to children.
4. Prepare sticky notes you may need for activities such as Think About the Story, Build a Sentence and Write a Spell. Ideas are provided but you may wish to add your own.

DAY
1

Daily Speed Sounds Lesson

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs; and Set 2 Speed Sounds taught so far.

Speed Sounds in Storybook

Using the Storybook for reference, find the circled focus graphemes on p.4. Point to each focus grapheme on the Simple Speed Sounds poster and use **MTYT** to say them: *ll, th, ng, wh, tch*.



Story Green Words

Follow the steps below to read the Story Green Words (printed from online) with children. After they have read each Story Green Word, explain the meaning of any new words, e.g. *cast* – make (I will cast a spell); *whisk* – wave (I will whisk my wand); *wand* – magic stick used to cast spells. If appropriate, use an action or picture to help. Some words are illustrated (online file 1.4b).

Names and single-syllable words

1. Hold up the first card, e.g. 'Stitch', and ask children to tell you the 'special friends' (*tch*) or to shake their heads if there aren't any. If children have difficulty spotting the 'special friends', show them the side of the card with the dots and dashes to give them a quick reminder.
2. Ask them to say the sounds *s-t-i-tch* and say *stitch*.
3. Say the word *Stitch* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Multi-syllabic words

1. Fold the card 'cobweb' and hold it up so only the first syllable is showing. Ask children to read the syllable – only using Fred Talk if necessary.
2. Repeat with the next syllable.
3. Unfold the card and ask children to read the whole word.



Speedy Green Words

1. Display the first Speedy Green Word (online file 1.4c).
2. Tell children to first read the sounds silently using 'Fred in your head'. Then ask them to say the word aloud when the word animates, or when you push the word towards them if you have printed out the words.

3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Storybook that need further practice.

Red Word Cards

1. Hold up the first card, e.g. 'be'.
2. Say the word *be* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *b-ee* and say *be*. Ask children to repeat.
4. Point out the tricky letter *e* that is pronounced *ee*.
5. Say the word again. Ask children to repeat it.
6. Repeat for the other Red Words.



Partner Practice

Children practise the Speed Sounds and Story Green Words on pp.4–6. Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask one partner to teach the sounds out of order using **MTYT**. Ensure that children point accurately underneath the sounds.
2. Ask the other partner to teach the words out of order using **MTYT**.
3. During the activity, note any sounds/words that need further practice and review together at the end of the activity.

On subsequent books, ask a different partner to start teaching the sounds.

Next, children practise the Red Words on p.7. Note that the grid contains Red Words from the Storybook text, plus some revision Red Words.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words. (Partners help each other if stuck.)
2. Repeat until they can read all of the Red Words at speed.

Story Introduction

Read the introduction (below and printable online file 1.4a) to children using expression. The Story Green Words in bold are taken from the Storybook. Explain the meaning of any words children may be unsure of. Ask children to **TTYP** to discuss the question and then select two pairs to feed back (Choose two).

Stitch the **witch** hates mess. Even when she was a young witch at witch school, she would run around picking up socks and sweeping floors, making sure everything was clean and tidy.

One day, **Stitch** the witch decided to get a little black cat. "Every witch has to have a black cat!" her mum told her. But as soon as **Stitch** took the cat home, there were problems.

It left **muddy** paw prints all over the house. And no matter how hard **Stitch** tried to keep its paws clean, **muddy** splodges still appeared everywhere! There were paw prints on the sofa, paw prints in the sink; there were even paw prints on the toilet seat!

One evening, after a long hard day of flying around on her broomstick, **Stitch** came home to find paw prints all over her bed.

"You bad cat!" she shouted, waving her stick in the air. She decided to **cast** a **spell** on the cat. "With a **whisk** of my **wand**, the cat will be a **frog**, and there will never be any more muddy paw prints!"

Stitch prepared her big black **pot** and threw in the **wing** of a **moth**, six **cobwebs**, the leg of a **rat** and a fat, slimy **slug**. Then she mixed it all up until it turned goeey brown.

"Perfect," she thought. But when she waved her wand and shouted "abracadabra!" something went horribly wrong...

TTYP: What do you think might have gone wrong?

**First Read – Children**

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page of the story
 - prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second page. Continue to swap roles page by page.
3. Remind children who finish quickly to re-read the story.
4. Note any words that need further practice and review these when children have finished reading.

Read Aloud – Teacher

1. Ask children to close their Storybooks.
2. Read the whole story aloud with expression.

TTYP: What went wrong with Stitch's spell?

**Hold a Sentence – 1**

A rat is in my pot.

1. Say the sentence above and ask children to repeat it.
2. Use **MTYT** until children can remember the whole sentence and then add punctuation mimes (see p.20).
3. Write the sentence on the board and ask children to help you:
 - use Fred Fingers to spell Green Words
 - **TOL** about how to spell the Red Word 'my' (see p.20 for more information)
 - use punctuation and finger spaces
 - re-read the sentence to check it makes sense.
4. Hide the sentence and ask children to write it in their *Get Writing! Green Book*, p.8.
5. Display the sentence again and help children to mark each word of their work.

**Handwriting**

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.

**Daily Speed Sounds Lesson**

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

**Speedy Green Words**

Repeat as for Day 1. To increase the speed children read these words, reduce the 'Fred in your head' time by displaying them at a faster speed or pushing the card forward sooner each time until children can read them almost immediately.


Red Word Cards

Ask children to say each word as you increase the speed of showing the cards. If necessary, go back to teaching in steps, as in Day 1.

 **Partner Practice**

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing. Children practise the Speedy Green Words on p.15 and the Red Words on p.7:


1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words.
2. Repeat until they can read all the Speedy Green Words correctly without Fred Talk, and the Red Words at speed.

 **Jump-in**

1. Ask one partner to track under the words with a lolly stick as you read the story aloud, but ask both partners to 'Jump-in' and say the words when you hesitate on two/three words per page.
2. Ask partners to swap roles after each page.

 **Second Read – Children**

Ask partners to read the whole story again, taking turns to read alternate pages. (See Day 1 First Read.) Ask Partner 2s to point on the first page this time.

 **Hold a Sentence – 2**

A slug is in my pot.

See Day 1 Hold a Sentence notes and repeat with this sentence.

 **Build a Sentence – Orally**

Tell children that tomorrow they will write a spell. Explain that today you are going to help them build upon a simple sentence about preparing for a spell.

1. Display the picture of the spell ingredients and the pot (online file 1.4d). **MTYT:** *Listen to the pot.*
2. **TTYP:** What noise does the pot make? Draw out responses such as *bubble/plop/fizz/hiss.*
3. **TOL** as you experiment with adding words, e.g. *Listen to the pot bubble.*
4. **TTYP:** What do you put in the pot? Draw out responses such as *a juicy slug/dusty cobwebs/wings of a moth/a rat.*
5. Choose one idea to build the sentence further, e.g. *Listen to the pot bubble when I put in a juicy slug.*
6. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.

 **Handwriting**

Follow the handwriting lesson plan on p.26–28 to review Stage 1 handwriting.

 **DAY 3**
Daily Speed Sounds Lesson

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

 **Think About the Story**

Children do not need the Storybooks. Display the Storybook pictures (online file 1.4e) as you read the story aloud from your Storybook. Use your prepared notes for **TOL**, **MTYT**, **TTYP** and Freeze Frames to reinforce children's understanding. For example:

p.8 **TOL** about why Stitch is angry with the cat.
MTYT (with feeling): "You **bad** cat!"

p.9 TOL about why Stitch wants to turn the cat into a frog.
 MTYT (with feeling): "Then **you** will be a **frog!**"

pp.10-11 TOL about the things Stitch puts in the pot.
 MTYT (with feeling): ...in the **pot**.

p.12 TOL about how Stitch finishes off the spell.

p.13 TOL about how the spell goes wrong.
 Freeze Frame the cat's expression, and then the frog's (witch's).
 TTYP: How is the cat feeling and why? For example, *shocked that the witch has turned into a frog/relieved that the witch hasn't cast a spell on him.*
 TTYP: What is the frog (witch) thinking and why? For example, *I am furious that the spell has gone wrong/I am shocked that I am now a frog.*

Third Read – Children

Ask partners to read the whole story again, taking turns to read each page. (See First Read Day 1.)

Questions to Talk About

Read out the questions on p.14 of the Storybook. For each question, direct children to the correct page to find the answer. Ask them to **TTYP** and to respond using 'Fastest finger' (FF) or 'Have a think' (HaT).

Proofread

1. Display the sentence on screen (online file 1.4f) and read it aloud.
2. Ask partners to spot the errors.
3. Take feedback and show how to correct the errors.
4. Hide the sentence and ask children to correct the sentence on p.8 of their *Get Writing!* Book.
5. Display the sentence written correctly and help children to check the corrections they have made.

Write a Spell

1. TOL about games you used to play with friends, pretending to be witches and wizards. Describe what you wore and how you would all cackle together. TTYP: What would you wear if you were dressing up as a witch or wizard?
2. Use online file 1.4 (tab g onwards) for this activity. Explain to children that they are going to write about the things that Stitch the witch puts in her pot. Ask children to turn to p.9 of their *Get Writing!* Book. Show the picture of the cauldron and ingredients (tab g). Listen to the bubbling cauldron. Take on the role of Stitch and encourage children to do the same, considering what to put in the pot.
 MTYT (in a witchy voice): *Ha ha ha! Pop in a rat.*
3. TTYP: What is the rat like? Draw out responses such as *smelly/old/stinky*. Choose some of the words to build the sentence, e.g. *Pop in a smelly old rat.* Use **MTYT** until children can all say it after you.
4. Navigate to the next tab and demonstrate how you write the sentence. 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 sentence and practise saying it aloud. Invite a couple of partners to say their sentence to the whole group. Ask children to write their sentence on p.9 of their *Get Writing!* Book. Encourage children 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) for each item that goes in the pot: a moth, a cobweb, a slug.

Linked Text

Read the linked text for the next Storybook.