

The web

Teacher's Preparation

Prepare as for p.75. Print out and display the Story Green Words (see online file '1.8 The web', starting with tab a): *Spin, web, stuck, flat, munch, stand, cannot, sitting, bugs, spots, wings*. Display the Red Words: *said, the, my, are, I*.

DAY 1

Day 1 timetable

See guidance below for activities in **bold**. See pp.75–77 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 1.8c)	j. Hold a Sentence – 1
e. Red Word Cards	k. Handwriting
f. Partner Practice	

Story Introduction

Display the images of spiders' webs (online file 1.8g) and talk through the following facts:

- A spider spins its web from a sticky silk thread that it makes in its body.
- The web needs to be very sticky, so bugs (insects) get trapped in it and the spider can eat the bugs.
- A spider has to spin a new web every day, because it only stays sticky for a short time. When it stops being sticky, a spider sometimes eats its own web!
- Cobwebs are old, dusty webs that spiders have left behind.

This is a story about a spider called **Spin**. He's called Spin because he has to spin silk to make his **web**.

Spin has had a very good day today. His web is so sticky that six **bugs** are now firmly **stuck** in his web. He's got a black bug, a bug with **spots**, a **flat** pink bug, a bug with six **wings**, a fat red bug and a long thin bug.

Spin is really looking forward to having quite a feast, with so many bugs to eat, but something is about to go horribly wrong. Spin's web is even stickier than he thought...

TTYP: What do you think is going to go wrong for Spin?

Read Aloud – Teacher

Follow as for p.77. **TTYP:** What went wrong with Spin's day?



Hold a Sentence – 1

(This is a long thin bug.) See *Get Writing! Green*, p.16.

DAY 2

Day 2 timetable

See guidance below for activities in **bold**. See pp.77–78 for other activities.

a. Daily Speed Sounds Lesson	f. Second Read – Children
b. Speedy Green Words (online file 1.8c)	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

(A big black bug is stuck in the web.)

See *Get Writing! Book*, p.16.



Build a Sentence – Orally

Tell children that tomorrow they will write about Spin eating bugs. Explain that today you are going to help them build upon a simple sentence about Spin looking forward to his feast of bugs.

1. Display the pictures of the bugs (online file 1.8d). **MTYT**: “Yum,” said Spin. “A nice bug to eat.”
2. **TTYP**: What sort of bug did Spin want to eat? Draw out responses such as *flat pink bug/bug with six wings/black fat bug/tiny bug*. **TOL** as you experiment with the words in the second sentence, e.g. “Yum,” said Spin. “A fat pink bug to eat.”
3. **TTYP**: How did Spin eat the bug? Draw out responses such as *munch/chomp/crunch*. **TOL** as you experiment with the words in the second sentence, e.g. “Yum,” said Spin. “A fat pink bug to chomp.”
4. 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.

DAY 3

Day 3 timetable	a. Daily Speed Sounds Lesson	e. Proofread
See guidance below for activities in bold . See pp.78–79 for other activities.	b. Think About the Story (online file 1.8e)	f. Write About Bugs
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

p.8 **TOL** about what is stuck in Spin’s web.
MTYT (with feeling): “**Six** bugs are stuck in my web.”

pp.10–11 **TOL** about the bugs in Spin’s web.

p.12 **TOL** about what Spin is going to do with the bugs.

p.13 **TOL** about what goes wrong.
MTYT (with feeling): “I am stuck in my web!”

Freeze Frame when Spin gets *stuck* in his web.

TTYP: How is he feeling? *Frustrated that he can’t get out/Hungry now that he can’t eat the bugs.*



Write About Bugs.

1. Use online file 1.8 (tab g onwards) for this activity. **TOL** about how you love going outside in the early morning and seeing beautiful spiders’ webs covered in dew. Display the photo of a spider’s web (tab g). **TTYP**: Where have you seen a spider’s web?
2. Explain to children that they are going to write about the bugs that Spin has caught in his web and plans to eat. Ask children to turn to p.17 of their *Get Writing!* Book. Display the pictures of the bugs (tab h). **MTYT**: *I will eat a bug.*
3. **TTYP**: What sort of bug will Spin eat? Draw out responses such as *a bug with googly eyes/six long, thin legs*. Encourage fun descriptions. Demonstrate some words to build the sentence, e.g. *I will eat a bug with six long, thin legs*. **TTYP**: How will Spin eat the bug? Draw out responses such as *crunch/chomp/gobble/munch*. Use **MTYT** and choose a description to add to your sentence, e.g. *I will crunch a bug with six long, thin legs.*
4. Navigate to the appropriate 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 share their sentences with the whole group. Ask children to write a description of the first bug that Spin plans to eat, encouraging them to use the Useful words 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) with the other pictures of bugs. Encourage children to use different descriptions for each picture.