

In the sun



Teacher's Preparation

1. Print out the Story Green Words (see online file '3.3 In the sun', starting with tab a) and stack them into your pocket chart: *flag, jam, frock, blob, stuff, rug, mug, Mr Punch, bucket, funny, lolly, comic, shells, crisps, splashing, shrimps, crabs, smells*.
2. Display these Red Word Cards in your pocket chart: *my, of, the*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 3.3a) 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 Postcard. Ideas are provided but you may wish to add your own.
5. Gather together some holiday postcards and seaside props, e.g. shells, a boat, a bucket, flags, a fishing net.

DAY
1

Daily Speed Sounds Lesson

1. 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: *ff, ll, nn, sh, th, ng, nk, ck, ch*.



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. If appropriate, use an action or picture to help. Some words are illustrated (online file 3.3b).

Names and single-syllable words

1. Hold up the first card, e.g. 'stuff', and ask children to tell you the 'special friends' (*ff*) 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-u-ff* and say *stuff*.
3. Say the word *stuff* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Multi-syllabic words

1. Fold the card 'funny' 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.
4. Repeat with the other words.

Root words and suffixes

1. Fold the card 'splashing' so you can see only the root word ('splash') and hold it up. Ask children to read it in Fred Talk first, and then read the word.
2. Repeat with the suffix (-ing).

3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.
4. Repeat with the other words.



Speedy Green Words

1. Display the first Speedy Green Word (online file 3.3c).
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. Increase 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. 'my'.
2. Say the word *my* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *m-eye* and say *my*. Ask children to repeat.
4. Point out the tricky letter *y*.
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

Introduce the idea of going to the seaside, displaying some of the props you have gathered. Read the introduction (below and printable online file 3.3a) 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).

Meg has never been to the seaside. Today is hot and sunny – the perfect day for the beach, so Meg's mum and dad have decided to take her for the very first time.

As they get into the car Meg asks what the best thing is about the seaside.

"Well Meg, the best thing about the seaside is the sea of course!" said Dad. "Sometimes it's gentle and calm and sometimes it has big waves that crash into the shore."

"Can I swim in the sea?" Meg asks.

"If it's calm yes, but we might just have to paddle," says Mum. "There's plenty of other **stuff** to do at the seaside though."

"Like eat ice cream!" shouts Meg.

"Exactly, and you can fish for **crabs** and **shrimps** with your fishing net."

"And make sandcastles," says Meg, "with my new **bucket**."

"Yes," says Mum, "and we can decorate them with pretty **shells**."

Meg is very excited! She spends the whole car journey imagining what she will do at the beach.

TTYP: What would you like to do at the beach?

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 did Meg do at the seaside?

Hold a Sentence – 1

The sand is soft and wet.

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 'the' (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! Pink Book*, p.6.
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.

DAY 2

Daily Speed Sounds Lesson

1. 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, if using the cards, 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

I have a stick of pink rock.

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

Build a Sentence – Orally

Tell children that tomorrow they will write a postcard to a friend who will be coming to stay with them at the seaside. Explain that today you are going to help them build up a sentence about what they might do at the seaside.

1. Display the seaside pictures (online file 3.3d). **MTYT:** *When you are here we will...*
2. **TTYP:** What will you do in the waves together? Draw out responses such as *paddle/run/sit/splash/jump*.
3. **TOL** as you experiment by adding words to the sentence, e.g. *When you are here we will paddle and jump in the waves*.
4. **TTYP:** What else will you do on the beach? Draw out responses such as *build sandcastles with flags and sticks/eat sandwiches and ice cream/collect shells/catch shrimps and crabs in a bucket*. Choose one idea to build the sentence further, e.g. *When you are here we will paddle in the waves and build sandcastles with flags and sticks*.
5. 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 pp.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 picture (online file 3.3e) 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:

pp.8-12 **TOL** about things Még likes to do at the seaside.

p.13 **TOL** about how much she enjoyed her day.

MTYT (with feeling): *I had **such** a lot of fun with Mum and Dad in the sun.*

Freeze Frame Meg's expression.

TTYP: How was she feeling at the end of the day? *Tired/Happy/Looking forward to the next day.*



Third Read – Children

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



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 sentences on screen (online file 3.3f) and read them aloud.
2. Ask partners to spot the errors.
3. Take feedback and show how to correct the errors.
4. Hide the sentences and ask children to correct them on p.6 of their *Get Writing!* Book.
5. Display the sentences written correctly and help children to check the corrections they have made.



Write a Postcard

1. **TOL** about going on seaside holidays with your family when you were young. Talk about the things you enjoyed most and how you wrote postcards to friends and family. Refer to some of the actual postcards you gathered for the lesson. **TTYP**: Have you been to the seaside for the day, or for a holiday? What do you remember doing?
2. Use online file 3.3 (tab g onwards) for this activity. Tell children to imagine that they are on holiday at the seaside and a friend is going to join them. Explain that they are going to write a postcard to that friend, describing some of the things they could do. Ask children to turn to p.7 of their *Get Writing!* Book and write the name of their friend. Display the seaside images (tab g).
3. **TTYP**: What will you do with your friend? Draw out responses such as *build sandcastles/fish in rock pools/play with ships/collect shells/catch shrimps and crabs in a bucket*. Model how to build a sentence using one of the children's ideas, e.g. *When you are here, we will build sandcastles.*
TTYP: What sort of sandcastles? Draw out a variety of responses, e.g. *with flags and sticks/with a moat/with windows/shells*. Demonstrate how to develop the full sentence, using **MTYT**, e.g. *When you are here, we will build sandcastles and put flags and shells on them.*
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 share their sentences with the group. Ask children to write their sentence on the postcard on p.7 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 different activities.

Linked Text

Read the linked text for the next Storybook.