Got a Job?

Written by Roderick Hunt. Illustrated by Alex Brychta.
Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

- Look at the cover and read the title with the children, pointing to the words as you read. Draw attention to the question mark in the title and demonstrate how to read the title as a question. Ask: What jobs do you think Biff and Chip might do in the story?
- Read the blurb on the back cover to the children and talk about the jobs Kipper might be able to do. Ask: Do you think Kipper can help Biff and Chip with the jobs?
- Encourage the children to re-read the title to you, sounding out and blending the letters in the word got, g-o-t, and job, j-o-b. Ask: Can you think of any other words with the /o/ phoneme that rhyme with got? If necessary prompt with words such as hot, not, cot, pot, lot, rot.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example m-e-ss, p-i-c-n-i-c.
- Pause at the end of page 3 and ask: Why are Biff and Chip helping with the jobs? Look at page 1 and talk about why Mum and Dad might need help with the jobs.
- On page 6, point to the word feet. Tell the children any sounds that they may not have learned at this stage. Encourage them to use this information to sound out and blend the word, f-ee-t. If the word is too difficult, read the word for them. Talk about how Biff and Chip have got Mum and Dad to put their feet up. Ask: What else could the children do to help Mum and Dad to feel better?
- Pause at the end of page 9, ask the children: What job do you think Kipper is doing?
- On page 10, help the children to read the word sandwiches. Sound out the individual sounds for the children and encourage them to blend the sounds together.

Returning to the story

- Ask the children to re-tell the story in their own words.
- Look at page 3 and re-read the question that Kipper asks. Ask the children to look through the book and find how many times Kipper asks the same question. Talk about how Kipper might feel by page 7.
- Look at pages 12–14 and talk about the expressions on the characters faces. Ask: Do you think everyone enjoyed the jam sandwich picnic? Who do you think enjoyed it most?
Turn to page 16 and talk about Biff and Chip's expressions. Encourage the children to discuss whether Kipper did a good job, or not.

**Independent reading**

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *j-o-b, j-a-m*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - *feet sandwiches sandwich Mum’s Kipper*

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

**Speaking, listening and drama activities**

- Ask the children to work in groups of five to role-play the story. Ask the children to role-play the parts of Mum, Dad, Biff, Chip and Kipper.
- Encourage the children playing Kipper to repeat the question *Can I do a job?* and to think about how they feel when no one answers.
- Ask the children playing Biff and Chip to think about how they might react when they see the mess in the kitchen. Ask: *What do you think Biff and Chip might do first to clean up Kipper’s mess?*
- If appropriate, encourage the children to change the ending of the story. For example, they could show Mum and Dad coming into the kitchen and seeing the mess, Biff and Chip asking Kipper to help them to clean up the mess, Floppy making the mess worse, etc. Encourage them to talk about their new endings in their groups and to act them out as part of the role-play story.

**Writing activities**

- Provide the children with paper cut into thought-bubble shapes. Ask them to choose a picture in the book and write a thought bubble for one of the characters.
- Explain to the children that the thought bubble will describe what the character is thinking. Encourage them to use their phonics skills to sound out and spell the words where appropriate. They can also use words from the book. If necessary, help by scribing the words for them.
- As a class write a list of items you might take on a real picnic. Ask the children to suggest ideas as you scribe the list on the board.

**Cross-curricular suggestion**

PSHE – Hold a debate on the help people might need if they are unwell. Follow this up with a class list of ideas.
Stage 2

The New Gingerbread Man

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

- Look at the front cover picture with the children. Help them to read the title of the book the characters are holding. Ask the children to tell you what they know about the traditional tale ‘The Gingerbread Man’. (In the traditional tale a gingerbread man runs off, is chased and finally eaten by a fox.)
- Help the children to read the title of the book. Sound out the individual sounds for the children and encourage them to blend the sounds together. Point to the word new in the title and ask the children if they think it will be different from the traditional tale ‘The Gingerbread Man’. Ask the children what they think might happen in this story.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.
  - the  put  he  her  said  made

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example ch-e-ck, r-a-ck.
- On page 5, ask the children to sound out the word running, r-u-n-n-i-ng. Talk about the grapheme ng and ask the children if they can think of any other words that contain the grapheme ng. If appropriate, draw children’s attention to the fact that the grapheme ng has two letters that are code for one sound. Ask children to find another word on the page that has two letters as code for one sound (o-ff).
- On pages 6 and 7, ensure that the children understand that these are pages from Lin’s book, The Gingerbread Man, which Lee and Lin are reading.
- On page 8, encourage the children to sound out the phonemes in the word ch-e-ck. Talk about the grapheme ch and ask the children if they can think of any other words that contain the grapheme ch.
- At the end of the story ask: What do you think happened to the gingerbread man?

Returning to the story

- Re-read page 1 and look at the picture. Talk about what you need to make a gingerbread man. Encourage the child to look for clues in the picture. If the children have made gingerbread men before, encourage them to share what they did with the class.
• Return to page 11 and re-read the text. Talk about what Grandpa Chen and Lee might say in reply to Lin’s question.
• Look at page 15 and then look back at pages 6 and 7. Draw the children’s attention to Lee and Lin’s speech, which is the same as the speech from the characters in Lin’s book. Point out how the speech bubbles (pages 6 and 7) and the speech marks (pages 14 and 15) tell you that a character is speaking.
• Look again at page 16. Ask the children to look at Grandpa Chen and Button’s expressions. Ask: What do you think each character is thinking?
• Ask the children: How is this story different to the traditional story of The Gingerbread Man?

Independent reading
• Introduce the story as in the Introducing the story section above.
• Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
• As they read, encourage the children to sound out and blend new words, for example w-i-l-l, o-f-f.
• Support children with reading tricky words.
• This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - new  gingerbread  Lee  oven  book  jumped  Grandpa  let’s  about
If a word is too difficult, simply read the word for them.
• Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
• For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities
• As a whole class or in small groups, encourage the children to take the parts of the characters in the book and read their spoken words. Ask another child to take the role of the narrator describing the action.
• As the children read, remind them that an exclamation mark means the words should be read with expression, such as surprise or alarm.
• Ask the children to think of any additional dialogue that they think the characters might say to one another during the story.

Writing activities
• As a class plan a ‘new’ version of another traditional tale that the children are familiar with, such as Cinderella or The Billy Goats Gruff. Encourage the children to suggest ideas for how the story could be changed, for example, plan a different ending or change the main character.
• You might want to draw a simple story map of the original tale or ask the children to tell you the story and note down the key characters and events.
• Act as scribe for the children and write down their suggestions for the new version of the story. Where appropriate, encourage the children to use their phonics skills to help you to spell words.

Cross-curricular suggestion
Art – Ask the children to design the front cover for a ‘new’ version of a traditional story.
Hiccups

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

- Look at the cover with the children and help them to read the title. Ask the children to sound out and blend the word hiccups, h-i-cc-u-p-s in the title. Talk about the grapheme cc and say that this grapheme has two letters as code for a single sound. Ask them if they can find any other words in the story that have two of the same letters as code for one sound (Kipper, Lee, Biff, hopping, patting, boo).
- Ask the children: Who do you think will get hiccups?
- Talk about times the children have had hiccups. How did they try to get rid of them? Which method worked best?
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the he was you they my said like your

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example w-i-th, h-o-pp-i-ng.
- At the end of page 3, ask: Why is ‘HIC’ in capital letters? Ensure they understand it means that Kipper’s hiccups are loud. Point to the exclamation mark and ensure they understand it means that Kipper’s ‘hic’ is a surprise. Encourage the children to think about the last time they had hiccups – were they loud? Did they take them by surprise?
- After reading page 4, point to the word quick. Ask the children to point to the grapheme that is code for the /kw/ sound (qu). Next, ask: Which grapheme is code for the /k/ sound in the word quick? (-ck) You may want to talk about the /k/ sound and the different graphemes that are code for this sound, c as in cat, k as in key and -ck as in duck.
- Pause at the end of page 11 and ask: What do you think Kipper will try next to get rid of his hiccups?

Returning to the story

- Re-read pages 2 and 3, and ask the children: What do you think caused Kipper’s hiccups?
- Talk about how Kipper tried to get rid of his hiccups. Ask the children to look back at the different things the children tried (water; drinking bent over; hopping and patting his stomach; a shock). Ask: Which method got rid of Kipper’s hiccups?
- Return to the end of the story and ask: Why do you think Grandpa Chen got the hiccups? What do you think will happen next?

**Independent reading**
- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example h-i-cc-u-p-s, p-a-t-t-i-ng.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - water
  - drink
  - try
  - boo
  - Kipper
  - Lee
  - Grandpa
- If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

**Speaking, listening and drama activities**
- As a class, look at the picture on page 14. Ask the children: What does Kipper do when he is shocked? Talk about Kipper’s reaction (he jumps) and the expression on his face.
- Ask the children to act out being shocked. Ensure they focus on how their facial expression changes and how their body responds to an imaginary shock.
- Divide the class into groups of five and tell them to act out the end of the story from page 12 onwards, when the children decide to give Kipper a shock to cure his hiccups. Remind the children playing the roles of Kipper and Grandpa Chen that they must act as if they have been taken by surprise and pretend to be shocked.
- Encourage all the children to focus on using facial expressions and putting lots of expression in their speech. For example, how quietly can the children say Shhh and still be heard? How loudly can they say Boo to surprise Kipper and Grandpa Chen?

**Writing activities**
- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask the children to draw themselves with hiccups and to add HIC! in the picture.
- As a class write a list of ways in which you can try and get rid of hiccups. Choose one of the methods suggested and ask the children to think about what instructions they would need to give to Kipper to help him try to get rid of his hiccups.
- Scribe the list of instructions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words. Encourage the children to tell you which sound starts each word.

**Cross-curricular suggestion**
Science – Talk about where your tum (stomach) is and why you need a stomach. Discuss how we need our stomach so that we can have food and water, and how we need food and water to stay alive.
Gorilla on the Run!

Written by Paul Shipton and illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

- Look at the cover and read the title to the children, pointing to the words as you read them. Draw attention to the exclamation mark and tell the children that the title should be read with expression.
- Ask the children if they have ever seen a gorilla. Ask: What are gorillas like? Where do they usually live?
- Read the back cover blurb together, helping the children to sound out and blend each word. Ask: Where do you think Lee, Lin and Kipper are? Do you think gorillas go shopping?
- Look again at the front cover and talk about the children’s expressions. Ask: Are the children frightened of the gorilla? What do you think they are saying?
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the to no he they went said do oh

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example sh-o-p, b-a-ck.
- At the end of page 3, point out that gorilla is printed differently – in italics. Ask: Why do you think it is written in this way? Check the children understand that it shows that Lee says gorilla in a surprised way. Ask: Do you think Lee believes Lin has seen a gorilla or does he think she has made a mistake?
- After reading page 12, ask: Has Grandpa seen the gorilla? Why does he think it is a man in a big hat? If necessary, ask the children to look back and check the pictures to see if Grandpa has seen the gorilla.
- After reading page 10, point to the word back. Ask the children: Which grapheme is code for the /k/ sound in the word back? (-ck) You may want to talk about the /k/ sound and the different graphemes that are code for this sound, c as in cat, k as in key and -ck as in duck.
- Pause on page 14 and ask the children to sound out and blend the word shock, sh-o-ck. Talk about the grapheme sh and ask the children if they can think of any other words that contain the grapheme sh.

Returning to the story

- Return to page 8 and look at the picture. Talk about the scene in the thought bubble that shows what Lee is imagining. Ask: How do you think the people in the thought bubble are feeling when they see the gorilla? How would you react if you saw a gorilla at the shops?
Re-read pages 10 and 11. Ask: Why doesn’t Grandpa believe the children have seen a gorilla? Ask the children to name the things that Grandpa thought the children had mistaken for a gorilla (a big dog and a man in a big hat).

Look at Grandpa’s expression on page 13. Ask: What do you think Grandpa is thinking? How do you think he is feeling?

Look at pages 14–16. Ask the children: Do you think Lee, Lin and Kipper thought it was a real gorilla? Do you think Grandpa thought the gorilla was real? How do you think all the characters felt at the end of the story?

**Independent reading**

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example w-i-th, sh-o-ck.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

  gorilla  hello  Grandpa  felt  Lee  Kipper

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

**Speaking, listening and drama activities**

- Ask the children to work in pairs to make their own version of the story. Encourage the children to change some elements of the story, for example, the children could see an elephant in a supermarket or a horse on a bus. How would the story change if the gorilla had been real rather than a man in a gorilla suit? What if Grandpa had seen the gorilla and not the children? What might happen next? Do the children, Grandpa and gorilla go shopping together?
- Ask each pair to talk about their new version of the story together. If appropriate, you could ask some pairs to tell their new story to the rest of the class.
- Alternatively, you could ask the children to contribute to a class version of the story. Ask the children to suggest ideas for the new story and, as a class, decide which new storyline you like best and work together, with you acting as scribe, to tell the next stage of the story. Encourage the children to think about what would happen at the beginning, middle and end of the story and what new characters might appear.

**Writing activities**

- Following on from the Speaking, listening and drama activity above, discuss alternative endings to the story.
- Provide paper and a selection of pens, crayons and coloured pencils. Ask the children to draw a picture for the alternative story ending. Explain that this picture shows the final event in the story.
- Invite them to write a sentence about their picture or to add speech bubbles for the characters if they prefer. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

**Cross-curricular suggestion**

Science – find out about gorillas, what habitat they live in and what they eat.
A Big Bunch of Flowers

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story
- Look together at the cover and read the title to the children. Look at the picture. Ask the children: Who are the flowers for? Point to the label in the flowers. Ask the children to read the word Mum.
- Read the blurb on the back cover to the children and talk about why Dad might be buying flowers for Mum. Ask: What do you think will happen in the story?
- Point to the word big on the cover and ask the children to sound it out, b-i-g. Point to the grapheme b and ask the children to find other words in the story that contain the grapheme b (bunch, back, bin).
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Reading the story
- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example b-i-g, r-u-sh.
- Pause at the end of page 7. Ask: What has happened to the bunch of flowers? What do you think Dad should do now?
- On page 10, ask the children to sound out and blend the word rush, r-u-sh. Talk about the grapheme sh and draw children’s attention to the fact that it has two letters that are code for one sound. Ask children to find a word on the following page that contains the grapheme sh (shop).
- Pause after page 14. Point to the picture and ask: Why has Dad got two bunches of flowers now, and not one?
- At the end of the story, ask: Why did Dad buy flowers for Mum? Help the children to read the banner in the picture for a clue. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask the children if they know what an anniversary is and clarify if necessary.

Returning to the story
- Return to page 7, re-read the text and look at the picture. Ask: How is Dad feeling? Ask the children if they have ever lost anything. Ask: How did you feel?
• Look together at page 9 and ask what Wilma’s mum is doing. Ask: Why is she putting the flowers on a bin? What would you do if you found some flowers on the path? Remind the children that they should never step into a road to get anything.

• Re-read page 15. Do the children think Chip’s idea is clever? Do they think one big bunch is better than two bunches? If so, why?

**Independent reading**

• Introduce the story as in the Introducing the story section above.

• Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.

• As they read, encourage the children to sound out and blend new words, for example u-p-s-e-t, m-i-x.

• Support children with reading tricky words.

• This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

  - bunch  flowers  lost  enormous  thank

  If a word is too difficult, simply read the word for them.

• Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

• For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

**Speaking, listening and drama activities**

• As a class, plan a new version of the story orally. For example, Dad buys and loses a big box of chocolates, instead of flowers, for Mum. Discuss how he loses the chocolates and how he feels.

• Encourage the children to suggest ideas for what happens to the chocolates. Does someone find them or are they lost forever?

• Together, decide on an ending. Ask for ideas. Will Dad buy a new box of chocolates? Will someone find the lost chocolates? Perhaps the children will help him make some more? Perhaps Floppy finds them and eats them? Hold a class vote on how to end the story.

**Writing activities**

• Explain to the children that some places, like schools, have a cupboard/box/place full of things that people have lost. Together make a class list of the things children might lose at school (e.g. hat, bat, ball, book, sock). Scribe the items under the heading ‘Lost and found’. Where appropriate, encourage the children to use their phonics skills to help you to spell words.

• You might want to extend the activity and encourage the children to use their imagination to think of imaginary, fantastic or unusual objects to add to the list of lost items, such as a dragon’s egg, a pen that writes in rainbow stripes, a singing goldfish etc.

• Provide paper and a selection of pens, crayons and coloured pencils. Ask the children to draw and label a box of lost and found things. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

**Cross-curricular suggestion**

Science – look at plants and flowers. Help the children to research and label the different parts of a plant. Encourage the children to find out what plants need to grow.
Stage 2

Catch It!

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

- Look at the cover and read the title with the children. Look at the picture on the cover together and ask the children what they think the family are going to try to catch and who they think might catch it.
- Turn to the back cover and encourage the children to read the title and blurb. Where necessary sound out the individual sounds for the children and encourage them to blend the sounds together. Draw attention to the exclamation mark and the question mark. Encourage the children to read the title with expression and the blurb as a question.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the to I no into we was you went said there oh

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example w-i-l-l, j-e-t.
- Pause after page 6 and ask: How would Floppy pop the ball?
- After reading page 7, point to and read the word gust. Help the children to read the word by sounding out and blending. Talk about its meaning. Ask: What other words could the author have used to describe the wind? (puff, breeze, waft, wisp, whoosh, rush, blast, etc.)
- On page 11, point to the word ski. Tell the children that in this word the grapheme i is code for the /ee/ sound. Encourage them to use this information to sound out and blend the word ski, s-k-i. Talk about what a jet ski is and look at the picture to inform the discussion.
- At the end of the story ask the children if they think the last page is funny. Encourage them to explain the joke in describing the ball as ‘floppy’.

Returning to the story

- Ask the children to re-tell the story in their own words, using the pictures as prompts.
- Look again at pages 4 and 5. Ask: What are the children and Dad doing? What sort of game are they going to play?
- Look again at page 15. Ask: Did Dad catch the ball? What happened to Dad? Ask the children to find Dad in the picture on page 16 to find out what happened to him. (He fell in the sea and got wet.)
- Re-read page 16. Ask: What happened to the ball? Do you think the children are cross with Floppy?
Independent reading
- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example o-off, y-e-s.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

  took  beach  ball  sea  ski  gust  wind  catch  thank  floppy

If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities
- Return to pages 4 and 5. Talk about what the children are doing on the beach. Ask the children to look at the picture and talk about the expressions on the characters’ faces. Talk about how each of the characters is feeling. Ask: Are they enjoying the game on the beach?
- Ask the class if any of the children have played with a beach ball on the beach. Was it fun? Hold a class discussion on what you can do on a beach and in the sea that is fun. Ask: What would you like to do in the sea? What would you like to do on the beach? Scribe a list of activities.
- Ask the children to work in pairs to mime their favourite sea or beach activity. Ask volunteers to show their mime to the rest of the class. Can they guess the activity?

Writing activities
- Point to the sound words on pages 4 and 5. What other sound words can the children think of to describe the noises of the game? (e.g. bang, crash, whoosh, pop, zip) Scribe the words on the board for the children. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Provide paper and a selection of pens, crayons and coloured pencils. Ask the children to draw a picture in which there is a noise, it could be a picture of a game (similar to in the book) or an action like a balloon popping or a drum banging. Encourage the children to write as many sound words as they can think of to describe what is happening in their picture. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Cross-curricular suggestion
Science – talk about the story and how the ball got blown into the sea. Choose a range of objects of different shapes and weights. Ask the children which objects they think they might be able to move by blowing and which they will not. Carry out the experiment with the children trying to move each object by blowing and record which objects move and which do not. If appropriate, you could repeat the experiment with more children blowing together to see if more objects move, or using a hair dryer to create a stronger force.