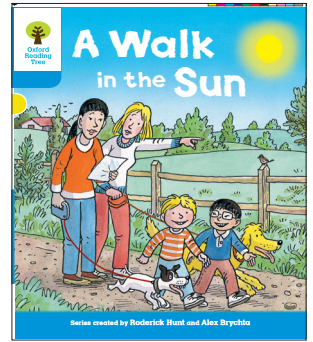


A Walk in the Sun



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.

Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Group/Guided reading

Introducing the story

- Read the title to the children. Look at the cover picture together. Ask: *What is happening in the picture? Where do you think the family might be going? What do you think will happen in this story?*
- Read the blurb on the back cover to the children and draw attention to the word *right*, *r-igh-t*. Talk about the grapheme **igh** and draw children's attention to the fact that it has three letters that are code for one sound. Ask the children if they can think of other words that contain the grapheme **igh**.
- 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 go he we was they all went children said were saw

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 *f-ar-m*, *sh-ee-p*.
- On page 2, ask the children to sound out and blend the word *near*, *n-ear*. Talk about the grapheme **ear** and ask the children to find another word on page 2 that contains the grapheme **ear** (*hear*).
- On page 3, help the children to sound out and blend the word *rooster*, *r-oo-s-t-er*. Check that they understand that the grapheme **oo** makes a single sound. Ask the children to find another word on the page containing the **oo** grapheme (*boots*). If appropriate, you may want to discuss the **oo** grapheme and explain to the children that it is code for /oo/ as in *spoon* and /oo/ as in *cook*.
- Pause after reading page 11. Ask: *Why is Lee stopping everyone from following the man? What is Lee worried about?*
- Pause after reading page 13 and ask: *What do you think will happen next?*

Returning to the story

- Look at the children's expressions on page 6. Ask: *How do you think they are feeling?*
- Return to pages 12 and 13. Talk about walking the countryside. Tell the children that it is advisable to walk carefully and quietly through fields with animals in them. If animals do approach you, carry on quietly and do not run.

Note to teachers: The situation shown in the story is fictitious and should not be one that children will encounter. According to the Wildlife and Countryside Act 1981 it is prohibited to keep bulls on

land which is crossed by a public right of way. However, this could be a good opportunity to talk to the children about The Countryside Code and how to enjoy the countryside responsibly.

- Look at the picture on page 13. Ask: *How would you feel if you were the man?*
- Look at the picture on page 16. Ask: *How do you think the man is feeling now? What do you think he will do 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 *c-ow*, *c-oo-t*.
- 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:

walk farmhouse way bull shouted rooster past tree

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

- Write some of the words from the story that contain Phase 3 graphemes on the board. Such as: sheep, barn, cow, horns, oak, near, farm, hear, boots, farmer, haircut, shearing, coat, hair, need, sure, right, beech.
- Explain to the children that they are going to play a game. Instruct the children that you are going to call out a sound and they should try to find the word that contains that sound.
- Call out: *Give me an /ee/!* Invite a child to point to a correct word on the board and to read out the word. If necessary, prompt the children by reading each of the words on the board so that they can listen out for the correct sound.
- Continue in this way with other Phase 3 sounds (**oa, or, ar, ow, air, ear**).

Writing activities

- As a class discuss what happened in the story. Focus in particular on the end of the story and how we last see the man sat in the tree with the bull standing beneath him. Tell the children that you are going to work together to write the next episode in the story.
- Ask the children to give you suggestions for what happens next in the story. Act as scribe for the children and write down their ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Work as a class to choose one scenario for what happens next and help the children to think about the events, the characters involved, what might be said etc. and write the text for the scenario on the board.
- Ask the children to each draw a picture to accompany your continuation of the story and help them to write a simple sentence to accompany it. They can use the text written on the board as a starting point.

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A Walk in the Sun (Oxford Level 3 More A) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- With support, can find information to help answer simple, literal questions. (R) [ORCS Standard 1, 18]
- Can talk about main points or key events in a simple text. (R) [ORCS Standard 1, 20]
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) [ORCS Standard 1, 21]

Letters and Sounds: Phase 3/4

- *Decode and Develop* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable stories. This title is approximately 60–70% decodable when read alongside *Letters and Sounds* Phase 3/4.

ENGLAND The National Curriculum in England: Reception

EYFS	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
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SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early Level

Listening and talking	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a/LIT 0-11a/LIT 0-20a)
Reading	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b/LIT 0-31a) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

WALES Foundation Phase Framework: Reception

Oracy	Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2) Learners are able to use words, phrases and simple sentences (YR_OracSpea.4)
Reading	Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): • orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to identify information from a text using visual features and words (YR_ReadComp.2) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2)
Writing	Learners are able to orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4) Learners are able to contribute to a form modelled by the teacher (YR_WritStru.2)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	Pupils can listen for information (L1_com_talk.1i) Pupils can follow short, straightforward instructions (L1_com_talk.1iv)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can use reading strategies (L1_com_read.2ii) Pupils can talk about what they read and answer questions (L1_com_read.5)
Writing	Pupils can talk about what they are going to write (L1_com_writ.1) Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)