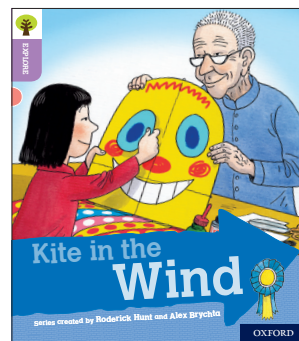


Kite in the Wind

Written by Roderick Hunt. Illustrated by Alex Brychta.
Teaching notes written by Gill Howell.

Text type: fiction

Topic: things that move in the wind



Synopsis

When Lin is flying her prize-winning kite, the line snaps and the kite blows away. It falls on the roof of the shed in Hanna's garden. Hanna returns the kite to Lin and they become friends.

There is a topic-linked non-fiction book to partner this title, which is called *In the Wind*.

Group/Guided reading

Introducing the story

- ➔ Look at the cover and read the title together. Ask: *Have you ever flown a kite? What made the kite lift in the air?*
- ➔ *(Predicting)* Ask: *What do you think might happen in this story?*
- ➔ *(Predicting)* Read the blurb together and say: *I wonder why Lin's kite is the best?* Encourage the children to share predictions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *L-i-n, p-a-l*.
- ➔ This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There is also a high frequency tricky word used in the book. This word is common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading this word, explaining that it is tricky but common and useful. If necessary, simply read it for them:
the
- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story.

kite went wind shed

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ After reading p2, ask: *Why does Lin ask if her kite is the best?*
- ➔ *(Questioning)* On p3, ask the children to think of some questions they would like to ask Lin. Prompt them by saying: *I wonder how Lin feels when she wins the prize. I wonder how Lin made her kite fly so high.*
- ➔ After reading p5, say: *I wonder why Lin was upset when the line snapped.* Encourage the children to share suggestions.
- ➔ *(Predicting)* Staying on p5, ask: *Where do you think the kite will end up?*
- ➔ *(Predicting)* After reading p7, ask: *What do you think Hanna might do with the kite?*
- ➔ On p8, say: *I wonder how Lin feels when she gets her kite back.* Encourage the children to share suggestions.

Returning to the story

- ➔ *(Clarifying)* Ask the children to turn to p8 and ask: *Why do you think Hanna gave the kite back to Lin?*
- ➔ Ask: *What would you do if you found a kite in your garden?*
- ➔ *(Questioning)* Turn to p9 and ask: *What would you like to ask Lin or Hanna?* Prompt the children by saying: *I wonder how Lin feels about losing the kite now that she has made a new friend.*
- ➔ *(Summarizing)* Look together at the story map on p10. Ask the children to take it in turns to say what is happening in each picture. Ask the children to use the story map to help them to retell the story to their partners.

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*, *b-a-ck*.
- ➔ Support children with reading the high frequency tricky word.
- ➔ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into pairs. Ask one child to take on the role of Lin and the other child to take on the role of Hanna.
- ➔ Explain that you would like them to role-play the point in the story where Hanna returns the kite to Lin.
- ➔ Encourage them to think about how each child might be feeling at this point in the story. Ask: *What might Hanna say to Lin? How would Lin respond?*
- ➔ Ask some pairs to share their role plays with the rest of the group.

Writing activities

- ➔ Provide the children with paper thought bubbles or sticky notes.
- ➔ Ask them to write 'happy' and 'sad' on them.
- ➔ Ask the children to look through the story with a partner and stick either a 'happy' or a 'sad' thought bubble on pages to show how the characters feel at specific points in the story.

Cross-curricular activity

Expressive arts and design/Understanding the world

- ➔ Ask the children to make some simple kites from different materials, e.g. cardboard, tissue paper, foil, cloth etc. Then ask them to fly the kites to see which one flies best. Ask them to talk about why some materials flew better than others.

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The Kite in the Wind

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Is beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories, e.g. suggest how a story might end or what a character might do next. (D) (ORCS Pre-reading Standard, 15)
- Can sequence the important parts of a story that is known to the reader in order. (R) (ORCS Standard 1, 4)
- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) (ORCS Standard 1, 5)
- Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R) (ORCS Standard 1, 8)

Letters and Sounds: Phase 2

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Statutory framework for the early years foundation stage: Reception

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children take on the role of one of the characters from the story in the role-play activity.
ELG 01 Listening and attention	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2)	Check the children make sensible predictions about what Hanna might do with the kite.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to explain how Lin felt when she got her kite back.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to read regular words.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children make phonetically plausible attempts to write 'happy' and 'sad' in their thought bubbles/sticky notes.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children take on the role of one of the characters from the story in the role-play activity.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can think of questions to ask Lin or Hanna. Check the children are able to explain how Lin felt when she got her kite back.
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to read regular words.
Writing	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children make phonetically plausible attempts to write 'happy' and 'sad' in their thought bubbles/sticky notes.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children take on the role of one of the characters from the story in the role-play activity.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children make sensible predictions about what Hanna might do with the kite. Check the children are able to explain how Lin felt when she got her kite back.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge to read regular words.
Writing	copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner (YR_WritMean.6)	Check the children make phonetically plausible attempts to write 'happy' and 'sad' in their thought bubbles/sticky notes.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	take on the role of someone else (L1_com_talk.1ii)	Check the children take on the role of one of the characters from the story in the role-play activity.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children can think of questions to ask Lin or Hanna. Check the children are able to explain how Lin felt when she got her kite back.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to read regular words.
	use reading strategies (L1_com_read.2i)	
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to write 'happy' and 'sad' in their thought bubbles/sticky notes.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children take on the role of one of the characters from the story in the role-play activity.
	Anticipate what happens next in a story. (1Ri1)	Check the children make sensible predictions about what Hanna might do with the kite.
	Answer questions and explain further when asked. (1SL4)	Check the children are able to explain how Lin felt when she got her kite back.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to read regular words.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to write 'happy' and 'sad' in their thought bubbles/sticky notes.