

Yasmin and the Flood

Before reading

- Read the title with the children and ask the children: *What do you think has happened?*
- Look on page 79-③ and discuss where Yasmin is. (She is in her house at the back of her parents' shop.)
- Look through the story together and introduce new or difficult words while talking about what Yasmin and her family are doing.

During reading

- Ask the children to read the story. Praise and encourage them while they read and prompt as necessary.
- When necessary, discuss and introduce new phonemes to help the children decipher new words (e.g. "rain," "flooded", "party").
- Encourage the children to predict the context words by using the picture clues and the initial sounds, and by breaking the words into separate words (e.g. "out/side", "every/thing", "down/stairs").

Observing

Check that the children:

- use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read
- blend phonemes in words with clusters for reading.

Group and independent reading activities

Text level work

Objective To identify and compare basic story elements, e.g. beginnings and endings in different stories.

- Ask the children to identify and record what happened at the beginning of the story. Encourage them to record the event using pictures and by writing a caption.
- Encourage the children to record what happened at the end of the story, using pictures and a caption.

- Repeat the terms “beginning” and “ending”, asking the children to hold up the appropriate drawings. Discuss other familiar stories and ask the children to describe their beginnings and endings.

Observing Can the children identify the beginnings and endings in familiar stories?

Sentence level work

Objective To recognise full stops and capital letters when reading and understand how they affect the way a passage is read.

- Read the story again but without pausing and stopping at full stops.
- Ask the children: *What was wrong with the way I read the story? What should I have done?*
- Ask the children to find the full stops on each page and demonstrate how the page should be read.

Observing Can the children understand and apply their knowledge of full stops to their reading?

Word level work

Objective To recognise the critical features of words, e.g. length, common spelling patterns and words within words.

- Turn to page 78-② and ask the children to look at the word “downstairs”. Ask: *What do you notice about this word?* Praise the children who notice that it is made of two words.
- Ask the children to find other examples in the text where two words have been joined to make a new word (“Everything”, “outside”, “Everyone”).

Observing Can the children find words within words?

Comprehension

Ask the children:

- On page 78-①, *why did the rain wake Yasmin up?* (the sound)
- On page 78-②, *what did Yasmin discover downstairs?* (the flood)
- On page 79-④, *what is Mum carrying?* (cloth)
- *Why did Yasmin think hanging up the fabrics would help?* (p 80-⑥ It would help it dry.)

- *How did they hang up the fabric?* (p 81-⑦ Everyone helped to hang it across the street, from window to window.)

Speaking and listening activities

Objectives Create and sustain roles individually and when working with others; comment constructively on drama they have watched or in which they have taken part.

- Tell the children to imagine they arrive at school one day and find their classroom flooded. Ask them to work in pairs, deciding what they might do and how they might react. Encourage them to present the event as a play.
- Encourage them to act out the play in front of the other children and ask the others to contribute their thoughts and feelings once their sketch is complete.
- Prompt the children to be sensitive to the needs of other children and how they may feel about criticism.

◀▶ **Cross-curricular links**

Art: investigating materials

Science: sorting and using materials

Writing

Objective Through shared and guided writing, apply phonological, graphic knowledge and sight vocabulary to spell words accurately.

- Show the children the front cover of a newspaper.
- Ask the children to work together in pairs to create a front cover for a local newspaper describing the terrible floods. Prompt them to write it in draft first and apply their phonological, graphic knowledge and sight vocabulary to spell words accurately.
- Give them plenty of time to illustrate and write headings for their newspapers.
- Encourage them to type the final text on a computer, print it out and combine it with the illustrations to complete the front cover.