

In the Wind

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Text type: non-chronological report
Topic: things that move in the wind



Synopsis

This book explains how the wind affects different things, causing them to move along, go upwards and spin.

There is a topic-linked fiction book to partner this title, which is called *The Kite in the Wind*.

Group/Guided reading

Introducing the book

- ➔ *(Predicting)* Look together at the image on the cover. Ask: *What do you think makes the paraglider fly?*
- ➔ *(Predicting)* Read the title together and ask: *Do you think this book will tell a story about the wind or give us information about the wind?*
- ➔ Ask: *What things can you think of that use the wind?* If the children need help, prompt them by talking about kites or windmills, etc.
- ➔ *(Predicting)* Say: *I wonder what we might find out about the wind in this book.* Encourage the children to make predictions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *l-o-t-s*, *m-i-ll*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

the go

- ➔ There are a number of topic 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 book.

makes things wind along

Reading the book

- ➔ Ask the children to read the book 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.
- ➔ *(Predicting)* Read the contents list together. Then on p2–3, ask: *Which things in the pictures do you think go, move along, spin or go up?*
- ➔ On p4–5, say: *I wonder how the wind makes these things move along. Ask: What similar thing do they all have?* (Answer: sail)
- ➔ *(Questioning)* On p6–7, ask the children to talk about the things that spin in the wind. Ask them to think of some questions about the things that spin in the wind, that they would like to know the answers to. Prompt them by saying: *I wonder why the mill on the windmill needs to spin. I wonder why the wind turbines need to spin.*
- ➔ On p8–9, ask: *Can you think of anything else that goes up in the wind?*

Returning to the book

- ➔ *(Summarizing)* Ask: *How many things can you remember that use the wind to move?*
- ➔ *(Clarifying / Summarizing)* Ask: *How does the wind help people to have fun?* Ask the children to find two examples in the book.
- ➔ *(Clarifying / Summarizing)* Ask the children to name two things that are lifted up in the wind.
- ➔ *(Summarizing)* Ask the children to use the captions and photographs on p10 to describe how the wind moves things.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book 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 *m-a-n, s-p-i-n*.
- ➔ Support children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. 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 book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to work with a partner, and to look through the book and choose a photograph.
- ➔ Explain that they shouldn't tell their partner which photograph they have chosen but should instead act out the activity in the chosen picture. Prompt them to use their voices to make sounds, as well as using speech and movement to act out the photographs.
- ➔ The partners should guess what the activity is.
- ➔ Give the children an opportunity to swap roles a few times so each child has multiple turns at acting out an activity.

Writing activities

- ➔ Ask the children to draw a picture of something moving in the wind.
- ➔ Ask them to write a sentence to describe how the wind is moving the item using 'go', 'up', 'along' or 'spin'.
- ➔ Encourage the children to make phonetically plausible attempts to spell any new or unfamiliar words.

Cross-curricular activity

Understanding the world

- ➔ Support the children to use books to find out more about how the wind is used to create energy.

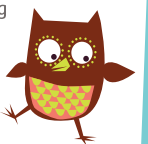
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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- 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)
- Knows that information can be retrieved from different sources such as books, posters and computers. (R) (ORCS Standard 1, 9)

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 use sound/speech and body language to act out one of the photographs from the book.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children watch and listen to their partners, and make sensible suggestions about which photograph they are acting out.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can describe how the wind moves things, up, along or makes them spin.
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 as the first strategy to decode regular words, e.g. <i>lots</i> , <i>can</i> , <i>mill</i> .
ELG 10 Writing	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG10.2)	Check the children make phonetically plausible attempts to spell new and unfamiliar words when writing their sentences.

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 use sound/speech and body language to act out one of the photographs from the book.
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)	Check the children can describe how the wind moves things, up, along or makes them spin.
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 as the first strategy to decode regular words, e.g. <i>lots, can, mill</i> .
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 spell new and unfamiliar words when writing their sentences.

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 use sound/speech and body language to act out one of the photographs from the book.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children can describe how the wind moves things, up, along or makes them spin.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge as the first strategy to decode regular words, e.g. <i>lots, can, mill</i> .
Writing	recognise the alphabetic nature of writing and understand that written symbols have meaning (YR_WritMean.5)	Check the children make some phonetically plausible attempts to spell new and unfamiliar words when writing their sentences.

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 use sound/speech and body language to act out one of the photographs from the book.
	listen for information (L1_com_talk.1i)	Check the children watch and listen to their partners, and make sensible suggestions about which photograph they are acting out.
	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children can describe how the wind moves things, up, along or makes them spin.
	ask and answer questions for specific information (L1_com_talk.2)	
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 as the first strategy to decode regular words, e.g. <i>lots, can, mill</i> .
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to spell new and unfamiliar words when writing their sentences.

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 use sound/speech and body language to act out one of the photographs from the book.
	Listen to others and respond appropriately. (1SL7)	Check the children watch and listen to their partners, and make sensible suggestions about which photograph they are acting out.
	Answer questions and explain further when asked. (1SL4)	Check the children can describe how the wind moves things, up, along or makes them spin.
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 as the first strategy to decode regular words, e.g. <i>lots, can, mill</i> .
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 spell new and unfamiliar words when writing their sentences.