

# The Gale

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

**C** = Language comprehension

**W** = Word recognition

## Group or guided reading

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### Introducing the book

- W** Can children read the title? Help them to recognize the split digraph a–e in *Gale*.
- W** Turn to page 1. How many words can children find with /ai/? Which words? How is /ai/ represented? (*ay* in *away, bay, holiday, staying* and *ey* in *they*; *a–e* in *place, ace*)
- C** (*Predicting*) Encourage children to use prediction: *What is a gale? What might happen in a gale?*  
Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

### Strategy check

Remind the children to sound the words out carefully, remembering to look to see if there is a split digraph 'e', as well as looking at adjacent letters in a word.

### Independent reading

Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

- C** (*Clarifying*) Ask children to tell you how the family kept safe in the storm.

**Assessment** Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- recognize different ways of representing *ai*.
- recognize different pronunciations of *u*.
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

### Returning to the text

- W** How many different ways of representing *ai* can the children remember?

**Assessment** Discuss any words the children found tricky and talk about strategies used.

## Group and independent reading activities

**Objective** Recognize and use alternative ways of spelling the phonemes already taught.

- W** **You will need:** flashcards showing different ways of representing /ai/ *ai, ay, a–e, eigh, ey*; blank pieces of paper, for children to write words on.

- Read the book aloud to page 5. Ask children to raise their hands every time they hear the phoneme /ai/ in a word.
- Introduce the flashcards. Give pairs of children a number of pages in the book to look at. Ask children to find /ai/ words featuring each of the spelling patterns to make sets of words with the same spelling.
- Which letter pattern is used most often? Least often?

**Assessment** Can children hear the phoneme /ai/ in text and recognize some of the graphemes associated with it?

**Objective** Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.

**W** **You will need:** flashcards with the real and nonsense words: *face, space, spale, grain, paint, staip, play, staying, grayn, they, grey, bley, eight, sleigh, jeigh*; a dustbin and a treasure chest.

- Put all of the words face down on the table.
- Remind children of the rules of the game: they take it in turns to turn over a word, read it, show it to others and decide whether it's a real word (treasure) or a made up word (rubbish).

**Assessment** Can children read the words successfully and make good decisions about whether they're real words or not?

**Objective** To identify constituent parts of two syllable words.

**W** Orally, count how many syllables there are in *Kipper, children, picture, extra, plastic, today, corner, began, ladder; Phil, gale, storm, howl, played*.

- Show children the words: *bucket, today, corner, began*. Can children draw lines to show where the syllable boundary occurs? (*plas/tic Kip/per, be/gan, corn/er*)
- Talk about the words: *starfish, loudhailer*. What's special about those words? Introduce the idea of compound words: words made up of two other words. Can children think of any more compound words?

**Assessment** Can children correctly identify the consonant boundary each time?

**Objective** Recognize the main elements that shape different texts.

**C** (*Summarizing*) Show three cards: *beginning, middle, end*.

- Ask children what happened at the beginning of the book.
- What happened in the middle.
- And what happened at the end.
- Encourage discussion about how much of the story can be included under each of the headings.

**Assessment** Can children explain their segmenting of the story into the different parts?

## Speaking, listening and drama activities

**Objective** Tell stories and describe incidents from their own experience in an audible voice.

**C** (*Imagining*) Use the sandpit or water tray to re-create the storm in the book. Invite children to join in with descriptive words and dramatic voices.

- Add supplementary characters to your storm. They could be in tents or boats, or just watching the storm.
- Encourage children to empathize with the supplementary characters. What does it sound and feel like? If children have any personal experiences to share, encourage them to add these in too.

**Assessment** Can children contribute ideas and experiences to develop the group understanding of being in a storm?

## Writing activities

**Objective** Create short simple texts on paper and on screen that combine words and images (and sounds).

**C** (*Imagining*) Ask children to write on a computer about being in a storm.

- When they have composed their text, show them how to search on the internet for images and sounds to add to their text.
- Share the completed text with other children.

**Assessment** Can children make appropriate choices about the language, images and sounds they use given the mode of writing they have selected?

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## The Gale (Oxford Level 5) curriculum coverage chart

### Links to Oxford Ros Wilson Reading Criterion Scales:

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Grade 1,21)
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (RCS Grade 1,22)
- Can answer simple questions/find information in response to a direct, literal question. (RCS Grade 1,23)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (RCS Grade 1,25)

### Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

*Predicting, Clarifying, Summarizing, Imagining*

### ENGLAND The National Curriculum in England: Year 1

<b>Letters and Sounds</b>	For children working within Phase 5	<b>New graphemes for reading:</b> /ai/ –ay, ai, a–e, eigh, ey; /f/ f, ph <b>Alternative pronunciations:</b> 'u' (put, south, but)	<b>High frequency words:</b> called, their, people, came, day, make
<b>Spoken language</b>	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
<b>Reading: Word reading</b>	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (ReadWord.4) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
<b>Reading: Comprehension</b>	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences (ReadComp.1ii) Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories (ReadComp.1iii)		
<b>Writing: Composition</b>	Pupils should be taught to discuss what they have written with the teacher or other pupils (WriteComp.2)		

### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

<b>Listening and talking</b>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose (LIT 1-04a) I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)
<b>Writing</b>	I can describe and share my experiences and how they made me feel (ENG 1-30a)

## WALES Literacy and Numeracy Framework: Year 1

<b>Oracy</b>	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2) Learners are able to speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.4)
<b>Reading</b>	Learners are able to apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.2i) – recognition of high-frequency words (Y1_ReadStrat.2ii) Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1) Learners are able to use personal experience to support understanding of texts (Y1_ReadComp.4)

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

<b>Talking and listening</b>	Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) Pupils can speak audibly to be heard and understood (L1_com_talk.5) Pupils can speak clearly to be heard and understood (L2_com_talk.5)
<b>Reading</b>	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 talk about what they read and answer questions (L1_com_read.5) Pupils can understand, recount and sequence events and information (L2_com_read.1) Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)