

THE LION INSIDE

Resources for Key Stage 1

PHONICS

Phase 4: Reading words blending adjacent consonants

- Make cards with the words: must, press, clever, jump, strong, gulp, slumber, plain, fright. With each card:
 - Sound out the word e.g. g-u-l-p
 - Ask the children to repeat the sounds and blend them in to the word: g-u-l-p gulp
 - Show the children the card. Get the children to help you put a dot under each sound/ phoneme.
 - Ask the children to read the word.
 - With the words with long vowel sounds: ask the children to find the long vowel sound. Underline it. Dot under each phoneme/sound.

Phase 5: Alternate spelling of the long /igh/ sound

- Write these words on cards: lion, inside, night, mice, life, nice, find, climbed, reclining.
- Show the children the card. Ask the children to find the long /igh/ sound. Underline it. Ensure the children link this new grapheme with the sound /igh/.
- Dot each phoneme/sound.
- Ask the children to read the word.

THE LION INSIDE

Resources for Key Stage 1

COMPREHENSION

The mouse realises: If you want things to change you first have to change you!

- Ask the children to think out loud about finding the lion inside themselves, so that they can then make a change – about themselves or something wider. Take feedback.
- Model thinking out loud about finding the Lion Inside so that you could make a change. *I am a bit scared of the dark and I would like to sleep without a night light. So, I am going to find the lion inside and sleep with the door open and my night light off! Maybe I can sleep without a night light and the door closed one day!*
- Give the children the activity sheet and ask them to fill out the thought bubble. Ask them to think about: What do they want to do? What will they need to do it?

THE LION INSIDE

Resources for Key Stage 1

VOCABULARY

How do you speak?

- Tell the children that the lion and the mouse speak in different ways.
- Act out each of these words and then ask the children to act them out: squeak, roar, eek, whimper, peeped, shout, gulp.
- Ask the children to think of other ways the lion and mouse could speak. Take feedback.
- Say each word and ask the children to shout if it belongs to the lion, the mouse or both of them!

KOALA WHO COULD

Resources for Key Stage 1

PHONICS

Phase 4: Time challenge

- Make these words into cards: went, it's, from, just, help, this, with, that, then, them, yes, will, an, as, it, in, am, at, dad, can, get, up, not, mum, him, had, dog, on, back, but, big, if, off, and, for, how, now, down, see, look, too.
- Put on a timer and see how many high frequency words the children can read in one minute.

Phase 5: Soft or Hard G

- Make these words into cards: change, clung, grey, good, strange, dingos, cling, go, gathered, young, great, giant, gem, bridge, danger.
- Tell the children that the letter 'g' normally makes the /g/ sound but sometimes it can make the /j/ sound.
- Say the words (do not show the cards) and ask children to say /g/ or /j/ after each word.
- Show the cards and ask the children to help you circle the 'g' in the words where it makes the /j/ sound.
- Ask the children to read the words.

KOALA WHO COULD

Resources for Key Stage 1

COMPREHENSION WHAT IS KEVIN THINKING?

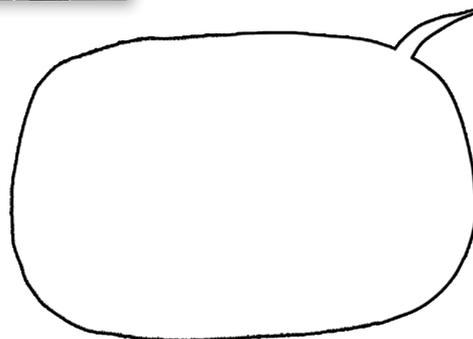
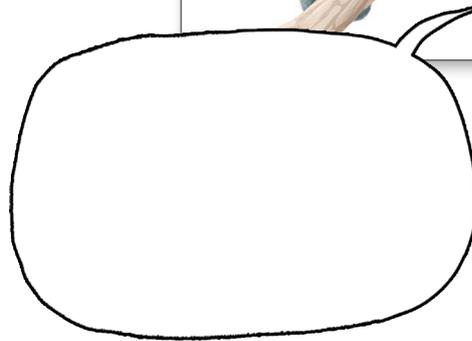
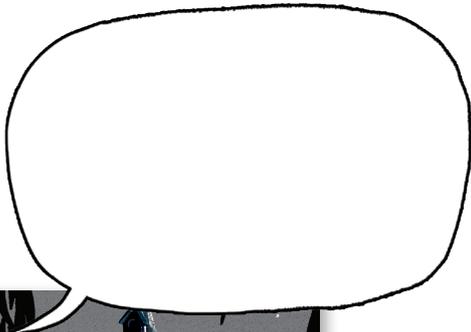
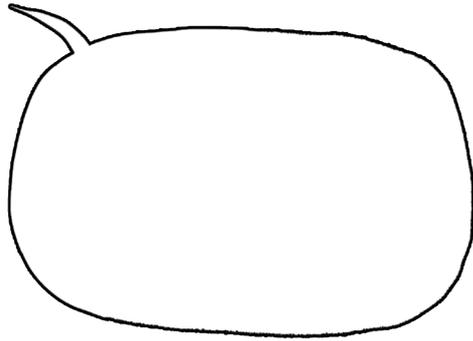
- In this story Kevin seems happy up his tree but there are some clues to show us that he might like to join the other animals. Look through the book with the children to see if you can find them.
- Ask the children if they have ever really wanted to try something new but been a bit scared? Have they ever stopped themselves from doing something?
- Show the children the pictures of Kevin on the activity sheet. Ask them to think about how he might be feeling at each part of the story. Make a thought bubble for Kevin together.
- Ask the children to write their own thoughts for Kevin into the thought bubbles on the activity sheet.
- You can use these pictures as 'retelling cards'. Cut up the pictures. Put the cards in the correct order. Place each card down and ask the children to tell their partner what is happening in that part of the story.
- Children can have fun matching the pictures to the pictures within the book.

KOALA WHO COULD

Activity Sheet for Key Stage 1

WHAT IS KEVIN THINKING?

Write what you think Kevin is thinking in the thought bubbles.



KOALA WHO COULD

Resources for Key Stage 1

VOCABULARY: SOUND EFFECT WORDS

Tell the children that some words make sound effects.
Go through the book making sound effects for each page.

For example:

SNAP! for the crocodile; pitter patter for the rain; twit-ter-woo for an owl at night; tap tappity tap tap tap for the woodpecker; whoooooompf crash wallop for the tree falling over.

SQUIRRELS WHO SQUABBLED

Resources for Key Stage 1

PHONICS

Phase 4: Long or short vowel sound?

- Say the words: frost, short, fresh, teeter, sweep, drift.
- Ask the children to listen carefully and decide if the word has a long or short vowel sound.
- After you have said each word ask the children to call out *long* or *short*!

Phase 5: Reading multi-syllabic words

- Write these words on cards: squirrel, flighty, adventure, hungry, shouted, exclaimed – do not show the words to the children yet.
- Ask the children to say the words with their hand under their chins. Each time their jaw lowers it is the end of a syllable. Ask the children to work out how many syllables in each word. Take feedback.
- Use this method to work out where each syllable ends and mark each syllable on the cards with a line e.g. ad/ven/ture.
- Mark the sound buttons and underline the digraphs where appropriate.
- Read each syllable in order and then blend the whole word. Repeat for all the words.
- Ensure the children understand the meaning of each word.

SQUIRRELS WHO SQUABBLED

Resources for Key Stage 1

COMPREHENSION

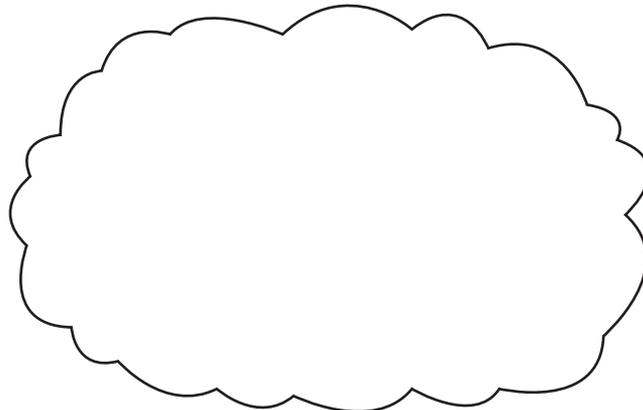
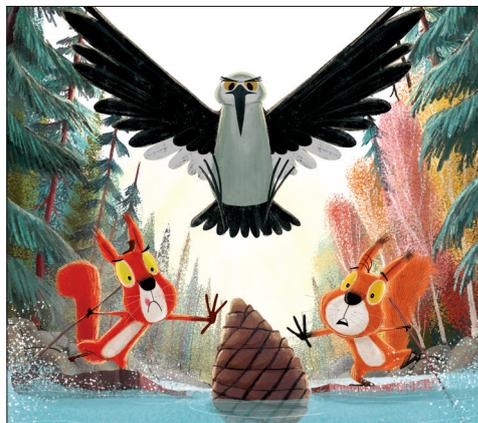
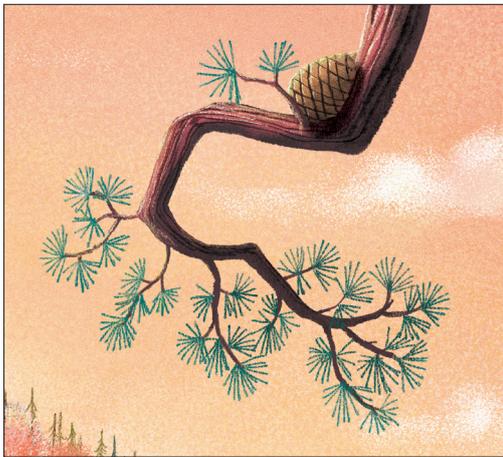
- After you have read the book, ask the children to tell their partner why they think the two squirrels were chasing the pine-cone. Take feedback and establish that the two squirrels had different reasons to want the pine-cone.
- Show the children the sequencing activity sheet. Ask the children to look at the pictures and see if they can remember the order of the events. Use the picture book and guide the children to get the correct order.
- Ask the children to cut up the pictures and put them into the correct order.
- Ask the children what happens next. Take feedback and ask the children to draw the next picture in the story.
- You can use the pictures as 'retelling cards'. Put the cards in the correct order. Place each card down and ask the children to tell their partner what is happening in that part of the story.
- Children can have fun matching the pictures to the pictures within the book.

SQUIRRELS WHO SQUABBLED

Activity Sheet for Key Stage 1

1. SEQUENCING

Cut up the pictures and put them in order. Draw what happens next in the thought bubble.



SQUIRRELS WHO SQUABBLED

Resources for Key Stage 1

VOCABULARY

FEELING CROSS TO FEELING HAPPY

The two squirrels really want to get the last pine-cone! They get really cross with each other! Later on, they realise how silly they have been and together they are happy.

- Read these words and phrases to the children. Model what the words mean by acting them out using gesture and facial expressions to show the feeling: squeal with delight, shaking with rage, laughing, squabbling, giggling, in despair, in dismay, fighting each other.
- Help the children order the words and phrases from full of delight to cross as can be.

THE WAY HOME FOR WOLF

Resources for Key Stage 1

PHONICS

Phase 4: Reading words blending adjacent consonants

- Make cards with the words: help, end, growl, strength, shelter, grunt, stuck, jump.

With each card:

- Sound out the word e.g. h-e-l-p
- Ask the children to repeat the sounds and blend them in to the word: h-e-l-p help
- Show the children the card. Get the children to help you put a dot under each sound/phoneme.
- Ask the children to read the word.
- Words with long vowel sounds: ask the children to find the long vowel sound. Underline it. Dot each phoneme/sound.

THE WAY HOME FOR WOLF

Resources for Key Stage 1

Phase 5: Alternate spelling of the long /igh/ sound

- Write these words on cards: night, white, icy, twilight, life, wild, light, find.
- Show the children the card. Ask the children to find the long /igh/ sound. Underline it. Ensure the children link this new grapheme with the sound /igh/.
- Dot each phoneme/sound.
- Ask the children to read the word

THE WAY HOME FOR WOLF

Resources for Key Stage 1

COMPREHENSION

Wilf realises being part of the pack is more important than being a leader.

- Ask the children to think of what it's like to be part of a team compared to being a leader. Which do they enjoy more? Why? Take feedback.
- Model thinking out loud about being Wilf finding himself alone without his pack: *I have fallen behind, the pack has gone on without me, I wish I had asked for help, I wish I was safe with my pack, I am scared and lost, what will I do?*
- Ask the children to write about their own feelings for Wilf and the other characters into the thought bubbles on the activity sheet.

THE WAY HOME FOR WOLF

Activity for Key Stage 1

COMPREHENSION



THE WAY HOME FOR WOLF

Resources for Key Stage 1

VOCABULARY: SOUND EFFECTS

- There are lots of onomatopoeic sound effect words in the story. Some of them are written in capital letters to make them stand out. Help the children find Wilf howling in delight: **ARRRRRRRRROOOOOOOOOOOOOOOOOO**, and the sound of the ice cracking: **CRACK KER-EEEEAK**. Have fun making the sounds effects
- The words to describe the sounds that the walrus and goose make are also onomatopoeia. Model how to say 'bellow' so it bellows, and 'honk' so it sounds like a honk! Challenge the children to find other onomatopoeic words to describe animal sounds e.g. moo, baa etc
- Rachel Bright helps us hear sounds in the story. Ask the children to think about the sounds they heard when you read: '*In this echoing song*' and '*The wild whipping wind, it whistled its tune.*'