

Shared reading

SECTION

3

Extract 1

- Read the first line and ask the children what they notice. How do we know this is not the beginning of a sentence? (The first letter of the first word is in lower case.) Ask the children if this part of the sentence makes sense on its own. Explain that it is a conjunctive word that joins two parts of a sentence. See if the children can suggest ways to begin the sentence.
- Read the next five lines. Ask a volunteer to underline and read out any dialogue. Discuss how dialogue is identified, and highlight the use of speech marks. Now ask individual children to

use different-coloured pens to distinguish the big skeleton's speech from the little skeleton's.

- Read the rest of the extract, then focus on the phrase *sang a song*. What do the children notice about the words? Highlight the shared initial 's' sound and final digraph 'ng'. Explain that 'a' and 'o' are vowels. Ask the children to help you write all the vowels on the board, then ask which vowel can not be inserted in *sang* to make a new word ('e'). You might like to read 'On the Ning Nang Nong' by Spike Milligan for word play around a similar construction.

Extract 2

- Read the first sentence, and recall from Extract 1 what the skeletons have *finished*.
- Highlight the 'wh' digraph in *When*, then challenge the children to find the other digraphs in the sentence (in *they* and *finished*). Can the children see what these three digraphs have in common? (They all have an 'h' sound.) Elicit another digraph with 'h' in it ('ch').
- Read the next four lines, then draw attention to the dash. Explain that it shows a pause. It indicates that the skeleton has had an 'afterthought'.

Re-read the sentence ignoring the dash. What effect does this have? (The lack of pause takes away the surprise, the punchline.)

- Read the rest of the extract and recall that the skeletons also sang a song at the end of Extract 2. Why do the children think the skeletons sing?
- Look at the word *together* and point out that it contains three small words. Ask the children to write the three separate words. Now rejoin them. Note how the 't' and 'h' join to form 'th' and change the pronunciation of the word(s).

Extract 3

- This extract of patterned text contains a number of past tense verbs. After reading the text, ask the children to underline these words (*jumped, frightened, climbed* and *hid*) and look at the endings. Which is the odd word out and why? What would happen if we added 'ed' to *hide*? Can the children suggest other verbs we cannot add 'ed' to (for example, *run, swim, buy, teach,*

find, fly) and provide their past tense versions?

- Notice again the use of the dash. Elicit that its purpose here is to keep the reader in suspense (over a page break).
- Finally, compare the use of *and* in these sentences with the opening line of Extract 1. Explain that both parts of each sentence are shown here.

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