

Shared reading

SECTION

3

Extract 1

- Display an enlarged copy of the extract, and read it aloud together. Encourage the children to use knowledge of high frequency words, recognise alternative ways of spelling graphemes already taught (such as *whales*, *today* and *might*) and decode more challenging words such as *information* and *Greenpeace*.
- Ask the children to identify the two sentences in the letter by circling the capital letter at the start and full-stop at the end of each one. Ask: *Can you find any other capital letters in the extract?*

Explain that capital letters are also used for names of people and organisations, and find the names *Emily* and *Greenpeace*.

- Cover the opening and closing words: *Dear Greenpeace* and *love Emily*. Invite the children to read the letter, predict the missing words and write them in. Split the word *Greenpeace* into *Green* and *peace* to support spelling.
- Explore the accompanying illustration and discuss how it links with, and adds detail to, the text.

Extract 2

- Display an enlarged copy of the extract and discuss why it is in italics. (All the Greenpeace letters are printed in this way in the book.) Read it together. Ask: *Who is the letter from? Which closing word tells us it is a formal letter? (Sincerely.)*
- Ask the children to find two words that sound the same but have different spellings. (*No* and *know*.) Discuss the meaning of each word in the context of the letter. Ask: *Can you think of another word that has the same meaning as 'know'? (Understand.)*
- Invite the children to find the long words in the extract – *forcefully*, *migratory*, *distances*,

disappoint, *sincerely*. Write the words on the whiteboard and challenge the children to read each one by breaking it down and applying their phonic knowledge and skills. Praise children for their efforts and offer support if any words prove too difficult for them. Finally, read the words out loud in context to ensure the children's understanding.

- Explore the accompanying illustration and discuss how it extends the text information. (Emily is absorbing the information from Greenpeace on her way to school.)

Extract 3

- Display an enlarged copy of the extract and read it together. Discuss how the text indicates Emily's mood. Ask: *Do you think Emily was happy when she wrote this letter? Which words tell us this? (Happiest day and the fact that Arthur smiled.)* Talk about Emily's conversational way of writing to Greenpeace, indicated by the words *you'll never guess*, *I hope you don't mind* and *I said you loved him too*.
- Ask the children to find the exclamation marks in the extract. Explain that they demonstrate the depth of Emily's feelings and so the words preceding them should be read with emphasis. Invite children to read the sentences ending in

exclamation marks with this in mind.

- Explain that the dots after the word *sandwich* indicate that the reader should pause to increase the drama of the moment when Arthur and Emily say goodbye. Read this together, pausing appropriately to end the sentence with feeling.
- Point to the brackets enclosing the words *and Arthur* at the end of the letter and explain that this might indicate that Emily added his name as an afterthought. Talk about the meaning of the word *afterthought*.
- Explore the accompanying images with the class and discuss how they link with the text and extend the information.

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