

# Shared reading

SECTION

3

## Extract 1

- Read an enlarged copy of the extract and enjoy the rhythm and pace together.
- Ask for a volunteer to underline any adjoining words that start with the same sound. (*Rushy river, duckbill dinosaur, grim and grisly, two Tyrannosauruses.*) Explain that this is called alliteration. Can the children offer any of their own examples of alliteration?
- Ask the children to circle all the punctuation in the text. What do they notice about the way

the text is punctuated? Note how few full stops there are and how many commas. This is because the text has to flow.

- Look at the exclamation marks and ask the children to tell you what they are used for. What is an exclamation? Ask for examples of exclamations and notice what happens to the speaker's voice. Read the phrases with exclamation marks. Now remove them and see how it alters the reader's voice.

## Extract 2

- Read the first half of the extract together. Which word is repeated frequently in this passage? (*Little.*)
- What happens if you substitute the word *little* with the word *big*? Note that the two syllables of *little* create a sing-song effect.
- Ask the children to highlight any rhyming words in this first section. Do the rhymes have the same spelling endings? Note that *eggs* has a different spelling to *legs*.

- Now read part two of the extract. Ask the children which dominant sound they hear in this text? (The 'ee' sound.) Ask for volunteers to circle all examples of the 'ee' sound (but not necessarily the spelling). How many different ways is this sound represented? Look at the words *babies, be, T, baby, three, she, he, weedy, weak* and *beak*. List these words under the headings 'ee', 'ea', 'y', 'e' and 'ie'. Can the children think of other words they could add to these headings?

## Extract 3

- Read this extract and explain that a verb is a way of describing an action.
- Ask the children to highlight examples of verbs that end in 'ed' and 'ing' – for example, *hooted, landed, spluttering, clinging* and *whooshing*.
- Read these verbs again and ask the children to tell you which are in the present (are happening now) and which are in the past tense (have already happened).
- Invite the children to transfer the tense of the

'ed' words into 'ing' words and vice versa.

- Now direct the children's attention to the word *broke*. Ask: *Is this a verb? Can it have an 'ed' or 'ing' ending added? How can we change the tense of this word?* Write up the children's suggestions on the board and discuss how this verb is formed.
- As an extra challenge, ask the children to think of some other examples of verbs that cannot change tense by the addition of an 'ed' or 'ing' ending. Create a class list.

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