

Shared reading

SECTION

3

Extract 1

- Display and read an enlarged copy of Extract 1. Invite the children to discuss the information it conveys about the story and characters. Ask: *How soon are we introduced to the main character? (On line one.) What do we know about her appearance? From what you have read, and the illustration, do you think she is a wicked or a friendly witch? Who is the other character we meet in this extract?*
- Number each line and highlight the rhyming words to emphasise them. Introduce to the class

the notion that the text resembles a poem because of the shape and the regular rhyming words at the end of the lines.

- Together, examine the spelling of the rhyming words and highlight phonemes that have different graphemes, for example: *hat/plait* and *grinned/wind*.
- Focus on the last line and ask: *Does this line make you want to read more? What do you think might happen next?*

Extract 2

- Read an enlarged copy of Extract 2 together and then highlight the rhyming words at the end of the lines. Clap the rhythm as you re-read it, using greater volume to emphasise the rhyming words.
- Discuss the information conveyed by the descriptive words. Ask: *Which words tell us that the beast is really the witch's four friends? (Underline the words feathered, furred, four frightful heads and wings.) Which four words describe the sounds made by the beast? (They are yowl, growl, croak and shriek.)* Together, decide which friend was

responsible for each sound. Locate each of the witch's four friends in the illustration.

- Invite the children to circle words that describe the appearance of the horrible beast and how it moved (such as *rose* and *strode*).
- Focus on the punctuation in the beast's words on the last two lines and discuss the author's reasons for using exclamation marks and capital letters. Encourage the children to pretend to be the beast and, using a suitable voice, say these words with emphasis and volume.

Extract 3

- Display and read an enlarged copy of Extract 3. Encourage the children to use knowledge of high-frequency words and apply existing phonic knowledge to read words such as *stirred* and *cone*, as well as the nonsense sounds of the spell.
- Draw attention to the satisfactory sound created by repeating the word 'found' four times. Elicit that this repetition strengthens the rhythm, making it punchy. Also note that it emphasises a team effort, with them all working together.
- Focus on the nonsense sounds of the spell and emphasise how the repetition of the 'z' sound makes a satisfying jingle. Clap and chant the spell together.

● Discuss how this extract leads us to the ending. Establish whether this is a good ending by discussing the content of the extract. Ask: *Why was the witch casting a spell? How did the four friends help? What happened after the spell was cast?*

- Introduce the notion that the author creates a very satisfying story conclusion that leaves us eager to know what happens on their next broom adventure. Ask: *Do you like this ending? How does it leave you feeling? There is room on the new broom for all, so do you think they might travel together on further adventures? What kinds of problem do you think they'll encounter?*

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