

| | |
|--------------------------------------|-----------|
| Introduction | 4 |
| Using the CD-ROM | 5 |
| Curriculum links | 6 |
| About the book and author | 7 |
| Guided reading | 8 |
| Shared reading | 11 |
| Phonics & spelling | 15 |
| Plot, character & setting | 17 |
| Talk about it | 22 |
| Get writing | 26 |
| Assessment | 31 |

5. Cast a spell!

Objectives

To plan what they are going to write about.

What you need

Copies of *Winnie the Witch*, individual whiteboards, photocopiable page 30 'Cast a Spell!'.

Cross-curricular links

Art

What to do

- Explain to the children that witches, like magicians, are well-known for casting spells. However, in *Winnie the Witch*, we never find out what the words are to Winnie's spells, apart from the word 'Abracadabra!'.
- Explain that you would like them to come up with their own spells, either based on what happens in the book or on something else they would like to happen in their own lives.
- Tell the children: *While there is no proper way to write a spell, using rhyming words is very common and fun.* You could use the following as an example, based on spread 5:

Your body is black
But I'll turn it green
So next time it's dark
You will be seen.
- Ask the children to write their ideas on their whiteboards, including what they would like to say in their spell and any rhyming words. Encourage them to start composing their spells on the whiteboard if they feel confident.
- Next, hand out photocopiable page 30 'Cast a spell!' to the class and ask them to write their spells neatly, concentrating on good handwriting. They should only attempt this once they feel happy and confident about their spells.
- Children should also draw a picture to accompany their spell. This could make a great classroom display!

6. Letter writing

Objective

To punctuate sentences using a capital letter and a full stop.

What you need

Copies of *Winnie the Witch*, media resource 'Letter writing'.

Cross-curricular links

PSHE, art

What to do

- Ask the children if they have ever written a letter to someone well-known, such as a favourite TV character, Santa Claus, or an author.
- Explain that, today, they will pretend to write a letter either to Valerie Thomas or Korky Paul about *Winnie the Witch*.
- When writing their letter, ask them to consider what they might like to say to them, for example:
 - I liked the book because...
 - My favourite part was when...
 - I thought Winnie / Wilbur was...
 - I liked the drawings because...
 - I have a cat and it is / isn't like Wilbur because...
 - In the next book, I would love to see...
- Display the media resource 'Letter writing' and leave it on the screen as an example to refer to.
- Before and during this activity, remind children to use capital letters at the start of their sentences and full stops, question marks or exclamation marks at the end (you may wish to revise these before they start their letter writing). You could also talk about use of capital letters for proper names (for example, Winnie, Wilbur, Korky, Valerie and so on).
- Encourage the children to draw a picture from the book, if they wish, to accompany their letter.

Differentiation

Support: Encourage children to write a sentence rather than a paragraph if they find writing difficult.

Cast a spell!

- Now it's your turn! Write your own magic spell!

