

Before reading

- Talk with your child about the grapheme air
- Can they spot any 'air' s in the text?
- Ask your child to read the story - Encourage your child to use their phonics to help them read but give assistance if necessary. If they get stuck on a word, ask them if they can 'chop it up'. They should be able to show you how they do this (they chop the word in to phonemes (sounds) and then blend them together to help them decode).
- If you can print the story - ask your child to use a pencil to underline all the air graphemes. If you cannot print, you can still go through the story on the screen and spot as many words which have 'air' in as you can.

After reading

Ask your child the questions below. If they can't remember the answers encourage them to go back and reread the text to find them.

- What kind of text is this? (story - fiction)
- What do you know about Clair?
- What did Clair do at the park?
- What did Gair think was unfair?
- Why did Clair and Gair need a ticket? What do you think it was for?
- What colour was the ticket?
- Can you think of any other ways to say 'she set off to the park'? (e.g. she ran to the park. She skipped to the park etc.)
- What do you think Gair did when he left with his mum?
- Do you think Gair went back to the park the next day?
- What do you think Gair and Clair did the next day?

Activity

Ask your child to predict what happens next in the story. Discuss this with them (make sure it is a reasonable prediction based on what has happened so far). Ask them to decide what they think happens next and then write (or tell you) the next part of the story. They can draw pictures to illustrate their story too. If your child tells you the story, encourage them to write a least one sentence and draw a picture. Other children may want to (be able to) do more writing than this.

Remind your child to say their sentence before writing it down and to form their letters carefully as they have been shown in school (Use the letter formation mat in this week's work to help your child if they have forgotten how to form any of their uppercase or lowercase letters). Also, remind them to use their knowledge of phonics to help them spell. If they are unsure of how to spell a word ask them to chop it up into phonemes (sounds) to help them spell it. Use the phoneme mat (in this week's work) to aid them in choosing the correct spelling. Once written, remind them to check that they have used capital letters correctly and added a full stop at the end of their sentence. Ask them to read their sentence out loud to ensure it makes sense.

Then, say the next sentence before writing it down and again, once written, check it in the same way. Keep repeating this process until their story is complete. See if your child can then read their work back to you.