



Fun at the Beach

Book Band Lilac

Text Type Information

Length 8pp

Letters and Sounds Phase 1

Reception, term 1

Plot Summary

In clear, engaging photographs this book shows all the fun that a girl and her mum have during a day at the beach. There is plenty to talk about in the photos, including sun safety and a range of beach activities.

Text feature

- photographs

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25 8:1 (PNS) LIT 0–11b (CfE) RS1 (W) RT1 (NI)	Reading They demonstrate an understanding when talking with others about what they have read.	R t1, Text Structure Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately.
EYFS ELG 03, p.24 2:1 (PNS) LIT 0–02a (CfE) OS6 (W) T&L 4.1 (NI)	Spoken Language They develop their own narratives and explanations by connecting ideas or events.	R t1, Range of Texts Experience and respond to different types of books [...].
EYFS ELG 10, p.25 LIT 0–21a (CfE) WS1 (W) W2 (NI)	Writing They use their phonic knowledge to write words in ways which match their spoken sounds.	R, Grammar and Vocabulary for Impact Consistently assigns meaning to marks they have made.



Key

CfE = The Curriculum for Excellence (2009)

EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

R = Reception

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)

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Session 1: Reading

Before Reading



Sounds before Reading

If possible, bring in a big shell and give the children the chance to hold it to their ear to see if they can hear the sea. Talk about the noise the sea makes and see if you can make some sea-like sounds together using voices or simple instruments such as rainsticks. Encourage the children to experiment with soft and loud sea noises.

Walkthrough



Look together at the front and back covers. Read the title and talk about the photograph. Encourage predictions:

- Ask, "What do you think this book is going to be about?"
- Ask, "Have you ever been to the seaside? What kinds of things do people do at the beach?"
- Flip quickly through the book and see if the children's predictions were right.

During Reading

While the children read, ask them to think about the main question.

Main question: **What do the writing and numbers tell us about in the book? (R f1, Text Structure)**

Additional prompts to help you sample the children's reading:

Cover: What can you see on the covers? Which is the front cover? How do we know? Read the title of the book. Point to the bucket and ask, "Did I read the word for this?"

Pages 2–3: Can the children find numbers inside little suns? What information do they give us? (page numbers) Why is that useful? What is happening on this page to tell us that the little girl is just arriving at the seaside?

Pages 4–5: Ask the children to look for the page numbers. Are they at the top or bottom of the page? How do they know which way up they should go? What is happening now?

Pages 6–7: Is there any writing on these pages? What could writing say about the pictures?

After Reading

Discuss the main question with the group. Ask the children to find all the different bits of writing they can see in the book. Where is the writing? What kinds of things does it tell us?

Do the children remember what the little numbers in the suns are for?

Ask the children to suggest their own writing for each of the pages.



Session 2: Spoken Language & Writing

Sounds after Reading

Look at the picture on page 7 together, and ask the children what kinds of sounds the girl and her mum could be making as they splash in the sea. Play with sounds that are a bit like splashing water, e.g. 'splish', 'splash', 'splosh'! Encourage the children to make loud and soft splashing sounds. If you have a water play area in the classroom, children could experiment with pouring water from one container to another to see what watery sounds they can make.

Spoken Language

Ask the children to tell a partner about a time when they went to the beach or to a park. Encourage them to say what they did, and what they enjoyed most. Praise good listening as well as good talking!

(R t1, Range of Texts)

Writing

Using the PCM, ask the children to draw themselves playing ball on the beach with the girl. Encourage them to attempt to write some labels for the picture at their own level, e.g. writing their name or labelling the girl and the ball. **(R, Grammar and Vocabulary for Impact)**

Making Links

Set up the role-play, sand or water play area of the classroom to be like a beach, with towels and umbrellas, buckets and spades.