

Shared reading

SECTION

3

Extract 1

- Ask the children if anyone already knows the story of *Flat Stanley*. Recap how Stanley became flat and then read the first paragraph. Encourage the children to read aloud with you.
- Ask the children to look closely at the first paragraph and identify Arthur's spoken words. Invite them to point out the speech punctuation. Highlight the word 'Nobody', ask the children why the word has been written in italics and to read Arthur's spoken words aloud using expressive voices.
- Read the first sentence of paragraph two together. Speculate about what Stanley's parents had said to him.
- Ask the children to read on to the end of the extract. Highlight the verbs used to describe how Stanley flew: 'swooped', 'zoomed', 'curved', 'sideslipped' and 'circled'. Ask them if they think these are good action verbs to use and together draw up a list of other verbs that describe movement, for example, 'glided', 'whizzed' and 'soared'.

Extract 2

- This extract is from 'The Museum Thieves' and features the dialogue between the two thieves and Stanley. Point out how a change of speaker always begins on a new line.
- Read together from the beginning up to and including 'And what a pretty little thing she is, too.' Ask the children to say who the people talking are and what about. Invite volunteers to highlight the punctuation used in writing dialogue.
- Tell the children to read on to the end of the extract. Ask a volunteer to find an example of a word written in italics ('That'). Discuss reasons for using different font effects in stories and elicit that they can be used to show emphasis or volume. Ask another child to find the words written in upper case. What effect does this have on the way you read the words?
- Invite them to re-read the section in an expressive tone. Talk about the tone of the extract. Is it scary, exciting or funny? Ask the children to find examples to support their opinions.

Extract 3

- Explain that this extract features a dialogue between Stanley and Arthur, just before Arthur has his good idea.
- Ask volunteers to highlight the speech punctuation and show where new lines are used to show a change of speaker.
- Tell the children to read on to the end of the extract. When they have finished talk about the tone of this section. Suggest to the children, if needed, that the tone is more serious than most of the rest of the story. How did it make them feel while they read it? Discuss friendship with them and ask if they ever fall out with their friends. How does that make them feel? What do they do about it? Encourage the children to describe how Stanley and Arthur feel at the end of the extract and to support their opinions with evidence from the text.
- This extract does not tell readers what Arthur's idea is. Ask the children to predict what sort of idea he might have, based on what they have just read.

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