



Sea Snaps

Book Band Green A

RR Level 12

Text type Recount

Length 16pp (257 words)

Letters and Sounds Phase 5

Year 1, term 3

Phonics Bug Up to Unit 22

High-frequency words called,
I'm, here

Summary

This book explores the underwater world. Come with nature photographer Helen as she takes underwater pictures of a wide variety of sea-life.

Text features

- photographs
- index
- labels
- captions

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11 LIT 1–14a (CfE) RS7 (W) R10 (NI)	Reading Drawing on what they already know or on background information and vocabulary [...].	Y1 t3, Range of Texts Contribute to discussions about poems, stories and non-fiction texts [...].
Y1, RC, p.11 LIT 1–09a (CfE) OS7 (W) T&L 4.7 (NI)	Spoken Language Discussing word meanings, linking new meanings to those already known.	Y1 t3, Personal Response and Evaluation of Text Participate in discussion about what is read [...], taking turns and listening to what others say.
Y1, WC, p.14 LIT 1–28a (CfE) WS8 (W) W5 (NI)	Writing Composing a sentence orally before writing it.	Y1, Grammar and Punctuation for Accuracy Writing can be read by themselves and others.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing – composition, National Curriculum in England (2013)


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



PCM

Download cards for other curricula from:

www.activelearnprimary.co.uk



Session 1: Reading

Before Reading

Phonics for Reading

Turn to page 5 and ask the children to find a word with the sound /or/ as quickly as possible (*seahorse*). Ask a volunteer to write the word on the board and underline the /or/ sound. Can the children find a word with the /or/ sound on page 7? (*small*) Ask the children which letters make the /or/ sound here. (all) Can the children find a little word inside *small* which also has the /or/ sound? (all).

Walkthrough



Talk about the front and back covers. Encourage predictions:

- Do the children know what habitats you might find sea-life in?
- Have any of the children ever been to an aquarium? Share experiences.

During Reading

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

Main question: **What different sea-life habitats and animals do we find out about? (Y1 t3, Range of Texts)**

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

- Pages 4–5: Why might the seaweed be like a garden? (because it has different colours)
- How does the seahorse hold onto the seaweed? (by using its tail)

- Pages 6–7: Sound out the word *anemone* together. Use the prompts on the page to help.
- Page 9: Can the children read the word *animals*? Encourage them to break it up into syllables.
- Pages 10–11: Which animals are hiding in the rocks? (octopus and eel) Why might they lurk there? (to hide from the fish they prey on)
- Page 12: What lives on the seabed? (crabs and lobsters)

After Reading

Discuss the main question as a group. Go through the book together and note the habitats: seaweed garden, rocks, seabed and old ship. Identify which creatures can be found in each habitat.

Use the index on page 16 to try to remember what animals the children have learned about. Which animal would they like to find out more about? Talk about how you could do that.

Quick Finishers

Find your favourite picture in the book.
Write the names of the colours that you can see in the picture.

What is the brightest plant or animal you can find?



Session 2: Spoken Language & Writing

Phonics for Writing

Give the children the following letter/grapheme cards: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. Say the following words and ask the children to make them using their cards: ball, already, stall, almost, fall, talk, call. Prompt them to use the 'a' and 'l' to make the /or/ sound in the words.

Spoken Language

Choose one of the habitats and discuss the creatures that live there. Read the information in the book about that habitat. Ask the children to work with a partner and think of a question about one of the animals that they would like to find out about. Ask the children to share their question with the group. **(Y1 f3, Personal Response and Evaluation of Text)**

Writing

Using the PCM, the children can choose one of the sea creatures from the book and write a few sentences to explain why they like it. **(Y1, Grammar and Punctuation for Accuracy)**

Making Links

Use the Library and/or videos to find out about marine life. Create a sea-life collage with different habitats and creatures labelled.