



# All at Sea

**Book Band** White A

**RR Level** 23

**Genre** Fantasy fiction

**Length** 24pp (885 words)

**Letters and Sounds** Phase 6

**Year 2, term 3**

**Phonics Bug** Up to Unit 30

**Interest words** ahoy, blistered, comfy, aboard, challenged, flourish

## Plot Summary

The Potters and Captain Kev love life on the high seas. One day a ship is sighted full of pirates. They are not as nice as Kev and try to take various things. Dad shows them the Pirate Code so they have to fight to sort things out. The family outwit the bad pirates and end up befriending them.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 ENG 1–19a (CfE) RS7 (W) R11 (NI)	<b>Reading</b> [Make] inferences on the basis of what is being said and done.	<b>Y2 t3, Making Inferences</b> [Discuss books...], making inferences on [...] what is said and done and listening to what others say.
Y2, RC, p.18 LIT 1–09a (CfE) OR7 (W) T&L 6 (NI)	<b>Spoken Language</b> [Predict] what might happen on the basis of what has been read so far.	<b>Y2 t3, Prediction</b> Make a sensible prediction of what might happen and, when prompted, justify the prediction on [...] what has happened so far [...].
Y2, WC, p.21 ENG 1–31a (CfE) WS9 (W) W3 (NI)	<b>Writing</b> [Write] for different purposes.	<b>Y2, Text Structure and Purpose</b> Use different sentence forms (statement, question, exclamation, command) in their writing.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)

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

W = English in the National Curriculum for Wales Key Stage 1 (2008)



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# Session 1: Reading

## Before Reading

### Phonics for Reading

Read pages 2–3 together, and pause when you get to the word *piratical*. Ask the children for suggestions about how to tackle reading this word. Encourage them to use their phonic knowledge, and also look for comparisons to other words they know. Ask, *What other word does this word remind you of? (pirate) Is it easier to read the word if you think about other words that are like it?* While the children are reading independently, encourage them to use this strategy and make connections to words they already know (e.g. linking *clambered* on page 7 with ‘climb’).

### Walkthrough



Talk about the front and back covers. Encourage predictions:

- Have the children read the other books about Captain Kev and the Potters? What do they think will happen in this story?
- Do the children think that other pirates might cause trouble for Kev and the Potters? How could they get out of trouble?

### During Reading

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

Main question: **How can we tell the good pirates from the bad pirates? Were the bad pirates really bad? (Y2 t3, Making Inferences)**

*Additional prompts to help you sample the children’s reading:*

Pages 2–3: Check that the children can use their decoding skills to read *piratical*. Can they link it to the word *pirate* on page 2? What do the children think it means?

- Page 7: How does the writer make the other pirates seem to be bad? (They are fierce and they take without asking.)
- Pages 10–11: How does the writer make Red-Faced Ron seem scary and dangerous? (His name, the description, his snarly face in the picture.)
- Page 10: Do you think Gran is right that Red-Faced Ron has been in the sun too long? Can you see why she thinks this?
- Page 20: How are the two pirate ships different? Which boat would you choose to be a pirate on and why?
- Page 23: What clues show you that the pirates have changed for the better? (Their smiles, they are polite now, they want to belong to a good pirate gang.)

## After Reading

Discuss the answer to the main question as a group. Captain Kev makes a judgement about the other pirates when he says, “Not all pirates are as nice as me!” The bad pirates just ‘take’ and are described as fierce (p.7). They also don’t follow the Pirate Code as Dad points out! In the end the pirates aren’t all bad. They just want to have a nice comfy ship. Captain Kev and the Potters show how good they are by helping them. The ‘bad’ pirates all change during the fight. Sum up how the different pirates are beaten without anyone getting hurt. Read the story aloud (or use the e-book on the whiteboard or PC). Stop and read all the piratical dialogue in really ‘piratey’ voices!

### Quick Finishers

- What made the pirates want to stop fighting in the end?
- Think of another adventure that the pirates could have all together, and tell it to your partner.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Write the words *friendly* and *politely* on the board. Ask the children to tell you the the root words (*friend* and *polite*). Say that for most words you just add the the suffix *-ly* but if the word ends with 'y' the 'y' is swapped for an 'i' before you add *-ly*. Ask the children to add the suffix *-ly* to these words: *angry*, *fierce*, *secret*, *mighty* and *hearty*. Tell the children to use the words to describe part of the pirate fight.

### Spoken Language

Read one of the rules of the Pirate Code on page 9 to the group. Explain that a code is a group of rules that the pirates obeyed so that they could get along together on the boats. One other rule was that every pirate could vote and the Captain had to be chosen by the men. Can the children think of any other rules that pirates might have? Encourage the children to listen to each other's ideas and jot them down. **(Y2 t3, Prediction)**

### Writing

Use the ideas from the Spoken Language activity to create a list of Pirate Rules. Talk about how to order the different rules under headings (e.g. Treasure, Behaviour, Punishments). Ask the children to plan out the rules so that there are an equal number of rules under each heading.

Now discuss the best way to organise the rules clearly for the reader. You can use the PCM to structure this activity if you wish.

**(Y2 t3, Text Structure and Purpose)**

### Making Links

Make up a pirate song: use percussion and instruments. Make up a piratical dance to go with the song and perform it to the rest of the class!