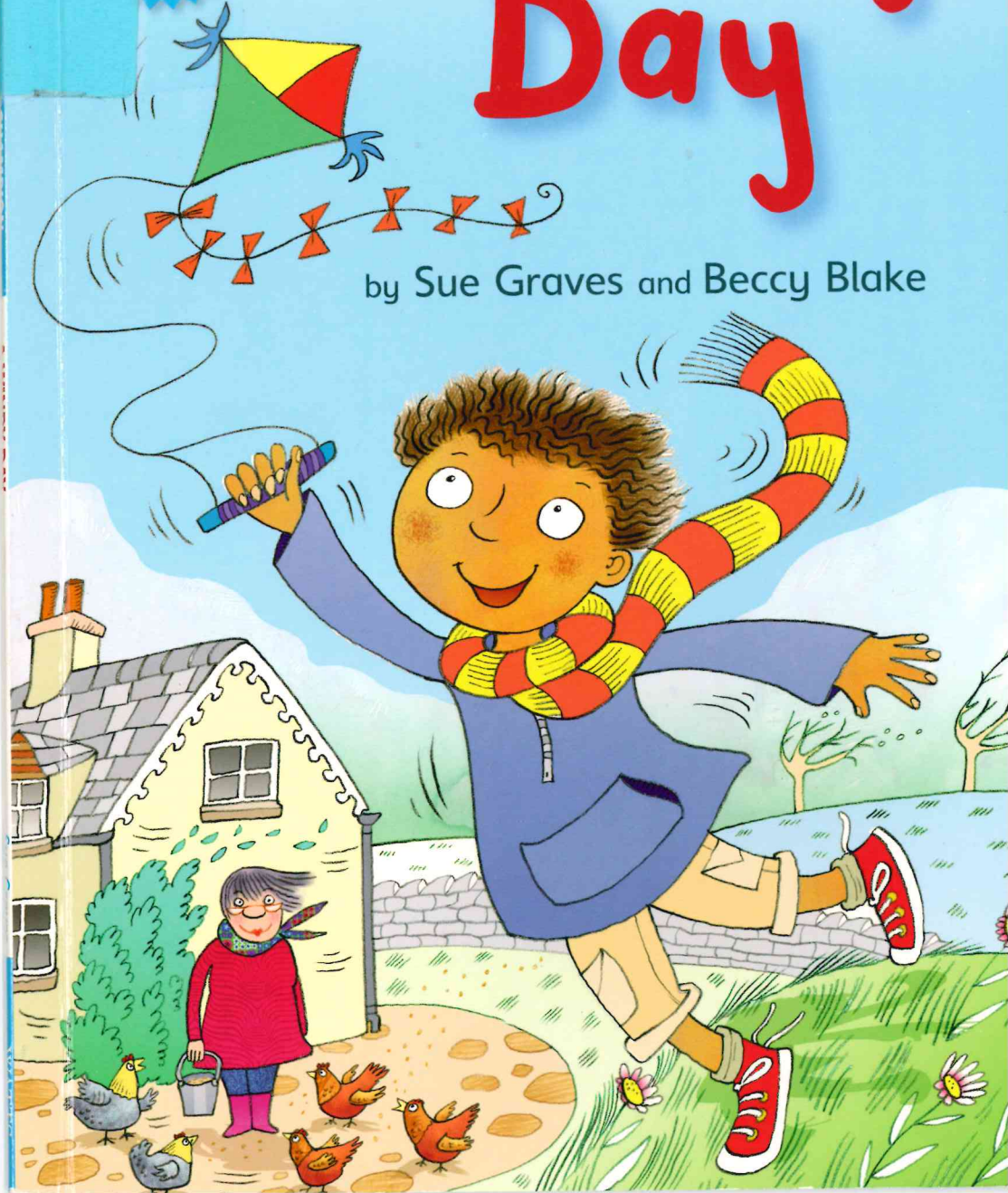




# A Windy Day

by Sue Graves and Beccy Blake





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by Sue Graves and Beccy Blake

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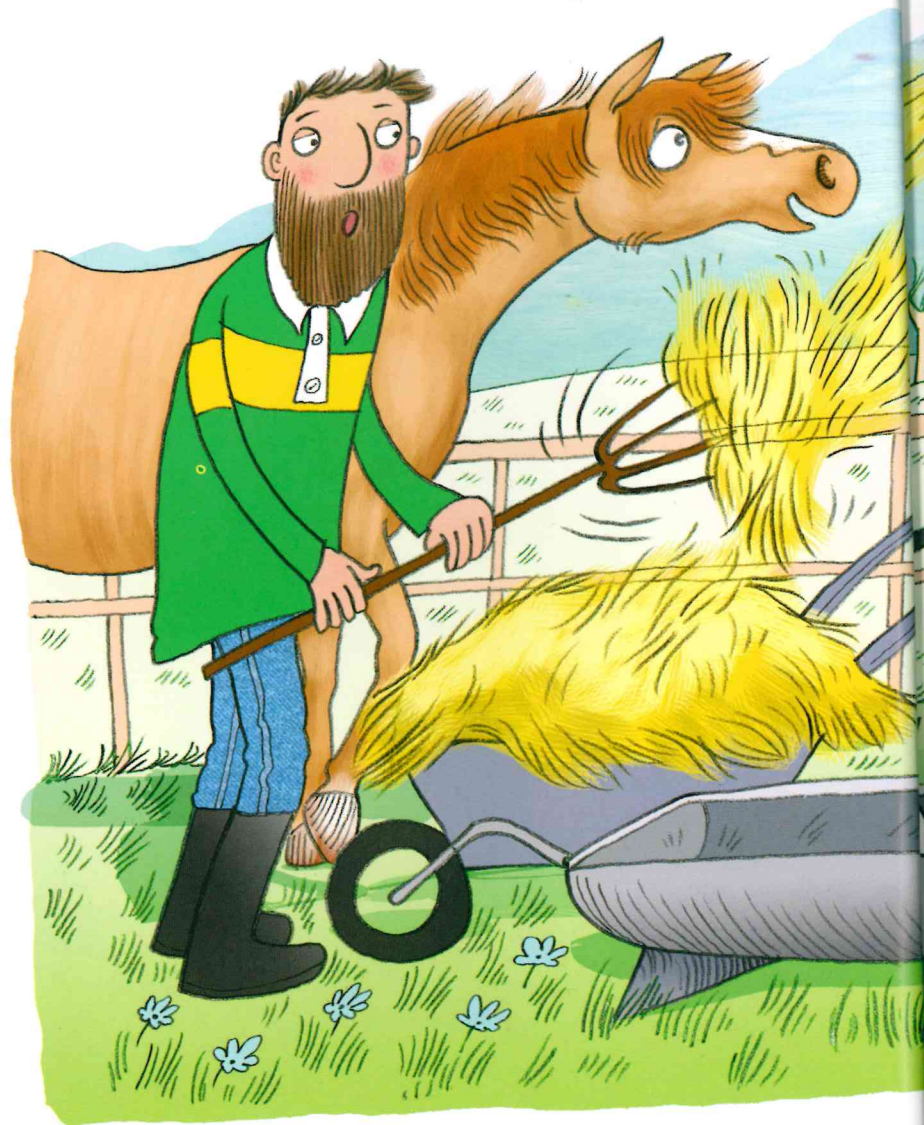
It was a windy day  
on the farm.





Dad went to feed the horses.

He gave them some hay.



But the wind blew  
the hay away.



Gran went to feed the hens.

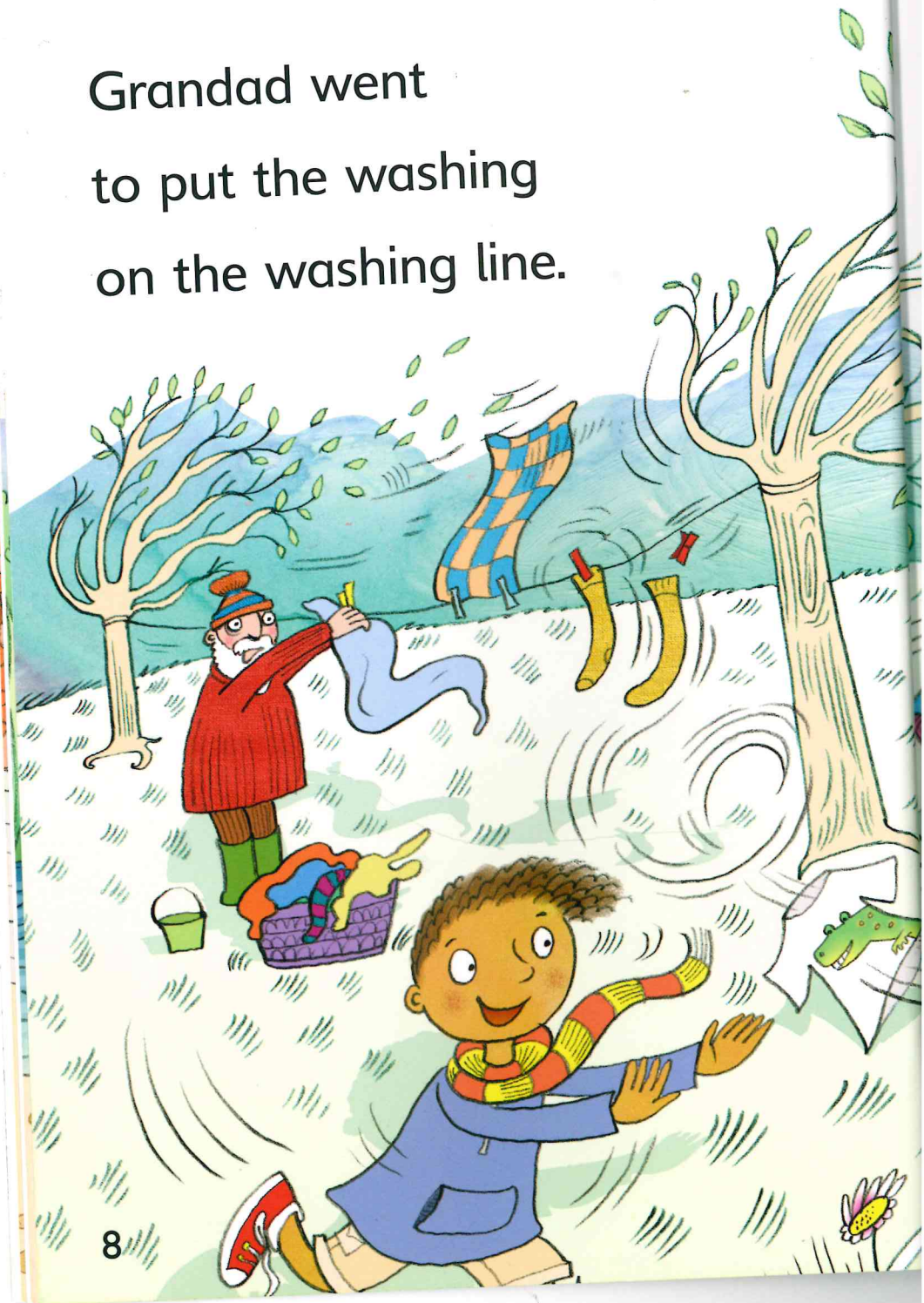
She gave them some corn.



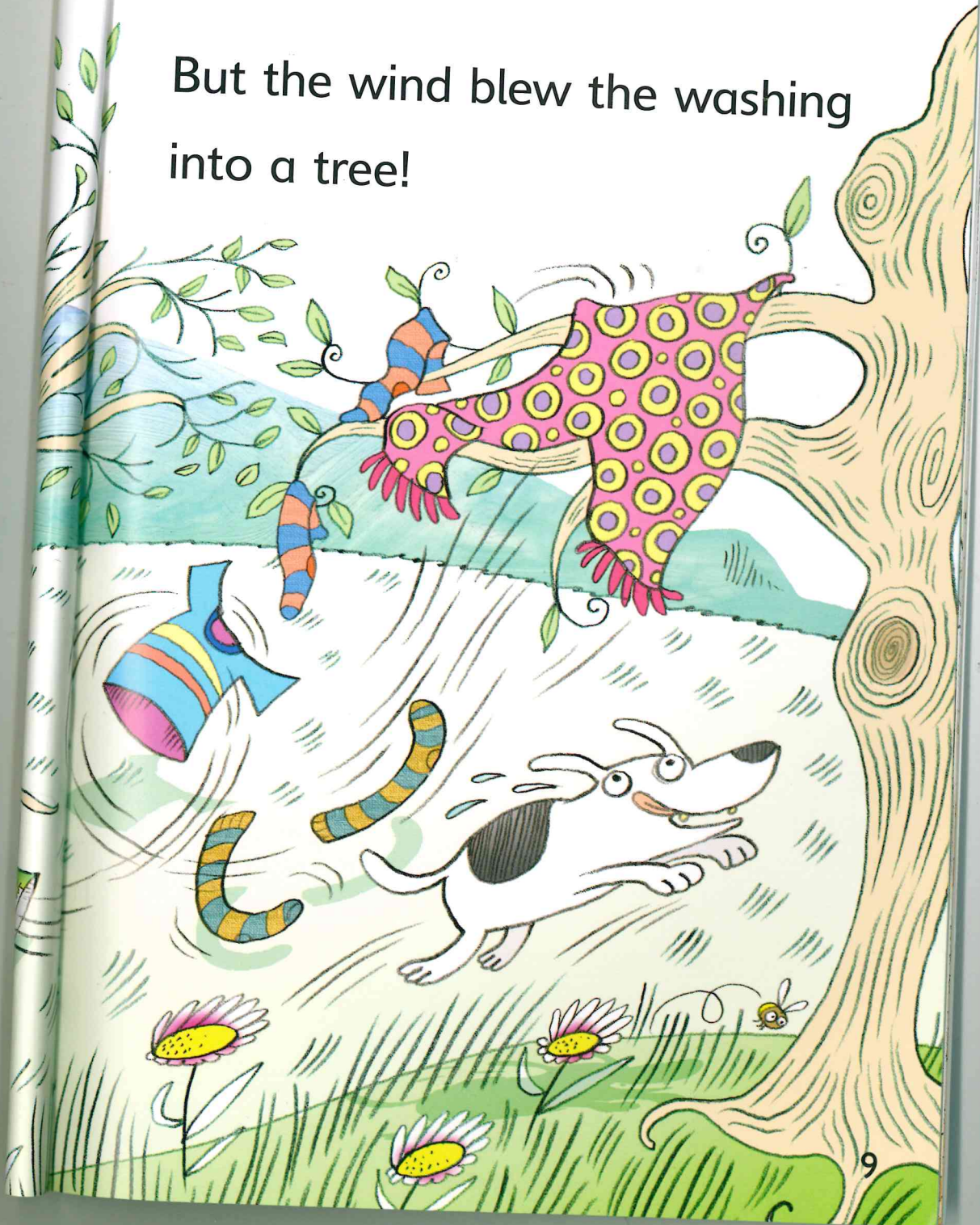
But the wind blew  
the corn away.



Grandad went  
to put the washing  
on the washing line.



But the wind blew the washing  
into a tree!



Mum and Dad made everyone  
a cup of tea.



“I don’t like windy days,”  
said Gran.

“We can’t do our jobs  
on windy days.”



“We can’t do our jobs,”  
said Josh.

“But we can fly my kite.”





They went outside.



The wind blew and blew.  
It blew the kite up and up.  
Josh held on to the kite.

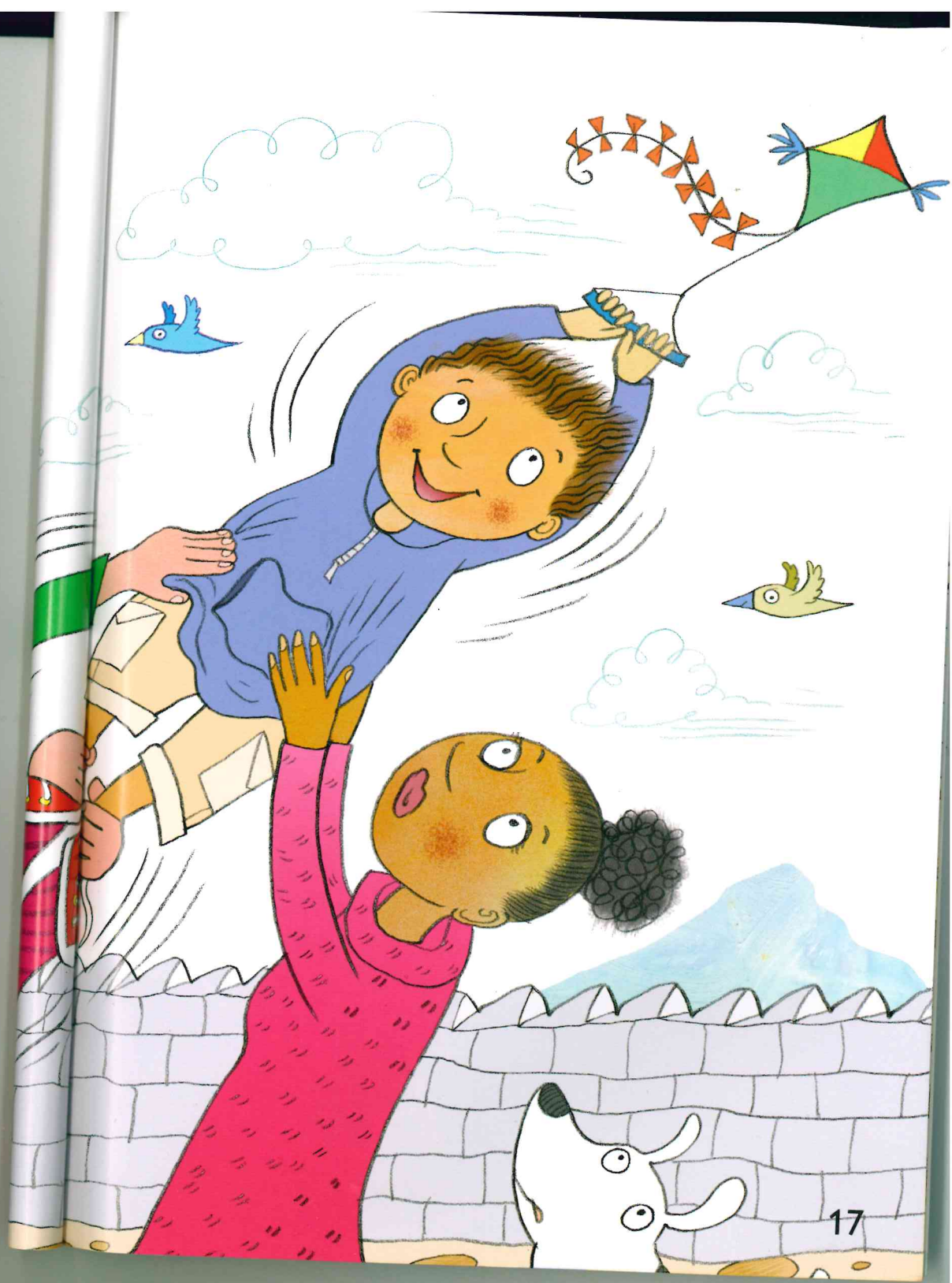


The wind blew and blew.  
and blew!

It blew Josh up and up.

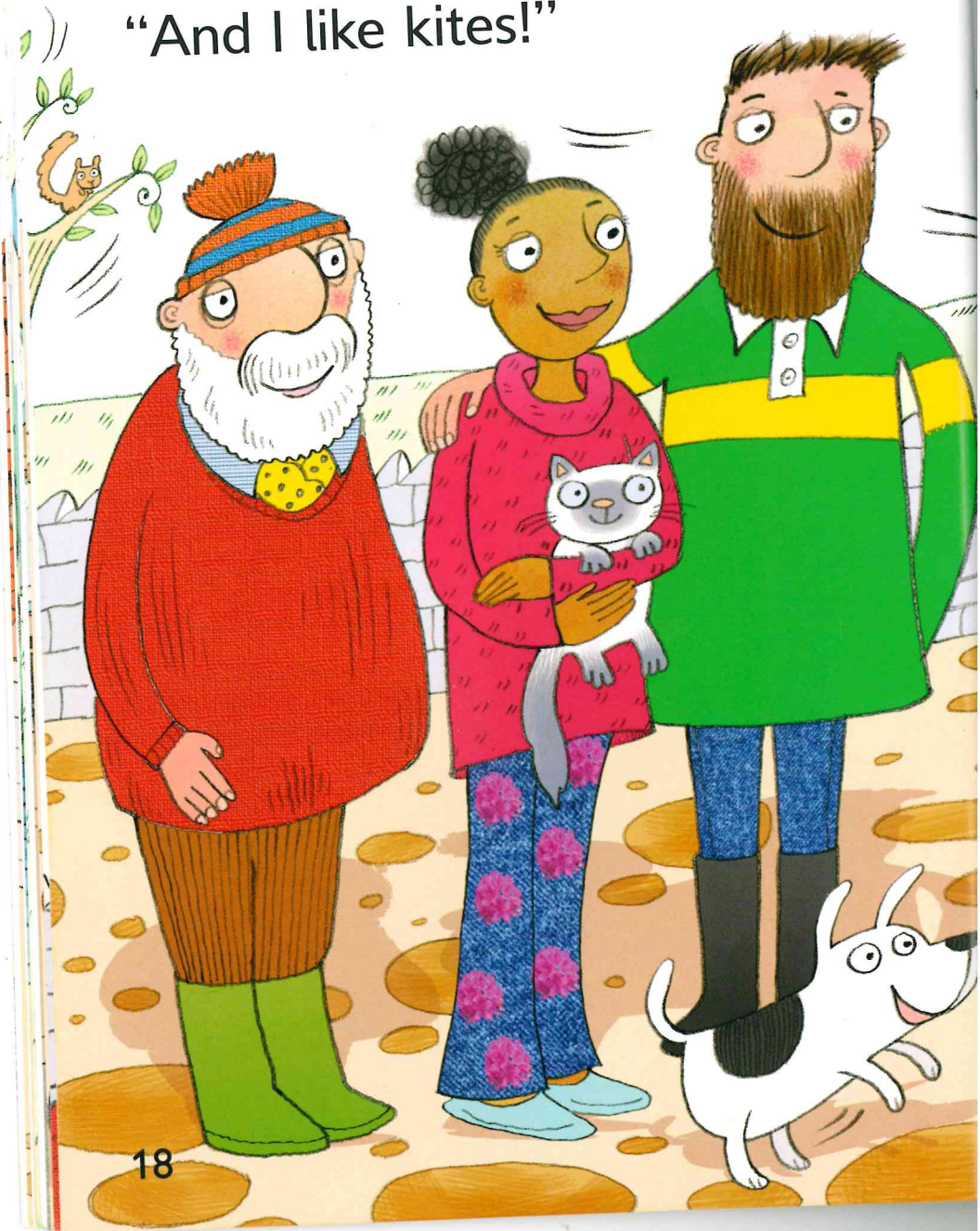
They held on to Josh.





“I like windy days,” said Gran.

“And I like kites!”





# Story trail



Start

Start at the beginning of the story trail. Ask your child to retell the story in their own words, pointing to each picture in turn to recall the sequence of events.





## Independent Reading

This series is designed to provide an opportunity for your child to read on their own. These notes are written for you to help your child choose a book and to read it independently.

In school, your child's teacher will often be using reading books which have been banded to support the process of learning to read. Use the book band colour your child is reading in school to help you make a good choice. A *Windy Day* is a good choice for children reading at Blue Band in their classroom to read independently.

The aim of independent reading is to read this book with ease, so that your child enjoys the story and relates it to their own experiences.

### About the book

It gets very windy on the farm, making all the jobs too hard. Josh finds something everyone can do on a windy day.

### Before reading

Help your child to learn how to make good choices by asking: "Why did you choose this book? Why do you think you will enjoy it?" Look at the cover together and ask: "What do you think the story will be about?" Support your child to think of what they already know about the story context. Read the title aloud and ask: "Where is the story set? What do you think the boy is going to do?" Remind your child that they can try to sound out the letters to make a word if they get stuck.

Decide together whether your child will read the story independently or read it aloud to you. When books are short, as at Blue Band, your child may wish to do both!

### **During reading**

If reading aloud, support your child if they hesitate or ask for help by telling the word. Remind your child of what they know and what they can do independently.

If reading to themselves, remind your child that they can come and ask for your help if stuck.

### **After reading**

Use the story trail to encourage your child to retell the story in the right sequence, in their own words.

Support comprehension by asking your child to tell you about the story. Help your child think about the messages in the book that go beyond the story and ask: "Why was Gran happy at the end of the story?"

Give your child a chance to respond to the story: "Did you have a favourite part? Do you like to fly kites? Why/Why not?"

### **Extending learning**

In the classroom, your child's teacher may be reinforcing punctuation and how it informs the way we group words in sentences.

On a few of the pages, ask your child to find the speech marks that show us where someone is talking and then read it aloud, making it sound like talking. Find the exclamation marks and ask your child to think about the expression they use for exclamations.

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Independent reading Blue 4



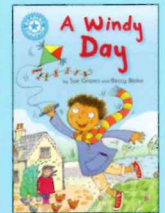
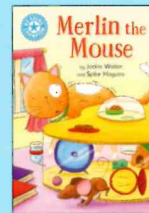
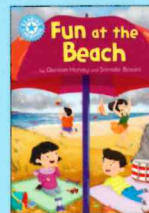
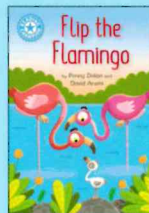
# A Windy Day

There's so many jobs to do on the farm. When it's too windy, Josh finds something he can do instead!

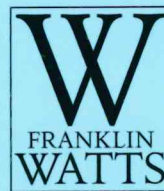
This Reading Champion story offers independent reading for children working at book band Blue 4 in the classroom.

**Series Consultants:** Dr Sue Bodman and Glen Franklin,  
UCL Institute of Education

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