

THE WAY HOME FOR WOLF

Resources for Reception

PHONICS

- Look at the pages where Wilf is helped by each animal. Do the children know what these animals are? Have fun making up sounds that the animals could make e.g. clicks for the narwhal, a bellowing sound for the walrus.
- The wolves make lots of sounds too. Wilf likes to howl and grunt, and when he is cross, he huffs. Ask the children to join in making some of Wilf's wolf sounds with you!
- Sing favourite animal-themed nursery rhymes and about journeys and getting lost e.g. Hey Diddle Diddle, Bingo (B-I-N-G-O), Little Bo Peep and The Bear went over the Mountain.
- Use instruments with the children to make LOUD and quiet sounds to accompany different moments as you read the book. Then think about instruments you could use to represent each animal e.g. a cymbal for the narwhal, drum beat for the moose's movements, bells for the bear moth.
- Find and talk about the rhyming words in the story e.g. tune/moon, growl/prowl, lead/need, front/grunt, snort/short and fellow/bellow. What other words can you think of that rhyme?
- Ask the children to imagine they are Wilf. Ask them to listen to the action words you are going to sound out. They must respond by doing the actions e.g. prowl, howl, climb, jump, stretch, curl up and huddle.

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COMPREHENSION

- Where do you think this story is set? What clues can you find in the book? In the images, we can get information from the landscape and the animals. The book sets the scene with phrases such as 'snow as high as their flanks' and 'Dusting diamonds of ice in a desert of white'.
- Talk about how the Wilf's feelings change throughout the story e.g. fierce, aggressive, playful, exhausted, lonely, happy, terrified, hopeful, proud, understood, confident, loved.
- Explore the meaning of the carefully crafted sentence 'A blanket of stars was his bed for the night'. Discuss how can the stars be a blanket.

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VOCABULARY

- This book is full of rich, wonderful words: prowl, scaled, breathless, strayed, deafening, rolling, spinning and majestic. Find the words in the book. What do they mean?
- Have fun acting out the verbs e.g. prowl, scaled, rolling and spinning.

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Activity Sheet for Reception

1. PHONICS: INITIAL LETTER SOUNDS

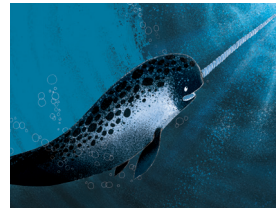
Match the initial letters to the names of the animals in the pictures,

e.g. W for Wolf

w



f



g



m



n



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Activity Sheet for Reception

2. COMPREHENSION: SEQUENCING EVENTS

Put the pictures in the correct order to retell the story.



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Resources for Key Stage 1

PHONICS

Phase 4: Reading words blending adjacent consonants

- Make cards with the words: help, end, growl, strength, shelter, grunt, stuck, jump.

With each card:

- Sound out the word e.g. h-e-l-p
- Ask the children to repeat the sounds and blend them in to the word: h-e-l-p help
- Show the children the card. Get the children to help you put a dot under each sound/phoneme.
- Ask the children to read the word.
- Words with long vowel sounds: ask the children to find the long vowel sound. Underline it. Dot each phoneme/sound.

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Phase 5: Alternate spelling of the long /igh/ sound

- Write these words on cards: night, white, icy, twilight, life, wild, light, find.
- Show the children the card. Ask the children to find the long /igh/ sound. Underline it. Ensure the children link this new grapheme with the sound /igh/.
- Dot each phoneme/sound.
- Ask the children to read the word

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COMPREHENSION

Wilf realises being part of the pack is more important than being a leader.

- Ask the children to think of what it's like to be part of a team compared to being a leader. Which do they enjoy more? Why? Take feedback.
- Model thinking out loud about being Wilf finding himself alone without his pack: *I have fallen behind, the pack has gone on without me, I wish I had asked for help, I wish I was safe with my pack, I am scared and lost, what will I do?*
- Ask the children to write about their own feelings for Wilf and the other characters into the thought bubbles on the activity sheet.

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Activity for Key Stage 1

COMPREHENSION



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Resources for Key Stage 1

VOCABULARY: SOUND EFFECTS

- There are lots of onomatopoeic sound effect words in the story. Some of them are written in capital letters to make them stand out. Help the children find Wilf howling in delight: **ARRRRRRRRROOOOOOOOOOOOOOOOOO**, and the sound of the ice cracking: **CRACK KER-EEEEAK**. Have fun making the sounds effects
- The words to describe the sounds that the walrus and goose make are also onomatopoeia. Model how to say 'bellow' so it bellows, and 'honk' so it sounds like a honk! Challenge the children to find other onomatopoeic words to describe animal sounds e.g. moo, baa etc
- Rachel Bright helps us hear sounds in the story. Ask the children to think about the sounds they heard when you read: '*In this echoing song*' and '*The wild whipping wind, it whistled its tune.*'