

KINGSCOURT / MCGRAW-HILL

INSIDE STORIES

&

The National Literacy Strategy

Correlation of Year 2 NLS Objectives
(Word Level, Sentence Level and Text Level Work)
to **Inside Stories** Set 2:

- Red Riding Hood
- The Fisherman and His Wife
 - Cinderella
- Jack and the Beanstalk

LITERACY
LINKS
PLUS

Correlation of
Year 1 NLS to
Inside Stories Set 1
also available

TEL
01628 502 730

FAX
01628 635 895

E-MAIL
enquiries@kingscourt.co.uk

WEBSITE
www.kingscourt.co.uk

Selected activities have been listed for each term to help teachers match *Inside Stories* with the term-by-term requirements of the NLS framework. However, all activities in *Inside Stories* are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Introduction

Why is Inside Stories a significant resource for the Literacy Hour?

- With 8 carefully sequenced titles, each of which includes a CD-ROM and extensive print support material, *Inside Stories* is an extremely substantial literacy programme.
- The stories featured in the series are springboards for more than 60 interactive activities that focus on *key skills* and are engaging, motivating, and easy-to-use. These activities *directly support the NLS, covering word level work, sentence level work and text level work.*
- The materials *support the structure of the Literacy Hour* – even if a school has only a small number of computers. Hundreds of print-outs and copy masters provide meaningful work that builds on the computer-based activities; this means that all children can be engaged with *Inside Stories*, even though only a few children at a time may actually be working at the computer.
- The series is *easy to use* for you and your pupils alike. For teachers, the resource material provides excellent support for lesson planning, and for record keeping and assessment. For children working at the computer, the programme provides continual supportive feedback and encouragement, even if a child's answers initially are incorrect. In addition, a high level of audio support makes the programme completely accessible for less confident readers, including EAL pupils.

Can I use Inside Stories in different parts of the Literacy Hour?

Yes! Inside Stories can be used in the following ways:

- *For whole-class teaching during the first half of the hour*, you can show *Inside Stories* on a large monitor or on a TV set linked up to the computer. This provides ideal opportunities for shared reading and discussion of the stories, and for explicit instruction in word and sentence level work, focusing on selected activities. (Activities that support particular objectives can always be easily located using your *Inside Stories* teacher's guides.)

- Following whole-class work, children in small groups or pairs can use *Inside Stories* for word and sentence level work *independently*. This makes *Inside Stories* invaluable for helping you to implement the vital “guided reading” part of the Literacy Hour. *While you are involved with a small group for guided reading, other children can be working on Inside Stories activities*. For this independent work, children can either be using computers for interactive activities*, or completing related follow-up print materials from the programme.
- Many of the print-out activities and copy masters focus on writing and strongly encourage creative and critical thinking. Discussion of this work can form a valuable part of the *plenary session* at the end of the Literacy Hour.

*Note: Every title has different activities, *and* every activity has many “layers” of content; this means that children can go back to an activity many times and keep meeting new examples.

How are the Correlation Charts organised?



The following charts show *Inside Stories*' comprehensive term-by-term support for NLS Year 2 Objectives for:

- **Word Level Work**
- **Sentence Level Work**
- **Text Level Work**

Listening and Speaking are interwoven throughout the entire programme; both through audio support and discussion during work at the computer, and through a range of suggested follow-up classroom activities focused on discussion, role-play, oral retellings, interviews, and so on.

The correlation charts make reference to each of the components of *Inside Stories*: CD-ROM based activities, follow-up activities in the form of print-outs and copy masters.

The following icons are used throughout the correlations:

- The CD icon () indicates an interactive activity on the CD-ROM
- The pencil icon () indicates written activities supported by print-outs and CMs, and designed to be completed after children have worked at the computer

These activities reinforce and extend skills and concepts developed through the CD-ROM activity; they also help to encourage creative and critical thinking.

Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Word Level Work



- Phonological awareness, phonics and spelling (NLS References **W1-W4**)
- Word recognition, graphic knowledge and spelling (NLS References **W5-W9**)
- Vocabulary extension (NLS Reference **W10**)
- Handwriting* (NLS References **W11, W12**)

*All print-outs/Blackline Masters provide practice in handwriting.

Red Riding Hood

- **The Story:** revising and extending the reading of words containing different spellings of long vowel phonemes (**W1, W2, W3**)
/ **The Story:** CMs 3, 4 (**W5, W7**)
- **Wolfy's Word Works: Work Station:** developing spelling skills (**W1, W2, W3, W9**)
/ **Work Station:** CMs 6, 7 (**W1, W2, W7**)
- **Wolfy's Word Works: Word Maker:** building words by combining beginnings and endings (**W7**)
/ **Word Maker:** CM 13 (**W7**)
- **All Mixed Up: Sequencing:** print-outs (**W7**)
/ CMs 15, 16, 17, 18 (**W5, W7**)
- **All Mixed Up: Speech and Thought Bubbles:** print-outs (**W7, W9, W10**)
/ CMs 21, 22, 23, 24 (**W1, W5, W7, W10**)
- **Race Through the Woods:** print-outs (**W5, W7, W10**)
CM 25 (**W5, W7, W9, W10**)

The Fisherman and His Wife

- **The Song and Story:** building individual collections of words (**W10**)
/ **The Song and Story:** CMs 1, 2, 3, 26–29 (**W10**)
- **Find a Rhyme:** investigating and classifying words with the same sounds but different spellings (**W4**); focusing on long vowel sounds (**W1**)
/ **Find a Rhyme:** print-out (**W4**)
CMs 4, 5, 6, 7 (**W2, W4**)
- **I Spy:** new words linked to particular topics (**W10**)
/ **I Spy:** CMs 8, 9, 10
- **Say It:** print-outs (**W1, W5, W7, W9, W10**)
CMs 11, 12, 13, 14 (**W7, W10**)
- **Most of All:** distinguishing between visually similar words (**W6**)
/ **Most of All:** print-outs (**W1, W2, W5**)
CMs 15, 16, 17, 18 (**W1, W2, W9**)
- **What's Missing?:** using knowledge of spelling and syntax to select letters to complete words (**W1, W2, W3**)
- **Which Fish?:** using common spelling patterns for long vowel digraphs (**W1**)
/ **Which Fish?:** CMs 20, 21, 22 (**W1, W5, W6**)
- **What's Wrong?:** print-outs (**W10**)
CMs 23, 24, 25 (**W10**)

Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Sentence Level Work



- Grammatical awareness
(NLS References
S1, S2)
- Sentence construction and punctuation
(NLS References
S3-S6)

Red Riding Hood

- **The Story:** reading the story (S3)
- / **The Story:** CMs 1, 2, 3, 4 (S4, S5)
- **Wolfy's Word Works: Work Station:** using meaning and syntax to guide word choice (S1)
- / **Work Station:** CMs 6, 7, 8, 9 (S1)
- **Wolfy's Word Works: Build a Sentence:** paying close attention to syntax in order to combine sentence parts correctly (S1)
- / **Build a Sentence:** print-outs (S4)
CMs 10, 11, 12 (S6)
- / **Wolfy's Word Works: Word Maker:** print-outs (S4)
- / **All Mixed Up: Sequencing:** print-outs (S4)
CMs 15, 16, 17, 18, 19, 20 (S4, S6)
- / **All Mixed Up: Speech and Thought Bubbles:** print-outs (S4)
CMs 21, 22, 23, 24 (S4)
- / **Race Through the Woods:** print-outs (S1, S4)
CM 25 (S4)

The Fisherman and His Wife

- / **The Song and Story:** CM 3 (S4, S5)
- / **Find a Rhyme:** CMs 5, 6 (S4)
- / **Say It:** print-outs (S4)
CMs 11, 12, 13 (S4, S5)
- / **Most of All:** print-outs (S4)
CMs 15, 16 (S4, S5)
- / **Which Fish?:** print-outs (S4)
CM 20
- / **What's Wrong?:** print-outs (S4)
CMs 23, 24, 25 (S4, S5)

Text Level Work



Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

- Reading comprehension (NLS References T1-T8)
- Writing composition (NLS References T9-T12)

Red Riding Hood

- **The Story:** identifying plot, storyline (T5)
/ **The Story:** CMs 1, 2, 3, 4, 5, 26–33 (T5, T6, T10)
- **Wolfy's Word Works: Work Station:** (T2, T4)
/ **Work Station:** CMs 6, 7 (T2, T5)
- **Wolfy's Word Works: Build a Sentence:** (T4)
/ **Build a Sentence:** print-outs (T5)
CMs 10, 11, 12 (T5)
- **All Mixed Up: Sequencing:** matching text to pictures (T4)
/ **Sequencing:** print-outs (T4)
CMs 15, 16, 17, 18 (T4, T11)
- **All Mixed Up: Speech and Thought Bubbles:** (T2)
/ **Speech and Thought Bubbles:** print-outs (T4)
CMs 21, 22, 23, 24 (T4, T5)
- **Race Through the Woods:** print-outs (T4, T11)

The Fisherman and His Wife

- **The Song and Story:** using phonological, contextual, grammatical and graphic knowledge (T2)
/ **The Song and Story:** CMs 1, 3, 26–29 (T4, T5, T6)
- **Find a Rhyme:**
CMs 5, 6 (T4)
- **Say It:** print-outs (T4)
CMs 11, 12, 13, 14 (T4, T11)
- **Most of All:** CMs 15, 16 (T4, T5)
- **Which Fish:** print-outs (T4, T11)
CMs 20, 21, 22
- **What's Wrong?:** print-outs (T11)
CMs 23, 24, 25 (T11)

Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Word Level Work



- Phonological awareness, phonics and spelling (NLS References **W1-W5**)
- Word recognition, graphic knowledge and spelling (NLS References **W6-W9**)
- Vocabulary extension (NLS References **W10, W11**)

The Fisherman and His Wife

- / **The Song and Story:** CMs 1, 2, 3, 36–29 (W10)
- ⊙ **Find a Rhyme:** securing the reading and spelling of the long vowel phonemes (W1, W2)
- / **Find a Rhyme:** CMs 4, 5, 6, 7 (W1, W2, W3)
- / **I Spy:** print-outs (W10)
CMs 8, 9, 10 (W1, W6, W9)
- / **Say It:** print-outs (W10)
CMs 11, 12, 13 (W10)
- ⊙ **Most of All:** print-outs (W10)
CMs 15, 16, 17, 18 (W10)
- / **What's Missing?:** using knowledge of spelling and syntax to select letters to complete words (W1, W3)
- / **Which Fish?:**
print-outs (W10)
- What's Wrong?:**
CMs 23, 24, 25 (W10)

Cinderella

- / **The Story:** CMs 1, 27–37 (W10)
- / **Palace Perils:** print-outs (W10)
- / **I Was There:** print-outs (W10)
CMs 10, 11, 12 (W10)
- ⊙ **Match the Meaning:** reading on sight high-frequency words (W7)
- ⊙ **Sounds Like...:** securing the reading of words containing long vowels (W1)
- / **Sounds Like...:** print-outs (W2)
CMs 18, 19, 20 (W1, W2)
- ⊙ **Oops!:** securing the reading and spelling of words (W1)
- / **Oops!:** CMs 23, 23, 25, 26 (W1, W2)

Sentence Level Work



Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

- Grammatical awareness (NLS References S1-S5)
- Sentence construction and punctuation (NLS References S6-S9)

The Fisherman and His Wife

- ⊙ **Say It:** using and extending knowledge of sentence structure (S4)
- / **Say It:** print-outs (S9)
CMs 11, 12, 13, 14 (S7)
- ⊙ **What's Missing?:** using knowledge of spelling and syntax to select letters to complete words (S1, S4)
- / **What's Missing?:** print-outs (S1, S4)
CM 19 (S9)
- ⊙ **Which Fish?:** completing sentences by choosing the most appropriate word (S4, S5)
- / **Which Fish?:** CMs 21, 22 (S4, S5)
- / **What's Wrong?:** CMs 23, 24, 25 (S5, S9)

Cinderella

- ⊙ **The Story (a play):** reading with appropriate intonation and expression (S2); investigating and recognising a range of other ways of presenting texts (S7)
- / **The Story:** CMs 32–37 (S3, S4)
- ⊙ **Palace Perils:** being aware of the need for grammatical agreement (S4)
- / **Palace Perils:** print-outs (S4)
CMs 6, 7 (S3, S4)
- ⊙ **Listen In:** identifying speech marks (S6); investigating ways of presenting texts (S7)
- / **Listen In:** print-outs (S6)
CM 14 (S7)
- / **Oops!:** CMs 21, 22, 23, 24, 25, 26 (S3, S4)

Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Text Level Work

- Reading comprehension (NLS References T1-T11)
- Writing composition (NLS References T12-T15)



The Fisherman and His Wife

- **The Song and Story:** using phonological, contextual, grammatical and graphic knowledge (T2)
- / **The Song and Story:** CMs 1, 3, 26–29 (T3, T14)
- / **I Spy:** CMs 8, 9, 10
- / **Most of All:** CMs 15, 16
- / **What's Missing?:** reading for meaning (T2)
CM 19
- **What's Wrong?:** reading carefully for meaning (T2)
- / **What's Wrong?:** print-outs (T20)
CMs 23, 24, 25 (T13, T14)

Cinderella

- **The Story:** considering storyline, setting and characters (T3, T4, T5)
- / **The Story:** CMs 1, 2, 27–37 (T6)
- **Palace Perils:** thinking carefully about characters and events in the story (T5, T6)
- / **Palace Perils:** print-outs (T14)
CMs 6, 7, 8, 9 (T5, T6)
- **I Was There:** using knowledge of the story and characters (T5, T6)
- / **I Was There:** print-outs (T5)
CMs 10, 11, 12 (T6)
- **Listen In:** using knowledge of the story and characters (T5, T6)
- / **Listen In:** print-outs (T7)
CM 14 (T7)
- **Sounds Like...:** choosing the correct homophone to make a meaningful sentence (T2)
- / **Sounds Like...:** print-outs (T2)
CM 18 (T2)
- **Oops!:** locating key words and phrases in text (T5)
- / **Oops!:** print-outs (T13)
CMs 21, 22, 23, 24, 25, 26 (T13, T14)

Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Word Level Work

- Phonological awareness, phonics and spelling (NLS References **W1-W3**)
- Word recognition, graphic knowledge and spelling (NLS References **W3-W8**)
- Vocabulary extension (NLS References **W9, W10**)



Cinderella

- **The Story/Play:** reading on sight high-frequency words (**W5**); extending vocabulary with collections of significant words (**W9**)
CMs 27–37
- **Palace Perils:** reading on sight high-frequency words (**W4, W5**)
/ **Palace Perils:** print-outs (**W4**)
CMs 6, 7, 8, 9 (**W1, W4**)
- **I Was There:** securing reading of high-frequency words (**W4**)
/ **I Was There:** print-outs (**W4**)
CMs 10, 11, 12 (**W9**)
- **Match the Meaning:** using words/phrases that express same or similar meanings (**W10**)
/ **Match the Meaning:** print-outs (**W10**)
CMs 15, 16, 17 (**W10**)
- **Sounds Like...:** exploring key letter clusters within words (**W1, W2, W3**)
- **Oops!:** developing spelling skills (**W1, W2, W3**)

Jack and the Beanstalk

- **The Story:** reading new words linked to particular topics (**W9**)
CMs 5, 6, 26–29
- **What's Next?:** reading on sight high-frequency words (**W4, W5**)
- **Make a Match:** developing understanding of contractions (**W10**)
/ **Make a Match:** print-outs (**W9**)
CMs 12, 13, 14, 15 (**W10**)
- **Link Ups:** print-outs (**W1**)
CMs 19, 20 (**W9**)
- **Funny Faces:** print-outs (**W10**)
CMs 21, 22 (**W1, W10**)

Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Sentence Level Work



- Grammatical awareness (NLS References S1-S3)
- Sentence construction and punctuation (NLS References S4-S7)

Cinderella

- **The Story/Play:** focusing on qualities of expressive reading (S1)
- / **The Story/Play:** CMs 1, 2, 3, 27–37 (S2, S3, S5)
- / **Palace Perils:** print-outs (S5)
CMs 6, 7 (S5, S6)
- / **I Was There:** print-outs (S5)
CM 10, 12 (S5)
Related activities p. 19 (S5)
- / **Listen In:** print-outs (S5)
CM 14 (S5)
- / **Sounds Like...:** print-outs (S5)
- / **Oops!** print-outs (S3, S5)
CMs 22, 23 (S5)

Jack and the Beanstalk

- **The Story:** reading the story (S1)
- / **The Story:** CMs 1, 2, 3, 4, 5, 6, 26–29 (S2, S3, S5)
- **What's Next?:** exploring sentence structure (S2, S3)
- / **What's Next?:** print-outs (S2)
CMs 7, 8, 9 (S5, S11, S12)
- **Hen House:** exploring a variety of sentence structures (S5)
- / **Hen House:** print-outs (S2)
CMs 16, 17, 18
- **Link Ups:** using grammatical agreement (S2); identifying boundaries between separate sentences (S10)
- / **Link Ups:** print-outs (S5, S10, S11, S12)
CMs 19, 20 (S5)
- / **Funny Faces:** print-outs (S5)
- / **Find the Way:** print-outs (S2, S11, S12)
CM 25 (S2)

Text Level Work



Selected activities have been listed for each term to help teachers match **Inside Stories** with the term-by-term requirements of the NLS framework. However, all activities in **Inside Stories** are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

- Reading comprehension (NLS References T1-T8)
- Writing composition (NLS References T9-T12)

Cinderella

- **The Story/Play:** using phonological, contextual, grammatical and graphic knowledge (T2) CMs 2, 3, 4, 5, 27–37
- **Palace Perils:** using phonological, contextual, grammatical and graphic knowledge (T2) CMs 6, 7, 8, 9
- / **I Was There:** print-outs (T10) CMs 10, 11, 12
- / **Listen In:** print-outs (T10) CMs 13, 14
- **Oops!:** reading carefully for meaning (T2)
- / **Oops!:** print-outs (T10) CMs 21, 22, 23, 24, 25, 26 (T10)

Jack and the Beanstalk

- **The Story:** reading the story (T1, T2)
- / **The Story:** CMs 1, 2, 3, 26–29 (T3, T9, T12)
- **What's Next?:** using phonological, contextual, grammatical and graphic knowledge (T2)
- / **What's Next?:** print-outs (T9) CMs 6, 7, 8, 9 (T9)
- **Pick a Picture:** noticing the difference between spoken and written forms (T3)
- / **Pick a Picture:** print-outs (T10) CMs 10, 11 (T10)
- **Link Ups:** using knowledge of storyline and characters (T10)
- / **Link Ups:** print-outs (T3, T10) CMs 10, 11 (T3, T10)