



# Summer Storm

Sample

Written by Emma Lynch

A young child with short brown hair, wearing a yellow shirt, is shown in profile from the chest up, looking out a window. The window is covered in raindrops, and the child's hands are pressed against the glass. The background outside the window is a blurred, rainy landscape with greenery and a blue sky. The text 'Summer Storm' is overlaid in a large, blue, 3D-style font in the upper right quadrant. A diagonal watermark 'Sampler' is visible across the center of the image.

# Summer Storm

Sampler

Written by Emma Lynch



It is a hot summer night.  
It has been hot all week.



Now a storm is gathering.  
It gets darker and the rain  
will start to shower down.



We need to shelter.



We see a lightning flash and then we hear thunder.



If we see lightning as we hear the thunder, the storm is near.

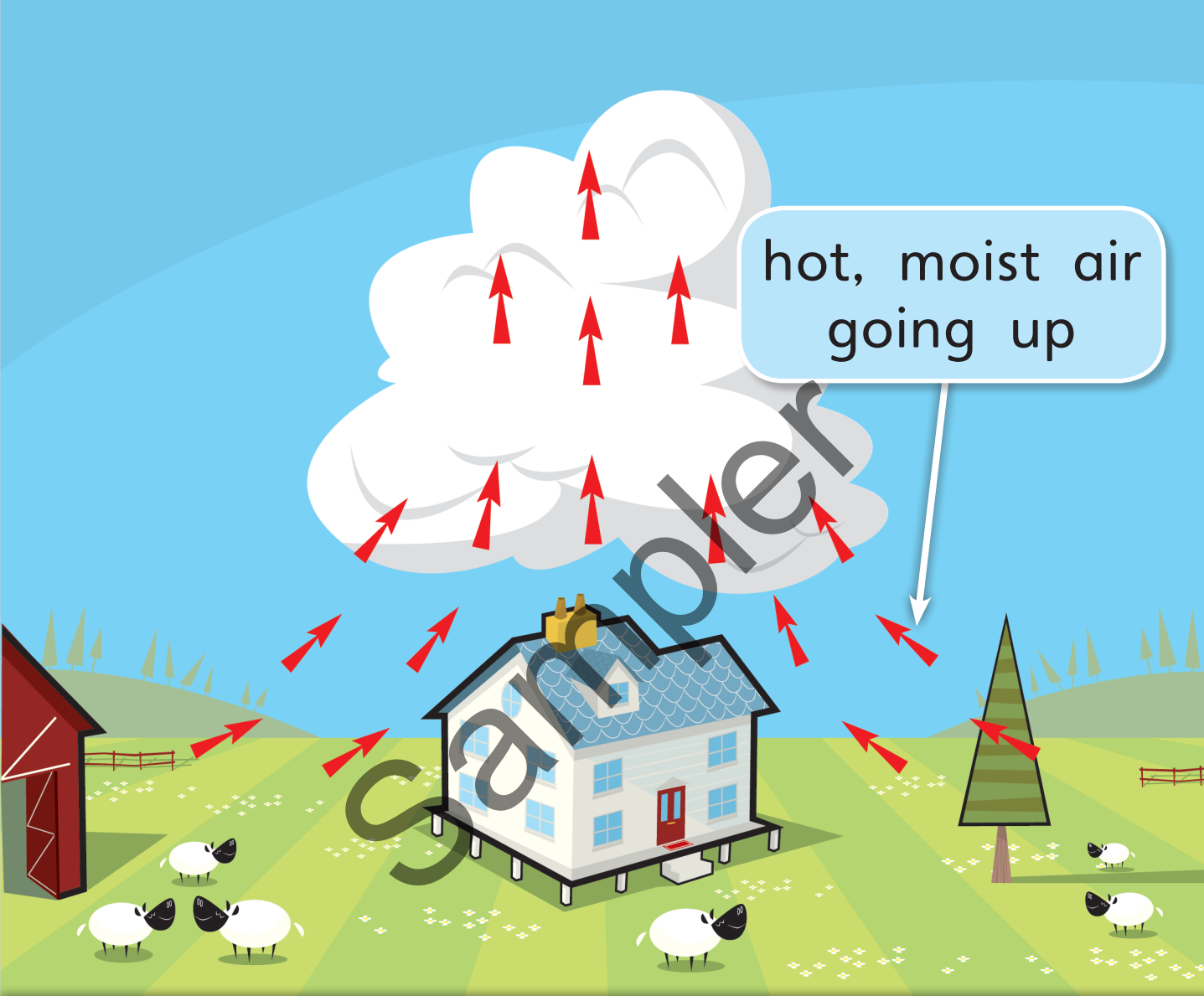


The lights flicker. The power might go off.

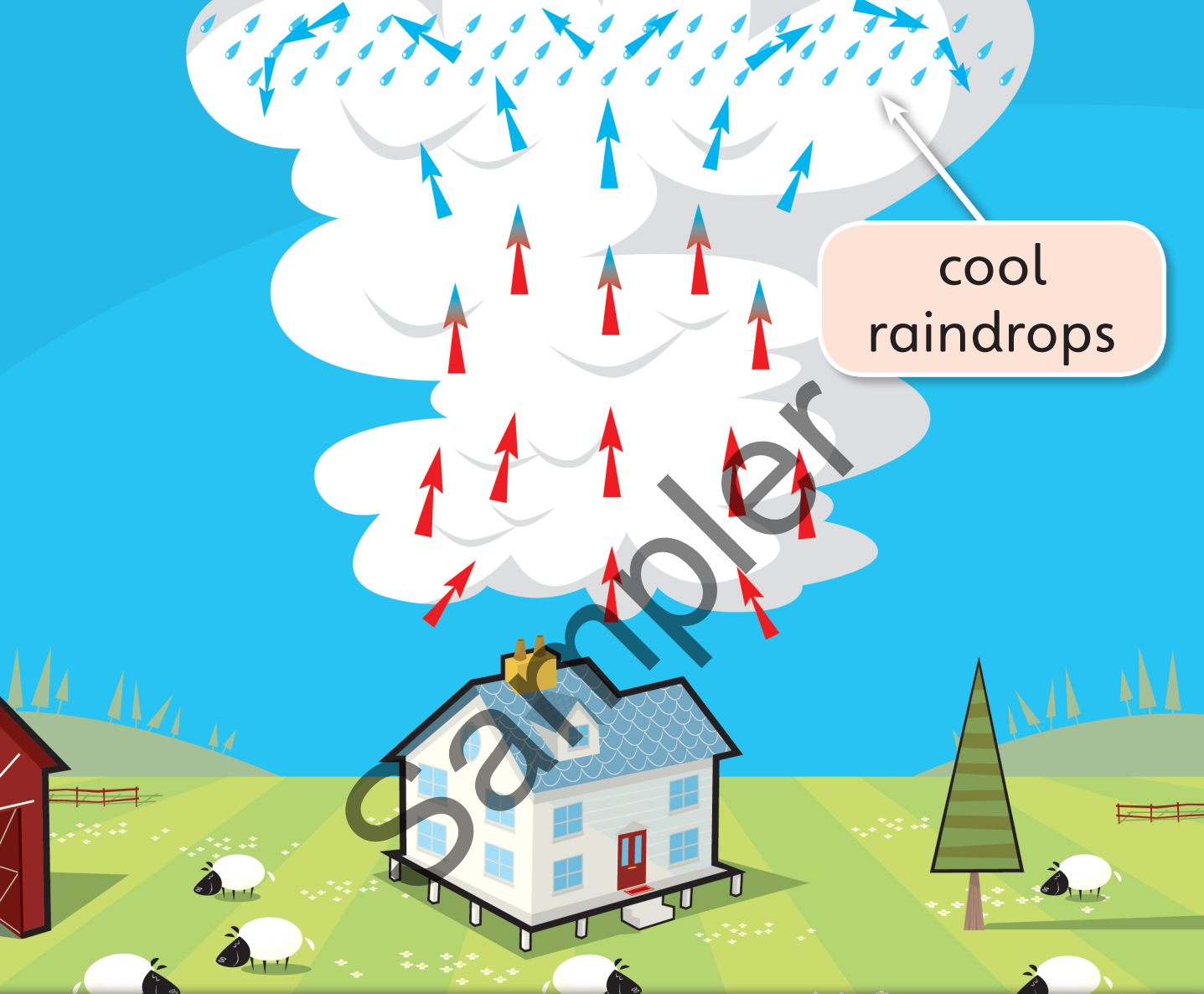




This is how a summer storm forms.



Hot, moist air travels up from the land.



The hot air cools. Raindrops form.



electric power

Pure electric power forms.



The electric power gets stronger and stronger.



The power zaps back down to the land as lightning.



The lightning hit was sudden  
and hot.



The sudden mix of hot and cool air forms thunder.





Storms are never just  
thunderstorms. Lightning  
and thunder go together.

# Before and during reading

## 1 Say the sounds

ear

air

ure

er

## 2 Blend the sounds

summ/er

gath/er/ing

show/er

shelt/er

hear

thund/er

near

flick/er

pow/er

air

pure

stron/ger

nev/er

to/geth/er

## 3 Read the tricky words

all

was

Point out the tricky bit of the word  
(i.e. the 'a' in 'all' sounds /or/)  
and then blend the rest.

## Comprehension

Ask the children to read the title and look at the cover photo. Have they ever seen or heard a storm? What did they see and hear?

## Vocabulary check

Check that the children understand the meaning of the following words: lightning, electric, power, moist, flicker, zaps.

## Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 9, point out that this part of the book will explain how a storm begins.
- Where there are labels on the pictures, encourage the children to read the text at the bottom first and then the labels. What do the labels show us?

More than one syllable?  
Blend one syllable at a time, e.g.  
sh-ow → show/er → shower;  
th-u-n → thun/d-er → thunder



# After reading

## Comprehension

- What facts about storms can the children recall from the text?
- What sometimes happens to the power in thunderstorms?
- Talk about why the children think some people find thunderstorms frightening, and encourage them to refer back to parts of the text to support their ideas, e.g. 'I think hearing thunder might frighten people.'



*Remember to  
prompt and praise!*

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# Follow up

## Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

## Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.
- Extra activity: ask the children to draw a stormy picture and then add some labels to their picture, using the segmenting for spelling technique outline above to attempt writing the words.

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# Summer Storm

PHONICS  
Phase 3  
Set 11



Thunder and lightning are in  
the air – a summer storm is here!



**Phonemes**  
ear, air, ure, er

**Tricky Words**  
all, was

This book links to Unit 11 of  
Phonics Bug Teaching Software



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