

The Wild Wet Wellington Wind

by Joy Cowley

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Overview

This poem vividly evokes the noise and movement of the vigorous Wellington wind. The text is strongly supported by the dynamic illustrations. This text is particularly suited to developing expressive reading and lends itself to innovation and fun with language. It links well with the poetic text *The Wind* and to the non-fiction text *Wind Power*.

Curriculum links: science, social studies, the arts

Text features

(Focus on only one or two per session.)

- the initial consonant blends “bl”, “br”, “cr”, “fl”, “sc”, “sl”, “spl”
- the digraph “sh” – “crash”, “splash”
- the rhyming words “slaps” and “flaps”; “blow” and “go”; “by” and “high”; “crash” and “splash”
- the compound words “tugboats” and “raincoat”
- the use of alliteration
- the use of onomatopoeia – “slaps”, “flaps”, “crash”, “splash”
- the structure of the poem – the first two lines on each page are repeated, and there is a refrain on every page
- the rhythm and power of the language
- the movement conveyed in the illustrations.

Setting the scene

Discuss the weather. Talk about the children’s experiences of windy days.

What do you see on a windy day? What do you hear? What do you like to do?

If some children in the group lack confidence with poetry, take the time to talk about the text features that they could come across. You could reread *The Wind* with the children. This would be a good introduction as it has many of the same poetic features – repetition, rhyme, and rhythm.

The first reading

Read the title. You may need to write “Wellington” on the whiteboard and show the children how they can split the word into chunks in order to decode it. Some children may recognise “ing” within the word. Savour the alliteration in the title. Read the names of the author and the illustrator.

Listen to the children read the text themselves, offering support as necessary.

Pages 2 and 3 – If necessary, reassure less confident children about the repetitive poetic structure.

Pages 4 and 5 – *What are the leaves doing? Yes, they're blowing in the wind.* Write “blowing” on the whiteboard and cover up the “ing” to establish “blow”.

Pages 6 and 7 – Draw attention to the initial sound “br”. You may have to tell them the word “breakers” if it is unfamiliar to them. Talk about why the waves are called “breakers”. Some children may need support with “tugboat”. Write the word on the whiteboard. *Can you break this into two words?* If necessary, explain what a tugboat is.

Pages 8 and 9 – Draw out the idea of “our family”. You may have to tell the children the word “our” if they can’t decode it from “out”. *What do you think “scurry” means?*

When the children have read through the text, read it again together, emphasising the rhythm and pace of the poem. Encourage expressive reading.

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, noting their use of expressive, fluent reading and attention to punctuation.

Focus on any of the initial consonant blends that the children may have been unsure of. Locate the words in the text and make a list of other words that start the same way.

Focus on the “sh” digraph in the words “crash” and “splash”. Suggest some other words that end this way (“dash”, “wish”, “fresh”, “rush”) and ask the children to spell them out on the whiteboard.

Find the compound words in the text. Think of other compound words ending in “boat” or starting with “rain”.

Use magnetic letters to show the connection between “our” and “out”. Build new words, such as “shout”, “about”, or “flour”.

Ask the children to find a word that rhymes with “blow” (“go”) or “by” (“high”). Note how the end sounds are spelled differently, even though they sound the same.

Identify the rimes in the words “crash” and “splash”, “flaps” and “slaps”, or “out” and “shout” and list other words that include these rimes. You could extend this activity by showing how the rime “ash” (as in “wash” or “squash”) sometimes has a different sound, but don’t do this if you think it will confuse the children.

Practise dramatising the onomatopoeic sentences to build up the ideas of the sounds and movement.

Focus on the use of alliteration in this text. Choose different initial sounds and create other examples together.

Read the Ready to Read book *The Wind* (Red level) together. Compare the structure of the two poems. *What is the same about these two poems? What is different? Do you prefer one to the other? Why?*

Focus on the illustrations and discuss the ways the illustrator has conveyed the sense of movement.

Suggestions for further activities

Read the Ready to Read book *Wind Power* (Orange level). Talk about things that are designed to make use of the wind.

Make kites and fly them on a windy day.

Innovate on the text, substituting a local place name or another weather feature, such as rain, sun, or mist.

Create and illustrate fun phrases that use alliteration.

Introduce alliterative phrases into handwriting lessons.

Read other poems together. Have a class poetry collection that the children can enjoy reading independently, alone, or with a buddy.