

Ben and the Flood

It was a Saturday morning and Ben was still stuck inside.

“Is it raining **again?**” Mum **asked**.

“Yes,” said Ben.

It had been raining for five days now and there were huge puddles **everywhere**. Ben sat and looked out of the window waiting for the rain to stop. He wanted to ride on the new bike he got for his birthday.

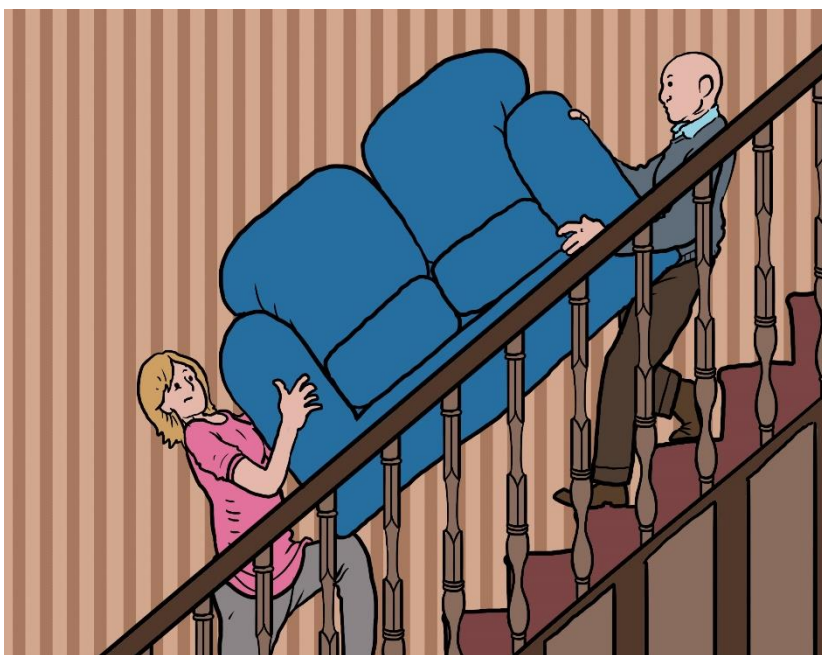


Mum said the rain should have stopped by now but it **hadn't**. Drip, drop, drip, drop, the rain kept on coming down.

After three more days there still was no sun and no playing on his bike. Mum was **worried**. The water had filled up the garden and was creeping up to the doorstep. Mum and Dad started moving **furniture** upstairs. Up went the sofa. Up went the **television**. Up went the coffee table.

Ben was getting worried too, “Why are we moving the sofa, Mum?” asked Ben.

“Because we might get flooded!” Mum **replied**. That sounded bad. The weather man on the television had said there were **flood warnings** and that some people had already been flooded.



Just then, blue lights were **flashing** outside the house. Ben ran over to the window and looked out. Outside, down the road, was a fire engine. Firefighters were **wading** up the street with water up to their knees.

“Dad, why are the firefighters here?” Ben asked.

“Don’t worry Ben, they are here to help us,” said Dad.

Just then, a small boat floated past the window. In it were people wearing bright jackets. A tall man jumped out of the boat and walked up to the door. Bang, bang, bang went the door.

“Hello?” called the man. He walked inside the house and talked to Mum and Dad. In a rush, Mum and Dad grabbed a jacket and pushed Ben to the door.



“Ben, don’t be worried. The man has come in a boat to help us. We need to get into his boat and **leave** the house.” Dad said. Ben and his family went out of the door with the man. The water came up to Ben’s tummy but he held on tight to his Dad. They walked through the garden to the boat and got in. In the boat were Mr and Mrs Smith from next door. “Hi, Ben,” said Mrs Smith, “This is **exciting**, isn’t it? The firefighters are taking us to the town hall. Don’t worry Ben, the water will go down soon. We will **remember** today as the day we were **rescued** from the **great** flood!” said Mrs Smith.

By Laura Baggleley

Ben and the Flood – Follow-Up Work

Who is the main character in the story? (C2)

Why is the title called “Ben and the Flood”? (S1)

Have you ever seen a flood? (P1)

Explain what happened in the story. (S2)

How do the pictures help you to understand the story? (T2/1b)

What is the main event in the story? (S1)

Can you think of another way to begin the story? (S1)

What features tell you this is a story? (T2/1b)

Find some amazing adjectives in the story. (C3)

Ben and the Flood – Vocab 1

Write the meaning of each of the words.

again _____

asked _____

everywhere _____

hadn't _____

worried _____

furniture _____

television _____

replied _____

flood warnings _____

flashing _____

wading _____

leave _____

exciting _____

remember _____

rescued _____

great _____

Ben and the Flood – Vocab 2

Choose the correct word from the box below to complete the sentences.

remember	replied	rescued
wading	worried	everywhere

It had been raining for five days now and there were huge puddles

_____.

Mum was _____.

Firefighters were _____ up the street with water up to their knees.

“Because we might get flooded!” Mum _____.

We will _____ today as the day we were _____ from the great flood!”

Draw a line from the words below to match it with its synonym.

rescued

one more time

great

saved

again

serious

Ben and the Flood – SPAG

Read the sentences below about the story and put them in the right order in the table underneath.

Ben and his family were rescued. A man knocked on the door.

It was raining. Mum and Dad moved the furniture upstairs.

1.
2.
3.
4.

Put the correct punctuation and capital letters in the sentences below.

- mum and dad started moving furniture upstairs
- up went the television up went the coffee table
- “hi, ben, said mrs smith.

In the sentences below underline the conjunction.

1. The weather man on the television had said there were flood warnings and that some people had already been flooded.

2. It was a Saturday in April and Ben was stuck inside.

Ben and the Flood – Oral Teacher Questions

Who is the main character in the story? (C2) **Ben. He is a child living at home with his mum and dad.**

Why is the title called “Ben and the Flood”? (S1) **The event in the story is about a flood. Ben is the main character.**

Have you ever seen a flood? (P1) **Personal response. Children to link their own experiences to the text.**

Explain what happened in the story. (S2) **The boy and his family were rescued from a flood outside of their home. They were taken in a boat to the town hall.**

How do the pictures help you to understand the story? (T2/1b) **They help you to picture what is going on in the text.**

What is the main event in the story? (S1) **A man arrived to rescue Ben and his family using his boat.**

Can you think of another way to begin the story? (S1) **Personal response. Can the children begin the same story in a different way?**

What features tell you this is a story? (T2/1b) **Speech marks, narrative style, author’s name at the end.**

Find some amazing adjectives in the story. (C3) **Huge, new, small, tall, great.**

Ben and the Flood – Vocab 1

Write the meaning of each of the words.

again – another time or once more

asked – say something to get an answer

everywhere – in all directions and places around

hadn't – had not

worried – a feeling of distress about someone or something

furniture – big things in a room like the sofa, cupboards, tables

television – something used to watch moving pictures on

replied – to answer a question with words or writing

flood warnings – to tell people of danger when there is a flood coming

flashing – a light that goes on and off quickly, again and again

wading – walking through water slowly which is hard and tiring

leave – to go away from

exciting – to feel excited or eager for something to happen

remember – to think about a memory that happened in the past

rescued – to be saved or helped when in danger

great – in the story it is used to describe something as serious or large

Ben and the Flood – Vocab 2

Choose the correct word from the box below to complete the sentences.

remember	replied	rescued
wading	worried	everywhere

It had been raining for five days now and there were huge puddles **everywhere**.

Mum was **worried**.

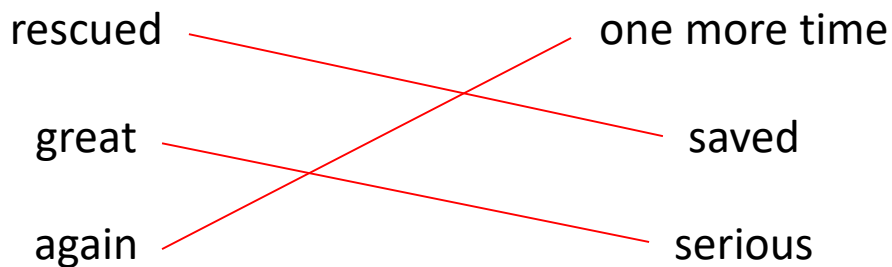
Firefighters were **wading** up the street with water up to their knees.

“Because we might get flooded!” Mum **replied**.

We will **remember** today as the day we were **rescued** from the great flood!”

Draw a line from the words below to match it with its synonym.

rescued one more time
great saved
again serious



Ben and the Flood – SPAG

Read the sentences below about the story and put them in the right order in the table underneath.

Ben and his family were rescued. A man knocked on the door.
It was raining. Mum and Dad moved the furniture upstairs.

1. It was raining.
2. Mum and Dad moved the furniture upstairs.
3. A man knocked on the door.
4. Ben and his family were rescued.

Put the correct punctuation and capital letters in the sentences below.

- Mum and Dad started moving furniture upstairs.
- Up went the television. Up went the coffee table.
- “Hi, Ben,” said Mrs Smith.

In the sentences below underline the conjunction.

1. The weather man on the television had said there were flood warnings **and** that some people had already been flooded.
2. It was a Saturday in April **and** Ben was stuck inside.

Classroom Secrets Codes for New Curriculum Reading Expectations

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
Year 3/4	C5/1c	Discussing the sequence of events in texts and how items of information are related
	C1	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6	Retrieve and record information from fiction and non-fiction
Year 5/6	C7	Identifying how language, structure and presentation contribute to meaning
	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices