# The Flood



Story by Jenny Giles
Illustrations by Sarah Davis

PM

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# The Flood

**Level** 14 **Running words** 228

## Key High-frequency Words

*everyone, everything, everywhere, save, their, things, waved*

## Key Teaching Points

Read the title and discuss the cover illustration. Encourage students to share experiences they have had with floods.

Compare the two illustrations on pages 7 and 8–9. Observe how quickly the floodwater is rising and the urgency of the situation.

## Key Questions

Why was the water coming up fast? (*Literal*)

Why wasn't the water from the tap clean? (*Inferential*)

Why did they go slowly past the tree-tops in Andy's boat? (*Inferential*)

## Word Study

Expand the compound words: *everything, everywhere, everyone.*

Use PM Alphabet Blends to revise the digraphs: *ph, th, wh.*

Revise the difference between *there* and *their.*

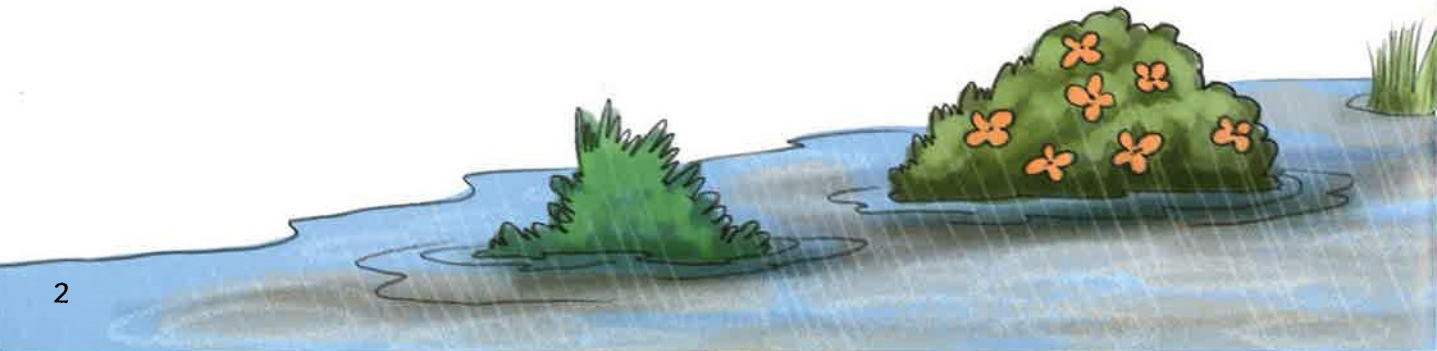
## Links with other PM Books

| | | |
|---|---|---|
| PM Guided Reading | Level 12 | *The Rescue* |
| PM Guided Reading | Level 12 | *Candle-light* |

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It had been raining for a week.
Sam and his dog, Spot,
looked out of the window.

"Mum! Dad!" called Sam.
"Come and look at the water!
I can't see the garden!"





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Rachel ran outside.
"Look at our car!" she said.
"It's in the water!"

"Oh, no!" said Dad,
and he ran outside onto the steps.
"The water is coming up fast,"
he said. "The river is in flood."



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"The water is going to come
into the house!" said Mum.
"Come on, all of you.
Help me get everything
out of the downstairs playroom."

Sam and Rachel ran
to save their toys.



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