Tom’s brother Will was a knight. One day, Will had to go away. Later, a knight in red armor came to the castle. Who was he?
**During reading**

Read out or play the recording of the first two pages of the story (Audio track 1) and ask the children to follow in their Reader.

Then ask questions to check the children’s understanding. For example:

* Do these people live now or in the past?  
  * Who was Tom? And who was Will?  
  * Who was older, Tom or Will?  
  * Who was the knight?

Continue with the rest of the story and after every few pages, stop and ask questions about the main events, encouraging the children to reply in the past simple. Focus on what the people did and encourage the children to reply using the past simple, for example:

* What did Will have to do? What did he give Tom? How did Tom help the old knight?  
  * What did Tom do after the old knight died?  
  * Then who came to the castle?  
  * Who won the joust?

Make sure that the children understand what happened at the end of the story. Focus on the main events and ask:

* What did Tom see around the Red Knight’s neck? What did Tom do at the end of the story? What did Will say?

**After reading**

Ask the children what they can remember, and encourage them to tell you about the main events in the story using the past simple. Use the Flashcards as clues to help the children, and let them look through the Reader again if necessary.

The children can do the following activities to focus on the main events in the story:

- Reader activities: 2, 4, 5, 7, 8, 10, 14
- Activity Book activities: 7, 10

To reinforce the main events in the story, play the song (Audio track 4) on Activity Book page 16 a few times, and encourage children to follow in their book and join in.

**Differentiation**

**Extra support**

Do the Reader and Activity Book activities out loud with all the children. Then, ask the children to write the answers down.

**Extension**

Fast-finishers can make a poster about knights. They should ask and answer the questions in Reader activities 11 and 15. They could then find or draw pictures to illustrate what they write about.