Activity:
Comprehension and listening capabilities are essential skills that can be used throughout the curriculum and there is a vast array of text relating to the weather that can easily be adapted for use as a comprehension exercise. Literacy Lesson 1 includes two worksheets. One offers the comprehension text, which can either be distributed to the class as the basis of a written comprehension test or read to the whole class at the beginning of the activity. The other document offers the comprehension questions, which again can be distributed for individual work, read for whole class work or projected for discussion.

Literacy Lesson 1: Weather comprehension (Key Stages 1 and 2)

Aims of the lesson: To develop listening skills by listening to a non-fiction piece of text relating to the theme of weather, and then answering questions.

Activity: Comprehension and listening capabilities are essential skills that can be used throughout the curriculum and there is a vast array of text relating to the weather that can easily be adapted for use as a comprehension exercise. Literacy Lesson 1 includes two worksheets. One offers the comprehension text, which can either be distributed to the class as the basis of a written comprehension test or read to the whole class at the beginning of the activity. The other document offers the comprehension questions, which again can be distributed for individual work, read for whole class work or projected for discussion.

Plenary: An excellent plenary activity is to ask the pupils to turn this process around and write their own piece of text about the weather. It could be some information on how the weather is predicted (like the activity outlined above), or information on the different seasons. Whatever the pupils want to write about is fine.

Differentiation: More able children could be asked not only to write their own piece of text about the weather but also then write their own questions. These questions could then be swapped within small groups for answering. Less able pupils might struggle with some of the language employed in this activity, and should note down any words they are unsure about so these can be looked up and added into an ongoing geography/weather dictionary.

Literacy Lesson 2: Describing the weather (Key Stages 1 and 2)

Aims of the lesson: To use a variety of technical vocabulary relating to weather and incorporate adjectives into descriptions.

Activity: One of the most important skills for any pupil to develop is the ability to describe things and one thing that is always being described is the weather. Pupils will, of course, have come into contact with lots of different weather descriptions. Television, newspapers and radio stations broadcast almost constant weather reports, so it is unlikely that pupils will never have heard the weather being described. If you want to play the class a weather report, there are two located with Literacy Lesson 6. One of the easiest and simplest ways to help pupils develop an ability to describe the weather is to create a whole class weather chart. Literacy Lesson 2 contains two different types of weather chart – one of which could easily be used as a daily activity sheet and not only asks the pupils to note what the weather is like each day for a week, but also asks them to record the temperature as the day progresses from morning through to late afternoon. (See image below) The other chart is more generic and can be used to record the weather during any given month.

Plenary: The task of deciding (and describing) what the weather is like can easily be linked to vocabulary tests. Whilst describing the weather, younger children should use words such as: cloud, colours, dry, fog, rain, rainbow, sky, sun, wet and wind. Older children should use words such as cloudy, foggy, lightning, rainbow, rainy, sunny, thunder, wintry and weather.

Differentiation: This activity is suitable for pupils of all abilities.
**Literacy Lesson 3: Poetic weather (Key Stages 1 and 2)**

Aims of the lesson: To compose poems about the weather.

Activity: The act of writing poetry can be as easy or as hard as you want to make it. Essentially, it is easy to write a 'poem' (more than in any other writing form) as anything goes! One of the best ways to start off is to practise rhyming skills and have fun just by thinking of weather words and then thinking of words that rhyme with them. The pupils should find this quite an easy activity and certainly enjoyable. It is also important when writing poetry to appreciate the importance of metaphors and similes. Explain what a metaphor and simile is and ask the class to think of some. Within Literacy Lesson 3, you will find two sheets that can be printed for distribution or projected for whole class discussion. These sheets explain what metaphors and similes are and offer some pointers on how to write them. Explain to the pupils that the use of such devices when writing poetry allows the writer to broaden the imagery being evoked through the poem. Of course, to just say to a class: "Write a poem about the weather" is too big a task and many pupils just will not know where to start. So, to help, here are some ideas that might be useful.

- Decide on a subject to write about. Start with a familiar subject and then go on to some obscure subjects that you have previously never given much thought to.
- Think about something special or unique to the subject.
- Use some descriptive words which may provide some clear information to the reader.
- Try to create pictures in the reader's mind – your aim is to fire the imagination.
- Express your feelings.
- Bind the words and ideas together. Connect them by the use of rhyme which will provide your poetry with the element of repetition of identical or related sounds.
- Get some rhythm into your poetry – the number of lines and your choice of poetry form will help you with this.
- Visual patterns – does your written poetry create a good pattern on the page?
- Patterns of sound – using alliteration, assonance and onomatopoeia can create sound effects.
- Read your poetry to a friend.
- Enjoy yourself – writing poetry should be fun.

Plenary: Once the pupils have written their weather poems, ask them to draw their own illustrations to go with the poems and create a whole-class weather display. Alternatively, ask the pupils to write some shape poems.

**Differentiation:** As poems can be difficult or as simple as the writer wants them to be this activity is suitable for children of all abilities.

**Literacy lesson 4: A cloudy word search (Key Stage 2)**

Aims of the lesson: To develop an awareness of vocabulary associated with clouds.

Activity: Word searches are excellent ways to develop potentially difficult vocabulary in a fun and inspiring way. The next page offers a word search all about clouds. Whilst the vocabulary associated with clouds can be difficult, the key skill needed is to recognise letters, not define the word being looked for. Naturally, an understanding of what a cirrus or cumulus cloud is, is also important and this can be developed after the word search has been completed using the cloud poster.

Plenary: As a topic, weather is full of difficult words. This word search activity could be used as the foundation for a whole-class (or individual) weather dictionary. As the pupils work their way through the topic, any difficult words can be added into their dictionary, looked up and a definition written. The pupils could also include their own illustrations in their dictionary to make the definition even easier to recall. All of the words used within this word search could be used to start the dictionary. We have also included within your Literacy Lesson 4 folder a selection of photos relating to clouds and different types of weather that could be used to make the dictionary more visual.

**Differentiation:** Less able pupils could concentrate on finding the words and not worry about defining them as well. More able pupils could be asked to create their own word search on a different aspect to do with the weather.
**Literacy Lesson 5: Words and pictures (Key Stages 1 and 2)**

**Aims of the lesson:** To associate (and write) different words linked to specific pictorial symbols.

**Activity:** Weather forecasters use a range of symbols to explain what the weather is going to do (or is already doing). Some of the symbols will be immediately recognisable to pupils, whilst others will not be. A picture of the sun obviously means that it is going to be sunny, and a picture of a cloud means it is cloudy, but there are subtle nuances between the two that have to be represented pictorially by weather presenters. In Literacy Lesson 5 you will find sheets showing some common symbols employed in weather forecasting. Explain to the pupils that they are going to look at those symbols and then write in words what they think they mean. Once the children have decided what they think each symbol means, ask them to create a table showing the symbol on the one side and the definition on the other. We have included in Literacy Lesson 5 a set of illustrations for the symbols so you can print, distribute or import each symbol separately should you want to.

**Plenary:** A good extension activity is to ask the pupils to make up sentences using the symbols or even make up their own symbols and create their very own class weather chart complete with bespoke symbols and map of the school and its surrounding area.

**Differentiation:** This activity should be suitable for pupils of all abilities.

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**Literacy Lesson 6: Weather forecasts (Key Stages 1 and 2)**

**Aims of the lesson:** To develop the literacy skills required to write and present a weather forecast.

**Activity:** Explain to the pupils that they are going to write a weather report. Millions of people from all walks of life rely on daily weather forecasts. Some of the pupils might not take much notice of the weather forecasts, but ask them to imagine if they were a farmer, fisherman or gardener. The weather forecast would become much more important then! Tell the pupils that they are a weather forecaster and they have to write a forecast for the next two days.

The pupils can consult the real weather maps if they are available. To help there is a sample weather map in the Literacy Lesson 6 folder. Alternatively, the pupils should ‘guess’ what the weather will be like depending on the season, area of country and month of year. Literacy Lesson 6 also contains some recordings of a real weather forecaster delivering a weather report. The recordings feature Charlie Neil from the Central TV in the Midlands and can be played to inspire and inform this activity. We have included the recordings as sound only and video footage.

**Plenary:** To support their weather forecasts, the pupils can draw their own weather maps to make their forecast clearer for their target audience. Once the forecast is written and the maps drawn, ask a selection of pupils or each group to ‘present’ their weather forecast. The Internet is a great source for weather maps and reports from all over the world. As a separate ICT activity, ask the pupils to find some weather maps and print them out.

**Differentiation:** This activity should be suitable for children of most abilities. However, the activity could be carried out in groups to make the writing of the forecast, etc easier.
Weather

Literacy Lesson 1: Weather comprehension

Key Stages 1&2
### Comprehension questions: Predicting the weather

1. **What is a thermometer used to measure?**
   - Temperature
   - Air pressure
   - Wind direction
   - Wind speed

2. **What is an anemometer used to measure?**
   - Air pressure
   - Temperature
   - Wind speed
   - Wind direction

3. **What is a barometer used to measure?**
   - Air pressure
   - Wind direction
   - Temperature
   - Wind speed

4. **What is a weather vane used to measure?**
   - Temperature
   - Wind direction
   - Wind speed
   - Air pressure

5. **What is the Beaufort wind scale used to measure?**
   - Estimate wind direction
   - Measure wind speed
   - Estimate wind speed
   - Measure wind direction

6. **What is the word or phrase that means the amount of moisture in the air?**
   - Relative humidity
   - Forecast
   - Air pressure
   - Anemometer

7. **What is the usual shape of a rain gauge?**
   - Cylinder
   - Cone
   - Square
   - Rectangle

8. **What does the word forecast mean?**
   - Report
   - Observe
   - Predict
   - Measure
Comprehension text: Predicting the weather

Introduction
To forecast the weather, you need to look at things like wind speed and direction, temperature, air pressure, precipitation and humidity. Some of these things are discussed below.

Temperature
The temperature outdoors is measured with the same type of instrument used to measure a person's temperature, called a thermometer. It can be measured in either degrees Fahrenheit or degrees Celsius.

Wind speed
Wind speed can be measured using a device called an anemometer. An anemometer is like a pinwheel turned on its side. You can make a simple one using straws and small paper cups. Arrange the straws to form an X. The middle of the X can be attached to the eraser end of a pencil with a pin; this is the axis that they will spin around. Attach a cup to the end of each straw. The cups must all face in the same direction so that the wind will spin the anemometer around the axis. You can measure how many times it revolves per minute to find the wind speed.

Wind speed can also be estimated by observing nature. In 1805, Sir Francis Beaufort created a scale to measure wind speed. His original scale was used to observe waves and sailing ships, but other versions of the scale can be used anywhere today.

According to a Beaufort scale, wind that just makes the leaves rustle is called a slight breeze. Wind that moves leaves and twigs is called a gentle breeze. Wind that makes the branches sway is a strong breeze. When whole trees move, it is considered a moderate gale. Wind that causes extreme damage and is life-threatening is called a hurricane.

Wind direction
A weather vane measures wind direction. You can make a weather vane using some of the same materials that you use to make the anemometer. Start with a pencil for the axis. Use a pin to attach a straw across the top of the pencil. Put a small lump of clay at one end for a weight. Attach a small rectangular card to the other end. The wind will turn the weather vane until the end with the lump of clay points into the wind.
Weather

Literacy Lesson 2: Describing the weather

Key Stages 1 & 2
Weather Chart for: ____________________ (month)

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What’s the weather like today?

Circle the picture that best represents what the weather looks like today. Then write down the temperature for morning, noon and late afternoon for each day.

**Monday:**
- Temperature: Morning _____ Noon _____ Late afternoon _____

**Tuesday:**
- Temperature: Morning _____ Noon _____ Late afternoon _____

**Wednesday:**
- Temperature: Morning _____ Noon _____ Late afternoon _____

**Thursday:**
- Temperature: Morning _____ Noon _____ Late afternoon _____

**Friday:**
- Temperature: Morning _____ Noon _____ Late afternoon _____

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Weather

Literacy Lesson 3: Poetic weather

Key Stages 1&2
What is a metaphor?

A metaphor is a figure of speech in which two things are compared, usually by saying one thing is another, or by substituting a more descriptive word for the more common or usual word that would be expected.

Some examples of metaphors:

“The world’s a stage.”

“He was a lion in battle.”

“Drowning in debt.”

“A sea of troubles.”

How to write metaphors:
There are three easy steps to writing metaphors.
1. Choose a Noun.
2. Ask yourself, “What different thing can I compare it to?”
3. Write your metaphor.

For example:
1. Noun: umbrella
2. I will compare it to a roof.
3. The umbrella was a roof over my head.
What is a simile?

A simile is a figure of speech in which two basically unlike things are compared using ‘like’ or ‘as’.

Some examples of similes:

“My love is like a red, red rose.”

“As cold as ice.”

“As brave as a lion.”

“As strong as an ox.”

How to write similes:

Similes are quite easy to write. There are two main ways to write similes:

❖ Saying something is like something else.
❖ Saying something is as something as something else.

For example:

He is as happy as a clam.
The clouds were like soft pillows in the sky.
Weather

Literacy Lesson 4: A cloudy word search

Key Stage 2
Common types of clouds in the atmosphere

- **Cirrus**
  - above 5,486 metres (18,000 ft)

- **Cumulonimbus**
  - from near the ground to above 13,716 metres (44,900 ft)

- **Altocumulus**
  - 1,829 - 6,096 metres (6,000 - 20,000 ft)

- **Stratocumulus**
  - below 1,829 metres (6,000 ft)

- **Stratus**
  - below 1,829 metres (6,000 ft)
A cloudy word search

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<tr>
<th>CIRRUS</th>
<th>NIMBO</th>
<th>CONDENSATION</th>
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<td>NIMBOSTRATUS</td>
<td>CLOUDS</td>
<td>ALTOSTRATUS</td>
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<td>STRATUS</td>
<td>FOG</td>
<td>CIRROSTRATUS</td>
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Weather

Literacy Lesson 5: Words and pictures

Key Stages 1&2
Common weather symbols (1)
Common weather symbols (2)
Common weather symbols (3)
Common weather symbols (4)
Common weather symbols (5)
Common weather symbols (6)
Common weather symbols (7)
Common weather symbols (8)
Weather

Literacy Lesson 6: Weather forecasts

Key Stages 1 & 2