

An Important Case

Before reading

- Read the title together. Break down “important” into phonemes. Ask the children to find shorter words in “important”. *Can you find “ant”? Can you find “or” and “port”?*
- Find the important case in the pictures.
- Check that the children can read the list of high frequency words.

During reading

- Praise children for recognising and reading “important”.
- Ask the children to say what they think is in the case.
- Talk about the thought bubbles and what each child imagines is in the case.

Observing

Check that the children:

- read high frequency words on sight
- re-read sentences if they seem not to make sense.

Group and independent reading activities

Text level work

Objective To identify and compare basic story elements, e.g. endings.

- Ask the children to tell you about the important case. Ask: *What did the children think it had inside?*
- *What was the joke at the end of this story?*
- Remind the children about other books they have read recently, e.g. Tug of War. Ask: *What was the joke at the end of that story?*
- Encourage the children to talk about stories they have enjoyed reading and to say how they ended. *Did they end with a joke, or an “Oh No!” ending, or a happy ending?*

Observing

Are the children able to talk about other stories and the way they ended?

Sentence level work

Objective To read aloud using expression appropriate to the grammar of the text.

- Check that the children recognise common punctuation marks. Ask them to find: Two full stops on page 37-①; a comma on page 37-②; speech marks on page 38-③; a question mark on page 39-⑥.
- Ask a volunteer to read page 37-①&②. Praise him or her for noticing where sentences end.
- Ask another volunteer to read page 37-② and page 38-③. Ask them to show that they noticed where the commas are.
- Ask other children to read pages 38-39 and page 40. Ask them to read what people say with expression.
- Ask other children in the group to read the remaining pages. Praise them for using appropriate expression to show full stops, commas, questions and speech.

Observing Are the children aware of punctuation when they read aloud? Do they use appropriate expression?

Word level work

Objective To recognise the critical features of words, e.g. length, words within words.

- Ask the children to find the longest word in this story (sandwiches, page 43). Ask: *How did you work out how to read it?* Ask a child to find a shorter word in "sandwiches". Break the whole word down into phonemes to read it more easily.
- Ask the children to find words in the story that have more than six letters. Make a list: "children", "outside", "football", "couldn't", "important", "officer".
- Look at each word in turn. Notice whether there are shorter words inside the longer ones. Write the shorter words beside each longer one, e.g. "outside", "out", "side".
- Ask for volunteers to try to spell any of these words. Praise children for having a go at spelling longer words.

Observing

Are the children able to find shorter words inside longer ones? Are they able to use this information to spell the words?

Speaking and listening activities

Objectives

To take turns to speak, listen to each other's suggestions, and talk about what they are going to do.

- Ask the children to think of any occasion where they, or someone in their family, found something that wasn't theirs. Ask: *What did you do with it?*
- Describe some situations that might arise, e.g. If you find a purse on the floor in a supermarket, what do you do with it?
- If you find a packet of food on a park bench. *Would you eat it?*
- If you find a glove in the playground at school. *What would you do?*
- Allow time for lots of children to give their opinions.
- Praise children for listening to each other's ideas, and for not repeating what others have said.

Observing

Are the children able to express their opinions? Are they able to listen attentively to others?

Writing

Objective

To continue demarcating sentences in writing, ending a sentence with a full stop.

- Talk about what happened in this story. Ask: *How did it begin? Who found the case? What did Dad do? Who came to collect it? What was in the case?*
- Ask the children to write four or five sentences about this story.
- Remind the children that every sentence needs to begin with a capital letter and end with a full stop.
- Ask the children to read their sentences to the class or group. Ask: *Does each sentence make sense? Does each sentence end with a full stop?*

Cross-curricular link



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