

# Catkin the Kitten

🗣️ = Language comprehension

🔤 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣️ (*Questioning, Prediction*) Talk about the word *Catkin*. Ask: *Why is it a good name for a cat? What do you think will happen in the story?*
- 🔤 Sound out the word *catkin*, in the title *c-a-t-k-i-n*. Talk about the graphemes "c" and "k" and encourage children to discover that they are both code for the sound /k/.
- 🔤 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*the she was*

### Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

### Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- 🗣️ (*Connecting*) On page 58-③, ask children to think of a time that they lost something.
- 🗣️ (*Questioning, Clarifying*) Pause at the end of page 59-⑦ and ask: *Which three places did the children look before they*

*found Catkin? Where did the children find Catkin?*

- (Questioning) On page 60-⑧, ask: *Why is Wilma putting a bell on Catkin?*
- W On page 58-①, ask the children to sound out and blend *kitten*, *k-i-tt-e-n*. Talk about the grapheme "tt", where two letters are code for a single sound. Point out other words in the book where the same two letters are code for a sound (*off*, *bell*).
- W On page 58-③, point to the word *lost* and help children to read the word. Ask them to sound out the individual sounds and then encourage them to blend the sounds together.

**Observing** Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 58-③ and encourage the children to look at Wilma's expression. Ask: *How do you think Wilma felt when she realised she had lost Catkin?*
- (Analysing) Look again at page 59-⑦ and encourage the children to look at Wilma's expression. Ask: *How do you think Wilma felt when she found Catkin?*
- (Clarifying) Ask: *What do Biff, Chip and Wilf think of Catkin?*

### **Independent reading**

**Objective** To read the story as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *r-a-n*, *o-ff*.
- W Support children with reading tricky words and challenge words.  
*Wilma lost basket*  
If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read independently with emotion and confidence?

## **Speaking, listening and drama activities**

**Objectives** Describe experience; speak with clear diction and appropriate intonation; take turns in conversation.

- Remind children that when they were reading the story you asked them to think of a time that they lost something.
- Ask them to take turns to tell the story of what they lost, where they looked and where they found it.
- After each story has been told, encourage the listeners to ask questions about the event or object.
- Continue around the group.

## **Writing activities**

**Objective** To use experience of stories as a basis for individual and group writing.

- Tell the children that they are going to write their own story about Biff and a pet that she loses.
- Write sentences from the story with blanks for the children to fill in:  
 Biff had \_\_\_\_\_.  
 Biff lost \_\_\_\_\_.  
 It was not \_\_\_\_\_.  
 It was not \_\_\_\_\_.

It was not \_\_\_\_\_.

But it was \_\_\_\_\_.

- Write the story as a class, with volunteers writing the text to fill the gaps after class discussion. Encourage them to use their phonic skills to sound out and spell the words where appropriate.

### **Cross-curricular suggestion**

Science – Help the children to find out more about how to care for a cat. Ask them to investigate what equipment they need, what cats eat and how to look after them.