

# Up You Go

## Before reading

- Read the title and look at the picture. Ask: *What are the children going up?*
- Ask the children if they have been up a slide. *Was it bigger than this one? How high was it? Did it go down into water?*
- Can the children think what might happen in the story.
- Look through the pictures to see if you were right.
- Find the word list on the back of the book. Read the words together.

## During reading

- Read the story together, or ask the children to read independently.
- As you listen to the children reading, notice whether they are reading confidently.
- Show the children what an exclamation mark is. Find sentences that end in an exclamation mark. Show the children how to read these sentences with expression.

## Observing

Check that the children:

- recognise the high frequency words on sight
- follow the print from left to right, automatically finding the beginning of the sentence at the left hand edge
- turn the pages carefully and know where the story begins and ends.

## Group and independent reading activities

### Text level work

**Objective** To track the text in the right order, picture by picture: pointing while reading and making one-to-one correspondences between written and spoken words.

- Ask the children to show you the title of the story, and then to find the first picture. Find the picture number.
- Ask: *Where do we begin reading?* Ask a child to read the sentence.

- Ask all the children to point at the words as they are read aloud.
- Continue, finding the picture number each time.
- Praise children for pointing to each word as it is read.

### **Observing**

Did the children know where to begin reading?  
Could all the children point to the words as they were read aloud?

## **Sentence level work**

**Objective** That words are ordered left to right and need to be read that way to make sense .

- Write three sentences from the book in the wrong order, e.g. "Up you Chip go."; "Up Biff you go."; and "Kipper you up go."
- Read the sentences aloud together. Ask someone to tell you what is wrong. Write the correct sentence on a piece of paper. Read the corrected sentence.
- Ask the children to tell you another sentence about the story, e.g. Dad went up the slide. As you write it on the board, deliberately put two words in the wrong order. Ask the children to find the mistake.
- Do this several times so that each child has a chance to find a mistake.

### **Observing**

Are the children able to help you reorder the words so that they made sense?

## **Word level work**

**Objective** To read on sight the high frequency words.

- Select words 6-10 from the high frequency list that you know the children have already met in books, e.g. in, is, it, up, we, see, you, yes, mum, dad.
- Write each word on a piece of card. Place all the cards face up on the floor.
- Ask one child to find a word, e.g. "yes".
- If the child finds the word, they turn it face down, and ask the next person to find another word.

- Continue until all the words have been placed face down.
- Add one or two more words, shuffle the cards and place them face up on the table for another game.

### Observing

Can the children find each word with confidence?

## ***Speaking and listening activities***

### **Objectives**

Organise what they say; sustain concentration ; take turns in speaking .

- Ask the children to work with a partner.
- Ask them to tell their partner about a time they went on a slide. Their partner can ask questions: *Did it go down into water? Was it at an adventure park?*
- When the children have talked to each other, ask one from each pair to report back.
- Ask the first child: *What did you and your partner talk about?* Then ask the other child: *Did s/he leave anything out? What else did you talk about?*
- Praise the children for working well with a partner.

## ***Writing***

### **Objective**

To think about and discuss what they intend to write ahead of writing it.

- Use ideas from the speaking and listening session. Make up a story together, e.g. based on a visit to a water slide.
- Ask the children to decide upon the names of the characters. Ask: *Who wanted to go on the slide? Who wanted to watch? Who got wet? Was it fun?*
- Decide upon a first sentence together. As you write, ask the children to help you spell the words, e.g. *What does "slide" begin with?*
- Work together to write three or four sentences that tell the children's story.

### ***Cross-curricular link***



Physical development: use climbing equipment