

The Lost Puppy

Before reading

- Show the picture to the children and read the title together.
- Ask the children what they think the story will be about. Look through the story together to confirm their predictions.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- If children have difficulty reading the word “nobody” on page 69-⑦, ask them to break the word into segments, then blend them together.

Observing

Check that the children:

- read the high frequency words with confidence
- read the text on the left at the top before the text on the right
- track the text using one-to-one correspondence.

Group and independent reading activities

Text level work

Objective To notice the difference between spoken and written forms through re-telling known stories; compare “told” versions with what the book “says”.

- In pairs, ask the children to re-tell the story to their partners without looking at the storybook.
- The children then re-read the story and look to find what was the same.

Observing

Do the children re-tell the story using memorised sentences and phrases, or do they use their own words?

Do the children add detail to the story, by looking at the illustrations?

Sentence level work

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

You will need to write these jumbled sentences on the board:

a puppy had Mrs May
was lost Sniff
Sniff find They couldn't
by tree the Sniff was

- Ask the children to rearrange the words to make sensible sentences.

Observing Do the children know to look for words with capital letters to start their sentences?

Word level work

Objective Write each letter in response to each sound.

- Ask the children to find the word "dog" in the story.
- Ask the children to listen to say the three sounds in the word. Choose a child to write the word "dog" on the board.
- Ask children, in pairs, to find other CVC words in the story, e.g. "had", "ran", "and", "his". In turn, one child reads the word and the other listens to each sound and writes down the word. Children then check their words with the book.

Observing Can the children hear the three sounds in each word?

Speaking and listening activities

Objective Relate their contributions to what has gone before.

You will need a toy dog.

- Sit in a circle and pass the toy dog to a child. Ask: *Why did the puppy run away?* If the child does not want to answer, allow them to pass the toy to another child instead. When a child answers the question, encourage him/her to think of another question and to pass the toy to someone else.

Writing

Objectives To think about and discuss what they intend to write, ahead of writing it ; to use experience of stories as a basis for independent writing, e.g. re-telling.

- Talk about what happened at the beginning, middle and end of the story. Look at the pictures on page 66-②, page 69-⑦, and page 70-⑨ and ask the children to describe what is happening.
- Ask them to draw a picture of each stage of the story and to think of, and write, a sentence to go with each picture.