

The Big Red Bus

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Prediction*) Read the title together. Ask: *What do you think will happen in this story? Is Kipper going to drive a real bus?*
- C** (*Questioning*) Now look at page 85-①. Ask: *Were you right? Was it a real bus? Could Dad fit into this bus?*
- W** Pay attention to the tricky words (the, to, was, he, went) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

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.
- C** (*Questioning*) Look at page 85-① and talk together about what Kipper might be thinking. Ask: *Why do you think he chose the big, red bus? Which would you have chosen to ride in on the merry-go-round?*
- C** (*Questioning*) On page 85-②, point out the thought bubbles, and check the children understand that Kipper is imagining

where his bus might go.

- W On page 86-③, help the children read the word *dinosaur*. Encourage them to look at the word and tell you what sound it begins with. Tell the children any sounds that they may not have learned at this stage. Encourage them to use this information to sound out and blend the word.
- W On page 86-④ point to the grapheme “-er” in *monster* and tell the children that these letters are code for the /u/ sound. Encourage them to use this information to sound out and blend the word *m-o-n-s-t-er*.
- C (Questioning, Prediction) Pause at page 86-④, ask: What is a monster? *What do you think will happen next?*

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

- C (Summarising) Ask the children to re-tell the story in their own words.
- C (Imagining) Look again at page 86-③. We can’t see Kipper’s face here! Ask: *What do you think he might be thinking and feeling, inside his bus?*
- C (Imagining) Turn to page 86-④ and ask: *What do you imagine each of the monsters is thinking? Do they look friendly, or scary?*
- C (Questioning) Ask: *Have you been to a fair and been on a ride like Kipper? What was it like?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *b-i-g, r-e-d, b-u-s, l-o-t*.

- W Support children with reading challenge words:
Kipper Dinosaur Land Monster Ice cream
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 from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

- Objective** Speak clearly and audibly with confidence and control and show awareness of the listener.
- Ask the children to think about which land they thought was the best.
 - Ask each child, or pair of children, to come up with reasons why their chosen land was the best (it was exciting, scary, colourful, tasty, etc.)
 - Ask each child, or pair of children, to explain their reasons to the others.
 - You could have a vote on which land they would all prefer to go to!

Writing activities

- Objective** Write their own names and labels; use phonic knowledge to spell words.
- Ask the children to draw a picture of their own monster or dinosaur.
 - Help the children to add labels to their picture to describe their creature. Encourage the children to use their phonics

skills to spell words. Ask: *Would it have any special features? Is it scary or friendly?* Remind them to give their creature a name.

- Encourage them to write their name on the picture.

Cross-curricular suggestion

Science – Find out more about dinosaurs in books, or on the internet. Ask: *Which was the scariest of the dinosaurs? Would you have liked to live in the time of dinosaurs?*