

Pond Dipping

Group and independent reading activities

Introducing the story

- Read the title and talk about pond dipping. Ask the children: *What do you think "pond dipping" means? Have you ever tried to catch something in a pond? What happened?*
- Look at the picture and name the character. Talk about what he is doing.
- Look at the pictures in the story. Ask: *What do Wilf and Wilma catch?*
- Read the story together.

During reading

- Ask one of the children to read the story. Encourage them to use phonics and the picture if he or she gets stuck on a word. Show the children how to reread the whole sentence to check that a word makes sense. Praise the reader for recognising high frequency words on sight.

Observing

Check that the children:

- apply their word level skills
- use awareness of the grammar of a sentence to decipher new or unfamiliar words
- can hear initial and final phonemes in CVC words.

Practising phonics

Objective Practise and secure the ability to rhyme and relate this to spelling patterns through: exploring and playing with rhyming patterns; generating rhyming strings.

- Find "fish" on page 105-⑧. Say all the phonemes together. Count the phonemes, then count the letters. Why are there only three phonemes?

- Think of words that rhyme with “fish”, e.g. dish, wish. Ask the children to spell these words as you write them.
- Say and count the phonemes in “junk” and “pond”. Think of rhymes, e.g. hunk, chunk; bond, fond. Practise spelling these words.

Observing

Were the children able to hear the initial and final phonemes?
Could they use this information to spell the words accurately?

Looking for spelling patterns

Objective

Recognise the critical features of words, e.g. shape, length, and common spelling patterns .

- Look for words that end in –ed in the story. Ask the children to spell them so that you can make a list.
- Write “push”, “want”, “look”, “play” on the board. Ask the children to add –ed to each word in turn. Read all the new words.
- Think of more words you know that end in –ed. Add them to the list.

Observing

Could the children add –ed to make new words?
Could they select appropriate words for adding –ed?

Speaking and listening activities

Objectives

Speak with clear diction; remember specific points that interest them; relate their ideas to what has gone before; use actions to convey situations.

Responding to the story

- Talk about the story together. Ask: *What did Wilf and Wilma want to do at the pond? What did they find instead? What lived in the pond? Which picture did you think was the funniest?*

Role-play

- Ask two children to be Wilf and Wilma and act out the story in mime. They could each choose a person to be Mum and Dad to help them pull the pram out of the pond.

Writing

Objective To make simple picture storybooks with sentences, modeling them on basic text conventions, e.g. cover, author's name, title, layout.

- Ask a group of four children to think of four parts of the story, including the beginning, middle and end. Ask each child to draw a picture of part of the story. Write a sentence to go with each picture. Make the pictures into a book. Give it a cover.

◀▶ **Cross-curricular links**

Science: care for the environment

PSHE and Citizenship: what improves or harms the local natural and built environments

- *Have you ever caught anything in a pond?*
- *Why was the pram in the pond?*
- *Why is it not a good idea to get rid of junk in ponds?*