

Picnic Time

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

C (*Questioning, Clarifying*) Read the title and ask the children: *What is a picnic? When do you like to have a picnic?*

C (*Questioning*) Ask the children: *What things do you hate when you have a picnic?*

W Find the word list on page 187. Ask the children to find and read words they already know. Read all the words together.

Strategy check

Remind the children to use phonic knowledge to work out the sound of new words.

Independent reading

- I Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- I If the children have difficulty with the tricky words 'sheep', 'bridge' and 'donkey', tell the words to them.

Assessment Check that the children:

- I hear and say sounds in words in the order in which they occur
- I use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words.

Returning to the text

- W** Ask the children to sort out these words 'dog', 'monkey', 'bridge', 'picnic', 'duck', 'rock', 'donkey', 'log', 'fridge', and 'comic' to see which two words rhyme with each other.
- C** *(Questioning, Clarifying)* Ask: *Where did the children sit when some sheep came? Why did they run when the sheep came? Why did they run when ducks came? Why did they run when donkeys came? Why didn't they run when the rain came on page 170?*
- C** *(Summarising)* Ask children to retell the story in two or three sentences.
- W** Ask the children to find 'Run' each time it occurs in the story. Ask:

What letter is different in 'ran'?

- I Work out the words 'sit' and 'sat' in the same way.

Group and independent reading activities

Objective Read a range of familiar and common words and simple sentences independently. Show an understanding of the elements of stories, such as main characters, events, and openings.

- C** (*Questioning, Clarifying*) Read the story together. Then ask children to close books.

- I Ask: *Where did the children sit when some sheep came?* Praise children for remembering it. Ask one child to find and read the sentences.

- I Ask: *Where did the children sit when some ducks came?* Praise children for remembering it. Ask one child to find and read the sentences.

- I Ask: *Where did the children sit when some donkeys came?* Praise children for remembering it. Ask one child to find and read the sentences.

- I Ask: *Where did the children sit when the rain came?* Praise children for remembering it. Ask one child to find and read the sentences.

Assessment Do the children recall correctly and read the right sentences?

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

W **You will need** some copies of the words 'sheep', 'ducks', 'donkeys' and 'rain' on small pieces of paper and some reusable stickers.

I Use the words on paper and stickers to change the text: cover 'sheep', 'ducks', 'donkeys' and 'rain' in the text with 'donkeys', 'sheep', 'rain' and 'ducks' at random.

I Read the new text together. Encourage the children to say what is wrong, and what the text should say.

I Remove the paper words and reread the text. Check that it now makes sense.

Assessment Do the children notice when the text does not make sense? Can they suggest a replacement word or sentence that makes sense?

Objective Recognise letter shapes and say a sound for each. Read simple words by sounding out and blending phonemes all through the word from left to right.

W Cover the text on page 166- . Ask the children to tell you about the

picture. Locate the sheep and ask: *Which sound does the word 'sheep' begin with? What sound is at the end of 'sheep'?*

- I Write 'sh' and 'p' with a gap between. If anyone knows the missing letters, praise them for working them out. If not, write them in and ask the children to read the word.
- I Work out the words 'log', 'wall' and 'rain' in the same way.

Assessment Do the children identify the initial and final sounds in the words?

Speaking, listening and drama activities

Objective Sustain attentive listening. Use talk to organise, sequence and clarify thinking and ideas.

- I Ask: *What happened when Biff gave the duck some bread?*
- I Ask: *Where was the picnic?* How do you know?
- I Invite children to speak and the others to listen carefully and if possible ask questions.
- I Ask some children to place themselves in the children's shoes and ask: *Why did you run away from the animals?*
- I Ask the other children to turn to them for answers.

Writing activities

Objective Write labels and captions for pictures and begin to form simple sentences using punctuation.

W Ask the children to draw themselves having a picnic.

I Ask the children to make a list of what they have taken to the picnic and then label the drawing with all the things.

I Ask the children to write one or two sentences to illustrate their picture.

I Ask children to show the class what they have drawn and read what they have written aloud.

Assessment Do the children label the things correctly? Do the children use correct spelling? Do the children's sentences correctly describe their pictures?