

# Out!

🗣️ = Language comprehension

🔊 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣️ (*Questioning, Clarifying*) Look at the title picture and read the title to the children. Ask: *What is it? What are they doing?*
- 🗣️ (*Prediction*) Ask them to predict what they think might happen in the story.
- 🔊 Point to the word *out* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together. Ask the children whether they think the exclamation mark at the end of the word means the word should be whispered or shouted.
- 🔊 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*you she the go was see we said out Mrs went*

### 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.
- 🗣️ (*Clarifying*) Pause at the end of page 87-⑤ and ask: *Why did*

*Biff and Chip fall out?*

- (Clarifying) On page 88-⑥ ask children to sound out the word *grid*, g-r-i-d. Ask: *What game are the children playing?*
- (Prediction) Pause at the end of page 88-⑥ and ask: *What do you think Mrs May will do about the hopscotch grid?*
- W On page 88-⑦ point to the word *painted* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together. Point out the grapheme “p” at the beginning of the word and ask the children if they can think of any other words that have this grapheme in them.

**Observing** Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 87-④ and encourage the children to look at Chip’s expression. Ask: *Why does Chip look so cross with Biff?*
- (Clarifying) Look again at page 87-⑤ and ask: *Why did Wilf get Mrs May?*
- (Analysing) Look again at page 88-⑧ and encourage the children to look at Biff and Chip’s expressions. Ask: *How do you think Biff and Chip feel now?*
- (Evaluating) Ask: *Do you think it was a good idea for Mrs May to ask the children to paint the grid? Why?*

### **Independent reading**

**Objective** Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend

new words, for example *f-e-ll, b-u-g, l-u-ck, d-o-g*.

- W Support children with reading challenge words:

*foot Wilf May grid painted paint*

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks 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 with emotion and confidence?

## **Speaking, listening and drama activities**

**Objectives** Speak clearly; listen to others; take turns in speaking.

- Ask the children to sit in a circle. Invite one of the children to describe a playground game that they enjoy. Encourage that child to say how the game is played.
- Invite each child to take a turn to describe a game that they enjoy playing in the playground. If the group runs out of ideas for playground games, extend the discussion to include other games.
- Scribe some of the children's ideas onto the board and ask children to vote on the most popular playground game in the class.

## **Writing activities**

**Objectives** To write their own names; to write captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writing.

- Provide the children with paper and a variety of pens, crayons and coloured pencils.

- Use the list of the games that you scribed on the board in the Speaking and Listening activity.
- Ask the children to choose one game and draw a picture of them playing it.
- Ask them to write their own name and the name of the game on the picture. Encourage them to use their phonic skills to sound out and spell the words where appropriate.

**Observing** Do the children use correct spelling?

### **Cross-curricular suggestion**

Design and Technology/Physical Education – Ask children to come up with an idea for a new game that they can play in the playground. Ask them to draw a picture of their new game design. Remind children to think about the equipment they need and the number of children that can play the game.