

What a Bad Dog!

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- G** (Questioning) Read the title. Ask the children: *Do you think Floppy is a bad dog?*
- G** (Questioning) Look through the story to see what naughty things he does. Ask: *Why was Floppy barking? Was he being bad or good?*
- W** Find the list of words. Check that the children can read these words independently.

Strategy check

Remind the children to use letter sounds to work out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- G** (Prediction) Pause at page 4-⑦ and ask the children to say what they think Dad will do when he gets downstairs.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words
- use the pictures, the context and their own experiences to work out what is happening in the story.

Returning to the text

- G** (*Summarising*) Ask children to retell the story in just two or three sentences.
- G** (*Questioning*) Ask the children to look through the book and tell you all the bad things that Floppy did.
- G** (*Questioning*) Ask: *Why was Floppy barking? Was Dad cross on page 3-⑥? Was he cross on page 4-⑧? Who left the tray on the cooker?*
- G** (*Clarifying*) Ask: *How would you describe the ending? Is it a happy one or a sad one?*

Group and independent reading activities

Objective Read simple words by sounding out and blending from left to right .

- W** On page 3-⑤ , ask children to say all the phonemes in 'bad' in order. Separate them, then blend them. Write the word 'had' on a board and ask the children to separate, then blend the phonemes in this word. Ask: *What do you notice about 'bad' and 'had'?* Ask them to think of more rhyming words, e.g. mad, sad, lad. Practise separating and blending the phonemes in each word in turn.

Assessment Do the children separate phonemes and blend them with confidence?

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

- W** Make sentence cards from the story, or use the sequencing cards for this story. Ask children to take a sentence card and read it aloud. Praise children for confident reading. When all the sentences have been read ask the children to put them in order to retell the story.

Assessment Did the children read independently with confidence?

Objective Show understanding of story elements, e.g. main character.

- C** (*Questioning, Clarifying*) Talk about all the naughty things that Floppy did. Ask: *Was he being naughty, or just rushing about?* Ask the children to explain why Floppy barked so much at the end of the story. Ask: *Was Floppy being naughty when he barked so much?* Then think about why Dad thought he was being naughty. Ask: *What do you think Mum was thinking? Why was Dad so sure that Floppy was being a nuisance?* Ask: *What made Dad change his mind?* Talk about Floppy's and Dad's points of view.

Assessment Can the children explain that the two characters are thinking differently?

Speaking, listening and drama activities

Objective Interact with others, taking turns in conversation.

- Ask the children to remember all the naughty things that Floppy did. Ask: *Why was it naughty to push the Lego over? Why was it naughty to go in the concrete? Was it Floppy's fault?* Use a circle time format to give each child the opportunity to speak in turn around the circle. Ask them to talk about a time when something went wrong at home. Ask: *Was someone being naughty, or was it an accident? Was someone cross with them? What happened?*

Writing activities

Objective Attempt writing for various purposes, using features of different forms

- Cut out a speech bubble shape from plain paper and attach with blue-tack to the picture of Chip on page 2-④. Talk about speech bubbles, and what is written inside them. Look at the picture and ask the children to suggest what Chip might be saying when the Lego was knocked

over. Write the words inside the speech bubble, then read it with the children. Ask the children to draw Mum when she saw the washing on the floor, and draw a speech bubble in their picture. Talk about what Mum might have said. Show the children how to draw a large speech bubble. Ask them to decide what Mum said, then write the words inside the speech bubble.

Assessment Did the children understand how to use a speech bubble to record what Mum said?