

Sniff

Group and independent reading activities

Introducing the story

- Read the title and find Sniff in the story. Talk about "Sniff" as a name for a dog. Ask: *Why do you think it is a good name for a dog? Do you know any names for dogs? What do you think might happen to Sniff in this story?*
- Look through the pictures and talk about what happens to Sniff. On page 112-③, find and read the word "excited". On page 115-⑨, find and read the word "asleep".
- Read the story together.

During reading

- Ask a child to read, praising him or her for reading high frequency words on sight. Ask all the children to follow the text by pointing to each word as it is read aloud. Praise children for reading with expression, and pausing at the end of sentences.
- At the end, look back through the lesson, finding capital letters at the beginning of sentences and full stops at the end.

Observing

Check that the children:

- read independently, pointing while reading and making correspondence between words said and read
- can recognise and name capital letters and full stops
- can read on sight high frequency words.

Practising phonics

Objective Secure alphabetic knowledge.

- Find "happy" and "puppy" on pages 111-②. Separate and count the phonemes for each word. Think of other words that end in "y", e.g. "very", "baby", "sorry". Ask the children to work out how to spell each word.

Observing Note the children who can identify each letter sound in a word.
Did children recognise the sound for "y" at the end of words?

Looking for spelling patterns

Objective Hear final phonemes in CVC words.

- Find "pond" on page 113-⑤ and "find" on page 114-⑦. Say each phoneme. Close the book and ask the children to spell "pond", "find", "wind", "bend" and "send".
- Find "rest" on page 113-⑥ and "lost" on page 114-⑧. Say each phoneme. Close the book and ask children to spell "rest", "test", "nest" and "lost", "cost" and "post".
- Think of other words that end in "st". Ask the children to spell the words.

Observing Can children separate out the phonemes in each word?
Can they use the patterns in other words to help with spelling?

Speaking and listening activities

Objectives Speak clearly; sustain concentration; take turns in speaking;
create and sustain role individually and when working with others.

Responding to the story

- Talk about the story and children's pets. Ask: *Why were Wilf and Wilma looking after Sniff?*
What things did Mrs May send with Sniff?
What do other pets (or your pets) need if they go away?
Why did Wilf and Wilma take Sniff to the park? Why did Sniff get tired?

Role-play

- Discuss what Wilf or Wilma would tell the class when they went back to school.

- Ask one of the children to pretend to be Wilf or Wilma. Ask him or her to tell the class how they looked after Sniff.

Writing

Objective Write about events in personal experience linked to a variety of incidents from stories.

- Ask the children to draw pets they have or would like to have. Write a sentence to go with the picture. Ask the children to say what the pet likes to eat.

◀▶ **Cross-curricular links**

Science: how to treat animals with care and sensitivity.

- *Who has a pet at home? How do you help to look after it?*
- *What pet would you choose if you could have any pet you wanted?*