

Pip and the Little Monkey

Before reading

- Read the title together and ask the children: *Why is Pip looking after the little monkey?* Prompt the children to look through the story to find the answer.
- Talk about what is happening on each page and introduce new or difficult words to the children, e.g. "zoo-keeper", "ill", "home", "better", "cried", "house", "jumped".
- Ask: *How did the monkey get better?*

During reading

- Ask the children to read the story. Encourage the children to read fluently and prompt them to re-read a sentence once they have worked out all the words.
- Praise the children who are demonstrating an awareness of grammar to decipher new and unfamiliar words, e.g. "helped", "ill", "took".
- Periodically ask the children to explain what is happening and encourage them to point to any text they refer to.

Observing

Check that the children:

- read familiar, simple stories and poems independently, point while reading and make correspondence between words said and read
- use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.

Group and independent reading activities

Text level work

Objective To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.

- Discuss with the children new words used in the text. For example, on page 57-④, ask: *How did you work out the word "home" at the end of the sentence?* Prompt the children to explain what strategies they used, e.g. the illustrations, the phonics, the sentence structure.
- Encourage the children to show their understanding of what they have read by explaining what has happened and why.

Observing Can the children explain what they have read? Are they using a variety of strategies to work out new and unfamiliar words?

Sentence level work

Objective To begin using the term "sentence" to identify sentences in text.

- Discuss with the children what clues help us to work out if we are reading a sentence.
- Ask: *How many sentences are in this story?* Ensure the children recognise two sentences on page 58-⑥.

Observing Can the children identify sentences in the text?

Word level work

Objective To blend phonemes.

- Turn to page 59-⑧ and read the sentence with the children. Re-read the word "played" and count the phonemes as you say the word: *pl-ay-ed*.
- Discuss with the children the first two letters "p" and "l" and how they are blended together to make a new sound "pl".
- Turn to page 58-⑥ and ask the children to find the two letters at the beginning of the word that are blended together to make one sound. ("cr")

Observing Can the children verbally blend the two letters together to make a new sound?

Comprehension

Ask the children:

- *On page 56-②, how is Pip helping her dad? (She is helping her dad wash an elephant.)*
- *What house number does Pip live at? (p57 illustration: number 39)*
- *How did they take the monkey back to the zoo? (p 58 in a cage)*
- *On page 60, why was Pip happy? (p59 Because the monkey was happy.)*

Speaking and listening activities

- Objectives** Include relevant detail; remember specific points that interest them; relate their contributions to what has gone on before.
- Discuss with the children how Pip looked after the monkey.
 - Talk about what responsibilities the children have at home and what these involve (e.g. looking after a pet or younger sibling).

◀▶ Cross-curricular links

D&T: homes

PE: dance

Writing

- Objective** Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.
- Ask the children to write a letter to Pip from the zoo saying, "Thank you for looking after the monkey and making it feel better".