

Get On

Before reading

- Read the title and talk about the picture under the title . Ask: *What might the child be getting on?*
- Look through the pictures to see if you are right.
- Ask the children to tell you if they have had a ride on a similar toy.

During reading

- Read the story together, pointing at each word as you read.
- Praise children for noticing details in the pictures and commenting on them
- On page 23-⑦ , ask: *What do you think will happen next?*
- Ask the children to read the story independently. Praise them for noticing the difference between "get" and "got".
- At the end, ask the children why all the characters are in the water.

Observing

Check that the children:

- track text in the right order from left to right, pointing to each word in turn
- understand what they have read
- recognise the names of the children on sight .

Group and independent reading activities

Text level work

Objective

To understand and use correctly terms about lessons and print: *lesson , beginning, end, page, line, word, letter, title .*

- Find the first page of the story. Ask: *How do we know where a story begins? Find the page number.*
- Show children how to turn the pages carefully.

- Ask the children to find the page number for the last page.
- Read the story together.

Observing

Check that the children:

- open the book at the beginning and can find the first word on the first page without help.

Sentence level work

Objective That words are ordered left to right and need to be read that way to make sense .

- Write "Biff", "Chip", "Get", "got", and "on" on separate pieces of card.
- Read the story together.
- Ask one child to use the words to make a sentence. Ask the child to tell everyone where to begin reading. Read the sentence together. Find the sentence in the story.
- Let each child in the group have a turn to make a sentence. Each time ask the child to tell you where to begin reading; find the same sentence in the story.
- Praise the children for making different sentences.

Observing

Do the children order the words left to right when making a sentence? Do they begin reading at the left.

Word level work

Objective To hear and identify initial sounds in words .

- Ask the children to tell you the names of the children in the story.
- Ask them to tell you the sound each name begins with.
- Ask a child to write the letters on a board, or write them yourself.
- Ask: *Does anyone in our class have a name that begins with "B"? Repeat for "K" and "Ch".*
- Ask children in turn to write the initial sound of their own name.

Observing

Can the children identify the initial sound accurately. Can they recognise the letter sound in print.

Speaking and listening activities

Objectives Speak with clear diction and appropriate intonation; listen to others' reactions; take turns in speaking .
Reread the story, then close the book. Ask the children to say what happened in the story.

- Ask: *What did Dad have for the children have to play on?*
- *Who went on first?*
- *What happened when they all got on? Why was that?*
- Ask the children to tell you about the toys they like to play on in paddling pools and at the beach.
- Praise children for explaining clearly and for listening carefully to what others say.

Writing

Objective To write captions for pictures or drawings .

- Read the story together.
- Ask the children to tell you if they have played on a toy like the giant banana. Use ideas from the Speaking and Listening session.
- Explain that they can choose whether to draw the story characters playing on the giant banana, or themselves and friends on something they have played upon.
- When the drawings are complete, ask each child to tell you about his or her picture.
- Ask them to write a word or sentence about their own picture independently.
- Look at all the pictures and read the captions.

Cross-curricular link

- ◀▶ Knowledge and understanding of the world: how things work: how many things can you think of that are filled with air?