

Floppy and the Puppets

🗣️ = Language comprehension

📖 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (Prediction) Read the title to the children. Ask: *What do you think will happen to Floppy and the puppets?*
- 📖 Ask the children to sound out and blend *puppets*, *p-u-pp-e-t-s*. Talk about the grapheme "u" and ask children to look through the story to find any other words that contain this grapheme (*upset*, *Mum*, *up*).
- 📖 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.
the he no was said some like oh so were children

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.
- 🗣️ (Analysing) Pause at the end of page 121-① and ask: *Why do you think Floppy is hiding behind the sofa?*
- 📖 On page 122-④, point to the word *barked* and help the children to read this word. Sound out the individual sounds for

the children and encourage them to blend the sounds together. Talk about the grapheme "ar" and ask the children if they can think of any other words that contain this grapheme.

- W On page 123-⑥, ask children to sound out and blend the word *asleep*, a-s-l-ee-p. Talk about the grapheme "ee" and ask children if they can think of any other words that contain this grapheme. Tell the children that the word *dream* on the same page has the sound /ee/ in it but that a different grapheme is used as code for the sound (don't go into too much detail about this at this stage).
- C (Analysing) At the end of page 125-⑫, ask: *Why was Floppy happy to wake up?*

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

- C (Summarising) Ask the children to re-tell the story in their own words.
- C (Clarifying) Look at page 122-④ again and ask: *Why is Floppy barking at the puppet?*
- C (Clarifying) Look at page 122-⑤ again and encourage children to look at Floppy's expression. Ask: *How do you think Floppy is feeling here? How do we know this?*
- C (Clarifying) Look at page 124-⑪ again and ask: *Why did Floppy have a bad dream?*

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 *p-u-pp-e-t*, *b-ar-k*, *b-a-s-k-e-t*, *b-ee-n*.

- W Support children with reading challenge words:
Floppy happy barked dream eat played wake
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** Organise what they say; listen to others; use language and action to explore the situations, characters and emotions; take turns to talk.
- Write the names of all the characters in the story on pieces of paper and distribute them to the children. Explain that they should take on the role of the character on the piece of paper they have been given.
 - Select children to take turns to describe how they felt in the story, for example, Floppy – very frightened of the puppets; Mum - sad that the puppets had upset Floppy; Kipper - excited to play with the new puppets.
 - Ask children to swap characters with another child and repeat the activity.

Writing activities

- Objectives** To draw pictures; to write captions and simple sentences for pictures and drawings; to apply knowledge of letter/sound correspondence in helping the teacher to scribe.
- Ask children to think about a happy dream that Floppy could

have, for example, being given a very long walk in the park or being given a pile of bones as high as a house!

- Ask them to draw a picture of Floppy's good dream.
- Now ask them to try and write a sentence to go with their picture to explain what Floppy is dreaming about. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Observing Did the children use the correct spelling?

Cross-curricular suggestion

Drama – Give children the opportunity to play with some puppets. Split the class into groups of four and give each group a chance to act out a play for the rest of the class using the puppets.