

# Gran and the Go-karts

🗣️ = Language comprehension

📖 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣️ (*Prediction*) Read the title with the children, encouraging them to sound out and blend the words. Ask: *What do you think will happen between Gran and the go-karts?*
- 🗣️ (*Connecting*) Ask children to sound out and blend *Go-karts*, *g-o-k-ar-t-s*. Talk about the grapheme "ar" and ask children to think of other words that contain this grapheme. Ask: *Have you ever been in a go-kart?*
- 📖 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 to I you all go no she said children oh have was went*

### 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 141-② and ask: *Why does the man ask the children to put the kit on?*
- 🗣️ On page 142-⑥, point to the word *won* and help the children

to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask children if they expected Wilf to win the race.

- Pause at the end of page 144-⑨ and ask: *Do you think Gran will win the race?*
- W On page 144-⑨, point to the word *faster* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask: *Why do you think this word has been repeated on this page?*

**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**

- (*Summarising*) Ask the children to re-tell the story in their own words.
- (*Analysing*) Look again at page 141-① and ask the children to look at Biff, Chip and Wilf's expressions. Ask: *How do you think the children feel when they arrive at the go-kart track?*
- (*Clarifying*) Look again at page 143-⑦ and ask: *Do you think the children would be surprised that Gran was having a go too?*
- (*Analysing*) Look again at page 144-⑨ and ask the children to look at Wilf's expression. Ask: *How do you think Wilf felt when he saw Gran speeding past him?*

### **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 *k-i-t, l-u-ck, w-i-n, th-a-t*.
- W Support children with reading challenge words:

*Gran track Wilf race fast won faster past next time*

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** Use questions and talk to convey and explore characters and emotions; take turns to talk.

- Invite children to take on the role of Gran and sit in the hot seat.
- Encourage the other children to ask the child playing Gran some questions, for example, how she felt watching the children go round in the karts; how she felt as she zoomed around the circuit; and how she felt at the end of the race.
- Now ask them to take on the role of Biff, Chip or Wilf and ask them how they felt when Gran said that she wanted to have a go.

## **Writing activities**

**Objectives** To experiment with writing in a variety of situations; to apply knowledge of letter/sound correspondence in writing.

- Explain to the children that they are going to create a poster advertising the go-kart centre.
- Tell them that the poster needs to be bold and attractive so that it encourages people to read it and to visit the centre.

- Talk about the words that could be used to describe the centre, for example, amazing, fantastic, wonderful, etc. Encourage them to use their phonics skills to sound out and spell the words where appropriate.
- Ask children to plan and draw their posters. Encourage them to think about what other information it would be useful to have on the poster.

**Observing** Did the children use the correct spelling?