

The Chase

Before reading

- Read the title and show the picture. Ask the children: *What do you think will happen in the story?*
- Look through the story to see what happens when Floppy chases the cat. Ask: *Who thought Floppy was a bad dog and why? Who thought Floppy was a good dog and why?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to read unknown words by thinking of words that would make sense.

Observing

Check that the children:

- start reading from left to right automatically
- track the text using one-to-one correspondence
- use a variety of cues, including grammatical knowledge, to work out unknown words.

Group and independent reading activities

Text level work

Objective To use knowledge of familiar texts to re-tell to others, recounting the main points in correct sequence.

- Ask the children: *What did Floppy want at the beginning of the story? Where did Biff and Mum go to get the new basket? What did Biff tell Floppy to do while she and Mum went to the toilet? What did Floppy do? Why was everyone cross? What did Floppy do? Why did Mum think Floppy had been good? Had he?*

Observing

Can the children re-tell the events of the story in the correct sequence and can they explain the ending?

Sentence level work

Objective

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

You will need cards of the words in the following sentence:

Mum and Biff went to the market.

- Jumble up the words and ask the children to put them into the correct sequence to make a sentence.

Observing

Do the children re-read the sentence to check for sense?

Word level work

Objective

To recognise the critical features of words, e.g. shape, length, and common spelling patterns.

- Ask the children to look through the book and find words that end in the letters “-et”, i.e. “market”, “basket”, “toilet”. Can they think of any more words that end in this way?

Observing

Can the children identify the letters and do they say the word aloud to help them?

Speaking and listening activities

Objectives

Use language and actions to explore and convey situations, characters and emotions; create and sustain roles individually and when working with others.

You will need some clothes to identify the characters in the story, e.g. a hat with long ears for Floppy, a lead, a T-shirt for Biff, a handbag for Mum, a furry hat for the cat, aprons for the stall owners, some drums, cymbals and triangles.

- Ask the children to put on a play of the story.
- Ask them to think of some facial expressions and gestures to show horror and anger. The children could compose some music to indicate the oranges falling off the cart, the plates crashing down, etc.

Cross-curricular link



Creative development: use their imagination in music; explore the different sounds of instruments

Writing

Objective To write captions for pictures and drawings.

- Ask the children to draw two pictures of Floppy: one of him doing something naughty, the other of him doing something good.
- Ask the children to write underneath the pictures "What a good dog!" and "What a bad dog!"