

Silly Races

- C** = Language comprehension
W = Word recognition

Group or guided reading

Introducing the story

- C** *(Prediction)* Read the title and ask the children: *What are races? Why do you think the story is called Silly Races?*
- C** *(Questioning)* Ask the children: *What races have you ever been in? Was it funny?*
- W** Look at the word 'silly' in the title. Ask: *What do you notice about the words 'silly', 'muddy', 'happy' and 'funny'? Ask: Can you think of a word that sounds in the same pattern as them?*

Strategy check

Remind the children to read with confidence familiar/high frequency words.

Independent reading

- I Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

Assessment Check that the children:

- I track text matching letters to sounds
- I use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words.
- I observe the pictures to understand what is happening in the story in detail.

Returning to the text

- W Ask the children to find a word that rhymes with 'luck'. Then ask: *Can you think of more words that end with ck?*
- C (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall and reasoning, such as: *What did Kipper get? Was Floppy in the race? Which race do you think is the funniest?*
- C (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main characters, events, and openings.

● *(Questioning, Clarifying)* Read the story together. Then ask children to close books.

I Ask: *Who got an orange?* Praise children for remembering that they were Biff and Chip. Ask one child to find and read the two sentences on page 163.

I Ask: *Who got a duck?* Praise children for remembering that it was Dad. Ask one child to find and read the sentences.

I Ask: *Who got an apple?* Praise children for remembering that it was Mum. Ask one child to find and read the sentences.

I Ask: *Who got a banana?* Praise children for remembering that it was Kipper. Ask one child to find and read the sentences.

I Ask: *Who got an orange?* Praise children for remembering that it was Mum. Ask one child to find and read the sentences.

Assessment Do the children recall correctly and read the right sentences?

Objective Read a range of familiar and common words and simple sentences independently. Begin to form simple sentences.

W **You will need** some word cards, with 'Mum', 'Dad', 'Biff', 'Chip', 'Kipper', 'Floppy', 'got', 'a', 'an', 'ran', 'apple', 'orange', 'banana' and 'duck' twice each, one word to a card. Jumble up the cards and turn them face down.

- I Ask children to take turns to turn over two cards each time. If they can read them both, they could keep them. Otherwise, put them back.
- I Ask two children to form a group and share the cards they keep and form sentences together.
- I Check whether the sentences make sense and see which group has most correct sentences.

Assessment Do the children read the words correctly and make the words make sense?

Objective Read some high frequency fruit words.

W Ask the children to suggest other high frequency words they want to get if they win a race and make a list of the suggestions.

- I Ask one child to read one of the words and draw it out.
- I Repeat with each word so that each member of the class has a turn.

Assessment Do the children read the words with confidence?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking and ideas.

- I Talk about the other funny races people could be in.
- I Ask: *Which of the races would you like to be in? Why?*
- I Ask children in turn to voice their opinions.
- I Praise children for speaking clearly and for keeping to the point. Praise listeners for their concentration.

Writing activities

Objective Write captions for pictures and begin to form simple sentences using punctuation.

- W** Ask the children to draw themselves in a funny race and the things they got. Then ask them to write a sentence to match each picture.
- I Collect all the pictures and show them to all the children, then ask the children to work out who was in the race and what he/she got.

Assessment Do the children's sentences correctly describe the pictures they have drawn? Do the children use correct spelling?

