

Chip's Robot

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- G** (*Prediction*) Talk about the picture on the and ask the children to suggest what might happen in the story.
- W** Prompt the children to read the title. Encourage them to sound out and blend the letters in 'Robot'.
- G** (*Questioning*) Ask: *What is a robot? Have you seen one?*
- G** (*Clarifying*) Discuss what robots can do.

Strategy check

Remind the children to look for familiar graphemes when working out new words.

Independent reading

- W** Ask the children to read the story. Praise them for reading high frequency words on sight and for sounding out and blending decodable words.
- G** (*Clarifying*) Encourage the children to talk about the pictures, noticing details.
- G** (*Clarifying*) On page 135-②, point out the question mark. Demonstrate reading the question with appropriate expression.
- G** (*Questioning*) Before turning each page encourage the children to answer the question: *Can you see the robot?*

Assessment Check that children:

- recognise increasing numbers of high frequency words
- attempt to sound out and blend the letters in new words.

Returning to the text

- G** (*Questioning, Clarifying*) Return to the picture under the title and ask:
What has Chip used to make the robot's face? Look through the pictures and encourage the child to describe other things that Chip used to make the robot.
- W** Reread pages 136-138 , encouraging the children to read Chip's words, while you read the rest of the text. Encourage the children to work out words using their phonetic knowledge.
- G** (*Summarising*) Ask children to describe how Chip made his robot in three or four sentences.

Group and independent reading activities

Objective Explore and experiment with sounds, words and texts . Read simple words by sounding out and blending phonemes all through the word from left to right. Read some high frequency words .

- W** **You will need** some small reusable stickers. Cover one word in each sentence with a piece of a sticker.
 - Read the story together, leaving a gap for the covered word. Ask the children: *Can you suggest words that make sense and fit the picture?* Decide together which word sounds best.
 - Peel away the sticker just enough to see the first letter sound. Ask: *Are we right so far?* Take away the sticker and read the word. Reread the whole sentence.
 - If children make suggestions that could have been used, explain that their word is just as good, but the author chose a different one.

Assessment Do the children sound out the letters as the sticker is removed?
Do the children suggest words that make sense?

Objective Show an understanding of the elements of stories, such as main character, sequence of events, and openings . Retell narratives in the correct sequence, drawing on the language patterns of stories .

- G** (Clarifying) Ask the children to take turns and describe what is happening in each of the pictures. Ask: *Can you remember what Chip said on these pages?*

Assessment Do the children remember some of the words or phrases that Chip said?

Objective Hear and say sounds in words in the order in which they occur . Use phonic knowledge to write simple regular words .

- G** Begin by writing the word 'box' on a board or flipchart. Ask the children to read it, then ask: *Can you think of a word that rhymes with 'box'?* Ask the children to help you to spell 'fox'.
- Write 'had' on the board. Ask children to suggest a rhyming word, e.g. bad, dad, lad, mad, sad. Ask the children to tell you how to spell each rhyming word.
 - Repeat with 'leg' and 'can'.

Assessment Do the children suggest correct spellings and show an understanding of letter sounds?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener. Retell narratives in the correct sequence, drawing on the language patterns of stories.

- G** Read the story, then ask: *How did Chip make the robot?* Talk about what Chip used and the order he put the robot together.
- Ask the children to tell you what he did in order. Write the sentences in order as the children tell you what Chip did. You could begin 'Chip had a lot of boxes.'
 - Praise children for explaining the sequence clearly.

Writing activities

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words . Attempt writing for various purposes, using features of different forms such as instructions .

- Ask the children what models or pictures they have made. Choose one item that all the children have made or painted in class.
- Ask the children to remind you what they needed and what they did. Discuss all the stages in making the model or picture.
- Ask: *What did we need?* Begin by writing 'First we needed...' Ask: *What did we do next?* Write the sentence. Ask the children to help you write high frequency words.
- Write about four sentences together, explaining what you did.

Assessment Do the children suggest a logical sequence for the stages?
Can the children spell the high frequency words?