

The New House

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- G** (*Questioning*) Ask: *Do you remember what happened in the last story?* Read the title of this story, look at the illustration and guess if the family like the new house.
- G** (*Prediction*) Ask: *What do you think will happen in this story?* Look at some of the pictures to see if the children are right.
- G** (*Clarifying*) Ask: *What do you have to take with you when you move house? Is it an easy job?*

Strategy check

Remind the children to use letter sounds to help them to work out new words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- G** (*Summarising*) Ask the children to say what they think was the most difficult thing to move into the new house.

Assessment Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading

- identify main events and characters in stories
- use syntax and context when reading for meaning.

Returning to the text

- G** *(Questioning) Ask: How did they get everything to the new house? Who helped the family to move?*
- G** *(Questioning) Ask: Who put the go-kart in the van? What did Kipper put in?*
- G** *(Questioning) Ask: Why did Biff and Chip say 'Oh no!' on page 15?*
- G** *(Summarising) Ask: What happened at the end of the story?*

Group and independent reading activities

Objective Identify the main events in stories .

- G** *(Summarising) Ask the children to think of a sentence that explains what happens at the beginning of the story. Then ask them to think of two more sentences to explain what happened in the middle and at the end of the story. Write the three sentences and then read them together.*

Assessment Could the children summarise the story in three sentences?

Objective Find specific information in simple texts .

- G** *(Questioning) Ask the children to scan the text to find the names of three things that went into the van. Ask them to find the three items in the illustrations. Ask them to draw the items and write sentences to say who put them in the van.*

Assessment Could the children find the words in the text? Could they use the text to write a sentence about each item?

Objective Spell new words using phonics as the prime approach .

- G** Ask the children to look at page 97-③ and name the items they can see. Ask them to choose four items, draw them, then try to spell the words. Remind them to use letter sounds to work out how to spell the words. Praise children for getting letter sounds correct in their spellings.

Assessment Could the children use phonics to work out how to spell the words?

Objective Make predictions showing an understanding of ideas, events and characters .

G (*Prediction*) Ask the children to say what they think will happen next. *If you were living in that house, what would you want to do first? What might the next story be about?*

Assessment Did the children understand the story well enough to make relevant suggestions?

Speaking, listening and drama activities

Objective Ask and answer questions, taking turns .

G (*Questioning*) Ask: *Why were they all putting things in the van?* Choose one child to answer, then ask him or her to think of a question to ask the class. The child who answers correctly is given the chance to ask the next question. The children continue taking turns in this way. Praise children for inventing relevant questions and praise the others for answering them well.

Writing activities

Objective Use key features of narrative in their own writing . Use capital letters and full stops when punctuating simple sentences .

G (*Imagining*) Ask the children to imagine what Kipper is feeling on page 98-⑤ and page 100-⑨. *How would you feel if you saw everything from your house being put into a van? Would you be excited, or would you be a bit worried? What are the most important things for Kipper to take to the new house?*

- Ask the children to tell you the two most important things they would make sure they took to a new house.
- Ask them to draw the things and write a sentence. Remind them to begin the sentence with a capital letter and finish with a full stop.

Assessment Can the children write a relevant sentence? Did they use a capital letter and a full stop?