

Catch It!

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Questioning*) Read the title with the children and ask them what they think the family are going to try to catch and who they think might catch it.
- W** Encourage the children to read the title. Where necessary sound out the individual sounds for the children and encourage them to blend the sounds together. Draw attention to the exclamation mark and encourage the children to read the title with expression.
- W** 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 no into we was you went said there oh

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.
- C** (*Clarifying*) Pause after page 112-④ and ask: *How would Floppy pop the ball?*

- (Prediction) After reading page 112-⑤, point to and read the word *gust*. Help the children to read the word by sounding out and blending. Talk about its meaning. Ask: *What other words could the author have used to describe the wind?* (puff, breeze, waft, wisp, whoosh, rush, blast, etc.)
- W On page 113-⑧, point to the word *ski*. Tell the children that in this word the grapheme "i" is code for the /ee/ sound. Encourage them to use this information to sound out and blend the word *ski*, *s-k-i*. Talk about what a jet ski is and look at the picture to inform the discussion.
- (Clarifying) At the end of the story ask the children if they think the last page is funny. Encourage them to explain the joke in describing the ball as 'floppy'.

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, using the pictures as prompts.
- (Clarifying, Connecting) Look again at page 111-②. Ask: *What are the children and Dad doing? What sort of game are they going to play?*
- (Predicting) Look again at page 114-⑩. Ask: *Did Dad catch the ball? What happened to Dad?* Ask the children to find Dad in the picture on page 115-⑪ to find out what happened to him. (He fell in the sea and got wet.)
- (Clarifying) Re-read page 115-⑪. Ask: *What happened to the ball? Do you think the children are cross with Floppy?*

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 *w-i-ll, j-e-t, o-ff, y-e-s*.
- W Support children with reading challenge words:
took beach ball sea ski gust wind catch thank floppy
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 Organise what they say; listen to others; use talk and action to explore the situations, characters and emotions.

- Return to page 111-②. Talk about what the children are doing on the beach. Ask the children to look at the picture and talk about the expressions on the characters' faces. Talk about how each of the characters is feeling. Ask: *Are they enjoying the game on the beach?*
- Ask the class if any of the children have played with a beach ball on the beach. Was it fun? Hold a class discussion on what you can do on a beach and in the sea that is fun. Ask: *What would you like to do in the sea? What would you like to do on the beach?* Scribe a list of activities.
- Ask the children to work in pairs to mime their favourite sea or beach activity. Ask volunteers to show their mime to the rest of the class. Can they guess the activity?

Writing activities

Objectives To write captions for pictures and drawings; to apply

knowledge of letter/sound correspondence in helping the teacher to scribe.

- Point to the sound words on page 111-②. What other sound words can the children think of to describe the noises of the game? (e.g. bang, crash, whoosh, pop, zip) Scribe the words on the board for the children. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Provide paper and a selection of pens, crayons and coloured pencils. Ask the children to draw a picture in which there is a noise, it could be a picture of a game (similar to in the book) or an action like a balloon popping or a drum banging. Encourage the children to write as many sound words as they can think of to describe what is happening in their picture. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Cross-curricular suggestion

Science – talk about the story and how the ball got blown into the sea. Choose a range of objects of different shapes and weights. Ask the children which objects they think they might be able to move by blowing and which they will not. Carry out the experiment with the children trying to move each object by blowing and record which objects move and which do not. If appropriate, you could repeat the experiment with more children blowing together to see if more objects move, or using a hair dryer to create a stronger force.