

Look Smart

Before reading

- Look at the picture and read the title. Ask: *Who do you think looks smart?*
- Check that everyone can read the high frequency words.

During reading

- Talk about the story and the new clothes. Ask: *Do you like having new clothes? Do the children in the story want to look smart?*
- Encourage the children to use phonemes to work out any new words they meet.
- Praise children for reading fluently with expression.

Observing

Check that the children:

- read the high frequency words without difficulty
- notice where sentences begin and end and use appropriate expression.

Group and independent reading activities

Text level work

Objective To reinforce and apply their word level skills through shared and guided reading.

- Ask the children to find "shirt" on page 59-②. Ask a child to tell the group all the phonemes in the word. Write the word on a board showing the phonemes: sh/ir/t. Ask: *What would the word be if we took away "sh" and used "d" instead? Who had a dirty shirt in the story?*
- Ask them to find "smart" on page 60-③. Ask a child to say all the phonemes. Write the word on the board: s/m/ar/t. Ask: *What would the word be if it began with "st" instead of "sm"? Did the children look smart at the start of the story?*

- Find the phonemes in “paws” on page 63-⑨. Ask the children to say the word that we get if we change “p” to “j”. Ask: *Was it Floppy’s paws, or his jaws that spoilt Chip’s shirt?*

Observing

Were the children able to identify phonemes and use the spelling patterns to make new words?

Sentence level work

Objective

To recognise full stops and capital letters when reading and understand how they affect the way a passage is read.

- Ask the children to look through the story and find the longest sentence in the story (page 59-②). Ask: *How do we know where a sentence begins and ends?*
- Ask the children to find any page that has speech marks. Ask: *How many sentences are there?* Then ask a volunteer to read the sentence or sentences.

Observing

When the children read, do they show by their expression that they know where the sentence ended?

Word level work

Objective

To secure identification, spelling and reading of initial, final and medial letter sounds in simple words .

- Use these words from the story: “had”, “top”, “bag”, “mud”, “job”.
- Tell the children you are going to play a guessing game. You will give them clues about a word. When they have three clues, they may guess the word, e.g. *This word begins with “h”, it ends with “d” and it has “a” in the middle? What is it?*
- If the children find this game easy, vary the order that you give the clues, e.g. *This word has “a” in the middle, it ends with “g” and begins with “b”.*

Observing

Are the children able to work out the words from the clues you give?

Speaking and listening activities

Objectives To retell stories, ordering events using story language.

- Talk about what happened in the story. Ask the children: *What happened at the beginning, in the middle and at the end?*
- Ask the class or group to pretend they haven't heard the story before, then ask a volunteer to tell them the beginning of the story.
- Ask someone else to take over and say what happened next.
- Ask a third volunteer to say what happened at the end.
- Praise children for using the past tense and for telling the story in their own words.

Observing

Were the children able to retell the story in the right sequence? Did they use story-telling language?

Writing

Objective To represent outlines of story plots using arrows to record main incidents in order.

- Ask the children: *Who had new clothes?* Write the names in a line across a board.
- Ask: *What did Biff have?* Draw an arrow from "Biff" and write "dress" at the end of the arrow.
- *What happened to the dress?* If necessary, look back at the book to check. Draw an arrow from "dress" to "lipstick".

Biff → dress → lipstick

- Ask the children to draw arrows and say what happened to Chip's shirt and Kipper's top.
- Ask: *What happened after that?* Draw arrows to the washing machine, then the lorry.
- Show the children how they can use the outline to retell the story.

Cross-curricular link



Science: Materials