

# The Go-kart

**G** = Language comprehension

**W** = Word recognition

## Group or guided reading

### Introducing the story

- G** (*Clarifying*) Read the title, pointing to each word. Show the picture on page 11 . Ask: *Have you had a go on a go-kart? Can two people go on it at the same time?*
- G** (*Prediction*) Ask the children what they think might happen in the story.
- G** (*Clarifying*) Look through the story to see what happens. Ask: *Did they take turns? What happened to the go-kart?*

### Strategy check

Check that the children can find the beginning and end of the story and that they know where to begin reading.

### Independent reading

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

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words.
- use the illustrations, the context and their own experiences to work out what is happening in the story.

## Returning to the text

- C** (Questioning) Ask: *Why did Biff and Chip fight over the go-kart? What should they have done?*
- C** (Clarifying) Ask: *Why did Dad put the go-kart away? How did Biff and Chip feel?*
- C** (Summarising) Ask: *What happened at the end of the story? Why does it say 'Oh no!'?*
- C** (Clarifying) Ask the children if there are any questions they would like to ask any of the characters. Discuss possible answers.

## Group and independent reading activities

**Objective** Read some high frequency words.

- W** Ask the children to find the word 'go' anywhere in the story. Ask individuals to tell you the page number where they found the word 'go'. Ask everyone to find the page and read the whole sentence each time. Count the number of times that the word 'go' appears in the book. Repeat with the word 'they'. Find the list on the back cover of the book. Check that everyone can read all the words.

**Assessment** Ask the children to tell you how to write the words 'go' and 'they' without looking at the book.

**Objective** Read simple words by sounding out and blending from left to right

- W** Read pages 13-⑥ together. Close the books and ask the children to tell you all the phonemes in the word 'stop'. Separate the phonemes clearly, counting them with your fingers as the sounds are said. Then blend them together. Repeat with the word 'flop'. Choose some more words from the phonic word list on page 12-③. Separate and count the phonemes each time, then blend and say the whole word.

**Assessment** Can children separate, then blend the phonemes in the word 'drop'?

**Objective** Retell narratives in the correct sequence, drawing on language patterns of stories.

- G** (*Summarising*) Ask questions to help children recall the sequence of events. Ask: *What did Dad make for the children? Why was there a fight? What did Dad do? How did the story end?* Retell the whole story in your own words, showing children how to use story language. Try to do this from memory first, then look at the book and ask the children to retell the story as you look at the pictures.

**Assessment** Can the children retell the story in their own words?

## **Speaking, listening and drama activities**

**Objective** Use language to imagine and recreate roles and experiences.

- G** (*Imagining*) Talk about the way go-karts are made. Ask: *What would you need if you were going to make one?* Make a list, e.g. wheels, steering wheel, seat, axles. Look at the pictures of the go-kart on page 11. Find all the parts you have in your list. Ask the children to look carefully and remember details. Ask individuals to tell you a detail they have noticed, e.g. there is a box on the back to put things in. Take away the picture and ask the children to say what they remember about the go-kart. Praise children for remembering details. You could ask them to draw a picture of the go-kart from memory and label the main parts.

## **Writing activities**

**Objective** Write own captions; begin to form simple sentences using some punctuation.

- G** (*Imagining*) Talk about the go-kart and swing in the story. Ask the children if there is another outdoor toy they would like to have. Talk

about their ideas. Ask them to draw the toy they would like to play on outside. Ask them to write a sentence about the toy they want to go on.

**Assessment** Did they end the sentence with a full stop?