

House for Sale

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- G** (*Prediction*) Read the title and the sign. Ask the children to say what they think will happen.
- G** (*Clarifying*) Ask: *Have you ever moved house? Did you have a notice board outside your house?*
- G** (*Clarifying*) Look briefly through the story, talking about the pictures and any memories children may have about looking around an empty house.

Strategy check

Remind the children to point to each word as they read it.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- G** (*Summarising*) Ask the children to say whether the family wanted to live in this house.

Assessment Check that children:

- recognise automatically an increasing number of 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: *What did Kipper do when he was in the house? What do you think Mum and Dad said to him when he jumped on the bed? Who chose the rooms they wanted?*
- G** *(Questioning, Summarising)* Ask: *Do you think anyone was living in the house? Why do you think that?*
- G** *(Imagining, Clarifying)* Ask: *Do you think this is the right house for this family? Why do you think that?*
- G** *(Prediction)* Ask: *What do you think might happen next? What will the next story be about?*

Group and independent reading activities

Objective Identify characters and find specific information .

- G** *(Imagining)* Discuss what the children know about Kipper. Ask them to close their eyes and picture Kipper in their minds. Ask them to tell you words that describe Kipper's appearance. Ask them to find the picture or the words that prove that they are right. Make a list under the heading 'What does Kipper look like?' Ask the children to tell you what Kipper did. Think of words that describe this behaviour, and list them under the heading 'What kind of child is Kipper?', e.g. energetic, curious, naughty, excited.

Assessment Could the children suggest ideas about Kipper's appearance and character? Could they find the page in the book that proved it? Could they say which words are related to appearance and which to character?

Objective Identify the constituent parts of two-syllable words to support the application of phonic knowledge and skills .

W Find 'chimney' on page 92-④. Clap the two syllables in the word: chim-ney. Ask the children to tell you the phonemes in each syllable separately ('ch-i-m') and ('n-ey'). Find 'bedroom' on page 8, clap the syllables and say the phonemes in each syllable: ('b-e-d') and ('r-oo-m'). Repeat with 'garden' on page 94-⑦.

Assessment Could the children clap the syllables? Could they identify the phonemes in each syllable?

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

G (*Summarising, Imagining*) Ask the children to say what they liked about the house. Ask: *What else did you notice about the house? Does anything remind you of your own house? Have you looked around an empty house and decided which room you would like? What will Dad and Mum need to do before they can move in? What was special about the garden? Is this a good garden for this family?*

Assessment Could the children identify with the family and make comments about this house? Can they refer to their own experiences?

Speaking, listening and drama activities

Objective Explore characters through role-play.

G (*Questioning*) Ask a volunteer to be in the 'hot seat' as Kipper. Encourage the rest of the children to ask Kipper questions about the house; 'Kipper' answers the questions using information from the story. Change roles, allowing other children to be Kipper. Discuss what kind of boy Kipper is.

Writing activities

Objective Create short, simple texts on paper and on screen that combine words and images. Use capital letters and full stops when punctuating simple sentences.

- G** (*Questioning*) Ask the children to tell you what happened in the story. Write the ideas on a board.
 - Ask them to draw four pictures that would help them to retell the story.
 - Children then write a sentence on paper or on the computer to match each picture, using a capital letter to begin each sentence and a full stop at the end.
 - Ask the children to use their pictures and sentences to retell the story.

Assessment Did the children select and illustrate four main points from the story?
Did they punctuate their sentences with capital letters and full stops?