

Poor Floppy

Group and independent reading activities

Introducing the story

Look at the picture and read the title. Ask:

- ⑨ *What is the matter with Floppy? What do you think the story will be about?*
- Look at the pictures to see if you have guessed right. Ask the children:
 - ⑨ *Who has Floppy gone to see? Do you think animals like going to see the vet? Who do you see when you don't feel well?*
- Read the story together.

During reading

Ask one of the children to read to you. Praise them for confident reading and for having a go at new words. If the child misreads a word use one of the following strategies to reread and correct the sentence. Observe and note which skills and strategies the child uses automatically.

Observing

Check if the children:

- can read on sight high frequency words
- can identify initial and final phoneme in CVC words
- use awareness of the grammar of a sentence to predict words
- point and make one-to-one correspondences between written and spoken words

Practising phonics

Objective

Use knowledge of rhyme to identify families of rhyming CVC words

- Play a game. Write this list of CVC words from the story in a list on the board: not, well, bed, bad, sad, vet, six, cat, pill.

- Ask the children to sit in a circle. One child says a word from the list. The next child says a rhyming word by changing the onset, the next child changes it again. The word is changed to a different rhyme by each child, e.g. not, pot, lot, rot, got.
- Go on until a child gets stuck. That child can say a new word from the list and start a new series of rhymes. You can include nonsense words for fun or restrict the game to real words.

- Observing**
- Can the children change the onset confidently to get a rhyming word?
 - Does the child avoid repetition by generating a new word?

Looking for spelling patterns

- Objective** Recognise the critical features of words, e.g. shape, length, and common spelling patterns

- Together look for words in the story ending in -ll, (well, pill). Make lists of more by changing the onset for "well" and "pill".
- Change the vowel to "a" and list words that end with "all". Change the vowel again to "o" and then to "u".
- Read the words, noticing that words that follow the same pattern do not always rhyme, e.g. full, dull; doll, roll.

- Observing**
- Did anyone suggest words from memory, e.g. "pull"?
 - Did anyone suggest words that did not end in "ll"?

Speaking and listening activities

- Objectives**
- Choose words with precision
 - Make relevant comments
 - Give reasons for opinions and actions
 - Use language and actions to explore and convey situations.

Cross-curricular links *Personal, social and emotional development: show care and concern for living things.*

Responding to the story

Talk about the story together. Ask:

- ⑨ *Who noticed that Floppy was not well?*
- ⑨ *How could you tell that Floppy was ill?*
- ⑨ *Who helped to make Floppy better?*
- ⑨ *What did they do to make Floppy well again?*

Personal experiences/Cross-curricular links

- Talk about the children's with their pets. Ask:
 - ⑨ *Has anyone taken an animal to the vet? What happened?*
 - ⑨ *Have you seen a pet that was ill? How could you tell it was ill?*
 - ⑨ *Have you been ill? What did it feel like?*
 - ⑨ *What do you like people to do for you if you feel ill?*

Role-play

- Talk about going to the vet's surgery.
 - ⑨ *What do you have to do? Who do you see first? What does the vet do?*
 - ⑨ *What would Mum say? What would the vet say? What might Chip say?*
- Work out the conversation together, including the vet explaining when Floppy must have the pills. Ask volunteers to be Mum, the receptionist, the vet, Floppy and Chip. Act out the visit to the vet.

Writing

Objective

Experiment with writing in role-play situations

- Talk about setting up a role-play area to be the vet's waiting room and surgery. Decide what notices are needed, e.g. "Reception", "Please wait here", "Dogs must be on a lead."
- Make an appointment book. Have a pad for the vet. Decide what the vet wrote for Floppy.