

Mister Haggis

🗣️ = Language comprehension

🔤 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (*Prediction*) Look at the title picture and read the title with the children, pointing to the words as you read. Ask: *Who do you think Mister Haggis is?*
- 🗣️ Talk about parrots and how some parrots can be taught to speak. Share any experiences of parrots or similar birds.
- 🔤 Encourage the children to sound out and blend any new words. Focus on the word *chattering*. If appropriate, help the children to sound out and blend the word *ch-a-tt-er-i-ng*. Talk about what the word means and ask them to think about other words that can be used to mean 'talking'.
- 🔤 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 no he she we was you said came 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.

- W After reading page 86-②, point to the grapheme "ee" in *see*. Talk about the grapheme "ee" and ask the children if they can think of any other words that contain the grapheme "ee". Ask the children to find a word containing the same grapheme on page 86-② (*green*).
- C (*Analysing, Prediction*) Pause after reading page 87-⑥. Ask: *Why do you think Mum doesn't want to keep the parrot? What do you think will happen next?*
- W On page 88-⑨, help the children to read *night-night*. Talk about the grapheme "igh" and draw children's attention to the fact that it has three letters that are code for one sound. Ask the children if they can think of other words that contain the grapheme "igh".
- C (*Clarifying*) Ask the children why the man is putting a cover over the parrot. Ask: *Why is the man saying night-night to the parrot?* Check that the children understand that the cover makes the cage dark so the parrot thinks it is night-time and goes to sleep.

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

- C (*Questioning*) Return to page 86-①. Ask the children how they would feel if they saw a parrot outside. Ask: *What would you do?*
- C (*Clarifying*) Re-read the text on page 89-⑩ and look at the picture. Ask: *Why do you think all the lights are on in the house? What is keeping everyone awake?* Talk about how the children think the family would feel about being kept awake all night.
- C (*Imagining*) Turn to the last page of the story and talk about what might happen next. Ask: *Do you think the man will take his parrot or leave it with the family?*
- C (*Questioning*) Ask the children if they would like a parrot as a

pet, and why.

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *f-oo-d, s-o-ng, k-ee-p, p-a-rr-o-t*.
- W Support children with reading challenge words:
flew green head poster stop last cover
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 Retell narratives in the correct sequence, drawing on the language patterns of stories; include relevant details.

- Discuss the parrot's name. Do the children think it is funny? If so, why?
- Take turns to think of a different funny name for a parrot and try to make each other laugh. Have a class vote on the funniest name.
- As a class re-tell the story in your own words. Ask the children to think about the parrot in particular and what he says. As a class, or in groups, encourage the children to think of other things that they think the parrot might say. Help them to think about sayings that could be funny or could have helped to find

out who he belonged to.

Writing activities

Objective To write about significant incidents from known stories.

- Look together at the poster on page 88-⑦. Discuss what it might say (a description of the parrot, when it was found, a contact telephone number). Act as scribe and write the children's ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask the children to design their own 'Found' poster for the parrot. Ask them to draw a picture, and then write 'Found' above and a description of the parrot below. They can use the words you have scribed on the board to help them.

Cross-curricular suggestion

Science –Research about parrots. Encourage the children to find out about the features of a parrot, the natural habitat they live in and what they eat.