

Creepy-crawly!

Before reading

- Read the title. Ask the children: *What is a creepy-crawly? What do you think is going to happen?*
- Look briefly at the illustrations to confirm the children's predictions.
- Point out the word "Ugh" and discuss how the characters might say this when they see a creepy-crawly in the bath. If necessary, pronounce it for the children.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, ask them to use the picture clues to help them read any difficult words, e.g. "couldn't".

Observing

Check that the children:

- point to the words as they read, making one-to-one correspondence
- use the context to work out new and unusual words, e.g. "Ugh".

Group and independent reading activities

Text level work

Objective

To notice the difference between spoken and written forms through re-telling known stories; compare "told" versions with what the story "says".

- In pairs, one child tells the story without referring to the book, then both children look through the text to compare the "told" story with the written version.

Observing

Do they tell the story in their own words, or do they repeat parts of the story from memory?

Sentence level work

Objective To expect written text to make sense and to check for sense if it does not.

You will need large word cards of the following words: She, put, it, in, the, bath.

- Give six children a word card each. Ask them to stand in a line quickly, without looking at the person's cards next to them. Read out the "sentence". Ask them whether it makes sense.
- Now ask the children to move into position so that the words can be read as a sensible sentence.

Observing Do the children re-read the words before deciding where they fit in the sentence?

Word level work

Objective To read on sight a range of familiar words, e.g. names.

You will need sets of the following word cards: Wilma, Dad, Wilf, Mum, Chip, Biff, Kipper, Floppy.

- Give out three sets of words cards to each group of three children.
- The children deal out five cards each and place the rest in the centre. Children collect as many pairs of cards as possible by asking "Have you got...?" (saying the name of the character). The child gives away the card, if he/she has it. If not, the first child picks up a card from the pile. The winner is the child with the most pairs.

Observing Do the children get quicker at reading the names as the game goes on?

Speaking and listening activities

Objective Use language and actions to convey situations, characters and emotions.

You will need toy spiders.

- Discuss how the characters in the story react to the creepy crawly in the bath.

- Ask the children, in small groups, to take the roles of the characters and to act out the story, using the toy spiders as props. Encourage them to use actions and facial expressions to give meaning to the words from the story.

Writing

Objective To write labels or captions for drawings.

You may need reference books on mini-beasts.

- Discuss real creepy-crawlies that the children have seen. Draw up a list of mini-beasts with the children. (You could refer to reference books to find more.)
- Ask the children to draw a mini-beast and write a label for it. Some children might like to write a caption about their mini-beast.

Cross-curricular link

- ◀▶ Knowledge and understanding of the world: find out about, and identify, some features of living things