

Roy and the Budgie

Before reading

- Show the picture to the children and ask: *What can you see?*
- Introduce the term “budgie” and ask the children to read the title.
- Ask: *What is the budgie’s name and what does it do on page 36-②?* Encourage the children to look at page 36 to find the answers.

During reading

- Ask the children to read the story. Praise and encourage them while they read and prompt them to self-correct.
- On page 37-④, check the children use different strategies to work out the unfamiliar word “wood”. Ask them to explain its meaning.
- On page 38-⑤, check the children use different strategies to work out the unfamiliar word “ostrich”. Ask them to explain its meaning.

Observing

Check that the children:

- use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.

Group and independent reading activities

Text level work

Objective To describe story settings and incidents and relate them to own experience and that of others.

- Sit in a circle and pass an object round to indicate whose turn it is to speak. Ask each child to say something about the “wood” in the story using his/her own experience.

Observing

Can the children relate the story setting to their own experience?

Sentence level work

Objective To use a capital letter for the personal pronoun “I” and for the start of a sentence.

You will need paper in the shape of speech bubbles.

- Ask: *What do you think Roy might be saying on page 37-③?* (e.g. “I can’t reach.” “I need longer arms.”)
- Ask them to write down what Roy might say. Encourage them to refer to the text for clues.
- Repeat for page 37-④.

Observing Do the children write a capital letter for the pronoun “I”?

Word level work

Objective To recognise the critical features of words, e.g. length, common spelling patterns and words within words.

- Write the story title on the board. Discuss with the children what the three words, “Roy”, “and”, “the”, have in common? (All have three letters.)
- Encourage the children to look through the text for other three-letter words and to make a list of them.
- Can the children then find words with four, five, and six letters?
Ask: What is the longest word?

Observing Do the children recognise long and short words on sight or do they count the letters?

Comprehension

Ask the children:

- *How did Joey escape?* (p36 Joey flew out the window.)
- *What was the ostrich’s name?* (p38 illustration: Oswald)
- *On page 39-⑦, how did Roy know the man was a zoo-keeper?* (illustration: He has “zoo” on his arm and special clothing, e.g. a cap.)
- *How do you think the ostrich escaped from the zoo?* (p40 illustration: A rope tied to his neck broke.)

Speaking and listening activities

Objectives Speak with clear diction and appropriate intonation; sustain concentration; take turns in speaking; describe events and experiences.

- Discuss with the children what happened to Roy at the beginning of the story. (He lost Joey.)
- Encourage the children to share a time when they lost something and ask them to explain how it made them feel.
- Encourage them to listen to each others' stories and to speak audibly so that the others can hear when relating their story.



Cross-curricular links

Geography: the local area

Music: Taking Off

Writing

Objective Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.

- Remove an object from the classroom. (Ensure it is something that the children are familiar with and see every day.) Tell the children something precious has been lost in the classroom.
- Ask them to write a "Lost" poster for the object to be placed around the school to help find it.
- Encourage the children to use their phonological and graphic knowledge, and sight vocabulary, as they write.