

The Mud Bath

Group and independent reading activities

Introducing the story

- Talk about the title and look at the picture. Ask the children: *What do you think the story might be about? What does "a mud bath" mean?*
- Look at the pictures in the story. On page 103-⑤, ask one of the children to find the word "bathroom".
- On page 103-⑥, find and read the word "football".
- Read the story together.

During reading

- Praise children for using phonics to work out words as they read. Check that the word they decode makes sense in the sentence. Use the pictures and the sense of the story to check. At the end of the story, ask: *Have you ever been as muddy as this? Have you played in a football match? Have you ever forgotten to do something while you were watching television?*

Observing

Check that the children:

- can describe story settings and incidents and relate them to own experience
- expect the text to make sense and check for sense if it does not
- can blend phonemes to read CVC words.

Practising phonics

Objective Blend phonemes to read CVC words in rhyming and non-rhyming sets.

- Write "fell" on a board. Say and count the phonemes. Count the letters. Ask: *What do you notice? Why are there four letters, but only one phoneme?*

- Ask the children to think of other words that rhyme with “fell”. Write the rhymes in a list, e.g. fell, bell, sell, tell.
- Write “mess” on the board. Count the phonemes and the letters again. Make more words by changing the vowel this time. Ask: *Which words can you make?* (e.g. miss, mass, moss)
- Can you change the vowel to make words from “ball”?

Observing

Can children change the onset to make new words? Can they recognise which words are real, and which ones are made-up words? Can the children generate words by changing the vowel?

Looking for spelling patterns

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

- Find “drip” and “drop” on page 104-⑧ . Ask: *Which letters are the same? Do you know any other words that begin with “dr”?*
- Ask the children to help you spell the words, e.g. “dress”, “drill”, “drain”.
- Look at “splash” and “splat” on pages 104-⑧ and page 105-⑨. Ask: *Which letters are the same?*
- Think of some more words that start with “spl”. Ask the children to help you to spell them, e.g. split, splinter.

Observing

Can the children can recognise letter groupings in words. Can they use them to help work out spellings?

Speaking and listening activities

Objectives Focus on the main point ; remember specific points that interest them ; take turns when speaking ; create and sustain roles individually and when working with others.

Responding to the story

- Talk about the story together. Ask the children: *Which part of the story did you like best? Which picture did you think was funniest? Why did the bath overflow? What do you think Mum said?*

Role-play

Talk about what Dad might have said to Mum about the bath water. What might Mum have said? Ask two children to be Mum and Dad. Ask everyone to help make up their conversation. Then act it out.

Writing

Objective Write about events in personal experience linked to a variety of familiar incidents from stories .

- Ask the children to tell you about times when they got dirty or wet.
- Ask everyone to draw a picture showing what happened to them.
- Ask them to write a sentence about their picture, attempting their own spellings.

◀▶ Cross-curricular links

Science: recognise and name common types of material and recognise that some are found naturally

- *Can you think of some things we need water for?*
- *Was the water in the bath hot or cold? How can you tell?*
- *What is mud made from? Have you made mud pies? What did you use?*