

Stuck

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Prediction*) Read the title together. Ask: *Who do you think might get stuck? How do you think they will be stuck?*
- W** Sound out the title: *S-t-u-ck*. Talk about the grapheme “-ck”, where two letters are code for a sound. Ask: *What does it mean?* You may want to talk about the /k/ sound and the different graphemes that are code for this sound, “c” as in cat, “k” as in key and “-ck” as in duck.
- W** Pay attention to the tricky words (he, was) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

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** On page 82-②, ask the children to sound out and blend *Button*, *B-u-tt-o-n*.
- C** (*Questioning*) At the end of page 83-④, ask: *What has happened to Button? Do you think he will get out?*

- W On page 83-⑤ point to the grapheme “-dge” and tell the children that these letters are code for the /j/ sound. Encourage them to use this information to sound out and blend the word *budge*, *b-u-dge*. Talk about what the word means and ask them to think about other words that can be used to mean ‘move’.
- C (Prediction, Clarifying) Pause at page 83-⑦ and ask: *How do you think the bone will help to get Button out?* Now read page 84-⑧. Ask: *Were you right?*

Observing Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

Returning to the story

- C (Summarising) Ask the children to re-tell the story in their own words.
- C (Clarifying) Look again at page 83-④. Talk about how Button is feeling. Is he excited, worried, or both? What is Floppy thinking?
- C (Questioning, Imagining) Ask: *How did Grandpa Chen and Mum try to free Button? What else could they have tried?*
- C (Clarifying) Look again at page 84-⑧. Ask: *How did Button become unstuck? What do you think Floppy and Button are thinking now Button is free?*

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 *b-i-g*, *n-o-t*, *b-a-ck*, *d-u-g*.
- W Support children with reading challenge words:
Floppy garden stuck budge push pull bone
If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech bubbles 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 use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words?

Speaking, listening and drama activities

Objective Imagine and recreate roles and experiences.

- Ask one child to pretend to be Floppy, and the other children to be Button, Mum, Kipper, Lin and Grandpa Chen.
- Tell the children that they are going to act out a new story, in which Floppy tries to get under the fence to see Button – and, of course, he gets stuck too! Ask them to act out this story, with the child playing Floppy kneeling down, pretending to be stuck.
- Ask the children to think about how they will help Floppy to get out. Will they use a bone? Or will they think of another way?
- Ask another group of children to come and act out another version. Can they think of another way for Floppy to get out?

Writing activities

Objective Write their own names and other things such as label and captions and begin to form simple sentences sometimes using punctuation.

- Ask the children to draw a picture of Floppy or Button. Encourage the children to write a label for their picture. They could add things that the two dogs particularly like or dislike (e.g. bones or baths). Help them to write labels for these

- things, too. Ask them to write their name on their work.
- Ask the children to think about how Button became unstuck in the story. Encourage them to think about who tried to help Button, which actions failed and what worked in the end. As a class activity, encourage the children to tell you what happened in the story. Tell them that you are going to write instructions for how to get Button out, in case he gets stuck again! Act as scribe and help the children to write the instructions in the order that events happened in the story. Where appropriate, encourage the children to use their phonics skills to help you to spell words.

Cross-curricular suggestion

Science – Button tries to dig his way under the fence! Ask the children to do a variety of things involving digging: they could experiment with sand and see which spades or scoops dig the biggest holes. They could also make little holes in yoghurt pots of earth and plant a seed each.