

Red Noses

🗣️ = Language comprehension

📖 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (*Questioning, Clarifying*) Read the title to the children. Ask: *Who do you think have red noses?*
- 🗣️ (*Prediction*) Ask: *What do you think is going to happen in the story?*
- 📖 Point to the word *red* on the cover and ask the children to sound it out, *r-e-d*. Point to the grapheme “*d*” and ask the children to find other words in the story that contain the grapheme “*d*” (*dress, had, Dad, dab*).
- 📖 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.
to do me no her you she the go was said out oh went

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.
- 🗣️ (*Prediction*) Pause at the end of page 77-⑤ and ask: *Where do you think the red paint is going to go?*

- (Questioning, Prediction) Pause at the end of page 78-⑨ and ask: *Who else do you think is going to get a red nose?*
- W On page 76-①, ask the children to sound out and blend the word *posh*, *p-o-sh*. Talk about the grapheme “*sh*” and draw children’s attention to the fact that it has two letters that are code for one sound. Ask children to find another word on the page that has two letters as code for one sound (*dress*).
- W On page 78-⑧ ask children to sound out and blend the word *dab*, *d-a-b*. Ask: *What does dab mean?* Ask them if they can think of another word that could have been used instead of *dab* (*blob*, *spot*).

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

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 76-② and ask: *What jobs do you think might be on Dad’s list?*
- (Clarifying) Look again at page 79-⑪ and ask: *Why is Biff running away from Dad?*
- (Analysing) Look again at page 80-⑮ and ask: *Why has Dad got a red face too? How do you think Mum feels?*

Independent reading

Objective Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *p-o-t*, *d-a-b*, *r-e-d*, *r-a-n*.
- W Support children with reading challenge words:
dress paints over Floppy nose Kipper splat face
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 Organise what they say; listen to others; take turns in conversation; participate in drama activities by using language and actions to explore and convey situations and characters.

- Arrange the children into pairs and ask them to imagine they are Mum and Dad at the end of the story. Ask them to role-play what Mum and Dad said to each other when Mum got paint on her nose.
- Invite the children to perform their role-play conversations to the others in the class.
- Discuss any similarities and differences in the conversations.

Writing activities

Objectives Write captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writing.

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask children to draw a picture of either Chip, Kipper, Floppy or Mum with red paint on their nose.
- Help them to label the character in their picture and the red paint. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Observing Do the children use correct spelling?

Cross-curricular suggestion

Art – The characters in the story ended up with red paint on their noses. Ask children to paint pictures of as many things as they can think of using just red paint.