

In the Trolley

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Questioning*) Read the title with the children. Ask the children: *Who is in the trolley? What do you think he is doing?*
- C** (*Prediction*) Ask: *What do you think will happen when Mum and Kipper go shopping?*
- W** 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.
the to she went see saw

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.
- C** (*Questioning, Connecting*) On page 61-①, point to the word *shopping* and help the children to read this word. Ask: *Do you go shopping with your parents? What sorts of things do you buy?*
- C** (*Questioning, Evaluating*) Pause at the end of page 62-⑤ and ask: *Do you think Kipper should be putting the egg in the*

trolley without asking Mum?

- (Questioning) On page 62-⑦, ask: *Do you think Mum will let Kipper keep the egg?*
- W On page 61-②, encourage the children to sound out and blend the word *trolley*, *t-r-o-l-l-ey* and recognise that two of the same letters are code for one sound, in this case /l/. Ask them to find other words in the book where two of the same letters are code for one sound (*shopping*, *Kipper*, *egg*).
- W On page 63-⑧, sound out and blend *back*, *b-a-ck*. Talk about the grapheme "ck" and encourage children to recognise that "ck" is code for the sound /k/.

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

- (Summarising) Ask the children to re-tell the story in their own words.
- (Questioning) Turn to page 62-⑤ and ask: *Why doesn't Kipper ask Mum if he can have the egg?*
- (Analysing) Look again at page 62-⑦ and encourage children to look at Mum's expression. Ask: *How do you think Mum feels when she finds the egg in the trolley?*
- (Analysing) Look again at page 63-⑧ and ask: *How do you think Mum feels now? How do you think Kipper 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 *g-o-t*, *d-i-d*.
- W Support children with reading challenge words:
Kipper shopping trolley

- 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 the words by sounding out and blending phonemes all through the word from left to right? Did the children read with emotion and confidence?

Speaking, listening and drama activities

Objectives Use talk to organise and clarify ideas, feelings, events; use language and actions to explore and convey situations, characters and emotions.

- Explain to the children that you are going to be in role as Mum. Encourage the children to ask you questions about the shopping trip.
- Afterwards, encourage a child to play the role of Kipper, and help the other children to ask Kipper about the shopping trip and the big chocolate egg.
- Encourage other children to take the roles of Mum or Kipper and repeat the activity with children asking them questions about the trip. Help the children to ask questions about what happened and how the characters felt.

Writing activities

Objectives Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words; attempt writing for various purposes.

- Tell the children that they are going to write a shopping list for Mum.

- Ask for ideas for what to add to Mum's shopping list and scribe some of the suggestions on the board. Encourage children to use their phonics skills to sound out the words to help you to spell them correctly.
- Ask children to suggest ideas for some things that Kipper might like to add to the shopping list and scribe some of the ideas onto the board.
- You may wish to ask the children to write out their own lists independently under the heading Shopping List. 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

Science – Healthy eating. Ask children to look again at the items they added to Mum's shopping list and decide which items are healthy and which aren't. Ask them to think about whether they eat healthily.