

Wet Paint

Before reading

- Read the title, and ask the children what they think will happen in the story.
- Look briefly through the story to confirm the children's predictions.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, ask them to say what they think will happen next, after they read page 22-⑥.

Observing Check that the children:

- read the high frequency words with confidence
- leave a gap and read on in order to predict words that make sense.

Group and independent reading activities

Text level work

Objective To discuss reasons for, or causes of, incidents in stories.

- Write this sentence on the board: "Dad painted the door again."
- Discuss what happens in the story to make Dad re-paint the door.
- Ask the children to write four sentences or captions to say why Dad needed to paint the door again, e.g. "Kipper pushed the door."

Observing Do the children write complete sentences?
Do the children select the correct incidents from the story?

Sentence level work

Objective To expect reading to make sense and check if it does not.

- Ask the children to work with a friend.
- Tell each child to write three sentences from the story on to strips of paper, then cut the sentences into individual words and muddle them up.
- The children swap the words with their partner and put them together to make sentences that make sense.

Observing Do the children look for words with capital letters to start their sentences?

Word level work

Objective To discriminate, read and spell words with initial consonant clusters, e.g. "bl".

- Ask the children: *Why did the feathers fly about when Biff and Chip had a pillow fight?*
- Write the word "blew" on the board.
- Ask the children to think of other words that begin with the "bl" sound, e.g. "blue", "black", "blow", "blend", "blind".
- Other children could think of words to list under other clusters such as "fl", "sl" "cl".

Observing Are the children able to find more words by analogy?

Speaking and listening activities

Objectives Use language and actions to explore and convey situations, characters and emotions; create and sustain roles individually.

- Choose children to take turns to be Dad.
- Other children ask "Dad" about painting the door. Encourage the children to begin their questions with "why", "how" and "what happened when".

Writing

Objective To represent outlines of story plots using, e.g. captions, pictures.

You will need photocopies of a picture of a large door.

- Give the children the pictures of the door.
- Ask them to draw all the things that happen to the door in the story on to the picture of the door and write who is responsible, e.g. "paw prints – Floppy".

Cross-curricular link

◀▶ Design and Technology: Homes