

Please Do Not Sneeze

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

- W** Can children read the title? Help them to recognize both representations of /ee/.
- W** Turn to page 1. How many words can children find with /ee/? Which words? How is /ee/ represented? (*ee* in *Anneena*, *ea* in *sea*, *beach* and *y* as the final sound in *sunny* and *chilly*).
- C** (*Predicting*) Encourage children to use prediction: *What kinds of things happen when you sneeze? Why might someone ask you not to? What might happen in this story?*

Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering to look at adjacent letters in a word in case both are needed to represent a sound.

Independent reading

Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

- C** (*Clarifying*) Ask children to tell you whether their predictions about what might happen were accurate.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- recognize different ways of representing *ee*.
- recognize different pronunciations of *ea* and *y*.
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** Can children find words in which *ea* is pronounced in different ways?

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Identify constituent parts of two and three syllable words.

- W** Ask children to find what Princess Sophie said when she sneezed. Write the words.
- Look together at the list you have made. Clap the syllables as you read the list aloud. Talk about what all of the sayings have in common: e.g. always two words; always have an /ee/ somewhere; always a two syllable word followed by a one syllable word; the last sound of the first syllable always sounds a bit like /ee/; they're not polite things to say.
 - Ask each pair of children to look closely at one of the two syllable words. Challenge them to sound out each syllable separately and to tell you where the syllable boundary is.
 - Ask children to think of other things Princess Sophie might have said. Remind them of the pattern you have just uncovered.

Assessment Can children suggest new sayings that fit the same pattern?

Objective Recognize alternative ways of spelling phonemes already taught.

- W** You will need: flashcards with the words: *please, sneeze, Anneena, beach, sea, people, frisbee, Sophie, chilly, sunny, Lily, Charlie, Mummy*.
- Put all of the words on the table.
 - First, ask the children to sort the words into two sets: where /ee/ sounds as it does in *sneeze* and where it sounds as it does in *Mummy*. Talk about how these two sounds are slightly different.
 - Let different children work with each of the sets. They should circle the letters that represent /ee/ each time then look through the book to find more words with their kind of /ee/.

Assessment Can children hear /ee/ and identify the letters that represent it?

Objective To recognize automatically an increasing number of high frequency words.

- W** Tell the children you're going to ask them to re-read the book, searching for words that they think children in their class should learn to read. Remind them to look for words that can't be sounded out very easily.
- Look together at the first page. Can they see any words that can't be sounded out? (*was, the*) Ask them to read the rest of the book in pairs to find more words.
 - Ask the children for ideas for remembering the words.

Assessment Can children identify words that can't be sounded out and suggest ways of remembering them?

Objective Find specific information in simple texts.

- C** (*Clarifying*) Each child should re-read the book and prepare two questions to ask others about what happened.
- Give each of the children the opportunity to ask the others their questions.
 - Talk about how you find the information to answer the questions.

Assessment Can children both ask and answer simple questions about the story?

Speaking, listening and drama activities

Objective Act out stories using voices for characters.

- C** (*Imagining*) Let the children role-play the story of Princess Sophie.
- Explore different voices for each of the characters: *How does Sophie speak? What about the king and the queen? And the animals?*
 - Once the children are 'in character', challenge them to finish the story. What happens next?

Assessment Can children act out the play using appropriate voices?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning.

C (*Predicting*) Ask children to think about the ending for Anneena's story.

- Let them draw the ending, then tell you what happens before writing it.

Assessment Can children write interesting endings to the story?

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Please Do Not Sneeze (Oxford Level 5) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Grade 1,21)
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (RCS Grade 1,22)
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (RCS Grade 1,24)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (RCS Grade 1,25)

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Predicting, Clarifying, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 5	New graphemes for reading: /ee/ ea, y, ee, ie, ey, e, e-e, eo; /e/ e, ea Alternative pronunciations: 'er' (harder, better, manners, her); 'y' (you, story, by)	High frequency words: people, called, looked, their, came, house(s) here
Spoken language	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
Reading: Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (ReadWord.4) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences (ReadComp.1ii) Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them (ReadComp.1iii)		
Writing: Composition	Pupils should be taught to write sentences by saying out loud what they are going to write about (WriteComp.1i)		

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a) As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose (LIT 1-04a)
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a / LIT 2-20a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2) Learners are able to speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.4)
Reading	Learners are able to apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.2i) – recognition of high-frequency words (Y1_ReadStrat.2ii) Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1) Learners are able to use personal experience to support understanding of texts (Y1_ReadComp.4)
Writing	Learners are able to talk about what they are going to write (Y1_WritMean.1)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

Talking and listening	Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can speak audibly to be heard and understood (L1_com_talk.5) Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) Pupils can speak clearly to be heard and understood (L2_com_talk.5)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can talk about what they read and answer questions (L1_com_read.5) Pupils can understand, recount and sequence events and information (L2_com_read.1) Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)
Writing	Pupils can talk about what they are going to write (L1_com_writ.1) Pupils can talk about what they are going to write and how they will present their writing (L2_com_writ.1)