



It!

C = Language comprehension **AF** = QCA Assessment focus
W = Word recognition

Focus phonics:

Phonemes introduced in this book: r, l, f, x

Phonemes revisited include: n, t, p, c, a, g, o, m, u, i, d, b, h

Group or Guided reading

Introducing the book

- C** (*Prediction*) Read the title, pointing to the words and showing the picture. Encourage the children to use prediction: *What do you think is going to happen in this story?*
- Look through the book, talking about what happens on each page and the children's knowledge of playground games. The children may call this game by a different name, perhaps "*Tig*" or "*Tag*". Clarify the game. Use some of the high frequency words as you discuss the story (see chart on page 4).

Strategy check

Remind the children to read from left to right and to sound out words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask the children to explain what the book is about.

Assessment Check that the children:

- (AF1) use phonic knowledge to sound out and blend the phonemes in words (see chart on page 3).
- (AF2) use comprehension skills to work out what is happening.
- (AF1) Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** Look at page 7. Sound out the word *B-a-m*, *Bam*. Is it a word they have read before? If not, how did the children read this word?
- C** (Clarifying) Ask: *Why did Dad run into Floppy?* Support the children in finding the answer on pages 6–7.

Assessment (AF1) Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Hear and say sounds in words in the order in which they occur (5.4).

- W** Give each child three counters. Tell them that they will need to use one counter to show each of the sounds they hear in a word.
 - Model the task. Say the word *box*. Repeat it, this time allowing a slight pause between each of the sounds: *b-o-x*. Say the word one more time with distinct pauses between each sound: *b-o-x*. As you say each sound, push one counter forward, so the children see you have all three counters pushed forward.
 - Now work together to consider the word *rug*. Go through the processes as before with the children.
 - Can the children work independently to do the same task for the words *run*, *on*, *tig*, *it* and *cap*?

Assessment (AF1) Can the children show how many sounds there are – and tell you which sounds they are – for some of the words on page 5?

Objective Extend their vocabulary, exploring the meanings and sounds of new words (2.1).

C (*Oral language development*) Revisit the word *Bam!* on page 7.

- Introduce the exclamation mark. Model reading the word with and without the exclamation mark. Can the children think of reasons why it might have been used?
- Can the children suggest other words which could have been used instead? (e.g. *crash, bump, bang, thud, oh no.*)
- List the children's words and talk about how they are written and pronounced.
- Talk about why the author needed to put a word there at all. Read the text with and without *Bam!*

Assessment (AF1) Can each child suggest their own replacement word? The words don't have to be original.

Objective Listen to a story, sustain attention and respond with relevant comments, questions or actions (8.1).

C (*Questioning*) Reread the story aloud to the children. Model asking some simple *Who* questions about the book: *Who ran into Floppy? Who did Kipper catch?*

- Ask the children to suggest their own *Who* questions. If necessary, prompt them to look at the pictures and text on a particular page before they ask their question.

Assessment (AF2) Can each child ask a question about the book?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences (4.1).

- C** (Clarification) Give the children the opportunity to play “It” as shown in the book.
 - Reread the book together, and relate the children’s experiences to those of the characters. *How did it feel to be:*
 - safe on the rug or the box
 - chased
 - caught
 - “It”?

Assessment (AF3) Can all of the children show empathy towards one of the characters at a specific point in the book?

Writing activities

Objective Attempt writing for various purposes (9.1).

Ask the children to draw a plan of the “It” game. *Where was the rug? Where was the box? Where did Dad bump into Floppy? Where was the mud?*

- Once the children have drawn their plan, ask them to name all the features and then draw and label the characters.

Assessment Check which sounds the children are able to represent in each word, including longer words.