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**

*(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.

*(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).

*(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).

*(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).

*(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.