



The Dog Tag

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

Focus phonics:

Phonemes introduced in this book: g

Phonemes revisited include: s, m, c, t, p, o, a

Group or Guided reading

Introducing the book

- G** (*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 car boot sales or jumble sales. 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.
- G** (*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

- (Clarifying) Ask the children: *What happened in the story?*
- (Clarifying) Ask the children to show you a page which shows: a) what Biff got; b) what Mum got.

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

Group and independent reading activities

Objective Link sounds and letters, naming and sounding letters (5.2).

- (W) Write the words *dog* and *tag* on a whiteboard. Ask the children to say the letter sounds of each word, then to tell you the whole word each time. *Are the words the same? What is the same? What is different?*
- Write *do*. Ask the children to compare it to the word *dog*. *What's missing?* Repeat for *tg*. *Have you written "tag"?* *What's missing?* Repeat for different letter combinations of the words each time.

Assessment (AF1) Write the letters *og*. Can the children tell you what else you need to make *dog*?

Objective Explore and experiment with sounds, words and letters (5.1).

- (W) **You will need:** Plastic/wooden letters: *s, m, c, t, p, a, o, g, d*.
- Use the letters to make the word *dog*. Give one of the children the *t*. Ask them to use it instead of the *g*. Can the children read the new word? Now replace the *d* with a *p* to make *pot*; then the *o* with an *a* to make *pat*. Continue to ask the children to swap one letter at a time to make a new word. Each time, they should say the letters and then read the new word.

Assessment (AF1) Can the children read words composed of the target letters?

Objective Show understanding of story elements, e.g. main character, sequence, openings (8.2).

- C** (*Summarizing/Clarifying*) Can the children explain what happened in the story?
- Begin by asking some questions: *Where did the family go? Why did they go there?*
 - Ask what each character managed to get. *Did they just take the things?*
 - Talk about whether or not each person was happy with what they got. *Who got the best thing?*
 - Then ask the children to explain what happened in the story in only two or three sentences.

Assessment (AF2) Can the children clearly summarize the story?

Objective Retell narratives in the correct sequence, drawing on the language patterns of stories (8.3).

- C** (*Clarifying*) Give each of the children a sticker showing the name of one of the characters in the book.
- Ask children to put themselves in the right order according to who is talked about first in the book. (*Kipper, Biff, Chip, Mum, Dad, Floppy*)
 - Ask each child to find out what they got.
 - One at a time, ask children to say the book aloud, each child talking about his/her character.

Assessment (AF2) Can each child say their sentence in the correct sequence?

Speaking, listening and drama activities

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

- C** (*Oral language development*) Set up a car boot sale in the classroom, using items from around the classroom, together with money. If possible, price the objects with amounts that the children can read and count.

Assessment (AF3) Observe the children's play. Note who is able to develop and extend roles, based on the information and ideas in the book.

Writing activities

Objective Attempt writing for various purposes (9.1).

You will need: A car boot sale in the classroom; some sticky labels and some coloured pens.

Ask children to write labels for some of the items in the car boot sale. Some may need access to an alphabet chart to check letter–sound correspondences.

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