



Tip Top

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

Focus phonics:

Phonemes introduced in this book: y, j, w, ll

Phonemes revisited include: a, g, s, t, o, m, p, l, b, r, d, h, u, n, e, l, x

Group or Guided reading

Introducing the book

- W** Encourage the children to sound out the title: *t-i-p t-o-p*. All of the phonemes should be familiar, although the children may need help in recognizing the capital *T*.
- W** On page 2, point to the word *will*. Ask children to sound it out. Point out that *ll* makes one sound.
- C** (*Prediction*) Encourage the children to use prediction: *Who is in the picture? What do you think Kipper is thinking? What do you think is going to 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 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** (*Summarizing*) Ask the children to retell the story in just two or three sentences.

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

- **C** (*Questioning, Clarifying*) Ask the children: *What do you think Kipper was trying to do?*

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

Group and independent reading activities

Objective Read simple words by sounding out and blending from left to right (5.6).

- **W** Pages 2–3: Can the children find two words on this page that rhyme (*tin/bin*)? *What is different? What is the same?*

Front cover: Ask the children to look at the words in the title. *What is different? What is the same? Do they rhyme?*

Assessment (AF1) Ask each child to read a word by blending the phonemes. The child should say each of the individual phonemes aloud, then blend them to make the word.

Objective Read some high frequency words (5.9).

W Page 6: Can the children find the words *mug* and *put*? Do they pronounce the vowels in the same way? If not, show them that the sound in *mug*, *cup*, *cut* is most common, but *u* can also sound as it does in *put*, *push*, *pull*.

Assessment (AF1) Can the children find the word *put* on different pages in the book?

Objective Use phonic knowledge to read simple regular words (5.10).

W **You will need:** Four counters for each child. A whiteboard to write on.

- Say the word *will*. Ask the children to use the counters to represent the number of phonemes in the word (three: *w-i-l*).
- Write the word *will* on the whiteboard. *Count the number of letters. Does it match the number of phonemes?*
- *Which phoneme is shown by more than one letter?*
- Repeat for words like *tell*, *pill*, *till*, *sell*, *bell*, *bill* and *yell*.

Assessment (AF1) Can the children read the words they have made?

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

C (*Oral language development*) Give the children a selection of objects to build a tower.

- Ask the children to “*speak like a book*” as they build their tower. Encourage sentences like *I will put a block on the pram*.
- Ask them to predict what will happen as each new item is added.
- As they build, if possible, take digital photographs of what they are doing.

Assessment (AF2) Print out the digital photographs and make your own book. Write a text using language patterns from *Tip Top*.

Speaking, listening and drama activities

Objective Interact with others in a variety of contexts, negotiating plans and activities and taking turns in conversation (3.1).

C (*Oral language development*) The children select items which would be useful in building a tower from a set. Ask the children to explain why each one would or would not be appropriate. Introduce technical vocabulary like *curved*, *uneven*, *flat*, *strong* to supplement their explanations.

- Ask for full sentences as children accept or reject each item rather than using *because...* each time.
- When the children have made their selection, let them co-operate to build a tower.

Assessment (AF3) Can the children use language effectively to explain their choice or challenge others?

Writing activities

Objective Use phonic knowledge to write simple regular words (5.10).

You will need: A piece of paper or a digital photograph of the children building a tower. A word bank with the words: *I*, *put*, *the*.

- Use digital photographs or drawings of the children building a tower.
- Ask the children to use the sentence structure *I put the ___ on the ___*. Point out the words in the word bank and tell them that they should try to sound out the other words they need.

Assessment (AF1) Can the children write CVC words unaided? Can they use their phonic knowledge to make plausible attempts at more complex words?