

The Chase

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> 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: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>and, bad, Biff, cat, crash, cross, dog, Floppy, good, got, it, jumped, man, market, Mum, stay, went</p>
	<p>Tricky words</p> <p>a, basket, chased, clothes, everyone, he, new, oranges, over, plates, said, saw, some, the, they, to, toilet, wanted, was, what, you</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title and look at the picture.
- C** (*Questioning, Clarifying, Prediction*) Ask the children: *Why do you think Floppy is looking at the cat? What do you think the story will be about?*
- Look through the book to see what happens when Floppy chases the cat. Ask: *Who thinks Floppy was a bad dog and why? Who thinks Floppy was a good dog and why?*
- W** As you look through the book, use some of the high frequency words as you discuss the story (see the chart above).

Strategy check

Remind the children to look at the initial letters and the pictures to work out new words.

Independent reading

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

Assessment Check that children:

- track text, matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Ask a variety of questions to help children recall, infer and deduce what happened in the story, such as: *What did Floppy want at the beginning of the story? Where did Biff and Mum go to get the new basket? What did Biff tell Floppy to do while she and Mum went to the toilet? What did Floppy do? Why was everyone cross? Why did Mum think Floppy had been good? Had he?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Show an understanding of the elements of stories such as sequence of events and openings.

You will need these sentences from the story written on strips of paper:

- Floppy wanted a new basket.
- “Stay Floppy,” said Biff.
- Floppy saw a cat.
- Crash went the oranges.
- “What a bad dog,” everyone said.

C (Clarifying) Muddle up the sentence strips and ask the children to rearrange them in the correct sequence.

Assessment Are the children able to reorder the sentences correctly?

Objective Read a range of familiar and common words and simple sentences independently.

W Write these sentences with missing words on the board:

- Mum and Biff to the market.
- They got a basket.
- Floppy a cat.
- Everyone cross.

Write the missing words on the board (‘went’, ‘new’, ‘saw’, ‘was’) and ask the children to choose the correct word to make each sentence make sense.

Assessment Can the children differentiate between ‘was’ and ‘saw’?

Objective Read a range of familiar and common words and simple sentences independently. Make phonetically plausible attempts at more complex words.

W Ask the children to look through the story and find all the things in the market that the cat jumped over. Ask them to read the sentences and write the items as a list, i.e. oranges, plates, clothes. Ask them to look at the illustrations and add other words of things that were in the market to their list, e.g. dog baskets, lemons, cups, bowls, hats.

Assessment Do the children recognise other things in the market? Do they use phonics to attempt spelling them?

Speaking, listening and drama activities

Objective Sustain attentive listening. Speak clearly and audibly.

- Ask the children to sit in a circle and play ‘I went to the market and bought...’. Start the children off by saying ‘I went to the market and bought a new dog basket.’ Then the next child repeats your sentence and adds another item, e.g. ‘I went to the market and bought a new dog basket and some oranges.’
- The children continue round the circle, each one adding something new to the list. When someone forgets an item, they take a turn at beginning the game again.

Writing activities

Objective Attempt writing for various purposes.

- C (Imagining)** Ask the children to think of something new in the market that the cat and Floppy could have jumped over. Encourage them to try and think of something that would have created a funny or messy situation.
- Ask them to draw a picture of either Floppy or the cat in their new situation and write a sentence beginning “Floppy/The cat jumped over...”

Assessment Do the children think of humorous situations to write about?
Do they attempt to spell the words?

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