

Dad's Run

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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>Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>can't, children, fun, had, help, him, keep, long, need, now, old, park, pram, run(ning), time(s), way, well, went, will, with</p> <p>Tricky words</p> <p>bikes, come, every, four, good, hooray, idea, looked, ouch, poor, sponsor</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Check that the children know about Children in Need.
- C** (*Clarifying*) Explain what the word 'sponsor' means. Talk about events where the children or anyone they know has been sponsored.
- C** (*Summarising*) Look at the poster on page 4. Ask the children to tell you the details about the Fun Run, the time, date, place and how long it is.

Strategy check

Remind the children to reread a sentence if they are unsure of a word.

Independent reading

- Ask children to read the story. Praise them for using syntax and context when tackling new words.
- As you listen to the children, notice which decoding strategies they are using.
- C** (*Questioning*) As you listen, ask them questions about the story, e.g. on page 7 ask: *Do you think the man is going to sponsor Dad?*

Assessment Check that children:

- blend phonemes for reading
- read aloud with expression.

Returning to the text

- C** (*Questioning, Clarifying*) On page 22–23, ask: *Who do you think is most tired? Do you think Dad won the race?* On page 24, ask: *Why is the man taking a photograph of the pram and the people? Who do you think the man works for?*
- W** On page 12, find the word 'Ouch'. Ask the children to blend the phonemes to read the word: 'ou-ch'. Ask them to find another word on page 11 with the same 'ou' vowel phoneme sound: 'round'. Ask: *Is there another word with the same 'ou' letter pattern but which has a different vowel phoneme sound?* (four)

- W** On page 22, ask the children to count the number of wheels that have come off the pram (two). Ask them to find the word 'wheels' in the text. Ask: *Why does 'wheels' have an 's'?*
- C** (*Clarifying, Imagining*) Turn to page 13. Ask: *Who is the man in the green uniform? (a paramedic)* Discuss why it is important to have people with first-aid experience at such events.

Group and independent reading activities

Objective Select books and give reasons for choices.

- C** (*Questioning*) Read the title and the blurb on the back cover. Look at the illustration on the front cover. Ask: *Who is on the cover illustration? What can you learn about the story from the picture? Does the blurb make you want to read the book and find out what happens? Do you want to find out what went wrong? What do you like about the picture?*
 - Ask the children to suggest an alternative blurb for the book.
 - Ask the children whether they think the cover, blurb and cover illustration give a good idea of what the story is going to be about.

Assessment Are the children able to retrieve information from text and pictures?

Objective Use capital letters and full stops when punctuating simple sentences.

- C** Turn to page 11. Ask the children: *How many sentences are there on this page? Tell me the first word in each sentence. How did you know that was the beginning of a sentence?*
 - Revise all the clues together:
 - A sentence begins with a capital letter.
 - It ends with a full stop.
 - It makes sense when you read it.
 - Ask each child to choose a page and tell you the number of sentences it has.

Assessment Did each child recognise a sentence and understand that a sentence is not the same as a line of writing?

Objective Use knowledge of common inflections in spelling.

- W** Look at page 3 and ask the children to find the word 'going'. Ask them to tell you how to spell 'doing' and 'jumping'. Write them on the board.
 - Find 'running' on page 1 and notice the double 'n'. Change 'hop' to 'hopping'. Show the children that you need to double the consonant when you write the word.
 - Ask the children to help you change 'skip' and 'swim' by adding 'ing'.
 - Make up a rule for when you need to double the consonant.

Assessment Are the children able to spell the words when 'ing' was added?

Speaking, listening and drama activities

Objective Describe incidents from their own experience in an audible voice. Take turns to speak, listen to others' suggestions.

- Ask the children: *What would you say to your dad, mum, aunt, uncle... to persuade them to go on a Fun Run?*
- Give the children an example.
- Ask each child to say what he/she would say. Encourage them to use a clear, audible voice.
- List their ideas on the board.
- Invite children to say which idea they think would persuade people most.

Writing activities

Objective Independently choose what to write about, plan and follow it through.

Compose and write simple sentences independently to communicate meaning.

- Talk about the main events in the story. Ask: *Why was Dad in the pram at the end?*
- Encourage them to retell the story with a different ending.
- To help their planning, ask the children to write an ending to the sentence, 'Dad was in the pram because...'

Assessment Were the children able to think of an alternative ending to the story and write using sentences?

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