

Floppy Did This

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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 did, it, is, Mum</p> <p>Tricky words Biff, Chip, Floppy, Kipper, no, oh, this</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and talk about the picture on the cover. Look at the pictures on pages 1 to 3. Ask: *What is this story about? What do you think Floppy might do?*
- W** Find the word list on the back cover and read the words together.
- W** Use some of the tricky words as you discuss the story (see chart above).

Strategy check

Remind the children to read from left to right and point to the words as they read.

Independent reading

- Ask 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 decodable words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *What did Chip do? What did Biff do? How did Floppy paint a picture?*
- C** (*Imagining*) Ask: *Can you imagine what Mum and Dad might have said to the children and Floppy about their pictures?*
- C** (*Summarising*) Ask children to say what the story was about in just two or three sentences.

Group and independent reading activities

Objective Link sounds and letters, naming and sounding letters. Read simple words by sounding out and blending from left to right. Read some high frequency words.

- W** Read the story together. Ask: *Which words did you notice more than once in the story?*
 - Find 'did this' and 'it is' and count how many times the words appear.

Assessment Did the children notice that two phrases were repeated?

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

You will need to copy three sentences from the story in large print.

W Read the sentences with the children, and identify the page in the book that matches each sentence.

- Cut each sentence into word cards, and give a sentence to pairs of children.
- Ask each pair to use the words to make their own sentence.

C (*Questioning, Clarifying*) Encourage the children to check that their own sentence makes sense.

- Make a sentence that does not make sense. Ask the children: *What is wrong?*
- Notice that words in the wrong order do not make sense.

Assessment Can the children make a sensible sentence from the words? Are they aware when a sentence does not make sense?

Objective Link sounds to letters. Hear and say sounds in words in the order in which they occur. Recognise common digraphs.

W Close the book and ask the children to help you write 'Biff'.

- Ask: *What sound does her name begin with? What letter name makes that sound? What sound comes next? What sound comes last?* Continue saying the sounds and letter names in 'Biff' until you have written the whole word. Point out that the final sound is written with two letters ('ff').
- Repeat with Mum, Dad and Chip.
- Ask the children to tell you how to write 'did' and 'this' in the same way. Point out that 'ch' and 'th' make one sound using two letters.

Assessment Can the children hear the sounds in words and match them to letter names?

Objective Show an understanding of the elements of stories, such as main character, sequence of events.

C (*Questioning, Clarifying*) Ask questions to help children recall the sequence of events and characters, e.g. *Who did Chip paint? Who did Biff paint? What did Dad do with the paintings? Why?*

Assessment Can children recall the events from memory or do they need to refer to the story?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Together, look at the children's work that is on display in the classroom.
- Ask each child to choose a piece of work that has been done by another child in the class.
- Take turns to talk about the chosen piece, encouraging the children to notice details, and to say what they like about it.

Writing activities

Objective Write their own names and other things such as labels and captions and begin to form simple sentences using some punctuation.

- Ask the children to draw one of the characters from the story. Tell them they can use the book to help them.
- Gather all the pictures together and talk about who did what.
- Ask the children to exchange pictures with a partner. Ask each child to write the sentences: '...did this. It is...' on sticky labels or separate pieces of card.
- Display the sentences beneath each picture.
- Read all the sentences together.

Assessment Do the children use letter sounds for spelling?

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