

## In a Bit

Teaching Notes Author: Gill Howell

<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable words</b></p> <p>an, and, at, Biff, bit, can, Chip, Dad, had, in, job, mess, Mum</p>
	<p><b>Tricky words</b></p> <p>a, come, dinner, do, for, he, help, idea, Kipper's, looking, room, said, she, the, TV, wanted, was, we, what</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Questioning, Clarifying, Prediction*) Read the title together. Ask: *What does 'In a bit' mean? Have you ever said it? What did you mean?*
- Look at the picture on the cover and talk about the characters. What are they doing?
- C** (*Prediction*) Look at the pictures in the story. *What do you think this story will be about?*
- W** Use some of the words in the chart above as you discuss the story.

#### Strategy check

Remind the children to separate the sounds to work out new words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt them, as necessary.
- C** (*Questioning, Clarifying, Prediction, Imagining*) Check the children's understanding by asking a variety of questions that require recall, inference and deduction such as: Page 2: *What did Mum want Biff to help with?* Page 7: *Why did Chip say 'In a bit'?* Page 13: *What was Mum's idea?* Page 16: *What do you think the children said?*

**Assessment** Check that children:

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

#### Returning to the text

- W** Ask the children to find the word 'help' on page 1. *How did you work out what it says?*
- W** Ask them to find the word 'looking' on page 2. Then ask them to find the word on other pages where it occurs (pages 6 and 10).
- C** (*Clarifying*) *Why didn't the children want to help?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Read a range of simple sentences independently.

**W** Ask the children to take turns to read a page of the story, starting from the beginning. Remind the children to sound out the phonemes in any difficult words.

**Assessment** Are the children able to read the sentences without help from you or the other children?

**Objective** Link sounds to letters. Hear and say sounds in words in the order in which they occur. Read some high frequency words.

**W** Find 'looking' on page 2. Ask the children to separate the phonemes (l-oo-k-i-ng) and say the sounds together.

Cover 'ing' and ask the children to read the word that is left ('look'). Write 'help' on a board. Separate the phonemes (h-e-l-p) and say the sounds together. *What will this word be if we add 'ing' to it?* Then ask the children to suggest some more words they know that end in 'ing', e.g. 'reading', 'playing', 'going', 'jumping'. If the children suggest words where the spelling of the root verb changes, e.g. 'coming', 'running', write these in a separate list. Read the list of unchanged verbs with 'ing' and talk about each word without the 'ing'.

**Assessment** Are the children able to segment longer words into phonemes?

**Objective** Extend their vocabulary, exploring the meanings and sounds of new words. Retell narratives in the correct sequence, drawing on the language patterns of stories.

**C** (*Questioning, Clarifying*) Remind the children of what they thought the phrase 'in a bit' meant. Ask the children to suggest other ways of saying the same thing, e.g. 'later on', 'in a while', 'not right now', 'not at the moment'. Ask the children to work with a partner. While one child reads or retells the story, their partner uses a different phrase in place of 'in a bit' each time it occurs. Then the children swap and replace 'in a bit' with another new choice of phrase.

**Assessment** Are the children able to pick up the story at the correct place after each new phrase is used?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

**C** (*Imagining*) Talk together about any occasions when the children have been asked to help at home and replied 'in a bit' or 'later'. Ask them to describe what happened.

- Ask the children, in groups of five, to take on the roles of Mum, Dad, Biff, Chip and Kipper and re-enact the story.

## Writing activities

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

- Talk together about ways in which the children help at home. Write a list of their suggestions on a board.
- Ask them to draw a picture showing them helping at home and then to write a sentence or caption to describe what they are doing. Children can use the list of suggestions to refer to when writing.

**Assessment** Do the children's sentences make sense? Have they used capital letters and full stops?

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)