

## New Trainers

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<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>Chip, cross, Dad, got, he, no, play, the, this, to, was, went, wet</p>
	<p><b>Tricky words</b></p> <p>liked, muddy, new, pair, trainers, wanted, washed, wore</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (**Questioning**) Read the title and look at the picture. *Who has new trainers?*
- C** (**Prediction**) Ask the children to say what might happen to the new shoes.
- C** (**Questioning**) Look through the book to see what happened to the new trainers. Ask: *Where did Chip go to play? What happened to the new trainers? Who was cross with Chip? What happened to Dad at the end of the story?*

#### Strategy check

Make sure that children know where to begin reading the first page.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Summarising**) Ask children to explain why Dad is cross at the end of the story.

**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 their understanding of the story and their own experiences to explain the illustrations and the main events.

#### Returning to the text

- C** (**Questioning**) Ask: *Why did Chip need new trainers?*
- C** (**Questioning**) Ask the children: *What happened at the beginning of the story? What happened when Chip wore the new trainers? What happened when he got home? What happened at the end of the story?*
- C** (**Clarifying**) Look back through the pages and ask the children if there are any questions they would like to ask any of the characters. Discuss possible answers.

## Group and independent reading activities

**Objective** Hear and say sounds in words in the order in which they occur. Read simple words by sounding out and blending from left to right.

**W** On pages 10–11, ask one child to say the letter sounds in the word ‘got’ in order from left to right. Ask the other children to repeat the sounds. Remind them how to blend the letters to make a word. Repeat the sequence with the word ‘wet’.

**Assessment** On page 6, can the children show you how to read ‘went’ in the same way?

**Objective** Read some high frequency words.

**W** Use the word list on the back cover of the story. Make flash cards to practise reading the words in random order. Children can take turns to be the person who shows the cards for the others to read.

**Assessment** Could the children read all the words in the list after playing the game?

**Objective** Show understanding of the elements of stories, e.g. sequence of events. Retell narratives in the correct sequence, drawing on language patterns of stories.

**C** (*Questioning, Summarising*) Ask the children to tell you the main events of the story. Use questions to prompt the children as necessary, e.g. *Why did they go to the shoe shop? Where did Chip go next? What happened to the trainers?* Ask them to explain why Dad was cross. Ask: *Why did it matter that the trainers were wet and muddy? What did Chip have to do to put things right? Why does the story finish with the words ‘Oh no!’?*

**Assessment** Could the children explain the end of the story in their own words?

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

**C** (*Imagining*) Talk about shoes for a variety of purposes: smart shoes, party shoes, summer shoes, winter shoes, shoes for different sports and activities. Make a list of all the new words, e.g. ballet shoes, skates, football boots. Ask children to draw a picture of the shoes they would like to buy. Ask them to explain to the group why these shoes are special.

**Assessment** Could the children talk about their favourite shoes?

## Speaking, listening and drama activities

**Objective** Use talk to clarify thinking and ideas.

**You will need** a collection of different types of shoes: slippers, trainers, football boots, ballet pumps, boots, Wellingtons.

- Ask the children to talk about the different types of shoes and say what they are used for.

**C** (*Imagining*) Ask children to close their eyes and think of a pair of shoes they have at home. Ask them to concentrate on the colour, material, type of sole, etc. Then ask them to describe the shoes to a partner without using the name of the shoes. The partner could guess the name of the shoe.

## Writing activities

**Objective** Attempt writing for various purposes. Write their own labels and captions.

- Set up a shoe shop in the role-play area of the classroom. Ask the children to say what labels are needed for the shop, e.g. ‘Please pay here’, ‘Children’s shoes’ size labels’, etc. Praise children for working out how to write some of these words by themselves.

**Assessment** Did the children attempt to write without help? Did they have ideas for notices they would need?

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