

## Nobody Wanted to Play

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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, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>a, am, cross, his, juggler, ladder, on, rocket, spiderman, stuntman, up, went, Wilf</p> <p><b>Tricky words</b></p> <p>bicycle, climbed, cowboy, fireman, he, horse, I, park, play, said, see-saw, spaceman, the, to, wall, wanted, was, whoops</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Prediction*) Look at the cover and ask where they think Wilf is going.
- C** (*Questioning*) Read the title. Ask the children: *Have you ever wanted to play but there is nobody to play with?*
- C** (*Clarifying*) Look through the book and talk about how Wilf plays on his own.

#### Strategy check

Remind the children to use letter sounds to help them read unfamiliar words.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen, check that the children understand the purpose of the speech marks.
- W** Point out the compound words as the children meet them: 'spaceman', 'cowboy', 'stuntman', 'fireman', 'spiderman'. Discuss how the words are made up of two smaller words.

**Assessment** Check that children:

- understand and identify words within words
- use appropriate strategies to work out new vocabulary
- read with appropriate expression and intonation.

#### Returning to the text

- C** (*Questioning*) Ask: *Do you think Wilf enjoyed playing on his own? Would you?*
- W** Say: *Show me how you worked out this word.* Point to 'rocket' on page 4. Encourage children to sound out and blend the phonemes all through the word.
- C** (*Questioning*) On page 6, ask: *Is Wilf using the see-saw correctly? Describe to me how it should be used.*
- W** Turn to page 7 and ask the children to find the word 'juggler' Ask: *What word do the first three letters make?*
- C** (*Clarifying*) On page 11, ask: *Can anyone tell me what a stuntman is? Where might you see a stuntman?*
- C** (*Clarifying*) On page 16, ask: *What did Wilf trip up on? What has happened to the spiderman?*

## Group and independent reading activities

**Objective** Make predictions showing an understanding of ideas, events and characters. Compose and write simple sentences independently to communicate meaning.

**C (Imagining)** Ask the children to speculate how Chip, Wilma, Biff and Wilf are feeling on pages 2 and 3. Ask: *Why are they feeling that way?*

- Talk about what the children might do to make up, e.g. say sorry; ask each other to play; give each other a sweet.
- Wilma has decided to write a letter to her brother to say sorry. Invite suggestions from the children as to what she might write.
- Write the sentences on the board.
- Encourage some children to write their own letter of apology.

**Assessment** Can children empathise with the characters? Can they compose sentences?

**Objective** Use syntax and context when reading for meaning. Use capital letters and full stops when punctuating simple sentences.

**W** Write the following sentences on the board.

Wilf was...

... wanted to play.

...am a spaceman.

He ... to the park.

He climbed on the... .

He ... on his bicycle.

- Ask the children to complete the sentences without looking at the book.
- Make sure the children read their completed sentences to check they make sense.

**Assessment** Do children use syntax and context when choosing a word?

**Objective** Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills.

**W** Ask the children to find two-syllable words in the book and to write them down.

- Ask: *Are there any three-syllable words?*
- Encourage children to read out the words as they find them.
- If they have trouble with any of the words, remind them to sound out and blend the phonemes through each syllable.

**Assessment** Are the children able to break words up into two or three syllables?

## Speaking, listening and drama activities

**Objective** Act out their own stories, using voices for characters. Discuss why they like a performance.

- Talk about how Wilf played on his own and the different sorts of people he pretended to be. Can the children think of other people Wilf could have pretended to be?
- Ask the children to suggest which character they would like to be, either from the story or from their own imagination.
- Children act out their chosen character for others to guess who they are.
- Invite the 'audience' to say what they like about the performance.

# Writing activities

**Objective** Write non-chronological texts using simple structures.

- Ask the children to remind you of the play equipment that Wilf played on at the park without referring to the book.
- Brainstorm some other play equipment that could have been at the park, based on the children's own experiences, e.g. swings, climbing frame, toy houses, zip wires.
- Ask the children to write a brief description of the ideal playground with all their favourite equipment in it.
- Remind and encourage them to use sentences.

**Assessment** Is the children's writing well-structured and descriptive?

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