

Reds and Blues

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Comprehension strategies <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> 	Decodable words in, is, on, red(s)
	Tricky words all, are, blue(s), come, muddy, the, we, who
	C = Language comprehension W = Word recognition

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and show the picture on the cover. Ask the children: *What game do you think the children are going to play? Why are they dressed in red and blue?*
- C** (*Clarifying*) Talk about football strips. Ask: *Why do teams wear different colours?*
- C** (*Clarifying*) Look through the book and ask on page 5: *What team is trying to score a goal here?* On page 7, ask: *What team is trying to score here?*
- C** (*Prediction*) Ask: *What do you think happens at the end of the story?*

Strategy check

Remind the children to sound out the letters to help them work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** If the children have difficulty with the tricky words 'are', 'all', 'come' and 'who', tell the words to them.

Assessment Check that children:

- start reading from left to right automatically
- can read on sight the familiar high frequency words.

Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- W** On page 8, ask the children to look at the word 'muddy'. Ask: *What other word can you see in this word? ('mud') What letters have been added to make it 'muddy'?* Talk about how another 'd' has been added before adding the 'y'.
- C** (*Clarifying*) On pages 4–5 ask the children what the exclamation marks are telling the reader (that someone is shouting the sentences). Look at the question marks on pages 6–7 and talk about how these sentences should be spoken. Explain that 'who' is a question word.

Group and independent reading activities

Objective Recognise common digraphs.

- W** Turn to page 7 and ask the children to find the two words that rhyme. ('who' and 'blue')
- Explain how the 'o' in 'who' and the 'ue' in 'blue' make the same sound but have different spellings.

- Ask: *Can you think of any other words that rhyme with 'who' and 'blue'?*
- List the children's suggestions, e.g. 'few', 'glue', and discuss the digraphs and different spelling patterns.

Assessment Do the children recognise that the phonemes 'ue', 'o' and 'ew' make the same sound?

Objective Show an understanding of the elements of stories, such as sequence of events and openings.

C (Summarising) Ask the children to look at page 1.

- Ask: *What is the text and illustration telling us?* Establish that it is telling us who is in the red team. Repeat for page 2.
- Ask: *Is this a good way to start a story about football?* Talk about how at the start of a football match on television the commentators tell the viewer who is in each team.
- Discuss how at the beginning of the game there were two teams. Ask: *How many were there at the end? What had happened? Did the children mind? What do you think the final score was? Was this a happy ending to the story?*

Assessment Do the children retrieve information successfully from the text?

Objective Know that print carries meaning and, in English, is read from left to right.

You will need word cards of each of the following words: 'We', 'are', 'all', 'in', 'blue'.

C (Clarifying) Jumble the word cards and then ask the children to sequence them to make a sentence, referring to the text if necessary.

- Ask the children to read out their sentences.

Assessment Do they reread the sentence to make sure it makes sense before reading it out loud?

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

W Ask: *What colour shirts do the teams have at the start? (red and blue) What colour do they have at the end? (brown)*

- Brainstorm other colours that the teams could be in.
- Record the children's suggestions on the board and look at the spellings of the colour words.
- Talk about the colours of the children's favourite football teams.

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Speak clearly and audibly with confidence and control and show awareness of the listener.

- Ask the children to think of a favourite football player, or anyone else they know who plays football, e.g. a brother, sister, friend, etc.
- Ask them to plan some interesting information they could tell the rest of the group or class about that person, e.g. their name, the team they play for, the strip they wear, why the children like them.
- Invite children to speak and the others to listen carefully and if possible ask questions.

Writing activities

Objective Write their own names and other things such as labels and captions.

You will need a basic drawing of a football pitch with goal posts, ball and some stick people.

- Ask the children to label the drawing with all the things they can, e.g. 'goal posts', 'ball' 'Biff', 'Chip', 'Anneena', 'Wilf', 'Wilma', 'Nadim', and their own name.
- Ask them to add the teams' names on the drawing and the final score on a scoreboard.

Assessment Do the children place their labels near the relevant part of the drawing?

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