

## Sniff

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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>am, and, at, back, bark(ed), cat, Dad, dog, drink, duck, happy, hot, in, jump(ed), look(ed), lost, mud, Mum, must, on, park, pond, puppy, ran, rest, run, Sniff, stick, then, up, went, Wilf, will, Wilma</p>
	<p><b>Tricky words</b></p> <p>a, after, are, asleep, ball, be, couldn't, excited, fast, find, for, her, I, liked, Mrs May, out, roll, said, she, the, they, to, today, too, took, want(ed), was, were, worn, you</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and look at the picture. Read the blurb on the back cover. Ask: *Who might be called Sniff? Why is Sniff a good name for a dog?*
- W** Check that the children can read the words listed on the back cover.
- C** (*Questioning, Clarifying*) Look at page 1 to find out who Sniff belongs to. Ask: *Who is Mrs May?*

#### Strategy check

Remind the children to reread a sentence and use the picture to check that sentences make sense.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask the children to explain why Wilf, Wilma and Sniff were all asleep on the last page.

**Assessment** Check that children:

- recognise automatically familiar high-frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

#### Returning to the text

- C** (*Questioning*) Ask the children: *Why were Wilf and Wilma pleased to have Sniff?*
- C** (*Questioning*) Ask: *What do you think Dad was doing on page 2?*
- C** (*Questioning, Summarising*) Ask the children to name three things Sniff did in the park and to find the right pages in the book to check that they are right.

## Group and independent reading activities

**Objective** Find specific information in simple texts.

**C** (*Questioning*) Ask: *Where did the children take Sniff? What did Sniff do when they met a cat?* Ask the children to find the right pages in the story to check the answers. Can they think of a question to ask the group? Remind them to always find the page to check the answers. Talk about whether a certain event happened at the beginning, in the middle, or at the end of the story.

**Assessment** Notice whether children can form appropriate questions. Can they locate the answers in the book to check that they are right?

**Objective** Use syntax and context when reading for meaning.

**C** (*Summarising, Clarifying*) Place a peelable sticker over 'excited' on page 5. Talk about the picture. Ask the children to tell you about the puppy. Ask: *What is the puppy doing? Is it happy to be in the park? What might happen if they let it off the lead?* Read the first three words of the sentence. Ask the children to think of a word that might come next. Make a list of their suggestions, then ask: *Which word would be best?* Uncover and read the word. Cover 'after' on page 8 and ask the children to think of some words that might make sense. Choose the best word, then show them the word in the book to see if they were right.

**Assessment** Could the children use the context and syntax to work out the hidden word?

**Objective** Segment words into their constituent phonemes in order to spell them correctly.

**W** Ask the children to tell you the letters that make a 'k' sound in words, i.e. 'c', 'k', 'ck' and write these on a board. Ask them to find a word in the book that begins with 'c' ('cat' on page 7). Ask them to close the book and say all the phonemes in 'cat', then use the letter names to spell the word. Ask them to find a word on the same page that ends with 'k' ('bark'). Say all the phonemes in 'bark' together. Ask a volunteer to spell 'bark'. Ask them to find 'park' on page 4, say the phonemes and spell the word. Can they find two words that end in 'ck' on page 6? ('back', 'stick') Again, ask them to say all the phonemes, then spell the words.

**Assessment** Can the children segment and then spell words such as 'duck', 'sick', 'pack', 'rock'?

## Speaking, listening and drama activities

**Objective** Explore themes through role-play.

**C** (*Questioning, Imagining*) Ask two children to be Wilf and Wilma. Ask the rest of the class to imagine that they go to the same school as them. What would they ask Wilf and Wilma about Mrs May's puppy? Take turns to ask questions. 'Wilf' and 'Wilma' then answer the questions in role.

## Writing activities

**Objective** Independently choose what to write about, plan and follow it through. Use capital letters and full stops when punctuating simple sentences.

**C** (*Clarifying, Imagining*) Ask the children to think about a pet they have or would like to have. What does it need to eat? Where does it sleep? How does it get exercise? Ask the children to draw their pet, explaining how to look after it.

**Assessment** Could the children write an account of the way to look after a pet?

Did they use capital letters and full stops?

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