

## Spots!

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul> | <p><b>Decodable words</b></p> <p>and, bed, Biff, Chip, Dad, doctor, got, had, in, job, Kipper, look(ed), Mum, out, shopping, spots, too, went</p> |
|  | <p><b>Tricky words</b></p> <p>a, after, better, came, everyone, he, no, oh, put, said, she, stay, the, out, washing, 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*) Read the title and show the picture on the cover. Ask the children: *What do you think is wrong with Kipper?* Look at his expression. Ask: *How do you think Kipper is feeling?* Talk about any illnesses children in the class have had. Ask: *Did you see the doctor? Did you have to stay in bed? How did you feel?*
- C** (*Prediction*) Ask: *What do you think might happen in the story?* Look through the book to see which characters got spots. Ask: *Who got spots first? Who had the spots last?*
- W** Use some of the high frequency words as you discuss the story (see the chart above).

#### Strategy checks

Remind the children to look at the initial letters and say the sounds of the phonemes to work out new words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Help children to segment the phonemes in new, longer words, e.g. 'doctor' on page 4.

**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 comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask a variety of questions to help children recall, infer and deduct what happened in the story, such as: *Who were the first to get spots? Why did the doctor tell them to stay in bed? How did Dad help? Why did Mum say 'Oh no!' at the end of the story?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

## Group and independent reading activities

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

- **You will need** the following sentence cards:

Mum had spots.

Dad looked after everyone.

Everyone got better.

Kipper had spots.

Dad had spots.

He went shopping.

Biff and Chip had spots, too.

He put the washing out.

- **C (Clarifying)** Ask the children to put the sentences into the correct sequence as they occurred in the story. The children can refer to the book, if necessary.

**Assessment** Can the children sequence the story from memory or do they need to refer to the book?

**Objective** Read a range of familiar and common words and simple sentences independently.

- **W** **You will need** individual word cards of each word in these two sentences (enough for groups of three children):

He put the washing out.

He went shopping.

- Jumble up all the word cards and ask the children, in groups of three, to make them into two sentences.

**Assessment** Can the children read the words independently? Do they use their grammatical knowledge to decide if each sentence makes sense? Do they look for capital letters to find the word that begins the sentence?

**Objective** Hear and say sounds in words in the order in which they occur. Recognise common digraphs .

- **W** Write these words on the board: 'spots', 'doctor', 'stay', 'washing', 'shopping'. Ask the children to segment the words into phonemes and then find and read the words in the story. Ask them to say which pairs of consonants have only one sound ('sh', 'ng', 'pp').

**Assessment** Are children able to recognise that the words on the board are the same as in the story? Can they identify the digraphs?

## Speaking, listening and drama activities

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

- **C (Imagining)** Allocate different roles for each child in the group: Dad, Mum, Biff, Chip, Kipper and the doctor.

- Ask them to take turns and sit in the hot seat in their character's role and describe what happened and how they felt in the story. Ask the other children to guess who the character is.

## Writing activities

**Objective** Attempt writing for various purposes.

**You will need** a piece of paper folded in half for each child.

- Ask the children to make and write a 'Get Well' card for Kipper, by drawing a picture on the front and writing a greeting on the inside. Encourage the children to include the words 'To Kipper' and 'From...' (writing their own name).

**Assessment** Are the children using their knowledge of letter-sound correspondence to write the words?

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