

Stuck in the Mud

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<p>Comprehension strategies</p> <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</i> 	<p>Decodable words</p> <p>boot, children, deep, got, help, inside, lead, lost, muddy, path, sank, sheep, stuck, that, too</p> <p>Tricky words</p> <p>couldn't, do, hair, knees, out, pulled, pushed, their, walk, were, what, where</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Questioning**) Talk about the picture on the cover. Notice the jackets the children are wearing.
Ask: *Can you guess what the weather is like? What time of the year might it be?*
- C** (**Questioning, Prediction**) Read the title and what it says about the story on the back cover.
Ask: *What do you think will happen in this story?*
- Read the word list on the back cover together. Check that the children recognise all the words.

Strategy check

Remind the children about question marks when they appear.

Independent reading

- Ask the children to read the book on their own from the beginning. Listen to each child in turn.
- W** Encourage the children to sound out new CVC words. Praise them for reading with appropriate expression but prompt if necessary.
- C** (**Clarifying**) Encourage the children to use the pictures to help them understand the story.
- C** (**Questioning**) On pages 3 and 4, ask the children to point to the question marks.
Ask: *How would you read this sentence?* Praise them for reading questions with appropriate expression.
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

Assessment Check that children:

- use a range of strategies, including the pictures, to work out new words
- read aloud using expression appropriate to the grammar of the text.

Returning to the text

- C** (**Questioning, Clarifying**) On page 5, ask: *Why did Dad say, "Put Floppy on a lead"?*
- C** (**Questioning**) Ask: *Who pushed and pulled to get the sheep out of the mud?*
- C** (**Summarising**) Ask the children to describe the events that led to Dad getting stuck in the mud.

Group and independent reading activities

Objective Retell stories, ordering events using story language. Read more challenging texts which can be decoded using phonic knowledge and skills, along with automatic recognition of high frequency words. Identify the main events and characters in stories.

C (Questioning, Summarising) You will need copies of other stories that the children have read recently.

- Talk about this story and ask the children to tell you how it ends.
- Read pages 14–16 again. Ask: *Does this tell us what happened, or is it a joke? Do you think this is a good way to end a story?*
- Choose another Oxford Reading Tree book and ask: *Do you remember how this story ends?* Read the last two pages of the book to find out.
- Ask the children to tell you about stories they know that ended with an ‘Oh no!’ joke, e.g. ‘Nobody Got Wet’ (Level 4 More Stories A) or ‘Everyone Got Wet’ (Level 4 More Stories B).
- Find some stories with happy endings, e.g. ‘Poor Old Mum!’ (Level 4 More Stories A), ‘Swap!’ (Level 4 More Stories B).

Assessment Are the children able to see similarities and differences in the story endings?

Objective Recognise and use alternative ways of pronouncing the graphemes already taught. Use syntax and context when reading for meaning.

W Use reusable stickers to cover some words, e.g. ‘muddy’ (page 2), ‘asked’ (page 3), ‘lead’ (page 5), ‘deep’ (page 7).

- Read the book together. When you get to a covered word ask the children to guess what the word might be. Say the whole sentence, putting in one of their suggested words. Praise the children for suggesting words that make sense.
- Partly peel back the sticker to reveal the initial letter of the missing word. Ask the children: *Does the letter match any of the words we thought it might be?*
- Reveal the whole word and read the whole sentence.
- Repeat with other words in the story.

Assessment Did the children suggest words that made sense?

Objective Recognise automatically an increasing number of familiar high frequency words.

W Play a game using the list of high frequency words on the back cover of the book.

- Choose one of the words, e.g. ‘what’, and a child to look through the book to find the word. The child tells everyone which page to look at. Ask all the children to point to the word.
- Ask the child who found the page to choose the next person. The adult tells the child which word to search for. Repeat until you have found all the words listed.

Assessment Do the children find the high frequency words quickly?

Speaking, listening and drama activities

Objective Retell stories, ordering events using story language.

- **You will need** one copy of the book with the text covered.
- Ask the children if they have ever been on a muddy walk. Can they remember how it felt? Ask them to imagine the mud as they do this activity.
- Ask a child to tell you how the story begins. Reword what the child says, if necessary, to use the past tense.
- Continue through the book, with a different child telling what happened on each double-page spread.
- Praise the children for using story language and using the past tense to retell the story.

Writing activities

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable. Group written sentences together in chunks of meaning or subject.

- Explain to the children that they are going to write their own version of this story. Retell the story together before the children begin to write.
- Then ask them to write without referring to the book. Remind them to use their knowledge of letter sounds to spell new words.
- Select some words that several children have misspelled. Talk about the right way to spell these words, drawing attention to phonemes and letter strings.

Assessment Check that the children are using phonic strategies to work out how to write unfamiliar words.

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