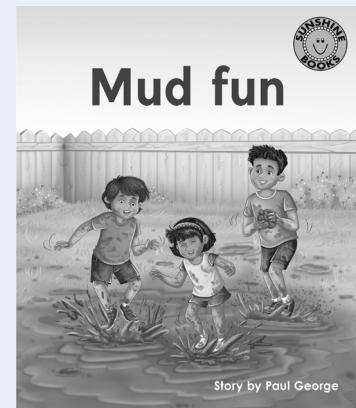


Mud fun

SET 3: Story 21

The children are having fun playing in the mud but they get it all over Mum's van. The three children and Pam get together to clean it for Mum.



Set 3 phonemes: c k ck j qu v w x y z zz ff ll ss

Learning Intention

Phonics: Recap the graphemes and phonemes **g o b h e r f u l** and read words using these and the new graphemes and phonemes **k ck j v w x ff**. Check that children can sound out and blend these sounds to read a range of words.

Comprehension: Make sure that children understand and can talk about the story and the characters' feelings. Check that they can read longer sentences with understanding, recognising tricky words on sight.

High-frequency words: get, off, Mum, it, will

Tricky words: the, a, be, to, into, too, of, is

Decodable words using new graphemes and phonemes: van, job, off, will, wets, bucket, wax, kids

Before Reading

Story discussion: Look at the cover. Read the title together. Ask: *What are the children doing? Does this look like fun to you? What do you think will happen in the story?*

Link to prior learning: Turn to the *Before Reading* page inside the front cover. Encourage children to read the graphemes and say the sounds as quickly as they can, and reinforce any that they are not sure of. Ensure they use pure sounds for the consonants without any added *uh* sound, e.g. *c*, not *cuh*. Practise blending the sounds to read the words on the *Before Reading* page.

Vocabulary check: Suds – soapy foam. On page 8, can children point to the suds? What do they think Sam is going to do with the soapy water?

Decoding practice: On cards or on the board, write the words *off*, *well*, *will* and *mess*. Ask children to sound out each sound in the first word: *o/ff*. Ask them to put a dot under the *o* and a line under the *ff*. Tell them that the line shows that the two letters make one sound. Show them the other words and ask them to add the dots and lines, and then read each word.

Tricky word practice: Display the word *be*, and point out that the tricky bit in this word is the *e*, which makes a long /ee/ sound. Ask: *Do you know any other tricky words where e makes this sound?* Compare *be* with *he*, *we*, *me* and *she*.

During Reading

Read the story: Ask children to read the story aloud at their own pace, running a finger under the words as they read. On page 7, model how to read this longer sentence fluently. Encourage children to mirror your reading.

Phonics support: Remind children to sound out and blend the letters as necessary to read the words but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage them to help each other with sounding out and blending and praise good use of this strategy.

Comprehension support: Pause occasionally to talk about the story and encourage children to make predictions, e.g. on page 5, say: *Why do you think Mum is mad? Is it the kids' fault that the van is muddy?* If children struggle to talk about the story while they are reading it, link it to their own experience, e.g. *Do you think it looks fun to clean the van? Why, or why not?* If children are finding the decoding tricky, let them focus on decoding for now, and revisit the book later to talk about the meaning.

After Reading

Apply learning: Turn to page 7 and ask children to spot the two words that end in double letters (*will* and *off*) Can they show you how to sound out and read these words?

Comprehension

- How do you think the van got so muddy?
- Can you remember what each of the kids did to help clean the van?
- Look at page 14. Imagine you are one of the kids. How are you feeling?

Fluency

- Ask children to speed-read the words on the inside front cover.
- Ask children to re-read page 5 with lots of expression, so it really sounds as if Mum is mad.

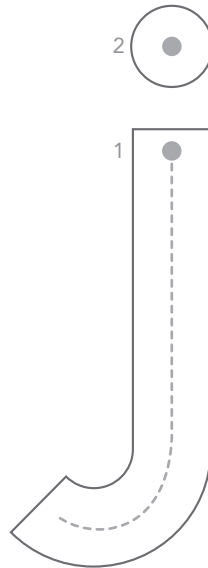
Follow-up Activities

Activity 1 – Phonics: Children practise tracing the graphemes **w** and **j**, and identifying both capitals and lowercase letters in print. They match lowercase and capital letters **W w** and **J j**.

Extension: Give children magnetic letters or letter cards for **w, j, a, i, m, g**. How many real words starting with **w** and **j** can they make? (*wig, wag, jam, jig*)

Activity 2 – Comprehension: Children write or draw to show that Mum is feeling mad (because of the mud on the van). They could write a short sentence, e.g. "Mum is mad" or draw a picture of her face. They write the words using the letters **m, a, P**. (*Sam, Pam, van*).

Say the phonemes and trace the graphemes.



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Circle the letters that say the sound /w/.

w J W w k J d g c W

Circle the letters that say the sound /j/.

J p j m k J d g c j

.....

Draw lines to match the capital and lowercase letters.

W

J

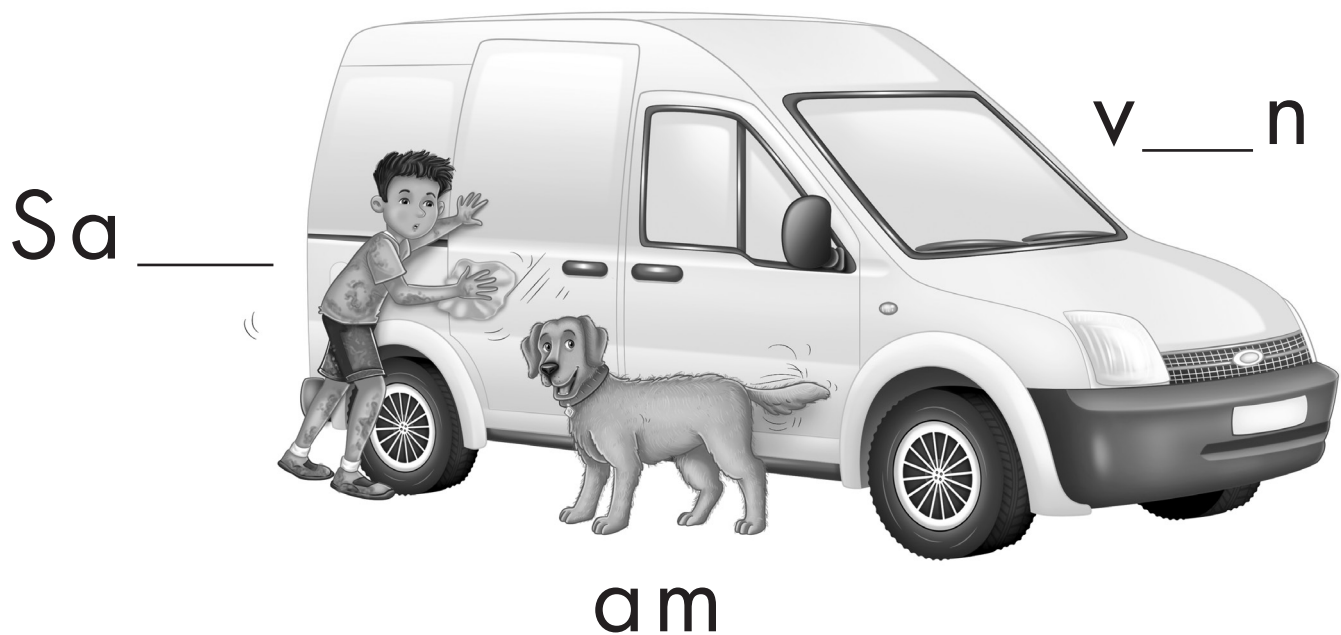
j

W

Write or draw how Mum is feeling about mud on the van.



Write the missing letter in the space to label the picture.



Letter bank m a P