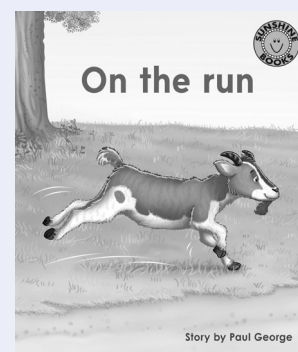


On the run

SET 4: Story 38

Gus, the goat, heads off after the van. On the way he falls in a pond, mud and a load of foam. He looks like a sheep after these mishaps.



Set 4 phonemes: th/th ch ng sh ai ee igh oa oo/oo

Learning Intention

Phonics: Recap the graphemes and phonemes **th ch ng sh ai ee igh**, and read words using these and the new grapheme/phoneme **oa**. Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

Comprehension: Make sure that children understand and can talk about the story and follow the sequence of events. Check that they can read with appropriate pace and expression to show understanding, especially in longer or more complex sentences.

High-frequency words: with, sees, then, just

Tricky words: the, of, for, to, go, he, too, they, into, we

Decodable words using review graphemes and phonemes: bucket, van, shops, thinks, jogs, sees, truck, next, munches, weeds, green, off, along, jumps, wet, thick, sticks, back, mess, quick, yells, need, sheep, been

Decodable words using the new grapheme/phoneme: oats, goat, road, load, foam, roams, oak, toad, croaks, boat, floats, soaking.

Before Reading

Story discussion: Look at the cover, and read the title together. Ask: *Who do you think the main character of this story will be? What kinds of things might happen?*

Link to prior learning: Display the grapheme **oa**. Say: These two letters are a digraph, they make one sound together. They make the /oa/ sound, as in *boat*. This digraph usually comes in the middle of a word. How quickly can children find and read three **oa** words on page 12? (*load, foam, road*)

Vocabulary check: Roam – walk around freely without being stopped. Turn to page 5 and read the sentence, *Gus roams up the road*, together. Can children think of another word that could be used instead of *roams*? (e.g. wanders)

Decoding practice: Give children a card with the digraph **oa** and letter cards or magnetic letters **b, t, g, d, r**. How many real words can they make? (e.g. *boat, toad, goat, road*)

Tricky word practice: Display the words *to* and *too*. Ask children to circle the tricky parts of these words. What sound do they make? (*o* and *oo* both make a long *oo* sound.) Encourage children to look out for these tricky words in their reading.

During Reading

Read the story: Ask children to read the story aloud at their own pace, sounding out and blending any words that they cannot read on sight. On page 5, ask: *Can you quickly tell me what has happened in the story so far? What do you think might happen next?* Review children's predictions later in the book. Were they right?

Phonics support: Remind children to sound out and blend the letters as necessary to read any less familiar words, and praise them for reading more familiar words on sight 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 decoding if they get stuck, and praise good examples of sounding out and blending, especially in two-syllable words.

Comprehension support: Pause occasionally to talk about the story and encourage children to recall what has happened so far and make predictions. For example, on page 11, ask: *How did Gus get in such a mess? What might happen to him next?*

After Reading

Apply learning: Can children recap the main events of the story in their own words? Ask: *Which bit do you think was funniest?*

Comprehension

- What does Dan give Gus to eat?
- Why does Gus go out on to the road?
- Why does Nat mistake Gus for a sheep?

Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Turn to page 4. Encourage children to read this longer sentence as fluently as possible, with appropriate pace so that the meaning is clear.

Follow-up Activities

Activity 1 – Phonics: Children read the words and match the correct word to each picture. They choose the correct graphemes to fill the gaps in the words.

Extension: Set a timer for one minute. How many words with *oa* can children find and read in the book?

Activity 2 – Comprehension: Children write a number by each picture to show the order in which they happened. They then use the pictures to help them orally retell the story.

Draw a line to connect the words to the pictures.



goat

toad

boat

.....

Choose the correct grapheme from the grapheme bank to finish the word.

r _ _ n

g _ _ t

_ _ eep

m _ _ l

c _ _ t

_ _ ut

Grapheme bank

ai sh oa

Activity 2

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Number the pictures from 1 to 5 to put them in the correct order of the story. Use the pictures to retell the story to a partner.

