



1 Stories about things we know

Unit overview

This is a four-week unit focusing on stories about things we know and do. During the unit learners will talk about, read and write about stories in familiar settings.

Initially, the focus will be on an extract from a story within an established series written by Dick King-Smith and it is hoped that teachers and learners may share other stories from this series and this author. Learners continue to explore other authors, including Rosemary Wells and Kes Gray, to explore character, setting, the impact of vocabulary and ways in which authors show time passing. Learners are encouraged to give opinions about stories, to retell and to innovate on texts to create their own versions. Where extracts are quite long it is suggested that teachers read to and with learners.

Aims and objectives

By the end of this unit, learners will be able to:

- read and follow stories in familiar settings with increasing fluency, expression and understanding
- identify and describe story settings and characters recognising that they may be from different times and places
- predict story endings
- make simple inferences
- comment on vocabulary choices and what impact they make within stories
- begin to develop stories with a setting, characters and a sequence of events
- begin to use dialogue in retelling and writing stories
- extend experiences and ideas through role play.

Skills development

During the course of this unit, learners will:

- continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes
- listen carefully and respond appropriately
- use past and present tenses with increasing accuracy
- develop their vocabulary and choose interesting words and phrases to describe people and places
- practise their handwriting
- speak with increased fluency and confidence and demonstrate 'attentive listening'.

Prior learning

This unit assumes that learners can already:

- spell phonically regular monosyllabic words with short vowels
- recognise the common spellings for the long vowel phonemes in *bait, beet, bite, boat, boot*
- read and spell about 120 high-frequency words
- read simple texts using a variety of strategies including decoding phonically regular words with a short vowel phoneme, recognising more high-frequency words and using picture cues to help to work out unfamiliar words
- form all letters correctly and use some joining to support spelling
- write short texts independently, although using phonic spellings for more complex words.

Session 1: All About Sophie

Learner's Book pages: 6–8

Activity Book page: 4

You will need: notebooks and pencils.

Nice to have: storybooks by Dick King-Smith and/or pictures from the *Sophie's Adventures* collection of stories; examples of words featuring sound **/f/** but spelled in different ways.

Learning objectives

Learning intentions

- to identify the characteristics of a character
- to write a character fact file
- to listen to and understand a text read aloud
- to give oral and written responses to questions about a text.

Learning outcomes

Learners can:

- talk about characters' fact files
- write character fact files using interesting words and phrases
- demonstrate good listening to a story
- give answers to demonstrate good understanding of a text.

A Discuss Sophie

- Talk about characters from stories the learners know and enjoy.
- Ask them if they can remember the names of their favourite storybook characters.
- Can they describe what the characters are like? Encourage interesting and accurate vocabulary: *funny, scary, kind, loud, shy*, etc.
- Talk about what facts we might know about a character such as Red Riding Hood. Ask learners to chat with a partner and then to share what we know about her: she lives near a wood, has a grandma who lives in the wood, is brave and kind, is curious and possibly a bit naughty (for wandering off the path), etc.
- Tell them that in this unit we are going to explore stories about things we know and do. These stories often feature characters like us. This first session introduces us to a character called Sophie.
- You may wish to draw learners' attention to the spelling of this name. Remind them that sometimes two letters make one sound e.g. *ph* for **/f/**. Can they think of other words that feature this combination of letters? (e.g. *elephant, Christopher*) Do they know other ways to spell this sound, for example *f, ff, gh* (as in *laugh*)?
- You may also wish to introduce the author of the Sophie stories, Dick King-Smith, and to tell or show the learners that he has written many stories for children and lots about Sophie. If you have gathered

other examples of Dick King-Smith books then share them now with the learners. Note that another Dick King-Smith text is used in unit 7 (*The Hodgeheg*).

- Use the pictures and the fact file in the *Learner's Book* to introduce Sophie as a character. Note that this shares some of her physical qualities as well as her personality.
- Do learners know anyone like Sophie? She's a funny but feisty little girl who sometimes says funny things because she is young and misunderstands. If learners have younger siblings, encourage them to share their experiences of things they do or say that make them laugh.
- Share ideas about the fact file and what other information might be helpful to include, for example dislikes, favourite hobbies.

Answers:

Learners' own answers.

B A fact file

- Ask learners to write the headings of the fact file in their notebooks.
- Get them to complete it with words and phrases about themselves or a friend.
- Encourage learners to use interesting words and phrases in their fact file. When they have finished, tell them to re-read it to check they are happy with the words they have chosen.
- **Differentiation:** Less confident writers may need word/picture cards of vocabulary to help them to choose and use interesting words.

Answers:

Learners' own answers.

C A Bad Back

- Tell learners that you are going to read a small part of a story about Sophie to them.
- Tell them you will read it again but this time they must listen out for answers to four questions.
- Read the questions through with them so they are prepared.
- You can decide whether to ask the learners to record their thoughts and ideas in their notebooks or on small write-on/wipe-off type whiteboards if available.
- Remind learners that they do not need to write in sentences when they are just jotting down ideas. They may even draw ideas to help them remember their answers.
- Talk about good listening. Discuss the suggestions in the **Tip** box.
- Read the text on page 7 of the *Learner's Book* and read it again if learners need another attempt at listening.
- **Differentiation:** you may decide to pair certain learners to work together to make notes on their answers.

Answers:

Possible answers:

Sophie is walking round the garden.

The glasses have a white frame/make Sophie look like a panda/
 make things look a different colour, like cabbages are blue not
 green, etc.

Dad/Sophie's father is lying flat on the floor in the dining-room.
 Sophie and her father/dad decide to play *I Spy*.

- Then take each question in turn and ask the learners for their responses.
- Encourage good listening to the responses.

Assessment opportunities

- *Speaking and listening:* note which learners can confidently listen to the read-aloud text and share their answers.
- *Writing:* note which learners can innovate on the fact file writing, adding in their own categories.

We have learned to:

- talk about characters' fact files. *Ask: tell me three things you might include in a fact file about your friend.*
- write character fact files using interesting words and phrases. *Ask: read me some of the things you included in your fact file.*
- demonstrate good listening to a story. *Ask: what can you do to show me that you are listening well to my story?*
- give answers to demonstrate good understanding of a text. *Ask any of the questions provided in the Learner's Book or ask additional questions.*

Activity Book**A**

Learners write two fact files about people they know, asking them the information and filling in the chart. They should be encouraged to ask full questions and to be sensitive about some of the questions depending on who they are asking.

Answers:

Learners' own answers.

Session 2: Reading and understanding *A Bad Back*

Learner's Book pages: 9–10

Activity Book page: 5

You will need: notebooks and pencils, a collection of storybooks set in familiar settings.

Nice to have: more story books by Dick King-Smith and more featuring Sophie.

Spelling link: different spellings of long vowel phonemes.

Learning objectives*Learning intentions*

- to read part of a story with a familiar setting
- to give written responses to questions about a text
- to play *I Spy* demonstrating good phonic knowledge
- to identify characters and settings in a story
- to explore less common vocabulary and phrases.

Learning outcomes

Learners can:

- work alone or with a partner to read the text
- write answers that demonstrate understanding of the text
- identify and say accurate sounds for words
- say who the characters are and where the story takes place
- talk about and understand story-based vocabulary and phrases.

A   **Read A Bad Back**

- Tell learners that in this session they are going to now read the part of the story *A Bad Back* they listened to in the previous session.
- **Pair work:** give learners time to work through the text together; first one learner reads a section, then the other.
- Walk round and listen in to their attempts at independent reading.
 - What strategies are learners using for unknown or longer words?
 - Are they reading with expression?
 - Are they supporting each other and listening?
 - How are they coping with the amount of text?
- You may ask them to jot down or mark in pencil or with a sticker any words they get stuck on. Take the opportunity to draw the class together to rehearse different strategies that might be useful including phonics, syllables, etc.
- Check whether learners are stuck with the decoding of the word or its meaning, or both.
- **Differentiation:**
 - sit and work with a group of readers or ask a classroom helper to do this if you know learners will find this task too difficult. Alternatively, ask them to focus on just a few sections of text.
 - invite confident and able readers to read aloud sections of the text to the class when you draw the children back together.

B    **Check the story**

- Ask learners to read the comprehension questions and to rehearse their answer before writing it.
- **Differentiation:** some learners may be able to continue working in their pairs to talk about the questions and to write the answers. For learners who are struggling with the task, provide the answers in strips so that they can sort and sequence before writing them.

- Check letter formation and pencil grip as you walk around the class.
- In question 3, learners are asked about Sophie's questions. Take the opportunity to talk about the formation and use of the question mark.
- **Differentiation:** some learners will notice the use of speech marks in the conversation section of the text. Notice which learners do this and encourage them to include speech marks in their answers where appropriate.
- Check that learners are looking back at the text to seek their answers. A few may just remember the answer.

Answers:

- 1 The sunglasses were Sophie's mother's.
- 2 In the dining room it was dark and shadowy.
- 3 Sophie asked her father: Are you all right? and What's the matter?
Or, if using speech marks: Sophie asked her father, "Are you all right?" and "What's the matter?".
- 4 She suggests they play *I Spy* because it's fun/she thinks her father is bored/it will take his mind off the back pain.

- Play a game of *I Spy/I Hear* with the learners using words from the story such as: *sunglasses, chairs, table, window, floor, door*.
- Play the game with increasing sophistication if learners are able to. You could give several clues for one item:
 - I spy with my little eye something beginning with the sound */s/*.
 - I spy with my little eye something beginning with the letter *c*.
 - I hear with my little ear something that has the *leel* sound in it.

Answer:

ceiling

- **Pair work:** provide words for pairs to work with in this way where possible, such as *photograph, whale, character, scissors, queen, thumb*.

Spelling link

Use this as an opportunity to enjoy word exploration and word play and pick up and play the game in short bursts when opportunities arise throughout the week. There are more activities on different spellings of long vowel phonemes in the **Review and reference** section, which begins on page 188 of the *Learner's Book*.

Characters and settings

- Talk to the learners about the word *character* and check their understanding of it.
 - Remind them of the work at the beginning of this unit on the character fact files.
 - Work with learners using the prompts in the *Learner's Book* to generate words about Sophie and her father.
 - Make a class mind map of words about Sophie and words about her father.
- Then repeat with the settings. Ask learners how they know what the settings are and to find evidence from the text that tells them. Can they find the words *garden* and *dining room*?
 - Is the setting always so clear? Can learners think of a story where it isn't so clear? If you have a collection of books then pass them round so that learners can find actual examples to comment upon. You may wish this to be a short group activity so that learners can investigate and then feed back on their observations.

Answers:

Possible answers:

About Sophie: she is young, funny, kind.

About Father: tired, fed up, is trapped by Sophie because he can't get up, trying to be patient.

Settings: starts in the garden, ends in the dining room.

What do you think?

- Tell the children that you are going to explore some of the more difficult words and phrases in the text.
- **Pair work:** ask learners to work with a talk partner to discuss the meanings of the phrases in the *Learner's Book*. Give them time to explore and discuss each one before stopping and drawing the class together to share their thoughts. Ask learners **why** they think something, especially if it is not correct.
- Remind learners about speaking out clearly and looking at the people they are talking to when sharing their ideas.
- **Differentiation:** encourage more confident learners to tell their thought processes so that you can appreciate how and why they came to a certain conclusion. Support less articulate learners in expressing their ideas and in using ambitious vocabulary.

Answers:

Possible answers:

- *But whatever in the world ...* An expression which people say when they are surprised. For example, "But whatever in the world is that elephant doing in our garden?"

- *the hard wood-block floor ...* This is a floor made from wood so it would be hard and uncomfortable to lie on. You could say, "The hard wood-block floor hurt when the boy fell onto it."

- *I'm not surprised ...* Sophie says this in a funny way to be a bit cheeky. If someone comes in from the rain with no shoes and socks you could say, "I'm not surprised your feet are cold and wet."

- *and stared thoughtfully at the ceiling ...* If you stare thoughtfully you might look like you are staring but with purpose, maybe your eyes are a bit scrunched up or your mouth is a bit turned up while you think. You could say, "I didn't know the answer to the question so I stared thoughtfully at the ceiling!"

- Did learners notice any other phrases like this in the story that they weren't sure about?
- Take any further examples and unpick them together.
- Discuss the fact that these are unusual or old-fashioned expressions which might tell us that the stories were written a long time ago (1988).

- **Why not?** run a challenge within the class and award a special sticker (or something similar) to anyone who manages to use any of these phrases correctly during the day.

Assessment opportunities

- **Reading:** note which learners cope with this amount of text. Do they have reading stamina yet?

We have learned to:

- work alone or with a partner to read the text. *Ask: let me hear you read a little of the story. Read it for me with expression.*
- write answers that demonstrate understanding of the text. *Ask any of the comprehension questions from the Learner's Book page 9, session 2.*
- identify and say accurate sounds for words. *Ask: what sound does ceiling begin with?*
- say who the characters are and where the story takes place. *Ask: who are the characters in this story (any you choose) and where do you think it is set?*
- talk about and understand story-based vocabulary and phrases. *Ask: what special words or phrases did you enjoy from this story?*

Activity Book

A

Learners scan the text, looking for the words in the chart that each feature different ways of spelling long vowel phonemes: **ai, ee, igh, oa, ue**.

Sophie was walking round the garden, wearing a pair of her mother's very old sunglasses. They were very dark glasses with a white frame. They made Sophie look like a panda. They made pink flowers look red and yellow flowers look golden and cabbages look blue.

Sophie walked along the path that ran along the front of the house and peered in through the dining-room window. Inside, everything looked very dark. But whatever in the world was that long shadowy thing lying on the floor?

In the dining room Sophie's father lay flat on the hard wood-block floor, his arms by his sides, and stared gloomily at the ceiling.

Sophie peeped round the door.

"Daddy?" she said.

"Yes."

"Are you all right?"

"No."

"What's the matter?"

"My back hurts."

"I'm not surprised," said Sophie. "Lying on that hard old floor. If you wanted to have a rest, why didn't you go to bed?"

Sophie's father sighed.

Session 3: Retelling and acting A Bad Back

Learner's Book pages: 10–11

Activity Book page: 6

You will need: notebooks and pencils; space for role play.

Nice to have: *PCM 1; A Bad Back* by Dick-King Smith.

Learning objectives

Learning intentions

- to retell a story
- to act out a story using dialogue
- to begin to take notice of punctuation including speech marks as a guide to reading expression
- to talk about and predict story outcomes.

Learning outcomes

Learners can:

- retell a story with increasing confidence
- act out a story with increasing confidence and expression
- identify and make use of some punctuation marks to support their performance
- talk about and make good predictions based on character and setting.

A Retell the story

- Ask learners to look at the pictures outlining the key events in *A Bad Back*.
- Together, discuss what is happening and work out a sentence for each picture.
- For each picture, ask learners whether anyone is saying anything. Use this to prompt a conversation about speech.
- Introduce the idea of speech marks and ask learners to find them in the story text in Session 2 on page 8 of the *Learner's Book*. Ensure that learners understand that speech marks indicate when someone is starting to talk and then when they stop talking.
- Read the story and ask learners to jump up each time they see or hear speech marks.
- **Differentiation:** provide struggling readers and writers with speech marks on cards so that they can physically add the marks in the right place to the sentence or phrase.
- Rehearse the sentences you decided on for each main event and try to do this in different ways, for example:
 - *as Sophie:* I am in the garden wearing my mum's sunglasses ...
 - *as a narrator:* Sophie is in the garden and she is wearing ...
- **Pair work:** give learners time to talk through the story together in each way so that the sequence is really clear in their minds and they are experimenting with both first and third persons.

Answers:

Learners' own answers.

B ☆ Act out the story

- Tell learners that together you are going to practise saying the characters' words (Sophie and Father) in this story scene so that it can be acted out.
- Begin by splitting the class into two groups. One group will take the role of Sophie and the other group the role of Father.
- Together, read through the conversation.
- **Why not?** make this a real performance and have all the Fathers lying on the floor and all the Sophies surrounding them. Have them chant the conversation with great expression. They may like to swap parts at some point!
- Ask learners to work in pairs to repeat the exercise. They will need space to do this well.
- If you are using the PCMs you may find it useful to use *PCM 1 Conversation cards* here for those learners who need to have the words in front of them to start with.
- Give time for practice and work with the groups to encourage appropriate expression.
 - Question marks mean it's a question and the speakers' intonation should show this.
 - Father responds in very few words to indicate his pain and frustration with Sophie (who is only trying to help). Can learners say these words in a way that reflects this?
 - How will they say Sophie's 'Oh!' with exclamation mark? (Surprised.)
 - How will they say Sophie's string of sentences about the game right at the end? (Excitedly.)
 - And how does Father's response sound? (Resigned.)
- Invite learners to perform their dialogue and award comments and rewards for really good use of expression.
- Encourage constructive peer group comment too.

Answers:
Learners' own answers.

C □ A funny ending

- Stress to learners that this is just a small part of the whole story.
- Can they guess how the story ends? Use the word *predict* and tell or remind them of its meaning.
- Take learners' ideas which might include: Father tries to escape but his back is too painful so he has to stay; the doctor comes to make him better; Sophie and her father fall asleep with exhaustion from all the games.
- If they think Sophie wants to play more games, which games do they think she suggests?
- Now ask learners to look at the text in the *Learner's Book* which outlines what happens. If you have the full story then read the rest of the story to the class. (It's particularly funny when Sophie and her father are playing *I Spy* and Sophie gets in a muddle with the world *ceiling*.)
- Discuss who got it right and whether other predictions were as good or not. Were they better perhaps?

- If learners have enjoyed this extract, encourage them to find out more about Dick King-Smith's Sophie stories using the library or online searches.

Answers:
Learners' own answers.

Assessment opportunities

- *Punctuation and spelling:* note learners who have not fully grasped the concept of capital letters, full stop/question mark or exclamation mark. Note who is not daunted by speech marks.

We have learned to:

- retell a story with increasing confidence. *Ask: tell me the story about Sophie and her father.*
- act out a story with increasing confidence and expression. *Observe involvement and participation.*
- identify and make use of some punctuation marks to support their performance. *Show speech marks and ask: what do these marks mean?*
- talk about and make good predictions based on character and setting. *Ask: how did you think this story would end? Why?*

Activity Book

A

Learners look at the pictures to retell the story. They are invited to make up a new ending for the story, drawing pictures in the empty boxes and writing a sentence for each.

B

Learners write answers to three questions asking their opinion and ideas about the characters and setting for their own version of the story.

Answers:

A Possible answers:

- 1 Sophie is playing in the garden and wearing her mother's sunglasses. She likes them because they make things look funny colours, etc.
- 2 She peers into the house to see if anyone is around/to see what it looks like through the sunglasses.
- 3 It all looks very dark and she can see something on the floor.
- 4 How strange/funny! It's her father lying flat on the hard floor.
- 5 Sophie asks him why he is lying on the hard floor and he explains that he has a bad back.
- 6 Sophie lies next to her father so that he does not get lonely or bored and then she suggests they play *I Spy*.
- 7–8 Learners' own answers.

B Learners' own answers.

Session 4: All about mums

Learner's Book pages: 12–13

Activity Book pages: 7

You will need: notebooks and pencils.

Learning objectives

Learning intentions

- to join in with the reading of a poem, recognising its characters and setting
- to recount own experiences
- to identify and discuss punctuation
- to write a list poem.

Learning outcomes

Learners can:

- join in with the reading of the poem and identify the main speaker
- talk about things their key family members say with reference to instructional language
- identify punctuation and show increasing understanding of its purpose
- innovate on a poem to write their own.

A The Things Mums Say

- Before you read the text for or with the learners, be sensitive to any learners in the class who don't have a mum at home. Throughout this unit it is possible to talk about family members in general.
- Tell the learners that this session begins with a poem about a different kind of familiar setting: it's called *The Things Mums Say* but it could be called *The Things Dads Say* or *The Things Aunties Say!*
- Read the poem to the class and perform it well in role; be bossy and nagging!
- Talk with the learners about whether someone in their house says things like this.
- Invite them to share their experiences and keep it light and comical rather than too serious.
- Talk about the instructional language in this poem, for example *Wake up!, Mind your ..., Don't...* Ask learners what instructions they get at home, for example *Make your bed, empty the bin, help me please.*
- Discuss the poem together:
 - do learners think mums/carers need to say things like this?
 - do they find it hard to get out of bed?
 - is their bedroom messy?
 - what table rules do they have at home (e.g. no elbows on the table)?
- Ask the learners to read the poem with you as a class, then ask them to read it through in pairs.
- **Differentiation:** reading together as a class should support less confident readers but you may consider pairing less able readers with more confident readers for this part of the session.

Answers:

Learners' own answers.

B Check the poem

- Read through the questions together first and then ask learners to work through the questions and write the answers.
- **Differentiation:**
 - you may wish to work with a group of less confident readers and writers. Make sure they tackle each question methodically and don't feel overwhelmed by all four. You could select certain questions for certain learners to complete or you could allocate the four questions across the group so that learners can share their ideas and answers.
 - challenge able readers to explain what they notice about the spellings of the rhyming words and to add a rhyming word to each pair.
- After a while, invite all learners to share their findings and answers to the questions.

Answers:

- 1 Rhyming words: *bed/head, late/state, please/keys, food/rude, please/trees, said/bed.*
- 2 Full stops – 8; question marks – 2; exclamation marks – 8
- 3 Possible answers: It means you have to be careful with money because it doesn't grow, you have to work for it. It's a funny way of saying 'be careful with money'.
- 4 *I won't tell you again* is repeated which is funny because the mum **does** tell them again!

- Remind learners about how you read the poem. Did they think you sounded like a 'mum'? Or just someone nagging?
- If you have recording equipment easily available then invite learners in small groups or even individually to record their readings of the poem. Play these back and invite self-evaluation as well as peer evaluation, for example *I really liked it when Zara asked the questions well. I didn't think Anil sounded quite loud enough but I liked it when he said 'elbows OFF the table' very strongly.*
- Draw learners' attention to the **Tip** box, which is a reminder about how punctuation helps us to know how to read. Remind them that a question mark flags a question so we usually take our voice up a little at the end of the sentence. Model this for the learners. The exclamation mark can mean you want to say something with strength so model this for them too. The **Tip** box also refers to using rhyme to make the poem flow.

C The things you might say

- Talk about things the learners might say to someone in their family, for example a younger or older sibling, a grandparent.
- Talk about how we change what we say and the way we say it – often to fit with the person we are talking to. 'Mum' wouldn't say those things to a grandmother because it would sound rude. Take the learners' list ideas and record some on the board.
- Ask learners to write their own 'list poem', using at least four things they say.

- **Differentiation:** you may consider writing less confident writers' lists with them; you could scribe for them and then cut up the words so that they rebuild each of their sentences before writing (some of) them out in their notebooks or for display.
- **Why not?** set up a display of learners' list poems and title it *The Things People Say*. You could get the learners to write just one of their ideas in a speech bubble and stick it up on the display. It can be a 'working wall' which you add to over the course of the week.

Answers:

Learners' own answers.

Assessment opportunities

- **Reading:** note learners who are beginning to use punctuation to good effect.
- We have learned to:
- join in with the reading of the poem and identify the main speaker. *Observe and ask: how many characters are there in this poem?*
 - talk about things key family members say. *Ask: what sort of things does your [mum/dad/launthuncle] say? What instructions do they give you?*
 - identify punctuation and show increasing understanding of its purpose. *Ask: show me a ... What does it tell you?*
 - innovate on a poem to write our own. *Ask: what did you include in your list poem?*

Activity Book**A**

Learners write the missing words in the poem using the words provided. They are all high-frequency words. They then read the poem again to check its meaning.

Answers:

Wake up!
 Get up!
 Out of bed!
 Mind **your** feet!
 Mind **your** head!
Don't run around.
Don't be late.
 Look at **your** room!
What a state!
 Put all **your** stuff away now, please.
Why can I never find my keys?
 Close **your** mouth and eat **your** food.
 Look at that!
Don't stare, it's rude.
 Elbows OFF the table, please.
 Money doesn't grow on trees.
 I **won't** tell **you** again...
 Did **you** hear what I said?
 I **won't** tell **you** again.
 It's time for bed

Session 5: Getting you to do something

Learner's Book pages: 14–15

Activity Book pages: 8–9

You will need: notebooks and pencils; large pieces of paper and felt tips.

Nice to have: *PCM 2*; some peas! *Eat Your Peas* by Kes Gray.

Spelling link: words that feature sounds /igh/, /eel/ and /ail/.

Learning objectives*Learning intentions*

- to read a story set in a familiar setting
- to identify language patterns
- to predict a story outcome
- to write a complex sentence using correct punctuation.

Learning outcomes

Learners can:

- read the text in pairs or independently
- identify the repetition of Daisy's response
- make feasible predictions
- write their sentence correctly using a template.

A **Eat Your Peas**

- Ask learners to recall the poem from the last session, *The Things Mums Say*. Can they remember it well enough to recite it?
- Tell them that this text is also about a mum. This mum is trying to persuade her daughter to eat peas and the daughter does not want to.
- If you have some peas then invite the learners to taste them – they're really not that bad!
- Tell them they will hear two characters, Mum and Daisy the daughter, and that the story is set at home. Ask them to listen and then tell you what they notice about the story.
- Together, look in the *Learner's Book* to read the text. Model for the learners how to read the story and make much of Daisy's repetitive response.
- After reading, talk about story. Take learners' ideas and comments and record them on the board if useful.
 - Make sure learners have recognised the repetition.
 - Make sure they understand the significance of *Mum sighed one of her usual sighs ...* which tells us that this scenario (Daisy not eating her peas) has happened many times before.
 - Make sure they appreciate the escalation of promises:
 - *have some pudding* → *ten puddings*
 - *stay up for an extra half hour* → *stay up really late*
 - *skip your bath* → *no washing for two months*
 - → *a new bike!*

- Do the learners think that Daisy's mum is serious or just joking? Would their mums or family members make such promises? Tell them these are called *bribes*. Mum is bribing Daisy with these ideas.
- Read the text aloud again and invite learners to play the part of Daisy.
- **Pair work:** ask the learners to read the story aloud, taking it in turns to take the part of Daisy and Mum.

Answers:

Learners' own answers.

B  **What next?**

- **Group work:** hand out large pieces of paper, pens, felt tips, etc. to each group.
- Ask learners to discuss and note down what they think Daisy's mum will offer next. What do the learners predict? Remind them that the 'bribes' need to be bigger and better each time. Encourage imaginative and far-fetched responses.
- Circulate as the groups are working and listen/join in with their discussions.
- After a while, bring the groups together as a class and ask each to share their record of ideas. Remind them of good presentation skills as in previous lessons: stand up tall, speak loudly and clearly, look at the audience, ask others to help to hold up the poster and let others take a turn too.
- Finally, ask learners to record one whole sentence in their notebooks using the ideas from the group record and the sentence structure in the *Learner's Book*.
- **Differentiation:** If you are using the PCMs, you may wish to use *PCM 2 Fill the gaps* here to offer more support to certain groups. It gives words and pictures as suggestions for things Mum might use to bribe Daisy.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* note learners who are able to listen in the group as well as offer relevant ideas.

We have learned to:

- read the text in pairs or independently. *Observe and listen. Check strategies in use.*
- identify the repetition of Daisy's response. *Ask: what does Daisy always say?*
- make feasible predictions. *Ask: what do you think will happen next? At the end?*
- write sentences correctly using a template. *Ask: show me your sentence ideas.*

Activity Book**A**

Learners sort words into sets according to whether they feature sounds /ail/, /eel/ or /igh/.

B

Learners draw things they don't like to eat on the plate.

Answers:**A**

- **ai:** again, say, Daisy, plate, stay
- **ee:** even, green, peas
- **igh:** like, sigh, buy, bike

B Learners' own answers**Spelling link**

There are more activities on different spellings of long vowel phonemes in the **Review and reference** section, which begins on page 188 of the *Learner's Book*.

Session 6: Checking *Eat Your Peas*

Learner's Book pages: 16–17

Activity Book page: 9

You will need: notebooks and pencils.

Nice to have: word cards; punctuation cards; bibs to wear the words for sentence sequencing.

Learning objectives*Learning intentions*

- to answer questions to demonstrate understanding of story
- to take notice of punctuation including speech marks
- to vary sentence openers
- to join compound sentences using *and* and *or*.

Learning outcomes

Learners can:

- read and answer comprehension questions about the story
- identify and use punctuation marks
- use a new structure: *If you ... I will ...*
- identify and use *and/or* to join sentences from the story.

A  **Check the story**

- Ask learners to re-read the story *Eat Your Peas* or read it together if a reminder would be helpful for them.
- Ask learners to say each answer to the comprehension questions, and then write it in their notebooks.
- **Differentiation:** you may ask some groups to work independently on reading and answering the questions about the story while you work with less confident readers and writers.

Answers:

- 1 Daisy and her mum. At home/in the dining room/breakfast room/at the table.
- 2 She says the same things because she really doesn't like peas/she is being naughty/she wants to know how far her mum will go.
- 3 and

B ☆ Add the punctuation

- Ensure that learners are confident in identifying the punctuation marks: speech marks, a comma and a full stop. Draw their attention to the **Language focus** box which explains the purpose of speech marks.
- Get active. If you have word and punctuation cards then try 'making' the sentence with children holding the cards and sorting themselves into the right order. Less confident learners may find this supportive.
 - Select a different learner to hold (or wear if you have word-card bibs) each word in the sentence and for each punctuation mark. You will need 10 children in total.
 - Treat *don't* as a whole word and don't confuse matters by talking about the apostrophe at this point.
 - Ask learners to get into the right order to show a correct sentence.
 - Repeat with different learners.
 - Together and then in pairs or even individually ask learners to say Daisy's words in the way she says them. Have some fun here with drama!
- Ask the learners to record their answers.

Answer:

"I don't like peas," said Daisy.

C ☆ Play the Daisy Game

- Ask if learners have played a game called, *I went to market and I bought ...?* If so they will know how to play the *Daisy Game*.
- Tell learners that they have to try to get round the whole class with each person adding something to the promise list. Show them the examples in the *Learner's Book*.
- Model the sentence and begin the 'chain reaction' round the class. Set a challenge to see how many promises you can get to!
- You may decide to draw/write promises on the board as a prompt to help learners remember them.
- Encourage learners to share their own ideas.
- At the end, refocus the learners on the sentence structure *If you ... I will ...* in written form. Show them how to read it either using your examples on the board or those in the *Learner's Book*.

D Add Linking ideas and joining sentences

- Remind learners of the importance of joining sentences in their writing.
- Give them an example to show this:
 - You never have to eat horrid things again.
 - You never have to do silly things again.
 - You never have to do homework again.
 - You never have to learn spellings again.
- Model how you can run these sentences together using the word *or*: *You never have to eat horrid things again, or do silly things, or do homework or learn spellings!*
- Remind learners that we can use other words too. Can they remember any other words we can use to join sentences? They may offer ideas from Stage 1 such as *next, then, so, after that, because*.

- Refocus the learners on the *Learner's Book* and ask them to read and write the sentences using *and* or the word *or*.

Answers:

- 1 If you eat your peas, I'll buy you every supermarket, sweet shop, toy shop **and** bike shop in the world.
- 2 You never have to go to bed again, **or** go to school, **or** wash, **or** brush your hair **or** clean your shoes, **or** clean your teeth, **or** tidy your bedroom, **or** get dressed.
- 3 I'll buy you the earth, the moon, the stars, the sun **and** a new fluffy pencil case!

Assessment opportunities

- *Speaking and writing*: note learners who can confidently join in the game remembering well and offering their own imaginative ideas.

We have learned to:

- read and answer comprehension questions. *Ask any of the questions in the Learner's Book page 16, A, or other questions about the text.*
- identify and use punctuation marks. *Show a punctuation mark and ask: what is this called? What job does it do in a sentence? What does it tell you?*
- use a new structure: *If you ... I will ... Ask: what does Daisy's mum keep saying? Prompt if necessary with 'If you eat your ...'*
- identify and use *and/or* to join sentences from the story. *Show two sentences and ask which word they can use to join them (e.g. This is Daisy. This is Daisy's mum.)*

Activity Book

A

Learners finish the sentences with their own ideas for a suitable bribe!

Answers:

Learners' own answers.

Session 7: Exploring and writing

Learner's Book pages: 18–19

Activity Book page: 10

You will need: notebooks and pencils.

Nice to have: picture cards; story props for role play; *Eat Your Peas* by Kes Gray.

Learning objectives

Learning intentions

- to retell a story using a growing vocabulary and with use of tone
- to articulate clearly and show awareness of listeners
- to extend experiences and ideas through role play
- to use the structure of a familiar story to develop own writing.