

Off sick



Teacher's Preparation

1. Print out the Story Green Words (see online file '5.2 Off sick', starting with tab a) and stack them into your pocket chart: *Sam, sick, ha ha, ring, ill, felt, glass, nap, crisps, pick, film, humph*, sandwich, o'clock, swimming, popped, hugged, kissed, biggest*. Note that Challenge Words are marked with an asterisk.
2. Display these Red Word Cards in your pocket chart: *watch(es), was, to, all, said, want, you, are, of, school, her, they*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook Introduction (below and printable online file 5.2a) and the whole story with expression, for reading aloud to the children.
4. Prepare sticky notes you may need for activities such as Think About the Story, Build a Sentence and Write About Being Ill. Ideas are provided but you may wish to add your own.

DAY
1

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

Speed Sounds from the Storybook

Find the circled focus graphemes on p.4 of the Storybook. Point to each focus grapheme on the Complex Speed Sounds poster and use **MTYT** to say them: *ph, rr, ve, gg*.

Story Green Words

Follow the steps below to read the Story Green Words (printed from online) with the children. After they have read each Story Green Word, explain the meaning of any new words.

Definitions for some of the words can be found in the Vocabulary Check on p.7 of the Storybook.

Names and single-syllable words

1. Hold up the first card, e.g. 'Sam', and ask children to tell you the 'special friends' or shake their heads if there aren't any. (There aren't any for this word, but if children have difficulty spotting the 'special friends', show them the side of the card with the dots and dashes to give them a quick reminder.)
2. Ask them to say the sounds *S-a-m* and say *Sam*.
3. Say the word *Sam* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Multi-syllabic words

1. Fold the card 'sandwich' and hold it up so only the first syllable is showing. Ask children to read the syllable – only using Fred Talk if necessary.
2. Repeat with the next syllable.
3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.
4. Repeat for the other word.

Root words and suffixes

1. Fold the word 'kissed' so you can only see the root word ('kiss') and hold it up. Ask children to read it without Fred Talk.
2. Repeat with the suffix (-ed).
3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.
4. Repeat for the other words.

Challenge Words

Follow the steps as for the Red Word Cards, below.



Speedy Green Words

1. Display the first Speedy Green Word (online file 5.2b).
2. Tell children to first read the sounds silently using 'Fred in your head'. Then ask them to say the word aloud when the word animates, or when you push the word towards them if you have printed out the words.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Storybook that need further practice.

Red Word Cards

1. Hold up the first card, e.g. 'watches'.
2. Say the word *watches* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *w-o-ch-e-z* and say *watches*. Ask children to repeat.
4. Help children to spot the tricky letter ('a').
5. Say the word again. Ask children to repeat it.
6. Repeat for the other Red Words.



Partner Practice

Children practise the Speed Sounds and Story Green Words on pp.4–6. Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask one partner to teach the sounds out of order using **MTYT**. Ensure that children point accurately underneath the sounds.
2. Ask the other partner to teach the words out of order using **MTYT**.
3. During the activity, note any sounds/words that need further practice and review together at the end of the activity.

On subsequent books, ask a different partner to start teaching the sounds.

Next, children practise the Red Words on p.8. Note that the grid contains Red Words from the Storybook text, plus some revision Red Words.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words. (Partners help each other if stuck.)
2. Repeat until they can read all of the Red Words at speed.



Story Introduction

Read the introduction (on the following page and printable online file 5.2a) to children using expression. Explain the meaning of any words children may be unsure of. Ask children to **TTYP** to discuss the question and then select two pairs to feed back (Choose two – see p.18).

Eva was ill. Her head was hot and her tummy hurt, so Mum rang up the school and told Miss Flint she'd be staying in bed.

'Ha ha!' thought Eva as she watched her brother Sam go off to school.

She lay in bed until midday, when her mum brought her an egg and a glass of milk. Even though she was still too ill to get up, she was starting to feel bored.

"Can I watch TV?" she asked Mum.

"No," said Mum, "you must just rest in bed."

Eva ate a bit of the egg, had a sip of the milk and took a long nap.

At 4 o'clock, Sam came home from school. He told her about his day. Then he had a sandwich and a hot drink and watched TV.

"I'm going swimming with Dad," he told Eva. Eva didn't like being in bed anymore. She was fed up with it! She wanted to go swimming with Dad too!

"Mum, let me get up!" she said.

"No, not yet."

"But I am OK!" she complained. "I want to go swimming with Dad and Sam!"

TTYP: Do you think Eva was allowed to go swimming that day? Why or why not?



First Read – Children

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page of the story.
 - prompt their partner to read words they read incorrectly.
2. Swap roles on the second page. Continue to swap roles page by page.
3. Remind children who finish quickly to re-read the story.
4. Note any words that need further practice and review these when children have finished reading.

Read Aloud – Teacher

1. Ask children to close their Storybooks.
2. Read the whole story aloud with expression.

TTYP: Why did Eva get fed up with being ill?

Red Rhythms – Spelling Red Words

Children should keep their *Get Writing! Yellow Book* closed. However, you will need to use the Red Words in the panel on p.7 of the *Get Writing! Book*.

1. Write the first word on the board or flipchart.
2. Say the word and ask children to repeat it.
3. Point to each sound as you say it, then say the whole word. Ask children to repeat.
4. Help children to spot any tricky letters that aren't on the Speed Sounds Chart and circle these.
5. Point as you say the letter names in a rhythm (exaggerating the tricky letters) and then say the word.
6. Repeat with all the Red Words in the panel on p.7 of the *Get Writing! Book*.
7. Hide the words that are on the board or flipchart. Say the first Red Word again. Ask children to say the letter names as they write the word in their exercise book. Write the word on the board and ask children to tick/correct the spelling of each sound. Repeat with the other Red Words.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY
2**Daily Speed Sounds Lesson**

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

**Speedy Green Words**

Repeat as for Day 1. Increase the speed children read these words by reducing the 'Fred in your head' time. To do this, display them at a faster speed or push the card forward sooner each time until children can read them almost immediately.

Red Word Cards

Repeat the Red Word Cards activity from Day 1, increasing the speed.

**Partner Practice**

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing. Children practise the Speedy Green Words on p.18 and the Red Words on p.8.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words.
2. Repeat until they can read all the Speedy Green Words correctly without Fred Talk and the Red Words, at speed.

**Jump-in**

1. Ask one partner to track under the words with a lolly stick as you read the story aloud, but ask both partners to 'Jump-in' and read the words when you hesitate on four/five words per page.
2. Ask partners to swap roles after each page.

**Second Read – Children**

Ask partners to read the whole story again, taking turns to read alternate pages. (See Day 1 First Read.) Ask Partner 2s to point on the first page this time.

Fred Fingers – Spelling Green Words

Children keep their *Get Writing!* Book closed. However, you will need to use the Green Words in the panel on p.7 of the *Get Writing!* Book. Ask children to write the spellings in their exercise books.

Single-syllable words

milk, have

1. Say the word *milk* and ask children to repeat it.
2. Ask children to:
 - Hide their fingers as they count the sounds on them.
 - Show their fingers when you say *fingers*.
 - Repeat the word, then pinch their fingers as they say the sounds.
 - Write the word as they say the sounds, underlining any 'special friends'.
3. Write the word on the board and ask children to tick/correct the spelling of each sound in their own work.
4. Repeat for the next word.

Multi-syllabic words*cannot, tomorrow*

1. Say the whole word *cannot*, and ask children to repeat it.
2. Say the word in syllables: *can-not* and ask children to repeat it.
3. Say the first syllable and ask children to repeat it, then hide their fingers as they count the sounds in the syllable. When you say *fingers*, they show their fingers. Then ask them to write the syllable and underline any 'special friends'.
4. Repeat with each syllable.
5. Write the word on the board and ask children to tick/correct the spelling of each sound in their own work.
6. Repeat for the other word.

Root words with a suffix*swimming*

1. Say the whole word *swimming*, and ask children to say the root.
2. Ask children to:
 - Hide their fingers as they count the sounds in the root word until you say *fingers*.
 - Repeat the root word and pinch their fingers as they say the sounds.
3. Ask children to write the root word, underlining any special friends.
4. Write the root on the board and **TOL** about how you would add the suffix, noting any letters that need doubling.
5. Ask children to write the suffix.
6. Ask children to tick/correct the spelling of each sound in their own work.

Red Rhythms – Spelling Red Words

Repeat the Red Rhythms activity in Day 1, with the same Red Words.

**Hold a Sentence – 1 and 2**

1 Mum said I cannot go swimming with Dad and Sam today.

1. Say the sentence above and ask children to repeat it.
2. Use **MTYT** until children can remember the whole sentence, and then add punctuation mimes (see p.20).
3. Write the sentence on the board and ask children to help you:
 - Use Fred Fingers to spell Green Words.
 - **TOL** about how to spell any Red Words.
 - Use punctuation and finger spaces.
 - Re-read the sentence to check it makes sense.
4. Hide the sentence and ask children to write it in on p.6. of their *Get Writing!* Book.
5. Display the sentence again and help children to mark each word of their own work.
6. Repeat Steps 1 to 5 with the sentence below.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY
3

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

S B

Partner Practice

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing. Repeat as for Day 2, practising the Speedy Green Words on p.18 and the Red Words on p.8.

U
online

Think About the Story

Children do not need their Storybooks. Display the Storybook pictures (online file 5.2c) as you read the story aloud from your Storybook. Use your prepared notes for **TOL**, **MTYT**, **TTYP** and Freeze Frames to reinforce children's understanding. For example:

p.9

TOL about why the girl isn't going to school and what happens at 9 o'clock.

Freeze Frame the girl's expression.

TTYP: How is she feeling? *Miserable because she is so poorly/Hot/Wants to be sick.*

p.10

TOL about how she spends her time from 12 o'clock.

p.11

Freeze Frame her expression when Sam gets back from school.

TTYP: How is she feeling, and why? *Jealous/Miserable because she can't watch TV or go swimming.*

pp.12–13

TOL about how she tries to convince her mum that she should get up.

MTYT (with feeling): *But I **am** OK! I **am**! Yes, my tum is **OK**. **No**, I do not want to be sick. **No**, I **am** not too hot.*

p.14

TOL about how Sam makes her feel even worse.

p.15

TOL about how her mum and dad make her feel better.

Freeze Frame the girl's expression.

MTYT (with feeling): *It's not **that** bad, being off sick.*

S B

Third Read – Children

Ask partners to read the whole story again, taking turns to read each page. (See Day 1 First Read.) Ask Partner 1s to point on the first page this time.

S B

Questions to Talk About

Read out the questions on p.16 of the Storybook. For each question, direct children to the correct page to find the answer. Ask them to **TTYP** and to respond using 'Fastest finger' (FF) where they find the answer in the text or 'Have a think' (HaT) where they have to justify their answer/opinion.

S B

Questions to Read and Answer

Ask children to turn to p.17 in the Storybook.

1. Show partners how to take turns to read the questions and find the answers in the text. They should swap roles after each question.
2. After children have completed the questions with their partner, take feedback.

Build a Sentence

Tell children that tomorrow they will write about being ill. Explain that today you are going to help children build up a sentence to describe what it's like being ill.

1. Display the picture of Eva ill in bed (online file 5.2b). Ask children to imagine that they are Eva. Say the simple sentence: *I am ill.*
2. Use **MTYT** each time you expand the sentence using the children's ideas. **TTYP**: How do you feel? Draw out responses such as *hot/tired/itchy/hurting*. Demonstrate how to build the children's ideas into the sentence, e.g. *I am hot and tired.*
3. **TTYP**: Where do you lie? Draw out responses such as *in bed/on the sofa/snuggled under the covers/under my duvet*. Model how to include suggestions in the sentence, e.g. *I am hot and tired so I snuggle under a blanket on the sofa.*
4. **TTYP**: What do you do? For example, *sleep/read my favourite book/watch TV/listen to stories/read a comic/do some colouring*. Demonstrate how to add some of the children's ideas to the sentence, e.g. *I am hot and tired so I snuggle under a blanket on the sofa and listen to stories.*
5. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.
6. Ask children to write their sentence on p.6. of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY
4

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

Spell Check

Ask children to turn to the panels of Red and Green Words on p.7 of the *Get Writing!* Book.

1. Ask Partner 1s to:
 - choose and say one of the Red or Green Words, then cover it up
 - help their partner to write the word in their exercise book
 - look back at the listed word and help their partner tick/correct the spelling of each sound.
2. Ask partners to swap after each word, so that each partner writes five words.

Grammar

1. Tell (or remind) children what an **apostrophe** looks like (a comma in the air). **TOL** about how an apostrophe can show that some letters are missing in words. When we push two words together, we sometimes drop one or two letters, but an apostrophe shows the place of the missing letters.
2. On the board write *I am* and *I'm*. Use **MTYT** to say each word. Point out that the apostrophe shows where the letter *a* has been dropped. If appropriate to the year group, use the word 'contraction' to explain this shortening of words.
3. Ask children to complete the Grammar activity on p.7 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check if they have written the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have written: *I am, I will, he is or he has, it is or it has.*)



Vocabulary

1. Explain that good writers try to develop a wide vocabulary and use a variety of words to make their writing more interesting for the reader.
2. Write *hot*, *warm* and *cold* on the board. Tell children that two of these words have quite similar meanings, but the other one doesn't. Ask them to **TTYP** to decide which is the odd one out (*cold*).
3. Ask children to turn to the Vocabulary activity on p.7 of their *Get Writing!* Book. Talk through the activity, explaining any words that they are unsure of. Then ask children to complete the activity.
4. Ask children to **TTYP** to check if they have underlined the same words and if not, to discuss which answer is correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have underlined: *run*, *slip*, *sleep*, *happy*, *glad* and *fit*.)



Proofread – Spelling

1. Display the sentences on screen (online file 5.2e) and read them aloud.
2. Ask partners to spot the errors.
3. Take feedback and show how to correct the errors.
4. Hide the sentences and ask children to correct the sentences in their *Get Writing!* Book on p.8.
5. Display the sentences written correctly and help children check their own corrections.



Proofread – Grammar

Use online file 5.2f. Follow as for the Proofread – Spelling activity.



Write About Being Ill

Note that this activity should be started on Day 4 and completed on Day 5.

1. **TOL** about your own experience of waking up feeling really poorly. Describe how you ached all over, felt really hot and tired, and how thirsty you were. **TTYP**: Have you ever woken up and felt terrible? Which bits of you ached? Were you hot or cold? Did you feel thirsty? Did you feel sick? Did you have spots? Were you itchy?
2. Use online file 5.2 (tab g onwards) for this activity. Tell children they are going to write a diary entry about being ill. Ask them to turn to p.8 in their *Get Writing!* Book. Point out the clocks showing different times of the day on pp.8–9. Explain that they are going to talk about how they feel at each time and what happens.
3. Ask children to imagine they have just woken up. It is 7 o'clock. Mum is shouting for them to get up, but they can't. They feel awful. Ask children to Freeze Frame how they look, e.g. *droopy eyes*, *sad mouth*, *sleepy*, *heavy head*. **TTYP**: How do you feel? Use **MTYT** to build children's responses into sentences, e.g. *At 7 o'clock I wake up feeling very sick and hot.*
4. **TOL** about how you complete the first sentence. Repeat it a few times, then use the online file (tab g) to model how to write it. Keep re-reading as you write to ensure it makes sense. Ask children to **TTYP**: What do you say to Mum when she calls for you to get up? Model how to add this to the first sentence, e.g. *At 7 o'clock I wake up feeling very sick and hot. I say to Mum, "I don't want to get out of bed. I feel poorly."*
5. Hide your writing. Ask children to practise their own sentences aloud with their partner until they can remember them. Select a few partners to say their sentences to the group. Then children can write their own sentences on p.8 of their *Get Writing!* Book. Point out the Useful words box in their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) with the different times on pp.8–9 of the *Get Writing!* Book, as children write their own diary entries.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY
5

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

Spell Test

1. Choose one of the Red or Green Words listed in the panels on p.7 of the *Get Writing!* Book. Say it aloud and ask children to write it in their exercise book. Remind them to use Fred Fingers if necessary.
2. Write the word on the board.
3. Ask children to tick/correct the spelling of each sound.
4. Repeat with the other nine listed words.



Write About Being Ill (continued)

Complete the writing activity started on Day 4.

Partner Proofread

1. Remind children of the proofreading activity they did on Day 4. **TTYP:** What sort of things do we check when we proofread our work?
2. Share responses and note features to check on the board. These may include:
 - spaces between words
 - capital letters (**TOL** – at the start of a sentence, for proper nouns and the pronoun *I*)
 - full stops (**TOL** – at the end of a sentence)
 - question marks or exclamation marks (**TOL** – to show a question or exclamation)
 - spelling.
3. If necessary, model how to correct a sentence that contains common errors made by the class. Do not use any of the children's work, but create your own sentence to correct.
4. Ask Partner 1s to place their exercise book on top of Partner 2's. Tell partners they have three minutes to proofread Partner 1's writing, together. Encourage Partner 1s to mark any corrections in their own exercise book.
5. Repeat for Partner 2's work.



Words to Keep

Ask children to re-read their writing and select the words they are most proud of, or words they might want to use again. Then ask them to write these in the 'Words to keep' section on p.9 of their *Get Writing!* Book.

Linked Text

Read the linked text for the next Storybook.