

Playday



Teacher's Preparation

1. Print out the Story Green Words (see online file '4.1 Playday', starting with tab a) and stack them into your pocket chart: *Miss Jay, Ben, Kim, Beth, Pip, Sam, Jess, class, tray, clay, okay, dressing*.
2. Display these Red Word Cards in your pocket chart: *what, they, do, said, you, to, the*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 4.1a) and the whole story with expression, for reading aloud to children.
4. Prepare sticky notes you may need for activities such as Think About the Story, Build a Sentence and Write About Playing. Ideas are provided but you may wish to add your own.

DAY
1

Daily Speed Sounds Lesson

1. Teach one Set 3 Speed Sound with a particular focus on reading. See pp.56–67.
2. Review Set 2 Speed Sounds, and Set 3 Speed Sounds taught so far.

Speed Sounds in Storybook

Using the Storybook for reference, find the circled focus graphemes on pp.4–5. Point to each focus grapheme on the Complex Speed Sounds poster and use **MTYT (My turn Your turn)**, to say them: *th, ng, nk, ay*.



Story Green Words

Follow the steps below to read the Story Green Words (printed from online) with children. After they have read each Story Green Word, explain the meaning of any new words. If appropriate, use an action or picture to help. Some words are illustrated (online file 4.1b).

Names and single-syllable words

1. Hold up the first card, e.g. 'Beth', and ask children to tell you the 'special friends' (digraph – *th*).
2. Ask them to say the sounds *B-e-th* and say *Beth*.
3. Say the name *Beth* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Multi-syllabic words

1. Fold the 'okay' card 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.

Root words and suffixes

1. Fold the card 'dressing' so you can only see the root word ('dress') and hold it up. Ask children to read it in Fred Talk first, and then read the word.
2. Repeat with the suffix (-ing). Children will need to use Fred Talk the first few times they encounter a new suffix, then they should be able to read them as a whole.
3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.



Speedy Green Words

1. Display the first Speedy Green Word (online file 4.1c).
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. Increase 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. 'they'.
2. Say the word *they* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *th-ay* and say *they*. Ask children to repeat.
4. Point out the tricky letters *ey*.
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.7. 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 (below and printable online file 4.1a) to children using expression. The Story Green Words in bold are taken from the Storybook. Explain the meaning of any words children may be unsure of. Ask children to **TTYP (Turn to your partner)** to discuss the question and then select two pairs to feed back (Choose two – see p.18).

Ben, Kim, Beth, Pip, Sam and Jess are in **Class 1**.

Every day begins with their reading lesson. They sit on the carpet and practise reading all the letters really quickly. Then they write the letters in their big handwriting books at their tables.

"Well done, everyone," says **Miss Jay**. "You have worked very hard. Now I will tell you what you will do today."

"Ben and Kim, you may play in the sand **tray**. You can use buckets and spades to make a big sandcastle, with turrets and put a bright yellow flag on top."

"Beth and Pip, you may play with the **clay**. First, you can wet the clay to make it soft and sticky," Miss Jay tells them. "Then you can make little birds with it, by rolling the clay up in balls for the body and head and pinching it between your fingers to make a tiny beak."

"Sam and Jess, you may play with the **dressing** up box. There are lots of stripy scarves, feather hats and funny sunglasses for you to try on."

They all go off to play.
 "But Miss Jay," says Jess. "What will you do today?"

TTYP: What do you think Miss Jay will do?

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 Fred Talk 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: What did Miss Jay tell the children to do?

Hold a Sentence – 1

You may play with the clay.

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 (Think out loud)** about how to spell the Red Words 'you' and 'the' (see p.20 for more information)
 - 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 their *Get Writing! Orange Book*, p.2.
5. Display the sentence again and help children to mark each word of their work.

Handwriting

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.

DAY 2

Daily Speed Sounds Lesson

1. Teach one Set 3 Speed Sound with a particular focus on reading. See pp.56–67.
2. Review Set 2 Speed Sounds, and Set 3 Speed Sounds taught so far.

Speedy Green Words

Repeat as for Day 1. To increase the speed children read these words, reduce the 'Fred in your head' time by displaying them at a faster speed or, if using the cards, pushing the card forward sooner each time until children can read them almost immediately.


Red Word Cards

Ask children to say each word as you increase the speed of showing the cards. If necessary, go back to teaching in steps, as in Day 1.

 **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.15 and the Red Words on p.7:


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 say the words when you hesitate on two/three 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.

 **Hold a Sentence – 2**

I will play in the sand.

See Day 1 Hold a Sentence notes and repeat with this sentence.


Build a Sentence – Orally

Tell children that tomorrow they will write about playing. Explain that today you are going to help them build upon a simple sentence about playing.

1. Display the pictures of different play activities (online file 4.1d). **MTYT:** *I like to play.*
2. **TTYP:** What will you play today? Draw out responses such as *play in the sand/play with clay/play with dressing up clothes*. Some children may like to think of their own activity ideas.
3. **TOL** as you experiment with the words, e.g. *I will play in the sand.*
4. **TTYP:** What will you do [in the sand]? Draw out responses, depending on which activity children have chosen, such as *make a castle/play with a truck/pour water to make a pond.*
5. Demonstrate how to build the children's ideas into a full sentence, e.g. *I will pour water in the sand to make a pond.*
6. 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.


Handwriting

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.


Daily Speed Sounds Lesson

1. Teach one Set 3 Speed Sound with a particular focus on reading. See pp.56–67.
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Think About the Story

Children do not need the Storybooks. Display the Storybook pictures (online file 4.1e) 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.8 **TOL** about the instructions Miss Jay is giving to the class.

p.9, 10–11 **TOL** about what the children do each day.

p.12 **TOL** about why Jess wants to know what Miss Jay is doing today.
MTYT (with feeling): “Miss Jay,” said Jess. “What will **you** do today?”

p.13 **TOL** about what Miss Jay will do.

Freeze Frame the children's expression.

TTYP: What are they saying to Miss Jay? For example, *Look at my sandcastle. Help me build my castle.*



Third Read – Children

Ask partners to read the whole story again, taking turns to read each page. (See Day 1 First Read.)



Questions to Talk About

Read out the questions on p.14 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.



Proofread

1. Display the sentences on screen (online file 4.1f) 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 on p.2 of their *Get Writing!* Book.
5. Display the sentences written correctly and help children to check the corrections they have made.



Write About Playing

1. **TOL** about what you used to enjoy when you first went to school. Recall how exciting it was to have so many other children to play with, and so many different activities. **TTYP**: What do you like doing most at school?
2. Use online file 4.1 (tab g onwards) for this activity. Explain to children that they are going to write about what the children in the story might say to each other as they play. Ask children to turn to p.3 of their *Get Writing!* Book. Display the first image of Beth and Pip playing with the clay (tab g).
3. **TTYP**: What is Pip saying? Encourage children to use their own ideas. Draw out responses such as *Look at my monster/Look at my snake*. Ask questions to encourage children to give more detail, e.g. **TTYP**: What will your monster look like? Draw out responses that you can model building into a sentence, using **MTYT**, e.g. *Look at my monster with the big head and long tail*.
4. Navigate to the next tab and demonstrate how you write your sentence in Pip's speech bubble. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own sentence and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to write their sentence in Pip's speech bubble on p.3 of their *Get Writing!* Book. Encourage them 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) for Beth's speech bubble, then for Sam and Jess's speech bubbles that accompany the next image.

Linked Text

Read the linked text for the next Storybook.