

Scruffy Ted



Teacher's Preparation

1. Print out the Story Green Words (see online file '3.1 Scruffy Ted', starting with tab a) and stack them into your pocket chart: *Ann, Gran, Finn, Panda Peg, Hissy Hetty, Jack-in-a-box, Scruffy Ted, check, doll, rag, cuddle, spaghetti, jimjams, tinkly, puppy, fluffy, jumping, tucked.*
2. Display these Red Word Cards in your pocket chart: *all, my, like, I've, the*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 3.1a) 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 the Toys. Ideas are provided but you may wish to add one of your own.
5. Bring in an old favourite childhood cuddly toy – or borrow one. Then ask children to bring in one of their own.

DAY
1

Daily Speed Sounds Lesson

1. Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

Speed Sounds in Storybook

Using the Storybook for reference, find the circled focus graphemes on p.4. Point to each focus grapheme on the Simple Speed Sounds poster and use **MTYT (My turn Your turn)**, to say them: *ff, ll, le, ve, th, ng, nk, ck, tt, ch*.



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, e.g. *tucked* – wrapped in something (The teddy is tucked up in bed). If appropriate, use an action or picture to help. Some words are illustrated (online file 3.1b).

Names and single-syllable words

1. Hold up the first card, e.g. 'Finn', and ask children to tell you the 'special friends' (*nn*) or to shake their heads if there aren't any. 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 *F-i-nn* and say *Finn*.
3. Say the word *Finn* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Multi-syllabic words

1. Fold the card 'puppy' 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.
4. Repeat for the other words.

Root words and suffixes

1. Fold the card 'tucked' so you can only see the root word ('tuck') and hold it up. Ask children to read it in Fred Talk first, and then read the word.
2. Repeat with the suffix (-ed). 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.
4. Repeat for 'jumping'.



Speedy Green Words

1. Display the first Speedy Green Word (online file 3.1c).
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, 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 Red Word card, e.g. 'my'.
2. Say the word *my* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *m-igh* and say *my*. Ask children to repeat.
4. Point out the tricky letter *y*.
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 (on the following page and printable online file 3.1a) 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).

Meg loves her toys more than anything. They sleep with her at night when she's **tucked** up tight in bed and they even join her for tea parties after school.

"You can sit over there on the red pillow," she says to **Ann**, the **doll** she got from **Gran**. She offers her a cup of tea and a tasty chocolate biscuit.

"You can share the pillow with Ann," she tells **Finn**, the **fluffy** toy cat. Finn has a zip on his tummy where Meg keeps her **jimjams**. He also has stripy fur, like a tiger!

Meg grabs **Panda Peg** and puts her against the wall, next to her best friend, **Hissy Hetty**, who has long legs like **spaghetti**! She puts Spot the **puppy** on her lap. He is the softest toy of all and she loves to **cuddle** him. The **jumping Jack-in-the-box** jumps out of his box when Meg isn't looking. So she puts him right in front of her, where she can keep her eye on him.

When they are all ready, Meg tells them about her day at school and they all sip mugs of tea.

"Hold on," she says suddenly. "Where is my favourite toy of all?"

TTYP: Can you guess which toy is missing?



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: Why do you think Scruffy Ted is Meg's favourite toy?



Hold a Sentence – 1 Ted is the best.

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
- 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! Pink Book*, p.2.

5. Display the sentence again and help children to tick/correct each word of their work.



Handwriting

Follow the handwriting lesson plan on p.20 to review Stage 1 handwriting.



Daily Speed Sounds Lesson

1. Review one Set 2 Speed Sound. See pp.50–55.

2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 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.

**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 (He has red and black socks.)**

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

**Build a Sentence – Orally**

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

1. Hold up an old teddy or another toy, or display the picture (online file 3.1d). **MTYT:** *My teddy is old.*
2. **TTYP:** What does my teddy's fur look like? Draw out responses such as *brown/furry/worn/scruffy.*
3. **TOL (Think out loud)** as you experiment by adding a sentence to describe the teddy, e.g. *My teddy is old. He has brown scruffy fur.*
4. **TTYP:** What else makes him look old? Draw out responses such as *his eye is dangling on a string/ his leg is loose/his ear is falling off/his nose is worn away.*
5. Choose some ideas to build the sentence further, e.g. *My teddy is old. He has brown scruffy fur and an ear falling off.*
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. Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.



Think About the Story

Children do not need the Storybooks. Display the Storybook pictures (online file 3.1e) 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 why Meg might like her doll Ann.
- p.9** **TOL** about what Meg likes about her fluffy cat Finn and Panda Peg.
- p.10** **TOL** about what Meg likes about her rag doll Hissy Hetty and her puppy dog Spot.
- p.11** **TOL** about what the Jack-in-the-box can do.
- p.12** **TOL** about who Scruffy Ted is.
- p.13** **TOL** about who Meg's favourite is.

Freeze Frame Meg's face.

MTYT (with feeling): *I cuddle **all** the rest...but Scruffy Ted's **the best!***

TTYP: What is Meg saying to Ted? *You'll always be my favourite/You can sleep with me every night.*



Third Read – Children

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



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 3.1f) 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 correct version of the sentences on screen, and help children to check the corrections they have made.



Write About the Toys

1. **TOL** about what your favourite toys were to sleep with and why. (For example, they were *warm/old/soft/cuddly/your gran gave them to you.*) **TTYP**: What is your favourite toy?
2. Use online file 3.1 (tab g onwards) for this activity. Explain to children that they are going to write about a toy they would like to tuck in their bed at night. Ask children to turn to p.3 of their *Get Writing!* Book. Display the pictures of toys (tab g). Children can choose their own toy, or write about one of the pictures.
3. **TTYP**: What does your toy feel like? Draw out responses such as *It is cuddly/fluffy/soft.* Choose some of the responses to build the sentence, using **MTYT**, e.g. *Tuck in cuddly Ted with the soft fur.*
4. Navigate to the next tab and demonstrate how to write the sentence. 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 on p.3 of 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) for two or three other toys.

Linked Text

Read the linked text for the next Storybook.