

# The Toys' Party



Series created by Roderick Hunt and Alex Brychta

## The Toys' Party

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>come, cross, got, he, his, jam, milk, Mum, put, toys, was</p> <p><b>Tricky words</b></p> <p>baked, cornflakes, nobody, party, sauce, sorry, sugar, wanted</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C (Prediction)** Read the title, pointing to the words, and showing the picture. Ask: *Who is in the picture? What do you think is going to happen in this story?*
- C (Clarifying)** Look through the book, talking about what happens on each page. Give children opportunities to talk about their own parties.

#### Strategy check

Remind the children to read from left to right.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C (Summarising)** Ask children to retell the story in just two or three sentences.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C (Questioning)** Ask children: *Why did Biff and Chip not want to come? What about Mum and Dad?*
- C (Clarifying)** Ask children to show you a page where nobody wanted to come (pages 2–3).

## Group and independent reading activities

**Objective** Link sounds and letters, naming and sounding letters. Read simple words by sounding out and blending from left to right.

**W** On page 8, ask children to help you read the word 'put'. Model segmenting into phonemes (sounding out in order) and blending them to read the word. On page 9, ask a child to show you how to read 'put' in the same way.

**Assessment** On page 4, can the children show you how to read 'got' and 'toys' in the same way?

**Objective** Read some high frequency words.

On page 4, ask children to find 'his'. How did they know which word it was? Talk about the strategy used. If necessary, model segmenting into phonemes ('h – i – s') and match each phoneme with the letters on the page.

**Assessment** Can children find the word 'his' in a collection of flashcards, or among other words written on the board?

**Objective** To use phonic knowledge to write simple regular words.

**You will need** magnetic letters *p t a e l o u* for each child.

**W** Ask children to make the word 'put'. If necessary, model segmenting into phonemes ('p – u – t') and match each phoneme with the correct magnetic letter, then put them together to make the word. Ask them to make other words by changing the vowel sound.

**Assessment** Can the children read the words they have made?

**Objective** Show understanding of story elements, e.g. sequence. Retell narratives in the correct sequence, drawing on language patterns of stories.

**C (Questioning)** Ask questions to help children recall the sequence of events. For example, ask: *What did Kipper want at the start of the story? What did he decide to do? What happened then?*

**Assessment** Can children retell the story in their own words?

**Objective** Know that print carries meaning.

**C (Imagining)** Talk about what happens at birthday parties. Ask the children to talk about taking presents, suggest games they like, and what they might eat for tea. Ask children to draw a picture of a birthday party, and label it with a few words.

**Assessment** Can the children talk about the elements in their pictures?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

**C (Imagining, Summarising)** In pairs, ask children to role-play the story as Kipper and Mum. If possible, provide toys for use as props. Look at page 15. Ask them to decide what Mum might have said. Ask: *What did Kipper say in reply?* Practise acting out the sequence. Perform it for the rest of the group.

## Writing activities

**Objective** Write own names.

- Show the children how to write a birthday invitation for Kipper. Ask them to draw a picture on the front. Model writing 'Dear Kipper, Please come to my party, from ...' on the board. Ask the children to write this inside the invitation and add their names.

**Assessment** Can children write their own names unaided?

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