

## Stage 3 Language activities

### Text level work

#### Circle time

You can use Circle time to talk about feelings and responses to the stories.

*Kipper the Clown* provides starting points for talking about feelings with the children:

'Everyone is impressed with Biff and Wilma's gymnastics, they probably feel very pleased. When did you feel pleased with something you did?'

'Floppy gets a shock when he bursts the balloon. Have you ever had a shock?'

'Kipper feels that he isn't good at anything. He falls off the bike and feels embarrassed. Have you ever felt embarrassed?'

The children could take turns to complete the sentence 'I felt pleased when I ...' then everyone takes turns to complete the sentence 'I felt embarrassed when...'. If you begin it gives the children a model of the kind of response and also shows children that teachers have feelings too!

#### The Jumble Sale

##### Sheet 3.1

This story enables children to talk about favourite toys. They could be asked to complete the sentence 'I would give ... to a jumble sale because ...' 'I would never give away.... because...'

The child's drawings on Sheet 3.1 provide a simplified record of the activity and can be made into a book for the reading corner.

#### Favourite stories

##### Sheet 3.2

When they have read most of the stories in Stage 3 children can be asked to decide which story they like best. Sheet 3.2 is for children to draw the cover, write the title, draw the character the story is about and the incident they liked best. In showing the class their completed sheets children have pictures to prompt them, avoiding responses such as 'I like it because it is nice'. The sheet helps children to emphasize the main features and form a basic book review.

#### Comparing books

The book lists on pages 237 and 239 give suggestions for wider reading related to topics arising from the Stage 3 storybooks. Stories from within the scheme can also be sorted and classified, for instance:

- ◆ stories when Dad/Mum was cross
- ◆ stories when Floppy was naughty
- ◆ stories about Kipper at school
- ◆ stories with a trick/joke in them
- ◆ stories when people dress up.

Ask children to sort out sets of books with similar themes, deciding upon their own criteria and making their own labels for boxes of books.

#### Who said it?

##### A listening game

Read an extended story and talk about the pictures and events. Then look at each page of the big book in turn, reading extracts of dialogue from the extended story, but leaving out who said it. The children are asked to put up their hands to supply the missing name.

For example, in *A Cat in the Tree*, who said...?:

Pages 2/3: 'You're a bad dog, you mustn't go barking at cats like that.' 'I'll have to climb up and get it.'

Pages 4/5: 'miaaaaow?'

Pages 6/7: 'Help, I can't get down!' 'You are a silly girl.'

Pages 8/9: 'What about the cat? It's still stuck in the tree.' 'I'll get the cat, we can't leave it stuck up there.'

Pages 10/11: 'Be careful, mind you don't hurt yourself.'

Pages 11/12: 'Oh no, I can't get down!' 'We'll have to call the fire brigade.'

Pages 14/15: 'It was a bit silly, sir. You might have fallen and hurt yourself.'

Page 16: 'Oh no!'

This activity may be used with any stories where there is a variety of characters, for example, *The Jumble Sale*, *At the Seaside*, *The Snowman*, *Bull's-eye*, etc.

## Story quiz

Make up multiple answers to questions about details in the story. Read the extended story, then without access to the book ask children the questions, give both answers and ask which of the two is correct.

For example, *At the Seaside*:

- 1 Whose mum and dad took the children on holiday?  
Was it Biff and Chip's mum and dad or Wilf and Wilma's mum and dad?
- 2 They couldn't go to their hotel because it was already full up or it had burned down.
- 3 They didn't go to the new hotel because it was too expensive or the children didn't like it.
- 4 They didn't go to an old hotel because it was too far from the beach or it didn't look very nice.
- 5 They couldn't find anywhere to stay because no one had any spare rooms or they didn't bother to ask.
- 6 They started to go home, then stopped because they wanted to have a picnic or the car broke down.
- 7 Who stopped and offered to help – a farmer or a bus driver?
- 8 He said they could stay in his bus or his caravan.
- 9 In the end they all had a good holiday or a disappointing holiday.

## The speedway game

Sheet 3.3 and Rules (Sheet 3.36)

The instructions for this game are based on the text of *Joe and the Bike* (Stage 3 *Sparrows*). It gives the children an opportunity to read and respond to instructions, to take turns and co-operate and to talk about a shared activity.

### Sentence level work

## The magic chair

A Circle time game

This is a Circle time game where one child is chosen to sit on the 'magic' chair. A child who is new to the class, or a child who has a birthday may be chosen for this. Starting with the teacher, everyone sitting in the circle takes turns to say what they like about the person on the magic chair by completing the sentence 'I like Michael because.....'. You can draw attention to good behaviour by saying 'I like Michael because he always asks other children if they want to play with him.'

Children may simply say 'I like Michael because I like his new shoes.' Practice in expressing a whole sentence with 'because..' gives children confidence in constructing and using longer sentences.

## 'I have a space on my right..'

Sheet 3.13

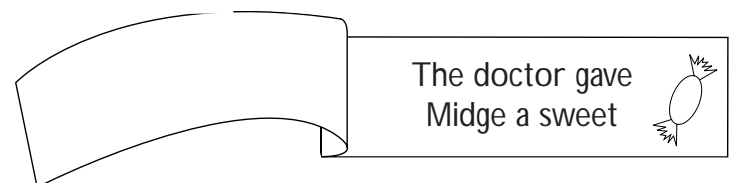
This Circle time game is explained on page 135. At this stage extend the expectation by asking children to give a reason – 'I have a space on my right and I would like ... to sit in it because ...' If you begin you make the game clear and you can show appreciation of positive behaviour: 'I have a space on my right and I would like Sarah to sit in it because I liked the way she looked after Joe when he was sad.'

Use Sheet 3.13 to follow up the activity. Children draw a friend beneath the words 'I like ...' and the reason (for example, playing together) beneath 'because ...'. The child can dictate the rest of the sentence for you to write. A book of these drawings in the reading corner raises children's self-esteem and makes them feel they belong to the class.

## Match the halves

Sentence-making activity using Sheets 3.14, 3.15 and 3.16

These sheets are based on the *Sparrows* storybooks, *Midge in Hospital*, *Jan and the Chocolate* and *Roy and the Budgie*. Each sheet contains four sentences, the first of which is illustrated. Ask children to read each sentence in turn and draw a small picture to fit inside the box at the end. They may like to refer to the storybook to help them do this. If you then cut the four sentences into strips, and cut each sentence along the dividing line, you will have four sentences in eight pieces. Leave the illustration attached as this will help the child to sort and match the sentence halves. When the sentences have been matched ask the child to mount them as a book for others to read. Alternatively, children could swap sentences and re-assemble each other's.



**Variation:** Enlarge the sheets to A3. Ask children to illustrate the sentences, then if you cut, mount and laminate the sentence halves you have a resource for children to sort, match and read.

### Sentence bus

*Sheets 3.17 and 3.18*

The bus picture is a baseboard for sentence-making. This activity is an alternative version of the train at Stage 2 (see page 138). The bus is especially relevant to *At the Seaside* and *The Cold Day* but could also be used with any story. Write the words of a sentence you would like the child to practise in the rectangles on Sheet 3.18. If you want to draw attention to the need for full stops use a rectangle for one and remind children to put it at the end of the sentence. Ask the child to cut these out, read them, then assemble the words in order on the bus (Sheet 3.17). Children can stick them in place and colour the background if they like, or use the same background sheet with a variety of words for several stories.

### Caterpillar jigsaw

*Sheet 3.19*

Although this relates to *Book Week* it may be used to support any story. Copy Sheet 3.19. Write words from a sentence on the segments of the caterpillar, cut them up and ask children to make the caterpillar and read the sentence. Children could make caterpillar sentence puzzles for each other by writing a word on each of the spare segments. A friend is asked to make the words into a sentence and stick them on the caterpillar.

### What's missing?

*Sentence and picture completion activity, using Sheets 3.20 and 3.21*

These sheets are from *Strawberry Jam*. Ask the children to look at the story to find out what is missing from each page. Then they can finish the picture and the writing. You might like to enlarge the sheets to allow for larger writing.

### What's missing now?

*Sentence completion activity, using Sequencing Cards*  
Use the *Oxford Reading Tree Sequencing Cards* and blank out words in the sentences. Ask children to read the sentences, predicting the missing word. They can then find the word in the story and copy it on to the page. Ask them to mount the pictures in order to make books for everyone to read.

### Train and bus sheets

*Sentence-making activity using Sheets 2.27 (Stage 2) and 3.17*

Provide most of the words for a sentence, but leave one word out. Ask children to make up the sentence from the words given, then decide which one they need for the sentence to make sense. They may use a blank rectangle to write their own word, copying the spelling from the text or 'having a go' at it themselves.

### Word dominoes

*Sentence-making activity using Sheet 2.11 (Stage 2)*

Use the blank word dominoes from Stage 2 to write words from sentences at Stage 3. For an explanation of how to play Word dominoes see page 135.

For example, for *At the Pool*:

Everyone/wanted wanted/to to/swim swim/ .  
Kipper/couldn't couldn't/find find/his his/trunks trunks/ .  
Kipper/couldn't couldn't/ go go/in in/the the/pool pool/ .

For *The Carnival*:

The/giant giant/shoe shoe/looked looked/good good/ .  
They/took took/it it/to to/the the/carnival carnival/ .  
The/car car/broke broke/down down/ .

### Sense and nonsense

*Reading for meaning game using Sheets 2.4 (Stage 2), 3.22, 3.23, Word Cards and Rules for The shopping game (Sheet 2.30)*

Use the baseboard and verb phrases on Sheet 3.22. Cut out the pictures of playground equipment on Sheet 3.23. Use the cards from the *Word Cards* box which show the characters, or the cards the children have made using Sheet 2.15, and one page of shopping item pictures from Sheet 2.4 (Stage 2). Combine the pictures of playground equipment and shopping items into one pile of items.

The children take turns to make sentences using a character card, a verb phrase, and the top picture from the pile. Rules are the same as for The shopping game (see Sheet 2.30). If the sentence makes sense the child keeps the picture card. If not it is replaced at the bottom of the pile. Playing this game will also increase children's contextual understanding as the context needs to be taken into account when working out whether a sentence makes sense or not.

## Don't play on the tiger

*Reading for meaning game for 2-6 players, using Sheets 3.22, 3.23, Word Cards and Rules (Sheet 3.36)*

This game is based on *Nobody Wanted to Play*. It will encourage the children to react to what is read, to read a variety of sentences with pictorial support and to practise recognizing common verb phrases. You will need the baseboard on Sheet 3.22, four pictures of all the characters from the *Oxford Reading Tree Word Cards* (four each of Mum, Dad, Kipper, Floppy, Biff, Chip, Wilf, Wilma) and one copy of the phrase 'played on' from Sheet 3.22.

Make two copies of the playground items and the tigers on Sheet 3.23. Cut up and mount as cards and place in a pile on the baseboard. Children take turns to turn over the top character card and the top picture card and read the sentence. They will then know if they are playing safely or if they are playing on the tiger.

The rules for this game are explained on Sheet 3.36 so that they may be copied and kept with the baseboard and picture cards.

## Name games

*Drawing attention to capital letters*

The introduction of Wilf and Wilma is a good opportunity to draw children's attention to capital letters. You could use the *Oxford Reading Tree Rhyme and Analogy Alphabet Frieze* to make a class frieze using capital letters or make a class book. Use pictures the children have drawn of themselves or photographs on the appropriate pages. Use children's drawings of the characters from the stories, including those in the *Sparrows*.

Some letters will not have any names, so ask children to look for more names in books in the book corner. This will involve scanning pages for capital letters.

## Pip at the Zoo

*Group or class activity developing awareness of verbs, using big book*

Look at the pictures in the big book of the *Sparrows* storybook, *Pip at the Zoo* and make a list of some of the things that the characters are doing. The children make suggestions for you to write down. This list can then be used to supplement class word banks. Encourage the children to find verbs in other stories for you to add to

the list. Often there are words suggested by the pictures which are not included in the text. This activity also aids the development of children's sight vocabulary.

For the cover of *Pip at the Zoo*, children might suggest: *pecking, biting, yelling, shouting*

Page 1: *walking, visiting, arriving, opening*

Pages 2/3: *helping, following, carrying, watching, looking, pushing*

Pages 4/5: *bandaging, eating, pushing, falling*

Pages 6/7: *watching, landing, hurting*

Pages 8/9: *eating, feeding, swinging, climbing, taking*

Pages 10/11: *stretching, taking, emptying, filling, shouting*

Pages 12/13: *perching, mending, pecking, yelling, squawking*

Pages 14/15: *watching, waiting, smiling, asking*

Page 16: *thinking, imagining, swallowing, laughing*

## Word level work: Word recognition

### Sentence lotto

*Reading and matching game for 2-4 players, using Sheets 3.24 and 3.25*

Sheet 3.24 has eight sentences from *By the Stream*.

Enlarge the sheet and make two copies. You may wish to get children to decorate one of them before mounting (and possibly laminating) it to make a baseboard. Cut up the second copy to use as word cards. The caller takes a word card from a bag, reads it and asks who needs the card. The first player to find the word on their base card claims the word and places it on the sentence. When all the words have been covered both players read their sentences to the caller.

Sheet 3.25 makes a similar game for *The Rope Swing*.

### Word lotto

*Matching game for 2-4 players, using Stage 3 key words on Sheets 3.26 and 3.27*

Use the words on Sheet 3.26 as cards to put in a bag for the caller. Enlarge Sheet 3.27 to make four A4 baseboards. These give each player a random selection of 12 words from Stage 3. The caller takes a card from the bag and reads it aloud. The players cover the word with a counter. The winner is the first player to cover all the words. The caller may ask the winner to read the words out in turn while they are checked.

### The Cat in the Tree

*Word matching game for 2-6 players, using Sheet 3.28*  
Each child needs a copy of the sheet which shows a cat in a tree and six different words written on parts of the picture. You will need to make a word dice by writing *couldn't, climbed, get, tree, up, down* on the six faces of a cube or by using the net on Sheet 2.19 in the Stage 2 section of this guide. Children take turns to throw the dice and colour a part of the picture where the word appears. When a word appears on the dice which has no more spaces in the picture the child may write that word on an empty leaf.

**Variation:** Enlarge this sheet for two children to use co-operatively. Each rolls the dice in turn, finds the appropriate word, and covers it with a counter. You could also make this into a permanent resource by mounting and laminating it as a baseboard.

### Bull's-eye

*Word matching game for 2-6 players using Sheet 3.29*  
This shows a target with the words *Wilf, Wilma, wanted, was, got, forgot*. You will need to make a dice with these words using the net on Sheet 2.19 (Stage 2) or make a pile of word cards for the children to turn over. You need at least three of each word so that they appear in random order. Children take turns to roll the dice or turn over the top card and colour the right word. When the sheet is complete the winner reads all the words.

### Against the clock

*Word matching game for 1 child and 1 adult, using Word Cards*  
Use words from the *Oxford Reading Tree Word Card* box. You will need two cards each of: *children, climbed, dolphin, donkeys, spaceman, spiderman, stick, still, stream, stuck, water, with*. These words have been chosen to give children practice in looking at more than the first letter of words. Shuffle the cards and spread them out face up on the carpet or table. Turn over the timer or start a stop-watch and ask the child to find as many pairs as possible in the time. Adjust the number of cards to the child's ability, including words from Stage 2 as required.

### Jan and the Anorak

*Word finding game for 2-6 players, using Sheets 3.32 and 3.33*  
This game is based on the Stage 3 *Sparrows* storybook.

Make a copy of the picture of Jan's anorak on Sheet 3.32 for each child and a set of the sentence cards on Sheet 3.33 for a group to share. Cut the sheet into separate cards and put in a pile face down in the middle of the table. Children take turns to take a sentence card, read the sentence and identify the missing word. They then find that word on the anorak and colour that part of the pattern. The sentence card is placed at the bottom of the pile. Play continues until all the words have been coloured. Children may like to complete the picture by colouring the rest of the anorak.

### Find the word

*Scanning activities to improve word recognition, using Sheets 3.34 and 3.35*  
Use Sheets 3.34 and 3.35 for children who tend to look at words and guess by looking only at the first letter. The word is in a sentence first, making it easier for the child to predict and identify it. Finding a given word from the random selection in the box is more demanding and relies on their visual memory of the word.

### Memory games

*Big books*  
Look at a big book and read the story as usual. Tell the children you are going to have a memory game, so they must look carefully at the pictures. At the end of the story ask about details not directly linked to the narrative.

For example, for *The Snowman*, you could ask:

- Who was wearing a green jumper?
- Who had a red and white striped scarf?
- What colour was the car that went by?
- Who took his gloves off?
- What was Wilf's dad doing before the children knocked on the door?
- What number is Wilf and Wilma's house?
- Whose breath looked like steam?
- Who didn't get covered in snow?

### Packing my case

*Memory game for group or class*  
This game goes with *At the Seaside* and *The Cold Day*. Children sit in a circle, as a group or the whole class, and complete the sentence 'When I go on holiday I pack ...my pyjamas.' The next child repeats the item and adds a new one, for example, 'When I go on holiday I pack

my pyjamas and a toothbrush.' Each player adds a new item until someone gets stuck. The game can start again, changing the sentence to avoid repetition 'When I go to the beach I take...' 'When I go on a picnic I take...'

### Word level work Phonological awareness

#### I-spy

This game is described on page 139 and is also useful at this stage. Pictures which give plenty of choices of objects include

<i>At the seaside</i>	pages 14/15
<i>Book week</i>	pages 12/13
<i>At the pool</i>	pages 4/5
<i>The jumble sale</i>	pages 12/13
<i>The cold day</i>	page 1

#### Midge in Hospital

To reinforce alphabetical order help the children to collect or draw pictures of things to take to Midge while he is in hospital and make them into a book. Write the letter of the alphabet in the corner of the page instead of numbers. You could introduce each page with a child's name, for example:

Michael gave Midge an apple.  
William gave Midge a biscuit.  
Sara gave Midge a car.  
Lorraine gave Midge a doctor's outfit.

This will give the class a book to read which will reinforce vocabulary as well as initial sounds.

#### Rhyme and Analogy Card Games

These games can be used to give children practice in:

- ◆ finding pictures which begin with the same sound
- ◆ matching pictures to initial letters
- ◆ ordering pictures and letters to make an alphabet
- ◆ naming pictures and matching words which rhyme
- ◆ noticing patterns and similarities in written words.

#### The Carnival

'The old woman who lived in a shoe' provides a stimulus for looking at other nursery rhymes. Can the

children suggest ways of changing the last line in the same way as in *The Carnival*?

For example, for *The Cold Day* try:

Pease pudding hot  
Pease pudding cold  
Pease pudding in the pot  
.....

Ten years old? or Too hot to hold? or Waiting to be sold? or Starting to mould?

For *A Cat in the Tree*, try

I had a little nut tree  
Nothing did it bear  
But a golden apple  
And a silver .....

chair? hare? mare? stair?