

Stage 4 Language activities

Text level work

Moving house

Flopper picture 27 and big book House for sale

Use Flopper picture 27 to show both the old and the new houses. Ask children to trace the route from one to the other. Ask children to talk about experiences of moving house, their own or their friends.

Read the big book for *House for sale* and discuss the following:

- ◆ Everyone liked the new house. What do you think Biff, Chip and Kipper liked best: the treehouse, the big garden or having a room each?
- ◆ What did Floppy like? Did he like the tree house? Or the bigger garden? Or running up and down all those stairs?
- ◆ What did Mum and Dad like best? Did they want more room for the children? Do you think they like having lots of painting and wallpapering to do? Do you think they are glad to move away from the nosy neighbour?

The neighbourhood

Flopper picture 27

Use Flopper picture 27 as a basis for making a class picture or model of the area where Biff, Chip and Kipper live. Both the old and the new houses are in this picture. Children can use all the storybooks to help them paint or make features, such as the bridge where Kipper dropped Teddy, the rope swing, the park where Wilf played on his own. This will give children an overview of a realistic place to live. The picture or model could then be used as an example to build up a picture of the children's own environment. Talk about the good features of both areas.

Best and worst

Circle time

The rules for Circle time are given on page 28. You can use the Circle time format here to talk about the best and worst features of the area around your school. Perhaps there are dangers such as railway lines, canals or busy roads. Perhaps there are parks or commons nearby.

Ask individuals to think about the best and worst features of the places where they live. Then ask children in turn to complete the sentence 'I am lucky because... I've got a big garden, I live near the park/school/shops/my friend, my dad takes me swimming, we take our dog on the common every day'. Ask children to draw pictures to complete the 'I am lucky because...' sentence and make the sheets into a class book.

Inside the house

Big books and Sheet 4.1

Read the big book version of *The new house* and talk about all the items being moved. Sheet 4.1 shows both the outside and inside of the house and can be enlarged or used as a model for children to draw their own homes. Ask children to identify different rooms and draw appropriate furniture in each. The outside of the house can be mounted on folded card and the inside of the house inside the card. You could also use the *Fact Finders Houses* books to look more closely inside and outside houses.

Acting out stories

Sheet 4.2

In *The play* children are introduced to the idea of a story within a story. At first the book is about the children in school, then it is about Dorothy in *The Wizard of Oz*. If children need help to make the connections, use Sheet 4.2 which encourages children to link the child character with the story character. If children have experience of acting stories at school it will be easier for them to grasp. You could read a shortened version of *The Wizard of Oz* and let the children be the main characters.

Other stories which are particularly easy for children to act out are very familiar ones such as *The gingerbread man*, *The little red hen* or *The three bears*. In these stories children can remember what happens next and can invent dialogue themselves.

Telling the story

Speaking and listening activity for the class or a group
You might like to set aside a few minutes each day, for example, just before lunch or just after play, to ask

individual children to tell the class or their group what the storybook they are currently reading is about. They could refer to the book and show the picture of their favourite part. This will give practice in ordering their ideas and recalling what happened.

Putting the story in order

Oxford Reading Tree Context Cards or Sequencing Cards (Both these sets of materials are explained in the section 'Using the *Oxford Reading Tree*' on pages 22–23.)

The *Context Cards* for the trunk stories can be used to support children retelling the story to you. The picture will help them to place events in order. Ask the child to read the sentences in order and then find them in the storybook.

The *Sequencing Cards* can be photocopied for any story they have read. They can be used in several ways:

- ◆ ordering events – using pictures only or sentences only
- ◆ matching games – children are asked to match the sentence to the picture
- ◆ as a stimulus for drawing – sentences are mounted by the children to form a book, the children are the illustrators
- ◆ as a stimulus for writing – pictures are folded in order to form a book, the child is the author and writes her own text
- ◆ variations on book making – children can co-operate in making their own big book; retelling the story; they can change the ending of a story; they can add another event to the story.

Changing the story

Story writing for a class or group

This activity helps children to become aware of the structure of a story. Read a story with the children, then explain that, together, you are going to change the story a little bit at a time. Use a large sheet of paper to write down the children's decisions as you look through the book a second time.

For example, using *The balloon*:

The cover – What could the title be instead of *The balloon*: *The helicopter*, *The racing car*, *Concorde*, *The channel tunnel*?

page 2 – Who is the story about? Is it still going to be Mrs May? Or could it be: another teacher; their own teacher; Mum or Dad; the caretaker; a dinner lady?

pages 4-10 – Why did the school need money? Are all the books torn? Is there a hole in the roof? Is there nothing to do in the playground? Are there not enough balls and hoops for PE?

pages 11-13 – Who had the idea for a raffle?

pages 18-21 – What did the winner see on the trip?

page 22 – What did the school buy with the money?

pages 23-24 – How does the story end?

Use the notes to help children rewrite the story themselves or to tell you what to write. For a group book, write or use the computer to print the text in separate sentences. Children can choose the sentence they would like to illustrate. Ask them to organize the sentences and pictures they have drawn in the correct sequence. They can then mount these into their own big book.

This approach could also be used with other stories. For example, instead of a boat trip in *Nobody got wet*, it could be a hike or a walk where *Nobody got lost*. Instead of *Poor old Mum!* it could be another character who was unlucky, such as *Poor old Floppy* at a dog show.

Retelling the story

Sheet 4.3

Use *Nobody got wet* to encourage children to retell a story in their own words. Talk about the events, and the photos which Wilf might have taken with his camera. Sheet 4.3 shows partly-drawn pictures from the story. Ask the children to identify them and then draw in some extra details. What does each picture show?

For example,

'This is the boat yard where Wilf's dad got the boat from.'

'This is Wilma's dad rowing the boat.'

'This is when it rained.'

'This is the boat floating away but luckily Wilma's mum got it with a long stick.'

Telling a story in pictures

Sheet 4.4

Use Sheet 4.4 for children to draw a sequence of pictures from one of Wilma's videos. The children can choose to draw four pictures:

- ◆ of the burglary in *The camcorder*
- ◆ of *The wedding*
- ◆ from sports day in *Poor old Mum!*

Captions to each picture can be added by the children, or scribed in the space below each television screen.

Question and answer

Big books

Use one of the big books to share a story, then ask children what they can remember. For example, from *The camcorder*:

- 1 Who bought the camcorder?
- 2 What was Wilma doing at sports day when Dad filmed her?
- 3 Who got married?
- 4 Where were the children playing when Wilma saw the burglars?
- 5 How did Wilma know they were burglars?
- 6 Who called the police?
- 7 What colour was the burglars' car?
- 8 How many policemen came to the house?
- 9 How did they catch the burglars?
- 10 Did you notice a pair of spectacles in this story?

You could then look at a different story and ask the children to think of questions for you to write down and then ask a different class or group.

Multiple choice quiz

This is more demanding than 'Question and answer' as children have to hold the question in their heads while they listen to both answers. They then decide which one is right.

For example, from *Nobody got wet*:

- 1 What kind of boat did they get?
A motor boat or a rowing boat?
- 2 How many children were there?
Four or five?
- 3 What was the boat called?
Jolly Roger or Mary Rose?
- 4 Who had a camera?
Wilf or Chip?
- 5 Who was rowing the boat?

Dad or Wilma?

- 6 Who got wet when it started to rain?
Kipper or Teddy?
- 7 Who pulled the boat back when it floated away?
Mum or Dad?
- 8 Who was the only one who didn't help hold on to Mum?
Chip or Kipper?
- 9 Who didn't carry anything from the boat?
Biff or Wilf?
- 10 What made everyone wet?
A lorry or a car?

You could make up similar quizzes for other stories and keep them as a resource.

Which word is wrong?

Reading for meaning, using Sheet 4.5

This activity encourages children to check the meaning of what they have read. Sheet 4.5 has sentences from the beginning of *The storm*. One or two words have been changed each time. Match each box to the right page number in the storybook and ask children to read the sentences from both.

- ◆ What is the deliberate mistake?
- ◆ What should it say?
- ◆ Which word is wrong?
- ◆ Which word is needed instead?

Children who see the humorous possibilities may like to use cards from the Word Card box to make non-sense sentences for others to read.

Find the wrong word

Reading for meaning, using Sheets 4.6 and 4.7

Sheets 4.6 and 4.7 have copies of the text of *Yasmin and the flood* and *Mosque school*. Some of the words have been changed to encourage children to react to meaning. For example, instead of 'The sun came out', the text reads 'The sun came in'. Ask a child who has read the book to read this sheet and decide what's wrong. She should cross out the word which is wrong and tell you what to write instead.

Alternatively, after reading the sheet together, give the child the book and ask her to change the words which do not make sense.

Who got wet?

A board game, using Sheets 4.8, 4.9 and 4.10

This board game is for two to four players. The point of the game is to take the boat trip down the river without anyone getting wet. Players take turns to roll the dice and move their counter along the river. If they land on a shaded area they must take a card and read it. The sentence on the card says who got wet. The player keeps the card until the end of the game. When everyone has reached home all the players read their cards and count up the number of characters who have got wet. The winner is the player with the fewest wet characters.

The baseboard for the game is on Sheet 4.8, sentences are on Sheet 4.9. Rules for the game are on Sheet 4.10.

Sort the sentences

Reading for meaning, using More Sparrows, Sheets 4.11 and 4.12

These picture and sentence matching activities support the stories *Adam goes shopping*, and *Lucky the goat*. Ask the children to cut out the sentence strips and match them to the right picture. The sentences have been chosen so that children need to read carefully and think about the meaning before deciding where the sentence belongs. Suggest that they look at the storybook to check their answers.

Sentence level work

Half and half

Sentence-making activity, using Sheets 4.13, 4.14 and 4.15

These three sheets have pictures and matching sentences divided vertically. The sentences are taken from *House for sale*, *The new house* and *Come in!* If you cut up the sheets, children can use the pictures to help them make the sentences. You can use more than one sheet for a child or a group to sort, match and read. For a class resource you might like to enlarge, colour, mount and laminate the cards.

Match the halves

Sentence-making activity, using Sheets 4.16, 4.17

Sentences from *Midge and the eggs* (*Sparrows*) are set out on Sheet 4.16. Ask children to read each sentence to you, then to draw the pictures in the spaces provided. They might like to refer to the book to help them. Cut the sentences into strips, then cut each sentence along

the dividing line. Leave the pictures attached to give additional cues. Ask children to sort out the sentences and put them in order.

Then, either mount the sentences in the right order on large sheets of paper, or help children make a simple book with a sentence on each page.

Sheet 4.17 has a blank grid for you to make similar activities for any story.

Too many words

Sentence-making activity, using Sheets 4.18, 4.19 and 4.20

The divided sentences on Sheets 4.18–4.20 have too many words. The sentences are taken from *The secret room*, *The weather vane* (*More Stories Pack A*) and *Adam's car* (*More Sparrows*). Cut the sentences into strips and ask children to read them. Which word is not needed? Ask them to cross it out so that when the sentences are cut in half the extra word is removed.

Then shuffle the sentence halves for children to sort out. Mount the sentences in book form or in a sequence so that children can illustrate each one in the space provided.

Sentence starters

Activity on capital letters at the beginning of sentences, using Sheet 4.21

Read *Poor old Mum!* together. Then look at each page and spot the words with capital letters. What do you notice about them? (They are all at the beginning of sentences or they begin people's names.) Enlarge Sheet 4.21 for a group activity in which different children read a sentence. Can they remember, or predict, the missing word?

Cut out the words at the bottom of the sheet for children to paste into the correct space. They can check their sentences by looking at the right page in the book.

Who was it?

Missing word activity on names using Sheet 4.22

This is a continuation of the above activity. The sentences on Sheet 4.22 are taken from the second part of *Poor old Mum!* This time the missing words are all names. Enlarge the sheet for a group and ask children to recall who is missing from each sentence, then check by looking at the right page of the book. Cut out the names at the bottom of the sheet and paste them in place.

A capital story

Activity on capital letters using Sheets 4.21 and 4.22

Collect the completed sentences from the two activities above. Either as a group or as individuals, ask the children to cut the sentences into strips, order and mount them on larger pieces of paper, leaving space for their own illustrations. Present as a sequence on a wall display or in a class or individual storybook. Talk about the uses of capital letters. Reinforce the activity by counting the number of capital letters in the whole story.

The van

Sentence-making activity using Sheets 4.23 and 4.24

The picture of the van on Sheet 4.23 is a sentence-making baseboard. Write the words of the sentence you want the child to practise in the squares on Sheet 4.24. Use one square for a full stop on its own to draw attention to the fact that a full stop is needed at the end of every sentence. Ask the child to cut out the word squares and reassemble them on the van. You may like to give her enough words to make two or three different sentences. This will give plenty of practice in checking for meaning and in selecting a word with a capital letter to begin each sentence.

What are they doing?

Suggesting and listing verbs

Share *The weather vane* with the children and ask 'What are they doing?' on each page. Not all the verbs shown in the picture are used in the text. Looking at characters in the background and making suggestions about what people are doing will help children increase their vocabulary. If you write the verbs the children suggest on a large sheet of paper they will see how you create a list. You can also draw their attention to the '-ing' endings.

For example, on the first few pages your list might include:

Page 1	Pages 2–3
showing	talking
talking	carrying
digging	holding
moving	waving
taking	pointing

What did they eat?

Completing sentences, using Sheet 4.25

Sheet 4.25 accompanies *Roy at the fun park*. Ask children to look in the storybook to complete each sentence which tells what Roy and his grandad had to eat. Complete the sentence by drawing only, or by using the text as reference. Cut out the pictures and mount in sequence to make a book.

Which word?

Reading for meaning, using Sheet 4.26

Sheet 4.26 accompanies *Pip and the little monkey* and gives children practice both in reading for meaning and finding the right word. There are four sentences with words missing, and a list from which to choose a word which makes sense. Some of the words will make sense in more than one sentence. Ask children to complete the sentences, either by writing or sticking in the missing words, and draw the pictures.

Word level work: word recognition

Sheets 4.27 and 4.29 have pictures of nouns which children have met in the Stage 4 stories. Sheets 4.28 and 4.30 have the matching nouns in the same format. These cards may be used for word-to-picture matching games, alphabetical order activities, class reference lists, sorting activities and word banks. Some examples of such games are included below.

Against the clock

Word and picture matching game, using Sheets 4.27–4.30

Cut the 24 pictures and 24 words from Sheets 4.27–4.30 into separate squares and mount them as cards. Decide how many words and pictures the child is likely to be able to match. Spread them face up over the table or the floor and use a second timer to find out how long it takes the child to match all the words to pictures correctly. Children play to beat their own best score rather than that of others.

Treasure hunt

Word and picture matching game, using Sheets 4.27 – 4.30

For a group of six children, use the 24 pictures and the 24 words from Sheets 4.27 – 4.30. Spread the word cards face up around a given area of the classroom, the

hall, a corridor or an outside play area. Give each child a picture card and send them to find the right word. When they find their pair, the children show it to you. If it is correct you give out a new picture. The winner is the child who matches most pairs.

Sentence lotto

Word matching game, using Sheets 4.31 and 4.32

This game is for two players and a caller. Sheets 4.31 and 4.32 have sentences from *House for sale*. Photocopy each sheet twice, and mount one copy of each to form the baseboard. Players have a baseboard each. Cut up and mount the other copy of each sheet to form the word cards. The caller has a bag or box with the word cards inside in random order. The caller takes a word from the box or bag and shows it to the players. The first player to locate the word on her board claims the word. If this becomes too much of a shouting match, the caller may offer words to each player in turn. If the player cannot find the word offered, then it is shown to the other player. Play continues until all the sentences are complete. The players then take turns to read their sentences to the group.

Sheets 4.33 and 4.34 supply similar sentences for *The new house*. Sheet 4.35 has empty boxes for you to write sentences from any story to use in a similar way.

Word lotto

Word matching game, using Sheets 4.36 and 4.37

This game is for four players and a caller. Sheet 4.36 needs to be enlarged (each quarter should be A4 sized) to provide baseboards for a key word lotto game. The caller has a set of key words from Sheet 4.37, cut up and kept in a bag or box. Four players each have a baseboard and access to a box of counters. When the caller shows a word, every player with that word covers it with a counter. The caller keeps the words called in a separate pile. When a player has filled his or her baseboard, the caller checks each word against the cards she has called. The winning player becomes the next caller.

Find the word

Colouring game, using Sheets 4.38 and 4.39

This game is for two to four players. Sheet 4.38 has a picture from *The balloon* and Sheet 4.39 has cards with words missing from the sentences. Cut the sentence cards out and place them in a pile, face down. Photocopy the balloon picture for each player and have

crayons available. Children take turns to take a card, identify the missing word (by referring to the story if they want to) and colour the area around that word on their picture. The sentence card is then placed at the bottom of the pile. Play continues until one player has identified and coloured all the words. (If a sentence has a missing word which has already been coloured in, the player may write the word again in one of the spaces and colour it.)

Remember the word

Scanning activity to improve word recognition, using Sheet 4.40

Sheet 4.40 has scanning exercises to help children remember particular words. Children are asked to keep a particular word in mind, such as *this* and circle it every time it appears on the sheet.

Word level work: Graphic knowledge

Spot -ed!

Finding and listing '-ed' endings, using Sheet 4.41

Begin by looking at a Stage 3 or Stage 4 big book together and see how many '-ed' words the children notice. Then ask them to find some more in the storybook they are currently reading and make their own list. They might like to work in pairs, telling each other of words they have found. Encourage them to write words one beneath another in a clear list format. If they fill the sheet they may continue on the back. Some children may feel confident enough to take their library book or books from the reading corner to help them continue the list. You could make a spotted display board for your 'spot -ed!' collection.

Word families

Looking for relationships between words

Use the activities 'What are they doing?' (page 63) and 'Spot -ed!' (page 64) to link any words that appear in both lists, for example, jumped/jumping; looked/looking. Ask children which shorter word they can see inside the longer ones. Look for shorter words in the '-ing' list. What happens when you add '-ed'? Does it always sound right ('holding', 'hold', 'holded')? What should it be? Some children are fascinated by this discovery and want to spend time adding words which keep the rules.

Lots of things

Talking about plurals, using Sheet 4.42

The new house shows all the family's possessions being moved. This is a good opportunity to talk about plurals. You could talk about all the things which families have a lot of: cups, plates, knives, chairs, pictures, toys. Make a list and draw the children's attention to the 's' at the end of each word. Sheet 4.42 reinforces this activity. Children are asked to draw some more of each item and add an 's' to the word.

Word level work: Phonological awareness

Pictures and sounds

Matching games, using Sheets 4.43, 4.28 and 4.30

Sheet 4.43 has cards with 12 single letters which begin nouns from Stage 4. The letters are:

b (x2), c, d, g, h, k, m, r, t, w, v.

Matching word cards need to be taken from Sheets 4.28 and 4.30. They are:

bed, box, can, door, go-kart, house, key, man, room, toys, wall, van.

You can use these 24 cards to play 'Against the clock' and 'Treasure hunt' (described on pages 63–64).

Matching sounds

Matching game, using Sheets 4.43, 4.27–4.30

Collect a set of matching picture and letter cards (for example, six of each). Remove one picture or letter from the set. Place all the other cards face up on the table. Ask the child to match the letter sounds to the pictures. Predict what the missing card shows by looking at the remaining unmatched card.

Odd one out

Matching game, using Sheets 4.43, 4.27–4.30

Remove one letter or picture from the set before play starts. Deal out the remaining cards. Players take out any pairs they have. Then they take turns to take an unseen card from the player on their left, putting down pairs as they are made. The player left holding an unmatched card at the end is 'Odd one out'.

Donkey

Matching game, using Sheets 4.43, 4.27–4.30

Make a set of 24 cards, 12 letters and the matching 12

pictures. Deal out the cards to four players. Players look at their cards and put down any pairs they already have. At the signal 'Go!' each player passes a card to the person on her left. Players put down any pairs they can make. This continues until one player has put down all the cards in her hand. The last person to put down her cards is the 'donkey'.

Alphabetical order

Group activity, using Sheets 4.28 and 4.30

Refer to the Alphabet Frieze or Tabletop Alphabet Pack to help children put words in alphabetical order. Choose words from Sheets 4.28 and 4.30 and ask children to place them in order. You could also cut up the lists of '-ed' words from the 'Spot -ed!' activity or the '-ing words' from the 'What are they doing?' activity for children to organize into alphabetical order.