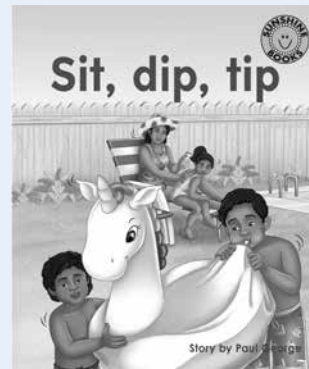


# Sit, dip, tip

## SET I: Story I

Meet Sam, Dan and Nat, three siblings who have fun at a swimming pool.



## Set I phonemes: s a t p i n m d

### Learning Intention

**Phonics:** Introduce and practise using the graphemes and phonemes **s a t p i n m d**. Make sure that children can identify and make each of these phonemes and match each phoneme to the appropriate grapheme.

**Comprehension:** Make sure that children understand and can talk about the book.

**High-frequency words:** am, in **Tricky words:** I, and

**Decodable words:** sit, dip, tip, am, Nat, sits, Dan, Sam, dips, tips

### Before Reading

**Story discussion:** Look at the cover. Read the title to children. Ask: *What's happening in the picture? What do you think the children are going to do?*

**Link to prior learning:** Turn to the *Before Reading* page inside the front cover. Say the sounds together: **s a t p i n m d**. Ensure children use pure sounds for the consonants without any added *uh* sound, e.g. *mmm*, not *muh*.

**Vocabulary check:** Dip: This word has a few different meanings, but in this book it means to jump or dive into water. Talk about the verb *dip* and how with the addition of *s*, it becomes *dips*. Model it in a sentence, e.g. Sam dips into the pool.

**Decoding practice:** Give children magnetic letters or cards for these letters: **s a t p i n**. Say the phonemes one at a time, and ask children to find the correct letter/grapheme to go with the sound. Then say a short word that uses these graphemes, e.g. *pat*, *nap*, *tap* or *sit*. Can children find the correct graphemes/letters to build the word? You could encourage children to do this as a group at first, before they try it individually. Children can then sound out and blend the words they have made.

### During Reading

**Read the story:** Ask children to read the story aloud at their own pace. Remind them to sound out and blend the letters in each word to read it. Model how to read the tricky words *I*, and.

**Phonics support:** If children get stuck on a word, model how to sound out and blend the sounds in the word. Demonstrate this for children and then ask them to join in as you do it again. Encourage them to use the same process for the other words in the book, but help them if they get stuck.

**Comprehension support:** Pause occasionally to talk about the story, e.g. on page 4, ask: What is Nat sitting on? What might happen next? If children struggle to talk about the story while they are reading it, link it to their own experience, e.g. *Have you ever played in a pool like this? What was it like?* If children are finding the decoding tricky, let them focus on decoding for now, and revisit the book later to talk about the meaning.

### After Reading

**Apply learning:** Ask children to choose a page in the book, and show you how they can sound out the sounds in one of the words, then blend the word to read it.

#### Comprehension

- What are the names of the children in this book? Can you point to each of them and say their names?
- What is the weather like in the story? What clues about the weather can you see in the pictures? (e.g. blue skies; Mum's sunhat; characters wearing swimming costumes)
- Look at page 3. Why do you think Nat's words are in a bubble like this? (It is a speech bubble. It shows us the words she says.)
- Look at page 13. Can you think of another word we could use instead of dips, to describe what Sam is doing? (e.g. dives, jumps)

#### Fluency

- Ask children to speed-read the words on the inside front cover.
- Turn to pages 11–15. Model how to read the sentences with pace and fluency.
- Encourage children to join in with your fluent reading. They then have a go at reading this way themselves.

### Follow-up Activities

**Activity 1 – Phonics:** Children practise tracing the graphemes **s** and **t**, and identifying them in print. They draw lines to link words with the matching pictures.

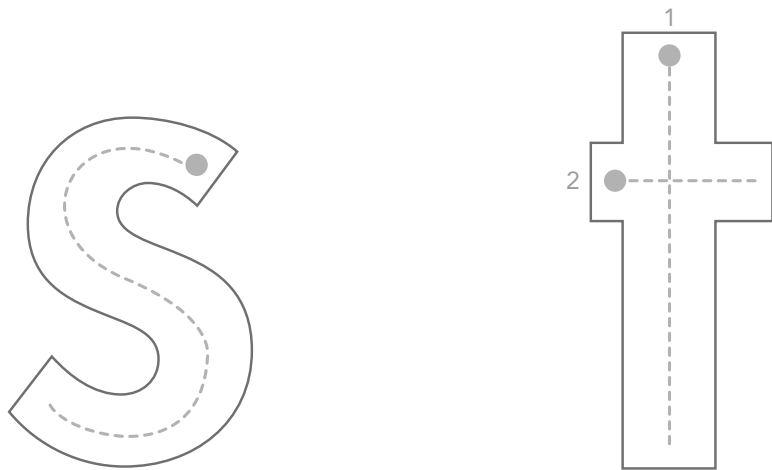
**Extension:** Draw a line to match the pictures with the names.

**Activity 2 – Comprehension:** Children draw lines to link the pictures of the children with their names. They number the pictures to show the order they occur in the story.

# Activity 1

SET 1: Story 1  
Sit, dip, tip

Say the phonemes and trace the graphemes.



Circle the words that have s. Underline the words that have t.

sip      tap      pat      dips      mat

Draw lines to match the pictures and words.



tap

mat

tin

# Activity 2

SET 1: Story 1  
Sit, dip, tip

Draw a line to match the children with their names.



Sam



Nat



Dan

Number the pictures from 1 to 3, to show the order they happen in the story.



