

A job for Thog

SET 4: Story 31

Zin and Thog are having a race to see who can get to the hidden hut first.



Set 4 phonemes: th/th ch ng/nk sh ai ee igh oa oo/oo

Learning Intention

Phonics: Recap the phonemes **c k ck j qu v w x y z zz ff ll ss**, and read words using these and the new grapheme/phoneme **th** (both pronunciations – as in *thin* and as in *then*). Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

Comprehension: Make sure that children understand and can talk about the story and explain what is happening. Check that they can read with appropriate pace and expression to show understanding, especially when characters are talking.

Tricky words: I, the, to, into, of, too, she, he, for, you, no, all, we

Decodable words using review graphemes and phonemes: job, will, win, Zin, off, rock/s, luck, jetpack, rocket/s, back, zigzag/s, hill, miss, yak/s, duck/s, quick, zap/s

Decodable words using the new grapheme/phoneme: Thog, that, this, thin, moths, with, thud, thick, then

Before Reading

Story discussion: Look at the cover, and read the title together. Ask: *What kind of name is Thog? Who do you think he is? What do you think will happen in this story?*

Link to prior learning: Display the grapheme *th*. Say: *These two letters are a digraph – that means they make one sound together. The sound is a little bit different in different words. Write or display the words that and thin. Say the words together. Can children hear the difference between the two th sounds?*

Vocabulary check: hidden – something secret or kept out of sight. Say: *If you are looking for something and you can't find it, it might be hidden!*

Decoding practice: Write these words on cards: *this, thump, that, with, thick, then, maths, them, thanks*. Challenge the children to read them, and then sort them into two piles, one for *th* as in *that* and the other for *th* as in *thin*.

Tricky word practice: Display the word *you* and ask children to circle the tricky part of the word (*ou*, which makes a long /oo/ sound). Practise writing and reading this word.



During Reading

Read the story: Ask children to read the story aloud at their own pace, sounding out and blending any words that they cannot read on sight. On pages 2 and 3, check that children can read the dialogue fluently and with expression. On pages 14 and 15 ask: *How did Thog and Zin get into the hut?*

Phonics support: Remind children to sound out and blend the letters as necessary to read any less familiar words, and praise them for reading more familiar words on sight without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage them to help each other with decoding if they get stuck on a word, and praise good examples of sounding out and blending, especially in two-syllable words.

Comprehension support: Pause occasionally to talk about the story and encourage children to make predictions, e.g. on page 4, say: *What is the thin log really? Do you think it's safe to try and walk on it? What might happen to Thog?* Revisit their predictions on page 6 to see if they were right.

After Reading

Apply learning: Ask: *Why does Thog fall off the log on page 6?*

Comprehension

- Whose toy is Zin? Whose is Thog?
- How does Thog get out of the pit of moths?
- Can you sum up what happens in this story in just one or two sentences?

Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Ask children to read the speech bubbles on pages 9, 11 and 12 with lots of expression. Can they make it sound like the characters are really talking?

Follow-up Activities

Activity 1 – Phonics: Children read the words and match the correct word to each picture. They choose the correct graphemes to fill the gaps in the words.

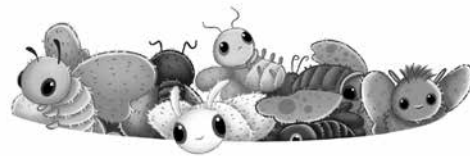
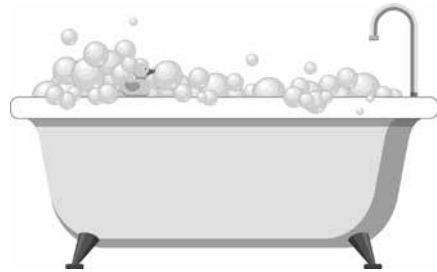
Extension: Challenge children to look in the book and see how many words they can find that start with *th*. (e.g. *Thog, thin*)

Activity 2 – Comprehension: Children add numbers to sequence the pictures, and then use them to help retell the story orally.

Activity 1

SET 4: Story 31
A job for Thog

Draw a line to connect the words to the pictures.



moths

Thog

bath

Choose the correct grapheme from the grapheme bank to finish the word.

__aps

du__ __s

__ __ud

ro__ __ets

__ __ick

__ig__ags

Grapheme bank

th z ck

Activity 2

SET 4: Story 31
A job for Thog

Put the pictures from the book in the correct order of the story. Use the pictures to retell the story.

