TEACHERS' NOTES

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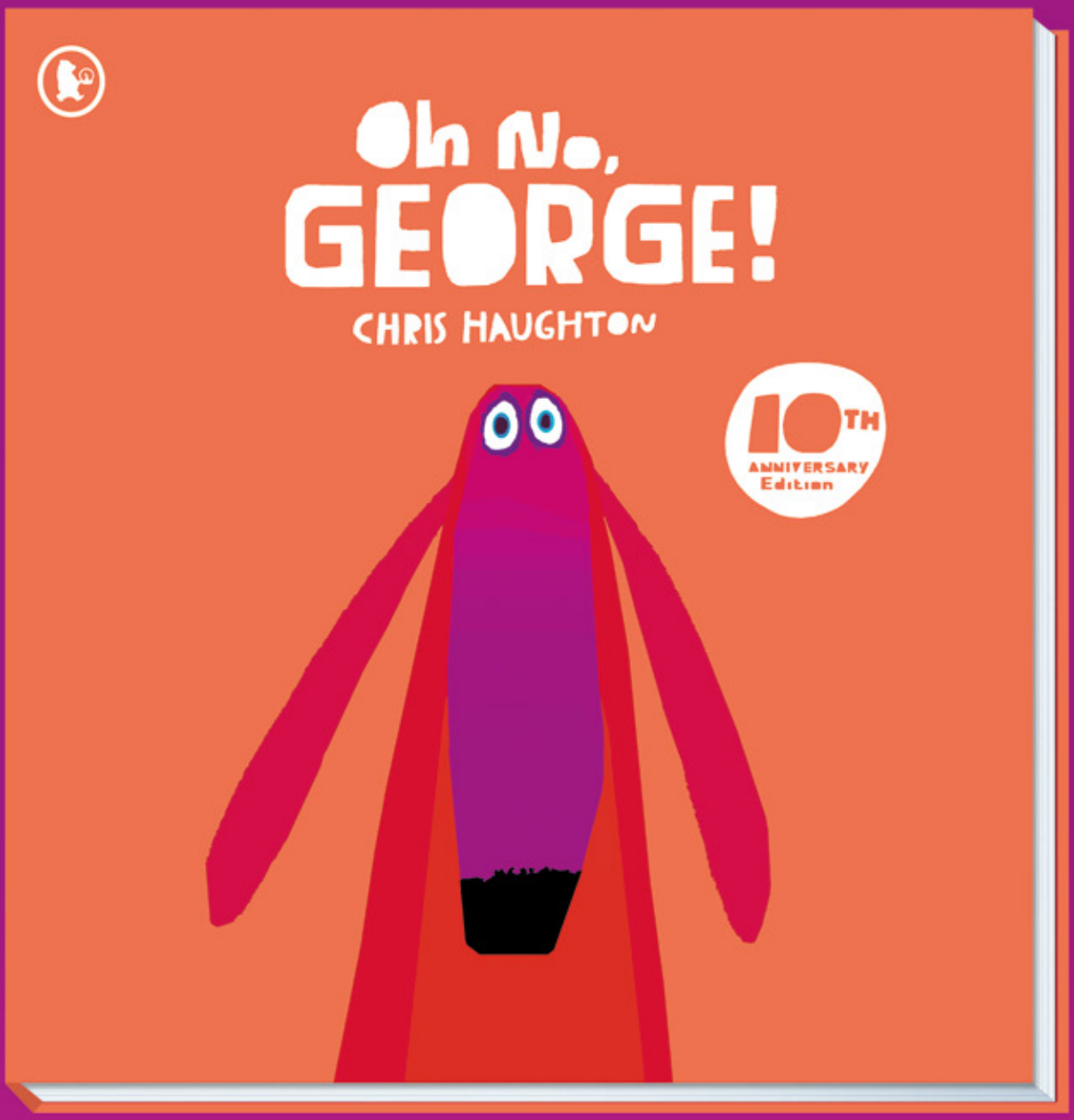

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WALKER BOOKS

These notes have been written by the teachers at the CLPE to provide schools with ideas to develop comprehension and cross-curricular activities around this text. They build on our work supporting teachers to use quality texts throughout the reading curriculum. They encourage a deep reading of and reflection on the text, which may happen over a series of reading sessions, rather than in just one sitting. We hope you find them useful.

Harris is going out and leaving George the dog at home alone. Can he be trusted to behave himself? Can George trust himself? His escapades are described in a patterned text with a repetitive refrain which encourages prediction and invites participation from listeners. George's expressive eyes humorously reveal his shifting emotions. Chris Haughton selects a strong and distinctive colour palette for each of his books and here the predominant colours are orange, which even extends to the typeface, and shades of pink, purple and blue

OVERALL LEARNING AIMS OF THIS TEACHING SEQUENCE:

- To listen with enjoyment and respond to the book, through retelling and re-enacting the story;
- To think and talk confidently about their response to the book, the story and illustrations, and the meanings;
- To explore and interpret stories through creative activity including play, art, drama and drawing;
- To engage children with a story with which they will empathise;
- To develop empathy and understanding of character viewpoint through drama;
- To get to know the story really well and be able to revisit it in a variety of ways;
- To sequence and explore story structure through storytelling and storymapping;
- To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print;
- To create information texts and narrative episodes through shared writing, bookmaking and illustration.

THIS TEACHING SEQUENCE IS DESIGNED FOR A NURSERY OR RECEPTION CLASS.

OVERVIEW OF THIS TEACHING SEQUENCE

This teaching sequence is approximately 3-4 weeks long if spread out over a series of sessions.

The book supports teachers to teach about emotional response to narrative fiction. The narrative structure is carefully crafted to be thought-provoking and the characters and settings are well drawn, offering young readers a good model for their own role play, experimentation and to structure writing to record and enhance their play. This teaching sequence is approximately 2-3 weeks long if spread out over a series of sessions. The book is an amusing and memorable read and children will enjoy sharing the book and talking about the story together. It also offers the opportunity to talk together about the themes of cause and effect: roles and responsibility; managing one's own behaviour; consequence of one's actions on others; and how to make amends.

Development Matters (2021) and Early Years Foundation Stage Statutory Framework (2021)

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Communication and Language:

- Enjoy listening to longer stories and can remember much of what happens.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events.

Physical Development:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Literacy:

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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CROSS CURRICULAR LINKS:

Understanding the World:

- Provide opportunity for children to link the events in the book to their personal experiences in the home or at the park. They could visit the local park, developing their knowledge of the physical and human features and how they might be incorporated in the landscape of the book or the story. They use their growing knowledge of the dangers in and around the home from one room to another.
- Talk about families and pets, explore what makes them unique and similarities and differences in relation to friends or families.
- Children would benefit from a visit from a dog owner to learn more about what looking after a dog entails, from puppy training to day to day care such as grooming, feeding, exercising and entertaining. The dog and its owner could visit regularly to support the children in understanding a dog's needs and begin to help take care of it.
- ***Do ensure that permissions have been obtained and that the dog has been specially trained to be safe around children.*** You could contact an organisation such as The Kennel Club to take part in their 'read to a dog' programme so that the children experience the pleasure of becoming acquainted with a dog over the year: http://www.thekennelclub.org.uk/barkandread
- Children could also find out about the occupations of a dog trainer, dog walker or a vet.

Expressive Arts and Design:

- Make dogs from modelling materials and paint or embellish with googly eyes, junk and fabric. The children could create dog kennels or dog accessories for the dogs.
- Create artwork of dogs, emulating illustrator's techniques using a range drawing, printing and painting materials.
- Children could use technology to create illustrations or artwork by making paper collage and scanning similar to the techniques used by Chris Haughton.
- Children and parents could make a storybox of the settings in the book or create a new setting in which to tempt George.

Physical Development:

- Children could help set up gym equipment to create a dog show obstacle course in which they can explore the way in which a dog might run, walk, jump and crawl around, through, over and under.

Mathematics:

- There are plenty of opportunities for practising counting, ordering, estimating, measuring and mathematical mark making when role playing looking after a pet dog, such as counting and weighing dog food, sharing out dog biscuits, making a kennel to house toy dogs of various sizes.
- After singing 'Knick Knack Paddy Whack', play a game with the children whereupon they close their eyes and guess the order in which you have played a set of, say, three familiar instruments. Children can say which they think was the *first* instrument played, the *second*, the *third*, etc.
- After singing 'How much is that doggie in the window?' or reading 'The Great Pet Sale' by Mick Inkpen, the children can play pet shopkeeper with coins and toy pet animals. They can ask "How much is that _____ in the window?" and count coins, making totals and keeping a log.

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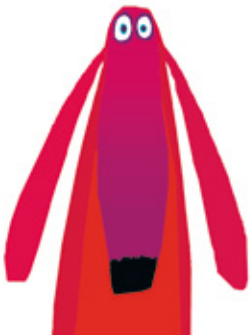
Ideas for Continuous Provision:

Reading Area:

- Turn the book corner into a cosy dog's kennel. Involve the children in setting it up – you might fill the area with large floor cushions, dog bowls holding story stones and place dog toys inside for children to read with. You could have a 'Dog's book of the week' display to feature other dogs in stories, such as:
    - The 'Hairy McClary' series by Lynley Dodd
    - 'Dogs' by Emily Gravett
    - 'Hickory Dickory Dog' by Alison Murray
    - 'Is there a Dog in this Book?' by Vivienne Schwarz
    - 'Zoe and Beans' by Chloe and Mick Inkpen
    - 'Kipper's Birthday' by Mick Inkpen
    - '"Let's get a Pup!" said Kate' by Bob Graham
    - 'Howler' and 'Rover' by Michael Rosen, illustrated by Neal Layton
    - 'Charlie and Lola: I can Train your Dog' by Lauren Child (also available to watch on CBeebies iPlayer or youtube: http://www.bbc.co.uk/cbeebies/watch/charlie-and-lola-icantrainyourdog
- You could record titles of dog stories, poems, rhymes or non-fiction texts that they have read at home and school on dog bone templates.
- Dogs have long enjoyed fame in stories, TV cartoons and film. The children might like to share stories about their favourite dog characters from popular culture, such as Copper from Disney's 'The Fox and the Hound' or Snowy from 'Tin Tin', Snoopy, Salty from CBeebies' 'Old Jack's Boat', 'Paw Patrol' puppies and Sizzles from the Charlie and Lola series.
- Display attractively a range of non-fiction texts alongside fiction, rhyme and poetry, and make digital resources available:
    - National Geographic Kids 'Everything Dogs: All the Canine Facts, Photos, and Fun you can get your Paws on!' by Becky Baines
    - 'Dogs' (Usbourbe Spotters Guide) by Harry Glover
    - CBeebies online games, TV shows and radio shows about pets are available at: http://www.bbc.co.uk/cbeebies/shows/my-pet-and-me
- Display Poem and rhyme cards for the children to sing, read and have read to them, including:
    - Allen Ahlberg's 'I Heard it in the Playground'
    - 'Hey Diddle Diddle'
    - 'Knick Knack Paddywhack'
    - 'Old Mother Hubbard'
    - 'How much is that Doggy in the Window?'
    - 'Sugarcake Bubble' by Grace Nichols (Here's a Little Poem) could provide a model to describe the choco-late cake that George eats.
- Make audio versions of stories, rhymes and songs available for the children to listen to whilst tuning in to print.
- Look at and share other books written and/or illustrated by Chris Haughton:
    - 'A Bit Lost'
    - 'Shh, We have a Plan!'



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Mark making/ writing:

- Write friendly messages words of advice for George and Harris.
- Make zig-zag and simple origami books to create dog keeping manuals, fact cards and stories.
- Make signs, labels and instructions for the Vet's Surgery role play area.

Small world play:

- Use a dolls house with a figure for Harris and a plastic cat and dog to re-enact the story inside. The children can help you create a small world park in a tuff tray nearby, using artificial and real greenery, figures and small props to re-enact the events in the park.

Role play:

- With the children's help set up a role-play area as a Veterinary Surgery providing simple props, costumes, texts and mark making resources. They could create pet animal masks and models (including more exotic pets such as Tarantulas or snakes). Involve the children in assembling and making any thing that they might need to help the play along; including examples of writing such as labels, notices, leaflets etc.

Teaching Approaches

- Role on the Wall
- Respond to illustration
- Reading aloud and rereading
- Shared writing
- Shared Reading
- Book-based Game
- Role Play and Drama — Freeze Frame and Hot seating
- Small world and re-enactment
- Storytelling and storymapping
- Visualising - Response to poetry
- Composing poetry
- Bookmaking and publishing

Literacy:

- Shared Journal
- Speech/Thought Bubbles
- Caption Writing
- Letters of advice
- Notes of apology
- Poetry
- Information booklet, poster or fact file
- Short narrative episode
- Retelling

Weblinks:

- CBeebies online games, TV shows and radio shows about pets are available at: http://www.bbc.co.uk/cbeebies/shows/my-pet-and-me
- You could contact an organisation such as The Kennel Club to take part in their 'read to a dog' programme so that the children experience the pleasure of becoming acquainted with a dog over the year: http://www.thekennelclub.org.uk/barkandread
- 'Charlie and Lola: I can Train your Dog' by Lauren Child (also available to watch on CBeebies iPlayer or youtube: http://www.bbc.co.uk/cbeebies/watch/charlie-and-lola-icantrainyourdog

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- Allan Ahlberg reading his poem, 'Dog in the Playground' at: https://clpe.org.uk/poetry/poems/dog-playground
- The making of 'Oh No, George!' - Chris Haughton's blog and website: http://blog.chrishaughton.com/george/

Resources:

Power of Reading website for 'Tell me' grid of basic questions for book talk

TEACHING SESSIONS

Before beginning this book:

- Collect animal puppets, soft toys or small world figures that match the characters in the book
- Prepare a class reading journal by sewing or stapling together sugar paper to collect children's responses or examples of their work throughout the sequence.
- Make a display of books in the classroom that feature dogs and other pets. Provide opportunity for the children to browse and share the books with each other.

Exploring character - Respond to illustration and 'Role on the wall':

- Introduce George using the image on the front cover or a puppet of him. Don't reveal his name, gender, any text or the book in any way. Ask the children to say what they think about the dog. Scribe ideas around an enlarged image to create a Role on the Wall. It will need to be big enough to write ideas about his physical appearance around the outside of the dog and children's perceptions or what they think it is thinking or feeling on the inside of the dog.
- Show the children the illustration of Harris coming back in to the house. Again reveal no other information, asking children to explore just the illustration. Ask the children to say what they notice in this picture. Elicit ideas with questions like:

  Where is this? How do you know?

  Who is this? How do they know each other? What makes you think that?

  What is happening? What do you think has just happened?

  What is the dog thinking? What is the man thinking? How do you know?

  Does this remind you of anything?

  What would you like to find out?
- Use the children's responses and any new clues or information that it throws up to revisit the Role on the Wall. *What can you say about the dog now?* Scribe further ideas in different colour; appearance and outward behaviour on the outside and thoughts and feelings on the inside.

Read aloud and shared writing:

- Explore the font cover with the children and read aloud the title. Why do you think it is call, *'Oh No, George!'*? Talk about who George is and elicit the children's predictions about what the story could be about and Write his name above his Role on the Wall.
- Read aloud from the beginning until George is crying at *'What will George do?'*

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- Pause briefly at each moment of temptation, asking children to make predictions, offer advice or voice opinions.
- When they see George upset, ask the children to help George decide what he should do now. Suggest writing him a letter.
- With the children's input, shared write a letter of advice to George, offering suggestions as to how he could make it better. Start by writing to advise George just to say sorry and make a show of putting the letter in an envelope, ready to send. The children will want to contribute their ideas and include in the letter what George will actually need to do to demonstrate that he is indeed sorry and to make it right. They may draw on what they would do themselves and advise him to clean up his mess which may spark a discussion about a dog's capabilities compared with our own.
- Take the letter back out of the envelope and shared write a letter of advice to George, using the children's ideas.
- Pop back in an envelope and 'post' in the post-box to await a reply.

Sharing experiences and exploring feelings through talk:

- You can use this as an opportunity to talk about the children's own behaviour choices, both at home and in the setting.
- Provide opportunities for the children to talk about their experiences of managing behaviour. They may feel more comfortable having this kind of discussion in small groups with their key person. You could create a kind of 'golden' or special time in which they are able to explore social and emotional aspects of their life, dedicating a quiet, cosy space in which to sit and relax.
- Explore times when the children feel it is hard to behave as expected. Is there anything that they find too tempting or hard to resist, e.g. at school when they are asked to keep hands from fiddling or not to talk to friends. What would make it easier for them? It may be that through this discussion that realistic expectations could be agreed upon so that the rules are owned by all and easier for the children to manage. It could be that temptation could be taken away or that the children decide for themselves to think about what the best behaviour choice could be. Ensure that the behaviour is labelled not the child. Talk about George's behaviour rather than calling him a naughty dog. Create a list of positive behaviour choices from which the children can refer.
- Explore times when they have been told off for a poor behaviour choice or perhaps they have upset somebody else because of their behaviour. *How did that feel? What happened next?* Present some scenarios, perhaps through reading further stories, whereby the children can consider the consequences of certain actions and how they might advise making it right. Discuss alternative, positive behaviour choices.
- Useful books could include:
    - Little Rabbit Foo Foo' by Michael Rosen, illustrated by Arthur Robbins
    - 'Poo Bum' by Stephanie Blake
    - 'The Selfish Crocodile' by Faustin Charles and Mike Terry
    - 'Alfie Lends a Hand' by Shirley Hughes

Drama and Role Play - Freeze Frame

- Read aloud from beginning until the double-page spread illustration when George arrives at the park and sees the couple having a picnic.

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- Scribe the children's ideas about what is happening in the class journal.
- Small groups of four or five children could be supported in re-enacting then freeze framing the scene, each in role as Harris, George, the couple and perhaps the cat. When you tap them on the shoulder each child could voice their character's thoughts or speech in role. These could be scribed on thought or speech bubbles and displayed around the image.
- Take photographs of the children in Freeze Frame so that they can talk about them afterwards and for which they can write captions.

Read aloud and 'Tell me' Book Talk:

- Read aloud from beginning to end. Encourage the children to join in with repeated and memorable refrain as they become more confident. Model dramatic pause and expression.
- When you have finished the story, elicit the children's immediate responses to it with the 'Tell me' prompts:

  What did you like about the story? Why?

  Was there anything you disliked? Why?

  Did it remind you of anything in stories or real life?

  Did anything puzzle you? Do you have any questions?

- Record the children's responses on an enlarged version of the 'Tell Me' grid.

Shared reading, revisiting and retelling

- Introduces a storyline or narrative into their play.
- Read the story on several occasions, encouraging the children to chime in as they become more confident with key phrases in the story, particularly the dialogue.
- Shared read the story, modelling directionality and tuning the children in to the print by pointing to the printed words for the repeated refrain. Model effective reading strategies that will support children's early reading; drawing together the children's knowledge of letters and sounds, the supportive nature of the illustrations, and the children's increasing familiarity with oral sentence structure and known refrains.
- Prepare story props of the characters to use for your oral telling of the story and to support children's independent retelling. There are many different kinds of props you can collect or make – from plastic dogs and people, cuddly toy dogs, magnetic images, puppets etc.
- Provide extra copies of the book, alongside the props to support the children's retelling and early attempts at reading. The familiarity of the story will be extremely enabling as the children begin to focus on the print.

Audio stories, rhymes and songs and Paired reading – matching spoken word to the printed word

- Create a home-made audio book by recording yourself or the children reading the book aloud or retelling it and copying onto a format that can be shared with the children, e.g. CD or MP3. Alternatively make available a commercially available audio book. Different language versions could be provided with support from bilingual support teachers or parents.

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- Provide opportunities for the children to revisit the text by listening to it whilst reading the book, reinforcing the oral match with the print on the page.
- You could build a class collection of core stories, songs and rhymes, (commercially produced or home-made) that the children can listen to and practice matching spoken to printed word in familiar contexts.
- Once the children have memorised the language of the story through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- The children can be supported in tuning in to the print on the pages, applying their understanding of one-to-one correspondence to familiar words and phrases.

Revisiting 'Role on the Wall' and Shared writing - Composing words of advice:

- Read aloud the story again.
- Ask the children to think about what they know of George now.
- Scribe new ideas around his Role on the Wall in a new pen colour; outward behaviour on the outside, thoughts and feeling on the inside.
- On the last *'George?'* read a letter from George thanking the children for their advice earlier in the week and telling the children that, this time, he wants to be good (even though rubbish bins are his favourite thing in the whole world!) so he is coming on to visit the children to hear what advice they have to offer him.
- Ask the children to offer predictions based on what they know of George. Help children to compose and write their words of advice in preparation for George's visit. Encourage them to justify their ideas, drawing on their own experiences. They might like to prepare some questions for George about his behaviour, thoughts and feeling around key events in the story.

Exploring viewpoint – Drama and Hot seating:

- Prior to the session, have ready a clean, open bin with a recycling logo on the front, as in the illustration at the end of the story. Fill it with shredded paper in tones of dark pink and purple as well as small empty plastic bottles and containers.
- Invite George in to the setting. This could be an adult who is in role when sitting on the 'hot seat'; wearing a George mask and taking on George's doggy mannerisms.
- Children can ask George questions and offer their advice to George about what he ought to do with the Recycling bin. George can challenge them to tell him why he should do the right thing, behaving in a puppy-like fashion so the children take on the role of older, wiser person.
- When the hot seating session has finished, have George spot the prepared recycling bin and sniff around it. Say to the children, "What will George do? ...George?" generating much excitement. True to his nature, George can use his 'paws' to start flinging the shredded paper and containers all over the ground to which you can encourage the children to scold him with, "Oh no, George!" The children can help George pick up the mess he has made and put the bin out of his reach.

Drama, role play and storytelling:

- Sit in a 'Storytelling Circle'.

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- Ask children to think about their favourite part of the story, eliciting why they feel this.
- Together, recap the main events.
- You might want to support by re-reading the book or recapping events (story props)
- Invite a few children to act out their favourite part within the circle. Can the group guess which part is being enacted? How did they guess? Find and read each dramatised scene in the book.
- As a group the children could pass the story along the circle, orally storytelling parts they feel confident to share.

Storymapping and Storytelling

- Explain to the children that you would like them to help you map out the story as it will help to retell the story.
- Ask the children to orally retell the story to a partner, establishing the main events in order as the story unfolds.
- With the children's input, swiftly map out the key events on large paper. For this story, it makes sense to create a map that follows a linear route on a roll of paper as George goes from room to room, starting in the kitchen in the house, out of the door, through the park until he reaches the recycling bin.
- Some children may have remembered the events in the house and then those in the park being sequenced in a different order to that of the book. Discuss whether this changes the story too much. Talk about how the story is split into two parts around a defining moment; before Harris discovered the mess and he showed remorse by giving away his favourite toy and afterwards when he was trying to be good in the park.
- Recall the repeated refrains throughout the story and add to the story map to support the storytelling.
- In pairs, ask children to map out George's story. Encourage them to add writing and speech bubbles if they wish. Provide large rolls of paper, and drawing and writing equipment so that the children can collaborate to map out the story on a large scale.
- Make accessible junk modelling resources so that the children can create their own three dimensional story map if they wish.
- Encourage the children to retell the story using their map, recalling key phrases from the book as they do so.
- y could visit children in other classes to do this.
- Support their oral retelling, modelling the use of key phrases from the story that help move the story on: '*What has George seen now? ...What will George do?*'

Research and investigation – Dogs

- What are dogs like? How do we know? Discuss the pets owned by children in the class, including dogs. Elicit how the children feel about them and why. Make links with the loyalty and patience Harris shows George in the story.
- Prepare and display a large chart in which children can record what they know, what they want to find out and what they discover, e.g.:

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What we know about dogs?	What do we want to find out about dogs?	What we have found out about dogs?
We keep dogs as pets. *Dogs are naughty.* *You have to train dogs.*	*Will a dog bite me if I stroke it?* *Where do wild dogs live?* *What do dogs eat?* *How do you train a dog?*	

- Find out from the children what they think they already know about dogs and keeping pet dogs. This may be based on fact or fiction and the children may well not agree with each other, however, record all the ideas on the chart and record any queries on to the next column of the chart. Some children may have a pet dog themselves and other children may be fearful of dogs and this will influence their input, as with all personal experiences. Children will also be able to draw on this chart as a word bank in their own independent writing.
- Ask the children to talk about what they would like to find out about dogs and help them form questions that can be investigated. Record these in the Questions column to be discussed, investigated and researched.
- Put together a collection of information and storybooks about dogs for children to look at, read and talk about. This will be a useful collection to draw on both in reading aloud sessions and for children to choose from when taking books home.
- Provide a variety of resources nearby that children can use to draw or write about anything of interest they find out. Make a regular time for children to talk to the class about anything that they have discovered for themselves or would like to draw other children's attention to. This can be recorded on the class chart on the final column. Encourage the children to consider any questions that their investigations throw up and can be found out about.
- Invite a pet dog and its owner in to the setting. Children could share what they have found out about dogs and pose their prepared questions to the owner about keeping a pet dog. Record responses in the class journal. Ask some children to take photographs of the dog and its owner which could be talked about later and for which the children could write captions.
- You could read aloud '"Let's get a Pup!" said Kate' by Bob Graham before finding out about the work of rescue charities and organisations such as: RSPCA and Battersea Dogs and Cats Home. Children could go on the write a guide book about dogs and keeping them healthy and happy as pets. Create handmade origami books which the children can illustrate with drawings, paintings and photographs. Useful tips for training dogs can be found for teachers' reference at the 'Borrow my Doggy' website: https://www.borrowmydoggy.com/content/dog-training-tips-and-tricks/dog-training-tips-dos-and-donts

Pets investigation

- What other sorts of pets do people keep? Suggest children try and find out, putting the children into pairs to interview some of the children and adults about their own pets; both within the school community and at home.
- They could record what they find out as drawings, take photos or record the 'interview' using sound recorders or easy speak microphones. Make a display of the findings.

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Shared writing, bookmaking and publishing: Information writing

- Write a Big class book about dogs in shared writing, adding a new page each day about something that the children have observed or found out. Children can illustrate each page using a variety of media.
- More experienced writers should go on to write their own information books using homemade books. When finished (or 'published') these should be shared with the class and put into the book corner for everyone to enjoy.

Singing songs and rhymes

- Read and sing rhymes and songs that feature dogs, such as: 'Hey Diddle Diddle', 'Knick Knack Paddywhack', 'Old Mother Hubbard' and 'How much is that Doggy in the Window?'
- Provide pairs of children with an attractive illustrated rhyme or song card for each so that they can tune in to the words and phrases that they are so familiar with, making explicit directionality and one-to-one correspondence as well as drawing attention to grapheme-phoneme correspondence. The children could illustrate these cards themselves.
- Create a core collection of rhymes and songs and share with the parents, sending home song and rhyme sheets for the children to learn and tune in to the printed words on the cards.

Response to poetry – 'Dog in the Playground' by Allan Ahlberg

- Introduce the children to the poetry of Allan Ahlberg. It is likely that he is known to them through works such as: *Peepo!, The Baby's Catalogue* and *Each Peach Pear Plum*.
- You can find him reading a selection of his poems aloud by visiting CLPE's *Poetryline* website and specifically the poem, 'Dog in the Playground' at: http://www.poetryline.org.uk/poems/dog-in-the-playground-837
- Remind the children of their freeze frame activity re-enacting the scene in the book when the dog breaches the playground fence and draws a crowd. Imagine a cute, friendly dog coming into our playground. What would happen? How would the children and the teachers react?
- Watch Ahlberg reading the poem then re-read and revisit on several occasions, enabling the children to create pictures in their mind and find amusement in it.
- Encourage the children to join in with the repeated refrain, 'Dog in the playground…'
- Ask the children to pick out their favourite words, phrases or verse, eliciting why they find those so memorable or enjoyable.
- The children could create illustrations for parts of the poem that they are able to envisage most clearly, discussing why they find that particular phrase or verse so memorable. The illustrations could be displayed alongside the printed poem in a book or on display in the reading area for everyone to enjoy.
- As the poem becomes more well known the children will be better able to tune in to the print in the handmade book and begin to read it more independently

Composing poetry

- Give the children plenty of opportunity to revisit and talk about what they have found out about dogs and pets. Ask the children if they have a favourite type of dog or pet. Provide materials for the children to draw their favourite dog or pet, annotating their drawings with description and detail.

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- Display these drawings alongside photographs and other illustrations of this type of pet or dog. Children can go on a gallery walk, talking about pets they find interesting and descriptions they find appealing in the annotations. Support the children to visualise by reading these aloud.
- Using an illustration of one of the pets chosen, e.g. a Scotty dog, such as that in the 'Hairy McClairy' series, collect children's words and phrases about what the animal is like, what it does, how it sounds, how it moves etc.
- Write a poem together using the children's ideas.
- In small groups, children could write a short poem about one of the animals in the story. Include these group poems in the class journal.

Shared writing, bookmaking and publishing: a new narrative episode for 'Oh No, George!'

- Revisit the Role on the Wall and what the children have found out about pet dogs and their behaviour, particularly puppy dogs. Ask the children to think about other naughty things that George might do around the home or in the park, such as chewing shoes, chasing ducks, shaking pond water over passersby.
- Shared write a new episode to include in an 'Oh No, George' story, following the repeated and patterned language in the original story.
- Support small groups of children to write their own episodes for the new story, publishing in large handmade books.
- Children can illustrate each page in the style of Chris Haughton, using collage of tonal paper. You might scan in the collages to create a flat effect and even type up the writing to create a digital version of the book.

Exploring viewpoint and Shared writing - Harris's story:

- Repeat the hot seating session with an adult in role as Harris this time. Children can prepare their questions for Harris in advance of the session. Model how to compose 'How' or 'Why' questions that will elicit an open response and provide us with more information about Harris's thoughts and feelings as the events unfold.
- You might wish to extend the children's thinking by modelling retelling all or part of the story from Harris's viewpoint, drawing on notes from the hot seating session and using the class story map to remind you of the story structure and key events.
- With the children's input, shared write a story from Harris's point of view to create a class story book. The children can illustrate the pages of the large handmade book. Shared read the finished story then display it in the reading area for the children to revisit and reread it. Record the new story orally CD so that the children listen to an audio version of it whilst reading the book, helping them to follow the story and tune in to the print.

Book-based game

- In book-based reading games, familiar phrases from books that children know well can be used as part of the games. Familiarity is essential in developing early reading strategies.
- You could create a **track game,** acknowledging the journey of the story and incorporating the places in the home that George wreaked havoc and the places in the park that he avoided trouble. It should include opportunities for the children to read familiar words and phrases from the text and link movement along the track with events in the narrative and specifically with George's behaviour choices, e.g. *'Oh no, George! Miss a turn' (alongside the illustration of the cake being gobbled up)* or *' Oh no, George! Go back one.'* (alongside the

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illustration of George chasing cat), or *'Thank you, George. Jump one place.'* (alongside the illustration of George giving Harris his favourite toy),*'Well done, George! Jump on two places.'* (alongside the illustration of George resisting the picnic in the park), *etc.*

- Alternatively, you could make a **pairs game** to develop visual memory and book language, creating cards using laminated images from the book. Make two sets of picture cards for the characters, places and behaviour illustrated in the story. Spread these out face down on the table/floor. Children take turns to turn over two cards. If they are the same they can keep them, if not they have to turn them back over again. The game proceeds until all the pairs have been found.

Other ideas and Activities - Phonological Awareness:

Rhythm and Rhyme:

- The children can be encouraged to chime in to the strong pattern and tune of the story
- Sing and explore the actions for the rhyme 'Knick Knack Paddy Whack', exploring opportunities for body percussion and musical instruments.
- Make up new words or rhyming couplets for well known nursery rhymes.
- Explore the rhyming examples in the 'Hairy Mclary' and 'Slinky Malinki' series by Lynley Dodd. Children can make up similar names for themselves using the rhythm and rhyme in their own name, e.g. *Lana Banana, Sonny Bunny*. They might be familiar with this idea already by drawing on family nicknames.

Sound Discrimination:

- Sound lotto: Create a listening game in which the children listen and tune in to pet animal sounds and match them to a picture on their bingo board. Read 'What the Ladybird Heard' by Julia Donaldson and Lydia Monks and ask the children to make the animal sounds, tuning in to print when they become confident. This can lead to early exploration of onomatopoeia.

Instrument and Voice Sounds:

- Create a soundscape to portray key events and moments of anticipation in the story.

Use and Application of Phonics at Phases 2-4:

- Basic Code – Starter Sounds:
  will, in, but, cat, dig, on, bit, can, it, bin
- Basic Code – All Sounds:
  Harris, yes, see, sees, seen, now, with, soil, back, how, for, than
- Adjacent Consonants:
  asks, thinks, play, things, past, smells, interesting
- High frequency words:
  is, going, out, you, be, I, in, the, said, what, do, no, has, with, some, hello, have, a, be, to, my, why, so, little, than

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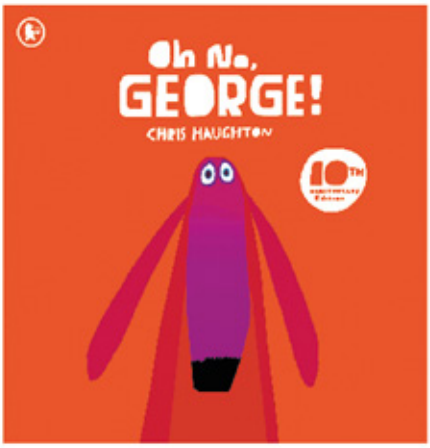

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