

Further teaching opportunities

This chart gives some additional ideas for using the texts in **First Comprehension 1** in your teaching.

Unit title	Literacy ideas	Inspiring children's further work
Big red boots	Explore sound words such as 'squeaks', 'toots', and 'squelch', with the class.	Organise a group performance of the poem, using actions and sound-effects.
British garden birds	Look at the non-fiction structure, with headings and brief bullet points.	Ask the children to use the text structure to write a first-person entry about a bird from another country.
The Enormous Crocodile	As a class, explore the dialogue and how it makes the story sound exciting.	In groups, give each child a role and act out the story.
The wizard's dog	Look at how most of the verses follow a similar pattern (with the odd fact in the last line).	Ask the children to imagine what another character's dog might be like, for example, the astronaut's dog or the ghost's dog.
Dipping into the dictionary	Introduce dictionary structure and layout.	Look up the same words in a dictionary. Ask the children to notice any similarities and differences.
Plop meets a boy scout	Look at how we learn about Plop from what he says and does, as well as from his thoughts.	Ask the children to imagine meeting Plop and then act or write the conversation they might have.
I love my darling tractor	Use as a good example of regular ABCB rhyme scheme and rhythm.	As a class, work out some actions to go with a performance of the poem.
Keeping warm in bed	Look at the report structure, with clear headings linked to the information that follows.	Ask the children to write another section (with a heading) predicting what beds may be like in the future.
An adventure for Brave Mouse	As a class, predict what will happen on Brave Mouse's adventure.	Ask the children to write or act what happens to Brave Mouse on the first day of his trip.
The four friends	Use as a good example of regular ABAB rhyme scheme and strong rhythm.	Divide the children into groups of four, then ask them to act out the poem, taking one animal role each.
What makes me move?	Use as a clear example of an explanation text.	Ask the children to sum up in one sentence why bones are so important.
A very small beetle	Use to explore interesting vocabulary (for example, 'whiskery', 'retreated', 'advancing').	Encourage the children to choose some interesting words from the passage and to think of other words that could be used instead.

Unit title	Literacy ideas	Inspiring children's further work
Birdsong lullaby	Use as an example of imagery that reflects the senses of sight and touch, as well as sound.	Ask the children to write a list of sounds they hear in bed at night. Then see if they can turn them into a poem.
Beyond the castle walls	Use as an example of imaginative narrative non-fiction.	Ask the children to compare this account with a 'normal' non-fiction report about castles. Find the differences.
Stop thief!	Look at how the author helps us to see what is happening from Barney's point of view.	Divide the class into pairs and ask them to act out the scene. How do they think Stig feels about Barney?
The months	As a class, explore the interesting examples of personification.	Ask the class to make their own list poem describing the seasons or the days of the week.
Jeremy Strong's world	Use as an example of non-fiction report structure with clear headings.	Ask the children to write a fact file about themselves or a friend, using this structure.
Clever Gretel	Use to teach inference – much of the humour in this text is between the lines.	Divide the children into groups and act out the story.