

cub	kid
fox	Mum
hug	pup



Before reading

Phonics warm-up

- Revise the Stages 1–4 Speed Sounds with your group. Use the *Speed Sounds and Chants Stage 1–6 Mini Set* or refer to the list on page 14.



- Revise the Stages 1–4 Heart Words that appear in this book. Use the *Heart Words Flashcards* or refer to the list on page 14.



Decoding warm-up



- Practise decoding the words used in this book. Use the *Speed Words* sheet or refer to the list on page 15. Encourage children to sound out and blend the sounds to read unfamiliar words.

Now it's time to get excited about the book!

Talk about the book

Look at the front cover and:

- ask children to read the title out loud, tracking under each word as they read it from left to right.
- check for vocabulary comprehension. Ask: What is a hut? (*a shelter*) Have you ever been in one? What was it like?
- explore the picture. Ask: What is the boy doing in his hut? What kind of hut is it?




During reading

Read and enjoy the book


- Ask children to read each double-page spread out loud, tracking their finger under each word as they read.
- 'Tune in' to individual children as they read. Support them if they are stuck by asking them to sound out and then blend the sounds together to read the word. You can support children by doing a chitter chatter chant from the *Speed Sounds and Chants* cards if they struggle to recall a letter–sound correspondence. When they have decoded the word, go back and re-read the sentence together.
- Adjust your instruction and guidance depending on the needs of your group. For example, you may need to ask the group to re-read sentences for fluency (accuracy, pace and prosody) and comprehension, paying close attention to punctuation. Or you may need to focus on isolating words and decoding them as a group using a mini whiteboard (or *Speed Sounds and Chants* cards if children are struggling).
- Stop the group at the end of each double-page spread to check for understanding, including vocabulary. Explore the pictures to extend comprehension.

Some ideas for discussion

It is too hot for us in the sun.



We get in the mud hut. It is not too hot in the hut!



Word reading

Too and **for** are Heart Words. They each have two sounds – /tʊ/, too; /fɔː/, for.
Sound out and blend to read the word *hut* together – /hʌt/, hut.

Comprehension

Why are the children hot? (*They are in the hot sun.*)
What do they do to cool down? (*They go into the hut where it's cooler.*)
What is their hut made of? (*mud*)

My hut has legs and juts up. I do not get wet in my hut.



But my pals and I get wet for fun!



Word reading

Sound out and blend to read the word *juts* together – /dʒʌts/, juts.

Vocabulary

What does *juts up* mean? What other phrase could you use? (*sticks up*)
What other word could you use instead of *pals*? (*friends, buddies*)

Comprehension

Where is the hut? (*in the water*)
What stops the people inside getting wet? (*The hut has legs that make it higher than the water.*)

At the log hut, we hug hot mugs.



In the hut, we get hot!



Word reading

Sound out and blend to read the word *mugs* together – /mʌgz/, mugs.



Vocabulary

What words could you use instead of *hug*? (*hold tightly*)

Comprehension

How do the children keep warm? (*They hug hot drinks and sit by the fire.*)
What is their hut made of? (*logs*)

My hut is the big red box. I run lots. If I get too hot, I sit in my hut.

Word reading

Sound out and blend to read the word *box* together – /bɒks/, box. Notice **x** represents two sounds – /k+s/.

Comprehension

When does the girl sit in her hut? (*when she gets too hot*)
Where is the hut? (*at the beach*)

I get up to my hut.



At the top, I can see lots!



Word reading

See is a Heart Word. It has two sounds – /s/ē/, see.

Vocabulary

What word means the opposite of *top*? (*bottom*)

Comprehension

What direction does the boy go in to get to his hut? (*He goes up a ladder.*)
What is the hut at the top of? (*a tree*)

His hut is fun –



but my pod hut is fab!



Vocabulary

What is *fab* short for? (*fabulous*)
What other words could you use instead of *fab*? (*great, awesome, amazing*)

Comprehension

Which hut does the girl like best: hers or the one on pages 10–11?
Why do you think she prefers her own hut?



After reading

Questions to talk about

There are questions to talk about on page 14. Pick enough of these to check that children have understood the book, and to spark a short conversation.

What is this book about?

How are the huts on pages 11 and 13 similar? How are they different?

Which hut is in a cold place? How do you know?

Which hut from the book would you most like to live in? Why?

Vocabulary check

Use the vocabulary check in the back of the book, if you need to. It includes a child-friendly definition of *hut*. Ask: What word means a simple shelter that some people live in? Can you think of other words for shelters that people live in? (*house, apartment, cabin, caravan*)

Talk about it

- Look at the last page of the book. Read the text to children (it is not decodable – it is designed for oral comprehension and vocabulary development).
- Look at 'Huts'. Point to the pictures and talk about the huts from the book. Can children remember them? Read the words to children after you have discussed the pictures.
- Read the fun fact to children and discuss the 'Be curious' questions. Children could draw or write their answers later.

Explain that this will be the children's first go at reading *In My Hut*, and that they will have a chance to read it again this week – by themselves, at home and/or with their reading partner.

