



<b>Book talk</b> A short introduction to the book, which might include: <ul style="list-style-type: none"> <li>• Read the title</li> <li>• What or who can you see on the cover of the book?</li> <li>• What do you think the book might be about?</li> </ul>	What do you think this book is about? What is Bad Bob? Why might Bob be bad?
<b>Phonics focus</b> <ul style="list-style-type: none"> <li>• Revisit and review some of the phonemes that the children will encounter in the text</li> </ul>	<b>h, b, ff</b>
<b>Blending focus</b> <ul style="list-style-type: none"> <li>• Ask the children to blend and read some of the words that they will encounter in the book</li> </ul>	<b>Bob huff nap</b>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Discuss the meanings of any words in the text that the children might be unfamiliar with</li> </ul>	<b>pat</b> – to sleep for a short time during the day <b>hum</b> – to make the sound of a song without opening the lips
<b>Common exception words</b> <ul style="list-style-type: none"> <li>• Quick recall of common exception words</li> </ul>	<b>go</b>
<b>Independent reading</b> The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.	
<b>Reading fluency</b> Modelling expression and fluency: on pages 4, 7 and 8 the teacher should model and the children practise saying these sentences with prosody.	
<b>Retell</b> <ul style="list-style-type: none"> <li>• <i>Page 5:</i> What can Bad Bob do?</li> <li>• <i>Pages 6 - 7:</i> How does Bad Bob make people feel?</li> <li>• <i>Page 8:</i> What can Bad Bob <i>not</i> do?</li> </ul>	

ff

h

b

Bob  
• • •

go

nap  
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