

Extract 1

- Display Extract 1 and read it together, emphasising the rhythm and rhyme. Clap out the rhythm together and ask volunteers to find words that rhyme. Discuss the spelling patterns in the rhyming words.
- Find and circle all the contractions in the text.
- This is the opening of the book – locate and circle the elements that will be repeated throughout the story: repeated phrases, repeated events. Chant the chorus.
- Ask: *What is the dog's favourite trick?* Find the phrases that are just repeated within this passage: 'stick', 'drop it', 'fetch it'. Discuss the repetitive nature of throwing a stick for an enthusiastic dog and how this has been captured here. Encourage the children to read the passage rhythmically.
- Ask: *Why is 'Stick Man, oh Stick Man, beware of the dog' written in italics?* (For example, because it encourages the reader to say the line dramatically, because the voice changes from telling the story to talking to Stick Man, because the event described is worrying and so on.)

Extract 2

- In this extract, Stick Man is lying in the fire. Point out that throughout the book Stick Man does not do much – he is carried from one place to another; all he can do is shout. Here, someone else is in trouble and Stick Man finally acts.
- Circle the phrase 'A Stuck Man...who could that be?' Find and circle all the clues that this is Santa. Ask: *How many letters do we need to change to turn 'Stick Man' into 'Stuck Man'?*
- Ask: *Why is the last line written so much larger than the rest of the text?* (To create drama, to make you shout when you read it, because it's so surprising.)
- Together find the words ending in 'le'. List other words ending in 'le' (puzzle, table, and so on).
- Circle the word 'scratch'. Discuss how the first three letters each make a phoneme but that 'tch' only makes one. Ask pairs to find all the clusters of two and three consonants and discuss the phonemes they represent.

Extract 3

- Read the text together. Pause on the word 'foraging' and ask a volunteer to attempt to read it, checking that they are reading it phonetically. Explain its meaning (to search for things that can be collected in the wild).
- Establish that this is an instruction text to make a Stick Man. Ask different children to locate and circle: heading, introduction, 'What you need' list, numbered instructions, diagrams, instruction words (go, choose, take), adverbs, and warning.
- Ask: *Why do we use 'bossy words'?* Find the verbs and talk about the forms, verbally replacing them with incorrect versions to highlight how verbs change.
- Ask pairs to discuss how they might make Stick Man's stick children three. Challenge more confident learners to discuss how they might make one of the children's toys. Tell them to use the format of Extract 3 to write a set of instructions for this. In a piece of shared writing, write a class set of instructions.