

Week 7

Session 31: Monday

Read the extra notes, 'Understanding Environmental Print and Captions'.

Sort out magnetic letters *e* and *u* for each child.

Look around the classroom and school for good examples of print. Plan where you will take the group on their 'print walk'.

Choose one example the children are likely to know and bring it to the session.

Copy 'Print I can see around me' worksheet (PCM, p. 212) for each child.

Resources

Three-box phoneme frame for each child.

Magnetic letters *u* and *e* (one set for each child).

An example of a label from the classroom that the children will recognise.

Worksheet with list format 'Print I can see around me' (PCM, p. 212), one for each child.

Session 32: Tuesday

Collect pictures / objects for Rubbish or Treasure game.

Find one or two captions to bring to the group.

Resources

'Treasure chest' and bin.

Picture cards / objects: pin, bun, sun, lid, disc.

List of captions from yesterday or examples from the classroom.

Individual whiteboards and pens.

Word cards: *here*, *our*, *he/she/it*.

'Quick-fire' word packs with new words added for each child.

Session 33: Wednesday

If you do not know it already, learn the 'Vowel Rap' by watching the ALS video.

Enlarge the 'Vowel Rap' poster to A3.

Write out the caption written yesterday and cut it into individual words.

Make copies of yesterday's caption for each child, cut into individual words and put in envelopes.

Resources

ALS video of Vowel Rap (for preparation if needed).

Words of Vowel Rap (poster).

Caption from yesterday.

Cut-up version of yesterday's caption (large).

Small version of cut-up caption to use with pairs and individuals (one for each child).

One sentence board for each child.

Session 34: Thursday

Prepare letter fans for each child with the five vowels.

Copy a 'Vowel Rap' A4 poster for each child (the version without letters written on fingers).

Resources

Vowel Rap poster (PCM, p. 213).

Letter fans with vowels (one set for each child).

Whiteboards, pens, wipes.

Vowel Rap sheets with blank hand outline and vowel rap printed underneath – one for each child (PCM, p. 214).

Session 35: Friday

Sort out magnetic letters *a*, *e*, *i*, *o*, *u*, *h*, *t*, *b*, *g* for each child.

The class teacher will select a Guided Reading book appropriate to the level of the children, ideally a non-fiction text which includes captions.

Resources

Six magnetic boards.

Sets of magnetic letters for each child: *a*, *e*, *i*, *o*, *u*, *b*, *g*, *h*, *t*.

Guided Reading texts selected by the class teacher.

WEEK 7 SESSIONS 31-35

Notes for teaching assistants: understanding environmental print and captions

These reference notes are designed to help you find good examples of different types of print around the school, and understand what a caption is.

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| What type of text is it? | Environmental print. |
| What is the purpose of the text? | <ul style="list-style-type: none"> To give information in a very clear and direct way. |
| How is it usually set out? | <ul style="list-style-type: none"> It could be one or two words used on signs or labels, e.g. <i>EXIT, Class 1, Pencils.</i> |
| What sort of words and sentences are used? | <ul style="list-style-type: none"> It could be a simple instruction written in only a few words, e.g. <i>Please Knock, Wash your hands.</i> It could be a sentence or more that briefly explains what something is, e.g. <i>Kylie painted this picture of our school.</i> |

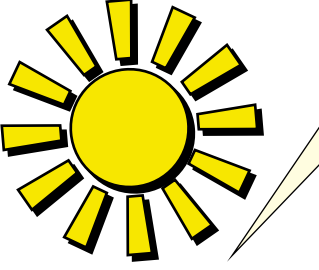
Environmental print is all around us. Once children start looking, they will see labels on doors, trays, equipment in the classroom, signs all over the school and captions on displays. Outside school they will see road names and road signs, shop names, bus timetables, etc.

It is useful to help children notice this type of print as it encourages them to use their reading skills all the time, and not just when they are reading books.

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| What type of text is it? | Captions. |
| What is the purpose of the text? | <ul style="list-style-type: none"> To give information in a very clear and direct way. |
| How is it usually set out? | <ul style="list-style-type: none"> The first sentence states what the thing is, e.g. <i>Here is Pip.</i> The second sentence gives a bit more information, e.g. <i>He is our puppet.</i> |
| What sort of words and sentences are used in this type of text? | <ul style="list-style-type: none"> Captions are often used to label pictures or objects so that people know what they are looking at. Captions in books are usually separated from the rest of the text. They may have a box around them. They are usually placed next to the picture that they are labelling. |

Captions can be seen around the classroom and school, as well as in books:

Our Weather Display

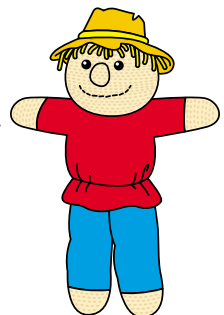


The sun makes us feel hot.

We see lightning during thunder storms.

Fabric Dolls

Some dolls are made of fabric like wool, cotton, and nylon. Some fabric dolls are soft and cuddly.



This scarecrow is made of wool.

Captions are often used on displays in the classroom. The short sentences give information about the work.

Captions in books are often used to label the illustrations or diagrams. They are separated from the main text.

WEEK 7 SESSION 31

Session 31: Monday

| Teaching points | Activities/Teaching prompts or script |
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| Oral Opener | <p>All: <i>What did we learn last week?</i></p> <p>Puppet: <i>We learned to identify phonemes 'a', 'o' and 'e' in the middle of words, and how to read and follow instructions.</i></p> <p>Ch: <i>What will we learn today?</i></p> <p>TA / Puppet: <i>We will learn to know the difference between 'u' and 'e' in the middle of words, and to read the print that we see around us.</i></p> |
| Phonics Five Identify phonemes <i>u</i> and <i>e</i> in medial position. | <p>Play Sliding In Game</p> <p>The children each have a three-box phoneme frame and the magnetic letters <i>e</i> and <i>u</i>.</p> <p><i>Today we're going to play the 'Sliding-In Game'. You remember this game from last week! Let's see if you can do this really quickly. This time you have got two letters to choose from, and there's a new phoneme to listen for in the middle of the words. Hold up magnetic letter <i>u</i>.</i></p> <p><i>Pip's going to say a word which has this phoneme in it. Pip says mug.</i></p> <p>Say the word together and segment the phonemes: <i>m - u - g. Which phoneme could you hear in the middle of the word? That's right - 'u' - and we use this letter (show magnetic <i>u</i>) to write that sound in the word 'mug'.</i></p> <p>Ask all the children to slide their letter <i>u</i> into the middle box on the phoneme frame.</p> <p>Now listen to each word that Pip says, decide whether the medial phoneme is <i>e</i> or <i>u</i>, and slide it into the phoneme frame.</p> <p>Words: <i>duck, sun, plug, leg, bed, shell, peg, drum.</i></p> <p>Check that the children have chosen the correct letter and put it into the middle box. If they have difficulties, segment the phonemes and identify the medial phoneme together.</p> |
| Text Ten | <p>Shared Reading: Print Walk</p> <p>There are no suggested texts to use for Shared Reading, as the objective is to read print that you can see around the class, school and wider environment. You will need to have a look round before the session to decide on some places to look for examples. They might include: notices around the classroom which give children directions (<i>Put your packed lunch here</i>); labels for work on display (<i>We made these models out of clay</i>); notices around the corridors (<i>Visitors please sign in at the office</i>). Look for the best examples, but also take the children's suggestions about where they have seen notices, labels, signs, etc.</p> <p>Choose one example that the children know well, and 'borrow' it for the session.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| <p>Read and use print from the environment of the school.</p> <p>Read on sight familiar words, e.g. print around the school.</p> | <p><i>Today we are going to be looking at the print that we can see all around us. That means things that are written on notices and signs in our classroom and around the school.</i></p> <p><i>Here's an example. Show a caption from class and read it together: 'We put our coats here'. Where should this go? That's right, by the coat hooks, because it tells us where to hang up our coats.</i></p> <p><i>We are going to take Pip to show him all the print we can find around the school, and read it to him. It could be on labels, notices, signs, or displays of work. Off we go!</i></p> <p>Go round reading the print that you find together. Look out for any examples of words that the children already know, and encourage them to read for themselves.</p> <p><i>Look at the notice on that door. Who works in that room? What do you think the notice says? 'Mrs Smith – Headteacher'.</i></p> <p><i>Look at this display on the wall. Can you see a label? What do you think it says?</i> Encourage the children to look at the context to help them decide what it might say.</p> <p>If possible, try to find an example that has been written as a sentence.</p> <p><i>Look at this one – it is a caption for this picture. Do you know any of the words in this caption?</i> Encourage recognition of high frequency words.</p> |
| <p>Fast Finisher and Take Away</p> | <p>Quick activity: write a list</p> <p>Give each child a copy of the 'Print I can see around me' sheet. <i>We have seen lots of examples of print on our 'Print Walk'. Can you remember a sign, label or notice that you saw?</i> Give time for the children to make quick suggestions.</p> <p>Choose one that everybody will have a go at writing. Show the children how to write on the top line of the list. Encourage them to have a go, even if they cannot remember or spell every word correctly.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to tell the difference between 'u' and 'e' in the middle of words, and to read the print that we see around us.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away your list and write down more examples of print that you see on labels, notices and signs. You might see some in the classroom or on the way home. See how many you can find.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| <p>Oral Opener</p> | <p>TA: <i>What did we learn yesterday?</i> Puppet: <i>We learned to know the difference between 'u' and 'e' in the middle of words, and to read print that we saw around us.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to know the difference between 'i' and 'u' in the middle of words, and to write two ideas in two sentences to make a caption.</i></p> |
| <p>Phonics Five Distinguish between two medial phonemes, <i>i</i> and <i>u</i>.</p> | <p>Play Rubbish Or Treasure?</p> <p>The children each have a picture or object. Pip is in the centre with a bin on one side and 'treasure chest' on the other. <i>Pip is collecting things with the phoneme 'i' in the middle to put into his treasure chest.</i></p> <p><i>Look at your picture / object. Does Pip want it, or should it go in the bin?</i></p> <p>The children take it in turns to say the word and decide whether to put it in the 'treasure chest' or the bin (if it has a different phoneme in the middle). If they are unsure, help them to say the word, segment the phonemes and identify the medial phoneme. Pictures/words: <i>pin, bun, pig, sun, lid, disk.</i></p> |
| <p>Text Ten</p> <p>Write captions to inform others.</p> | <p>Shared Writing</p> <p>Before the session, either borrow a couple of captions from the classroom, or use your own version of the 'Print I see around me' sheet to write down some of the captions. If the children have had a chance to start making their own list they could also refer to these.</p> <p>Look for examples of labels, captions, etc., which use complete sentences.</p> <p><i>Yesterday we looked at all sorts of print around the school. Do you remember anything we saw?</i> The children could read one of the examples from their own lists. <i>Look at these labels that I've brought in. They have whole sentences on them.</i> Read the examples that you have collected.</p> <p><i>Today we are going to write a caption of our own, like the ones we have just looked at. A caption is a label for something and it is written in sentences. We are going to write a caption for Pip so that anyone who visits our class knows who he is.</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| Extract key points from what is said (speaking and listening). | <p><i>What do we want to say? Shall we say two things about Pip in our caption? Turn to your partner and tell them two things about Pip. Collect some suggestions and then show the children how to select some key facts.</i></p> <p><i>First we need to tell people who he is, so we could say 'Here is Pip' for our first sentence. Then we will need to think of the second idea.</i></p> <p><i>It could be 'He is our puppet', 'He has curly hair, or 'He is funny'. We need to choose one.</i></p> <p>Say the two sentences together, emphasising that you have thought of two ideas so you will be writing two sentences.</p> |
| Use phonological and graphic knowledge and sight words to spell words accurately. | <p>Start writing, asking the children to help with spellings using their knowledge of initial, final and middle phonemes and high frequency words. <i>I want to write 'is'. I think you know that because we had it as a 'quick-fire' word. Who can help me?</i></p> |
| Differentiate between a sentence and a line in writing. | <p>When you have finished the first sentence, explain that the first idea is finished, so you will put a full stop and start a new sentence. Make sure that you carry on writing on the <u>same line</u> as you start the second sentence.</p> <p>When the second sentence is complete, read the whole caption through together. Draw attention to the fact that you did not need to start a new line for a new sentence, to help the children understand that a sentence is not the same as a line of writing.</p> <p>e.g.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Here is Pip. He is our puppet.</p> </div> <p>Re-read the caption and ask the children to close their eyes and put their hand up at the end of each sentence. Pip checks to see whether the children have got it right.</p> |
| Fast Finisher and Take Away Read and spell high frequency words: <i>here, our, he/she/it.</i> | <p>Play Quick-fire Words</p> <p><i>We are going to play Quick-fire Words to help us to remember some more spellings.</i></p> <p>Show the children a word card. Ask them to read it out loud, then try to remember it. Then they either write the word in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card.</p> <p>Practise: <i>here, our, he/she/it.</i></p> <p>TA: <i>What did we learn today?</i></p> <p>Ch: <i>We learned to know the difference between 'i' and 'u' in the middle of words and to write two ideas in two sentences.</i></p> <p>Ch: <i>What will we take away?</i></p> <p>TA: <i>You can take away your 'quick-fire' word pack and play games with the words, such as Matching Pairs, Snap or Lotto. There are some new words in the pack today: 'here', 'our', 'he'/she/'it'.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Oral Opener | <p>All: <i>What did we learn yesterday?</i></p> <p>Puppet: <i>We learned to know the difference between 'i' and 'u', and to write two ideas in two sentences for a caption.</i></p> <p>Ch: <i>What will we learn today?</i></p> <p>TA / Puppet: <i>We are learning the vowels, and how to put words in order to make a sentence.</i></p> |
| Phonics Five Know the vowels and use the term <i>vowel</i> . | <p>Vowel Rap</p> <p>Before the session, watch the ALS video to learn the 'Vowel Rap' if you do not know it already.</p> <p><i>We have been playing lots of games to help us hear the phonemes in the middle of words. Can you remember any of those phonemes? Encourage the children to remember the phonemes a, e, i o, u.</i></p> <p><i>The letters that represent those sounds have a special name: they are called vowels. Today we are going to learn a rap with actions to help us remember our vowels. Pip and I will say the rap first.</i></p> <p>Use the vowel phonemes <u>not</u> letter names when you say the rap. Display the poster of the rap to remind you and the children of the words.</p> <p><i>a-e-i-o-u That is how we say them a-e-i-o-u That is how we play them We say them soft, we say them loud Of our vowels we sure are proud a-e-i-o-u (whisper) a-e-i-o-u (normal) That is how we say them!</i></p> <p>Say the rap again a couple of times, encouraging the children to join in. Point to fingers as you say each vowel: thumb is <i>a</i>, index finger <i>e</i>, middle finger <i>i</i>, ring finger <i>o</i>, little finger <i>u</i>, and encourage the children to use the actions.</p> |
| Text Ten Reinforce the idea of a sentence. | <p>Sentence level work</p> <p>Have one copy of the caption on the board, and a second copy cut into individual words.</p> <p><i>Do you remember the caption we wrote yesterday for Pip? Re-read the caption from yesterday. How many sentences did we write?</i></p> <p><i>I have cut up the caption into words for us to sort out. Now this is going to be more difficult than before because we've got two sentences. Make sure that you hold the sentences in your head. (Cover up the original caption.)</i></p> <p>Pip takes the pieces and throws them up in the air so they are muddled.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| Use knowledge of phonics and word recognition to identify words. | <p>Spread the words on the carpet or table and work as a group to re-arrange the words into two sentences.</p> <p>You could use the following prompts:</p> <ul style="list-style-type: none"> – Look for the words with the capital letters first. – Look for the words with the full stop at the end of them. – Look for any words you know ('quick-fire' words). – Work out other words using phonic knowledge. – Keep reading the sentences to make sure the words make sense. Do we need to change the order? <p>When you have all decided on the correct order, read the caption through together.</p> |
| Check for meaning. | <p>If there is time, lay out the words again (with Pip's help) to make 'silly sentences' where the words are in the wrong order. <i>Pip has had a go at sorting out the caption. Do you think that he has got it right?</i> The children read the sentences and help Pip put them back into the correct order.</p> |
| Fast Finisher and Take Away Reinforce the idea of a sentence. | <p>Quick activity: sentence-making</p> <p>Give pairs an envelope with the same two sentences cut up, and a sentence board. The children work with a partner to re-make the two sentences. Encourage them to use the strategies practised in the group, and to keep re-reading to check for sense.</p> <p>Draw attention to any who have continued their second sentence on the same line as the first to reinforce the difference between a sentence and a line.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>We have learned a rap with actions to remember our vowels, and how to put words in order to make a sentence.</i> Ch: <i>What will we take away?</i> TA: <i>You can each take an envelope with the cut-up sentences. Practise putting the sentences in order to make a caption on your sentence board.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| Oral Opener | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned the vowels, and to put words in order to make a sentence.</i> Ch: <i>What will we learn today?</i> TA / Puppet: <i>We are learning to identify the vowel in a word, and practising writing each vowel.</i></p> |
| Phonics Five Segment CVC words and identify medial vowel. | <p>Vowel Rap and vowel fans</p> <p><i>Do you remember the rap from yesterday? We will say it again, and do the actions. First of all Pip will do it.</i></p> <p>Pip gets it wrong. He says <i>a, b, c, d, e</i>. <i>Can you remind Pip how it goes?</i> The children get it right.</p> <p>Give each child a letter fan with the five vowels. <i>What sounds do these letters make? They are the vowels.</i> <i>I'm going to say a word and I want you to listen carefully for the middle sound. Then show me the right letter for that phoneme on your fan.</i> Say these words: <i>bag, shed, clip, box, rush</i>.</p> <p>Give time for the children to listen and think before they show their letters. If they get it wrong, say the word with the whole group again and segment the phonemes. Help the children to hear the middle sound.</p> |
| Text Ten Reinforce correct letter formation for <i>a, e, i, o, u</i> . | <p>Handwriting practice</p> <p>Show the sheet with the hand outline (with no letters on the outline) and the words of the Vowel Rap written underneath. Talk about which finger the children point to when they are doing the actions for each vowel.</p> <p><i>We are going to practise writing the letters that will go on the fingers, and then you will put them into the right place on your sheet, in your best handwriting.</i></p> <p>Hand out the whiteboards. Demonstrate the formation of letter <i>a</i>. The children watch as you talk through what you are doing, then write <i>a</i> in the air with their finger. They then 'write' it on their partner's back with their finger.</p> <p>Use Pip to write <i>a</i>. He forms the letter incorrectly. <i>Was that right? Can you show him how to do it?</i> The children show him how to do it. Pip tries again and gets it right this time.</p> <p><i>Now you are going to practise for yourselves.</i></p> <p>The children write <i>a</i> on the whiteboard several times. Check that they are forming the letter correctly and support if necessary. Repeat the process for each of the other vowels.</p> <p><i>Well done. You've had lots of practice. Now it's time to write the letters on your Vowel Rap sheets.</i></p> <p>Give out the Vowel Rap sheets. The children write the vowels on the correct fingers.</p> |
| Fast Finisher and Take Away Reinforcing knowledge of vowels | <p>Quick Activity: Using Vowel Rap Sheets</p> <p>Say the vowel rap together, pointing to the correct letters on their sheets as they say it.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>To identify the vowel in words AND to practise writing each vowel.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away your Vowel Rap sheet – practise saying the rap. You could teach it to somebody else at home.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| Oral Opener | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to identify the vowel in a word, and practised writing each vowel.</i> Ch: <i>What are we learning today?</i> TA /Puppet: <i>We are learning to segment and spell CVC words, and how to work out words when we read on our own.</i></p> |
| Phonics Five Segment and spell CVC words. | <p>Magnetic spelling <i>We are going to use all the things that we have been learning to help us segment and then spell some words.</i> <i>First we are going to practise segmenting words. Watch carefully while I write a word on the board. Write cat on the board.</i> <i>How many phonemes in 'cat'? I am going to put a 'sound button' under each phoneme in 'cat'.</i> Draw a dot under the c, the a, and the t. <i>Now we can use the buttons to help us hear the phonemes.</i> Point to each 'button' in turn and say the phoneme with the children.</p> <p>Give each child a magnetic board and a set of magnetic letters: a, e, i, o, u, h, t, b, g. <i>I am going to say a word. Listen to the word, say it, then segment it (break it up so you can hear each phoneme). Make the word with your letters.</i></p> <p>Words: <i>hat hit hot hut; bag beg big bug bog</i> (use as many as you have time for). Check that the children have identified the correct letters and encourage them to read back their word with you before moving on to the next one.</p> |
| Text Ten Begin to recognise features of fiction and non-fiction texts. Take note of punctuation. | <p>Guided Reading The class teacher will select a book from Book Bands 3–4, ideally a non-fiction text which has captions. (Some children may still be reading at Bands 1–2, so the text may need to be at a lower level.)</p> <p>Book introduction: Look at the cover and title. Predict whether it will be a story or information. <i>Have you read any other books like this?</i> <i>'Walk through' the book. Can you find any captions in the book? Can you circle a sentence with your finger?</i> (Demonstrate if necessary.) Discuss challenging vocabulary (no more than six words) <i>Do you know what the word means?</i> Look at word shape and recognise letters they know. <i>Is this like any other words that you know?</i> Words could be on cards so that the children can refer to them when reading independently.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| Follow print with eyes, finger pointing only at points of difficulty. | <p>Strategy check: Remind the children to follow the print with their eyes and only use their finger if they get into difficulty. <i>What can you do if you are trying to read a new word?</i> Take the children's suggestions and remind them to: try to say the phonemes (initial, medial, final); see if the word looks like a word they know already; read on and see what would make sense.</p> |
| Search for information in print to predict, confirm or attempt new words while reading. | <p>Independent Reading: <i>As you read, see if you can find out something interesting about [subject of book], and circle the caption with your finger.</i> The children read independently, while you listen and offer support.</p> <p>Review: Praise the children for their problem-solving, particularly when tackling new words. Ask each child to show one caption and explain what they found out about.</p> |
| Fast Finisher and Take Away Review and apply learning. | <p>Review of the week TA: <i>Who can remember some of the things that we have done this week? What have we learned that is new?</i> Give time for the children to recall what they have done and things that they have learned. TA: <i>We learned the vowels by saying the Vowel Rap this week. It is a useful way to remember the vowel phonemes and the letters we use to write each phoneme.</i> Ch: <i>What will we take away?</i> TA: <i>Take away your Guided Reading book and see if you can read it to somebody else at home.</i></p> |

Week 8

If you have time before the first session on Monday, try to read the story you have chosen to the group, or ask the teacher to read it at story-time. This will give the children time to enjoy listening to the story and help familiarise them to the way that it is written.

Session 36: Monday

Collect pictures / objects for the game of Croaker.

Select a big book with a story that has a familiar setting and repetitive language, e.g. *Suddenly* by Colin McNaughton, pub. Collins ISBN 0003015130.

Find two words that refer to the setting at different points in the text, and cover them.

Copy four pictures from the book and make a set for each child.

Resources

Bag with objects or pictures: peg, bin, lid, sun, bag, box.

Words of the Vowel Rap (poster from previous week).

Chosen big book.

Repositionable notes.

Set of four pictures from the chosen text for the children to sort. (These are not included in the resource pack; they will have to be prepared once the book has been chosen.)

Session 37: Tuesday

Collect letters for 'Full Circle' (copied from *Progression in Phonics* PCMs 7, 12, 19, 5, 20, 13, 24).

Small set of letter cards for each child: *ch, o, p, i, t, a*.

Resources

Large set of letter cards: *ch, o, p, i, t, a* (*Progression in Phonics* PCMs, pages 53–54).

Big book from yesterday.

Shared Writing materials.

Small set of letter cards or magnetic letters (one set per child): *ch, o, p, i, t, a*.

Session 38: Wednesday

Prepare a copy of the sentences written yesterday.

Provide envelopes with the cut-up sentences for each child.

Resources

Six three-box phoneme frames and pens.

Shared Writing sentences from yesterday.

Scissors.

Large piece of paper.

Six sentence boards.

Individual cut-up sentences for each child.

Session 39: Thursday

Collect pictures / objects for 'Circle Swap Shop'.

Make flashcards with four words used in the sentences on Tuesday.

Writing Flap Cards with the four words written in.

Resources

Pictures / objects: man, bag, peg, bed, lid, pig, hat, flag, sock, clock, bus, duck.

Flashcards (four words from the Shared Writing sentences, e.g. *was, school, then, saw*).

Individual whiteboards and pens.

Writing Flap Cards with the four words written on (one per child).

Continued on next page

Session 40: Friday

Make zigzag books (A4 paper folded into three) for each child.

Resources

- Three sets of Bingo Cards from *Progression in Phonics* PCMs 108, 109.
- Pens.
- Vowel Rap poster.
- Zigzag books (A4 paper folded into three sections), one per child.

Progress Check


By the end of the week the children will be two thirds of the way through the programme. There is a Progress Check for the teacher to use, and this will form the basis of a discussion between you and the class teacher. This will provide an opportunity to monitor the progress of individual children and talk through any issues that may have arisen.


| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Oral Opener | <p>All: <i>What did we learn last week?</i> Puppet: <i>We learned to segment and spell CVC words, and how to work out words when we are reading on our own.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear the medial phoneme and know its letter name, and to talk about where a story takes place and to re-tell it.</i></p> |
| Phonics Five Hear and identify medial vowels and naming letters. | <p>Vowel Rap and play Croaker using Pip <i>Do you remember the Vowel Rap from last week? Pip's forgotten it, We'll say it together to remind him.</i> Say the Vowel Rap together.</p> <p>Show the children a bag filled with various pictures / objects. <i>Look at this bag of things. Pip wants to look inside. He's going to get the things out and tell you what they are. But listen carefully to see if he gets the words right. You might have to help him.</i> Take out the first object (a peg). Pip says the wrong word – <i>pig</i>. The children correct – <i>peg</i>. <i>Which sound did he get wrong? Right – the middle 'e'. What's the letter name?</i></p> <p>Repeat for each object, with Pip making a mistake with the medial vowel each time: peg – 'pag' sun – 'san' bin – 'bun' bag – 'bog' lid – 'lad' box – 'bix'</p> |
| Text Ten Identify the setting of a story. Use contextual and grammatical knowledge. | <p>Shared Reading Select a story with a familiar setting, which uses repetitive language. Ideally, it should have a repeated word or phrase on each page. This example is based on <i>Suddenly</i> by Colin McNaughton, Collins, but could be adapted to other books.</p> <p>Before you start, cover two words at different points in the text which denote the setting (e.g. <i>shop / school</i>) to work on later. The emphasis is going to be on re-telling after reading, so the shared read should be done briskly!</p> <p>Look at the cover together and flick through the book without reading it. Predict the setting: <i>Where do you think this story takes place?</i> Encourage the children to find a picture that backs up their suggestions.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| Cross-check with phonic knowledge. | <p>Read the book. Pause at the covered words. <i>I wonder what this word should say?</i> <i>How can we find out?</i> Take the children's suggestions and draw out these points:</p> <ul style="list-style-type: none"> - We can use the context, e.g. look at the picture, and then re-read the whole sentence. <i>Can you think of a word that would make sense?</i> - We can check our idea by using phonics, e.g. uncover the first one or two letters and then the final letter. Use this to check the children's predictions, e.g. <i>You said 'supermarket'. This word starts with 'sh', so it can't be 'supermarket'. Can you think of another word? - 'shop'.</i> Uncover the whole word and re-read the sentence. <p>While you are reading the text as a whole, draw attention to repeated words or phrases.</p> |
| Fast Finisher Re-call and re-tell events from a familiar story. | <p>Quick activity: re-tell the story <i>Now Pip's going to re-tell that story. What happened in that story, Pip? Pip doesn't say anything because he can't remember. Who can remember what happened first? Let's re-tell together.</i> Go round the group, prompting the children to re-tell the events in order, and to use the story language, i.e. the repeated phrase.</p> |
| Take Away | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to hear the medial phoneme sound and know its letter name, and to talk about where a story takes place and to re-tell it.</i> Ch: <i>What are we going to take away?</i> TA: <i>You are going to use these pictures to help you tell the story. Remember to use the phrase we talked about.</i> Give the children a set of four pictures each from the story you have read. Choose four important events from the story. For example, if you are using <i>Suddenly</i>:</p> <ol style="list-style-type: none"> 1. Preston on path with Wolf following. 2. Preston leaving shop, Wolf under tins. 3. Preston leaving school, Wolf falling off roof. 4. Steamroller crashing, Preston in shop. |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Oral Opener | <p>TA: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear the middle phoneme sound and know its letter name, and to talk about where a story takes place and to re-tell it.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to read and spell CVC words, and to use ideas from stories when we are writing our own sentences.</i></p> |
| Phonics Five Manipulate phonemes to read and spell CVC words. | <p>Vowel Rap and play Full Circle Start with the Vowel Rap to reinforce the children's recognition of the vowels. <i>We will start by saying the vowel rap together. See if Pip gets it right this time!</i></p> <p>Play Full Circle. Give out letters <i>ch, o, p, i, t, a</i> (PCM, p. 215). Pip says the first word: <i>chop</i>. The children with those letters come out to make the word. All say the individual phonemes and then the whole word. Write this word on the board. <i>You need to look out to see when we get back to this word again. Let's see who will be first to shout 'Full Circle!'.</i> Say the next word and ask the children to decide who has to stay and who has to swap. Say the phonemes and then the whole word again. Repeat until you have gone 'full circle'. Words for the game are: <i>chop, chip, tip, tap, top, chop</i>.</p> |
| Text Ten Link personal experience with events in stories. | <p>Shared Writing <i>Do you remember the story from yesterday? Quickly re-cap, involving the children.</i> <i>We're going to write some sentences today as though we were in that story.</i> Explain what you mean by showing a page from the story and placing yourself in it: <i>I was walking to school. Then I saw a wolf.</i> The focus for the writing is to use two sentences, with the sentence stems <i>I was ...</i> and <i>Then I ...</i>. (You will need to adapt this example to the story you have read.)</p> <p>Use 'talk for writing', demonstrating the process of discussing and rehearsing ideas before writing.</p> <p>Use a capital letter for personal pronoun 'I'.</p> <p><i>Turn to your partner. Make up two sentences yourself, as though you were in the story.</i> Take some suggestions from the children, and decide on the two sentences you are going to write. Say them with the children. Now I am going to write those two sentences. I will start with the first sentence. The first word is <i>I</i>. We always use a capital letter for the word <i>I</i>. Write <i>I</i>.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| <p>Spell high frequency words correctly, e.g. <i>to</i>.</p> <p>Know that a line of writing is not necessarily the same as a sentence.</p> | <p>Continue writing the rest of the first sentence, talking about what you are doing and asking the children to help with spellings as appropriate. For example: <i>The next word is 'to'. That was one of your 'quick-fire' words, so you should remember it. Who can help me to spell it?</i> <i>I've finished my first sentence. How am I going to show that I have finished writing that idea?</i> Prompt for using a full stop.</p> <p>Write the second sentence. Talk about why you are using a capital <i>I</i> even though it is not the beginning of the sentence. <i>Whenever we are using 'I' to write about ourselves, we use a capital letter, not a lower case.</i> Read through both sentences together. As you write, try to make sure that the first sentence does not finish at the end of the line. e.g.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>I was walking to school. Then I saw a wolf.</i></p> </div> <p>Talk about the fact that a sentence does not always fit on just one line.</p> |
| <p>Fast Finisher Segment to spell and blend to read CVC words.</p> | <p>Quick activity: make words Give the children one set between two of the letter cards with <i>ch, o, p, i, t, a</i>. <i>Can you make a CVC word using some of these letters?</i> Watch as the children make words. Ask each pair to read their word, encouraging them to blend the phonemes. Ask them to decide whether it is or is not a word.</p> |
| <p>Take Away</p> | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to read and spell CVC words, and to use ideas from stories when we are writing our own sentences.</i> Ch: <i>What will we take away?</i> TA: <i>You can take your letter cards. Try to make as many different CVC words as you can with these letters.</i> Give each child a set of the letters <i>ch, o, p, i, t, a</i>.</p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| <p>Oral Opener</p> | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to read and spell CVC words, and to use ideas from stories when we are writing our own sentences.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell more CVC words, and to put words in order to make sentences.</i></p> |
| <p>Phonics Five Spell CVC words, including digraphs.</p> | <p>Use phoneme frame to write CVC words Give each child a three-box phoneme frame and pen. <i>Pip is going to say a word. Listen carefully. We will segment the phonemes together. Then you will write the word. You need to write the correct letter to represent each phoneme. But don't forget that sometimes we use two letters to represent only one phoneme.</i></p> <p>Pip says <i>shed</i>. Segment the word into phonemes: <i>sh -e -d</i>. The children write <i>sh</i> in the first box on the phoneme frame, <i>e</i> in the second box, <i>d</i> in the third box. Ask them to point to the letters, say each phoneme and then the whole word. Then show Pip their frames. Check that each word is right (with Pip) giving support where necessary. You may need to remind the children about the digraphs: "Two letters, one phoneme".</p> <p>Repeat with: <i>fish, chip, sun, hat, shop</i>.</p> |
| <p>Text Ten</p> <p>Use knowledge of phonics and word recognition to identify words. Check for meaning.</p> | <p>Sentence level work <i>Read the Shared Writing sentences you wrote yesterday. How many sentences are there? Yes, there are two ideas, so there are two sentences. I want you to hold these sentences in your head.</i> <i>Now I'm going to cut up the sentences into words. Watch to see where I cut.</i> Cut the sentences into individual words, but leave the full stops with the final word in each sentence.</p> <p>Pip throws the words in the air to muddle them.</p> <p>The children sit on the carpet. Put a large sheet of paper in the centre (landscape ).</p> <p><i>Oh no, Pip has muddled up the words. We are going to put the sentences back together again. We'll put them on this sheet of paper.</i> Work together as a group to re-arrange the words into two sentences. Find the capital <i>I</i> to start the first sentence. Look for other words they know. <i>Can you see any of your 'quick-fire' words?</i> Work out other words using phonic knowledge. Look for words with a full stop at the end of them. When all the words have been placed in order, read what you have made – does it make sense?</p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Reinforce that a line of writing is not necessarily a sentence. | <p>Pip pretends to be angry because he's been left out. He pushes all the words off the paper and turns the paper around the other way (portrait ).</p> <p><i>Oh no, now we'll have to make the sentences again. The paper's around the other way. We won't get so many words on a line. But we'll still be able to make sentences.</i></p> <p>Re-make using the cues as above, asking Pip to put the words on the paper. <i>Pip's happy now. Let's all read the sentences together.</i></p> <p>Run your finger along as you read, emphasising reading phrases rather than word by word. Talk about the fact that when you reach the end of the line you have not necessarily finished reading the whole sentence.</p> |
| Fast Finisher | <p>Quick activity: individual sentence boards</p> <p>Give each child a copy of the cut-up sentences and a sentence board. Ask them to put the board in front of them in portrait position. Then they have a go at re-making the sentences. When you re-read the sentences together, ask the children to 'point with their eyes' instead of using their finger, and to read phrases rather than word by word.</p> |
| Take Away | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to spell more CVC words, and to put words in order to make sentences.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away your cut-up sentences, and practise making and reading the sentences.</i></p> <p>Give each child an envelope with a set of cut-up words from the two sentences, and a sentence board.</p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Oral Opener | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to spell more CVC words, and to put words in order to make sentences.</i> Ch: <i>What are we learning today?</i> TA/Puppet: <i>We are learning to identify the medial phoneme in words, and how to spell the words in our sentences.</i></p> |
| Phonics Five Identify phonemes in the medial position. | <p>PlayCircle Swap Shop</p> <p>Sit the children in a circle.</p> <p>Give each child an object or picture: man, bag, bed, peg, lid, pig.</p> <p>Pip will say a word. The children need to listen, identify the middle vowel and decide whether their object has the same middle vowel phoneme as the word that Pip has said. If it does, they stand up. When you say <i>Swap Shop!</i> they swap places with another child who also has an object with that middle vowel.</p> <p>e.g. Pip says <i>cat</i> – children with <u>man</u> and <u>bag</u> swap places. Pip says <i>leg</i> – children with <u>bed</u> and <u>peg</u> swap. Pip says <i>pin</i> – children with <u>lid</u> and <u>pig</u> swap.</p> <p>Collect the pictures / objects. If there is time, repeat the game using six more objects: hat, flag, sock, clock, bus, duck. This time Pip says <i>tap</i>, then <i>dog</i>, then <i>plug</i>.</p> |
| Text Ten Read and spell high frequency words: was, school, then, saw. | <p>High frequency words and handwriting</p> <p>Before the session, make flashcards using words from the two sentences you wrote on Tuesday (you could use some of the cut-up words from Wednesday).</p> <p>Choose four words from the sentences for the children to learn to spell (from Appendix List 1). If using the <i>Suddenly</i> text the words would be: <i>was, school, then, saw</i>.</p> <p><i>Pip is going to show you a word on a card. We are going to read the word together and learn how to spell it.</i></p> <p>Pip holds up the first card card, e.g. <i>was</i>. The children read the word together and look at it carefully. Ask them all to close their eyes and try to remember it; write it with their finger in the air; then pretend to write with their finger on another child's back.</p> <p><i>You've had a chance to practise, now try writing the word on your whiteboard.</i></p> <p>Each child then writes the word on their whiteboard. Pip shows the flashcard again and they check to see whether it is right. <i>Look carefully at what you have written. Does it look right. If you made a mistake, which part did you find difficult?</i></p> <p>Repeat with the other three words.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Fast Finisher Spell high frequency words. | Quick activity: Writing Flap Cards Give out Writing Flap Cards with the words you have been learning written underneath the flaps. Check that the children can read each word. For example, say a word and ask <i>Who can find it first?</i> If using <i>Suddenly!</i> , words will be: <i>was, school, then, saw.</i> Give the children the chance to practise writing one of the words and remind them to use Look, Cover, Write, Check. |
| Take Away | TA: <i>What did we learn today?</i> Ch: <i>We learned to identify the medial phoneme in words, and how to spell the words in our sentences.</i> Ch: <i>What will we take away?</i> TA: <i>You can take your Writing Flap Cards and practise writing the words we have been learning.</i> |

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| Oral Opener | All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to identify the medial phoneme in words, and how to spell the words in our sentences.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to blend phonemes to read CVC words, and to write about things that have happened to us, using ideas from stories.</i> |
| Phonics Five Blend phonemes in CVC words for reading. | Vowel Rap and play Bingo <i>Pip's been practising the Vowel Rap. Listen to see if he gets it right.</i> Pip gets it right. Repeat it with the children joining in. <i>We are going to play a game where you need to blend the phonemes in words so that you can read them.</i> Give out three "Bingo Cards", one between two (PCMs 108 and 109 in <i>Progression in Phonics</i>) disk – desk – dent – damp – dump well – will – wish – win – whip lack – lick – lock – luck – loss (Have a set of cards with each individual word for you and Pip to use.) Pip picks the first word and calls it out. The children look for the word on their card, and tick if they have it. Continue until one pair have ticked all their words and shouted <i>Bingo!</i> Look at the Bingo card together. Check with the word cards which words have been called. |
| Text Ten | Guided Writing: make a simple zigzag book <i>Today you are going to make your own zigzag book using ideas that we've been talking about this week.</i> Show the children the format of the book and talk about each section: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; transform: rotate(-5deg);">I WAS ...</div> <div style="border: 1px solid black; padding: 5px; transform: rotate(-5deg);">Then I SAW ...</div> <div style="border: 1px solid black; padding: 5px; transform: rotate(-5deg);">Picture</div> </div> <p>Write about personal experience linked with events and language in stories.</p> <p><i>On the first page you are going to write a sentence about where you went or what you did. On the second page you are going to write a sentence about what you saw. (This will depend on the setting of the book you read this week, and the structure of the sentences you wrote together.) On the third page you can draw a picture.</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| <p>Use 'talk for writing' to discuss, rehearse and refine ideas before writing.</p> <p>Use capital letter for personal pronoun <i>I</i>.</p> <p>Use phonological, graphic knowledge and sight vocabulary when spelling. Write simple sentences, use capital letters and full stops.</p> | <p>Give time for the children to discuss with a partner what they are going to write about. <i>Can you put your ideas into two sentences?</i></p> <p><i>Now you are going to use your ideas as you write your own sentences. Start with page 1. The first sentence you are going to write starts 'I was...'. What sort of letter do you use when you are writing 'I'?</i></p> <p>Prompt and support the children as they write independently. Encourage them to spell high frequency ('quick-fire') words accurately. Check that they are using capital letters and full stops for each sentence. Children who are able to do so could turn the book over and carry on writing more sentences.</p> |
| <p>Fast Finisher and Take Away</p> <p>Read own writing and check that it makes sense.</p> | <p>Quick activity: Read zigzag books</p> <p>Ask each child to read their book to Pip and the rest of the group. Pip is very pleased every time he hears a complete sentence. (He could jump up and down, shout <i>Yippee!</i> or ring a bell).</p> <p>Review of the week</p> <p>TA: <i>What have we learned this week?</i></p> <p>Very quick review (reading and writing CVC words, using ideas from a book to help us write our own sentences).</p> <p>Ch: <i>What will we take away?</i></p> <p>TA: <i>You can take home your zigzag book. You can draw the picture on the third page and read your book to somebody else.</i></p> |

| | COMMENTS |
|---|----------|
| <p>Word level: phonic and letter knowledge</p> <ul style="list-style-type: none"> Hear and say phonemes in medial position (<i>a, e, i, o, u</i>). Know the letter names of the vowels. Segment and spell CVC words. Blend and read CVC words. <p>Word level: word knowledge and sight vocabulary</p> <ul style="list-style-type: none"> Read and write the words <i>the, what, you, my, make, put, on, here, is, our, was, school, then, saw</i>. <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> 'Point' with eyes, only using finger at point of difficulty. Use phonic knowledge to check and self-correct, using initial and final sounds. Apply knowledge of sight vocabulary. <p><i>In Guided Writing:</i></p> <ul style="list-style-type: none"> Apply phonic knowledge to attempt spelling. Apply knowledge of sight vocabulary when spelling. | |
| <p>Sentence level</p> <ul style="list-style-type: none"> Understand that a line of writing is not the same as a sentence. <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> Re-read a sentence if stuck or to attempt/check a tricky word. Use the meaning of a sentence to attempt a tricky word. <p><i>In Guided Writing:</i></p> <ul style="list-style-type: none"> Identify a sentence when writing and when re-reading own writing to check for sense. Write simple sentences, using capital letters and full stops. Write two captions. | |
| <p>Text level</p> <ul style="list-style-type: none"> Re-tell a story from a series of pictures. <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> Use knowledge of context to attempt a tricky word. <p><i>In Guided Writing:</i></p> <ul style="list-style-type: none"> Use familiar text as a model for their own writing. | |

Week 9

Session 41: Monday

Read the extra notes, 'Understanding Non-Chronological Reports'.
Select for a big book a simple non-chronological report which has a clear layout repeated on each page, e.g. *Whose Baby?* by Jason Amber, Rigby Red Giant. The class teacher can help with this.
Make labels (just words written on repositionable notes): *Heading, Picture, Information*.
Copy a page from the big book, reduce it in size and make a copy for each child.
Collect six more simple information books (one for each child) for the Take Away activity. You could use books from the class topic collection.
Copy the sheet (PCM, p. 216) 'Looking at Information Books' for each child.

Resources

Counters (six per child).
Big book – non-chronological report, e.g. *Whose Baby?* by Jason Amber, Rigby Red Giant.
Repositionable notes for labelling: *Heading, Picture, Information*.
Page from big book (reduced), one copy for each child.
Selection of six simple information books from class / school library.
Six copies of check list (PCM, p. 216).
Six magnifying glasses (optional).

Session 42: Tuesday

Draw out the format of an extra page for the information book (or enlarge PCM, p. 217 'Page Layout for a Non-chronological report'.)
Find a picture of the 'thing' that the page is going to be about, e.g. a picture or photo of a kitten, to stick on the page you will write together.
Add new words to the 'Quick-fire' packs: *has, can, got*.

Resources

Counters (six per child).
Format for page of non-chronological report (PCM, p. 217).
Picture / photo of the 'thing' you are writing about, e.g. picture / photo of a kitten.
Quick-fire word cards: *this, has, can, got*.
Pairs of new words added to children's 'quick-fire' packs.

Session 43: Wednesday

Copy the writing from yesterday and cut it into four pieces: heading / picture / sentence 1 / sentence 2. Muddle the pieces up and affix them to the board.
Make a small copy of the writing from yesterday for each child, cut into four pieces (as above).

Resources

Sticky dots.
Paper for board.
Sticky tack.
Large acetate sheet.
Big book from Monday.
Previous day's writing cut up into four parts (heading, picture, sentence 1, sentence 2).
Individual copies of cut-up writing (one for each child).

Session 44: Thursday

Sort out a set of magnetic letters *f, l, a, g, r, o, s, t, i, p* for each child.
Prepare Writing Flap Cards with the four words written under the flaps.
At the end of the session: Collect up the whiteboards with the sentences written on (do not let the children clean them!). Photocopy each child's sentence for tomorrow.

Resources

Magnetic board for each child.
Set of magnetic letters for each child: *f, l, a, g, r, o, s, t, i, p*.
Big book from Monday and Shared Writing from Tuesday.
Whiteboards and pens (one for each child).
Writing Flap Cards with: *this, has, can, got*.

Session 45: Friday

The class teacher will select a set of books for Guided Reading (Bands 5/6, simple information book).

Copy a small version of the Shared Writing from Tuesday for each child.

Make a copy of each child's whiteboard sentence from yesterday.

Resources

Magnetic boards and sets of magnetic letters *c, k, l, s, s, u, a, t, r, o, i* (one between two).

Guided Reading books (Bands 5/6, simple non-chronological report if possible).

A4 copy of Shared Writing (new page for information book).

Copy of own writing from whiteboard (Thursday) for each child.

These reference notes are to help you teach the children the main features of this type of text. For more details see *Developing Early Writing*, p.154–155

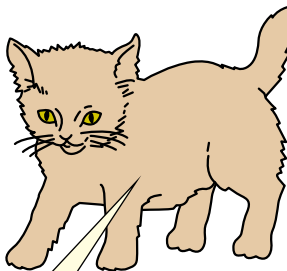
| | |
|--|---|
| What type of text is it? | Non-chronological report. |
| What is the purpose of the text? | <ul style="list-style-type: none"> To describe the way things are. |
| How is it usually set out? What sort of words and sentences are used? | <ul style="list-style-type: none"> It starts with an opening statement, e.g. <i>This is a kitten.</i> Then there are facts describing the thing in more detail. This could include what it looks like, how it moves, what it eats, e.g. <i>It is covered in fur. It drinks milk.</i> A book may contain non-chronological reports on a range of different things, but the information for each one is organised in the same way, e.g. a book about animals may have separate pages on different types of animal, but each page has information about what it eats, what it looks like, how it moves, etc. |
| What sort of words and sentences are used in this type of text? | <ul style="list-style-type: none"> Non-chronological reports are written in the present tense, e.g. <i>It eats...</i> NOT <i>It was eating...</i> / <i>It ate...</i> Non-chronological reports are not written in the order that things happen. All the information about a thing is presented under one heading. Non-chronological reports do not refer to specific named examples, e.g. <i>a kitten</i> NOT <i>Katy the Kitten.</i> Non-chronological reports are factual and do not usually use descriptive language, e.g. <i>It drinks milk.</i> NOT <i>It laps up the delicious cold milk.</i> |

The heading tells you what is being described in this part of the report.

A series of sentences describe the thing in more detail. They give information.

The report uses general terms and does not use specific names.

Kittens



- This is a kitten.
- It is covered in fur.
- It drinks milk.
- It walks on four legs.

Most non-chronological reports include pictures of the thing being described. The picture may be above the factual information, or beside it.

The report is written in the present tense.

The sentences are factual. They do not use descriptive language.

| Teaching points | Activities/Teaching prompts or script |
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| Oral opener | <p>All: <i>What did we learn last week?</i> Puppet: <i>We learned to blend phonemes to read CVC words, and to write about things that have happened to us using ideas from stories.</i> Ch: <i>What will we learn today?</i> TA / Puppet: <i>We will learn to hear and say phonemes in CCVC words, and find out how a report is written.</i></p> |
| Phonics Five Hear and say phonemes in CCVC words. | <p>Play Sound Buttons <i>Today you have got to do some really careful listening. I'm going to say some words. You are going to segment the phonemes and decide how many you can hear. We'll use counters to help us. Pip's going to show you how.</i> Say a word: <i>stop</i>. Pip segments <i>s-t-o-p</i> and places down four counters, one for each phoneme. <i>How many counters? Four. Let's check he's right.</i> Say and segment the phonemes together. Count them.</p> <p>Give each child six counters each. Say these words: <i>skip, sit, clap, fat, swim, leg, frog</i>. Help the children count the phonemes, checking after each word. Point out that there are two consonants before the vowel in some of these words.</p> |
| Text Ten | <p>Shared Reading Before the session, read the sheet 'Understanding Non-Chronological Reports'. Select a non-chronological report that has headings and simple information on each page. The script is based on the text <i>Whose Baby?</i> by Jason Amber, but could be adapted to other simple non-chronological reports. If you have difficulty finding a book, ask the class teacher – you may be able to use one the class have read before. It is not necessary to read the whole book during the Shared Reading session, you can dip into it.</p> <p>Predict what a book will be about by looking at cover, title, blurb, etc. Give a reason to back up a point of view.</p> <p>Identify the features of a non-chronological report.</p> <p>Begin by introducing the book. Look together at the cover (front and back), and read the blurb. Flick through (without reading). <i>What type of book is this?</i> Ask the children to explain their answer (e.g. photographs instead of pictures, title, layout, contents, index).</p> <p>If you are reading <i>Whose Baby?</i>, read the introductory pages (pp.2–3) to explain how to use the book. Choose a page to read. Read through the whole page, then go back and identify the heading, the picture, and facts that give us information. (In <i>Whose Baby?</i>, read pp.4–5 about a human baby.) Stick on three labels (on repositionable notes): <i>Heading, Picture, Information.</i> Ask the children: <i>Does it say 'I like this baby?' or 'I don't like...'? No it doesn't, because this type of book doesn't talk about feelings. The information is made up of facts.</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| | <p>Choose another page. (In <i>Whose Baby?</i> ask a child to turn the lower pages to find the right parents, 'Adult' pp.e–f) Ask the children to point to the heading and find the picture. Read the text. <i>What facts does it give us? Does it talk about feelings?</i> Draw attention to similarities with the previous page – both pages have a heading, a picture and three facts. <i>Pip will stick the labels on this page now.</i></p> <p>If you have time, turn to the next baby pages ('Puppy', pp.6–7), read and then find the pages with information about the parents.</p> <p>Summarise the features of a non-chronological report. <i>If you were writing a report like this you would have to remember to have a title, headings, a picture, facts about things, and not to talk about feelings.</i></p> |
| Fast Finisher and Take Away | <p>Quick activity – spot the features Choose another page from the shared text (e.g. <i>Whose Baby?</i> pp. 8–9 'Duckling'). Give each child a copy (reduced). Look at the page together. Ask the children to point quickly at the heading, then the picture, then the information. Check they can all do this, and quickly read through the page. TA: <i>What have we learned today?</i> Ch: <i>To hear and say phonemes in CCVC words, and to find out how a report is written.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away another information book and a checklist. You are going to be detectives. Look at your book, and see if you can find: heading, picture, information. Tick them if you can.</i> Give each child another simple information book and a checklist (PCM, p. 216). You could also give them magnifying glasses to help them look.</p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Oral opener | All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear and say phonemes in CCVC words, and found out how a report is written.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear and say phonemes in CCVC words, and to write our own page for a report.</i> |
| Phonics Five Hear and say phonemes in CCVC words. | Play Sound Buttons <i>Do you remember how we played sound buttons yesterday with counters? Today we're going to play it again! Pip has got his pile of counters and is going to join in.</i> Hand out six counters to each child. Say these words one at a time: <i>slip, pig, trip, box, clap, dog, flag, sun, plan, smell, clock.</i> Ask the children to segment the phonemes and place a counter on the table for each phoneme (as yesterday). <i>This time the words will not all have the same number of phonemes, so listen really carefully.</i> Check that the children have put down the correct number of counters. |
| Text Ten | Shared Writing Before the session, decide on an extra page that you could add to the book you were reading. If using <i>Whose Baby?</i> : <i>Remember the book we looked at yesterday? It was all about different animals and their babies. There wasn't a page about cats, so I thought we could write it together and add it to the book.</i> Show the children the Shared Reading text and check together that this page is 'missing'. Use 'talk for writing' to discuss and refine ideas before writing. <i>What sorts of things do we need to put on this page? (Heading, picture, information.)</i> Have the page format drawn out in the same way as the book: heading, picture, information points. Assemble information from own experience. <i>For Whose Baby?: What are baby cats called? Can you think of any information about kittens for the book? The children talk to one another.</i> Use simple sentences to be based on examples from reading. <i>We're going to write two sentences. First of all we'll say what the baby animal is. Then we'll think of a fact about it. Talk to your partner about the two sentences.</i> Decide on two sentences and say them all together. <i>I'm going to start writing. To start with, we need a heading.</i> (Write a heading, e.g. <i>Kitten</i> .) If possible, find a picture of the thing you are writing about, e.g. a picture of a kitten, to stick on. <i>We've got a heading and a picture. Now...where shall we write the information? (Follow the format of the shared text.)</i> |

Continued on next page

| Teaching points | Activities/Teaching prompts or script |
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| Apply phonological, graphic knowledge and sight vocabulary to spell words. | Write the two sentences, which could begin: <i>This is a ... It has / it can ...</i> (For example: <i>This is a kitten. It has fur.</i>) Encourage the children to use their knowledge of high frequency words and phonic knowledge to help you spell the words: <i>I want to write the word 'this'. That is one of your 'quick-fire' words. Who can help me to spell the word?</i> Read through what you have written together. <i>Pip is going to listen out for the ends of the sentences – see if he is right.</i> Pip gets very excited at the end of a sentence and jumps up and down, shouts <i>Yippee</i> , or rings a bell. Pip makes a mistake and cheers before the end of the sentence – the children correct him. |
| Fast Finisher and Take Away Read and spell high frequency words: <i>this, has, can, got.</i> | Play Quick-fire Words <i>We are going to play the quick-fire game with some of the words that we have been using in our sentences today.</i> Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. <i>Practise this, has, can, got in this way.</i> TA: <i>What did we learn today?</i> Ch: <i>We learned to hear and say phonemes in CCVC words, and to write our own page for a report.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take away your set of quick-fire words to play games with.</i> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Oral opener | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear and say phonemes in CCVC words, and to write our own page for a report.</i> Ch: <i>What will we learn today?</i> TA / Puppet: <i>We are learning to segment and blend phonemes, and how to read sentences in a report.</i></p> |
| Phonics Five Segment phonemes and then blend for reading. | <p>Sticky sound buttons <i>I am going to write a word. Pip has got some sticky spots and he's going to use them like the counters yesterday and stick them under each phoneme.</i> Write the first word up on a piece of paper. Read it together. Pip segments the phonemes and sticks a spot under each phoneme. Then he blends the phonemes to read the word.</p> <p>Repeat with six more words (<i>clip, drip, black, flop, skin, spell</i>). Write the word up and give each child a turn to stick the spots under a word to show the number of phonemes.</p> <p>Go through the list and read each word together by blending the phonemes. You may need to remind the children to use only one sound button for two letters in a digraph (e.g. <u>s</u> <u>p</u> <u>e</u> <u>l</u> – five letters, only four phonemes).</p> |
| Text Ten | <p>Sentence level work Re-read a page from the big book you read on Monday. Place an acetate sheet over the page. <i>You are going to be 'Sentence Spotters' today. I am going to ask you to come out, find a sentence, and draw a circle round the whole sentence. How will you know where the sentence begins and ends?</i> Each child has a turn to circle a sentence by drawing on the acetate sheet.</p> |
| Identify sentences in text. Know the features of a non-chronological report. | <p><i>Now we're going to look again at the writing we did yesterday.</i> (Before the session, cut up the writing, so that the heading, picture and two sentences are all on different pieces of paper.) Show the writing muddled up on the page, with the four separate pieces tacked to paper.</p> |
| Expect reading to make sense and check if it does not. | <p>Read it with the children. <i>This is supposed to be our new page for the book, but it has got all muddled up. Can you see what's wrong with it? Can you help me put the pieces in the right order?</i> Unstick the parts and put each one in the right place. As you are sorting, talk about the pages in the book. <i>What order do the parts come in the book?</i> Re-read the whole page together to make sure that it makes sense. Check the order together: heading, picture, information.</p> |
| | <i>Continued on next page</i> |

| Teaching points | Activities/Teaching prompts or script |
|-----------------------------|---|
| Fast Finisher and Take Away | <p>Quick activity: sort out the muddled text Give each child a copy of the information page that you wrote on Tuesday, cut up into four parts. Ask the children to look at each part and decide what order the parts should go in. They could arrange the parts on their sentence boards.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>We have learned how to segment and blend phonemes, and how to read sentences in a report.</i> Ch: <i>What will we take away?</i> TA: <i>You can take pieces of the report to practise putting them back into the correct order.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|-----------------------------------|--|
| Oral opener | All: <i>What did we learn yesterday?</i> Puppet: <i>We learned how to segment and blend phonemes, and how to read sentences in a report.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell CCVC words, and to write our own sentences and spell correctly.</i> |
| Phonics Five Spell CCVC words. | Play Magnetic Letters Give each child a magnetic board and set of magnetic letters: <i>f, l, a, g, r, o, s, t, i, p.</i> Use one board to demonstrate on. <i>I'm going to say a word to Pip. He's going to see if he can find the letters to spell that word and make it on the magnet board. Say trip.</i> Pip repeats the word <i>trip</i> , segments it into phonemes – <i>t-r-i-p</i> – and thinks about the letters he needs. He puts them in the correct order on the board. Everybody reads the word together. <i>Now you can have a turn making some words on your magnetic boards.</i> Repeat the process above for: <i>, flag, frog, stop, slip, flop, trap.</i> |
| Text Ten | Write using high frequency words <i>We've written one new page for the big book we've been reading this week. Today, you are going to have a go at writing another sentence to add some more information to that page.</i> <i>Let's remind ourselves. It's got to be a fact about 'the thing' – information. We're not going to write about how we feel about 'the thing'. Let's read what we have got already. Read the first two sentences.</i> Use 'talk for writing' to collect ideas and rehearse sentences orally before writing. Apply phonological and graphic knowledge and sight vocabulary to spell words accurately. Use simple sentences to describe based on reading. Use a capital letter and full stop in a sentence. |
| | If using <i>Whose Baby?</i> : <i>We've said what it is and what it looks like. Now we could add more information – what it eats, how it moves, what sound it makes.</i> Give time for the children to talk about the sentence they want to write. Each child has a whiteboard and pen and writes their sentence. As they write, prompt them to use words they know how to spell, their phonic knowledge and their idea of a sentence. <i>Say the word – what phoneme can you hear at the beginning/end/in the middle?</i> <i>That is one of your 'quick-fire' words – can you remember how to spell it?</i> <i>What comes at the beginning of a sentence? What comes at the end?</i> <i>Read through your sentence. Does it make sense?</i> Ask the children to read their finished sentence to their partner. (After the session, photocopy each child's whiteboard – they are going to take them home on Friday.) <i>Continued on next page</i> |

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| Fast Finisher and Take Away. Read and spell high frequency words: <i>this, has, can, got.</i> | Quick activity: Writing Flap Cards <i>I've written four words under the flaps in your cards. I think you will be able to read the words because we had them in 'quick-fire' on Tuesday. Have a look and see if you can read the words, close the flaps and we'll practise spelling one of them.</i> Words: <i>this, has, can, got.</i> Give the children a chance to practise spelling <i>has</i> . TA: <i>What did we learn today?</i> Ch: <i>We learned to spell CCVC words, and how to write our own sentences and spell correctly.</i> Ch: <i>What will we take away?</i> TA: <i>You can take your Writing Flap Cards and practise spelling your words.</i> |

| Teaching points | Activities/Teaching prompts or script |
|-----------------------------------|---|
| Oral opener | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to spell CCVC words, and to write our own sentences and spell words correctly.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell CCVC words, and how to read a non-fiction book on our own.</i></p> |
| Phonics Five Spell CCVC words. | <p>Play Magnetic Letters Give the children a magnetic board between two and these magnetic letters: <i>c, k, l, s, s, u, a, t, r, o, i.</i> <i>We are going to play Magnetic Letters again, but I'm going to give you different words today, so listen carefully.</i> (Some words will contain digraphs as the final phoneme.)</p> <p>Pip does the first word. Say the word <i>stick</i>. Segment the phonemes. Find the magnetic letters and put them in the correct order on the board. Blend the phonemes to read the word. Pip says <i>s-t-i-c-k</i>, but puts these letters on the board: <i>s-t-i-k</i>. Look at the word together. <i>Can anyone see anything wrong with this?</i> Point out that the final phoneme is spelled <i>ck</i>. Make the change. <i>Now you are going to take it in turns to make a word. Make sure you read the word when you have finished to check that it is right.</i></p> <p>Use as many of these words as you have time for: <i>stuck, track, trick, truck, cross, class, slot, clot.</i></p> |
| Text Ten | <p>Guided Reading The class teacher will select a non-fiction book from Bands 4 or 5 (depending on the ability of group; a lower band may be required if the children are not reading at this level). Ideally the text will be a a non-chronological report.</p> <p>Recognise features of non-fiction.</p> <p>Understand how to read non-fiction (not necessarily the whole book, beginning to end).</p> <p>Track text visually. Use strategy of omitting unknown word.</p> <p>Book introduction: Look at the cover, title, and blurb. Predict whether it will be a story or information book. <i>Is this like the big book we've been reading this week? If it is, what will we find?</i> Draw out: headings; pictures; information (facts not feelings). Ask the children to skim through the book to see if they can find these features. All turn to the first (introductory) page. Ask the children to circle a sentence with their finger. <i>Now you are all going to read this page, then tell me what you have found out about what will be in this book.</i> Give time to read and then check they understand the subject of the book. Quickly talk through any difficult vocabulary they may have had trouble with.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Solve problems independently, drawing on a range of clues and checking for meaning. | <p>Strategy check: <i>You are going to choose a page to read on your own, then tell me a fact.</i> <i>Remember to follow the print with your eyes (instead of your finger). Look out for the sentences, and pause when you get to a full stop.</i> <i>What will you do if you get stuck on a word?</i> Draw out these strategies: look carefully at the word, and ask 'Does it look like a word I know?'; leave it out, read the rest of the sentence; go back and see which word would make sense.</p> <p>Independent Reading: The children read independently from another page in the book while you offer support.</p> <p>Return to the text: Praise the children for their problem-solving strategies, e.g. <i>I liked the way you thought about what would make sense and went back to re-read the sentence.</i></p> <p>Response to the text: Ask each child to tell you the fact they discovered from the page they read independently.</p> |
| Extract information from a non-fiction text. | |
| Fast Finisher and Take Away Review and apply learning. | <p>Review of the week TA: <i>Who can remember some of the things that we have done this week? What have we learned this week?</i> Take suggestions, such as: <i>We have read non-fiction books, written a new page, learned how to spell words with two consonants at the beginning.</i> TA: <i>It is useful to know that some words have two consonants at the beginning, because it helps you to spell. If I want to spell 'spot', I can hear two consonants before the vowel, so I know that I need to write two letters: 's' and 'p'.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away your Guided Reading book from today. You could find out more facts by reading the rest of the book. Also, here is a copy of the page that we wrote for the big book, with your extra sentence. You can read it to someone at home.</i></p> |