

Week 4 – Caring for the dinosaurs

Aim: Revisit reading skills and build confidence with spelling. Get curious about children's segmenting skills.

Preparation:

Print

- o **poster4.pdf (1 copy)**
- o **joblist.pdf (1 copy for each and 1 for you)**
- o **dinocomic4.pdf (1 copy for each child)**

Print and cut up Envelopes to keep cards together when sending back to class will be helpful

- o **jobwords.pdf (1 copy each and 1 for you)**

Intro: Ask children how the dinosaurs have been. Ask the children how the week in class has gone. Did they read lots of words containing **ai ee igh ow oa** and **oo**?

Imaginary play: Ask children to play with their dinosaurs.

Help them to get the dinos settled down on mats and listening. Are the dinosaurs' eyes, ears, mouths, hands/forelegs and whole bodies ready for phonics learning? Are the children ready for phonics learning?

Phonics activity (Reading): Explain that we are going to keep on taking care of our dinosaurs this week but that this week, we are going to write a list of the jobs we need to do. Show **poster4.pdf**. Read through the steps to spelling. Remind children that soundtalking a word lets you choose which letters to use to spell it. Starting with soundtalking is the secret to spelling. Read through the job words **jobwords.pdf** Give children a short time to work out what each card says (in their heads or under their breath) then read out loud all together. Pause to soundtalk and blend any words that children struggle with.

Be curious (Confidence with reading): Is confidence and willingness to try increasing?

Why does it matter? If children have come to believe that they can't read, this feeling can persist even after they are making good progress with picking up knowledge and skills.

How to help? Remind children that they have all the knowledge and skills to work these out. Slow down, soundtalk and blend alongside them – speak slowly to give them a chance to get there ahead of you whilst knowing that you will be there if they can't quite get one bit. Celebrate what they can do. "You segmented that brilliantly and you blended it really quickly once I repeated the segmenting back to you." Or "Great blending, it was only that digraph there that I had to help out with. Keep watching out for that one this week in class and you'll soon remember it."

Imaginary play: Ask children carry out some of the training tasks that we have been reading about with their dinosaurs.

Phonics activity (Segmenting): Show children a copy of **joblist.pdf** and explain that for each job that we need to keep a track of the jobs that we have done so that our dinos don't end up doing the same things over and over again. Look at **poster4.pdf** Remind children that we won't have to guess how to spell the words we use today. We can use phonics to work them out. Model choosing the jobs word card (**jobwords.pdf**) that says "**Feed snacks**". Say the words out loud a couple of times. Then hide the card (turn it upside down, put it underneath something or sit on it so it). Model writing the job down. Say the first word '**feed**', soundtalk (3 fingers) /f/ /ee/ /d/. Model thinking out loud which letter/letters you will use to represent each phoneme. Hmm, the first sound is /f/. I think that at the start of a word I need to use the letter **f** – write it down. Soundtalk again. The next sound is /ee/, Ooh, I know that sound needs two letters **ee** – write it down. The next sound is /d/. That will be the letter **d**. Let me read back, does it look right. Yes. OK next word. Say the next word '**snacks**'. soundtalk (5 fingers) /s/ /n/ /a/ /ck/ /s/. OK, most of these are easy /s/ will be letter **s**, /n/ will be **n**, /a/ will be **a**. Hmm, the next sound is /ck/. I know more than one way of writing this sound but I think that near the end of a word like this it will be two letters **c** and **k**. I think that last /s/ will be letter **s**. Model looking at what you have written, read back the words and check that they look right. Then get the job word card back out and carefully check each letter. Tick all letters that are right and correct any that are wrong. Give children their own joblist (**joblist.pdf**). Go through this process again with a new card, asking the children to join in at each step. If children are confident, give them their own set of job cards (**jobwords.pdf**) and ask them to continue with this process for writing down jobs on their joblist independently. If they need more support continue working all together on the same card, going through the process step by step.

Be curious (segmenting): Are children writing the jobs correctly? If not, why not? Are they soundtalking correctly? Do they know GPCs well enough to be able to make sensible letter choices? Are they avoiding trying to

write at all?

Why does it matter? If children are struggling with segmenting, we need to know which aspects are difficult so that we can support them.

How to help – Soundtalking - Do some more shared soundtalking on fingers before writing. GPC knowledge – remind children of which letters they need for specific phonemes and keep a note of which GPCs are a problem and feedback to class teacher to work on in daily phonics sessions. Avoiding – Try to work out why they are avoiding (confidence, handwriting, attention) and think creatively about what you can do to address this. Give lots of encouragement. Remind them that the sooner they start their writing, the sooner they can play with the dinosaurs.

Imaginary play: Play with the dinosaurs. Ask each child to work through the jobs that they have written on their list, pretend to carry out these jobs and tick them off when they have been done. Remind them that they can pick new cards (give them a set of their own **jobwords.pdf** cards if you haven't already) and write new jobs on their lists as part of their play.

Celebrate: Ask children to think about how confident they felt when writing words step by step like this.

Taking the learning back to class:

Give children **poster4.pdf** to take back to class and ask the teacher to put it up.

Ask children to take their dinosaurs back to class. Give children the job word cards (**jobwords.pdf**) and job lists (**joblist.pdf**) to take back to class send these cards back to class for children to use back in class.

Taking the learning back home:

Explain that children will have a copy of **dinocomic4.pdf** to take home (or will have a link sent home). Encourage them to read it at home with someone.

NB If the child doesn't get to read it at home, try to provide an opportunity in school.

Reflect: How confidently are these children segmenting to write?

- What will you change next week based on what you noticed this week?
- What do you need to communicate to the class teacher? When and how can you best communicate this?
- Double check that there are copies of **poster4.pdf** chopped up **jobwords.pdf** and **joblist.pdf** in class
- Double check that **dinocomic4.pdf** has been sent home.

Teacher led

Imaginary play

Assessment/reflection opportunity