

Rowing Boats

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

W Can children read the title?

Do they know that *ow* can also sound like /*oa*/? Help them to sound out the title together: *R-ow-i-ng B-oa-t-s*. Can they show you the two different ways of showing /*oa*/?

W Turn to pages 2–3. How many words can they find that include the sound /*oa*/? (*rowing, boats, coats*). And /*oi*/? (*Joy, choice*) Can they identify which letters represent the sounds each time?

C (*Predicting*) Encourage children to use prediction: *What might happen if this group of people go rowing?*

Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering that there are different ways of showing sounds and that there are different ways of pronouncing letter patterns. Encourage them to read whole words. If they need to sound out, can they use syllables?

Independent reading

Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

C (*Clarifying*) Ask children to tell you how they all got soaked.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- recognize different ways of representing /*i*/ and also different ways of pronouncing it.
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

W Can children find words in which *y* makes different sounds? (*by, suddenly*)

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Use knowledge of common inflections in spelling such as *plurals, ly*.

W **You will need:** flashcards showing the words: *boat, row, coat, stone, annoy, voice, try, float, go, soak, sudden*, and the suffixes: *ing, ly* and *s*.

- Show children the flashcards.
- Ask them to make words by adding the suffixes to the words.
- Talk about whether the words change their meaning when the suffix is added.

Assessment Can children say a sentence containing the word without the suffix and then containing the word with the suffix?

Objective Recognize and use alternative ways of pronouncing the graphemes already taught.

W Show the digraph *ow*. Ask children to tell you how to pronounce it. Can they tell you two ways and give words to illustrate each way? (e.g. *how, show*)

- Do the same for *o*. How many different ways can the children think of pronouncing *o*? (e.g. *to, go, Floppy, London*)
- Repeat for *y*. (e.g. *by, yes, crystal, Floppy*)
- Talk about strategies needed for reading words when there is some doubt about how to pronounce a grapheme (e.g. trying the word by saying both of the pronunciations and seeing which one sounds right).

Assessment Can children recognize that some graphemes are pronounced in different ways in different words?

Objective Spell new words using phonics as the prime approach.

W Re-read the book together.

- Model how to do dictation from the book. Read a sentence, then re-read it word by word, giving children time to write it down. Remind them to use phonics when they write some of the less familiar words.
- Ask children to work in pairs. One child in each pair should dictate a sentence from the book while the other writes it down. The children should then swap roles.
- You can look for evidence of phonic strategies being used as the children both write and spell.

Assessment Are children using phonics as the prime strategy for spelling?

Objective Recognize the main elements that shape different texts.

C (*Summarizing*) Give each pair of children three post-it notes.

- Ask children to discuss where to put the post-its in the book, to mark the most important events.
- Talk about where the different pairs put their post-its. Were they all in the same place? What was the same or different?
- Agree as a group where you would put the post-its to mark the three most important events.

Assessment Can children justify their decisions about where the important events occurred?

Speaking, listening and drama activities

Objective Explore familiar themes through role play.

C (*Questioning*) Tell children they are going to hot-seat one of the characters in the story. Let each child choose a different character.

- Give all of the children time to look through the book again to see what their character does, and to think about what they want to ask the others.

- Let the children work in groups of three or four as they hot-seat their different characters.
- Talk about what the children found out about the characters during the hot-seating.

Assessment Can children both ask and answer questions about a character's role in the story?

Writing activities

Objective Write chronological texts using simple structures.

- **C** (*Imagining*) Ask children to write about one important event in the book from the point of view of the hot-seated character.
- Share write one event to model writing in the first person. Add a sentence to show a reaction to the event.

Assessment Can children write an imaginative response to the event?

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Rowing Boats (Oxford Level 5) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Grade 1,21)
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (RCS Grade 1,22)
- Can answer simple questions/find information in response to a direct, literal question. (RCS Grade 1,23)
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (RCS Grade 1,24)

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Questioning, Predicting, Clarifying, Summarizing, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 5	New graphemes for reading: /oa/ oa, oe, o-e, ow, o; /oi/ oi, oy Alternative pronunciations: 'y' (yes, by, very)	High frequency words: asked, their, oh, could, called, came, here, by, very
Spoken language	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
Reading: Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (ReadWord.4) Pupils should be taught to read words containing taught GPCs and -s, -es, -ing, ed, -er and -est endings (ReadWord.5)		
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them and considering their particular characteristics (ReadComp 1iii)		
Writing: Composition	Pupils should be taught to write sentences by composing a sentence orally before writing it (WriteComp.1i)		

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a / LIT 2-20a) I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a) By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2)
Reading	Learners are able to apply the following reading strategies with increasing independence - phonic strategies to decode words (Y1_ReadStrat.2i) - recognition of high-frequency words (Y1_ReadStrat.2ii) - graphic and syntactic clues (Y1_ReadStrat.2i/2iv) Learners are able to use personal experience to support understanding of texts (Y1_ReadComp.4)
Writing	Learners are able to talk about what they are going to write (Y1_WritMean.1)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

Talking and listening	Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)
Reading	Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can talk about what they read and answer questions (L1_com_read.5) Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)
Writing	Pupils can talk about what they are going to write (L1_com_writ.1) Pupils can talk about what they are going to write and how they will present their writing (L2_com_writ.1)