



I Can

C = Language comprehension **AF** = QCA Assessment focus
W = Word recognition

Focus phonics:

Phonemes introduced in this book: s, m, c, t, p, a, o, h

Group or Guided reading

Introducing the book

- C** (*Prediction*) Read the title, pointing to the words and showing the picture. Encourage the children to use prediction: *What do you think is going to happen in this story?*
- Look through the book, talking about what happens on each page and the children's knowledge of role play. Use some of the high frequency words as you discuss the story (see chart on page 4).

Strategy check

Remind the children to read from left to right and to sound out words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask the children to explain what the book is about.

Assessment Check that the children:

- (*AF1*) use phonic knowledge to sound out and blend the phonemes in words (see chart on page 3).

- (AF2) use comprehension skills to work out what is happening. Are they clear that this is a pirate party, not a real pirate ship?
- (AF1) Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- **C** (Questioning/Clarifying) Ask the children: *What are the children in the book doing?*
- **C** (Clarifying) Ask the children to show you a page where: a) Pat is popping a bubble; b) Kipper is mopping.

Assessment (AF1) Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Read some high frequency words (5.9).

- **W** Title page: Ask the children to read the words. Can they find the words *I* and *am* in the book, on a display in the classroom, on a word wall, or anywhere else?

Assessment (AF1) Can the children find each of the words on different pages in the book?

Objective Link sounds and letters, naming and sounding letters (5.2).

- **W** On a whiteboard, write the name *Pam*. Ask children to say the sounds, then read the name. Repeat for *Pat*. Look at the two names. *What is different? What is the same? Do the words rhyme?*

- Look at the names on page 8. Can the children say the sounds and read all of the names?
- Can they find two pairs of names that rhyme? (*Pam, Sam; Pat, Mat*)

Assessment (AF1) Can the children say the sounds then read the words of the other CVC names (e.g. *Tom, Mac*)?

Objective Hear and say sounds in words in the order in which they occur (5.4).

W **You will need:** Plastic or wooden alphabet letters.

- Can one of the children find the letters they need to make *am*? Ask them to listen carefully and say the sounds in the word. Explore other VC words, asking children to make them (e.g. *as, at, an, in, it, is, on, up*).

Assessment (AF1) Can children hear and represent the sounds in these words?

Objective Show understanding of story elements, e.g. main character, sequence, openings (8.2).

- C** (*Clarifying*) Can the children explain what they think is happening in the book? Ask questions like: *Are these real pirates? How do you know? What are the children doing? Where is the story set?*
- C** (*Prediction*) *What other kinds of parties might children go to as well as pirate parties? What would happen at those parties?*

Assessment (AF3) Can the children clearly explain what the context for the book is?

Objective Use language to imagine and recreate roles and experiences (4.1).

- Talk about the pirate ship on page 8. How do the children know it's a pirate ship?
- Develop prior knowledge about pirates. *What did they do? Were they kind?*
- Talk about different jobs the pirates might have had to do on the ship. Suggest that the children look at the pictures in the book for some ideas.
- Let each child mime one of the jobs in the book. Can the others guess what the role is?

Assessment (AF3) Ask the child who is miming to use the sentence from the book: *I am ____.*
I ____, ____, ____.

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences (4.1).

- Give the children the opportunity for free play on an imaginary pirate ship. If possible, provide some simple props, e.g. pirates' hats, mops, eye patches.

Assessment (AF3) Observe the children's play. Note who is able to develop and extend roles, based on the information and ideas in the book.

Writing activities

Objective Attempt writing for various purposes (9.1).

You will need: Images of pirates from the Internet. The words *I* and *am* in a word bank. Some children may benefit from an alphabet chart to clarify letters and sounds.

- Tell the children they are going to make their own book about pirates.
- Give each child a pirate picture and ask them to write a caption using the language pattern from the book. They can give the pirates any name.

Assessment Are children using their knowledge of letter–sound correspondence to write the words?