



# The Red Hen

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

## Focus phonics:

Phonemes introduced in this book: v, k, e

Phonemes revisited include: n, a, g, s, t, o, m, p, l, b, r, d, h, u, i, c, x

## Group or Guided reading

### Introducing the book

- W** Can the children read the title? They are likely to recognize – or predict – *The*, and they should now know enough sounds to read the rest of it.
- C** (*Prediction*) Encourage the children to use prediction: *What is the animal? Who might it belong to? What do you think is going to happen in this story?*
- 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 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 why Chip's idea worked.

**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.
- (AF1) Make a note of any difficulties the children encounter and of strategies they use to solve problems.

### **Returning to the text**

**W** How many names can the children find in the book? (*Viv, Dad, Mum, Chip.*) Discuss strategies for recognizing names.

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

## **Group and independent reading activities**

**Objective** Explore and experiment with sounds, words and letters (5.1).

**W** **You will need:** Plastic/wooden letters: v, v, i, m, m, u, d, d, a, c, h, p.

- Ask one of the children to make the name *Viv*. (Do not worry about using all upper or lower case letters for this exercise.) Now ask them to swap round the first and last letters in the name. Does it change?
- Do the same for *Mum* and *Dad*.
- Now try for *Chip*. Can you swap round the letters in his name?

**Assessment** (AF1) Let each child spell their name in plastic letters. How does it change when they swap the first and last letters? Can they read it?

**Objective** Read some high frequency words (5.9).

**W** Pages 2–3: Reread the text on pages 2–3 and discuss what is happening in the story.

- Can the children find a word on the page which you can't sound out (*her*)?
- Ask the children to listen to the word. How many sounds has it got (2: *h-er*)?

**Assessment** (AF1) Can the children find a word that you can't sound out on page 1 (*was*)?

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

**W** **You will need:** Four counters for each child. A whiteboard to write on.

- Say the word *hen*. Can the children repeat the whole word, then segment it into its sounds (*h-e-n*)?
- Repeat for the words *had*, *net*, *bag*, *pen*, *bet*, *can*. Each time, ask the children to say all the sounds in the word.
- Revisit all of the words you have used, but this time, you say the sounds (e.g. *h-e-n*) and ask the children to blend the sounds and say the word.

**Assessment** (AF1) Can the children blend and segment all the words?

## Speaking, listening and drama activities

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

**C** (*Summarizing*)

- Look at the picture on page 1. Discuss what happened *before* the story started. Ask one child to state what you have decided. Give that child a card saying *First*.
- Look at pages 2–3 and discuss what is happening, and why. What are Mum and Dad trying to do? Ask one child to state what you have decided. Give that child a card saying *Then*.
- Discuss pages 6–7. Ask one child to state what you have decided. Give that child a card saying *After that*.

- Talk about the outcome on page 8. Ask one child to state what you have decided. Give that child a card saying *Finally*.
- Put the children in order and ask each one to state their summary of the events in the story.

**Assessment** (AF2) Can the children use language effectively to explain their part of the story?

## Writing activities

**Objective** Attempt writing for various purposes (9.1).

**W** **You will need:** Pencils and paper.

- Once the children have participated in the speaking and listening activity, they can try to write their statement.
- Before they write, ask them to repeat it again.
- As they write, keep reiterating their statement for them in order that they can concentrate on building the words accurately.

**Assessment** (AF1) Can children write CVC words unaided? Can they use their phonic knowledge to make plausible attempts at more complex words?