



Less Mess

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

Focus phonics:

Phonemes introduced in this book: long vowel /or/ as in 'all'

Phonemes revisited include: Stage 1+ phonemes, ss, ll, ff

Group or Guided reading

Introducing the book

- W** Can the children read the title? Remind them how to read *ss* at the end of a word.
- W** On page 1, point to the word *all*. Tell the children that before *ll*, *a* is often pronounced /or/.
- C** (*Prediction*) Encourage the children to use prediction: *What are Biff and Dad trying to do? What is going to happen?*
- 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 sound out words carefully. If they can't sound out a word, do they already know it from memory?

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 how the mess came 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.
- (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 words can the children find with two letters making one sound at the end of the word?

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

Group and independent reading activities

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

W **You will need:** Whiteboards.

- Ask one of the children to find the word *all* on pages 10–11.
- Can they find the word *all* hidden inside other words (e.g. *wall*, *hall* on pages 10–11)?
- Ask the children to write *all*, *wall* and *hall* on their whiteboards.
- Now can they also write *fall*, *tall* and *ball*?

Assessment (AF1) Can the children read and spell the word *call*?

Objective Read simple words by sounding out and blending phonemes (5.5).

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

- Say the word *mess*. Ask the children to use counters to show how many sounds there are in the word (*three*).
- Ask the children to spell the word, showing how each sound is represented.
- Repeat for the words *mess*, *fuss*, *well*, *all*, *wall*, *mix* and *yum*.

Assessment (AF1) Can the children read and represent all of the sounds in these words?

Objective Read some high frequency words (5.7).

W

- Write the words *said, the, was, of, put, we, I* and *no* on a whiteboard.
- Ask the children to find the word *put*. Discuss how they recognized it. Show how each sound in the word is represented.
- Repeat for the other words.
- Can the children think of other words where the letters and sounds don't seem to match, to write on the whiteboard?

Assessment (AF1) Can the children recognize which letters represent which sounds in these high frequency words?

Objective Listen to stories and respond with relevant comments, questions or actions (8.1).

C (Clarifying)

- Ask the children simple questions to check on their understanding of the events in the text.

Assessment (AF2 and 3) Can the children respond to your questions using direct evidence and inference?

Speaking, listening and drama activities

Objective Show an understanding of the elements of stories, such as main character, sequence and openings (7.3).

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 2–5 and discuss what is happening, and why. What are Dad and Biff trying to do? Ask one child to state what you have decided. Give that child a card saying *Then*.

- Discuss pages 6–11. Ask one child to state what you have decided. Give that child a card saying *After that*.
- Discuss pages 12–15. Ask one child to state what you have decided. Give that child a card saying *Next*.
- Talk about the outcome on page 16. 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

- 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 the children use their phonic knowledge to make plausible attempts at more complex words?