



Such a Fuss

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

Focus phonics:

Phonemes introduced in this book: ch (initial and final position), wh-, -gg, long vowel /oo/ as in 'too'

Phonemes revisited include: Stage 1+ phonemes, sh, th, ss, ff

Group or Guided reading

Introducing the book

- W** Can the children read the title? Explain that the two letters *ch* join together to make the sound /ch/. Read the title together: *S-u-ch a F-u-ss*.
- W** Introduce the word *which* on page 2. Talk about the sound represented by *wh*.
- W** Turn to the back pages of the book (14–16) and show the children *soon*, *cool* and *shoo*. Introduce the idea that *oo* represents a long vowel sound.
- C** (*Prediction*) Encourage the children to use prediction: *Where are the family? What are they doing here?*
- 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, remembering *ch*, *th* and *sh*. 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 what Viv the hen is doing at different points in the story.

Assessment (AF1) Check that the children:

- 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** Can the children find words with *ch* (*Chip, such, which*)?

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

Group and independent reading activities

Objective Recognize common digraphs (5.6).

- W** **You will need:** Plastic or wooden letters: o, o, s, n, h, t, c, l.
- Place oo on the table and ask children if they remember the long vowel phoneme. Say it together.
 - Make the word *too*. Say the word together and count the phonemes (*two*). Check that the children recognize which phonemes are represented by which letters.
 - Repeat for *shoo, soon* and *cool*.

Assessment (AF1) Can the children read and spell the words *tool* and *hoot*?

Objective Recognize common digraphs (5.6).

- W**
- Write the words *Chip, such, which, shed* and *them*.
 - Ask a child to select and read one of the words.

- Let the children draw sound buttons to show how each sound in each word is represented.

Assessment (AF1) Can the children read and spell the words *chin* and *when*?

Objective Explore and experiment with sounds (5.1).

W

- Ask the children to find the word *upset* on page 8. Can they sound out and blend the phonemes?
- Ask the children to clap the word. Can they hear the two syllables in *upset*? Clap *sad* and *angry*. How many syllables do they have?
- Ask the children to suggest and clap other words to describe how Viv might feel (e.g. *hungry, happy, sleepy, full*).

Assessment (AF1) Can children clap the syllables as they say the words?

Objective Read some high frequency words (5.7).

W

- Show the children the word *which* and read it.
- Ask the children to use sound buttons to show the three phonemes in *which* and to identify which letters represent each one.
- When you have talked about the word, “quickwrite” it.

Assessment (AF1) Can the children spell the words?

Objective Show an understanding of the elements of stories such as main character (8.2).

C (Clarifying)

- Ask different children who they think the main character is. Can a book have more than one main character?
- Make labels for each of the characters, including Viv.
- Rank the name labels in order of importance in the story. Allow discussion if different children have different ideas.

Assessment (AF3) Can the children justify their ranking of the characters?

Speaking, listening and drama activities

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

C (*Oral language development*)

- Let the children make stick puppets of the characters.
- Prepare for a puppet show. First, a narrator should read the book while the puppets move. Then encourage the children to develop the story into a puppet show.

Assessment (AF2) Can the children use sentences appropriately for their part in the puppet show?

Writing activities

Objective Attempt writing for various purposes (9.1).

C (*Summarizing*)

- Ask the children to make a sentence which tells you the most exciting part of the story.
- Help them to write their sentence and illustrate it. Encourage them to spell as many words as possible correctly using their phonic knowledge. Let them make plausible attempts at harder words.

Assessment (AF1) Can the children use their phonic knowledge to make plausible attempts at more complex words?