



The Backpack

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

Focus phonics:

Phonemes introduced in this book: oy, ck

Phonemes revisited include: sh, th, ch, wh, long vowel /oo/ as in 'look'

Group or Guided reading

Introducing the book

- W** Can children read the title? Remind them that the two letters *ck* join together to make the sound /k/. Read the title together *The B-a-ckp-a-ck*.
- W** Turn to page 3 and show the children *toy*. Introduce the idea that *oy* represents a long vowel sound.
- C** (*Prediction*) Encourage children to use prediction: Pages 2-3: *Where are Chip and Mum? Look at the boys' backpacks. What do you think might happen to them?*
- 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 that sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

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 explain why Mum and Chip want to get his backpack back.

Assessment Check that 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** Page 1: Look at the word *wow*. Ask children to count the number of phonemes (*two*). Can they suggest which letters represent which phoneme? (*w-ow*)

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: y, o, t, b, m, j.
- Place *oy* on the table and ask children if they remember the long vowel phoneme. Say it together.
 - Make the word *boy*. Say the word together and count the phonemes (*two*). Check that children recognize which phonemes are represented by which letters.
 - Repeat for *toy* and *joy*.
 - Make *boy* again, then remove the *o*. Read the word. Say the word together and count the phonemes (*two*). Talk about the difference in sound between *oy* and *y*.
 - Can children make *by* into *my*?

Assessment (AF1) Can children read and spell the words *by* and *boy*?

Objective Use phonic knowledge to write simple regular words (5.8).

W

- Write the word *back*. Use sound buttons to show how the four letters represent the three phonemes.
- Ask children to write the word *pack*. Talk about similarities and differences between *back* and *pack*, including spelling, sounds and meaning.
- Now ask children to write *sack*. Did they find this easy? Discuss why.

Assessment (AF1) Can children read and write the words *rack*, *tack* and *sack*?

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

W

- **You will need:** Four counters for each child.
- Tell children to use counters to show the number of sounds/ phonemes in words that you are going to say.
- Say the word *stop*. Can children hear all four phonemes? (*s-t-o-p*)
- Repeat for other words such as *cab*, *crab*; *dip*, *drip*; *tap*, *trap*; *sip*, *snip*; *cap*, *clap*; *fat*, *flat*; *pan*, *plan*.
- When children can hear the correct number of phonemes, ask them to segment some of the words and tell you which letters you need to represent them.

Assessment (AF1) Can the children count the phonemes and segment the words?

Speaking, listening and drama activities

Objective Respond to what they have heard by relevant comments, questions or actions (2.2).

C (Questioning)

- Ask children simple questions about events in the story. Use *what*, *where*, *when*, *why* to begin your questions.

- When children give you an answer, ask them to speak in complete sentences. Can they show you where in the book they found the answer?
- Let children ask each other questions. Prompt them with *wh* words to begin their questions.

Assessment (AF2) Can children both ask and answer simple questions about the story?

Writing activities

Objective Begin to form simple sentences (11.1).

W

- Children work in pairs, Let one child ask a question beginning with *what*, *where*, *when*, *why*. The other child should say and then write their answer.
- Children take turns in asking questions and writing responses.

Assessment (AF2) Can children say and record a simple sentence?