



The Sing Song

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

Focus phonics:

Phonemes introduced in this book: ng, ck

Phonemes revisited include: Stage 1+ phonemes, wh, th, ll, ff, ch, long vowel /oo/ as in 'too'

Group or Guided reading

Introducing the book

- W** Can the children read the title? Explain that the two letters *ng* join together to make the sound /ng/. Read the title together: *S-i-ng S-o-ng*.
- W** Turn to the back pages of the book (14–16) and show the children *rock* and *shock*. Introduce the idea that *ck* represents the sound /k/.
- C** (*Prediction*) Encourage the children to use prediction: *Where are the family going? What are they doing there?*
- 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 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 a “sing song” is.

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 Look carefully at the words *sing* and *song*. *What is the same and what is different about these words?*

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: n, g, s, i, o, l, a, d.

- Place *ng* on the table and ask the children if they remember the sound it represents.
- Make the word *sing*. Say the word together and count the phonemes. Do the children recognize which letters represent which phonemes?
- Can any of the children replace any of the letters in *sing* to make another word (e.g. *song*)?
- Repeat to make as many words as you can, replacing only one letter each time.

Assessment (AF1) Can the children read all the words they make?

Objective Recognize common digraphs (5.6).

W

- Write the words *rock, shock, will* and *off*.
- Talk about where in words double consonants occur.
- Explain that in English, we don't write *kk* – instead we write *ck*. Like other double consonants (*ss, ff, gg, ll*), you find *ck* at the end of words.
- Can the children write the words *rock, sock, shock, will, off*?

Assessment (AF1) Can the children spell the words?

Objective Explore and experiment with sounds (5.1).

W

- Ask the children to find the word *robin* on page 9 and the word *singing* on page 5. Can they sound out and blend the phonemes?
- Ask the children to clap the words. Can they hear the two syllables in *robin* and *singing*?
- Ask the children to find and clap other words from the book to see how many syllables there are. Can they find more words with two syllables (e.g. *Wilma, Kipper, along, balloon*)?

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 words *let's* and *can't*. Read the words.
- Point out the apostrophe and explain that it means that there could be other letters in that place in the word.
- Ask the children to use sound buttons to show the four phonemes in each word and to identify which letters represent each one.
- Can the children find the words in the book?

Assessment (AF1) Can the children read the words *can't* and *let's* on the page?

Objective Show an understanding of the elements of stories such as sequence of events (8.3).

C (Summarizing)

- Tell the children three events from the book, e.g:
 - Dad won the Sing Song.
 - The family went to the Sing Song.
 - Biff and Chip sang a song.
- Ask the children to tell you which order the events should go in.
- Ask one of the children to think of three events for the rest of them to put in order.

Assessment (AF3) Can the children say three things from the book in the order in which they happened?

Speaking, listening, drama and writing activities

Objective Attempt writing for various purposes (9.1).

W

Objective Speak clearly and audibly with confidence and control (1.4).

- Organize your own class Sing Song.
- Ask each child to write the title of their Song on a piece of paper before they sing. Encourage the children to represent phonemes they have already met with an appropriate letter pattern.
- Let each child perform their song to the others.

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