



Quick, Quick

A = Assessment

O = Objective

C = Language comprehension

W = Word recognition

Focus phonics:

Phonemes introduced in this book: qu, long vowel /ou/ as in 'out'

Phonemes revisited include: ck, ng, th, u, sh, ff, wh

Group or Guided reading

Introducing the book

- W** Can the children read the title? Explain that the two letters *qu* join together to make the sound /kw/. Read the title together: *Qu-i-ck, Qu-i-ck*.
- W** Turn to page 3 and show the children *out*. Introduce the idea that *ou* represents a long vowel sound.
- C** (*Prediction*) Encourage the children to use prediction: *Where are the children playing? What kind of game are they playing?*
- 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 why all the grown-ups are trying to help Kipper.

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 Can the children find words with a /k/ sound in them? (e.g. *quick, kick, stick, luck, can*)

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, u, t, c, h, s, h.

- Place *ou* on the table and ask the children if they remember the long vowel phoneme. Say it together.
- Make the word *out*. Say the word together and count the phonemes (*two*). Check that the children recognize which phonemes are represented by which letters.
- Repeat for *ouch* and *shout*.

Assessment (AF1) Can the children read and spell the words *out* and *ouch*?

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

W **You will need:** Plastic or wooden letters: s, t, i, c, k, u, l, l.

- Make the word *sick*. Read it together, checking which phonemes are represented by which letters.
- Put a *t* between the *s* and the *i*. Clarify that when *s* and *t* go together, each letter keeps its own sound. Can the children read the word you have made?
- Repeat with *suck* and *stuck*, then with *sill* and *still*.

Assessment (AF1) Can the children read the words *stick*, *stuck* and *still*?

Assessment Can the children spell the words correctly?

Objective Read some high frequency words (5.7).

W

- Show the children the words *was* and *what*. Read the words.
- Ask the children to use sound buttons to show the (three) phonemes in each word and to identify which letters represent each one.
- Which is the tricky letter each time?
- When you have talked about the words, 'quickwrite' them.

Assessment (AF1) Can the children spell the words?

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

C (*Summarizing*)

- Make name labels for each of the characters in the book.
- Ask the children to reread the book and to list the names in the order in which they appear.
- Can the children tell you what the role of each person was as they appeared in the story? *Who got help? Who helped? How? Did it work?*
- Ask: *Could Kipper have been freed earlier? How?*

Assessment (AF2 and 3) Can the children sequence the events in the story and explain how each one came about?

Speaking, listening and drama activities

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

C (*Oral language development*)

- Give each of the children a character label. Ask them to reread the book so that they know what their character's role is.
- Let the children act out the story, speaking the words from the book.

- Recreate the railings and the stuck head using toys and construction kits in the classroom. Can any of the children think of ways of releasing the toy from the fence?

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

Writing activities

Objective Use phonic knowledge to write simple regular words (6.1).

W

- Ask the children what strategies they use when they are trying to spell a word.
- Agree that segmenting the word into phonemes is an efficient way of spelling, but remind the children that some phonemes are represented by more than one letter.
- Ask the children to write *I can get him out*.
- If they achieve success, try *Quick, get me out*.
- Ask the children to look at each other's writing. Are there any letters which have been missed out?