



Rain Again

A = Assessment

O = Objective

C = Language comprehension

W = Word recognition

Focus phonics:

Phonemes introduced in this book: long vowel /ai/ as in 'rain'

Phonemes revisited include: ch, sh, long vowel /oo/ as in 'too', long vowel /o/ as in 'go'

Group or Guided reading

Introducing the book

- W** Can the children read the title? Tell them that the two letters *ai* join together to make the sound /ai/. Read the title together: *R-ai-n A-g-ai-n*. (For children who speak with an accent in which *again* rhymes with *hen* introduce *again* as a "tricky word" and explain that for other people, *rain* and *again* rhyme.)
- W** Turn to page 4 and show the children *pain*. Can they read the word?
- C** (*Prediction*) Encourage the children to use prediction: *Why isn't Kipper wet? Do you think he will get wet? If so, how?*
- 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 how each member of the family gets wet.

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 children find where *ai* is pronounced /ai/?

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: a, i, l, n, r, p, w, t.

- Place *ai* on the table and ask children if they remember the long vowel phoneme. Say it together.
- Make the word *rain*. Say the word together and count the phonemes (*three*). Check that the children recognize which phonemes are represented by which letters.
- Repeat for *pain* and *wait*.
- Make the word *nail*. Count the phonemes (*three*). The little vowel sound between *ai* and *l* is not a phoneme and isn't written down. Check that the children recognize which phonemes are represented by which letters.

Assessment (AF1) Can the children read and spell the words *pain* and *pail*?

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

W

You will need: Four counters for each child.

- Tell the children to use counters to show the number of sounds/phonemes in the words that you are going to say.
- Say the word *roof*. How many phonemes can the children hear? (Three)
- Write the word. Can the children work out which letters represent the vowel phoneme? (oo)
- Say *boots*. How many phonemes are there? (Four) Can the children write the word?

Assessment (AF1) Can the children count the phonemes and spell the word *moon*?

Objective Read a range of familiar and common words (5.9).

W

- Write the word *let*. Use sound buttons to show how the three letters represent the three phonemes.
- Write the word *let's*. Explain that *let's* is a quick way of writing *let us*. Can the children find similarities and differences between the two versions? Use sound buttons to show how the four letters represent the four phonemes.

Assessment (AF1) Can the children read and write *let's*?

Speaking, listening and drama activities

Objective Extend their vocabulary, exploring the meanings and sounds of new words (7.2).

C

(Oral language development)

- Improvise a story based around playing outside in different kinds of weather. As you encounter each new kind of weather, use mime and words to show how your body responds, as well as vocabulary to explore your emotions. Discuss what kinds of clothing you need to wear.

- Ask the children to compare the drama response to their own experience.
- *Compare your drama response to rain to the response of the characters in the book. Is it the same?*

Assessment (AF2) Can the children relate the drama and the story to their own experiences?

Writing activities

Objective Use phonic knowledge to make phonetically plausible attempts at more complex words (6.1).

W

- Let the children draw clothes they would wear in different kinds of weather.
- Once they have finished the drawings, ask them to write labels for each piece of clothing.

Assessment (AF1) Are the children's labels phonetically plausible?