



The Moon Jet

A = Assessment

O = Objective

C = Language comprehension

W = Word recognition

Focus phonics:

Phonemes introduced in this book: long vowel /oo/ as in 'moon'

Phonemes revisited include: ff, ll, sh, th

Group or Guided reading

Introducing the book

- W** Can the children read the title? Tell them that the two letters oo join together to make the sound /oo/. Read the title together: *The M-oo-n J-e-t*.
- W** Turn to page 5 and show the children *zoom*. Can they read the word?
- C** (*Prediction*) Encourage the children to use prediction: *Is Kipper really in a jet? Where will he go?*
- 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 happens in Kipper's journey to the moon.

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 the children find where *oo* is pronounced as it is in *moon*?

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, n, m, z, r, f, c, l, p.
- Place *oo* on the table and ask the children if they remember the long vowel phoneme. Say it together.
 - Make the word *moon*. Say the word together and count the phonemes (*three*). Check that the children recognize which phonemes are represented by which letters.
 - Repeat for *zoom* and *roof*.
 - Make the word *cool*. Count the phonemes (*three*). The little vowel sound between *oo* and *l* is not a phoneme and isn't written down. Check that children recognize which phonemes are represented by which letters.

Assessment (AF1) Can the children read and spell the words *loop* and *fool*?

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 words that you are going to say.
- Say the word *will*. How many phonemes can the children hear? (*Three*)
- Ask the children to write the word. Do they remember that the final *l* must be doubled?
- Repeat for *off*.

Assessment (AF1) Can the children find and read other words ending in *ll* or *ff*?

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

W

- Read the writing on page 10 together: *I will go to the moon*.
- Write the words *to*, *go*, *moon*.
- Can the children find:
 - two words that have the same vowel phoneme (*to*, *moon*)?
 - two words that nearly look the same (*go*, *to*)?
- Ask the children to suggest rhyming words for each of the three words.

Assessment (AF1) Can the children read and write *to*, *do* and *go*, *so*?

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

C (*Clarifying*)

- Make some speech bubbles for the children to write in.
- Show the children one of the pictures with the speech bubble covered up. Talk about what Kipper might be saying.
- Let the children say, then write, their own sentence.

Assessment (AF1) Have the children spelled common words correctly?

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 their own jets.
- Go to the moon together. Enjoy your journey, trying out flying tricks.
- Land carefully and set off to explore on the moon. How do you have to move? What kinds of things do you see?

Assessment (AF3) Can the children contribute to the imaginary game?

Writing activities

Objective Begin to form simple sentences (11.1).

W

- Let the children draw or paint a picture showing what they saw on the moon.
- Ask them to write a sentence to explain what happened.

Assessment (AF2) Can the children construct and write a simple sentence?