



The Red Coat

A = Assessment

O = Objective

C = Language comprehension

W = Word recognition

Focus phonics:

Phonemes introduced in this book: long vowel /oa/ as in 'coat'

Phonemes revisited include: ng, ch, ee, sh, ll, th, wh, dd, long vowel /or/ as in 'all', long vowel /oo/ as in 'took'

Group or Guided reading

Introducing the book

- W** Can the children read the title? Tell them that the two letters *oa* join together to make the sound /oa/. Read the title together: *The R-e-d C-oa-t*.
- W** Turn to pages 8–9 and show the children *soap* and *foam*. Can they use phonics to read the words?
- C** (*Prediction*) Encourage the children to use prediction: *Think about the title. What will happen in the story?*
- 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 to Dad's washing.

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 Could the children read the word *washing*? Which letter was tricky?

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

- Write the letters c__t. Say the word *coat*. How many phonemes are there? (*Three*) Can the children work out which sound is missing? Do they remember which letters are used to show the sound?
- Repeat for s__p, s__k and f__m.

Assessment (AF1) Can the children read and spell the words *road* and *goat*?

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

W

- Write the words *was* and *wash*. Talk about similarities and differences. Which letter is tricky? Why?
- Show the children how *washing* is *wash* plus the word ending *ing*.
- Can the children find one of the words in the book? (*Page 10*) Can they use each of the words in a sentence?
- Write the word *soak*. Can the children make it into *soaking*?
- Which of the words can they find in the book? (*Page 9*) Can they think of a sentence for the other word?

Assessment (AF1) Can the children read and write *foam* and *foaming* and think of sentences for each word?

Objective Explore and experiment with sounds and words (5.1).

W

- Read the text on page 14: *Chip was upset*, while you clap the rhythm of the words. When you read *upset*, clap twice, once for each syllable.
- Ask the children why they think you had to clap twice for *upset*. Talk about the 'beats' in the word. Clap and say the word together.
- Read the text on page 12 without clapping: *Dad's washing was red*. Can the children hear which word has two beats? (*wash-ing*) Clap and say the word together.

Assessment (AF1) Can the children clap the number of syllables in their name?

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

W

- Make cards showing letters and digraphs: *oa, i, e, ng, k, s, ll, m, p, c, t*.
- Challenge the children to make words using the cards. They can make words from the book like *coat, soak, king* and *smell* as well as other words like *sing, moat, sell* and *tell*.

Assessment (AF1) Can the children blend the phonemes for reading as well as segment them for spelling?

Speaking, listening and drama activities

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

G (*Oral language development*)

- Use resources in the role-play corner to re-enact the story.
- Ask the children to assemble everything they need. If there isn't a red coat, what could they use instead? Painting apron? Blanket?

- Let one or two children read while the others do the acting.
- If possible, take digital photographs or video images.

Assessment (AF3) Can the children contribute to the re-enactment?

Writing activities

Objective Attempt writing for various purposes (10.1).

W

- Look at the pictures and find out what was in the red wash.
- Make a list of everything Dad will need to replace.

Assessment (AF2) Can the children use layout conventions to write a list?