



# 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?