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

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).

- 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).

- 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).

- 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).

- 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).

- 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).

- 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?