



The Rook and the Ring

A = Assessment

O = Objective

C = Language comprehension

W = Word recognition

Focus phonics:

Phonemes introduced in this book: long vowel /ie/ as in 'pie', long vowel /oo/ as in 'rook'

Phonemes revisited include: long vowel /o/ as in 'go', th, ng, qu, ll, sh, ff, ee

Group or Guided reading

Introducing the book

- W** Can the children read the title? Tell them that the two letters *oo* can join together to make a short vowel sound. Read the title together: *The R-oo-k a-n-d the R-i-ng.*
- W** Turn to page 4. Show the children that the letters *ie* make a long vowel phoneme.
- C** (*Prediction*) Encourage the children to use prediction: *Why would a rook want a ring? Where would it get the ring from?*
- 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 whether or not Ron stole the ring.

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 Pages 2–3: Can the children find a word that rhymes with *rook* (*look*) and a word that rhymes with *ring* (*wing*)?

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 *r__k*. Say the word *rook*. 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 *l__k*, *g__d* and *c__k*.
- Show the children the words *moon* and *boot*. What can the children tell you about the vowel phoneme?
- Clarify that *oo* can represent a short vowel phoneme (*look*, *good*) and a long vowel phoneme (*food*, *moon*).

Assessment (AF1) Can the children read the words *good* and *food*?

Objective Use phonic knowledge to write simple regular words (5.8).

W

You will need: Plastic or wooden letters: i, e, p, t, l, d.

- Make the word *pie*. Ask the children to tell you how many phonemes there are (*two*). Clarify which letters represent which phonemes.

- Ask one of the children to make *tie*.
- Which other rhyming words can they make using these letters?
- Can the children also make CVC words? (e.g. *tip, lip, dip, lid, pit, lit, led, let, pet*)

Assessment (AF1) Can the children read and write *die* and *lie*?

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

W

- Read the text on page 10: *A magpie took the ring*, while you clap the rhythm of the words. When you read *magpie*, clap twice, once for each syllable.
- Ask the children why they think you had to clap twice for *magpie*. Talk about the 'beats' in the word. Clap and say the word together.
- Read the text on page 8 without clapping: *Mum was cooking*. Can the children hear which word has two beats? (*cook-ing*) Clap and say the word together.
- Ask the children to read the names on page 12. Which one needs two claps? (*Floppy*) Say the names and clap the syllables together.
- How many claps are there in Kipper's name?

Assessment (AF1) Can the children clap the number of syllables of birds and animals?

Speaking, listening and drama activities

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

G (Oral language development)

- Tell the children that magpies like to find shiny things.
- Ask them to make a collection of things from the classroom that magpies would like to collect.
- Let the children take turns to be the magpie, choosing something from the shiny collection and hiding it. Can they give the others clues as to where to look for the hidden object? Encourage the use of position words (*next to, underneath, inside, etc.*)

- Let the children take turns to be Ron the Rook, going to retrieve the object.

Assessment (AF3) Can the children give and listen to clues as to where the shiny object is hidden?

Writing activities

Objective Begin to form simple sentences (10.1).

W

- The children should try to remember where the shiny things were hidden in the game. They should say and write simple sentences about where the things were, e.g. *The spoon was under the teddy.*

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