



Wet Feet

A = Assessment

O = Objective

C = Language comprehension

W = Word recognition

Focus phonics:

Phonemes introduced in this book: long vowel /ee/ as in 'feet', long vowel /o/ as in 'go'

Phonemes revisited include: sh, th

Group or Guided reading

Introducing the book

- W** Can the children read the title? Tell them that the two letters ee join together to make the sound /ee/. Read the title together: *W-e-t F-ee-t*.
- W** Turn to pages 2–3 and show the children *river*. Can they use phonics and the picture to read the word?
- 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 why Wilf and Dad get wet feet.

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 ee is pronounced as it is in *feet*?

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 *f__t*. Say the word *feet*. 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 *w__d*, *f__d* and *d__p*.
- Write the word *eel*. Count the phonemes (two). The little vowel sound between *ee* and *l* is not a phoneme and isn't written down. Check that the children recognize which phonemes are represented by which letters.
- Ask the children to write the words *feel* and *reel*.

Assessment (AF1) Can the children read and spell the words *see* and *peel*?

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

W

- Write the words *fish* and *fishing*. Talk about similarities and differences.
- Show the children how *fishing* is *fish* plus the word ending *ing*.
- Can children find both words in the book? (e.g. pages 4–5) Can they use each of the words in a sentence?

- Write the word *feed*. Can the children make it into *feeding*?
- Which of the words can they find in the book? Can they think of a sentence for the other word?

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

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

W

- Read the text on page 2: *Wilf and Dad got to the river*, while you clap the rhythm of the words. When you read *river* clap twice, once for each syllable.
- Ask the children why they think you had to clap twice for *river*. Talk about the 'beats' in the word. Clap and say the word together.
- Read the text on page 4 without clapping: "*Let's get fishing*," said *Wilf*. Can the children hear which word has two beats? (*Fish-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: *ee, sh, i, f, t, d, p, w*.
- Challenge the children to make words using the cards. They can make words from the book like *fish, deep, feet* and *weed* as well as other words like *sheep, sheet, feed, wish* and *dish*.

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

Speaking, listening and drama activities

Objective Use talk to organize, sequence and clarify things, ideas, feelings and events (3.2).

G (*Oral language development*)

- Let the children work in a group to make an ee fishing game.
- They should co-operate to agree who is going to draw little pictures of words like: *feet, weed, green, sweet, sheet* and *teeth*. Each picture needs a label.
- The children can put modelling clay on the pictures, make little rods out of spoons or sticks and play their game, "catching" (pressing their rods onto the words) and reading the words.

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 something that Wilf might have caught in the river.
- Ask them to write a sentence to explain what happened.

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