



# Craig Saves the Day

**C** = Language comprehension    *R, AF* = QCA reading assessment focus  
**W** = Word recognition            *W, AF* = QCA writing assessment focus

## Focus phonics:

Focus phonics in this book: /ai/ as in 'day' (made by -ai, -ay, i-e, a)

Phonemes revisited include: /ee/ as in 'team'; /oo/ as in 'spoon'

## Group or Guided reading

### Introducing the book

- W** Can the children read the title? Can they hear the same vowel phoneme in *Craig, Saves* and *Day*? Help them to identify the letters that represent the phoneme in each word.
- C** Encourage the children to use prediction by asking: *What does 'saves the day' mean?* Look at the picture on the front cover. Can any of the children identify Craig? How might he save the day? Do any of the children recognize the Cubs uniforms?
- W** Turn to page 1. Look at the word *Haygate*. Remind children how to use syllables to decode this word.
- Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story.

### Strategy check

Remind the children to sound out words carefully, remembering that two letters can represent one sound, particularly one vowel sound. If children can't sound out a word, what other strategies can they use?

### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

**C** (*Clarifying*) Ask children to explain how Craig saved the day for the red team.

**Assessment** Check that children:

- (*R, AF1*) use phonic knowledge to sound out and blend the phonemes in words (see chart on page 3)
- (*R, AF2*) use comprehension skills to work out what is happening
- (*R, AF1*) make a note of any difficulties the children encounter and of strategies they use to solve problems.

### **Returning to the text**

**W** In the book title, how many different ways of spelling the vowel phoneme /ai/ can the children identify? Which do they think they met most often when reading the book?

**Assessment** (*R, AF1*) Discuss any words the children found tricky and talk about strategies used.

## **Group and independent reading activities**

**Objective** Identify the constituent parts of two syllable and three syllable words to support the application of phonic knowledge and skills (5.5).

**W** Write two syllable words from the book on pieces of card: *Haygate, Hooray, leader, races, ahead*.

- Talk about strategies for reading the different words. Which words can be cut into two separate syllables? Decide where the syllable boundaries are and cut up the words.
- Find other two or three syllable words related to the book, e.g: *children, winning, happy, adult (lifejacket)*. Help the children to read the words by breaking them into syllables.

**Assessment** (*R, AF1*) Can children read words with two syllables in isolation?

**Objective** Recognize and use alternative ways of spelling the phonemes already taught (5.6).

**W** Find out which spelling of /ai/ is most common in the book.

- Let children scan the pages for *ai* words. You write them as the children call them out.
- Repeat for *ay* and *a-e* words. Which is most common in this book? (treat Haygate/lake as a representative of both *ay* and *a-e*)

**Assessment** (*W, AF1*) Without looking at the chart, can children write three different ways of representing /ai/?

**Objective** Find specific information in simple texts (7.1).

- **W** Ask each child to copy the text from a different page in the book.
  - Shuffle the children's writing and distribute one piece of text to each child.
  - In turn, ask the children to read their text aloud and then to match it with the text on the page in the book.

**Assessment** (*R, AF1*) Can children read their short text independently and without context?

**Objective** Read and spell phonically decodable words (5.7).

- **W** Read sentences from the book containing an /ai/ word.
  - Repeat the /ai/ word and ask children to spell it.
  - Remind them of the spelling choices.
  - Let the children find the word in the book themselves to check their spelling.

**Assessment** (*W, AF8*) Can children spell common /ai/ words accurately?

## Speaking, listening and drama activities

**Objective** Visualize and comment on events, characters and ideas (8.2).

- **C** (*Questioning*) Give different children in the group identities of characters in the story.
  - Ask the children to look through the book, finding out what their character does.
  - In role, let the children ask each other questions to find out more about what they did in each activity.

**Assessment** (*R, AF3*) Can children offer insights beyond those shown in the text and illustrations?

## Writing activities

**Objective** Convey information and ideas in simple, non-narrative forms (9.3).

**C** (*Summarizing*) The children can write a short text explaining their character's role in the activities in the book.

**Assessment** (*W, AF2*) Can children write one or two sentences with punctuation?