Craig Saves the Day

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

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.

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?

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.
(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.

*W* Shuffle the children’s writing and distribute one piece of text to each child.

*W* 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.

*W* Repeat the /ai/ word and ask children to spell it.

*W* Remind them of the spelling choices.

*W* Let the children find the word in the book themselves to check their spelling.

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

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**Speaking, listening and drama activities**

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

**(Questioning)** Give different children in the group identities of characters in the story.

*W* Ask the children to look through the book, finding out what their character does.

*W* 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?

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Craig Saves the Day
Writing activities

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

(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?