



Dolphin Rescue

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: /f/ as in 'fin' (made by ph, f, ff)

Phonemes revisited include: /ee/ as in 'beach' (made by ea, ee, e, y); /igh/ as in 'cried' (made by i_e, i, y); /oa/ as in 'phone' (made by o_e, o, ow); /ai/ as in 'shape' (made by ai, ay, a_e, a, ey)

Group or Guided reading

Introducing the book

- W** Can the children read the title? Do they know that *ph* represents the phoneme /f/? Help them to read both words syllable by syllable: they should be familiar with the letter patterns. Read the title: *Dol-phin Res-cue*.
- C** (*Prediction*) Encourage the children to use prediction by asking: *Where is the dolphin? Why might it need to be rescued?*
- W** Turn to page 1. Warn the children that they will need to use all their phonics to read this book – it doesn't repeat the same sounds over and over again. Read the text together and consider what the grey shape might be.
- 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

- W** Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask: *Why did the men have to take the dolphin to deep water?*

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

C (Clarifying) Ask: *Why didn't Gran let the men drag the dolphin away?*

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 words to support the application of phonic knowledge and skills (5.3).

W Ask each child to find six words with two syllables.

- The children should write each word on a piece of paper.
- They should then cut the word up to divide the syllables.
- The children can then swap pieces of paper and try to remake each others' original six words.

Assessment (R, AF1) Can children read individual syllables and find two syllable words?

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

W Make a chart with five columns. Write the words *shape, beach, cried, phone, cool* at the top of each column.

- Ask each child to focus on a double page spread in the book. They should try to find words with any spelling of the five long vowel phonemes.
- When a child finds a word, they should write it on the chart.
- When children have written their words, they should underline the letter

patterns that represent the long vowel phonemes.

Assessment (R, AF1) Can the children hear the long vowel phonemes and correctly group them into sets?

Objective Recognize automatically an increasing number of familiar high frequency words (5.7).

- W** Make two copies of each of these words on card: *no, why, there, said, back, go, into, some, the, can, to, will, she, they, all, away, its, need, water, of.*
- Keep one set of the words for yourself. Divide the other set amongst the children so they each have the same number of words.
 - Read the words from the top of your pile. When you have read a word, leave two or three seconds before moving on to the next word.
 - If a word is claimed by a child who has already been given that word, then give them your copy to make a pair. Otherwise, put the word to the bottom of your pile so that the child who has the match can have a second chance to hear the words.

Assessment (R, AF1) Use the same set of words for playing a memory game.

Speaking, listening and drama activities

Objective Listen to and follow instructions carefully (2.2).

- C** (*Clarifying*) Use a toy or make a dolphin from a stuffed sock.
- Use your dolphin in the sand tray as the basis for role-play. Initially, try to follow the instructions in the book for keeping the dolphin well until sea rescue can come.
 - Let the children extend their play.

Assessment (R,AF3) Can children use and extend information in the book?

Writing activities

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

C (*Summarising*) Children work together to make a poster showing how to rescue a dolphin.

- They should use information from the book as they each write their sentence.

Assessment (*W, AF3*) Can children use the book to create their own sentence?