



Egg Fried Rice

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: /igh/ as in 'nice' (made by -ie, -igh, -i-e, -y)

Phonemes revisited include: /ee/ as in 'meat'; /ow/ as in 'out'; /ai/ as in 'came'

Group or Guided reading

Introducing the book

- W** Can the children read the title? Can they hear the same vowel phoneme in *fried and rice*? Help them to identify the letters that represent the phoneme in each word.
- C** (*Prediction*) Encourage children to use prediction by asking: *Where do you go to eat egg fried rice?* Talk about where the children in the book might be going. Have any of the children in the group eaten egg fried rice?
- W** Turn to page 2. Look at the word *Chinese*. Talk to the children about strategies they could use to read the 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 the children to explain why Wilma was given a feast at the end of the story.

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

- Ⓜ On pages 2-3, how many /ie/ words can the children find? How many different ways of spelling the vowel phoneme can they identify?

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).

- Ⓜ Use two pieces of card to make a context mask. Identify words in the book which children found tricky when they were reading independently. Revisit each word, masking off the context words on either side.
- Talk about phonic strategies for decoding the word. As well as blending and segmenting, introduce the children to the idea of chunking words by, for example, syllable (*fight-ers*) or dividing a compound word (*out-side*).

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

Objective Recognize and use the alternative ways of spelling the phonemes already taught (5.2).

- Ⓜ Make a chart with five columns. Write one of: *ie*, *i_e*, *igh*, *y*, *i* at the top of each column.

- Ask each child to focus on a double page spread in the book. They should try to find all the words with /igh/ in them.
- When a child finds a word, they should write it on the chart. Remind them to write it in the correct column.
- When the children have written their words, they should underline the letter patterns that represents /igh/ in each of the words.

Assessment (W, AF8) Without looking at the chart, can children write at least two different ways of representing /igh/?

Objective Read and spell phonically decodable two syllable words (6.5).

- **W** Say the word *invite*. Can the children tell you how many syllables there are, and split the word into its syllables: *in-vite*
- Ask the children to try writing each of the syllables. Help them to segment the syllables for spelling. Ask them: *How many phonemes in 'in'?* (2) *How can we show each one?*
- How many phonemes *invite*? (3) How can we show each one?
- Compare the different outcomes from each of the children in the group. Have they all represented all of the phonemes in the two syllable word?
- Repeat for other two syllable words in the book, e.g. *Chinese, Friday, fighters, tiger, outside*.

Assessment (W, AF8) Can children make a phonetically plausible attempt at spelling *upset* and *kitchen*?

Speaking, listening and drama activities

Objective Retell stories, ordering events using story language (1.2).

- **C** (*Summarizing*) Give each child a sheet showing four boxes.
 - Ask the children to show the main events of the story in just four drawings. Emphasize that they can only show the main events.
 - Ask the children to retell the story using just their four main events.

Assessment (*R, AF2*) Have the children identified the main points in the story in their drawings?

Writing activities

Objective Create short, simple texts that combine words with images (8.5).

- **C** (*Summarizing*) The children can write a sentence under each of their four pictures.
 - They do not need to retell the story, just summarize the main events.

Assessment (*W, AF2*) Can children write a summarizing sentence?