



Joe

- 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: /oa/ as in 'Joe' (made by oa, oe, o_e, ow, o)

Phonemes revisited include: /ee/ as in 'dream' (made by ea, ee)

Group or Guided reading

Introducing the book

- W** Can the children read the title? Do they know that oe represents the phoneme /oa/? Support them to sound out the title: *j-oe*.
- C** (*Prediction*) Encourage children to use prediction by asking: *What can you tell me about Joe from the picture on the cover? What might happen in the story?*
- W** Turn to pages 2 and 3. Read the page aloud to the children, asking them to put their hands up when they hear a word with the phoneme /oa/. List the different representations of the phoneme as seen in: *ago, Joe, home, coat*.
- 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: *Was Joe happy at the end of the story? Why?*

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 On pages 4 and 5, can children find a different way of showing the phoneme /oa/? (*snowing*)

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

Group and independent reading activities

Objective Apply phonic knowledge and skills as the prime approach to reading (5.5).

W The class gather in a circle. Two children at a time are involved in blending and segmenting a word. Move rapidly around the circle of children so that no-one is bored. The activity should be fast paced.

- Say the word *cold*.
- Ask one child to repeat the word and segment it: *cold: c-o-l-d*
- Ask the next child to repeat the phonemes and blend the word: *c-o-l-d, cold*.
- Repeat for the words: *Joe, cold, coat, oats, loaf, bowl, snow, home, alone, ago, no*.

Assessment (R, AF1) Can children repeat, segment and blend the words *woke* and *don't*?

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

- W** Make a chart with five columns. Write one of *oa, oe, o_e, ow, o* 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 /oa/ in them.

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

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

Objective Spell new words using phonics as the prime approach (6.1).

- **W** Teach the children to use their phonic knowledge to write words.
 - Ask the children to contribute to a list of all the different representations of the phoneme /oa/.
 - Say the word *home*. Ask the children to repeat, then segment the word:
home: h-o-me.
 - Write the word phoneme by phoneme: Begin with *h*. Can any of the children suggest which of the representations of /oa/ is needed?
 - Try writing the word using that representation. Does it look right? Match it with a word in the book.
 - Repeat for other /oa/ words in the book.

Assessment (W, AF8) Can the children systematically use segmenting and visual checking to write words?

Speaking, listening and drama activities

Objective Visualize and comment on events, characters and ideas making imaginative links to their own experiences (8.2).

- **G** (*Questioning*) Develop visual learning skills as children use the pictures to find out more about Joe.
 - Encourage them to share ideas by asking questions, rather than by making statements.
 - Encourage them with some ideas. Ask: *Why doesn't Joe have a home? Who are Toby and Rose? Do you think Joe lives in the same days as you do?*
 - Clarify that there are no right answers to most of these questions. Children should use the pictures and their own imaginations to suggest ideas.

Assessment (*R, AF3*) Can children contribute their own ideas to the discussion? Can they frame questions?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning (11.1).

- **G** (*Summarizing*) The children draw an idea that they were interested in during the discussion.
 - They write a sentence to summarize their idea.

Assessment (*W, AF3*) Can children frame a sentence?