



# Seasick

**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: /ee/ as in 'beach' (made by ee, ea, y)

Phonemes revisited include: /or/ as in 'all'; /oo/ as in 'boat'

## Group or Guided reading

### Introducing the book

- W** Can the children read the title? Help them to divide the compound word: sea+sick. Check that they know that ea represents the phoneme /ee/.
- W** Turn to pages 2 and 3. Show the children that the phoneme /ee/ can be represented by ea in *beach* and by ee in *feet*.
- C** (*Prediction*) Encourage children to use prediction by asking: *When might someone get seasick?* If any of the children have been seasick, ask them what it feels like.
- 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 the children to explain why no-one wanted the beans.

**Assessment** Check the 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 6-7, how many /ee/ words can the children find? Discuss the final phoneme in *jelly*. Can the children hear that it's like the vowel in *cream*?

**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 skill 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 round the circle of children so that no one is bored. The activity should be fast paced.

- Say the word *feet*.
- Ask one child to repeat the word and segment it: *feet: f-ee-t*
- Repeat for the words: *beach, seat, feet, each, cream, feel, heap, eat, feast, seal, tea*.

**Assessment** (R, AF1) Can the children repeat, segment and blend the words: *beans* and *feels*?

**Objective** Recognize and use alternative ways of spelling phonemes (5.2).

**W** Give each child two cards, one showing *ea* and one showing *ee*.

- Write the letters *f\_\_t*. Say the word *feet*. How many phonemes are there? (3)
- Can the children work out which sound is missing?
- Children push forward the card they think you need to complete the word.

- Repeat for *ch\_\_se* (3 phonemes), *cr\_\_m* (4), *f\_\_st* (4), *f\_\_l* (3) and *s\_\_* (2).
- Agree that *sea* and *see* are both possible spellings. Can children say sentences to show the difference in meaning?

**Assessment** (R, AF1) Can children complete the words *b(ea)ns* and *f(ee)ls*?

**Objective** Identify the constituent parts of two syllable words (5.3).

- W** Write the word *jelly*. Ask the children to segment the word into phonemes.
- How many are there? (4) Can the children tell you what they are? (*j-e-ll-y*)
  - Which sound is represented by *ll*?
  - Talk about the sound represented by the *y* in this word.
  - Model blending the phonemes to read the word: *j-e-ll-y*.
  - Repeat for: *jetty*, *choppy*, *funny*, *sorry*, *sandy*.

**Assessment** (R, AF1) Can children read the words *yummy* and *jolly*?

## Speaking, listening and drama activities

**Objective** Explore familiar themes and characters through improvisation and role-play (4.1).

- C** (*Clarifying*) Turn tables upside down to create little boats for the children to explore what it is like being out at sea.
- Play with them while you find seals, look for fish, listen out for seagulls and enjoy the peace of the day.
  - As the sea gets choppy, explore each person's reactions. Who is excited, who feels seasick, who is frightened?

**Assessment** (R, AF3) As you reread the book, ask the children how each of the characters is feeling at different points in the story. Draw on their own experiences of the role-play.

## Writing activities

**Objective** Write chronological and non-chronological texts using simple sentences (10.1).

- **C** (*Questioning*) The children should draw on their own role-play experiences when they write a letter to one of the characters in the book, asking about that character's reaction to the day at the seaside.
- If possible, ask different children to take on the role of the character and either say or write a response to the question.

**Assessment** (*W, AF3*) Can children frame and write a question?