Seasick

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

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/.

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.

(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.

(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**

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).

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).

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).

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).

*(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).

(1) (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?