



The Knight Who Was Afraid

C = Language comprehension *R, AF* = QCA reading assessment focus
W = Word recognition *W, AF* = QCA writing assessment focus

Focus phonics:

Focus on phonics in this book: /n/ as in not (made by *kn, n*); /r/ as in 'ran' (made by *wr, r*)

Phonemes revisited include: /igh/ as in 'mice' (made by *igh, i, ie*); /ai/ as in 'play' (made by *ai, a_e, a, ay*)

Group or Guided reading

Introducing the book

- W** Can the children read the title? Do they know that *kn* represents the phoneme /n/? Support them to sound out the words *kn-igh-t* and *a-f-r-ai-d*. Do they recognize *who*?
- C** Encourage the children to use prediction by asking: *What is a knight? What might a knight be afraid of?*
- W** Turn to page 1 and look at the word *wrote*. Tell the children that *wr* represents /r/. Talk about 'silent letters' in *kn* and *wr*.
- 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: *What was the knight afraid of? How did they catch him?*

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 page 1, how many silent letters can the children find? How many other words with the same silent letters can the children find in the book?

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 unfamiliar words (5.5).

- W** **You will need:** a whiteboard and pen, 5 counters to act as sound buttons.
- Say the word *knight*. Ask the children to tell you how many phonemes there are. (3) Segment, blend and say the word again.
 - Write the word on the whiteboard. Put three counters under it to act as sound buttons for the phonemes.
 - Ask the children to help you draw lines joining the letters to each of the counters to show how the phonemes are represented.
 - Repeat for words like: *wrote, write, knees, knock, as well as for play, afraid, today, fight, mice, giant*.

Assessment (R, AF1) Can the children use sound buttons to represent each of the phonemes in the words?

Objective Recognize automatically an increasing number of familiar high frequency words (5.4).

- W** Make two copies of each of these words on card: *was, who, this, said, you, like, came, the, he, my, name, him, out, his, she, went, cried, no, to, what.*
- Keep one set of the words 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 2 or 3 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 and recognize the words.

Assessment (R, AF1) Use the same set of words for playing a memory game. Check that they are familiar to the children.

Objective Recognize and use alternative ways of spelling the graphemes already taught (6.3).

- W** Give each child a copy of the book.
- Write *ai* on a whiteboard. Ask the children to tell you which vowel phoneme it represents.
 - Give the children 20 seconds to look through their books and call out as many *ai* words as they can.
 - Repeat for other digraphs like: *ay, a_e, igh, ie, i_e.*

Assessment (R, AF1) Can the children recognize the digraphs in isolation and in words?

Speaking, listening and drama activities

Objective Take turns to speak, listen to others' suggestions and talk about what they are going to do (3.1).

- **C** (*Summarizing*) Ask children to re-enact Wilma's play.
 - Each child takes on the role of a character in the play.
 - Supervise children as they negotiate roles, props and story development.

Assessment (*R, AF3*) Can children work together to create a shared outcome?

Writing activities

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

- **C** (*Questioning*) The children can write a question to the giant in the play.
 - Use the questions for a hot seating activity.

Assessment (*W, AF2/3*) Can children write a relevant question?