



Change Gear! Steer!

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: /ear/ as in 'gear' (made by ear, ier, eer, ere, ea)

Phonemes revisited include: /s/ as in 'race' (made by ce, s); /ee/ as in 'screen' (made by ea, ee, y); /au/ as in 'warning' (made by ar, or); /ow/ as in 'crowd' (made by ow, ou)

Group or guided reading

Introducing the book

- W** Can the children read the title? Which words can they hear with the phoneme /ear/? (*Gear, Steer*) Read the title: *Ch-a-n-ge G-ear! S-t-eer!*
- C** (*Prediction*) Encourage the children to use prediction. Look at the cover picture and the blurb. Ask: *What is Nadim doing?*
- W** Turn to pages 1–3. Remind the children to use their phonic knowledge to read the text. Which letter patterns representing the long vowel phoneme /ear/ can they identify? (Depending on the accent, look out for: *ear, ere, ier.*) Point out that the *ier* in *pier* is a very uncommon representation of /ear/.
- 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, and also that the same letters can often be pronounced in more than one way. If children can't sound out a word, what other strategies can they use?

Independent reading

- Sample the children's reading as they read the story aloud. Praise and encourage them while they read, and prompt as necessary.

C (Questioning) Ask: *Who drove with the greatest skill?*

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

C (Clarifying) Ask: *Why did people gather in a crowd to watch Nadim and his dad?*

Assessment (R, AF3) Can the children explain why people may have wanted to watch Nadim and his dad on the racing game?

Group and independent reading activities

Objective Spell with increasing accuracy, drawing on knowledge of word structure and spelling patterns (5.2).

W **You will need:** cards showing the words: *near, real, clear, rear, cheer, steer, gear, veer, severe, sheer* as well as suffixes: *s, ly, ing, ed*.

- Ask the children to read all of the words. Discuss any difficulties and clarify which graphemes represent the phoneme /ear/.
- Make lists of all the words that each of the suffixes can be added to. Talk about how the new words can be used (none of the suffixes change the basic meaning of the word, they change single words to plural words, verbs to adverbs, parts of the verb, the verb tense, etc.).
- Show the children the base forms of each word and ask them to write the words with suffixes added. Does the spelling have to change when the suffixes are added?

Assessment (W, AF8) Can the children spell the words with the suffix added?

Objective Read high and medium frequency words independently and automatically (5.5).

W Let the children read the book aloud to a response partner. Each child in the pair should read a double page spread, then let their partner read the next. You can sample listening to the pairs at work.

- When children are listening, they should note down all of the words their partner hesitates over, sounds out, omits or gets wrong.
- Let pairs of children discuss the words they have noted down. What kinds of words are the children hesitating over?
- Talk in a group about words that are often not read automatically. Can children discuss strategies for recognizing the words next time?

Assessment (*R, AF1*) Can the children read most of the high frequency words in the text without hesitation?

Objective Read and spell less common alternative graphemes (5.4).

W In pairs, ask the children to collect /ear/ words from the book.

- Each child in each pair should choose five words to learn to spell.
- Let the children make pairs games, each child writing their five different words out twice. The children can mix up the words and play the game.
- Ask the children to test each other on their chosen words.

Assessment (*W, AF8*) Does the children's spelling of /ear/ words improve in their writing?

Speaking, listening and drama activities

Objective Draw together ideas from across a whole text (7.1).

G (*Summarizing*) Let the children work together to find all the information in the book about the route that Nadim and his dad steered.

- Using information and pictures from the book, children work together to construct a plan of the whole route.

Assessment (*R, AF3*) Can the children combine knowledge and information from across the whole book?

Writing activities

Objective Write simple and compound sentences (11.1).

C (*Summarizing*) Ask the children to use their plan of the route to write a guide on how to drive the route quickly and safely. Remind them that they should write both what the features are and how to drive around them safely.

- Encourage children to use words like: *first, then, after, because, so*.

Assessment (*W, AF6*) Can the children write well-constructed and informative sentences, indicating the relationship of events?