



Top Score

- 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: /au/ as in 'score' (made by or, au, aw, oor, a, ar)

Phonemes revisited include: /ai/ as in 'Craig' (made by ai, a-e, ay)

Group or guided reading

Introducing the book

- W** Can the children read the title? Which words can they hear with the phoneme /au/? Read the title: *T-o-p S-c-o-r-e*.
- C** (*Prediction*) Encourage the children to use prediction. Look at the cover picture and the blurb. What can they tell you about the story? Ask: *What might 'Top Score' refer to?*
- W** Turn to page 1. Remind children to use their phonic knowledge to read the text. Which letter patterns representing the long vowel phoneme /au/ can they identify? (*au, ough, or, aw*)
- 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 letter 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: *Do you think Mrs May is a good sport? Why/Why not?*

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 (Questioning) Ask: *What was the most interesting thing the boys found out about the Vikings?*

Assessment (R, AF3) Can the children evaluate possible answers to the question and decide on their own?

Group and independent reading activities

Objective Read and spell less common graphemes including trigraphs (5.4).

W Prepare individual cards, each with one of the graphemes: *or, oor, au, aw, a, ar.*

- Clarify that all of these graphemes *can* represent the phoneme /au/. Discuss the graphemes. Ask: *Which are the most easily recognizable? Which are the trickiest?*
- Shuffle and randomly distribute the cards amongst the children. Ask each of the children to quickly find a word containing each of their graphemes.
- Ask: *Which of the graphemes was easiest to find in a word? Why? (Is it the most common?) Which was hardest? Why?*

Assessment (R, AF1) Can each child read the words that a different child found?

Objective Spell, drawing on knowledge of word structure, including common inflections (6.1).

- **W** Look at page 1 and ask children to identify the suffixes – word endings that are added to a base word (*ing, y, ly*). Can the children tell you what each word would be, with and without these endings?
- Give individuals or pairs of children different pages to look at, each time with the aim of finding word endings. Ask the children to jot down the whole word each time and underline the suffix.
- Talk about the suffixes the children found. Ask: *Which were the most common? Which were hard to spot?*

Assessment (*W, AF8*) Can children recognize common suffixes in their reading and spelling?

Objective Know how to tackle unfamiliar words that are not completely decodable (5.3).

- **W** Ask each child to revisit the book and find three words that they think other groups of children might get stuck on.
- Ask the children to suggest ways of reading the words that might help the other children.
- Identify any other words that this group found difficulty with and discuss strategies for decoding the words.

Assessment (*R, AF1*) Can the children both identify tricky words and suggest strategies for reading them?

Speaking, listening and drama activities

Objective Listen to each other's views and preferences (3.3).

- **C** (*Summarizing*) Reread the story, focusing particularly on the work the boys did in finding out about the Vikings.
- Talk together about how the boys worked on their presentation. Use evidence from the text.
- Ask each child in your group to explain one fact about the Vikings that the boys found out. Can the second child repeat that fact, and then add another? The third child should repeat the first two facts and add their own, and so on.

- Ask each child to explain which they thought was the most interesting of the Viking facts and why.

Assessment (*R, AF5*) Can the children listen to each other successfully?

Writing activities

Objective Maintain consistency in non-narrative, including purpose and tense (9.3).

- (*Summarizing*) Ask the children to write or type a short text on the Vikings using facts from this story.

Assessment (*W, AF3*) Can the children select only facts and present them in an appropriate, non-narrative style?