



# Uncle Max and the Treasure

**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: /ure/ as in 'sure' (made by ure, ur); /j/ as in 'gems' (made by dge, g, j, ge)

Phonemes revisited include: /ar/, /au/, /ur/, /air/, /ear/

## Group or guided reading

### Introducing the book

- W** Can the children read the title? Can they say how many phonemes there are in *Treasure*? (5) Read the title: *U-n-c-le M-a-x a-n-d th-e T-r-ea-s-ure*.
- C** (*Prediction*) Encourage the children to use prediction. Look at the cover picture and the blurb. Ask: *Where will Uncle Max find his treasure?*
- W** Turn to pages 2–3. How many words can the children find that rhyme with *snore*? Is *sure* one of them? Talk about the vowel phoneme in *sure*.
- 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: *What did Uncle Max find when he returned to the island?*

**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: *How did Uncle Max feel about Fingers Foster at the end of the story?*

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

## **Group and independent reading activities**

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

- W** Give different pairs of children a few pages of the book to study.
- Ask the children to read their pages and to note all the phonemes which occur more than three times – include both consonant and vowel phonemes. They should then list all of the words which include those phonemes.
  - Share the lists together. Ask: *Which phonemes occur most often in this book? Which are the most common spelling patterns used to represent those phonemes?*
  - Compare the words different children have in their lists. Does everyone in the group pronounce all of the words in the same way? Focus on vowels found in words such as *sure*. Do children rhyme *sure* and *poor*? Do any children pronounce a different vowel? Are there any other vowels which children with different accents pronounce differently?

**Assessment** (R, AF1) Can children identify vowel phonemes and recognize their associated spelling patterns?

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

- **W** Write a selection of potentially tricky words from the book, for example: *treasure, measure, adventure, curious, secure, luxury; island; pirate; secret*.
- Discuss with the children what they need to know in order to read the words successfully. This could include:
  - understanding of syllables;
  - understanding that a letter pattern can be pronounced in more than one way;
  - recognizing silent letters.
- Are there any other barriers to reading these words?
- Discuss whether these words are easier to read in the book or in isolation. Discuss the value of using the context when the words are not entirely decodable.

**Assessment** (*R, AF1*) Can the children use the named strategies to try to read these words?

**Objective** Spell with increasing accuracy and confidence (6.1).

- **W** Choose some words with more than one syllable, for example: *adventure, treasure, story, fury, letter, turkey, island, ages, luxury*.
- Ask the children to write three of the words on slips of paper and then cut each word up into its syllables. Check that the children are confident about where the syllable boundaries fall. They should know that syllables always have a vowel phoneme and often have consonants around the vowel.
- The children should then examine each syllable in their words to identify the 'tricky bit'. Let them talk to a partner to agree a way of remembering how to spell that tricky bit.
- Let the children test each other and see if they can remember how to spell their words.

**Assessment** (*W, AF8*) Can the children spell the words having studied them in this way?

## Speaking, listening and drama activities

**Objective** Tell imagined stories using the conventions of familiar story language (1.2).

- **C** (*Imagining*) Let the children work in pairs to explore their own version of this story. The story should include pirates, treasure and a map. Once children have worked out what happens in their story, they should prepare to tell the story to the group.

**Assessment** (*R, AF3*) Can the children tell a story, based on that in the book, using conventions of story language?

## Writing activities

**Objective** Sustain form in narrative, including use of person and time (9.2).

- **C** (*Imagining*) Ask the children to plan and write the story they told.
  - Remind them about the use of story language from the book.

**Assessment** (*W, AF1*) Can the children write an interesting story, based on that in the book?