A Little Baby Boy

Focus phonics:
Focus phonics in this book: /oi/ as in ‘boy’ (made by oi, oy); final /l/ as in ‘little’ (made by le)
Phonemes revisited include: /ow/ as in ‘loud’ (made by ow, ou); /ee/ as in ‘sleep’ (made by ee, y)

Group or guided reading

Introducing the book

W Can the children read the title? Talk about the vowel sound that is in Boy. Can the children identify the letter pattern representing /oi/ (oy)? Talk about the syllable le and the sound it makes at the end of a word like little. Read the title: A L-i-t-t-le B-a-b-y B-oy.

C (Prediction) Encourage the children to use prediction. Look at the cover picture. Can they guess who the baby boy might be? Ask: Why might he be crying?

W Turn to pages 2–3. Remind the children to use their phonic knowledge to read the text. How many /oi/ words can the children find? How many different letter patterns are there representing /oi/ (oi, oy)? How many words ending in le are there? Can the children read them? Can they think of any other le words?

● 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: Why did baby Troy stop crying?

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

(Imagining) Ask: Do you think Mum will invite Joy, Ben and Troy to stay again?

Assessment

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

Group and independent reading activities

Objective

Recognize and use alternative ways of spelling the phonemes already taught (5.2).

W Ask the children to write *oi* on one piece of card and *oy* on another.

- Read out words from the book and ask the children to hold up the grapheme they think is used to represent /oi/ in the word. Use the following words: *boy, enjoy, Troy, voice, noise, boiler, join, choice*.

- Explore where in a word *oy* is most likely to occur (at the end of a word or syllable).

- Select one or two of the words. Orally segment them and ask the children to try to spell them.

Assessment

(R, AF1; W, AF8) Can the children orally segment words containing /oi/ and decide which grapheme is appropriate?

Objective

Read and spell phonically decodable two-syllable and three-syllable words (6.5).
Write a list of *le* words from the book, e.g. little, giggle, bundle, chuckle, cuddle, trickle, middle, puddle, paddle.

- Ask the children to blend the graphemes to read the words.
- In pairs, ask children to identify features of the words that are the same. For example: *they all end with ‘le’; they all have two syllables; they are all at least six letters long.*
- Discuss the children’s observations. Are any of them useful in helping to read and spell the words?

**Assessment** *(R, AF1)* Ask the children to check if their observations apply to other *le* words, e.g. candle, ankle, bottle, castle, muddle.

**Objective** Recognize alternative ways of pronouncing the graphemes already taught (5.1).

Prepare cards with the words: baby, cry, boy, dry, enjoy.

- Can the children identify something that is the same about all the words? (They all end in *y*.) How many different phonemes can they hear at the end of the words? Compare the /ee/ in baby, the /ie/ in cry and the /oi/ in boy.
- Ask the children to make pairs of rhyming words from the cards you prepared. Which word is the odd one out? Talk about the letter patterns in the rhyming words.

**Assessment** *(R, AF1)* Can the children explain why *y* represents different sounds in these words?

**Speaking, listening and drama activities**

**Objective** Act out stories, using voices for characters (4.2).

*(Clarifying)* Reread the story. Discuss what kinds of voices each of the characters would have and how they would speak each of their ‘lines’.

- Let the children act out the story. Some of them could act as prompts, using the book to check the lines being spoken.

**Assessment** Can the children make decisions about appropriate voices for different characters?
Writing activities

Objective Convey information and ideas in simple non-narrative forms (9.3).

(Summarizing) Ask the children to list all the ways Wilf and Wilma tried to help the baby go to sleep.

- Can they add more ideas of their own and illustrate them?
- What title will they give their writing?

Assessment (W, AF3) Can the children make decisions about what to write?