



# A Little Baby Boy

**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: /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-tt-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.

**C** (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

**C** (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).

**W** 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).

**W** 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).

**C** (*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).

**C** (*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?