



Gran's New Blue Shoes

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: /oo/ as in 'new' (made by ue, u-e, ew, o, oe, oo)

Phonemes revisited include: /ee/ as in 'meet'; /ai/ as in 'gate' (made by ea, ai, a-e)

Group or guided reading

Introducing the book

- W** Can the children read the title? Point out that there are three different letter patterns representing the long vowel phoneme /oo/. Can the children identify them? (*ew, ue, oe*) Read the title: *Gran's N-ew B-l-ue Sh-oe-s*.
- C** (*Prediction*) Encourage children to use prediction. Look at the cover picture. Ask: *What might happen to Gran's shoes? Why might this be a problem?*
- W** Turn to page 1. Remind children to use their phonic knowledge to read the text. How many words with /oo/ can the children find using the same letter patterns as the title? (*news, true*) Discuss the word *good*. Agree that the grapheme *oo* can represent more than one sound.
- Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story. Explain why Gran might be going to meet the queen (for example to receive a medal for her environmental work).

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 wasn't Gran wearing her new shoes at the end of the story?*

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: *How did the Duke help Gran?*

Assessment (R, AF1) Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

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

- **W** **You will need:** cards containing the digraphs *ew, oo, ue* as well as the consonants *n, s, t, r, b, l, g, f, c*.
- Sound-talk the words: *blue, boots, news, flew, glue, too, cool* (e.g. *b-l-ue*).
- As you sound-talk, ask the children to select the cards to build the words.
- Discuss their choice of vowel digraphs. Compare to other /oo/ words in the book.
- Talk about where in the word each digraph occurs.

Assessment (R, AF1; W, AF8) Can the children make good choices in spelling the words?

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

- W** Write *ue* and *u-e* words from the book: *true, blue, cute, huge, glue, tube, Duke, excuse*.
- Ask the children to read the words. Can they identify the letter patterns that represent /oo/? Highlight the letters.
 - Clarify the function of the *e* to make the vowel say its name, rather than its sound, by comparing *cut* and *cute*.
 - Compare how the vowel sounds in words like *June* and *tune* are pronounced. (Some children may find it hard to recognize that these words have the same phoneme.) Talk about the tricky /y/ sound in *tune*, as well as in the words *cute, huge, tube, Duke, excuse*.

Assessment (*R, AF1*) Can the children read the words *tube, June, cube, tune*?

Objective Recognize automatically an increasing number of familiar high frequency words (5.4).

- W** Make a Word Wall. Draw a 5 × 5 grid. Select five high frequency words from the story (e.g. *some, said, what, help, by*). Write one word in each cell along the top row of the grid. Write the words in a different order in the cells in the second row, and so on.
- Read the Word Wall together. Then time each child as they read the words. How many can they read in one minute?
 - Try again a few days later. Can the children read more words in one minute?

Assessment (*R, AF1*) Can the children read the words more quickly on the second occasion?

Speaking, listening and drama activities

Objective Retell stories, ordering events using story language (1.2).

- **C** (*Clarifying*) Let the children role-play the story, using props for dressing up.
 - Decide which child will play each character. Ask another child to be the 'director' who will check that the others all know what to do. The 'director' should use the book to follow the story.
 - Use a digital camera to take photographs of events in the story.

Assessment (*R, AF2*) Can the children retell the story in the correct order, using the book for reference?

Writing activities

Objective Create short, simple texts that combine words with images (9.5).

- **C** (*Summarizing*) The children use the digital photos from their role-plays to help them write about events from Gran's arrival at the palace.
 - If they do this work on screen, you could make a newspaper like the one Mum has on page 1 of the storybook.

Assessment (*W, AF3*) Can the children make reference to the story in their own writing?