



Save Pudding Wood

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 'wood' (made by u, oo, oul)

Phonemes revisited include: /er/ as in 'banner' (made by er); /eer/ as in 'deer' (made by eer, ea)

Group or guided reading

Introducing the book

- W** Can the children read the title? Talk about the vowel sound that is in both *Pudding* and *Wood*. Help the children identify the different letter patterns representing this vowel sound. (*oo, u*) Read the title: *S-a-ve P-u-dd-i-ng W-oo-d*.
- C** (*Prediction*) Encourage the children to use prediction by looking at the cover picture. Ask: *What might the children be doing? Why might they want to save Pudding Wood?*
- W** Turn to pages 2–3. Remind children to use their phonic knowledge to read the text. How many /oo/ words can the children find? How many different letter patterns representing /oo/ can they find? (*oo, u, oul*)
- 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 the children to explain why it was important to save Pudding Wood.

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: *What was going to happen to Pudding Wood? Why?*

Assessment (*R, AF3*) Can the children explain what might have happened to Pudding Wood if the families hadn't complained about it?

Group and independent reading activities

Objective Segment sounds into their constituent phonemes in order to spell them (6.2).

- W** Ask the children to sound-talk words from the book. Say the following words aloud: *wood, took, good, look, foot, hook, crook, bush, full, push*.
- After you have said each word, one child orally segments it, another writes it down and a third draws sound buttons showing which letters represent each sound in the word.
 - Discuss the letter patterns that are used to represent /oo/.
 - Do the children remember any other letter patterns from the book which represent /oo/? (*oul* in *could, should, would*; *u* in *Pudding*).

Assessment (*R, AF1*) Can the children blend for reading and segment words containing the vowel sound /oo/?

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

- W** Which letter patterns representing /oo/ do the children remember from the book?

- Can the children say a word containing the graphemes *oo* or *u*? Accept a variety of words, including those with different pronunciations of *oo* and *u*. (e.g. *wood, took, tooth, full, push, put*)
- Read, discuss and sort the words.
- Talk about strategies for reading *oo* and *u* in unfamiliar words.

Assessment (*R, AF1*) Can the children read and identify the phonemes in *boot, foot, put* and *but*?

Objective Use knowledge of common inflections in spelling (6.4).

- Ⓜ Collect words from the story with *-ing, -ed* or plural *-s* endings (*seeing, meeting, called, pushed, news, houses, bluebells, birds, animals*).
- Write the words on cards for the children. Help the children to find a word inside each of the longer words. Ask them to cut off the ending of these words.
- Read the words without their endings. Now put the endings back on and read them again. Ask: *Does the pronunciation of the word change with an ending?*

Assessment (*W, AF8*) Can the children spell words with the different inflections such as *pushed, looking, dogs*?

Speaking, listening and drama activities

Objective Interpret a text by reading aloud with some variety in pace and emphasis (1.3).

- Ⓒ (*Clarifying*) Reread pages 14–19, first in a very flat voice, then using expression. Discuss how the two versions differ and what the expressive version clarified.
- Give the children the opportunity to prepare and read aloud pages from the book. Let them listen to each other and give feedback on the effectiveness of the reading.

Assessment (*R, AF2/3*) Can the children recognize that expression helps make a story easier to understand?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning (11.1).

- **C** (*Imagining*) Ask the children to think how they would feel if someone planned to build houses on a local park, play area or nature reserve. What would they say?
- Ask the children to write a letter explaining their ideas. Encourage them to read their letter aloud with expression.

Assessment (*W, AF3*) Can the children organize the ideas within their writing?