



The Playground

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: /ow/ as in 'round' (made by ow, ou)

Phonemes revisited include: /ai/ as in 'play' (made by ai, ay, a-e)

Group or guided reading

Introducing the book

- W** Can the children read the title? Talk about the vowel sound that is in *ground*. Can the children identify the letter pattern representing /ow/? (*ou*) Read the title: *Th-e P-l-ay-g-r-ou-n-d*.
- C** (*Prediction*) Encourage the children to use prediction by looking at the front cover. Ask: *Why might the children have to 'Keep out' of the playground? What might the children do about it?*
- W** Turn to page 1 and read it aloud to the children, asking them to put their hands up when they hear a word with the phoneme /ow/. How many different letter patterns are there representing this phoneme? (*ow, ou*)
 - Find words where the letter pattern *ow* makes a different sound (*blow, show, know*). Stress that the letter pattern *ow* can make 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.

Strategy check

Remind the children to sound out words carefully. 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 the families need to raise so much money?*

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: *Whose idea was it to save the playground?*

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** Encourage the children to take turns using a puppet to sound-talk one-syllable /ow/ words from the book: *ground, down, found, round, shout, pounds, bounce, sounds, clouds, growl, now, crowd*.
- The other children repeat the phonemes then blend them to say the word.
 - Children make a decision in pairs about whether the word should be spelt with *ow* or *ou* and write the word.
 - Share the children's ideas and discuss strategies. Note that words ending in *d*, *t* or *s* are often, but not always, spelt with *ou*.

Assessment (R, AF1; W, AF8) Can the children blend and segment words containing /ow/?

Objective Identify the constituent parts of two-syllable and three-syllable words (5.3).

- W** **You will need:** a tambourine or a drum.
- Ask pairs of children to make a collection of words with more than one syllable from the text and write them on separate pieces of paper.

- Discuss strategies for reading the words. Help the children to recognize compound words (e.g. *outside, playground*), common inflections and suffixes (e.g. *landed*, *announcer*, *bouncy, brownies*) as well as common final syllables (e.g. *money, flower*).
- Divide the words into sets according to the number of syllables.
- Let one child tap out the rhythm of a word on the tambourine or drum. Can the others guess the word?

Assessment (R, AF1) Can the children split a word into syllables?

Objective Apply phonic knowledge and skills to read and spell unfamiliar words that are not completely decodable (5.5).

- W Prepare cards with the words: *out, they, saw, was, house, have, come, there, were, now, came*. Place them face down on the table.
- Turn over one card. Ask the children to blend the graphemes to read the word. Discuss any tricky bits.
- Once all of the words have been blended, ask the children to try and spell them. Say the word, orally segment it, discuss any tricky bits and then write it.

Assessment (R, AF1) Can the children read and spell the words during the session?

Speaking, listening and drama activities

Objective Take turns to speak, listen to others' suggestions and talk about what they are going to do (3.1).

- C (*Imagining*) Use small toys, construction toys or soft toys to construct a playground for dogs.
- Encourage the children to work in groups to make decisions about what the playground should have in it, what kinds of activities the dogs would need/want to do, how many dogs will be allowed in at any time etc.
- Once the children have constructed their playground, ask the groups to present their ideas and explain their choices.

Assessment Can the children co-operate to make group decisions?

Writing activities

Objective Write non-chronological texts using simple structures (10.1).

- **C** (*Summarizing*) Ask the children to draw their dogs' playground and label it.
- Ask the children to write a short text explaining the key features of the dogs' playground.

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