



# Uncle Max

**C** = Language comprehension    *R, AF* = QCA reading assessment focus

**W** = Word recognition    *W, AF* = QCA writing assessment focus

## Focus phonics:

Phonemes revisited in this book include: /ai/, /ee/, /ie/, /oe/, /oo/, /ow/, /oi/, final /l/ and final ss

## Group or guided reading

### Introducing the book

- W** Can the children read the title? Talk about the syllable and sound that /e makes at the end of a word like *Uncle*. Read the title: *U-n-c-le M-a-x*.
- C** (*Prediction*) Encourage the children to use prediction. Look at the cover picture. What can they tell about Uncle Max from this picture? Can they predict what kind of character he will be?
- W** Turn to page 1. Remind the children to use their phonic knowledge to read the text. Which letter patterns representing long vowel phonemes can they identify? (*oi, ou, o-e*)
- 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 has Uncle Max never met the children before?*

**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** (Questioning) Ask: *Do you think Dad will invite Uncle Max to stay again? Why?*  
Ask the children what else they would like to find out about Uncle Max.  
Encourage them to ask questions, such as: *Where do you think Uncle Max will go next?*

**Assessment** (R, AF3) Can the children contribute their own ideas to the discussion? Can they frame questions?

## **Group and independent reading activities**

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

- W** Challenge the children to go on a long vowel hunt through the book.
- Give pairs of children a long vowel phoneme to search for: /ai/, /ee/, /ie/, /oe/, /oo/, /ow/, /oi/.
  - Before they begin their search, ask each pair of children to write down all the graphemes they will look for.
  - Give the children about 8–10 minutes to complete their search. One child should read the page while the other listens out for the long vowel phoneme. When they find a word, they should record it and underline the grapheme.

**Assessment** (R, AF1) Can the children blend words containing these graphemes?

**Objective** Identify the constituent parts of two-syllable words to support the application of phonic knowledge (5.3).

**W** Write a list of some of the two-syllable words from the book: *nuisance, Peru, inside, parrot, vanish, pocket, dinner, dragon, goblin, escape, unwound, machine, began, again.*

- Can the children predict where the syllable boundary is in each word?
- Remind them that each syllable will have one vowel phoneme, so if there is a new vowel phoneme there must be a new syllable.
- Talk about the value of identifying syllables first, then blending the phonemes one syllable at a time.
- Ask the children to blend the graphemes to read the words.

**Assessment** (R, AF1) Can the children identify the syllable boundaries in two-syllable words?

**Objective** Use knowledge of common inflections in spelling, such as plurals (6.4).

**W** Do the children know what 'plural' means? (*more than one*) Can they find any plural words on page 13? (e.g. *dragons, tails, goblins, toes*)

- Write the words *case* and *cases*. Talk about the pronunciation of /iz/ at the end of *cases*. Can the children think of any other words that have /iz/ at the end? (e.g. *horses, houses, buses, wishes, sneezes*)
- Ask children to use magnetic letters to make words for things they can see in the pictures. Can they make the words into plurals and then read the words?

**Assessment** (R, AF1) Can the children read and spell regular plural words?

## Speaking, listening and drama activities

**Objective** Identify the main events in stories (7.1).

**C** (*Clarifying*) Reread the story, talking about what is happening at each stage.

- Ask the children to draw four pictures, each one representing an important event in the story.
- Talk about the events. Did all the children choose the same event? Can they all justify the events they chose as being important to the shape of the story?

**Assessment** (R, AF3) Can the children identify important events in a story?

## Writing activities

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

**C** (*Summarizing*) Ask the children to write about the events in their pictures.

- Encourage the children to use sentences like those in the book.

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