

# Dig, Dig, Dig!

Oxford Level I+

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<b>Focus phonics</b> The sound made by: r l d b f h i u s m t g p a o n	<b>Skills, concepts and knowledge covered by the Teaching Notes</b> <b>Skills</b> – Blend two, three or four sounds together to make words; Segment simple CVC words into their individual sounds <b>Concepts</b> – Words consist of sounds; Sounds in words are represented by letters <b>Knowledge</b> – Focus phonics	<b>Example phonic words</b> dig Tim and his dog had fun dug up lot mud rag bus lid big tin in it lots bugs	
		<b>High frequency tricky words</b> of	
		<b>Letters and sounds</b> Phase 2 A sound in a word can be represented by one letter or more than one letter (sets 1–5)	<b>C</b> = Language comprehension <b>W</b> = Word recognition

## Introducing the phonics

### W Robot Talk

Use a puppet or a robot made out of junk materials to say words in a special robotic way. Tell the children the robot says all the sounds in words separately and they have to blend the sounds together to tell you what the robot is saying. Make the robot say the focus phonics words (e.g. *d – o – g*, *b – u – s*, *l – i – d*). Display objects or pictures to help the children if you have them.

### W Spot the vowel sound

Display letter cards of the focus vowel sounds, *a*, *i*, *o*, *u*. Tell the children that you are going to say some words that have these letters in the middle. Say a word containing one of these vowels (*cat*, *bib*, *mop*, *rug*). Ask the children to show you the letter used to make this sound using the letter cards, letter fans or on a board.

### W Introduce the plural s and practise blending sounds. Draw four boxes in a row, as a phoneme frame, on a board. Display the focus letter cards (or magnetic letters) around it. Write the numeral 2 in front of the frame then pick three cards and place them, one in each of the first boxes (*cat*, *mat*, *mop*, *pot*, *rug*, *lid*). Ask the children to say the sound of each letter as you point to it, then blend the letters together to read the word. Read the whole phrase, e.g. 2 *cat*. Ask the children what is wrong. Ask someone to come and put the correct letter in the end sound box to make the word say, e.g. *cats*.

## Group or guided reading

### Before reading

W Ask the children to tell you the sound usually made by each letter in the box on the back cover of their books.

W Tell the children that most of the words in this book use these letters so they can sound out each letter and blend them together to read the words.

W Explain that it is important when blending the sounds in a word together to check to see if it sounds like a real word. Point out that in *of*, the *f* makes an unusual *v* sound.

## Strategy check

Say the letter sounds in the box on the back of the book together. Ask children to say each letter sound. Tell the children to look out for them as they read. Remind them to sound out and blend words they do not recognise.

## Independent reading

- W** Encourage each of the children to read the whole book at his or her own pace, sounding out and blending words they do not recognise. Listen in to each child reading and provide lots of praise and support.
- Praise the children for sounding out and blending sounds to read words they do not recognise and for recognising familiar words.

**Assessment** Observe the children to check that they can:

- match one spoken word to one written word
  - confidently give the sound for all the focus letter patterns
  - successfully blend the sounds for *mud* together and recognise it as the word *mud*
  - correctly sound out the letters in *bugs* on page 8 and blend all four together successfully.
- Emphasise and model these skills for any child who needs help.

## Returning to the text

Ask the children to:

- C** (**Questioning, Summarising**) Recall what the dog dug up in order.
- C** (**Summarising**) Write the things dug up in order on a board (*mud, rag, bus, lid, tin, bugs*). (Remind the children to segment the things into separate sounds, write the sounds down then blend them together to read what they have written. Then look in the book and check.)
- W** Find words in the text with *u* as the middle vowel sound. Sound out all the letters in the words and then blend them together to read the words (*fun, dug, mud, bus*).

**Assessment** Observe the children to check that they can:

- recognise given letter shapes and say the sound for each
- follow the meaning of the text recalling significant events in the correct sequence
- segment CVC words into their separate sounds for writing, remembering the letters which represent those sounds.

Model the appropriate responses for children who need help. Follow this up with further practice using the Blending Activity, Letter Pattern Activity and Segmenting Activity for *Dig, Dig, Dig!* on the *eSongbirds* CD-ROM, as well as additional practice reading *Dig, Dig, Dig!* using the Talking Story version.

## Where next?

### Further phonic practice

- W** Ask the children to find words in the text with *i* as the middle vowel sound (*dig, Tim, his, lid, big, tin*). Sound out all the letters in the words and then blend them together to read the words. Think of other words containing this sound (*wig, jig, him, hid, kid, bin, din, fin*).

### Extension phonic work

- W** Ask the children to write and illustrate a number frieze. Use cvc words which become plural by adding *s* (*cat, rat, bat, hat, pot, top, mop, tap, cap, rug, mug, bug, can, pan, fan, pin, tin, bin, dog*).

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