

The Wishing Elf

 Oxford level 3 More A

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Focus phonics Revision of phonics from Stages 1+, 2, 3 letter pattern <i>ie</i>	Skills, concepts and knowledge covered by the Teaching Notes Skills – Blend sounds together to read words; Segment words into their individual sounds for writing; Hear and differentiate between short and long vowel sounds in words Concepts – A sound in a word can be represented by one letter or by more than one letter Knowledge – Focus phonics	Example phonic words flies pie tries tie	
		High frequency tricky words come to he you all have one I the was for of now do your what	Challenge words school says everyone another
		Letters and sounds Phase 3 and 4 Phoneme-grapheme correspondences from sets 1–7 and one letter pattern for each of the vowel phonemes <i>ee</i> , <i>ie</i> , <i>oa</i> , <i>ai</i> , <i>oo</i> (as in <i>moon</i>) and <i>oo</i> (as in <i>good</i>)	C = Language comprehension W = Word recognition

Revisit, review and teach

Quick sounds

Use magnetic letters to revise previously learnt phonics. Ask the children to say the sound made by each letter as you place it on a magnetic board.

Practise blending sounds. Use the magnetic letters to write words with consonant clusters (e.g. *nest*, *twist*, *crunch*, *strong*, *clink*, *next*). Ask all the children to say the sound of each letter as you point to it then blend the letters together to read the word.

Sound count

Say words with consonant clusters (e.g. *left*, *tramp*, *sink*, *land*, *spell*, *print*, *swish*, *grunts*, *shelf*, *squelch*). Ask the children to count the number of sounds in each word and show you that number with their fingers.

Ask the children to use magnetic letters to write each of the words for sound count on a magnetic board. Then read all the words by sounding out and blending.

Ask the children to segment the word *cries* into its separate sounds as you write the matching letter patterns (*c - r - ie - s*). Explain that the letter pattern *ie*, makes the long vowel sound *ie* as in *tie*. Ask all the children to say the sound of each letter pattern as you point to it, then blend the letter patterns together to read the word.

Group or guided reading

Before reading

Explain that it is important when blending together the sounds in a word, to check to see if it sounds like a real word as some words are less regular. Introduce the children to the context words (see the

inside back cover of the book) by writing them on a whiteboard. Read these words and point out the letters which make the usual sound in each word (e.g. the *y* in *you*). This will help the children to remember these words.

Strategy check

Remind the children that if they do not recognise longer words, they can still sound them out by first breaking the word up into smaller parts or syllables (e.g. *parrot* breaks up into *parr* and *ot*).

Independent reading

W Encourage each of the children to read the whole book at his or her own pace, pointing at the words, sounding out and blending words they do not recognise. Listen in to each child reading and provide praise and support.

- Praise the children for sounding out and blending sounds to read words they do not recognise.
- Praise the children for recognising familiar words.

Assessment Observe the children to check that they can:

- successfully blend all the sounds for the words *Kevin*, *forest* and *dragon* together by blending the sounds in each syllable together first.

Emphasise and model these skills for any child who needs help.

Returning to the text

Ask the children to:

C (*Clarifying*) Tell you the children's wishes.

W Write some of the children's names and the things on a whiteboard (*Dan – parrot*, *Kevin – rich*, *Yasmin – wings*, *Meg – pie and chips*, *Majid – forest*, *Gwen – dragon*). Segment the words into separate sounds, write the sounds down then blend them together to read what they have written. Look in the book to check.

W Write a rhyming word

Think of a word which rhymes with *parrot* (e.g. *carrot*) and write it down by segmenting the word into its separate sounds, then blending them together to read the word. Repeat for *wings* (e.g. *rings*, *swings*, *brings*, *things*), *chips* (e.g. *ships*, *trips*, *skips*, *clips*) and *dragon* (e.g. *wagon*).

Assessment Observe the children to check that they can:

- follow the meaning of the text recalling significant parts
- segment words with consonant clusters into their separate sounds, remembering the letter patterns which represent those sounds
- generate words which rhyme and segment them into their separate sounds to write.

Model the appropriate responses for children who need help. Follow this up by using the Stage 3 activities and talking stories on the *eSongbirds* CD-ROM.

Where next?

Further phonic practice

W Listen to the sounds.

Read page 9 of the story again. Tell the children to listen carefully for words with the long vowel sound *ie* as in *tie*. When they hear a word with this long vowel sound, they must put their arms in the sky (*flies*, *tries*, *tie*).

W Write *flies*, *tries* and *tie* on a whiteboard, sounding out the letter patterns as you write. Ask the children to draw a sound button under each letter pattern and underline the letter pattern in

each word that makes the long vowel sound. Ask all the children to read each word by sounding out and blending.

- W** Ask the children to look in the book for another word with the letter pattern *ie* and write it on the board (*pie*).

Extension phonic work

- C** (*Imagining*) Discuss what the children would wish for if the elf came to their school. Ask the children to write some wishes down (e.g. *I wish I had a big black dog*).
- W** Ask the children to read the sentences to one another, running their fingers under the words, sounding out then blending words they do not recognise.

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