


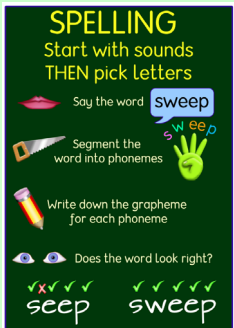
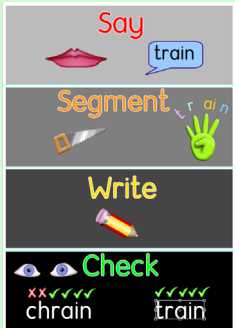



DinosaurPlay – Big Picture Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Intervention session Refer to each weekly planning pdf for detailed plans.	Introducing the dinosaurs Introduce good phonics learning behaviours – eyes looking, ears listening, mouths talking (at the right times) and being still at other times, hands under control, rest of the body still.	Feeding the dinosaurs Reinforce blending skills. Ensure that children are seeing sh, ch, th and ng as chunks of sound and aren't trying to soundtalk the letters individually.	Training the dinosaurs Reinforce blending skills. Ensure that children can confidently blend to read words containing the vowel digraphs ai ee igh oa oo ow .	Caring for the dinosaurs Recap the steps of segmenting to spell a word. Get curious about whether children are going through all the steps.	Taking dinosaurs to the vet Reinforce the steps of segmenting to spell a word. Get curious about any of the steps that may need additional support.	Becoming dinosaur experts Build confidence when reading larger numbers of words together. Get curious about any support that children may need to confidently tackle larger numbers of words
Ongoing class teaching Class teacher reinforces the message from the session poster in class teaching across the week	 <p>Ask children to get their eyes, ears, mouths, hands and the rest of their bodies ready before phonics/reading/writing sessions in class. Celebrate success – especially any aspects that any children struggled with.</p>	 <p>Rehearse sh ch th and ng in the revisit section of phonics sessions if needed. Encourage children to notice when they successfully read/write words containing these sounds during the week. Celebrate success - including when they notice mistakes and self correct.</p>	 <p>Rehearse ai ee igh oa oo and ow in the revisit section of phonics sessions if needed. Encourage children to notice when they successfully read/write words containing these sounds during the week. Celebrate success - including when they notice mistakes and self correct.</p>	 <p>Remind children that they don't have to guess spellings. Help them see that if they wait a moment before starting to write and segment the word first, their GPC knowledge will help them choose which letters to use. Celebrate when you see children segmenting, checking and self correcting.</p>	 <p>Reinforce the fact that you expect them to use these segmenting steps to have a go at spellings before asking you or anyone else for help with spelling a word. Praise their attempts. Celebrate and tick all the letters in the word that they got right and only correct the mistakes.</p>	 <p>Remind children that you have seen them read thousands of words in phonics sessions so they don't need to worry about a few together on a page. Encourage them to get stuck in and tackle things one step at a time. Celebrate them having a go.</p>
Independent play session (using paper resources brought back from the intervention session)	Children play at taking care of their dinosaur. Resources to support their play: Dinosaur care kit sheet.	Children play at feeding their dinosaur. Resources to support their play: Food word and picture matching cards.	Children play at training their dinosaurs. Resources to support their play: Training word cards.	Children play at doing (and writing lists of) jobs to care for their dinosaurs. Resources to support their play: Job words and job lists.	Children pretend that their dinosaurs are poorly. They fill in vet appointment cards and pretend to be the vet and treat them. Resources to support their play: health problem word cards, appointment cards and treatments.	Children play at being tour guides and using factsheets to tell visitors all about the different dinosaurs. Resources to support their play: Factsheets.
Home reading	Comic 1 – The big pals	Comic 2 – I need a snack	Comic 3 - Training	Comic 4 – Jobs jobs jobs	Comic 5 – Get the vet	Comic 6 - Factsheets