

Week 2 – Feeding the dinosaurs

Aim: Build confidence when reading words containing consonant digraphs.

Preparation:

Print out

- o [poster2.pdf](#) (1 copy)
- o [foodwords.pdf](#) (1 copy)
- o [dinocomic2.pdf](#) (1 copy per child)

Print out and cut up Envelopes to keep cards together when sending back to class will be helpful

- o [foodmatchingcards.pdf](#) (1 copy – social distancing may mean you prefer 1 copy per child)

Intro: Ask children how the dinosaurs have been this week. Ask the children how well they did in class at remembering to use their eyes, ears, mouths, hands and bodies. Celebrate successes. Ask them what noise their dinosaur's tummy makes when it is feeling hungry?

Imaginary play: Ask children to have a little play with the dinosaurs and then get the dinos settled down on imaginary mats on the floor. Are the dinosaurs' eyes, ears, mouths, hands/forelegs and whole bodies ready for phonics learning? Are the children ready?

Phonics activity (GPC knowledge): Explain that today we are going to feed the dinosaurs. Look at [poster2.pdf](#) Point to each digraph in turn.

Be curious (ch sh th ng): Do children recognise these GPCs?

Why does it matter? They will be reading various words using these GPCs today.

How to help If children have forgotten these ones. Reinforce them now. Point to each digraph and say the phoneme. Encourage children to join in. Continue to point to them (and say them out loud) in a random order. Build up speed.

Phonics activity (GPC knowledge): Explain that the poster is reminding them that some sounds like /ch/ are written down using two letters, even though they represent just one sound (phoneme). If we train our brain to know these digraphs then we won't be caught out and try to sound talk them letter by letter. Ask children to have a go at soundtalking and blending the words on the poster.

Be curious (spotting digraphs): Do children notice the digraphs when soundtalking and blending e.g. /f/ /i/ /sh/? Or do they try to tackle each letter on its own and get stuck e.g. /f/ /i/ /s/ /h/.

Why does it matter? Not recognising digraphs in words is a real barrier to children moving forward with their phonics.

How to help Model soundtalking and blending each word (whilst pointing to each grapheme at a time) and ask all children to repeat the soundtalking and blending.

Phonics activity (reading): Explain that millions of years ago dinosaurs ate different things. The children may know quite a lot about dinosaurs so let them fill you in. Explain that fortunately Rex and Spin (the carnivores) have full tums and don't need to eat today. Today we are going to try to find some of the foods that Tops, Steg, Plod and Ank (the herbivores) might eat but that these foods have got muddled up with some modern day foods that dinosaurs would never have eaten. Look at [foodwords.pdf](#). You may wish to print this out or show on screen. Ask a child to soundtalk and blend to read the first type of food. Ask all children to repeat the soundtalking and blending. Then ask children to give a thumbs up if it is a kind of food that the dinos might have eaten and thumbs down if the food is a modern type of food that dinosaurs would never have tried. Repeat for the next foodstuff with a different child doing the initial blending and segmenting each time. When it isn't a child's turn, encourage them to work out the word anyway and give a thumbs up when they know what it says. Remind them not to call out the word/words as this would be stealing other children's chance to learn and figure out the word.

Phonics activity (reading): Give children chopped up [foodmatchingcards.pdf](#) put the word cards in a pile (face down) and spread out the picture cards (face up). Model taking a word card, soundtalking to blend it and then finding the matching picture card. Ask children to repeat one by one. Celebrate success and self correction.

Be curious (spotting digraphs independently): Are children noticing the digraphs now?

Why does it matter? Children find reading accurately a real struggle if they are looking at individual letters

instead of spotting digraphs.

How to help? Model soundtalking and blending each word (whilst pointing to each grapheme at a time) and ask all children to repeat the soundtalking and blending. If children notice that they have missed a digraph and then self correct, celebrate this. Keep reinforcing and celebrating.

Imaginary play: Encourage the children to play with their dinosaurs and use the foodmatching cards to help them try feeding them some of the foods that we eat nowadays and see what the dinosaurs think of them. Play along with them with your own dinosaur.

Celebrate: Ask children to think about how much more confident they have got at spotting digraphs. Tell them that you want them to try hard to keep on spotting digraphs back in class in phonics sessions and whenever they are reading or writing also.

Taking the learning back to class:

Give children [poster2.pdf](#) to take back to class and ask the teacher to put it up.

Ask children to take their dinosaurs back to class. Send the chopped up food matching cards

([foodmatchingcards.pdf](#)) back to class. Explain that they can play with these cards and their dinosaurs during the week in their independent sessions.

Taking the learning back home:

Explain that children will have a copy of [dinocomic2.pdf](#) to take home (or will have a link sent home). Encourage them to read it at home with someone.

NB If the child doesn't get to read it at home, try to provide an opportunity in school.

Reflect: How confidently are these children recognising these consonant digraphs? In future weeks you will look at vowel digraphs. If children have struggled this week you may need to build in extra support.

How did children do with using their eyes, ears, mouths, hands and whole bodies this week? Was there an improvement? Did any things you put in place help?

- What will you change next week based on what you noticed this week?
- What do you need to communicate to the class teacher? When and how can you best communicate this?
- Double check that there are copies of [poster2.pdf](#) and chopped up [foodmatchingcards.pdf](#) in class
- Double check that [dinocomic2.pdf](#) has been sent home.

Teacher led

Imaginary play

Assessment/reflection opportunity