

Week 3 – Training the dinosaurs

Aim: Building confidence reading words containing vowel digraphs. Train the dinos.

Preparation:

Print

- o **poster3.pdf (1 copy)**
- o **dinocomic3.pdf (1 copy per child)**

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

- o **trainingwords.pdf (1 copy – social distancing may mean you prefer 1 copy per child)**

Intro: Ask children how the dinosaurs have been. Ask the children how the week in class has gone. Did they read lots of words containing sh, ch th and ng? Did they remember that more than one letter can represent one sound? Celebrate successes. Ask them what noise their dinosaur's tummy makes when it is feeling hungry?

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

Phonics activity (GPC knowledge): Explain that we have some jobs to do as dinosaur trainers. Look at the poster **poster3.pdf**. Remind children that they can use their blending skills to read all the words that they need to read. They will need to remember that some of the sounds are written down with more than one letter. They will need to be so familiar with the way that these graphemes look that they spot them as chunks of letters. If they try to soundtalk each letter at a time, they will get stuck. Look at the GPCs on the poster. Do all children recognise **ai ee igh oa oo ow**?

Be curious (ai ee igh oa oo ow): 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. Point to them in a random order. Build up speed.

Phonics activity (Reading): Remind children that they have all the knowledge and skills that they need to read the word cards that they are going to look at. Show a card from **trainingwords.pdf**

Model – Read the first card by soundtalking and blending the words. Ask children to repeat the soundtalking and blending. Everyone acts out following that instruction with their dinosaur.

Share – Ask one child to read a task by soundtalking and blending. Then ask the group to repeat that blending and segmenting. Everyone acts out following that instruction with their dinosaur. Repeat.

Independent – Ask children to independently read a card and then act it out.

Be curious (spotting digraphs independently): Are children noticing the digraphs and trigraphs in these words? Or are they trying to tackle each letter individually?

Why does it matter? Children will struggle to read accurately 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 made a mistake and then self corrected, celebrate this.

Be curious (Confidence with independent reading): Are the children able to blend independently? Do they try? Do they ask for help? Are they telling you they can't read the tasks.

Why does it matter? Children who have had some struggles with learning phonics can keep on believing that they can't read independently even when you know that they have the blending and segmenting skills that they need.

How to help? Remind them that they can do this. Try scaffolding the soundtalking by pointing to the GPCs, using the cards with soundbuttons or soundtalking along with the child. Try scaffolding the blending by asking the child to soundtalk and then repeat the soundtalking back to them. Repeat again saying the sounds a little quicker each time to see if the child can hear how the sounds can blend together (careful pronunciation will really help).

Imaginary play: Encourage the children to decide which training tasks they want to do with their dinosaurs and play at training their dinosaurs.

Celebrate: Ask children to think about how much more confident they got with reading words with the GPCs ai ee igh oa oo independently. Tell them that you want them to try hard to keep on spotting these GPCs back in class in phonics sessions and whenever they are reading or writing also.

Taking the learning back to class:

Give children [poster3.pdf](#) to take back to class and ask the teacher to put it up.

Ask children to take their dinosaurs back to class. Send training cards ([trainingwords.pdf](#)) back to class for children to use in independent sessions to help train their dinosaurs back in class.




Taking the learning back home:

Explain that children will have a copy of [dinocomic3.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 vowel digraphs? Which children are more or less confident when reading independently?

- 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 [poster3.pdf](#) and chopped up [trainingwords.pdf](#) in class
- Double check that [dinocomic3.pdf](#) has been sent home.

-  Teacher led
-  Imaginary play
-  Assessment/reflection opportunity