

Week 5 – Taking dinosaurs to the vets

Aim: Building confidence with segmenting to write sentences.

Preparation:

Print

- o **poster5.pdf (1 copy)**
- o **treatments.pdf (1 copy – or 1 per child if you prefer)**
- o **dinocomic5.pdf (1 copy for each child)**

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

- o **healthwords.pdf (1 copy for each child + 1 for you)**
- o **vetforms.pdf (1 copy for each child + 1 for you)**

Intro: Ask children how the dinosaurs have been. Ask the children how the week in class has gone. Did they remember to use their segmenting skills when writing words in class?

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? Are the children ready for phonics learning?

Phonics activity (Reading): Explain that today we are going to take our dinos to the vets. Show health cards (**healthwords.pdf**) Look at the first health problem. Ask children to independently read the first card quietly (soundtalking and blending if they need to) then put their thumb up when they know what it says. When everyone is ready, slowly read it out all together. Read through a number of other health problem cards like this. If children are able to, build up speed gradually. If any word proves tricky, pause then soundtalk and blend it together. Look at **treatments.pdf** Ask children to read the words on the different kinds of treatments in the same way.

Be curious (Confidence with independent reading): Are all children more confident and accurate when reading words than they were in previous weeks (look back at notes if necessary)? If not, can you work out why not? Do they need more work on GPC knowledge? More opportunities to rehearse their blending skills? Do they have all the skills but still lack self belief?

Why does it matter? If the support that we are giving them isn't working, then we need to consider why and adapt the support accordingly.

How to help? Are they lacking knowledge of GPCs? – The specific GPCs need to be worked on in daily phonics sessions with lots of applying opportunities for applying. PhonicsPlay games looking at specific GPCs could be used (with support), PhonicsPlay comics looking at specific groups of GPCs can be used for applying blending skills. Simple writing activities can be based on the comics or using words from the games.

Are they struggling to blend? Phase 1 games developing rhyming, alliteration and oral blending skills may be helpful. Could they have vision or hearing difficulties?

Imaginary play: Ask children to play with their dinosaurs and see if they have any of the health problems that we just read about. Encourage children to take care of and comfort their poorly dinos.

Phonics activity (Segmenting): Explain that we are going to take our dinos to the vets but that the receptionist needs us to fill in a form saying what is wrong with our dino first. Show **poster5.pdf**. Read through the steps to remind children of the steps to go through to support themselves when writing words.

Model filling in a form (**vetforms.pdf**). Explain that the dinosaur's name goes in the first space and their health problem goes in the next space. Model writing your dinosaur's name in the first space. Choose a health problem card (**healthwords.pdf**). Say it out loud. Then hide it by turning it upside down or (even better because it makes the children laugh and they can't see through the paper) sit on it.

Segment the first word on fingers and model choosing which letters to represent the phonemes. Repeat with any other words. Get the **healthwords.pdf** card back out. Tick each letter that is right and correct any letters that were wrong. Model pretending to take your dinosaur to the vet. Look at the treatment sheet and pretend to use one of the treatments to help out your dinosaur. Ask children to choose a health problem, hide it, fill in a form, check all the letters and then pretend to treat their dinosaur. Encourage children to carry on independently with different health problems.

Be curious (segmenting): Are children segmenting independently? Are they ready for this yet? Have any changes that you made based on what you observed last week made a difference this week?

Why does it matter? If changes that we are making aren't helping then we may need to adapt again.

How to help – Slow down. The whole group (or a smaller group of children who need help) may need to work on the same health problem together to scaffold the segmenting on fingers and choosing of letters.

Imaginary play: Pretend to be a vet and use treatments to help the dinosaur to feel better.

Celebrate: Ask children to celebrate the increases in confidence they feel when writing words independently. If the progress is small point out and celebrate each tiny thing (e.g. You are remembering to soundtalk first before thinking about letters).

Taking the learning back to class:

Give children [poster5.pdf](#) to take back to class and ask the teacher to put it up.

Ask children to take their imaginary dinosaurs back to class. Give children the health cards ([healthwords.pdf](#)), treatments ([treatments.pdf](#)) and blank vet forms ([vetforms.pdf](#)) back to class to play with.

Taking the learning back home:

Explain that children will have a copy of [dinocomic5.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 an opportunity to read it at home, try to provide opportunities for them to read it with someone in school.

Reflect: How confidently are these children segmenting to write?

- 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 [poster5.pdf](#) [healthwords.pdf](#) chopped up [treatments.pdf](#) and [vetforms.pdf](#) in class.
- Double check that [dinocomic5.pdf](#) has been sent home.

Teacher led

Imaginary play

Assessment/reflection opportunity