

Week 6 – Becoming dinosaur experts

Aim: Building confidence with reading slightly longer pieces of writing.

Preparation:

Print out

- **poster6.pdf (1 copy)**
- **dinocomics6.pdf (1 copy for each child)**

Print out and cut up

- **factsheets.pdf (1 copy for each child cut up and stapled together to make a small book)**

Intro: Ask children how the dinosaurs have been. Ask the children how the week in class has gone. Have they felt more confidence when writing in class this week?

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 part of our job as dinosaur keepers is to learn facts about them so that we can help other people learn about them. Explain that we will be reading slightly longer bits of writing than we have looked at so far but reading a number of words isn't really any harder than reading words one by one. There is no need to worry, just take it one step at a time. Look at **poster6.pdf** Remind children that they have the skills and knowledge to read these factsheets.

Show **factsheets.pdf** (look at Ank's factsheet first). Ask children to independently read the fact sheet 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 the words all together.

Be curious (Confidence to have a go): Are the children able to read longer (more than a couple of words) pieces of writing? Do they try? Do they tell you that they can't read the factsheet before they have even tried to?

Why does it matter? Children who lack confidence with their reading can find a larger number of words daunting and may need help and support to get started and feel confident enough to use their skills.

How to help? Show that you understand that this can feel a bit overwhelming. Give them a few moments to notice how they are feeling. Get them to take a few breaths, then remind them that they have all the knowledge and skills to work these out. Ask them to look at just the first word and read it, then the next. Read together if necessary, going slowly to give children a chance to work out words before you. Read the entire sentence back to them at the end.

Imaginary play: Get children to pretend that Ank is in front of them. Pretend to pat his thick skin and talk about what it feels like. Pretend to dodge the club on the end of his tail and his horns. Talk about how he feels when they pat him.

Phonics activity (Segmenting): Ask each child to read a factsheet about a different dinosaur. Encourage them to breathe a little and remember that even though there are a few words, they don't have to tackle them all at once. Ask them to read the first sentence independently then put their thumbs up. When everyone is ready, ask children to read their first sentence out loud. If children are confident ask them to read the rest of their factsheet independently. If they are less confident continue working one sentence at a time.

Encourage them to read different factsheets if they finish quickly.

Be curious (remembering what has been read): When children are reading phrases or sentences are they able to remember what the earlier words are once they have moved on to working out words later in the sentence?

Why does it matter? When children are putting huge amounts of effort into working out words, it can be hard for them to retain the words that they worked out moments ago. They may need scaffolding to help with this.

How to help? Scaffold their reading. Ask children to look at just the first word and read it (soundtalking and blending if necessary). Then repeat that first word back to them and get them to work out the next word. Then read back the first two words (that they just worked out) back to them and ask them to work out the next word. Continue like this, rereading the earlier words in a sentence for them before getting them to read the next word. Read back the whole sentence with them at the end. Support them with specific words if needed – help out with GPC knowledge or repeat their own soundtalking back to them if they are struggling to blend. Give them time to

work out words. Give lots of praise for effort. Celebrate self correction. When they do figure out a word or sentence that they have been struggling with, their faces and body language will be bursting with pride. Point out that you can see how proud they are of themselves and that this amazing feeling has come because they tackled something that they weren't sure that they knew how to do and they persevered and succeeded. Explain that this is what learning feels like. As reading gets easier, remembering the words they have just read should get easier too. If you are concerned that this ability seems to be developing unusually slowly though, feed back your concerns to the teacher and SENCO.

Imaginary play: Give children imaginary binoculars. Tell them we are going on a trek to look at the dinosaurs. Pretend to trek through mud, through long grass, wade through water, stomp up hills, climb trees. Pretend to spot a dinosaur, look through binoculars and talk about the features that you can see (based on the fact sheet). "Ooh, I can see Spin. I can see the sail on her back." Encourage children to share what they can see.

Celebrate: Ask children to think about how confident they feel about reading more words.

Taking the learning back to class:

Give children [poster6.pdf](#) to take back to class and ask the teacher to put it up.

Ask children to take their dinosaurs back to class. Give children the factsheets ([factsheets.pdf](#)) to take back to class.

Taking the learning back home:

Explain that children will have a copy of [dinocomic6.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 confident are these children when tackling slightly longer texts?

- Look back over your notes from early weeks. What progress have the children made? Take a moment to feel proud for them and you.
- Are there areas that the children still need to make further progress with? Who is going to address these needs? When? How? If you responsible for tackling these needs, develop a plan. If someone else is responsible, then pass on all the information that they will need.
- If you are asked to run this intervention again with different children, what would you do differently?
- 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 [poster6.pdf](#) and [factsheets.pdf](#) in class
- Double check that [dinocomic6.pdf](#) has been sent home.

 Teacher led

 Imaginary play

 Assessment/reflection opportunity