## Nug Oits

Phonics

# The Wrong Kind of Knight 

## ○ Oxford Level 4

Author: Julia Donaldson<br>Teaching notes authors: Clare Kirtley and Pam Mayo

## Focus phonics

Long vowel sounds: ee as in three (made by ee, ea, $y, e$ ) ie as in tie (made by igh, y, ie, i-e, i)
Additional phonics: $n$ as in not and $r$ as in ran (made by $n, k n$, $r, w r$ )


#### Abstract

Skills, concepts and knowledge covered by the Teaching Notes Skills - Hear and identify long vowel sounds in words; Blend sounds together to read words with long vowel sounds; Segment words with long vowel sounds into their individual sounds for writing Concepts - A sound in a word can be represented by one letter or by more than one letter; There can be more than one way to represent a sound; The same spelling pattern can represent more than one sound Knowledge - Focus phonics


## Example phonic words

need knees freezing Kareem read hurry very he began knight fight night fighting delighted right my cried like ride write I I'm kind mind tiny Nasim Nasim's didn't and dragon dragon's in blanket thank went think knit knock knocking knitting knitted wrong

High frequency tricky words
Challenge words
door knickers liked there to too was were you

Letters and sounds
Phase 5
A sound in a word can be represented by one letter or by more than one letter; There can be more than one way to represent a sound; The same spelling pattern can represent more than one sound

## Introducing the phonics

## Quick sounds

Make consonant letter pattern cards where two letters make one sound (ss, ff, zz, II, ck, sh, ch, th, wh, qu). Introduce the letter patterns kn and wr . Ask the children to say the sound made by each letter pattern as you point to it. Remind the children that all these letter patterns make just one sound.
Write knob, wreck, knife, wrap, wrist, kneel, wreath, knelt, wriggly, knight, wrinkly on a whiteboard and ask the children to sound out the letter patterns and blend them together to read the words.

Ask the children to underline in green the letter patterns that make the long vowel sound ee and underline in red the letter patterns that make the long vowel sound ie.

## Group or guided reading

## Before reading

(1)
Explain that it is important when blending together the sounds in a word, to check to see if it sounds like a real word. Remind the children of the context words (see page 4, or the inside back cover of The Wrong Kind of Knight) by writing them on a whiteboard. Read these words and point out the letters that make the usual sound in each word (e.g. the $s$ in some).

## Strategy check

Ask the children to tell you the sound made by each letter pattern in the box on the back cover of their books. Tell the children to look out for them as they read. Remind them to sound out and blend words they do not recognise.

## Independent reading

(W) Encourage each child to read the whole book at his or her own pace, sounding out and blending words he or she does not recognise. Listen in to each child reading and provide lots of praise and support.

- Praise the children for sounding out and blending sounds to read words they do not recognise, and for recognising familiar words.

Assessment Observe the children to check that they can:

- confidently give the sound for all the focus letter patterns
- successfully blend all the sounds for the words knees and write together.

Emphasise and model these skills for any child who needs help.

## Returning to the text

Ask the children to:
C (Questioning) Tell you what Nasim didn't like to do and what he did like to do.
(W) Listen to the sounds

Read the story again. Listen carefully for words with a long vowel sound. (Tell them to touch their knee when they hear a word containing the long vowel sound ee, and their thigh when they hear a word containing the long vowel sound ie. If a word contains both (e.g. shiny), touch both!)
(W) Find words in the text which begin with the letter pattern kn (knight, knit, knock, knees, knocking, knitted, knickers). Read the words by sounding out and blending.
(W) Segment knight into its separate sounds and write it on a whiteboard. Blend the sounds together again to read the word.
(W) Change the letter pattern

Change knight to write knit, then kit, kite, bite, bike, and beak. (Point out that in kite, bite and bike the two letters that make the vowel sound ie are separated by a consonant.)

Assessment Observe the children to check that they can:

- hear and identify long vowel sounds in words
- identify, sound out, blend and read words beginning with the letter pattern kn
- remember the letter patterns for the long vowel sounds ie and ee when writing.

Model the appropriate responses for children who need help.

## Where next?

## Further phonic practice

(W) Segmenting sounds

Draw three boxes in a row, as a phoneme frame, on a whiteboard. Tell the children that the three boxes show that the words you are going to write have three sounds in them.
(W) Display the letter pattern cards for $m, f, I, r, t, s, c, e e, y, e a, i g h$. Name a word which uses these letter patterns (meet, fly, might, leaf, cry, feel, sight, fry, seat).
(W) Ask the children to segment the word into all its sounds and then place the three cards that make those sounds, one in each box, to write the word. Ask them to say the sound of each letter pattern as you point to it, then blend the sounds together to read the word.

## Extension phonic work

(W) Speed read

You will need a list of words using the focus phonics for each child (knot, kneeling, wrong, by, write, strike, night, kind, mean, bride, need, knit, knight, he, flight, my, tiny, eating) and a timer. Start the timer and ask the children to sound out and read as many of the words as they can before the time runs out. Ask them to count the number of words correctly read as their score. Repeat several times so that the children can better their own previous score. Send the lists home for homework.

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