

 Songbirds

Phonics

Paula the Vet



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Oxford
Reading
Tree

Paula the Vet

 Oxford Level 6

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Focus phonics Long vowel sounds: <i>au</i> (as in <i>August</i>) made by <i>or, au, aw, ore, oor</i> (in some accents only) <i>a</i>	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 torn thorn morning ordinary extraordinary Paula dinosaur paw claw yawning sore more bored door calls small all always water	
		High frequency tricky words Here your	Challenge words any comes girl says scissors through  = Language comprehension  = Word recognition
		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

Spot the Long Vowel Sound

Tell the children that you are going to say some words that contain long vowel sounds. Ask the children to spot which of the words have a long vowel sound *au* (as in *August*) in them. Say *straw*, *hawk*, *star*. Write the words the children spot on a whiteboard (*straw*, *hawk*). Repeat with *snore*, *play*, *store*, *chart*, *fort*, *born*, and *Autumn*, *meal*, *more*.

Look at the list of words containing the long vowel sound *au*. Ask the children to draw a sound button under each letter pattern and highlight the letter pattern as you point to them and blend them together again to read each word.

Group or guided reading

Before reading

- W** Explain that it is important when blending together the sounds in a word, to check to see if it sounds like a real word, as some words are less regular. Remind the children of the context words (see page 3, or the inside back cover of *Paula the Vet*) 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 *c* in *comes*). This will help the children to remember these words.

Strategy check

Ask the children to tell you the long vowel sound made by each letter pattern in the box on the back cover of their books. Point out that the spelling pattern *oor*, as in the word *poor*, can make an *au* sound as in *August* by speakers of some accents of English. Tell the children that some of the words in this book use these letter patterns so they should look out for them as they read, remembering to sound out and blend words they do not recognise.

Independent reading

- W** Encourage each of the children to read the whole book at his or her own pace, sounding out and blending words they do not recognise. Listen in to each child read and provide lots of praise and support.
- Praise the children for sounding out and blending sounds to read words they do not recognise.
 - Praise the children if they read the text in speech marks with appropriate expression.

Assessment Observe the children to check that they can:

- confidently give the sound for all the focus letter patterns
- successfully blend the sounds of the multi-syllabic word *morning* together by blending the sounds in each syllable together first.

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

Returning to the text

Ask the children to:

- C** (*Clarifying, Imagining*) Tell you how Paula feels when she sees the last pet in the story. Find some evidence in the story to support their view. (She will be surprised but pleased because she wished she could see an extraordinary pet.)
- W** Find the word *sore* in the text. Shut the book and segment *sore* into its separate sounds and write it on a whiteboard. Blend the sounds together again to read the word. Find it in the book to check.
- W** Find other words in the text which rhyme with *sore* write them on a whiteboard (*paw, your, claw, more, dinosaur*). (Note that *door* is pronounced to rhyme with *sore* by speakers of some accents of English.)
- W** Underline the letter patterns in each word which make the long vowel sound *au*. (Point out the unusual spelling pattern in the high frequency word *your*.)

Assessment Observe the children to check that they can:

- follow the meaning of the text, recalling significant events and locating evidence
- identify words which rhyme
- analyse the letter patterns used to write the long vowel sound *au*.

Model the appropriate responses for children who need help. Follow this up with further practice using the Blending Activity, Phoneme/Grapheme Knowledge Activity and Segmenting Activity for *Paula the Vet* on the *eSongbirds* CD-ROM, as well as additional practice reading *Paula the Vet* using the Talking Story version.

Where next?

Further phonic practice

Ask the children to:

W *Segment and Blend Sounds*

Write words with the long vowel sound *au* as in *August* on cards and place them in a bag (*horn, fall, score, August, jaw, forty, paw, saw, haunt*). Display letter cards (or magnetic letters) on a board. Ask one child to pick one of the cards from the bag and read the word without showing it to the rest of the children. Ask another child to segment the word into all its sounds and then find the letters that make those sounds to write the word. Draw a sound button under each letter pattern. Ask the children to say the sound of each letter pattern as you point to it then blend them together to read the word. Look at the word on the card to check if it is written correctly.

Extension phonic work

- W** Ask the children to write a sequel to the story in the same setting. Ask: *What is wrong with the dinosaur and can Paula help?* Use some of the sentence structures from the story.

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