

Module 2 Block A Sessions 25–32

Summary notes for the teacher

Focus: Narrative (stories with familiar settings)

Example texts: *Dilly the Dinosaur* by Tony Bradman, Egmont, ISBN 0749746823; *Dilly and the Goody-Goody* by Tony Bradman, Egmont Blue Bananas, ISBN 1405202491

Outcome: Description of the setting for a new story about Dilly the Dinosaur

Summary: This is the first two-week block of a new module focusing on reading and writing fiction. The children will read two stories about Dilly the Dinosaur and write a description of his house.

Targets

- Reading: I can use expression when I read to make it sound interesting.
- Writing: I can write a description of a place that tells you what it is like, using complete sentences.
- Sentence: I can connect two ideas in a sentence by using words like *if*, *so* and *because*.
- Word: I can spell the words *was* and *wanted* and other words which have the sounds 'w-o'.

You will lead sessions 25 and 29 (on Monday of each week). The preparation and resources needed for these sessions are listed below.

Session 25: Guided reading (teacher)

Prepare the fourth set of target flap cards (Module 2 Block A PCM 1).

Have a copy of *Sir Kit's Quest* available to reread part of the story.

'Books we know' box: Add the guided reading books from the previous block of work. Ideally the children will be confident to reread these texts by themselves. Have the box available for children to use if they complete their other independent reading.

Session 29: Demonstration writing (teacher)

The teacher and teaching assistant need to talk through the children's targets and discuss how they been getting on, particularly with their reading and word targets. The teacher will give some feedback as part of this session.

Refer to the annotated example of descriptive writing (Module 2 Block A PCM 9) for ideas about the paragraph you are writing.

Decide when the children will do the independent spelling activities, e.g. on Wednesday when there is no Quest session scheduled.

Prepare materials as follows.

- Make two copies of Module 2 Block A PCM 10 (ideally onto card) and cut into sets of ten word cards for each child. (Note: On the PCM there are three sets of the ten target words.)
- Write the ten target words into the children's writing flap cards: *want, wanted, was, wasn't, watch, what, wash, swap, swan, squash*.
- Have the zoom cards, spelling game boards and counters ready.

Involving the Quest group

These notes are designed to help you ask questions and prompt involvement from members of the Quest group. Although these children will be working on different objectives from the rest of the class during their intervention sessions, they should be as fully involved as possible in whole-class teaching.

Work with the whole class could include the following.

- Shared reading
 - Demonstrate how to read with expression, particularly if you are reading fiction texts. Involve children from the group in identifying phrases in the text that indicate how a character is speaking and ask them to read extracts in a particular way.
 - Draw attention to phrases that indicate the passing of time in a story. Involve the children in contributing to a list, based on their work in the group, that the rest of the class can add to.
- Shared writing and sentence level
 - Demonstrate the use of a wide range of connectives. Involve the children from the group in suggesting ways to join two short sentences with *if, so* or *because*.
- Word level
 - Continue to look for examples of the 'w special' spelling pattern. This could involve the rest of the class and be extended beyond the words spelt 'w-a'. Children could make lists of words with the phonemes /w/ir/ (*work, worm*, etc.) and /w/or/ (*war, warm*, etc.).
 - Involve the children in spelling words with the 'w-a' letter string and set the expectation that they will spell these correctly in all their independent work.
- Plenary
 - At the end of this block of work, invite children from the group to share their descriptions of Dilly's house. Encourage the others to respond with predictions about who might live in this house and the type of thing that might happen there.

Additional guided reading session

It is very important that the children in the group read with either the teacher or teaching assistant in a guided session during the second week. This will provide further reinforcement and reading practice and provide an opportunity to assess the children's progress.

Suggestions using *Dilly the Dinosaur* by Tony Bradman follow.

Book introduction

Review what the children have found out about Dilly's character from their reading in the group and independently.

Introduce a new Dilly story from page 44 'Dilly does some painting'. Read page 44 and talk about decorating. Look at pages 46–47 and ask children to identify the different preparations that are made before decorating.

Strategy check

Remind children about using the grammar of the sentence to work out unfamiliar words, e.g. page 46 first and second sentences: " 'That sounds very boring,' said Dilly. Mother and Father laughed" Talk about the verb in the sentence and ask the children to think about what Dilly's parents do. Apply phonic knowledge to identify the initial and final phonemes and think about what would make sense.

Remind children about punctuation and the layout of dialogue. Look at an example and discuss how you know when somebody starts speaking and when they have finished.

Independent reading

The children read pages 45–47 quietly to themselves. Monitor two or three children by listening to them read part of the text. Check their strategies for reading unfamiliar words and their use of expression for dialogue.

Return to the text

Go back to the end of page 47 and ask two children to take the parts of Mother and Dilly while you act as narrator. Can the children use the punctuation and read with expression?

Read to the end of the third paragraph on page 48. Make predictions before reading the next paragraph.

Ask the children to reflect on the story so far. Do they like it? Is there anything they particularly enjoyed or did not like?

Review

Give children feedback on progress towards their reading target. Highlight examples of children using expression effectively to indicate when different characters were speaking and to reflect their mood.

Preparation and resources

Session 25: Guided reading (teacher)

Prepare the fourth set of target flap cards (Module 2 Block A PCM 1).

Have a copy of *Sir Kit's Quest* available to reread part of the story.

'Books we know' box: Add the guided reading books from the previous block of work. Ideally the children will be confident to reread these texts by themselves. Have the box available for children to use if they complete their other independent reading.

Session 26: Intervention session (teaching assistant)

Make one A3 copy of the phoneme spotter text (Module 2 Block A PCM 2). Keep the marked text for the next session.

Make one A3 copy of the outline drawing of Dilly the Dinosaur (Module 2 Block A PCM 3).

Session 27: Intervention session (teaching assistant)

Display the phoneme spotter text from the previous session.

Make a single copy of the story sequence cards (Module 2 Block A PCM 4) and the time cards (Module 2 Block A PCM 5). Cut along the lines to separate the cards.

Put the time cards on one side of the board or flipchart and the sequence cards on the other. Jumble them and secure using sticky pads so that they can be moved around.

Write up three headings: Day 1, Day 2, Day 3.

Session 28: Intervention session (teaching assistant)

Display the target words with sticky notes covering the annotations (Module 2 Block A PCMs 6 and 7).

Make copies of the planning sheet (Module 2 Block A PCM 8) for each child plus one A3 copy to use when demonstrating making notes.

Session 29: Demonstration writing (teacher)

The teacher and teaching assistant need to talk through the children's targets and discuss how the children have been getting on, particularly with their reading and word targets. The teacher will give some feedback as part of this session.

Refer to the annotated example of descriptive writing (Module 2 Block A PCM 9) for ideas about the paragraph you are writing.

Decide when the children will do the independent spelling activities, e.g. on Wednesday when there is no Quest session scheduled.

Prepare materials as follows.

- Make two copies of Module 2 Block A PCM 10, ideally onto card, and cut into sets of ten cards for each child. (Note: On the PCM there are three sets of the ten target words.)
- Write the ten target words onto the children's writing flap cards: *want, wanted, was, wasn't, watch, what, wash, swap, swan, squash*.
- Have the zoom cards, spelling game boards and counters ready.

Session 30: Intervention session (teaching assistant)

Make one copy of the verb cards (Module 2 Block A PCM 11), ideally onto card, and cut into individual words.

Write the following sentence on the board: 'Sir Kit towards Dilly's house'.

Have the planning notes and sketches from Session 28 available to refer to, and look at the annotated example of descriptive writing (Module 2 Block A PCM 9) for ideas.

Make one copy of the writing format sheet (Module 2 Block A PCM 12) for each child.

Make one copy of the linking words (Module 2 Block A PCM 13), ideally onto card.

Session 31: Intervention session (teaching assistant)

Have the children's writing and plans available. Look at the annotated example of descriptive writing (Module 2 Block A PCM 9) for ideas, if needed.

Session 32: Intervention session (teaching assistant)

Before the session, read through the children's completed writing. Look for two common words that several children have had difficulty with. Write these words on the flipchart.

Have CFSS stamp available.

Have each child's spelling journal available (Resource PCM 8).

Have stickers available to put on the target cards as children achieve each target.

Module 2 Block A Sessions 25–32

Focus: Narrative (stories with familiar settings)

Example texts: *Dilly the Dinosaur* by Tony Bradman, Egmont ISBN 0749746823; *Dilly and the Goody-Goody* by Tony Bradman, Egmont Blue Bananas, ISBN 1405202491

Outcome: Description of the setting for a new story about Dilly the Dinosaur

Week 7

Session 25 – Monday: Guided reading with the class teacher

Teaching points	Activities and teaching prompts
Introducing targets for this block 5 min	Introduction to this block You will need the new target flap cards (Module 2 Block A PCM 1) for this session.) <i>So far you have helped Sir Kit with all the information he has needed for his quest. The next part of the journey is a bit different. He is going to meet a story character, and you will be writing about where they meet and what the character tells him.</i> Look together at the Quest map, trace the route so far and point out Dilly's house. Reread chapter 3 of <i>Sir Kit's Quest</i> and the beginning of chapter 4 to introduce the next task. <i>You have done lots of things to help you read and write information, and now you are going to work on improving your reading and writing of stories.</i> <i>These are the new targets for this week.</i> Reading: I can use expression when I read to make it sound interesting. Writing: I can write a description of a place that tells you what it is like, using complete sentences. Sentence: I can connect two ideas in a sentence by using words like <i>if</i> , <i>so</i> and <i>because</i> . Word: I can spell the words <i>was</i> and <i>wanted</i> and other words that have the sounds 'w-o'. Read through the new targets. Involve children in elaborating briefly, e.g. <i>What do we mean by 'using expression'? That's when you change your voice as you are reading, e.g. to show how a character is feeling, or when you are asking a question.</i>
Guided reading 15 min Activating prior knowledge of the character and series of stories Identifying specific information about a character	Book introduction <i>This book is all about the story character that Sir Kit meets on the island. Point to the cover illustration. His name is Dilly the Dinosaur. The author, Tony Bradman, has written lots of Dilly stories. Have you ever read or heard any of them before?</i> Take responses from the children, including anything they know already about Dilly. If they are unfamiliar with the character, look at the blurb on the back together. <i>We can find out some interesting things about Dilly from the blurb. What have we learned? (e.g. Dilly is the world's naughtiest dinosaur, always wants his own way, can do a super-scream.)</i> Ask the children to turn to page 1. Explain that you are going to help them tune in to the story by reading the opening pages as they follow. They will need to concentrate and identify some more facts about Dilly: <i>How many dinosaurs are in the family? Who is telling the story? Can you give me a word to describe Dilly?</i> Read pages 1–3 (up to ' <i>...even though he wouldn't admit it</i> ') and then discuss the questions above.

Teaching points	Activities and teaching prompts
<p>Making predictions about a character's actions</p> <p>Using phonic knowledge and graphic cues to decipher new or unfamiliar words</p> <p>Using grammatical awareness to decipher new or unfamiliar words</p> <p>Using awareness of punctuation to understand dialogue in stories</p> <p>Thinking about the voices of different characters</p> <p>Reading independently, solving unfamiliar words on the run and keeping track of meaning</p> <p>Showing awareness of different characters in stories by using expression when reading aloud</p>	<p><i>Now we have been introduced to the main characters and you know a bit about them. We know that Dilly loves water, but what do you think will happen next?</i> Take suggestions from the children, and refer them to the paragraph on page 2 about Dilly's stubbornness.</p> <p>Strategy check</p> <p>Explain that the children will now read pages 4–5 independently. <i>When you are reading a story you want to be able to carry on, even if you are not sure of a particular word, so that you don't lose track of the meaning. What can you do if you get stuck?</i> Remind them about looking closely at the word and using their phonic knowledge and reading on to check that the word makes sense.</p> <p>Demonstrate by looking at a sentence on page 2, second paragraph: <i>'He doesn't cry like a baby any more, <u>although</u> he can make plenty of noise when he feels like it.'</i> Read the sentence, stopping at the tricky word and identifying phonemes. Ask the children whether they have seen the letter string <i>-ough</i> in other words. Talk about the way that the word links the two parts of the sentence, e.g. <i>'but'</i> would make sense. <i>Can you think of a word with a similar meaning?</i></p> <p>Draw attention to the dialogue on pages 4–5. Ask the children to find examples of somebody starting to speak and finishing speaking, reminding them of punctuation for direct speech. <i>There are two characters speaking on these pages, Dilly and his mother. As you read you can think about what their voices might sound like and how they are feeling as they talk. I will ask some of you to read bits out loud later.</i></p> <p>Independent reading</p> <p>Ask the children to read pages 4–5 quietly to themselves. Listen to two or three children read aloud. Praise examples of children applying their phonic knowledge and skills and their grammatical awareness, to tackle unfamiliar words. Praise examples of the use of expression for direct speech.</p> <p>Return to the text</p> <p><i>Were your predictions about what would happen correct? Do you think that Dilly will be able to keep this up?</i> Encourage the children to refer to evidence in the text, e.g. about Dilly's stubbornness.</p> <p><i>What do you think the mother and Dilly would sound like?</i> Ask two children to reread some of the dialogue with you acting as narrator. Encourage the children to look for clues about how the speech should be expressed, e.g. <i>'I don't care,' said Dilly, <u>with his nose in the air</u></i>.</p> <p>Finish the session by reading page 6 as the children follow. <i>Did you expect Dilly to behave like that? Now you know quite a lot about why he is called the world's naughtiest dinosaur!</i></p>
<p>Review 2 min</p>	<p><i>What have we done today to help us meet our targets?</i></p> <p>Refer back to the reading target for this block of work. <i>We have found out about different characters in the story and looked for clues about how they might talk. This helps us to read with expression.</i></p>
<p>Introduction to independent reading</p>	<p>Introduction of independent task to be completed by Session 27</p> <p>Give out copies of <i>Dilly and the Goody-Goody</i> for independent reading, explaining that the children will be reading this story about Dilly on their own. Flick through the book with the children, briefly talking about the pictures and introducing the names of the new characters. Talk about what a goody-goody is. Ask the children to read pages 5–13.</p>
<p>Resources</p>	<p>Module 2 Block A PCM 1: Target flap card 4</p> <p>Copy of <i>Sir Kit's Quest</i></p> <p>Copies of the guided reading text: <i>Dilly the Dinosaur</i> by Tony Bradman</p>

Independent reading task

Teaching points	Activities and teaching prompts
Independent reading 15–20 min	Note: This task is introduced at the end of Session 25 (Monday) and needs to be completed by Session 33 (the Monday session beginning Block B). The children make a prediction in their reading journal about what might happen when Dilly meets somebody really good. They read pages 5–13 independently.
Resources	Reading journals Copies of the guided reading text: <i>Dilly and the Goody-Goody</i> by Tony Bradman

Session 26 – Tuesday: Intervention session with teaching assistant

Teaching points	Activities and teaching prompts
<p>Word level – introducing spelling convention 5 min</p> <p>Hearing and recognising phonemes within words</p> <p>Understanding that the same phoneme can be represented in different ways</p>	<p>Spelling detectives: investigate</p> <p><i>You are going to investigate a spelling pattern called the 'w special'. We will be finding out about how to spell words that have these two sounds together: /w/o/. Ask children to repeat the sounds (/w/ as in 'wind'; /o/ as in 'on'.)</i></p> <p>Display the phoneme spotter text (Module 2 Block A PCM 2) and read it through once. <i>Did you spot any words with the sounds /w/o/?</i></p> <p>Reread the text and ask children to raise their hands each time they hear /w/o/ in a word.</p> <p>Reread once again, underlining the words as you spot them together (see text below for answers).</p> <p>I <u>was</u> <u>washing</u> the car and I <u>squashed</u> a <u>wasp</u>. Then I <u>wanted</u> to <u>swap</u> with my brother who <u>was</u> <u>watching</u> TV. We <u>squabbled</u> and <u>quarrelled</u> and I <u>tipped</u> the <u>water</u> on his head!</p> <p><i>What do you notice about the way these words are spelt? (Although the words sound like 'wo', they are usually spelt 'wa'.)</i></p>
<p>Speaking and listening – reading enrichment 13 min</p> <p>Identifying and discussing reasons for events in stories</p> <p>Demonstrating how to infer meaning beyond what is actually written, e.g. about a character's motives</p> <p>Making predictions about what will happen next in the story</p>	<p>Role-play</p> <p><i>We began reading about Dilly yesterday. Do you remember what he had decided to do in the story? Dilly has decided that he doesn't like water and won't have any more baths. What happened when Dilly's mother tried to get him to have a bath? He did his super-scream.</i></p> <p>Introduce questions to be discussed: <i>Why do you think Dilly is doing this? What do you think that his parents will do? We will start by thinking about Dilly.</i></p> <p>Display an outline drawing of Dilly (Module 2 Block B PCM 3). Ask the children to think about words to describe Dilly based on what they have read so far. Encourage them to look back at the book for ideas. Write notes inside the outline summarising their suggestions, e.g. youngest, noisy, stubborn, changes his mind, determined.</p> <p><i>These are the things we know about Dilly. What about things we would like to know more about? Can you think of any questions for him? Give the children time to think, and note their questions around the outside of the drawing, e.g. Why don't you like water any more? What happens when you scream? Do you like being dirty?</i></p> <p>Take on the role of Dilly and ask the children to ask you questions. <i>We are very lucky today because Dilly is going to come and talk to you. Don't forget, he is very stubborn and can be very noisy, so you will have to be very nice to him! (You may want to indicate when you are in and out of role, e.g. When I go and sit on this chair I will be Dilly. If I get up I am back to being me again.)</i></p> <p>Demonstrate to the children how to think about the reasons for events in stories, e.g. <i>I just don't like getting wet any more. It's more fun to be dirty all the time and it gives me more time to play if I'm not washing all the time; and I love screaming – everyone runs away because it's so noisy and then they leave me alone to do whatever I feel like.</i></p> <p>Move on to thinking about what will happen next in the story. <i>What will Dilly's mother do now he has started to scream? Give children thinking time and then ask for a volunteer to pretend to be his mother. Encourage the children to ask questions and support Mother in answering, e.g. What will you do next? I am going to teach that young dinosaur a lesson. He can just stay dirty for a while. He'll soon get fed up with all the mess.</i></p> <p><i>We have thought about the reasons for Dilly's behaviour and predicted what his mother might do. We will read the rest of the story in the next session and find out what really happens.</i></p>

Teaching points	Activities and teaching prompts
Review 2 min	<p><i>What have we done today to help us meet our targets?</i></p> <p><i>We have worked on our word and reading targets today. We have begun investigating words with the sounds 'w' and 'o'. We have thought about characters in the story and the reasons for their actions. This will help you to understand and enjoy the story.</i></p>
Resources	<p>Module 2 Block A PCM 2: Phoneme spotter text: one A3 copy. (Keep the marked text to use in the next session.)</p> <p>Module 2 Block A PCM 3: Outline drawing of Dilly, enlarged to A3</p>

Session 27 – Thursday: Intervention session with teaching assistant

Teaching points	Activities and teaching prompts								
<p>Word level – checking and applying strategies 5 min</p> <p>Identifying the letters representing a particular phoneme</p> <p>Generalising a rule to help spelling, based on looking closely at a family of words</p>	<p>Spelling detectives: check</p> <p><i>Last time you were spotting 'w special' words. Do you remember which two letters were usually used to represent the /w/o/sounds? ('w' and 'a'.) We are going to have another look at the text today to investigate the spelling pattern a bit more.</i></p> <p>Display the phoneme spotter text used in Session 26 (Module 2 Block A PCM 2). Draw two columns on the whiteboard or flipchart and ask the children to do the same on their individual whiteboards. Write the first 'w-o' word in the left column and write the letters that represent the phonemes on the right, e.g.</p> <table border="1"> <thead> <tr> <th>Word</th><th>Letters</th></tr> </thead> <tbody> <tr> <td>was</td><td>wa</td></tr> <tr> <td>washing</td><td>wa</td></tr> <tr> <td>squashed</td><td>ua</td></tr> </tbody> </table> <p>Ask the children to continue their own lists with each word from the text. Look at the finished lists and talk about which spelling pattern occurs most often.</p> <p><i>In words beginning with 'w' and 'sw' the /o/ phoneme is represented by 'a'. All these words have the spelling pattern 'w-a'.</i></p> <p><i>The other spelling pattern, 'u-a' is always found after the letter 'q'.</i></p>	Word	Letters	was	wa	washing	wa	squashed	ua
Word	Letters								
was	wa								
washing	wa								
squashed	ua								
<p>Returning to the guided reading text 13 min</p> <p>Understanding time and sequential relationships in stories</p> <p>Identify words and phrases that signal the passing of time in a story</p>	<p>Understanding time in a story</p> <p>Before the session, write three headings on the board: Day 1, Day 2, Day 3. Display the phrases to do with time on one side of the board and the story sequence cards (Module 2 Block A PCM 4) on the other. They should be jumbled up.</p> <p><i>Today we are going to read the rest of the Dilly story and think about how the author shows that time is passing. If you understand this it helps you understand what you are reading and enjoy it more.</i></p> <p>Introduce the fact that the story takes place over three days and point out the three headings. <i>We have already read about day 1. Can you pick out three sequence cards that summarise what has happened so far?</i></p> <p>Place these cards under the Day 1 heading:</p> <p>Dilly decided that he didn't like water anymore.</p> <p>Dilly got very dirty.</p> <p>Dilly refused to have a bath.</p> <p><i>I found three phrases that the author used to show that time was passing on the first day. Demonstrate where these are in the text and move the cards to the Day 1 heading:</i></p> <p>Then just the other morning... (page 4, first paragraph)</p> <p>All that day... (page 5, third paragraph)</p> <p>...by the time it came to having a bath ... (page 5, third paragraph, third line)</p> <p><i>Now I will read about Day 2. Look out for a phrase that shows that it is another day. Read pages 8–9 (as far as 'Dilly just smiled'). Identify the phrase and the summary sentence and put them under the Day 2 heading.</i></p> <p>Dilly got dirtier all day.</p> <p>...the next morning ... (page 8, fourth paragraph, second line)</p>								

Teaching points	Activities and teaching prompts
<p>Use understanding of time in stories to add to understanding of story as a whole</p>	<p><i>What do you think will happen next? Is the story turning out the way you expected it to?</i> Read the rest of page 9 and ask the children to find a phrase to show that more time has passed. Put it under the Day 3 heading with the next summary sentence.</p> <p>Dilly's friend Dixie came to play.</p> <p>The next day ... (page 9, fifth paragraph)</p> <p>Ask the children to read the next section independently to find out what happened with Dixie (from the top of page 10 to the end of the second paragraph on page 12 '...he had his thoughtful look on his face'). Can they find two more phrases to do with time? Move them to the Day 3 section with the summary sentence:</p> <p>Dixie said that Dilly was smelly.</p> <p>After a while ... (page 10, third paragraph)</p> <p>Not long after ... (page 12, second paragraph)</p> <p>Read the final part of the story, ask children to find one more phrase to do with time. Put the phrase and the summary sentence under the Day 3 heading.</p> <p>Dilly decided to have a bath.</p> <p>That evening ... (page 12, third paragraph)</p> <p><i>Is this what you expected to happen in the end? Who do you think was responsible for changing Dilly's mind?</i></p>
<p>Review 2 min</p>	<p><i>What have we done today to help us meet our targets?</i></p> <p><i>Today's work will help towards our word and reading targets. We have found out more about how to spell the words with the sounds 'w'-'o'. We have concentrated on the events in the story and this helps us to understand it a bit better. As you understand the story better you will be able to improve your reading aloud, adding expression to make it sound more interesting.</i></p>
<p>Resources</p>	<p>Module 2 Block A PSM 2: Phoneme spotter text used in Session 26</p> <p>Individual whiteboards and pens</p> <p>Three headings on whiteboard: Day 1, Day 2, Day 3</p> <p>Module 2 Block A PCM 4: Story sequence cards</p> <p>Module 2 Block A PCM 5: Time cards</p> <p>Copies of the guided reading text: <i>Dilly the Dinosaur</i> by Tony Bradman</p>

Session 28 – Friday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
<p>Word level – spelling high frequency words 5 min</p> <p>Using a range of strategies to learn high frequency words:</p> <ul style="list-style-type: none"> ■ finding analogy with other words ■ recognising word roots 	<p>Spelling detectives: explore</p> <p><i>We are going to explore two words that often catch you out when you are writing: was and wanted. Display the words with the annotations covered with sticky notes (Module 2 Block B PCMs 6 and 7). Work out the answers to the questions below and gradually uncover the annotations.</i></p> <p>Was: Ask a child to read the word and another to use it in a sentence, e.g. <i>It was sunny yesterday.</i></p> <p><i>How many syllables? Clap and count 1. How many phonemes? 3.</i></p> <p><i>What type of word is this? Past tense of the verb 'to be', e.g. I am, she is, you are become I was, she was, you were.</i></p> <p><i>Are there any other words with similar spellings? e.g. as, has.</i></p> <p><i>Can you tell me a tip we have learned from our spelling detective work that will help us? Notice that this word has the 'w special' spelling.</i></p> <p>Wanted: Ask a child to read the word and another to use it in a sentence, e.g. <i>I wanted to go out yesterday.</i></p> <p>Repeat the questions as above. (Answers: 2 syllables, 6 phonemes; verb in the past tense; root word 'want'; spelling tip: 'w special'; spelling rule add '-ed' to verbs in the past tense.)</p> <p>Note that the two vowels are tricky to remember because neither of them sound the way they are spelt ('a' sounds like 'o' and 'e' sounds like 'i').</p>
<p>Text level – planning for writing 13 min</p> <p>Making inferences based on information in the text</p> <p>Using sketching as a way to collect ideas and support note making</p> <p>Demonstrating how to turn notes into descriptive sentences by rehearsing orally</p>	<p>Planning to describe a setting</p> <p><i>We have been reading about Dilly this week. Next week it will be your turn to write about the meeting between Sir Kit and Dilly. We have left Sir Kit walking towards Dilly's house. I wonder what he will see? We are going to think about the outside of the house, the living room and Dilly's bedroom. Today we will be collecting ideas for a plan, and next week you will be writing a description so that we know where the story takes place.</i></p> <p><i>What do you think Dilly's house might be like? Would it be a normal looking house, or would it look unusual in some way? Are there any clues in the story or shall we just rely on our imaginations? Give children some thinking time and then have a quick discussion.</i></p> <p>Write a heading on the whiteboard: 'The outside of the house' and make brief notes based on the children's ideas. Prompt them with questions if necessary, e.g. <i>What is the house made from? Does it have a garden? Is it a normal shape, or particularly big so that dinosaurs can live there? Are there any clues on the outside that tell you who lives there?</i></p> <p><i>Now we are going to think about the inside of the house. We will think about two rooms – the living room and Dilly's bedroom. To help you collect your ideas you can draw a quick sketch of one of the rooms (Module 2 Block B PCM 8) and then label it. Divide the children into two equal groups. One group draws the living room and the other draws Dilly's bedroom. Give a short time for drawing. Support the children in talking about their ideas and adding simple labels.</i></p> <p><i>We are going to collect good ideas from everybody that will help us with our writing next week. Go round the group asking each child to contribute one idea from their sketch. Make notes on an enlarged copy of the planning sheet (Module 2 Block A PCM 8) that can be referred to next week.</i></p> <p>Demonstrate how to take a single word or phrase and put it into a sentence, e.g. <i>You said that Dilly's floor is all muddy and I have made a note 'muddy floor'. In our description we could say: 'The floor of Dilly's room was covered in muddy footprints because he never wiped his feet.'</i></p>

Teaching points	Activities and teaching prompts
Demonstrating how to connect two ideas in a sentence	<p>Draw attention to the way that ideas can be connected in a sentence, e.g. using <i>because</i>. Give the children a chance to link two ideas in another sentence, e.g. <i>There was an enormous sofa in the living room <u>so that</u> the whole dinosaur family could sit and watch television.</i></p> <p><i>These ideas have given us the plan for our writing next week. I will keep this plan so that we can look at it when we are doing our writing.</i></p>
Review 2 min	<p><i>What have we done today to help us meet our targets?</i></p> <p><i>Today we have worked on our word target, reading target and sentence target. We have looked closely at two target words to understand how they are spelt. We have planned ideas that will help us to write a description of Dilly's house next week and begun linking two ideas in a sentence.</i></p>
Resources	<p>Module 2 Block A PCM 6: Annotated word: was (with sticky notes covering the annotations)</p> <p>Module 2 Block A PCM 7 Annotated word: wanted (with sticky notes covering the annotations)</p> <p>Module 2 Block A PCM 8: Planning sheet 'Rooms in Dilly's house', one copy for each child and one A3 copy to use when demonstrating making notes</p>

Week 8

Session 29 – Monday: Demonstration writing with the class teacher

Teaching points	Activities and teaching prompts
<p>Demonstration writing 15 min</p> <p>Demonstrating how to use ideas from notes to write complete sentences</p> <p>Writing in complete sentences</p> <p>Using oral rehearsal before writing</p> <p>Providing clues about story themes and characters in description of setting</p> <p>Use connecting words, e.g. <i>if, so, because</i> to link ideas in a sentence</p> <p>Demonstrate how to check their own writing for sense and accuracy</p>	<p>Writing a description of a story setting</p> <p><i>The next stage of Sir Kit's quest is when he goes to Dilly's house. This week you are going to be writing a description of the setting for this story. Do you remember collecting your ideas and making plans last week? Today I am going to show you how to use the ideas from the plans to begin to write a description of Dilly's house.</i></p> <p>Display the A3 planning notes (on Module 2 Block A PCM 8) from Session 28. Refer to the example of a completed description (Module 2 Block A PCM 9) for detailed suggestions for the opening paragraph. <i>I am going to use some of your ideas and some ideas of my own to compose the opening paragraph, describing the outside of Dilly's house. I will be writing four sentences and you can use counters to check that I use the correct number of capital letters and full stops.</i></p> <p>Say the opening sentence aloud and then write it. 'Sir Kit turned the corner and saw an unusual looking house.' Describe what you are doing, e.g. <i>People's names always start with capital letters. Now I have written a complete sentence so I need a full stop. You can push up one of your counters – now I have got three more sentences to write. Make sure that you are looking out for those full stops.</i></p> <p>Explain that you want to provide some clues about the characters who live in this house as you write your description, e.g. <i>door big enough for dinosaurs, muddy garden from Dilly's games, cracked windows from all the screaming.</i></p> <p>Involve the children in rehearsing the next sentence by giving them the first half and asking them to compose the second half, e.g. <i>The front door was so big that ...a dinosaur could fit through it.</i> Involve the children in remembering how to spell the word 'could'.</p> <p>Explain the use of a connecting word to link ideas in the next sentence, e.g. <i>I could just write 'The garden was like one big mud bath' but I would like to suggest a reason: '...as if someone had been rolling about in the dirt.'</i></p> <p>Explain that the last two sentences will give further clues about what goes on in this house: <i>'As he got closer he could see that some of the windows were cracked and a sign on the gate said "Beware of screaming dinosaurs!"'</i></p> <p>Read through the completed paragraph. <i>Did you spot four complete sentences? Have you pushed up four sentence counters? Does it all make sense?</i></p> <p><i>Tomorrow you will write a description of what Sir Kit sees inside the house.</i></p>
<p>Review 2 min</p>	<p>What will we do this week to help us meet our targets?</p> <p><i>Do you remember the targets for this block of work? Refer to the target flap cards and help the children to reflect on what they have done already and think about what they will be doing this week.</i></p> <p>Reading: <i>I can use expression when I read to make it sound interesting. You began working on this last week in your guided sessions.</i></p> <p>Writing: <i>I can write a description of a place that tells you what it is like, using complete sentences. You have thought about ideas for a description. This week you will be turning those ideas into a complete piece of writing describing the setting for the story about Sir Kit and Dilly.</i></p> <p>Sentence: <i>I can connect two ideas in a sentence by using words like if, so and because. We talked about this today and you will be doing more work on it as you do your own writing.</i></p>

Teaching points	Activities and teaching prompts
	<p>Word: I can spell the words <i>was</i> and <i>wanted</i> and other words that have the sounds 'w-o'. <i>You investigated these last week. Now the challenge will be to spell them correctly when you use them in your own writing.</i></p>
<p>Introduce independent spelling task</p>	<p>Introduction of independent task to be completed by Session 31</p> <p>Remind children of activities to practise spelling the target words (see details below). Plan a time for children to do this before the Quest session on Thursday.</p>
<p>Resources</p>	<p>Module 2 Block A PCM 8 (completed): notes describing Dilly's house from Session 28</p> <p>Module 2 Block A PCM 9: Annotated example of descriptive writing to refer to</p> <p>Four counters for each child</p> <p>Module 2 Block A PCM 1: Target flap card 4</p>

Independent spelling task

Teaching points	Activities and teaching prompts
<p>Word level – spelling practice</p> <p>20 min</p> <p>Using visual strategy</p> <p>Consolidating spelling through Spuddy activities</p>	<p>Spelling activities</p> <p>(These are done independently but will need some preparation.)</p> <p>1. LSCWC (look, say, cover, write, check)</p> <p>The children use their writing flap cards to practise the ten target words.</p> <p><i>Remember to:</i></p> <ul style="list-style-type: none"> ■ <i>look at the word;</i> ■ <i>say the word, say each letter;</i> ■ <i>cover the word;</i> ■ <i>write your attempt to spell the word;</i> ■ <i>check the spelling.</i> <p><i>Go back and have another go if your spelling is not correct.</i></p> <p>Introduce two activities for the children to play with their Spuddy.</p> <p>2. Zoom cards</p> <p>The children find any target words that they have not spelt correctly or had trouble with. They use their zoom card to find the tricky bit. They close their eyes and visualise the word, then write the word. They check the spelling with their Spuddy.</p> <p>3. Spelling game</p> <p>This game uses the Quest map/spelling game board from the Quest folder. Each pair of children has a game board and each child has a counter. Each pair uses a set of word cards placed face down in a pile. They take it in turns to pick up a card, read the word on it and ask their partner to spell the word. If successful, they move the counter one space. They take it in turns until they get to the end of the pile of cards, moving the counter around the board for each correct spelling. When the pile is finished, partners test each other on the words they did not spell correctly.</p>
<p>Resources</p>	<p>Module 2 Block A PCM 10: Word cards (one set for each child): <i>want, wanted, was, wasn't, watch, what, wash, swap, swan, squash</i></p> <p>Writing flap cards, with the target words given above written in</p> <p>Zoom cards</p> <p>Quest maps/spelling game boards, counters</p>

Session 30 – Tuesday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
<p>Sentence level 5 min</p> <p>Reviewing what a verb is</p> <p>Reinforcing the idea that different verbs can be used to express specific actions</p> <p>Understanding the function of verbs in sentences</p> <p>Investigating the effect of changing verbs in sentences</p>	<p>Investigating verbs</p> <p><i>Can you explain what a verb is? Give time for response and remind children if necessary. Verbs are 'doing' words, e.g. walked, is running, screams; or 'being' words, e.g. am, is, were, will be, has been.</i></p> <p>Action verbs</p> <p>Find a space that the children can move around in so that they can provide actions for different verbs.</p> <p><i>Imagine that Sir Kit was moving towards Dilly's house. There are many different verbs that describe this action. When I give you a verb I want you to show me the action: e.g. walked, hopped, ran, crawled. Verbs can also give a lot more information about the type of action, e.g. strolled, struggled, dashed, crept.</i></p> <p>Choosing a verb</p> <p><i>We are going to try using some of these verbs in a sentence and see whether changing the verb affects the meaning of the sentence. Write the following sentence on the board, leaving a gap for the verb:</i></p> <p style="padding-left: 40px;">Sir Kit towards Dilly's house.</p> <p>Put in different verbs (see Module 2 Block A PCM 11) and ask the children to think about the way that the meaning changes, e.g. <i>Which words make it sound as though he is confident, and which make it sound as though he is worried? Do any of the words make you think that he is trying to get away from something?</i> Help the children to sort words into different categories. Explain that they might not always agree about every word.</p> <p><i>When you are writing, you can choose verbs carefully to help make your writing more precise and interesting.</i></p>
<p>Supported composition 13 min</p> <p>Using plans to support writing</p> <p>Linking ideas in compound sentences using word like <i>if, so and because</i></p> <p>Using oral rehearsal before writing</p> <p>Rereading their own writing to check for accuracy and sense</p>	<p>Writing the description</p> <p><i>Yesterday you thought about the first paragraph to describe the setting. Today you will write the second paragraph, using the ideas that you planned on Friday.</i></p> <p>Give each child their sketches and notes and a copy of Module 2 Block A PCM 12. Read through the opening paragraph again and the sentences that link to the next paragraph. <i>Sir Kit is inside the house now and he is looking around the living room. Use your ideas to compose at least three sentences to describe the living room.</i></p> <p><i>You can link the ideas in a sentence to explain something that Sir Kit can see and give clues about the sort of things that happen in this house.</i></p> <p><i>Here are some words that you can use to help you link two ideas in a sentence (Module 2 Block A PCM 13). Try to use at least one of these words in one of the sentences that you compose.</i></p> <p>Give time for the children to rehearse their sentences orally before writing, praising examples of children choosing words carefully, or linking ideas using <i>because</i>, etc. Encourage them to extend their sentences, e.g. <i>Your sentence was 'The television was showing "Walking with Dinosaurs"...'. Hand the child a card with 'because'. You could add '...because that was Dilly's favourite programme.'</i></p> <p>Support the children as they write, praising them for rereading their own writing and writing in complete sentences.</p> <p>As they finish, ask them to read through all that they have written, checking that it makes sense and they are happy with it. <i>Have you described Dilly's living room? Who can read out one of their sentences that gives a good description?</i> Give the children a chance to share one or two ideas.</p>

Teaching points	Activities and teaching prompts
Review 2 min	<i>What have we done today to help us meet our targets?</i> <i>Today we have worked on our sentence target and writing target. You have begun writing a description of a place for a story using your own ideas. Some of you have used the word cards to link two ideas in one of your sentences.</i>
Resources	Module 2 Block A PCM 11: Verb cards Sentence written on board: 'Sir Kit towards Dilly's house' Module 2 Block A PCM 8: Planning sheet 'Rooms in Dilly's house' and sketches from Session 28 Module 2 Block A PCM 12: Format for children's writing Module 2 Block A PCM 13: Linking words

Session 31 – Thursday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
Word level – spelling test 8 min Applying independent spelling strategies	<p><i>Today we will see whether our spelling detectives can use what they have found out about words with the sounds 'w' and 'o'. I am going to read out two sentences for you to write down. Try and remember how the words looked and which tricky bits you zoomed in on.</i></p> <p>Dictate the following.</p> <ol style="list-style-type: none"> 1. <i>I <u>wanted</u> to <u>watch</u> <u>what</u> he <u>was</u> doing.</i> 2. <i>I <u>swapped</u> my <u>watch</u> when it got <u>squashed</u>.</i> <p>Involve children in checking their own sentences and working out how many of the words they have spelt correctly. <i>How are you doing in meeting your target? Are there any words that you need to keep learning?</i></p>
Supported writing 13 min Using ideas from planning to compose complete sentences Using oral rehearsal before writing Linking ideas in compound sentences using words like <i>if, so</i> and <i>because</i> Reread their own writing to check for accuracy and sense	<p>Writing the description</p> <p><i>Today you are going to write the final part of your description of Dilly's house. Give out the children's work and ask them to read through what they have written so far. Read out the sentences introducing the final paragraph.</i></p> <p><i>Now Sir Kit is going into Dilly's bedroom. How will you describe what he sees there?</i></p> <p>Remind children of their sketches of Dilly's bedroom and ask them to think about how they can turn their ideas into complete sentences. Display the cards with linking words and encourage the children to use these words to extend at least one of their sentences. Give time for oral rehearsal and ask one or two children to share their ideas. Demonstrate how to link ideas by helping them to compose an ending for the first sentence on the planning sheet: '<i>Sir Kit was amazed by Dilly's room because...</i>' e.g. '<i>...it was so messy...everything was dripping wet ...there were muddy footprints everywhere</i>'.</p> <p>Ask the children to write three or four complete sentences describing Dilly's room. Encourage them to keep reading and rereading as they are writing to be sure that their writing makes sense. Praise children punctuating sentences accurately as they go along.</p> <p>When they have finished ask one or two children to read their completed paragraph. Praise original ideas and examples of compound sentences.</p>
Review 2 min	<p>What have we done today to help us meet our targets?</p> <p><i>Today we have worked on our word target and writing target. You have used the words that you have been investigating in sentences and checked whether they are spelt correctly. You have completed your description of Dilly's house. Name specific children who have used particularly good ideas or been successful in composing and punctuating complete sentences.</i></p>
Resources	<p>Module 2 Block A PCM 8: Planning sheet 'Rooms in Dilly's house' (completed by the children in the previous session)</p> <p>Module 2 Block A PCM 12: Format for children's writing (completed in the previous session)</p> <p>Module 2 Block A PCM 13: Linking words (used in the previous session)</p> <p>Module 2 Block A PCM 8: Planning notes and sketches (teacher's version from Session 28)</p>

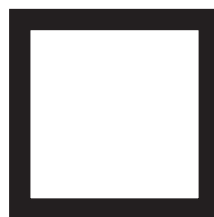
Session 32 – Friday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
Word level – using personal spelling list 5 min Checking and correcting spelling in independent writing	Proofreading and introducing the personal spelling list Before the session, read through the children's completed writing. Look for two common words that several children have had difficulty with. Write these words on the flipchart. <i>I want you to read through what you have written and look carefully at your spelling. Look carefully at these words. Read the words from the flipchart. If you have used these words, underline them in your writing. Compare your spelling with the correct spelling on the board. If you have made a mistake, highlight the bit that was difficult.</i> Look together at the personal spelling list in the spelling journal and ask children to write the two words onto the list. <i>Can you think about a way to remember each of these words?</i> Talk about strategies for remembering them, referring to the memory strategies in the spelling journal.
Supported writing 8 min Writing in clear sentences with capital letters and full stops Rereading their own writing to make sure that it makes sense and is accurate Identifying errors and making improvements	Using CFSS to check writing <i>Now you are going to use CFSS to check your writing. You are getting used to this now so you should be able to get on with it really well.</i> Ask the children to stamp CFSS on their work. Refer to the CFSS checklist in their spelling journal. Read through each stage of the checklist and give time for the children to work with their partners on each stage. Encourage them to get on with this with as little support from you as possible. Give time for the children to make any changes to their work that they think are necessary. Ask one or two children to talk about something they have spotted in their own work or their partner's work. Talk about the changes they have made, e.g. correcting spellings, adding punctuation. <i>You are getting very good at working with your partner on the CFSS check. I think that you will be ready to work through the checklist by yourselves next time.</i>
Reviewing targets 7 min	Have we achieved our targets? <i>We have reached the end of this piece of work so now it is time for us to review our targets.</i> Talk through each target, awarding stickers to the children depending on whether they have achieved the target or need to do more work. Involve the children in evaluating their own progress, e.g. <i>Can you find me evidence of something you have done to reach this target?</i> Reading: Remind children of the reading they have done and examples of good use of expression. Writing: Ask children to choose a sentence that they are particularly pleased with and that will help you to imagine what the house is like. Sentence: Ask children to find an example of ideas connected by <i>if</i> , <i>so</i> or <i>because</i> in their own writing. Word: Ask children whether they used the words <i>was</i> , <i>wanted</i> or other words with the sound 'w-o' in their own writing. Praise examples of correct spelling or successful checking and correction. <i>Now you have described the setting for the next part of Sir Kit's story. He has met Dilly but now he needs to find out more about the secret weapon to defeat the dragon. This is what you will be working on in the next block of work.</i>
Resources	Children's spelling journals (in each child's Quest folder) Children's own writing CFSS stamp Module 2 Block A PCM 1: Target flap card 4 Stickers

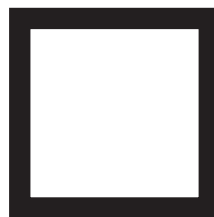
Name _____

TARGET FLAP CARD 4

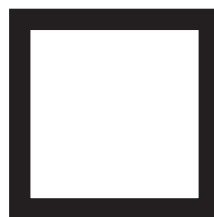
Reading



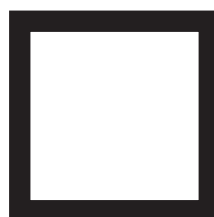
Writing



Sentence



Word



Reading

I can use expression when
I read to make it sound
interesting.

Writing

I can write a description of
a place that tells you what
it is like, using complete
sentences.

Sentence

I can connect two ideas in a
sentence by using words like
if, so and *because*.

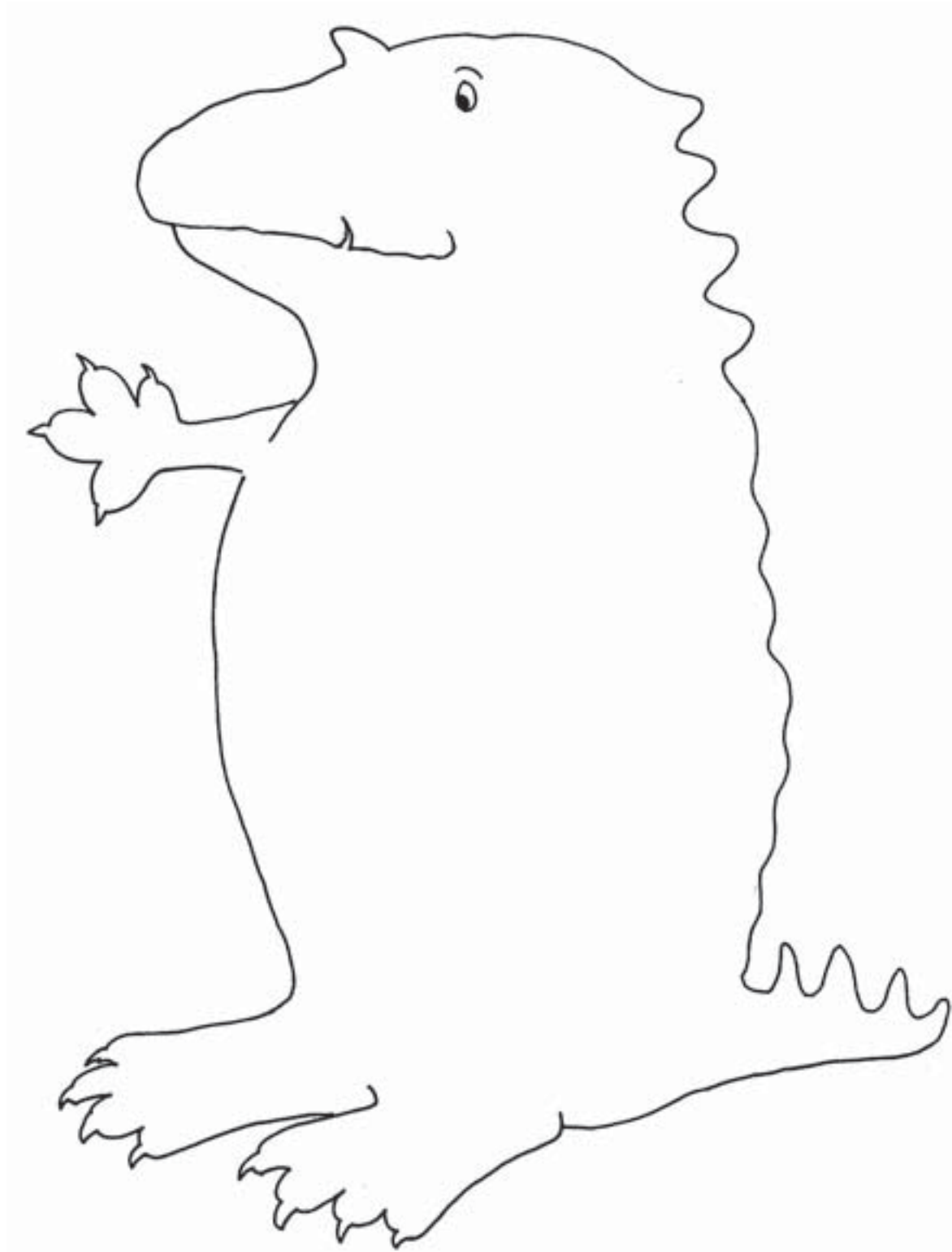
Word

I can spell the words *was*
and *wanted* and other words
that have the sounds 'w-o'.



Fold along central line

I was washing the car and
I squashed a wasp. Then
I wanted to swap with my
brother who was watching
TV. We squabbled and
quarrelled and I tipped the
water on his head!



Dilly decided that he didn't like water any more.

Dilly got very dirty.

Dilly refused to get into the bath.

Dilly got dirtier all day.

Dilly's friend Dixie came to play.

Dixie said that Dilly was smelly.

Dilly decided to have a bath.

Then just the other morning ...

All that day ...

... by the time it came to
having a bath before bed ...

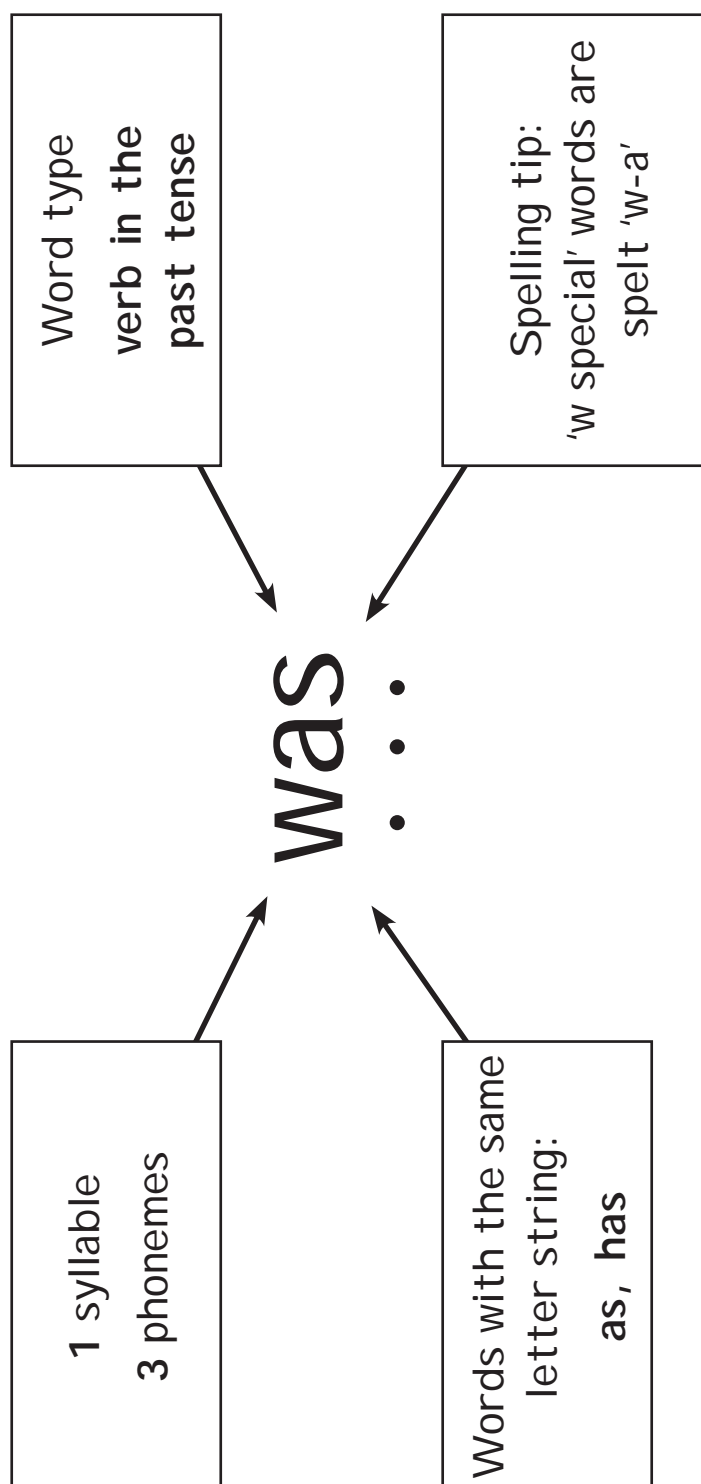
... the next morning ...

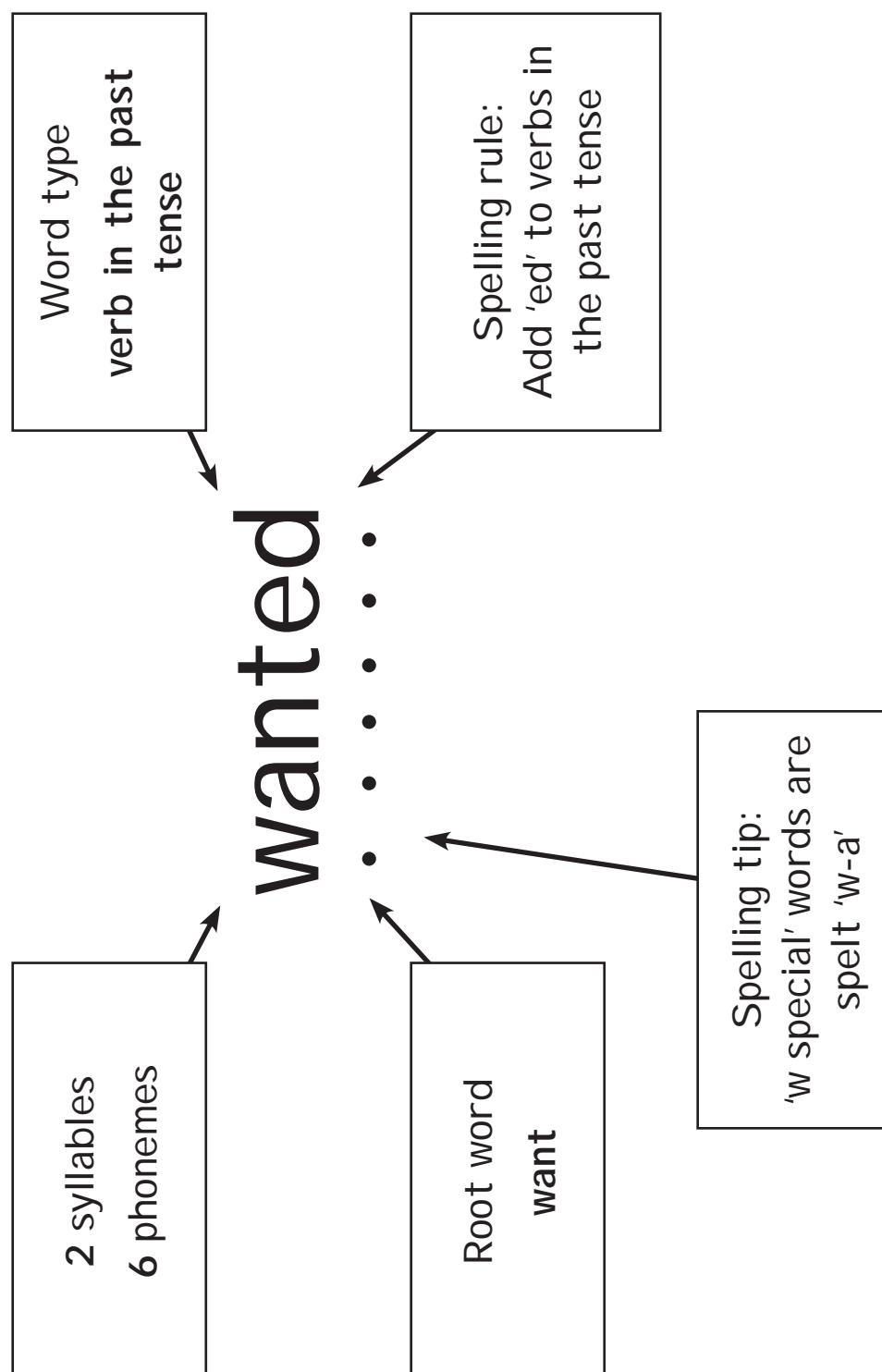
The next day ...

After a while ...

Not long after ...

That evening ...





I imagine what the rooms look like and make some notes.

Draw a quick sketch and label your picture.

Dilly's living room

Dilly's bedroom

Dilly's House

Paragraph 1: Description of the outside of the house

Example of text to use for demonstration writing. Ideas can be adapted to use suggestions from children's plans.

Sir Kit turned the corner and saw an unusual looking house. The front door was so big that a dinosaur could fit through it. The garden was like one big mud bath as if someone had been rolling about in the dirt. As he got closer he could see that some of the windows were cracked and a sign on the gate said 'Beware of screaming dinosaurs!'

Include:

- examples of compound sentences;
- clues about the occupants of the house, their actions and events that are likely to take place;
- links with ideas from guided reading texts.

Paragraph 2: Description of the living room

Linking text used to introduce supported writing and suggestions for possible content.

Sir Kit marched bravely to the door and knocked. Dilly the Dinosaur opened it and invited him in. Sir Kit looked around the living room.

Children could include:

- dinosaur-sized furniture;
- broken toys and mess on the floor;
- dinosaur films/programmes on the TV.

Paragraph 3: Description of Dilly's bedroom

Linking text used to introduce supported writing and suggestions for possible content.

Sir Kit explained all about his quest.
'You will need my secret weapon to defeat the dragon,' said Dilly. 'Come up to my bedroom and I will show you.'
Sir Kit was amazed by Dilly's room because it was...

Children could include:

- dripping wet because of the super-soaker (Dilly's secret weapon);
- muddy footprints everywhere;
- dinosaur-sized bed;
- jokes and toys to help Dilly to be naughty.

want	want	want
wanted	wanted	wanted
was	was	was
wasn't	wasn't	wasn't
watch	watch	watch
what	what	what
wash	wash	wash
swap	swap	swap
swan	swan	swan
squash	squash	squash

walked

ran

sprinted

strolled

struggled

marched

tip-toed

crept

Dilly's House

Sir Kit turned the corner and saw an unusual looking house. The front door was so big that a dinosaur could fit through it. The garden was like one big mud bath as if someone had been rolling about in the dirt. As he got closer he could see that some of the windows were cracked and a sign on the gate said 'Beware of screaming dinosaurs!'

Sir Kit marched bravely to the door and knocked. Dilly the Dinosaur opened it and invited him in. Sir Kit looked around the living room.

Sir Kit explained all about his quest.

'You will need my secret weapon to defeat the dragon,' said Dilly. 'Come up to my bedroom and I will show you.' Sir Kit was amazed by Dilly's room because it was ...

if

so

because

while

when

Module 2 Block B Sessions 33–40

Summary notes for the teacher

Focus: Narrative (stories with familiar settings)

Example texts: *Dilly the Dinosaur* by Tony Bradman, Egmont, ISBN 0749746823; *Dilly and the Goody-Goody* by Tony Bradman, Blue Bananas, Egmont ISBN 1405202491

Outcome: Dialogue between Dilly and Sir Kit

Summary: In this two-week block of work the children will continue reading about Dilly the Dinosaur. They will be encouraged to respond to the story, explaining why they like or dislike it. They will plan and write a conversation between Dilly and Sir Kit.

Targets

- Reading: I can say what I think of a story and show you how I know by using some of the words and phrases from the story.
- Writing: I can write a conversation between two characters.
- Sentence: I can write sentences in the first person and in the past tense.
- Word: I can spell the words *were* and *are* and words with the prefixes 'un' and 'dis'.

You will lead sessions 33 and 37 (on Monday of each week). The preparation and resources needed for these sessions are listed below.

Session 33: Guided reading (teacher)

Prepare the fifth set of target flap cards (Module 2 Block B PCM 1).

Have a copy of *Sir Kit's Quest* and the Quest map available.

The guided reading text is *Dilly and the Goody-Goody* by Tony Bradman.

'Books we know' box: Add the guided reading books from the previous block of work. Ideally the children will be confident to reread these texts by themselves. Have the box available for children to use if they complete their other independent reading.

Session 37: Demonstration writing (teacher)

The teacher and teaching assistant need to talk through the children's targets and discuss how the children have been getting on, particularly with their reading and word targets. The teacher will give some feedback as part of this session.

Have the completed dialogue planning sheet, used in Friday's session, available for turning the notes into complete sentences.

Refer to the ideas for writing dialogue (Module 2 Block B PCM 4) for an example of the completed paragraph.

Involving the Quest group

These notes are designed to help you ask questions and prompt involvement from members of the Quest group. Although these children will be working on different objectives from the rest of the class during their intervention sessions, they should be as fully involved as possible in whole-class teaching.

Work with the whole class could include the following.

- Shared reading
 - Involve children from the Quest group in discussion about texts you read in class. Encourage them to express their opinions and find words or phrases in the text to support their point of view.
- Shared writing and sentence level
 - Ask the children to identify the verbs in a text and work out what the tense is. Involve them in making a list of verbs in the present and past tense and point out regular and irregular verbs.
 - Reinforce the consistent use of person and tense throughout a piece of writing, e.g. ask children from the group who is telling a particular story. You could make a deliberate mistake, e.g. changing from first to third person, and ask the children to explain what is wrong.
- Word level
 - Continue to look for further examples of words with the prefixes 'un' and 'dis'. Involve the children in explaining what they think the words mean.
 - Involve children in spelling *were* and *are* correctly in shared writing and set the expectation that they will spell these words correctly in their independent writing for all subjects.
- Plenary
 - Invite three children to present one of the written conversations with each taking a different role: Dilly, Sir Kit and the narrator.

Additional guided reading session

It is very important that the children in the group read with either the teacher or teaching assistant in a guided session during the second week. This will provide further reinforcement and reading practice and provide an opportunity to assess the children's progress.

Suggestions follow using *Dilly the Dinosaur* by Tony Bradman, Chapter 4 'Dilly does some painting'.

Book introduction

Ask children to recall the story so far, reminding them that Dilly is trying to join in while his parents are decorating. So far he has behaved himself. Ask for predictions about whether he will be able to continue to be good and to back this up with evidence from this text or other stories about Dilly.

Ask them to read from page 48, fourth paragraph: 'Mother gave me a brush...' to page 49, end of second paragraph: 'He was making such a mess.' Were their predictions correct?

Strategy check

Reinforce the strategy of using the grammar of the sentence to work out the meaning of an unfamiliar word by demonstrating with a word they might find difficult.

Independent reading

The children read quietly to themselves from page 49 to the end of page 51. Monitor the independent reading by listening to two or three children read aloud. Praise examples of children applying their phonic knowledge and skills to decode a word and then reading the whole sentence to check that it makes sense, self correcting where necessary.

Return to the text

Ask the children whether Dilly behaved in the way they had expected him to. Conclude the story by reading pages 52–53 as the children follow in their own books.

Ask them to reflect on the different stories about Dilly. Can they explain which one they like best and why?

Review

Give children feedback about their progress towards the reading target. How confident are they in expressing their opinions about a story they have read? Can they support their opinion with evidence from the book?

Preparation and resources

Session 33: Guided reading (teacher)

Prepare the fifth set of target flap cards (Module 2 Block B PCM 1).

Have a copy of *Sir Kit's Quest* and the Quest map available.

The guided reading text is *Dilly and the Goody-Goody* by Tony Bradman, Blue Bananas, Egmont, ISBN 1405202491

'Books we know' box: Add the guided reading books from the previous block of work. Ideally the children will be confident to reread these texts by themselves. Have the box available for children to use if they complete their other independent reading.

Session 34: Intervention session (teaching assistant)

Make one copy of the words with the prefixes 'un' and 'dis' (Module 2 Block B PCM 2), ideally onto card. The following cards are for this session: like, dislike, fair, unfair. The rest are for next session.

Have individual whiteboards and pens and a flipchart available.

Before the session, read through Module 2 Block B PCM 4 to help gain ideas for the role-play.

Make one copy of the question cards (Module 2 Block B PCM 3), ideally onto card.

Session 35: Intervention session (teaching assistant)

Use the remaining 'un' and 'dis' word cards (prepared for previous session using Module 2 Block B PCM 2).

The guided reading text is *Dilly and the Goody-Goody* by Tony Bradman.

Make one copy of the Module 2 Block B PCM 5, ideally onto card. Divide into two groups of cards, four with text and eight giving punctuation marks.

Session 36: Intervention session (teaching assistant)

Before the session you may want to read through Module 2 Block B PCM 4 to help with planning ideas.

Make one A3 copy and an A4 copy for each child of the dialogue planning sheet (Module 2 Block B PCM 6). Keep the A3 copy to refer to in the next session.

Have individual whiteboards and pens available.

Session 37: Demonstration writing (teacher)

The teacher and teaching assistant need to talk through the children's targets and discuss how the children have been getting on, particularly with their reading and word targets. The teacher will give some feedback as part of this session.

Have the completed dialogue planning sheet, used on Friday, available for turning the notes into complete sentences.

Refer to the ideas for writing dialogue (Module 2 Block B PCM 4) for an example of the completed paragraph.

Session 38: Intervention session (teaching assistant)

Make one A3 copy of Module 2 Block B PCM 8: Compare past and present tense.

Have available the dialogue planning sheets completed on Friday.

Make a copy of the writing framework (Module 2 Block B PCM 9) for each child. This is a double-sided sheet.

Refer to the ideas for writing dialogue (Module 2 Block B PCM 4) for examples of completed dialogue.

Session 39: Intervention session (teaching assistant)

Have available the dialogue planning sheets, completed on Friday.

The children will need their writing framework sheets, used on Tuesday (Module 2 Block B PCM 9).

Refer to the ideas for writing dialogue (Module 2 Block B PCM 4) for examples of completed dialogue.

Session 40: Intervention session (teaching assistant)

Before the session, read through the children's completed writing. Look for two common words that several children have had difficulty spelling. Write these words on the flipchart.

Have the CFSS stamp available.

Have the children's spelling journals available (Resource PCM 8).

Have stickers available to put on the target cards as children achieve each target.

Module 2 Block B Sessions 33–40

Focus: Narrative (stories with familiar settings)

Example texts: *Dilly the Dinosaur* by Tony Bradman, Egmont, ISBN 0749746823; *Dilly and the Goody-Goody* by Tony Bradman, Blue Bananas, Egmont ISBN 1405202491

Outcome: Dialogue between Dilly and Sir Kit

Week 9

Session 33 – Monday: Guided reading with the class teacher

Teaching points	Activities and teaching prompts
Introducing targets for this block 5 min	Introduction to this block <p><i>This block of work is all about Sir Kit talking to Dilly about how to defeat the dragon so that he will be able to go on to the last stage of his quest. You will be reading more about Dilly and writing the conversation between Dilly and Sir Kit.</i></p> <p>Look at the Quest map and involve the children in retracing Sir Kit's route so far. Reread chapter 4 of <i>Sir Kit's Quest</i> to remind the children about this part of the task.</p> <p><i>These are the new targets for this week.</i></p> <p>Reading: I can say what I think of a story and show you how I know by using some of the words and phrases from the story.</p> <p>Writing: I can write a conversation between two characters.</p> <p>Sentence: I can write sentences in the first person and in the past tense.</p> <p>Word: I can spell the words <i>were</i> and <i>are</i> and words with the prefixes 'un' and 'dis'.</p> <p>Read through the new targets and involve children by asking questions such as: <i>What do we mean by writing in the first person and in the past tense?</i> Explain briefly, quoting examples from the text.</p>
Guided reading 15 min Reviewing the independent reading task Justifying predictions with reference to the text Discussing the reasons for events in stories Using phonic knowledge and skills to work out unfamiliar words Using grammatical awareness to check for meaning	Book introduction <p><i>You started reading 'Dilly and the Goody-Goody' for your independent task in Block A. Before you started reading you each made some predictions in your reading journal about what might happen. Now you can check to see whether your prediction was right or not.</i> Give children time to reread what they wrote and ask one or two children to share their predictions. Encourage them to refer to evidence from the text, e.g. <i>You said that you thought that Dilly wouldn't start being good. Do you remember the word that we read in the other story to describe Dilly? It was 'stubborn' – that means he won't change his mind about things, so he probably won't want to change his behaviour, will he?</i></p> <p>Turn to page 14. <i>We are going to continue with the story today. We will find out what happens when Dodie actually arrives.</i> Talk through the pages that the children will be reading today (pages 14–25), encouraging the children to look at the pictures to help predict what will happen, e.g. pages 16–17: <i>What are they eating for tea? How does Dilly behave?;</i> pages 22–23: <i>What does Dodie say every time that Dilly suggests something to play?</i></p> <p>Strategy check</p> <p>Discuss any vocabulary that the children found difficult when they were reading independently. Demonstrate how to work out what a particular word says. <i>What did you do to tackle unfamiliar words?</i> Take the children's suggestions.</p>

Teaching points	Activities and teaching prompts
Using awareness of punctuation to understand dialogue in stories	<i>Last week you looked at examples of dialogue (characters talking) in the story. In these pages there are four different characters speaking: Diana, Mother, Dilly and Dodie. See if you can think about what their voices might sound like so that you can use expression when you are reading aloud.</i> Remind children about 'clues' in the text to show the type of expression to use, e.g. page 19: '“You most certainly do,” said Mother <u>firmly</u> . “OK,” <u>sighed</u> Dilly.'
Monitoring progress towards the reading target: read with expression	Independent reading Ask the children to read quietly to themselves from pages 14–25. Monitor independent reading by listening to two or three individuals reading part of the text. Check the strategies they use for tackling unfamiliar words. Check their ability to read with expression, particularly when reading dialogue.
Monitoring understanding of a story	Return to the text Review the story so far, monitoring children's understanding of what they have read. <i>How does Dilly feel about the visitor? Can you find me part of the story that shows how Dilly is feeling?</i> (e.g. page 17: being deliberately naughty; page 18: not wanting to play with him.)
Beginning to express views about a story	Ask the children to think about their response to the story so far. Do they like it? Is there anything that they either particularly enjoyed or did not like? Encourage them to find evidence in the text to illustrate their point of view.
Review 2 min	<i>What have we done today to help us meet our target?</i> <i>Our reading today will help us with our reading target. You have begun to think about this new story and explained whether or not you are enjoying it so far.</i>
Introduction to independent reading	Introduction of independent task to be completed by Session 35 Ask the children to continue reading the story of <i>Dilly and the Goody-Goody</i> to at least page 39 before the end of this block of work (see details below).
Resources	Module 2 Block B PCM 1: Target flap card 5 Copies of the guided reading text: <i>Dilly and the Goody-Goody</i> by Tony Bradman Reading journals

Independent reading task

Teaching points	Activities and teaching prompts
Independent reading 15–20 min	<p>Note: This task is introduced at the end of session 33 (Monday) and needs to be completed before the end of Block B (Session 40).</p> <p>Ask the children to continue reading the story from page 26: ‘“Tell me,” said Dilly, “What do you do for fun?”’ to at least page 39. Challenge them to complete the rest of the book if they can (e.g. by reading at home).</p> <p>When they have finished reading they need to answer the questions on the reading journal page, which will help them to express their views about the story:</p> <ul style="list-style-type: none"> ■ What have you enjoyed about this story? ■ Is there anything that you have not enjoyed in this story?
Resources	Copies of the guided reading text: <i>Dilly and the Goody-Goody</i> by Tony Bradman Reading journals ‘Books we know’ box

Session 34 – Tuesday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
<p>Word level – introducing spelling conventions 5 min</p> <p>Understanding how the prefixes ‘un’ and ‘dis’ change the meaning of the word</p>	<p>Spelling detectives: investigate</p> <p><i>You are going to be spelling detectives again today. You are going to investigate what happens to a word when you add a prefix. Adding a prefix means adding certain letters at the beginning of the word.</i></p> <p>Display two word cards: ‘like’ and ‘dislike’ (Module 2 Block B PCM 2) and ask the children to answer the following questions.</p> <p><i>What has been added to the root word?</i> (The children should write the letters ‘d-i-s’ on individual whiteboards.)</p> <p><i>How does the meaning of the word change?</i> (It means the opposite.)</p> <p><i>How does the spelling of the root word change?</i> (It stays the same.)</p> <p>Ask children to make up a sentence using each word, e.g. <i>I like snowy days. I dislike hot weather.</i></p> <p>Display the next two cards, ‘fair’ and ‘unfair’, and go through the same questions.</p> <p><i>What do you notice about adding the prefixes ‘un’ and ‘dis’?</i> (The meaning is changed to the opposite but the spelling of the root word stays the same.)</p>
<p>Speaking and listening – reading enrichment 13 min</p> <p>Composing questions and rehearsing orally</p> <p>Using questions as an aid in planning for writing</p>	<p>Role-play interview</p> <p>Before the session, read through Module 2 Block B PCM 4 to help with ideas for the role-play.</p> <p><i>In this block of work we are going to imagine that Dilly tells Sir Kit all about his secret weapon to defeat the dragon.</i></p> <p><i>Today we are going to use role-play to imagine that Sir Kit and Dilly are having a conversation. I will take the role of Dilly and you will take it in turns to ask questions as though you are Sir Kit.</i></p> <p><i>First of all we need to think about the type of questions Sir Kit might ask Dilly.</i></p> <p>Spread out six cards of words that can be used to ask questions (Module 2 Block B PCM 3): <i>why, who, when, what, how, where</i>. Talk briefly about each card, helping the children to think about questions they could ask using these words, prompting if necessary, e.g. <i>You could find out how Dilly knew where the dragon was by asking ‘Who told you about the dragon?’</i></p> <p>Once the children have prepared their questions explain that you will be going into role as Dilly, e.g. <i>When I go and sit on this chair I will be acting as Dilly and you can take it in turns to ask me questions.</i> Answer their questions based on the ideas for writing dialogue (see Module 2 Block B PCM 4) or make up your own version.</p> <p>Encourage the children to think about what they have found out. <i>Is there anything else you think Sir Kit would like to know about? Can you devise a further question using one of the question words?</i></p> <p>Help the children to reflect on the oral work they have done. <i>Which were the most useful questions that you asked? Let’s make a note of them so that you can use them when you are writing your own version of the conversation later in this block of work.</i> Note the questions on the flipchart and keep them for the children to refer to later this week.</p>
<p>Review 2 min</p>	<p>What have we done today to help us meet our targets?</p> <p><i>We have worked on our word and writing targets today. We began investigating words with the prefixes ‘un’ and ‘dis’. We have imagined the conversation between Sir Kit and Dilly and this will help us to go on and write our own version later in this block of work.</i></p>

Teaching points	Activities and teaching prompts
Resources	<p>Module 2 Block B PCM 2: Word cards – prefixes ‘un’ and ‘dis’ (use the cards <i>like, dislike, fair, unfair</i>)</p> <p>Flipchart</p> <p>Individual whiteboards and pens</p> <p>Module 2 Block B PCM 3: Words to use when asking questions</p> <p>Module 2 Block B PCM 4: Ideas for writing dialogue: for information</p>

Session 35 – Thursday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
<p>Word level – checking and applying spelling strategies 5 min</p> <p>Identifying syllables as a strategy to spell longer words</p> <p>Testing a hypothesis about adding prefixes ‘un’ and ‘dis’</p>	<p>Spelling detectives: check</p> <p><i>We investigated what happens to words when we add the prefix ‘un’ or ‘dis’ in the last session. Today you are going to check more words and find out how the prefix effects the spelling and the meaning of the word.</i></p> <p>‘Clap and Count’ game: Prepare a set of word cards (Module 2 Block B PCM 2). Demonstrate with the first word: Read the word ‘undo’ and put the card face down on the table. Clap and count the syllables (two). Draw two lines on the board to represent the syllables and then write in the letters for each syllable. Turn over the card and compare the spelling on the board – is it correct?</p> <p>Repeat with the rest of the cards: unsafe, unhurt, displease, disagree. Each time, the children should draw the lines and write each syllable on their whiteboards, then check against the word card.</p> <p>Talk about the tricky bits – spelling the long vowels in each word. Look at all the words together. <i>Is it always true that the prefixes make the root word into its opposite but do not change the spelling?</i></p>
<p>Returning to the guided reading text 13 min</p> <p>Using reading as a model for writing</p> <p>Understanding the conventions for punctuating direct speech</p> <p>Applying the conventions for punctuating direct speech</p>	<p>Looking at speech</p> <p><i>When we do our own writing next week we are going write as though Dilly is talking about something he has done. We can use ideas from the Dilly story we have just read to help us with this writing.</i></p> <p>Ask the children to turn to page 20 in <i>Dilly and the Goody-Goody</i>. Select two children to read the parts of Dilly and Dodie and act as narrator yourself. Read through to page 24. Remind them of the importance of speech marks to indicate where to start reading and where to stop.</p> <p><i>Look at the speech marks – you open the speech marks when somebody starts to speak and close them whenever they are not speaking.</i></p> <p>Living sentences</p> <p>Give out four cards that build into two sentences (Module 2 Block B PCM 5). Ask the children to decide on an order for the cards and arrange them into sentences that make sense. Challenge two children to decide where the punctuation will go. They place it in the correct place, handing it to the children to put before or after their sentence cards. Read and check the sentences:</p> <p>‘When I found the dragon’s cave,’ said Dilly, ‘I could hear him snoring like this.’ Dilly made a loud snort.</p> <p><i>If you are not sure about the punctuation, look back at the pages we read from the story. Does this help you to decide?</i></p>
<p>Review 2 min</p>	<p>What have we done today to help us meet our targets?</p> <p><i>We have looked at more words with the prefixes ‘un’ and ‘dis’ and divided them into syllables to help spell them. That will help with the word target. We have looked at how to write speech by looking at an example from our story and that will help us with the writing target.</i></p>
<p>Resources</p>	<p>Module 2 Block B PCM 2: Word cards – prefixes ‘un’ and ‘dis’ (use the cards <i>undo, unsafe, unhurt, displease, disagree</i>)</p> <p>Copies of the guided reading text: <i>Dilly and the Goody-Goody</i> by Tony Bradman</p> <p>Module 2 Block B PCM 5: Living sentences cards</p>

Session 36 – Friday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
<p>Word level – spelling high frequency words 5 min</p> <p>Using a range of strategies to learn high frequency words:</p> <ul style="list-style-type: none"> ■ word roots ■ analogy ■ handwriting 	<p>Spelling detectives: explore</p> <p><i>Today we will look closely at two more words that we use a lot in our reading and writing and that it is easy to make mistakes with.</i></p> <p>are: Write up the word, read it together and talk about why it is difficult to remember the correct spelling, e.g. <i>It sounds like the letter 'r'; it is hard to remember the final 'e'.</i></p> <p>Memory strategies:</p> <ol style="list-style-type: none"> 1. roots: <i>It is part of the verb 'to be' in the present tense.</i> Give examples, e.g. I am, he is, you <u>are</u>, we <u>are</u>, they <u>are</u>; 2. handwriting: <i>If you practise writing 'are' in joined-up writing, your hand will get used to the shape of the word and it will be easier to remember. Say the letter names as you write.</i> Demonstrate this and ask the children to try on their whiteboards. Then cover the word and ask children to try writing the word independently. <p>were: Write up the word, read and underline the tricky bit, e.g. <i>The letter string 'ere' is hard to remember because it sounds as though it is spelt 'wur'.</i></p> <p>Memory strategies:</p> <ol style="list-style-type: none"> 1. roots: <i>It is also part of the verb 'to be' but in the past tense, e.g. I was, he was, you/we/they <u>were</u>;</i> 2. analogy: <i>Other words have the same letter string: here, where, there;</i> 3. handwriting: <i>Practise writing 'were' in joined-up writing, to get used to the shape of the word.</i> <p>The children try the word as above.</p>
<p>Text level – planning for writing 13 min</p> <p>Understanding and using correct punctuation for direct speech</p> <p>Demonstrating how to use notes for planning</p>	<p>Planning to write dialogue</p> <p>Before the session you may want to read through the ideas for writing dialogue (Module 2 Block B PCM 4) to help with planning ideas.</p> <p><i>Today we are going to make a plan that we can use next week when we write the conversation between Dilly and Sir Kit. Here are five questions that Sir Kit needs to ask Dilly.</i></p> <p>Give each child a copy of the planning sheet (Module 2 Block B PCM 6) and display an enlarged copy. Read through the questions together.</p> <p><i>How would you show that Sir Kit is asking these questions?</i> Ask the children to add the speech marks, a word similar to 'said' and the name of the person speaking. Go through the questions again, adding '...asked Sir Kit' after each one.</p> <p><i>Now we need to plan Dilly's answers. We will imagine what he is going to say and then make a few notes under each question.</i> Read and discuss each question and then make notes on the planning sheet.</p> <p>Demonstrate how to do this with the first question, e.g. <i>I think that Dilly might have found out about the dragon from Dorla, his big sister. She probably wanted to scare him, but it just made him want to go and look for himself. Dilly's mum and dad tried to stop him by telling him how dangerous the dragon was.</i></p> <p>Write notes: 'Dorla told him.' 'Dilly not scared.' 'Dragon breathes fire.' 'Parents said no'.</p>
<p>Making notes for planning</p>	<p>Continue discussing each question. Encourage the children to note their own ideas for Dilly's answers. Check that they are using words or phrases rather than writing ideas out in complete sentences at this stage.</p> <p><i>Well done. Now you have each got a really good plan that you can use for your own writing.</i></p>

Teaching points	Activities and teaching prompts
Review 2 min	<i>What have we done today to help us meet our targets?</i> <i>Today's work will help us with our word target and writing target. We have looked closely at two target words to help understand the spellings. We have planned ideas to help us write a conversation between Dilly and Sir Kit next week.</i>
Resources	Module 2 Block B PCM 6: Dialogue planning sheet, one A3 copy and one A4 copy for each child. (These need to be kept for the next session.) Individual whiteboards and pens

Week 10

Session 37 – Monday: Demonstration writing with the class teacher

Teaching points	Activities and teaching prompts
<p>Demonstration writing 15 min</p> <p>Moving from notes to composing complete sentences</p> <p>Using oral rehearsal before writing</p> <p>Writing in the first person and the past tense</p> <p>Using correct punctuation for direct speech</p> <p>Choosing words carefully to make the writing more interesting</p>	<p>Writing a piece of dialogue</p> <p>You may want to refer to the ideas for writing dialogue (Module 2 Block B PCM 4) to help with composing the paragraph.</p> <p><i>On Friday you planned the conversation between Sir Kit and Dilly about Dilly's visit to the dragon. Today I am going to demonstrate how to write the first paragraph using ideas from your plans.</i></p> <p>Display the planning notes for the first paragraph (used in Session 36). Have the first of Sir Kit's questions written up already.</p> <p><i>I am going to start with an opening sentence that introduces the conversation. I want to show that Sir Kit is excited and really wants to hear what Dilly has to say because it will help him to complete his quest. 'Sir Kit couldn't wait to hear more about Dilly's adventures with the dragon.' Say the whole sentence and then write it.</i></p> <p><i>We've already got Sir Kit's question so now I will write Dilly's answer. The first note says 'Dorla told him.' I need to make that into a sentence and there is an important thing to remember. I want it to sound as though Dilly is telling this story, so I need to say 'My sister Dorla told <u>me</u> ...' Complete the first sentence. This is the first thing that Dilly says, so I need to open the speech marks. Who can tell me where to put them? I don't need to close the speech marks at the end of this sentence because Dilly is still talking.</i></p> <p>Continue to write the rest of the paragraph, demonstrating how to use the notes and how to write in the first person. (See Module 2 Block B PCM 4 for a model to follow).</p> <p>Emphasise the conventions for writing direct speech, e.g. <i>I have written the final sentence that Dilly says, so what do I need to do now to show that he has finished speaking? I need to close the speech marks and I am also going to write something to show who it is that has been speaking all this time. I need a comma, then I will close the speech marks and then I will write something like 'said Dilly' and put the final full stop.</i></p> <p><i>How do you think Dilly might have said that last sentence? Is there a different verb we could use that would give the reader a clue about how Dilly is speaking? We could write 'laughed Dilly.'</i></p> <p>Read through the completed paragraph together. Involve the children in checking the punctuation and ensuring that it makes sense.</p> <p><i>Tomorrow you will be writing the next two parts of the conversation.</i></p>
<p>Review 2 min</p>	<p>What will we do this week to help us meet our targets?</p> <p>Reading: I can say what I think of a story and show you how I know by using some of the words and phrases from the story. <i>You have thought about the Dilly story you are reading and have tried to explain why you like or dislike it. You will be writing more in your reading journal.</i></p> <p>Writing: I can write a conversation between two characters. <i>You will finish writing your own conversation between Dilly and Sir Kit this week. You will be able to use all that you have been learning about how to write speech in stories.</i></p> <p>Sentence: I can write sentences in the first person and in the past tense. <i>Your conversation writing will use sentences like this. You will be able to check that you have written as though you are Dilly and that the verbs are in the past tense.</i></p>

Teaching points	Activities and teaching prompts
	Word: I can spell the words <i>were</i> and <i>are</i> and words with the prefixes 'un' and 'dis'. <i>You investigated these words last week. Now the challenge is to spell them correctly if you need to use them in your own writing.</i>
Introduce independent spelling task	Introduction of the independent task to be completed by Session 39 Remind the children of the activities to practise spelling the target words (see details below). Plan a time for the children to do this before the Quest session on Thursday.
Resources	Module 2 Block A PCM 6: Dialogue planning sheet (completed version, from Friday's session) Module 2 Block B PCM 4: Ideas for writing dialogue (for reference) Module 2 Block B PCM 1: Target flap card 5

Independent spelling task

Teaching points	Activities
<p>Word level – spelling practice 20 min Using visual strategy Consolidating spelling through Spuddy activities</p>	<p>Spelling activities (These are done independently but will need some preparation.)</p> <p>1. LSCWC (look, say, cover, write, check) The children use their writing flap cards to practise the ten target words. <i>Remember to:</i></p> <ul style="list-style-type: none"> ■ <i>look at the word;</i> ■ <i>say the word, say each letter;</i> ■ <i>cover the word;</i> ■ <i>write your attempt to spell the word;</i> ■ <i>check the spelling.</i> <p><i>Go back and have another go if your spelling is not correct.</i> Introduce two activities for the children to play with their Spuddy.</p> <p>2. Zoom cards The children find any target words that they have not spelt correctly or had trouble with. They use their zoom card to find the tricky bit. They close their eyes and visualise the word, then write the word. They check the spelling with their Spuddy.</p> <p>3. Spelling game This game uses the Quest map/spelling game board from the Quest folder. Each pair of children has a game board and each child has a counter. Each pair uses a set of word cards placed face down in a pile. They take it in turns to pick up a card, read the word on it and ask their partner to spell the word. If successful, they move the counter one space. They take it in turns until they get to the end of the pile of cards, moving the counter around the board for each correct spelling. When the pile is finished, partners test each other on the words they did not spell correctly.</p>
<p>Resources</p>	<p>Module 2 Block B PCM 7: Word cards: <i>were, are, unlike, dislike, undo, unhurt, unfair, unkind, disagree, disturb</i>: one set of cards for each child Writing flap cards, with words as above written in Zoom cards Quest maps/spelling game boards, counters</p>

Session 38 – Tuesday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
<p>Sentence level 5 min</p> <p>Understanding the difference between verbs in the past and present tense</p> <p>Beginning to learn spellings of irregular verbs in the past tense</p>	<p>Investigating verbs – past tense</p> <p>Compare: <i>Today we are going to learn more about writing in the past tense. We are going to compare two versions of the same story.</i> Display the two pieces of text from the Dilly story (Module 2 Block B PCM 8), one in the present tense and one in the past tense. Read through with the children and underline the first verb in each version (arrives/arrived). <i>How does the verb change when it is in the past tense?</i> Start a list with two columns headed 'Present' and 'Past' to record the verbs from the text.</p> <p>Underline the next three verbs in each text (creeps/crept; tickles/tickled; moves/moved) and discuss. <i>How do these verbs change in the past tense?</i></p> <p>Ask the children to identify and list further verbs as you support them.</p> <p>Remind children about the spelling detective work they did in Module 1 on verbs in the past tense. Some verbs are regular – they simply add 'ed' to the root word, and others use a different word in the past tense, e.g. <i>creeps/crept; hides/hid; shoots/shot</i>. Can they think of any other examples? (e.g. <i>catch/caught; go/went</i>).</p> <p>Ask the children which version of the Dilly extract sounds more like a story. Emphasise that the past tense is almost always used for writing narratives.</p>
<p>Supported writing 13 min</p> <p>Moving from notes to complete sentences</p> <p>Using oral rehearsal before writing</p> <p>Writing in the first person and past tense</p> <p>Punctuating speech correctly</p>	<p>Writing the dialogue</p> <p>You may want to refer to the ideas for writing dialogue (Module 2 Block B PCM 4) to prompt the children as they are writing.</p> <p><i>Today you are going to write the next part of the conversation between Sir Kit and Dilly. You can use the ideas that you planned last week. First we will read through the first paragraph together.</i> Read through yesterday's writing. This is pre-printed on the children's writing framework so that they do not have to copy out the opening paragraph (Module 2 Block B PCM 9).</p> <p><i>Sir Kit's next question is 'When did you go to the dragon's cave?' Have a look at your planning notes, compose two or three sentences and say them to your partner. Don't forget that you are speaking as though you are Dilly, so you need to use the words 'I' and 'me'.</i> Give the children time to compose orally. Listen to a couple of examples. Praise the children for changing notes into complete sentences and for using joining words such as 'because'.</p> <p>Give time for the children to write their sentences, reminding them of the punctuation needed for direct speech. Praise examples of children rereading each sentence as they are writing to check that they are happy with it.</p> <p><i>You are also going to answer Sir Kit's next question today 'What is your secret weapon?' Use your notes again and compose at least two sentences describing the water shooter that Dilly used against the dragon.</i> Give time for children to compose orally, and then support them as they write their own sentences. Remind them to use speech marks and to show who is speaking at the end of the paragraph.</p> <p><i>Read through what you have written so far to make sure that you are happy with it.</i></p>
<p>Review 2 min</p>	<p>What have we done today to help us meet our targets?</p> <p><i>Today's work will help us with our sentence and writing targets. You found out more about verbs in the past tense, and this will help you when you are doing your own writing. You have made a good start to writing your conversations. I particularly liked the way (choose a child to mention), e.g. used speech marks in exactly the right places.</i></p>

Teaching points	Activities and teaching prompts
Resources	Module 2 Block B PCM 8 Compare past and present tense (A3 copy) Module 2 Block A PCM 6: Dialogue planning sheet (completed version, from Friday's session) Module 2 Block B PCM 9: Writing framework for a conversation

Session 39 – Thursday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
Word level – spelling test 8 min Applying independent spelling strategies	<p><i>Today we will see whether the spelling detectives can apply what they have learned about prefixes and words that can catch us out. I am going to read two sentences for you to write down. Try and remember how the words looked and which tricky bits you zoomed in on.</i></p> <p>Dictate the following.</p> <ol style="list-style-type: none"> 1. It was <u>unhelpful</u> of you to <u>disappear</u> while we <u>were</u> washing up. 2. I <u>dislike</u> it when you <u>disagree</u> and say that the rules <u>are</u> <u>unfair</u>. <p>Involve children in checking their own sentences and working out how many of the words they have spelt correctly. <i>How are you doing in meeting your target? Are there any words that you need to keep practising?</i></p>
Supported writing 13 min Moving from notes to complete sentences Using oral rehearsal before writing Writing in the first person and the past tense Punctuating speech correctly Rereading their own writing	<p>Writing the dialogue</p> <p>You may want to refer to the ideas for writing dialogue (Module 2 Block B PCM 4) for ideas to prompt the children as they are writing.</p> <p><i>Today you are going to write the rest of the conversation between Sir Kit and Dilly. Let's look back at what you have done so far. Give the children their own work. Ask one or two children to read out what they have written so far, demonstrating how to make the conversation sound realistic by taking the part of Sir Kit.</i></p> <p><i>There are two more questions that Sir Kit asks Dilly. First... 'How did the dragon behave when you got there?' Look at your planning notes and discuss your ideas with your partner. Compose two or three sentences to describe what happened.</i></p> <p>Give time for the children to compose orally before writing. Listen to one or two examples and demonstrate how to refine and improve ideas ahead of writing, e.g. <i>You had a good idea about Dilly creeping up to the dragon. Can you remember how to compose a sentence in the first person and the past tense? You could say 'I crept up close to the dragon...'</i></p> <p><i>Now you have got to the last question 'Where did you squirt the water?' Think about how Dilly might be speaking when he talks about this. I think he probably likes this part of the story best of all, so you could finish by saying something like '...said Dilly with an enormous grin.'</i></p> <p>Give time for oral composition and then support the children as they write their sentences.</p> <p>Support the children as they write their sentences, reminding them how to punctuate the speech correctly.</p> <p><i>When you have finished, read through the whole conversation and check your plan. Are there any ideas that you missed out? Would you like to add any more detail to make the conversation more interesting?</i></p>
Review 2 min	<p>What have we done today to help us meet our targets?</p> <p><i>Today we have worked on our word target and our writing target. You have used what you found out about different spellings. You have completed a whole written conversation between Sir Kit and Dilly and have really got used to using speech marks correctly.</i></p>
Resources	<p>Module 2 Block B PCM 6: Dialogue planning sheet (completed version, from Friday's session)</p> <p>Module 2 Block B PCM 9: Writing framework for a conversation (used on Tuesday)</p> <p>Module 2 Block B PCM 4: Ideas for writing dialogue (for reference)</p>

Session 40 – Friday: Intervention session with the teaching assistant

Teaching points	Activities and teaching prompts
Word level – using personal spelling lists 5 min Identifying misspelt words in their own writing Using a range of strategies to remember the correct spellings	Using the personal spelling list Before the session, read through the children's completed writing. Look for two common words that several children have had difficulty with. Write these words on the flipchart. <i>I want you to read through what you have written and look carefully at your spelling. Look carefully at these words: (read the words from the flipchart.) If you have used these words, underline them in your writing. Compare your spelling with the correct spelling on the board. If you have made a mistake, highlight the bit that was difficult.</i> Ask children to add the two words to the personal spelling list (in their spelling journal). <i>Can you think about a way to remember each of these words?</i> Talk about strategies for remembering them, referring to the memory strategies in the spelling journal.
Supported writing 8 min Writing in clear sentences using speech marks correctly Rereading their own writing to make sure that it makes sense and is accurate Identifying errors and making improvements	Using CFSS to check writing <i>Now you are going to use CFSS to check your writing. You are used to this routine now so I am going to let you just get on with it with your partners.</i> Ask the children to stamp CFSS on their work. Ask them to refer to the checklist in their spelling journal. Support and prompt them as they go through each stage of the checklist. Give time for the children to make any changes to their work that they think are necessary. Ask one or two children to talk about something they have spotted in their own work or their partner's work. Talk about the changes they have made, e.g. rewording a sentence to make sure that it makes sense.
Reviewing targets 7 min	Have we achieved our targets? <i>We have reached the end of this piece of work now so it is time for us to review our targets.</i> Talk through each target, awarding stickers to the children, depending on whether they have achieved the target or need to do more work. Involve the children in evaluating their own progress, e.g. <i>Can you find me evidence of something that you have done to reach this target?</i> Reading: Remind the children of their reading journal comments. Writing: Ask children to identify something that they have written that really makes their writing sound like a conversation between the two characters, e.g. giving extra information about how the character is speaking; using words other than 'said'. Sentence: Ask the children to find examples of writing in the first person and writing in the past tense each in their own work. Word: Ask the children whether they used the words <i>were</i> and <i>are</i> and words with the prefixes 'un' and 'dis' in their own work. Praise examples of correct spelling or successful checking and correction. <i>Dilly has told Sir Kit all about his secret weapon for defeating the dragon. Sir Kit can set off now on the last stage of his quest. He can go to the dragon's cave and try to get the treasure from the dragon. That is what you will be finding out about in the next block of work.</i>
Resources	Spelling journals Children's own writing Module 2 Block B PCM 1: Target flap card 5 Stickers CFSS stamp

Name _____

TARGET FLAP CARD 3

Reading



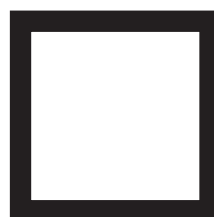
Writing



Sentence



Word



Reading

I can say what I think of
a story and show you how
I know by using some of
the words and phrases
from the story.

Writing

I can write a conversation
between two characters.

Sentence

I can write sentences in the
first person and in the past
tense.

Word

I can spell the words *were*
and *are* and words with the
prefixes 'un' and dis'.



Fold along central line

like

dislike

fair

unfair

undo

unsafe

unhurt

displease

disagree

Why

Who

When

What

How

Where

Demonstration writing: Session 37

Sir Kit couldn't wait to hear more about Dilly's adventures with the dragon.

'Who told you about the dragon?' asked Sir Kit.

'My sister Dorla told me about this terrible dragon that lives not far from here. It breathes fire and it can set light to anything that comes close to it. Mother and Father told me not to go near the dragon's cave because it was dangerous, but I didn't care, I'm not scared of anything,' laughed Dilly.

Supported writing: Session 38

'When did you go there?' asked Sir Kit.

'Well, last week I was really bored and I wanted an adventure. So I set off to look for the dragon. I took my secret weapon with me, to protect me from the dragon's fire,' said Dilly.

'What is your secret weapon? Please tell me,' begged Sir Kit.

Dilly pointed to an enormous Super-Soaker Water-Shooter lying on his floor.

'This will soak anything and put out any fire!' he said.

Supported writing: Session 39

'How did the dragon behave when you got there?' asked Sir Kit.

'At first it was fast asleep so I tip-toed right up and tickled its nose. Then I ran away and hid behind a rock. The dragon sat up, roared and began breathing fire,' said Dilly.

'Where did you squirt the water?' asked Sir Kit.

'I waited until its mouth was open wide and then squirted water straight into its mouth. There was no fire, just clouds of smoke. I ran away as fast as I could.'

When I found the
dragon's cave

said Dilly

I could hear him
snoring like this

Dilly made a loud snort

“	“	”	”
●	●	,	,

Who told you about the dragon?

When did you go to the dragon's cave?

What is your secret weapon?

How did the dragon behave when you got there?

Where did you squirt the water?

were	were	were
are	are	are
unlike	unlike	unlike
dislike	dislike	dislike
undo	undo	undo
unhurt	unhurt	unhurt
unfair	unfair	unfair
unkind	unkind	unkind
disagree	disagree	disagree
disturb	disturb	disturb

Text 1

Dilly arrives at the dragon's cave. He creeps right up to the dragon and tickles its nose. The dragon moves so Dilly runs away and hides behind a rock. Then the dragon opens its eyes, sits up and roars. Flames shoot out of its mouth.

Text 2

Dilly arrived at the dragon's cave. He crept right up to the dragon and tickled its nose. The dragon moved so Dilly ran away and hid behind a rock. Then the dragon opened its eyes, sat up and roared. Flames shot out of its mouth.

Sir Kit couldn't wait to hear more about Dilly's adventures with the dragon.

'Who told you about the dragon?' asked Sir Kit.

'My sister Dorla told me about this terrible dragon that lives not far from here. It breathes fire and it can set light to anything that comes close to it. Mother and Father told me not to go near the dragon's cave because it was dangerous, but I didn't care, I'm not scared of anything,' laughed Dilly.

When did you go to the dragon's cave?

What is your secret weapon?

How did the dragon behave when you got there?

Where did you squirt the water?

End of Week 10: Progress check 2

<p>Speaking and listening</p> <ul style="list-style-type: none"> ■ Gives reasons why they like or dislike a particular book ■ Listens to the views of others in discussion and explains why they agree or disagree 	<p>Comments</p>
<p>Word level: word recognition and word structure and spelling</p> <ul style="list-style-type: none"> ■ Understands that the same phoneme can be represented in different ways ■ Uses a range of strategies to learn high frequency words ■ Spells Module 2 target words correctly in dictated sentences <p>In guided reading</p> <ul style="list-style-type: none"> ■ Demonstrates increasing fluency by: <ul style="list-style-type: none"> – applying phonic knowledge and skills independently – self-correcting without interrupting the flow of reading – automatically reading high and medium frequency words ■ Uses knowledge of prefixes and suffixes to help decode long complex words <p>In guided writing</p> <ul style="list-style-type: none"> ■ Uses phonic knowledge and knowledge of word structure to attempt, check and correct spelling ■ Uses knowledge of high frequency words when spelling ■ Identifies and corrects misspelt words in their own writing 	
<p>Sentence level: understanding and interpreting texts; sentence structure and punctuation</p> <p>In guided reading</p> <ul style="list-style-type: none"> ■ Uses grammatical knowledge to support reading for sense ■ Uses knowledge of punctuation to understand dialogue in stories ■ Identifies words and phrases that signal the passing of time <p>In guided writing</p> <ul style="list-style-type: none"> ■ Generally writes in complete sentences ■ Uses some connectives to link ideas in sentences to indicate reason or cause ■ Selects and uses different verbs to express different actions ■ Uses subject and verb agreement ■ Uses speech marks to punctuate dialogue ■ Rereads writing, checking for grammatical sense and accuracy ■ Uses grammatical knowledge to make improvements 	
<p>Text level reading: understanding and interpreting texts; engaging with and responding to texts</p> <p>In guided reading</p> <ul style="list-style-type: none"> ■ Checks that reading makes sense ■ Identifies specific information about a character and makes predictions about their actions ■ Talks about time and the sequence of events in a story, referring to evidence in the text ■ Shares opinions about books read and compares these with others 	
<p>Text level writing: creating and shaping texts; text structure and organisation</p> <p>In guided writing</p> <ul style="list-style-type: none"> ■ Uses ideas from jottings to support writing ■ Identifies purpose and audience for writing ■ Orally rehearses before writing ■ Selects and uses descriptive vocabulary ■ Organises writing into simple paragraphs ■ Rereads their own writing, checking for sense 	

Reproduced by permission of The Agency (London) Ltd
Dilly the Dinosaur © Tony Bradman 1986
Dilly and Goody Goody © Tony Bradman 2001
The Dilly the Dinosaur titles are published by Egmont Children's Books Ltd.

All rights reserved and enquiries to The Agency (London) Ltd
24 Pottery Lane, London W11 4LZ fax: 0207 727 9037