

CVCC

STEP 1 Preparation

25 mins

Reviewing sounds (3 mins)

- Using sound cards, review some of the previously learnt CVCC words: /r/ /a/ /m/ /p/. For example, model blending “ramp,” reading it sound by sound and then the whole word.
/r/ /a/ /m/ /p/ → “ramp”.

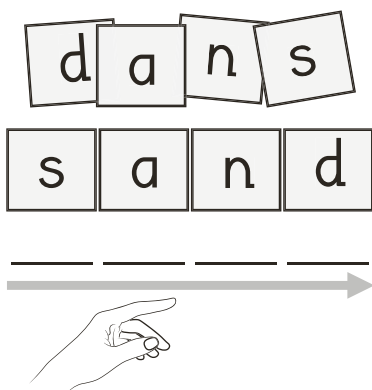
Learning goal (2 mins)

- Explain the lesson goal: learning to read and spell CVCC words.
- Introduce the book *That Dog! Book 2: The Lost Dog*.
- You will be completing some activities from *That Dog! Activities*.

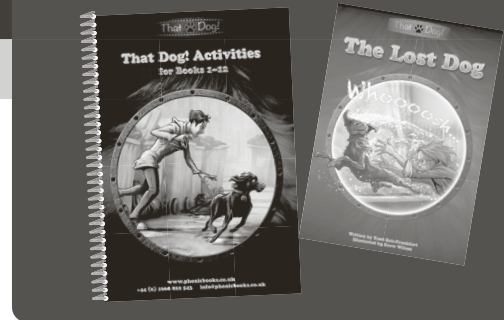
Preparation (20 mins)

1 Word building

- First demonstrate how to build a word. Use only four sound cards, e.g. for the word “sand”.
- Draw four lines on the whiteboard, and tell the pupils that you are going to show them how to build the word “sand”.
- As you say the word slowly, move your finger under the lines.
- Ask the pupils to listen to the first sound in the word “sand” – point to the first line. Emphasise the first sound as you say the whole word. The pupils respond – /s/.
- Then ask the pupils which letter spells the sound /s/. The pupils point to the letter (or you can tell them). Bring the letter down to the first line.
- Repeat with the remaining sounds in the word. Now ask the pupils to sound all four sounds and blend them into a word, moving your finger under the word:
/s/ /a/ /n/ /d/ → “sand”.
- The next time this is done, you can ask a pupil to participate and identify the sound and then letter and bring it down to the line.



LESSON RESOURCES



2 Word reading

- Write the words you have created on the whiteboard. Then ask pupils to blend and read the words.
- Show how to say each sound individually and then blend them together to read the word. Model blending by using a swishing motion with your finger.

3 Oral segmenting

- Say a word aloud (e.g. “nest”) and ask pupils to count the sounds in the word (4). Write the number of lines you need for all the sounds. Now ask pupils to listen to the sounds in the word and write a letter for every sound in the word as you spell the word.

4 Word chain

- Using sound cards or magnetic letters, demonstrate how to build the word “ramp.” Explain to the pupils that you will be making one change to the word. They must be “sound detectives” and notice if you have added a sound, taken away a sound or swapped a sound.
- Say that you are going to change the word “rant” (moving your finger under the word) to “ant”. Ask the pupils to listen carefully to where the change has occurred. Move your finger under the words as you say it slowly. Once the change has been identified, invite a pupil to swap the sound card or letter. Ask all the pupils to sound out the word and read the new word, e.g. /a/ /n/ /t/ → “ant”.
- Introduce the new sounds gradually. This allows pupils to incorporate the letters and sounds they have learnt so far.
- Direct pupils through the following word-chain sequence: rant—ant—and—band—bank—sank—rank—rant

5 Reading practice cards

- Use the **Reading practice cards** (Activities, page 26) to provide pupils with additional practice of CVCC words.

STEP 2

Application for reading

25 mins

Before reading (3 mins)

- Revisit the vocabulary taught in Step 1 (e.g. “nest”). Clearly say the word: /n/ /e/ /s/ /t/.
- Then provide a simple definition, for example, “A nest is made by birds to lay their eggs.”
- Ask questions such as “Where might you find a nest?”
- Then write the word on the whiteboard and refer back to it throughout the week for reinforcement.

Vocabulary (6 mins)

- Pre-teach the words in the **Vocabulary** list in Book 2: The Lost Dog (page iv).
- Ensure pupils understand each word’s pronunciation, meaning, and usage.

Application (8 mins)

- The chosen text for this reading activity is Book 2: The Lost Dog. Briefly introduce the book to spark interest.
- Lead pupils through a directed reading of Book 2: The Lost Dog. Encourage pupils to sound out each word carefully and then blend the sounds together to form the word.
- Provide support by modelling the blending. This hands-on practice is crucial for reinforcing phonetic skills and building fluency.
- Encourage pupils to sound out each word and then blend to read. This is crucial for reinforcing their learning and for building their confidence.

Reading fluency (8 mins)

- Following the initial reading, revisit Book 2: The Lost Dog with a focus on fluency.
- Reading the book again allows pupils to practise their newly acquired skills, this time with an emphasis on reading more smoothly and confidently.
- Create an interactive reading environment by inviting pupils to take it in turns reading aloud. Encourage them to point to each word as they read.
- As pupils read more fluently, support them to read with more expression and prosody, changing their pitch, pace and emphasis according to the words and punctuation.

STEP 3

Application for spelling

20 mins

Segmenting and spelling (20 min)

- Invite pupils to complete the **Reading captions** activity (Activities, page 58). When reading high-frequency words, point to the grapheme the pupils do not yet know and sound it out for the pupil, e.g. with the word “the”, sound out /th/ and the schwa sound /uh/.
- Ask pupils to complete the following: **Writing captions** activity (Activities, page 59).
- Dictate the captions from the **Reading captions** activity in the previous page in the Activities book. Have pupils listen to the sounds in the words and say them aloud as they write them on the lines provided. This activity helps pupils connect spoken language with written text, enhancing their understanding of letter-sound correspondence.
- After pupils complete the activity, model the formation of each letter that was written during the activity on the whiteboard.
- Focus on the starting point, stroke direction and completion of each letter to ensure proper handwriting techniques.
- Demonstrating proper letter formation is crucial for developing legible handwriting and building foundational writing skills.

Extension activities

- Ask pupils to complete the **Reading and spelling** activity (Activities, page 55).
- Fold the sheet along the dotted line. Instruct the pupil to read the words on the left side and tick the ones they read correctly.
- Then, turn the sheet over and dictate the words to the pupil. Ask them to spell the words by segmenting and sounding out each word as they write them on the lines.
- Finally, have the pupil open the sheet and tick the words they spelled correctly.
- This process reinforces phonetic skills and promotes self-assessment.
- For pupils who finish early or need additional practice spelling, provide extra activity sheets with different captions.
- Dictate these new captions to the pupils, allowing them to practise spelling and writing on the lines provided.

STEP 4

Comprehension and consolidation

15 mins

Book reading (5 mins)

- Reread Book 2: The Lost Dog.
- Revisiting the book helps to reinforce familiarity with the text and supports phonetic recognition and comprehension.

Sequencing (5 mins)

- For this activity, the pupils are going to retell the story, using the pictures and words in the **Sequence the story** activity (Activities, page 32).
- Distribute the activity to each group.
- Cut out the sentences for each pupil or group.
- Ask the pupils to read the sentences carefully and sequence them in the order of the story in Book 2: The Lost Dog.
- The pupils then stick them in the numbered boxes in the correct order.
- Some pupils may benefit from sequencing just two sentences at a time.

Comprehension (5 mins)

- Check pupils have understood the story by completing the Comprehension activity (Activities, page 30).
- The aim of this activity is to test pupils’ understanding of the story by answering the discussion questions.

Extension activities

- Ask pupils to complete the **Spot it!** activity (Activities, page 31). The pupils look at the picture and answer by circling the word “yes” or “no” for each question or statement.
- They can also complete the **Fill in the missing words** activity (page 33). Encourage them to sound out the words as they write them on the lines.
- Invite pupils to complete the **Retell the story** activity (page 34). The pupils read the sentences carefully and sequence them in the order of the story in Book 2.

STEP 5

Tracking progress

Stepping stone game

- Play the **Stepping stones game** (page 38).
- Provide positive feedback and encouragement throughout the game.
- For those needing more support, help them to blend the letter sound or word with assistance.
- Depending on how the class performs in the game, optionally revisit some of the activities to reinforce any specific skill gaps or assign an additional activity, such as the examples below.

Punctuation activity

- Assign the **Punctuation** activity (page 36).
- The pupil is given a passage of text that has its capital letters and full stops removed.
- Ask the pupils to read the text and insert full stops and capital letters where needed.
- Remind pupils that capital letters are used to begin sentences and full stops come at the end of sentences.

Reading fluency activity

- Assign the **Reading fluency** activity (page 37).
- Fold the sheet on the dotted line.
- Ask the pupil to read the first passage. The first is for fluency.
- For the second reading, ask the pupil to read with expression.
- Put a tick, sticker or stamp in the boxes once this is done.
- The pupil can read the second passage on another day or both passages to develop reading stamina.

PARALLEL BOOKS

In addition to Book 2: The Lost Dog, here are some books that also cover VCC or CVCC words and can be used for more practice of decoding, for book bags to take home.

Get Out of the Game

Book 2: Bugs!

Magic Belt

Book 2: Ten Rocks

Mel on Mars

Book 2: Mel Lands on Mars