



See Like Me

Book Band Red A

RR Level 3

Text Type Report

Length 8pp (69 words)

Letters and Sounds Phase 3

Reception, term 3

Phonics Bug Up to Unit 8

High-frequency words

they, see, like, me, my

Summary

This book helps the reader to 'see' a variety of natural images through the eyes of different creatures.

Text features

- photographs
- introduction and summary
- labels

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25 LIT 0–14a (CfE) RS5 (W) R4 (NI)	Reading They read and understand simple sentences.	R t3, Word Reading and Fluency Read simple phrases, sentences or books containing the taught sounds with some fluency.
EYFS ELG 03, p.24 LIT 0–02a (CfE) OS7 (W) T&L 4.11 (NI)	Spoken Language They develop their own narratives and explanations by connecting ideas or events.	R, Planning Guided by an adult, the child can orally rehearse a sentence before writing.
EYFS ELG 10, p.25 LIT 0–21a (CfE) WS13 (W) W3 (NI)	Writing They use their phonic knowledge to write words in ways which match their spoken sounds.	R, Grammar and Vocabulary for Impact Writes a simple rehearsed sentence and can read back what they have written.

Key

CfE = The Curriculum for Excellence (2009)

EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors.

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

R = Reception

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



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Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds.

f	b	l	a	t	th
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2. Blend the sounds and say the words.

bat ...	that — . . .	flat
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The children may need help with the following words:
bee, owl, like, flower, mouse, cake.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. What do the children see on the cover?
- Share pages 2 and 3. Identify the creatures, and read the question the boy is asking.
- Look at the main pictures on pages 4 and 5. What is the difference between them? Check that the children understand how the pictures relate to each other.

During Reading

While the children read, ask them to think about the main question.

Main question: **What do you do when you can't read a word?**
(R 13, Word Reading and Fluency)

Additional prompts to help you sample the children's reading:

- Title page: Check that the children have remembered the word *like* from the title.
- Pages 2–3: Can the children read all of these words? What strategies are they using to help them? (Strategy: using picture cues)
- Pages 4–5: Can the children read the words *see* and *flower* on page 4? If not, help them to blend the words: *s-ee*, *f-l-ow-er*. Can they find and read the words on page 5? (Strategy: match and remember)
- Pages 8–9: How do the children know what the fly is seeing? Can they read the word? (Strategy: blending or remembering the word)

After Reading

Discuss the main question as a group. Ask the children to identify:

- words they already knew (e.g. *the*, *I*)
- words they sounded out (e.g. *dad*, *dog*)
- words they worked out using the pictures (e.g. *flower*, *cake*).



Session 2: Spoken Language & Writing

Phonics for Writing

Use magnetic letters to segment names of small world toys and objects you have in the classroom. Use CVC words, including familiar digraphs (e.g. *sh-e-ll*, *s-o-ck*).

Spoken Language

Find see-through cellophane in different colours. Let the children look at the small world toys through the different coloured cellophane. Allow them to work first with response partners, then report back their experiences to the whole group. Ask them to explain clearly how things are different when you see things with and without the cellophane. **(R, Planning)**

Writing

Give the children the PCM and ask them to read what the boy sees. Then ask them to draw something they see. They could go outside to do this. Encourage them to write a simple sentence to explain what they have drawn. Remind them to use different strategies for spelling the words (e.g. sounding out, writing words from memory, matching to pictures or words in the classroom). **(R, Grammar and Vocabulary for Impact)**

Making Links

Ask the children to help you to make a table top display of objects related to another curriculum area or topic. Make simple cardboard frames and stick coloured cellophane in the frames. Allow the children to use the coloured frames to view the objects on display.