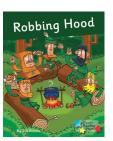


Robbing Hood

Lesson Plan for Guided Reading Phase 4



| Book talk A short introduction to the book, which might include: Read the title What or who can you see on the cover of the book? What do you think the book might be about? | Where do you think this story might be set? Have you ever sat around a camp fire? What do you think will happen? |
|--|--|
| Phonics focus Revisit and review some of the phonemes that the children will encounter in the text | /ar/, /oo/, /ow/, /or/ |
| Ask the children to blend and read some of the words that they will encounter in the book Practise blending words containing adjacent consonants and long vowel phonemes Practise blending polysyllabic words, first 'chunking' them and then reading them quickly | archer brown sprinted fortress Nott/ing/ham |
| Vocabulary Discuss the meanings of any words in the text that the children might be unfamiliar with | band — a small group skint — to have no money erected — built |
| Common exception words Quick recall of common exception words | do, out, what, when |

Independent reading

The children are to turn their chairs back-to-back and read aloud to themselves.

The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.

Reading fluency

Modelling expression and fluency: on pages 2 and 9, the teacher should model and the children practise saying these sentences with expression.

Comprehension

Page 4: What was Robin good at?

Page 9: Why do Robin's men decide to set a trap?

Page 16: How does Robin help the people of Nottingham?



Robbing Hood Lesson Plan for Guided Reading – Phase 4 Phonics

ar

σσ

or

σW

archer

brown

fortress

sprinted

Nott/ing/ham

out

what

 $d\sigma$

when



band

a small group

skint

to have no money

erected

built