



Secrets of the sea

Heather Haylock

Focus phonics

air written as are as in scare, care

j written as dge as in ledges, ridges, edge

Tricky words

again, eye, many, move, people, their, there, two, where, would

Book summary

The sea has lots of different areas to it, where different plants and animals live. We look at the coast, rock pools, coral reefs and the Poles. The sea also has different layers – the sunlit zone, the deep, dark zone and the seabed. The sea is vast, varied and vital to life on Earth.

Learning intention

Phonics: To decode words with the phonemes /air/ spelt are; and /j/ spelt dge in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. bridge, hedge, square, prepare.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the front cover and read the title together. What could the title mean? What secrets could the sea have? Are there any clues in the picture on the cover? Ask: Is this a fiction or non-fiction text and say why. Who is the author? (Heather Haylock) Why would she write about the sea? What is important about the sea? Invite students to share any prior knowledge of the topic of the book, and make predictions about what kind of information

might be given in the text. Keep a note of predictions and return to them later. Read and discuss the blurb together on the back cover. Flip through the book to get a sense of the contents. Share knowledge and views of any other books read that were written by Heather. (in the Reading Road series Heather has written Let's go camping, A problem called Scamp, Eagle eyes)

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /air/ written as are; /j/ written as dge. Flip through the text to locate and read words with these same focus grapheme-phoneme correspondences. Discuss the meaning of these words. Build the focus word *edge* with letter cards. Think of words that rhyme with *edge* or have the same grapheme-phoneme correspondence. List these to read together, e.g. hedge, ledge, ridge, lodge.

Vocabulary check:

pry p 6 use force

shoal p 23 large number of fish swimming together

Morphology: unicorn p 17 has the prefix uni- meaning one. Cornu means horn. Unicorn means a mythological horse with one horn. Think of other words that start with uni, e.g. unicycle, uniform.

Etymology: surviving p 15 means to outlive or live longer or continue to remain alive. It comes from two Latin words: super, which means "above, over, or beyond" and vivere, which means "to live". These two words combine to make *survive*, *surviving*. Ask: What other words come from these root words? (survival, survivable)

Tricky word practice: Display the tricky words *eye* and *move*. Ask: What are the tricky parts of these words?

eye – the whole word is tricky - it says /igh/.

move – the tricky parts are: o which says /oo/ as in moon and ve which says /v/.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 14 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. On p 2, ask: Why is the sea important? (there is more sea than land, it controls the weather) On p 3, ask: If we didn't have the sea what would happen to the land and say why? (it would be a lot hotter – the sea absorbs the sun's rays) What does the word "absorbs" mean? (soaks up) Notice the apostrophe in "sun's heat". Why is it here? (the heat belongs to the sun, so the apostrophe shows what the heat belongs to) Students take over the reading.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups of students; they read a section each and then summarise the main ideas to report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /air/ written as are; /j/ written as dge.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 4, what are the different parts of the sea? How do the labels on the illustration help you? On p 6, what are some animals that live on the coast? On p 8, where does a limpet live? What is special about limpets?

After reading

Apply learning: Discuss the text. Ask: What new information have you learned about the sea and its secrets? Which is your favourite sea secret? Why do you say that? What did you think of labels on the illustrations (pp 4, 18) and captions under the illustrations? (pp 9, 14) Why did the author use these features? Did they give you a better understanding of the text? What did Heather (the author) need to know before writing this text?

Comprehension: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. p 14, what is a coral reef? What is it like on a coral reef? How long can it take for a coral reef to form? Is a coral reef useful as well as beautiful? What plants or animals live there? What useful things do parrotfish do? If you were a fish, which layer or zone of the sea would you like to live in and why?

Read and discuss the questions on the inside back cover.

Ask students to choose a heading and retell that part of the text.

Comb jellyfish p 26 – say the word *comb*. What other words do you know with the phoneme /m/ written as mb? (e.g. limb, lamb, numb)

On p 13, what do squid do? (hide in small gaps, squirt black ink to escape from predators) Think of other words that start with the adjacent consonants sq. (squeeze, squash, square)

Fluency: Choose a passage from the book and model how to read it fluently/with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner to their partner. Then they swap roles. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 7-8)

The tide comes in and out at the coast. When the tide comes in, waves wash over the rocks. When the tide is out, we can see the shore again, but water has been trapped between the rocks. This makes rock pools. Animals living in rock pools need to be able to cope with water going in and out

Limpets hold onto the rocks with a sticky mucus so they don't get swept away when the tide is going out. When the tide comes back in, they move around to find food.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/j/ spelt dge. /air/ spelt are.

Write words.

Word meanings. Complete sentences.

Worksheet 2: Comprehension

Summarise information.

Worksheet 3: Science

Extract information.

Label a diagram.

Worksheet 4: Geography/Our Living World

Write a report on an animal.