



Spies

Susan Frame

Focus phonics

u written as o_e as in some, come, above, welcome, somehow, something, comes, glove, gloves

o written as a as in watch, washing, was, what, what's

Tricky words

any, could, everywhere, eyes, laughs, laughing, moved, Mr, Mrs, people, their, there, thought, where, who, work, would

Book summary

Rosy and Cooper become spies in order to help investigate strange disappearances from their neighbour's house. Cooper's new glasses contribute to a successful investigation. This helps him accept his new glasses AND helps the neighbours retrieve their lost things.

Learning intention

Phonics: To decode words with the phonemes /u/ spelt as o_e; and /o/ spelt as a, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

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 cover illustration and read the title together. Ask: What is a spy? Notice the plural of spy. (spies) What could the children (Cooper and Rosy) be doing? (searching for something) Who is the author? (Susan Frame) Why do you think she might have called the book "Spies"? Do you know any other books written by Susan and what did you think

of them? (in the Reading Road series Susan has written Look at the tails! Dot and Dash, On your feet, Landmarks, Human body fact file) Invite students to share any prior knowledge about spies, and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /u/ written as o_e and /o/ written as a. Locate these words in the text. Think of and record other words that rhyme with glove/s, e.g. love/s, dove/s.

Vocabulary check:

attic p 2 room at the top of a house, inside or partly inside the roof

squints p 5 nearly close one or both eyes to try to see more clearly

Morphology: remind (verb) p 28 make someone aware of something forgotten or possibly forgotten; the prefix re- means again or to indicate repetition.

Etymology: investigate (verb) p 11 make a formal inquiry research or study; early 15th century, from Old French "investigacion" (14th century), from Latin "investigationem" (nominative investigatio) "a searching into, a searching for", noun of action from past participle stem of investigare "to trace out, search after".

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

Mrs – the tricky part is rs. Mrs is an abbreviation for a title used before the surname of a married woman and is pronounced as misiz.

everywhere – the tricky part is ere which says /air/.

Practise reading and spelling these words.

During reading

Read the story: This book may not fit into a single reading session. The end of Chapter 4, p 13 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 with students, then invite them to take over the reading. On p 2, ask: Where is Cooper's room? (in the attic) What's an attic? (room on top level inside the roof) On p 3, ask: What did Rosy notice about the people at number 8? (they must love green, as they have lots of green things) Continue reading at a natural speaking pace with minimal sounding out.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a chapter 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 /u/ written as o_e and /o/ written as a.

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 do you notice about the neighbours at number 10? (they have a puppy) On p 7, why is this chapter called "Time to talk"? (because Cooper was having trouble seeing the puppy and Rosy thought Mum and Dad should know about his problems seeing things) On p 10, what made Rosy call Cooper a spy? (his new red glasses made him look different like a spy) What "spy" names did they give themselves? (Nosy Rosy and Cooper the Snooper) Why do you think the author chose those names? (they sound nice because they rhyme and could be what spies do – snoop and be nosy) What can you say about Rosy and Cooper so far?

After reading

Apply learning: Discuss the story. What can you say about the idea the children had of being spies? How do Rosy and Cooper find their first spy job? What was your favourite part of the story?

Comprehension: Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover. Is Digger a good name for the puppy? Say why or why not. Notice that Digger has a schwa sound on the end, like /u/. Find other examples of words with the schwa sound at the end, e.g. Cooper, robber.

Look at the words *there* and *their*. Say what the difference is in their meaning.

On p 19, look at the words "the Robertsons' puppy" Why does the apostrophe come after the s? (because the puppy belongs to the Robertsons and there is more than one Robertson)

What does "perplexed" mean on p 23? (puzzled or confused) Find the ellipsis on p 7. What does this mean? (unfinished sentence or a pause)

Fluency: Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. 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 12-13)

Cooper reads out loud. "Lost. One TV remote. One phone. One red, hand-knitted glove. If you find the above items, pop into 10 Tay Street to see Pete and Lily Robertson."

Cooper looks up from the list. "10 Tay Street? That's right across the road," he says.

"It's annoying not being able to find things," says Dad. "I couldn't do without my phone."

"And I know how hard it is to knit gloves," Mum says. "One missing glove would be a real bother!"

"What would we do if we lost the game controller?" Cooper says to Rosy.

They look at each other in shock. "We need to try and help the Robertsons," says Rosy.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/u/ spelt o_e; /o/ spelt a.

Read and write words and sentences.

Worksheet 2: Comprehension

Answer questions about the story.

Definitions.

Write sentences.

Fill in the story planner and use it to retell the story.

Worksheet 3: Science

Make invisible ink.

Write a secret message.

Answer questions about the experiment.

Worksheet 4: Maths

Write the 9x table.

Do street number spy calculations.