Group/Guided reading

Introducing the story

- Look at the cover and read the title with the children, pointing to the words as you read them. Ask: *What do you do in a ball pit? Have you ever played in one?*
- Read the blurb on the back cover to the children. Ask the children to predict how Anna might find her glasses in the ball pit.
- Sound out the word *pit*, *p-i-t* in the title. Talk about the grapheme *i* and ask children to find other words in the story that contain the grapheme *i* (*Kipper, in, things, big, into*). If the children point out the words *find* and *said* tell them that the letter *i* is code for a different sound in these words (don’t go into too much detail at this point).
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example *p-i-t, f-e-ll*.
- Pause at the end of page 4 and ask: *What do you think will happen when Anna falls into the pit?*
- On page 8 ask the children to sound out and blend the word *upset*, *u-p-s-e-t*. Ask: *Why is Anna upset?*
- Pause at the end of page 9 and ask: *Why does Kipper tell everyone to get out of the ball pit?*
- On page 15, ask children to sound out the word *things*, *th-i-ng-s*. Talk about the grapheme *th* and ask the children if they can think of any other words that contain the grapheme *th*. You may also like to repeat the process for the grapheme *ng*.

Returning to the story

- Ask the children to re-tell the story in their own words.
- Look again at page 6 and encourage the children to look at Anna’s expression. Ask: *How do you think Anna is feeling?*
- Look again at page 13 and ask: *Why is the man putting the balls into a big net?*
- Look again at page 14 and encourage the children to look at Anna’s expression. Ask: *How do you think Anna felt when she found her glasses?*
- Look again at page 16 and ask the children to list some of the other items that were in the ball pit.
Independent reading

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *o-dd, n-e-t*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

  **Kipper ball glasses find hooray must**

  If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil books.

Speaking, listening and drama activities

- Arrange the children in a circle. Move around the circle asking each child to describe a time when they lost something.
- Ask: *How did you find it again? Did you get someone else to help you look for it?*
- Ask each child to say whether they found the item they had lost. If they did, ask them to explain where it was.
- Ask: *How did you feel when you found it, or when you couldn’t find it?*

Writing activities

- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
- Ask the children to draw a picture of Anna and Kipper in the ball pit.
- Invite them to write a sentence about their picture. Encourage them to use their phonics skills to sound out and spell the words where appropriate.
## The Ball Pit (Oxford Level 2) curriculum coverage chart

### Links to Oxford Reading Criterion Scale:
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can retell familiar stories with growing confidence. (R) [ORCS Standard 1, 12]
- Can talk about main points or key events in a simple text. (R) [ORCS Standard 1, 20]
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) [ORCS Standard 1, 21]

### Letters and Sounds: Phase 3
- Decode and Develop titles are designed to support children with the transition from phonic readers to richer reading with highly decodable stories. This title is approximately 60–70% decodable when read alongside Letters and Sounds Phase 3.

### ENGLAND The National Curriculum in England: Reception

| EYFS | The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10. |

### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early Level

#### Listening and talking
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)
- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0-03a)
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)
- As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a)

#### Reading
- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a)
- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a)

#### Writing
- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)
- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write (ENG 0-12a / LIT 0-13a / LIT 0-21a)
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

### WALES Foundation Phase Framework: Reception

#### Oracy
- Learners are talk about things from within their experience and share information (YR_OracSpea.3)
- Learners are able to use words, phrases and simple sentences (YR_OracSpea.4)
- Learners are able to exchange ideas in one-to-one and small group discussions, e.g. with friends (YR_OracColl.1)

#### Reading
- Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):
  - orally blend combinations of known letters (YR_ReadStrat.5i)
  - orally segment combinations of known letters (YR_ReadStrat.5ii)
- Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8)
- Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9)

#### Writing
- Learners are able to convey meaning through pictures and mark making (YR_WritMean.3)
- Learners use correct initial consonant by beginning to apply phonic knowledge (YR_WritGPHS.5)
## Levels of Progression in Communication across the curriculum: Primary Level 1

| Talking and listening | Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)  
|                        | Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6) |
| Reading                | Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)  
|                        | Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)  
|                        | Pupils can read and understand familiar words [...] (L1_com_read.3i)  
|                        | Pupils can use language associated with texts (L1_com_read.4) |
| Writing                | Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)  
|                        | Pupils can write words using sound-symbol correspondence (L1_com_writ.4i) |