Oxford Reading Tree

Floppy's Phonics

Fiction

Oxford Level 1+

Big, Bad Bug

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

C *(Predicting)* Read the title, pointing to the words, and showing the picture. Encourage children to use prediction: *What do you think is going to happen in this story?*

- Look through the book, talking about what happens on each page. Can children identify any of the bugs?

Strategy check

Remind the children to read from left to right and to sound out words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

C *(Clarifying)* Ask the children to explain what the story is about. *Did Dad find a bug?*

Assessment Check that the children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- use comprehension skills to work out what is happening.
- Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

C *(Clarifying)* Look at page 4. Can the children tell you where Chip found his bug?

W Look at page 4. Ask them to sound out the word *c-u-p cup.*

C *(Clarifying)* Ask *Where did Dad's bug come from?*

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Hear and say sounds in words in the order in which they occur.

W Give each child three counters. Tell them that they will need to use one counter to show each of the sounds they hear in a word.

- Model the task. Say the word *big.* Repeat it, this time allowing a slight pause between each of the sounds *b-i-g.* Say the word one more time with distinct pauses between each sound *b – i – g*.

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As you say each sound, push one counter forward, so the children see you have all three counters pushed forwards.

- Now work together to consider the word *bug*. Go through the processes as before with the children.
- Can the children work independently to do the same task for the words: *bad, pot, bag, cup, in, on?*

Assessment Can children show how many sounds there are – and tell you which sounds they are – for some of the words on page 5?

Objective Use phonic knowledge to write simple, regular words.

W Write the words: *A bug on a* and tell the children that you are going to tell them different ways to finish the sentence and ask them to spell the final word each time.

- Start with *cup.* Before children write, sound-talk the word together *c-u-p cup*. Can children show you on their fingers how many sounds there are in the word and the order in which they have to represent them? Ask children to write the word *cup.*
- Repeat for other places the children found or kept bugs: *lid, bud, log, bag, pot.*

Assessment Look at the letters each child used to represent each of the words. Are they showing 3 letters each time? Are they the appropriate choice of letters?

Objective Extend vocabulary, exploring the meanings and sounds of new words.

C ***(Imagining)*** Reread the story aloud to the children.

Look at the way Dad describes his big, bad bug. It's *as big as a rat.*

- Show children a potato. What else might a potato bug be as big as?
- Explore ideas and language. Help the children to develop lots of ideas for completing the simile, e.g. *As big as a: bat, can, apple, camera, ball, computer mouse.*

Assessment Can each child suggest an appropriate way to complete the simile?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking.

You will need: potatoes or small boxes, pipe cleaners, matchsticks, straws, wobbly eyes, tissue paper, coloured cellophane ... and any other appropriate craft pieces.

C Give the children the opportunity to make their own version of Dad's big, bad bug.

- Reread the book together, focusing on Dad. At which point did he decide to make his own bug?
- Let the children work in pairs, as independently as possible, working together to build their own big, bad bug.

Assessment Listen to the children's use of language for negotiating, organizing, sequencing and clarifying their thoughts.

Writing activities

Objective Writes things such as labels.

- Ask the children to draw all of the places the children found bugs in the book.
- They can then label their drawings, sounding out the letters they need for each word. They could use computers for this activity.

Assessment Check which sounds children are able to represent in each word.

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Big, Bad Bug (Oxford Level 1+) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) [ORCS Standard 1, 5]
- Can talk about the main points/key events in a text, e.g. main story setting, events, principle character. (R) [ORCS Standard 1, 8]
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) [ORCS Standard 1, 13]
- Can read most common CVC words automatically, without the need for sounding and blending. (READ) [ORCS Standard 1, 24]

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Predicting, Clarifying, Imagining

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.			
Letters and Sounds	For children working within Phase 2	**Phonemes introduced and revisited in this book:** b, ff, s, a, t, p, i, n, d, g, o, c, u, r, h, b, l	**HF tricky words**	**Context words** Kipper, Chip

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

Listening and talking	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) I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a) 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) 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) I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	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 able to talk about things from their experience and share information (YR_OracSpea.3) Learners are able to exchange ideas in one-to-one and small group discussions, e.g. with friends (YR_OracColl.1) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
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 captions and texts recognising high-frequency words (YR_ReadStrat.9) Learners are able to make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.13) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2)

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Writing	Learners are able to convey meaning through pictures and mark making (YR_WritMean.3) Learners are able to discriminate between letters (YR_WritGPSH.3)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	Pupils can understand short explanations and simple discussions (L1_com_talk.1iii) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can listen for information (L1_com_talk.1i) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
Reading	Pupils 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, signs and symbols in the environment (L1_com_read.3i) Pupils can talk about what they read and answer questions (L1_com_read.5)
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)

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