



Dogs in the Mud

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

Group/Guided reading

Introducing the story

- These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures; this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their word banks.
- Look at the front cover together. Talk about Floppy and Button. Ask: *Where do you think they are going? Where might they end up?*
- Now look at the back cover. Talk about the picture of the poodle. Ask: *Do you think the poodle looks like she would want to go in the mud? Do you think she will end up getting muddy?*
- Read the title to the children, and demonstrate how to sound out and blend the word *mud*, *m-u-d*. Ask the children to repeat the individual sounds after you, and then ask them to blend the sounds together to say the word.

Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Before you turn the page, talk about what might happen next in the story.
- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

Returning to the story

- Look at page 1. Check the children know who all the characters are (Kipper, Floppy, Lee, Lin, Lee and Lin's Mum and their dog Button). Check the children understand that Mum is holding a tool for throwing a ball to the dogs. Look at page 3 to see the ball launcher in action.
- Talk together about pages 4 and 5. Ask: *Why do you think the poodle might not want to play with Floppy and Button?*
- Look at page 6 and ask: *What do you think the poodle is thinking?*
- Look at page 8. Ask: *What do you think all the different characters are thinking? Why are Floppy and Button looking so clean?*

Speaking, listening and drama activities

- Ask the children to pretend they are Kipper, Lee and Lin. Ask them to re-tell the story from their character's viewpoint.

- Ask them to think about what the children might say when Kipper and Button run off. Ask: *What might they think about the snooty poodle? What would they think when the two dogs ran into the pond? What about when the dogs came out ... and then shook themselves?*
- Now ask the children to re-tell the story, one at a time.
- Tell everyone else to listen carefully to see if any of the re-tellings are different from each other!

Writing activities

- Tell the children you are going to re-tell the story together. Ask them to give you suggestions to write up on the board.
- Act as scribe for the children's ideas and encourage them to re-tell the events of the story in the correct order. You could use 'First,' 'Next,' 'Then' and 'Finally' to help you structure your story writing.
- Help the children to identify the initial sounds for simple words on the board and, if appropriate, help them to sound out and blend simple words containing known sounds.

Cross-curricular suggestion

Science – Tell the children you are going to talk about different sorts of dogs. Look at pictures of different types of dog in books, or on the Internet. Show that there are lots of different types of dogs – big, small, spotty, shaggy, long, thin – but that they all have four legs, a tail and a head. Ask: *What noises do dogs make? Do any of you have a dog, or know someone who has one? What do they look like?*

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Dogs in the Mud (Oxford Level 1 More A) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can hold books the right way up and turn the pages. (READ) [ORCS Pre-Reading Standard, 1]
- Handles books carefully. (READ) [ORCS Pre-Reading Standard, 2]
- Shows curiosity about books and chooses to look at books independently. (READ) [ORCS Pre-Reading Standard, 3]
- Can recognise familiar words and signs, such as their own name, advertising logos, other common words (e.g. 'mum' or 'dad'). (READ) [ORCS Pre-Reading Standard, 5]
- Can gain simple meaning from texts by using illustrations, when not yet able to read the text itself. (D) [ORCS Pre-Reading Standard, 7]
- Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D) [ORCS Pre-Reading Standard, 9]

Letters and Sounds: Phase 1

- *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 1.

ENGLAND The National Curriculum in England: Statutory framework for the early years foundation stage

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	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)</p> <p>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)</p> <p>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)</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</p>
Reading	<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / 0-11a / LIT 0-20a)</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)</p> <p>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)</p>
Writing	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)</p> <p>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)</p> <p>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)</p>

WALES Foundation Phase Framework: Nursery

Oracy	<p>Retell, in simple terms, an event or experience (N_OracSpea.3)</p> <p>Ask an appropriate question about something that has been said (N_OracList.9)</p> <p>Take part in activities alongside others (N_OracColl.2)</p>
Reading	<p>Make meaning from pictures in books, adding detail to their explanations (N_ReadStrat.8)</p> <p>Recognise familiar words (N_ReadStrat.7)</p> <p>Show an interest in books and enjoy their content (N_ReadResp.1)</p>
Writing	<p>Experiment with a range of mark-making instruments and materials across a range of contexts (N_WritMean.1)</p> <p>Begin to recognise the alphabetic nature of writing and understand that written symbols have meaning (N_WritMean.5)</p> <p>Identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities (N_WritGPSH.3)</p>

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

Talking and listening	Talk about their experiences (L1_com_talk.4) Use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Follow short, straightforward instructions (L1_com_talk.1iv) Ask and answer questions for specific information (L1_com_talk.2) Make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
Reading	Understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Show understanding of the meaning carried by print, pictures and images (L1_com_read.1)
Writing	Express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2) Write words using sound-symbol correspondence (L1_com_writ.4i)