



📖 Oxford Level 3

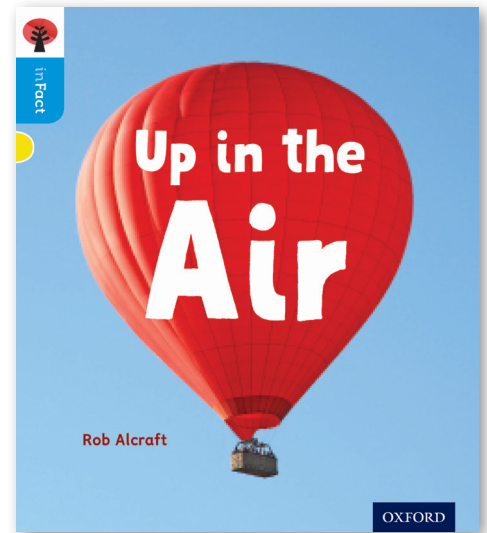
Up in the Air

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Text types: recount; narrative

Curriculum link: Understanding the world



Synopsis

In this book, the children get to follow the story of a balloon flight from take-off to landing. As the balloon travels across a town, the children are invited to spot various things that will look different from the air.

Extended text

This longer version of the book gives extra details and information to support children with comprehension.

- A pilot introduces his hot air balloon as it inflates, and he invites the readers to join him on a flight. Before he sets off, he needs to check the wind speed and direction, as well as a map to show what he will fly over.
- The balloon is lifted by hot air which is heated by a gas burner at the bottom of the balloon. Hot air is less dense than cool air, so it rises, taking the balloon with it. A very big balloon is needed to carry a few people.
- Up in the air, readers are invited to spot things in the town that the balloon drifts over.
- A large field is needed for landing in. Once the balloon is back on the ground, it can be packed up and taken away, ready for another flight.

Group/Guided reading

Introducing the book

- Look at the cover image. Ask: *What is this? Are there any people travelling in it?* If necessary, point out the people in the basket.
- (*Predicting*) Say: *I wonder what it would be like to go on a hot air balloon flight.* Encourage the children to suggest what they would expect to happen and how they might feel.
- On p1, read the title page and look at the photograph. Ask: *Have you ever seen this kind of view?* Prompt the children to say how it is different from the view they might see from a car or a train.
- (*Predicting*) Read the Contents page together. Say: *I wonder if this book is going to tell me a story or give me lots of information.* Discuss whether the headings suggest a fiction or non-fiction book.

Strategy check

- As they read, encourage the children to sound out and blend new words, e.g. 's-e-tt-i-ng'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high-frequency tricky words in the book. Support the children with these words, explaining that they are tricky but also very common and useful. If a word is too difficult, simply read the word for them:

we my you me are be was

- There are a number of topic words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book independently:

drift over heats field

During reading

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read.
- When you have read pp4–5, ask: *Who does the hot air balloon belong to? Say: I want to know why he needs to check the map and the direction of the wind.* Encourage the children to connect the direction of the wind with the way the balloon will travel.
- After reading pp6–7, ask the children to show you where the information can be found that explains how the hot air balloon goes up. Ask: *Is it hot or cold, up in the air? How do you know?*
- On pp8–9, challenge the children to find all the items listed.
- (*Questioning*) Encourage the children to ask any questions they might have about the experience of flying in a hot air balloon. You could model this for them by thinking aloud, e.g. say: *I wonder how it would feel to be so high up and to look down at the ground.*

Returning to the book

- (*Clarifying*) Look again at pp10–11. Say: *I wonder why they need a big field to land in.* Encourage the children to think about how a balloon drifts rather than being easy to steer, and the size of it, especially when deflated.
- (*Summarizing*) Get the children to look at the summary map on p12. Ask: *Can you trace the balloon's journey across it?* Invite them to talk through the stages of the journey.

Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to read the book 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, e.g. w-i-n-d, c-oo-l, t-ow-n, b-ur-n-er, w-ai-t.
- This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. They are listed and defined on the inside front cover. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support their comprehension when reading the text.

Speaking and listening

- In small groups, ask the children to discuss what would be the best part of a balloon ride.
- Using chairs if possible to simulate the basket, get groups of children to imagine they are on a hot air balloon ride. They should pretend they are flying over their town or school, and point out to each other the things they would see. Encourage them to take turns and listen to each other.

Writing activity

- Find an online map or satellite image which shows an aerial view of your school. Help the children to identify the school building, surrounding fields or roads, etc.
- Print or draw a large version of the map and ask the children to write and add labels to it, creating a balloon-ride display for the classroom.

Cross-curricular activity

Understanding the world

- Blow up some balloons for the children. Either using fans or by flapping paper, ask the children to attempt to steer the blown-up balloons across the room.
- Encourage them to experiment with changing direction, and discuss how the direction of the wind controls where a hot air balloon will go.

Up in the Air

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Without prompting, uses words and illustrations together to gain meaning from a text. (R/D) (Standard I, 17)
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) (Standard I, 19)
- Can talk about main points or key events in a simple text. (R) (Standard I, 20)
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) (Standard I, 21)

Letters and Sounds: Phase 3

inFact Level 3 books are designed to support children with the transition from phonic readers to richer reading with highly decodable non-fiction. These books cover non-fiction topics using natural language, with a high proportion of phonically decodable words and a selection of high-frequency words. Each book also has a limited number of non-decodable or unfamiliar topic words to enrich the language and ensure that children learn something new.

ENGLAND The National Curriculum in England: Reception

EYFS	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can put their imaginary balloon ride into words.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children can listen to others' ideas as well as expressing their own.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can answer questions about the balloon trip appropriately.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to read new words.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children can copy or write one or more words to label the map.

SCOTLAND Curriculum for Excellence: Literacy experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children can put their imaginary balloon ride into words.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children can listen to others' ideas as well as expressing their own.
	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)	Check the children can answer questions about the balloon trip appropriately.
Reading	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)	Check the children use their phonic knowledge to read new words.
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)	Check the children can copy or write one or more words to label the map.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	use appropriate, increasing vocabulary in and through play activities (YR_OracSpea.5)	Check the children can put their imaginary balloon ride into words.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children can listen to others' ideas as well as expressing their own.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children can answer questions about the balloon trip appropriately.
Reading	apply the following reading strategies with support: – recognition of high-frequency words (YR_ReadStrat.6ii)	Check the children use their phonic knowledge to read new words.
Writing	recognise the alphabetic nature of writing and understand that written symbols have meaning (YR_WritMean.5)	Check the children can copy or write one or more words to label the map.

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

	Levels of Progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (LI_com_talk.3)	Check the children can put their imaginary balloon ride into words.
	listen for information (LI_com_talk.1i)	Check the children can listen to others' ideas as well as expressing their own.
	ask and answer questions for specific information (LI_com_talk.2)	Check the children can answer questions about the balloon trip appropriately.
Reading	read and understand familiar words, signs and symbols in the environment (LI_com_read.3i)	Check the children use their phonic knowledge to read new words.
Writing	write words using sound-symbol correspondence (LI_com_writ.4i)	Check the children can copy or write one or more words to label the map.