

 Oxford Level 1+

## A Top Pot

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: materials: what things are made of

### Synopsis

Chip makes a clay pot. He moulds the clay into two balls and puts them together. He then paints his pot with black and white paint to make a panda pot.

There is a topic-linked non-fiction book to partner this title, which is called *Spot the Pot*.

### Group/Guided reading

#### Introducing the story

- ➔ *(Predicting)* Look at the cover and read the title together. Ask the children to make predictions about what might happen in the story.
- ➔ *(Predicting)* Read p2 together and say: *I wonder what happens at Top Pots*. Encourage the children to make predictions.
- ➔ Ask: *Have you ever made anything from clay?* Encourage the children to share their experiences of using clay.
- ➔ *(Predicting)* Say: *I wonder what type of pot Chip will make*. Encourage the children to make predictions. Ask: *What type of pot would you make?*

#### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *p-i-n-ch*, *f-u-n*.
- ➔ 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 some high frequency tricky words used in the story. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

**he the to**

- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. 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 story.

**went ball clay pinch**

## Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ *(Predicting)* After reading p4, say: *I wonder what Chip is doing when he presses into the ball of clay.* Encourage the children to make predictions.
- ➔ On p4, support the children to sound out and blend 'p-i-n-ch'. Check they understand why Chip needs to pinch the pot (*Answer: to make a hole in it*).
- ➔ After reading p7, point to the different pots on the shelves behind Chip. *Can you think of any other types of pot that are made from clay, e.g. cups, mugs, bowls etc.?*
- ➔ After reading p8, ask: *What is Chip doing here?* Make sure the children understand that Chip is painting his pot.
- ➔ On p9, ask the children to talk about what each member of the family might think of Chip's panda pot.

## Returning to the story

- ➔ *(Summarizing)* Ask: *What did Chip do first to make his panda pot?*
- ➔ *(Clarifying)* Re-read p5 and ask: *What do you think Chip is thinking here?*
- ➔ *(Clarifying)* Look again at p7 and draw the children's attention to the woman in the background. Say: *I wonder what she is doing with the pot.* Ask the children to make suggestions. If necessary, explain that she is putting the pot into a special oven to dry.
- ➔ *(Clarifying)* Re-read Chip's speech bubble on p8, and say: *I wonder why Chip thinks this is the fun bit.* Encourage the children to make suggestions. Ask: *Which bit do you think would be the most fun?*
- ➔ *(Questioning)* Look through the book together and ask the children to look at what Dad is making. Ask the children to think about Dad's actions in the story. Ask them to think of one question that they would like to ask Dad about what he did in the story.
- ➔ *(Summarizing)* Look at the pictures on p18, and ask children to work with a partner to retell the story in their own words.

## 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 *b-i-t-s, p-a-n-d-a*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

## Speaking, listening and drama activities

- ➔ Ask the children to work in pairs and to tell each other how Chip made the panda pot. Make sure they take turns to listen to each other.
- ➔ Ask: *How many different things did Chip have to do to make his pot?*
- ➔ Discuss as a group and see if you can all agree on how Chip made his pot.

## Writing activities

- ➔ Ask the children to draw Chip's panda pot, and prompt them to include the two sections for the head and bottom.
- ➔ Encourage them to use black and white colouring in the same way that Chip did in the story.
- ➔ Support the children to write a title for their picture, 'Panda Pot', and to label the different parts.
- ➔ Extend the activity by asking children to design their own pot and to label it.

## Cross-curricular activity

### Expressive arts and design

- ➔ Make your own pots out of clay, following Chip's method. Encourage the children to make different sorts of pots, using paint to decorate them, e.g. a Tiger Pot, a Cat Pot or a Mouse Pot.

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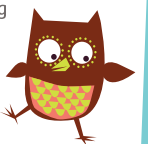
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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) (ORCS Standard 1, 5)
- Is able to read some words from the YR high frequency word list. (READ) (ORCS Standard 1, 6)
- Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R) (ORCS Standard 1, 8)
- Knows a wider range of GPCs and can sound and blend to read most CVC words (including words with double letters, e.g. bell, hiss). (READ) (ORCS Standard 1, 10)

### Letters and Sounds: Phase 2

*Explore with Biff, Chip and Kipper* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

### ENGLAND Statutory Framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
<b>ELG 03 Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children are able to clearly explain to each other how Chip made his pot.
<b>ELG 01 Listening and attention</b>	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to their partner's explanation of how Chip made his pot.
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children give suggestions of other types of pots that are made using clay.
<b>ELG 09 Reading</b>	Children read and understand simple sentences. (ELG09.1)	Check the children can read the story with support.
	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 and unfamiliar words.
	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to retell the story in their own words.
<b>ELG 10 Writing</b>	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 make phonetically plausible attempts to write a title for their pot and label it.

## SCOTLAND Curriculum for Excellence: Literacy and English 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 are able to clearly explain to each other how Chip made his pot.
	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 listen carefully to their partner's explanation of how Chip made his pot.
	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 give suggestions of other types of pots that are made using clay.
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 and unfamiliar words.  Check the children can read the story with support.
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 make phonetically plausible attempts to write a title for their pot and label it.

## WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	talk about things from their experience and share information (YR_OracSpea.3) speak audibly (YR_OracSpea.6)	Check the children are able to clearly explain to each other how Chip made his pot.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen carefully to their partner's explanation of how Chip made his pot.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children give suggestions of other types of pots that are made using clay.
Reading	apply the following reading strategies with support: -phonic strategies to decode simple words (YR_ReadStrat.6i) 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)	Check the children can read the story with support.  Check the children use their phonic knowledge to read new and unfamiliar words.
	retell familiar stories in a simple way using pictures to support (YR_ReadComp.1)	Check the children are able to retell the story in their own words.
Writing	copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner (YR_WritMean.6)	Check the children make phonetically plausible attempts to write a title for their pot and label it.

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

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	Speak audibly to be heard and understood (L1_com_talk.5)	Check the children are able to clearly explain to each other how Chip made his pot.
	listen for information (L1_com_talk.1i)	Check the children listen carefully to their partner's explanation of how Chip made his pot.
	talk about their experiences (L1_com_talk.4)	Check the children give suggestions of other types of pots that are made using clay.
<b>Reading</b>	use reading strategies (L1_com_read.2i)	Check the children can read the story with support.
	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to read new and unfamiliar words.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to retell the story in their own words.
<b>Writing</b>	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to write a title for their pot and label it.

## CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children are able to clearly explain to each other how Chip made his pot.
	Listen to others and respond appropriately. (1SL7)	Check the children listen carefully to their partner's explanation of how Chip made his pot.
	Answer questions and explain further when asked. (1SL4)	Check the children give suggestions of other types of pots that are made using clay.
<b>Reading</b>	Use knowledge of sounds to read and write single syllable words with short vowels. (1R04)	Check the children can read the story with support.
	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to read new and unfamiliar words.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to retell the story in their own words.
<b>Writing</b>	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to write a title for their pot and label it.