



Oxford Level 3

Home for a Night

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

Teaching notes written by Karra McFarlane.

Text type: fiction

Topic: homes

Synopsis

Dad has a surprise for the family – they’re going camping! Mum, Dad, Biff, Chip and Kipper are all staying in a yurt. Wilf and Wilma are sleeping in a tent with their mum and dad, until a storm hits and blows the tent down. Luckily, there is plenty of room in the yurt for everyone.

There is a topic-linked non-fiction book to partner this title, which is called *The Right Home*.

Group/Guided reading

Introducing the story

- ➡ (Predicting) Look at the cover together. Ask: *Why do you think the children are holding sleeping bags?*
- ➡ (Predicting) Read the title together and ask: *What do you think the children’s home for a night might be?* Ask the children to share any stories they have of camping trips.
- ➡ (Predicting) Ask: *What do you think Biff, Chip and Kipper will enjoy about camping?*
- ➡ (Questioning) Turn to p4–5 and look at the picture. Say: *I wonder what that is? It doesn’t look like a tent.* Read the text on p4 together and establish that it is a yurt. Ask the children to work with a reading partner to think of some questions about yurts that they would like to find answers to in the story.

Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *n-igh-t*, *r-ai-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 book. 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:

she we be was you all are

- ➡ 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.

surprise home camping saw storm

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.
- ➡ After reading p7, ask: *Why might Chip think the yurt is a fun home?*
- ➡ On p9, support the children to sound out and blend the word *l-igh-t-n-i-ng*.
- ➡ *(Predicting)* After reading p11, ask: *What do you think will happen next?* Encourage the children to say what might happen to the tent in the storm.
- ➡ *(Summarizing)* After reading p15, ask: *Why do Wilf and Wilma have to sleep in the yurt with Biff, Chip and Kipper?*
- ➡ Before reading p17, draw the children's attention to the punctuation used at the end of the first word. Encourage them to use appropriate intonation and expression as they read. Say: *I wonder how Mum and Dad feel about having Wilf and Wilma in the yurt.*

Returning to the story

- ➡ Look at the picture on p8 again and say: *I wonder how Wilf and Wilma feel about sleeping in a tent. Ask: Would you like to sleep in a tent or a yurt? Why?*
- ➡ *(Clarifying)* Re-read p11 together, and ask: *Why does Kipper ask if the rain will ever stop? Say: I wonder how the children feel about the storm. Ask: Do you like storms? Why?*
- ➡ *(Clarifying)* Ask: *How do you think Wilf and Wilma feel when they find their wet stuff in the tent?*
- ➡ *(Questioning)* Look again at p14–15. Ask the children to suggest questions that Wilf and Wilma might ask Biff, Chip and Kipper about staying in the yurt, e.g. *Is it warm in the yurt? Are there lights in the yurt?*
- ➡ *(Summarizing)* Look together at the story map on p18. Ask the children to use the story map to discuss how the characters feel at certain points in the story. Ask: *How does the way they feel change throughout the story?*

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 *qu-i-ck, y-ur-t*.
- ➡ 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 role-play the point in the story where the children walk out of the yurt when the storm is over and find the tent has been blown down.
- ➔ Assign a role to each child in the group and encourage them to use their knowledge of the character to predict how they might react to the situation.
- ➔ Encourage the children to use facial expressions and body language, as well as speech, to show how they feel.

Writing activities

- ➔ Ask the children to take on the role of one of the children in the story and to write a short postcard to another friend at home explaining what has happened on their camping trip.
- ➔ If the children struggle with writing, ask the children to create the text for the postcard orally as a group and then act as a scribe for them.
- ➔ Encourage the children to plan what they want to write orally before writing anything down.

Cross-curricular activity

Understanding the world

- ➔ Ask the children to research different types of homes. Explain that some homes are built specifically for different climates. Ask them to research log cabins, mud huts and igloos and find out about why they are useful in different climates.

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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) (ORCS Standard 1, 17)
- With support, can find information to help answer simple, literal questions. (R) (ORCS Standard 1, 18)
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) (ORCS Standard 1, 19)
- 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

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
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children use facial expressions and body language, as well as speech, to show how a character might react in the role play scenario.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen to peers in role. Check the children listen to and consider predictions that their peers make about what might happen next in the story.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to make suggestions about how the different characters feel at various points in the story.
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 sound out and blend unknown words as they encounter them.
	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to relate events in the story to their own experiences.
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 are able to make plausible attempts at spelling phonically decodable words.

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 use facial expressions and body language, as well as speech, to show how a character might react in the role play scenario.
	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)	Check the children listen to peers in role and respond appropriately, using new words. Check the children listen to and consider predictions that their peers make about what might happen next in the story.
	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 are able to ask questions about the story.
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 sound out and blend unknown words as they encounter them.
	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 are able to relate events in the story to their own experiences.
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 are able to make plausible attempts at spelling phonically decodable words.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children use facial expressions and body language, as well as speech, to show how a character might react in the role-play scenario. Check the children listen to peers in role.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children are able to make suggestions about how the different characters feel at various points in the story.
Reading	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 sound out and blend unknown words as they encounter them.
	relate information and ideas from a text to personal experience (YR_ReadComp.3)	Check the children are able to relate events in the story to their own experiences.
Writing	produce pieces of emergent writing (YR_WritMean.2)	Check the children are able to make plausible attempts at spelling phonically decodable words.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:

Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children consider what their character is thinking and feeling during the role play scenario.
	listen for information (L1_com_talk.1i)	Check the children listen to peers in role. Check the children listen to and consider predictions that their peers make about what might happen next in the story.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children are able to make suggestions about how the different characters feel at various points in the story.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children sound out and blend unknown words as they encounter them.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to relate events in the story to their own experiences.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children are able to make plausible attempts at spelling phonically decodable words.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9) Note that people speak in different ways for different purposes and meanings. (1SL10)	Check the children use facial expressions and body language, as well as speech, to show how a character might react in the role-play scenario.
	Listen to others and respond appropriately. (1SL7)	Check the children listen to peers in role. Check the children listen to and consider predictions that their peers make about what might happen next in the story.
	Answer questions and explain further when asked. (1SL4)	Check the children are able to make suggestions about how the different characters feel at various points in the story.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children sound out and blend unknown words as they encounter them.
Writing	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 are able to make plausible attempts at spelling phonically decodable words.