



Oxford Level 3

Pumpkin Mess

Written by Paul Shipton and 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: growing fruit and vegetables

Synopsis

Wilf and Wilma's dad wants to enter his pumpkin in the biggest pumpkin contest at the fair. It is too big to fit in the boot of the car, so Dad ties the pumpkin to the car roof. But when they arrive at the fair ... it slides off with a big 'splat'!

There is a topic-linked non-fiction book to partner this title, which is called *Grow a Strawberry Mess*.

Group/Guided reading

Introducing the story

- ➔ Look at the cover and read the title together. Talk about the pumpkin and make sure the children know what a pumpkin is. Ask: *Do you know any other stories about big vegetables?*
- ➔ *(Predicting)* Point out the word 'Mess' in the title. Ask: *What do you think might happen to the pumpkin in this story?*
- ➔ *(Predicting)* Read the back cover blurb together and say: *I wonder whether Dad will win the biggest pumpkin contest.* Encourage the children to make predictions.
- ➔ Look at the picture of the pumpkin on p2-3. Ask: *Why does this pumpkin look different from the picture of the pumpkin on the cover?*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *f-air*, *b-i-gg-er*.
- ➔ 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:

he

- ➔ 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.

what fast fall straps splat

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.
- ➔ Look together at p4–5 and ask: *What is happening to the pumpkin?* Check children understand that these four pictures show the same pumpkin growing bigger.
- ➔ *(Predicting)* After reading p7, say: *I wonder if Dad's pumpkin is big enough to win the contest.* Encourage the children to make predictions.
- ➔ *(Predicting)* On p12, ask: *What do you think will happen to the pumpkin?*
- ➔ On p14, point to the ellipsis after 'Then'. Explain that this is to show a pause in the story during which something begins to happen.
- ➔ On p17, point to the exclamation mark at the end of Wilma's speech. Ask: *How do you think Wilma says this sentence?* Encourage the children to read Wilma's speech with appropriate intonation and expression.

Returning to the story

- ➔ *(Clarifying / Summarizing)* Ask: *How many times did the pumpkin nearly fall off the car?* Ask the children to explain why the pumpkin nearly fell off the car.
- ➔ *(Clarifying)* Re-read p12 and say: *I wonder how the family feel when the cat runs into the road.* Encourage the children to say how the family might have felt.
- ➔ *(Clarifying)* Ask: *Why did the pumpkin finally fall off the car?*
- ➔ *(Summarizing)* Ask: *What was your favourite part of the story?* Ask the children to give reasons for their answers.
- ➔ *(Summarizing)* Look at the pictures on p18, 'Retell the Story'. Ask the children, in their own words, to describe how the pumpkin changes over the course of 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 *t-oo-k, e-v-er*.
- ➔ 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

- ➔ Look again at the picture of the pumpkin on p6. Move around the group and ask each child to think of a different adjective to describe the pumpkin, e.g. huge, enormous, massive, gigantic.
- ➔ Keep moving around the group until they cannot think of any new words. Ask the child to suggest another page in the book and something else to describe, e.g. the small pumpkin on p3, the snail on p10, or the squashed pumpkin on p17.
- ➔ Create a class list of all the describing words the children are able to think of.

Writing activities

- ➔ Ask the children to create a poster for the fair advertising the biggest pumpkin contest.
- ➔ Encourage the children to talk about what information they need to include on the poster, e.g. time, date, location, any specific details about the contest.
- ➔ Support the children to spell any new or unfamiliar words and encourage them to attempt to spell the word 'pumpkin' themselves, or to find the word in the book to help them.

Cross-curricular activity

Mathematics

- ➔ Support the children to use books and child-friendly sites on the Internet to find out more about pumpkins. Can they find the biggest pumpkin ever grown?

Oxford
OWL

For school

Discover free eBooks, teaching notes, advice and support

For home

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk

Pumpkin Mess

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read most of the YR high frequency word list. (READ) (ORCS Standard 1, 16)
- 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. (ORCS Standard 1, 18)
- 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 suggest new and interesting words to describe the pumpkin at various points throughout the story.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to the describing words suggested by others so they don't repeat them.
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 talk about how the family might have felt when the cat ran into the road.
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 decode new and unfamiliar words.
	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to talk about the different times the pumpkin nearly fell off the car, and what happened when it finally did fall off.
ELG 10 Writing	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG 10.2)	Check the children make phonetically plausible attempts to spell 'pumpkin' when designing their posters.

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 suggest new and interesting words to describe the pumpkin at various points throughout the story.
	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 carefully to the describing words suggested by others so they don't repeat 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 talk about how the family might have felt when the cat ran into the road.
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 or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	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 talk about the different times the pumpkin nearly fell off the car, and what happened when it finally did fall off.
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 spell 'pumpkin' when designing their posters.

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 suggest new and interesting words to describe the pumpkin at various points throughout the story.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen carefully to the describing words suggested by others so they don't repeat them.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children are able to talk about how the family might have felt when the cat ran into the road.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	relate information and ideas from a text to personal experience (YR_ReadComp.3)	Check the children are able to talk about the different times the pumpkin nearly fell off the car, and what happened when it finally did fall off, relating this to personal experiences.
Writing	recognise the alphabetic nature of writing and understand that written symbols have meaning (YR_WritMean.5) copy and write letters, words and phrases, e.g. from the environment of those modelled by the practitioner (YR_WritMean.6)	Check the children make phonetically plausible attempts to spell 'pumpkin' when designing their posters.

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 suggest new and interesting words to describe the pumpkin at various points throughout the story.
	listen for information (L1_com_talk.1i)	Check the children listen carefully to the describing words suggested by others so they don't repeat them.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children are able to talk about how the family might have felt when the cat ran into the road.
Reading	use reading strategies (L1_com_read.2i) 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 decode new and unfamiliar words.
	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children are able to talk about the different times the pumpkin nearly fell off the car, and what happened when it finally did fall off.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to spell 'pumpkin' when designing their posters.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Converse audibly with friends, teachers and other adults. (1SL2) Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children suggest new and interesting words to describe the pumpkin at various points throughout the story.
	Listen to others and respond appropriately. (1SL7)	Check the children listen carefully to the describing words suggested by others so they don't repeat them.
	Answer questions and explain further when asked. (1SL4)	Check the children are able to talk about how the family might have felt when the cat ran into the road.
Reading	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 decode new and unfamiliar words.
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 make phonetically plausible attempts to spell 'pumpkin' when designing their posters.