



Oxford Level 6

Seeing in the Dark

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Text type: fiction

Topic: human and animal senses

Synopsis

Biff and Chip are staying at Gran's house. When they wake up in the morning, they run outside to pick strawberries but they discover that something has eaten them. When it gets dark, the children look out of the window using night-vision binoculars and discover the culprit is a badger! The next day, they take some apples to the badger's sett.

There is a topic-linked non-fiction book to partner this title, which is called *Super Senses*.

Group/Guided reading

Introducing the story

- ➔ Ask the children if they have read any stories in which things happen at night. Encourage them to describe them briefly. Ask: *Do you think stories that take place at night-time are more exciting? Why?*
- ➔ *(Predicting)* Read the blurb together. Ask the children to name any animals they can think of that hunt at night. Ask: *What do you think might have eaten Gran's strawberries?*
- ➔ *(Predicting)* Say: *I wonder how Biff and Chip will find out what has eaten the strawberries.* Encourage the children to share suggestions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *v-i-si-on*, *d-i-gg-i-ng*.
- ➔ 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:

looked called asked

- ➔ 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.

cottage binoculars badger two

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 children to re-read sentences to focus on meaning.
- ➔ *(Predicting)* On p7, ask: *What do you think made the mess in Gran's garden?* Encourage the children to make predictions.
- ➔ *(Questioning)* On p9, ask the children to think of some questions they would like to ask Biff and Chip about what has happened to Gran's garden.
- ➔ *(Predicting)* On p11, ask the children to explain what night-vision binoculars are and clarify if necessary. Say: *I wonder how Gran will use these to solve the mystery.* Encourage the children to make predictions.
- ➔ *(Predicting)* After reading p13, ask: *How do you think the children feel when Gran wakes them up? What do you think Gran wants to show them?*
- ➔ On p18, ask: *Why doesn't Gran want badgers in her garden?*
- ➔ After reading p21, ask: *Why is the picture green and black?* If necessary, link it to the picture on p20 and ask: *How is Gran able to see the children in the dark?*

Returning to the story

- ➔ *(Questioning)* Re-read p14–15 and ask: *How would you feel if you saw a badger in your garden? Ask: What would you like to know about badgers?* Encourage the children to think of some questions about badgers.
- ➔ *(Clarifying)* Re-read p16–17 and ask: *Why does Gran put down some apples for the badger?*
- ➔ *(Summarizing)* Ask: *What trick did the children play on Gran?*
- ➔ *(Clarifying)* Ask: *Why do Biff and Chip like staying with Gran? Do you think Gran likes having Biff and Chip to stay? Why?*
- ➔ Look together at the story map on p22. Ask the children to take turns to say what is happening in each picture. Ask them to retell the story in their own words, using the pictures as prompts.

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 *l-aw-n, w-or-m-s*.
- ➔ 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

- ➔ Organize the children into two groups and explain that you would like them to take part in a debate.
- ➔ Explain that one group will be arguing that badgers should be welcome in gardens, and the other group will be arguing that badgers shouldn't be allowed in gardens.
- ➔ Before the debate begins, ask the children to discuss, in their groups, the main points they will be arguing. Prompt them by explaining that some people feel all wildlife is important and should be welcome in our gardens, and that gardens provide an important food source for badgers. Then explain that some people feel that badgers can ruin gardens and eat crops, and so should be kept out.
- ➔ During the debate, encourage the children to ask and answer questions, respond appropriately to points that others have made, and to put their arguments across as persuasively as possible.

Writing activities

- ➔ Ask the children, in role as Biff or Chip, to write a postcard to Kipper explaining what happened with the badger.
- ➔ Prompt the children to use the book and the story map on p22, to make sure they sequence the events correctly.
- ➔ Encourage the children to rehearse what they want to say orally before they write anything down, and prompt them to re-read their writing to check it makes sense.

Cross-curricular activity

Science

- ➔ Ask the children to use books and child-friendly sites on the Internet to find out about some other animals that hunt at night. Ask the children to find out where they live and what they eat.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ) (ORCS Standard 2, 19)
- Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ) (ORCS Standard 2, 20)
- Can relate stories/texts to their own experiences, including story settings and incidents. (D) (ORCS Standard 2, 22)
- Can comment on obvious characteristics and actions of characters in stories. (D) (ORCS Standard 2, 23)

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children contribute to the debate, responding appropriately to points that others have made.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children can blend the sounds in unfamiliar words such as /ur/ in 'earth' and 'worms'.
Reading: Comprehension	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Check the children are able to infer that Gran leaves apples for the badger because she feels sad that the badger won't be able to get food from her garden any more.
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children are able to make predictions about how Gran will use the night-vision binoculars to solve the mystery.
Writing: Composition	composing a sentence orally before writing it (Y1 WritComp.1ii)	Check the children rehearse what they want to write orally before writing anything down.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Check the children contribute to the debate, responding appropriately to points that others have made.
Reading	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a)	Check the children can blend the sounds in unfamiliar words such as /ur/ in 'earth' and 'worms'.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children are able to infer that Gran leaves apples for the badger because she feels sad that the badger won't be able to get food from her garden any more. Check the children are able to make predictions about how Gran will use the night-vision binoculars to solve the mystery.
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children consider how they will write their postcards to Kipper, how much information to include and how to sequence the main events.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)	Check the children contribute to the debate, responding appropriately to points that others have made.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children can blend the sounds in unfamiliar words such as /ur/ in 'earth' and 'worms'.
	look for clues in the text to understand information (Y1_ReadStrat.12)	Check the children are able to infer that Gran leaves apples for the badger because she feels sad that the badger won't be able to get food from her garden any more.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children are able to make predictions about how Gran will use the night-vision binoculars to solve the mystery.
Writing	talk about what they are going to write (Y1_WritMean.4)	Check the children rehearse what they want to write orally before writing anything down.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children contribute to the debate, responding appropriately to points that others have made.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children can blend the sounds in unfamiliar words such as /ur/ in 'earth' and 'worms'.
	talk about what they read and answer questions (L1_com_read.5) show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children are able to infer that Gran leaves apples for the badger because she feels sad that the badger won't be able to get food from her garden any more.
	express opinions and make predictions (L2_com_read.5ii)	Check the children are able to make predictions about how Gran will use the night-vision binoculars to solve the mystery.
Writing	talk about what they are going to write (L1_com_writ.1)	Check the children rehearse what they want to write orally before writing anything down.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Take turns in speaking. (1SL6)	Check the children contribute to the debate, responding appropriately to points that others have made.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children can blend the sounds in unfamiliar words such as /ur/ in 'earth' and 'worms'.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to infer that Gran leaves apples for the badger because she feels sad that the badger won't be able to get food from her garden any more.
	Anticipate what happens next in a story. (1Ri1)	Check the children are able to make predictions about how Gran will use the night-vision binoculars to solve the mystery.
Writing	Write a sequence of sentences retelling a familiar story or recounting an experience. (1Wt1)	Check the children consider how they will write their postcards to Kipper, how much information to include and how to sequence the main events.