



## Oxford Level 2

# The Big Picnic

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Text type: fiction

Topic: where food comes from

## Synopsis

Dad, Mum, Biff, Chip and Kipper have a picnic on the beach. The children eat lots of food until they are full to the top. But they manage to make some room for Dad's fantastic cake!

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

## Group/Guided reading

### Introducing the story

- ➔ (Predicting) Look at the front cover and read the title together. Say: *I wonder what is in the bag that Biff and Chip are carrying.* Encourage the children to make predictions.
- ➔ (Predicting) Ask: *Why do you think the book is called the 'big' picnic? What do you think will be big about it?*
- ➔ Read the back cover blurb together and ask the children to share what they enjoy about picnics. Ask: *What is your favourite picnic food? Where do you like to go to have a picnic?*

### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *d-i-sh, ch-i-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 was are my**

- ➔ 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.

**full too cake**

## 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.
- ➔ On p5, ask: *How do you think Kipper feels about having a picnic in the sun?* Encourage the children to read Kipper's speech with appropriate expression and intonation, and point out the exclamation marks if necessary.
- ➔ On p6, point to Mum's speech and ask the children to explain what they think Mum means when she says 'tuck in'.
- ➔ *(Summarizing)* After reading p13, ask the children to explain how Biff, Chip and Kipper are feeling. Ask: *Why does Kipper say he will go pop?*
- ➔ *(Predicting)* After reading p14–15, say: *I wonder what is inside the tin that Dad is holding.* Encourage the children to make predictions.
- ➔ *(Summarizing)* After finishing the story, ask the children to summarize what happened.

## Returning to the story

- ➔ Look again at the picture of the picnic on p4–5. Ask: *What foods from the picnic would you choose to eat?*
- ➔ *(Summarizing / Clarifying)* Re-read the title and discuss why it is called the 'big' picnic. Ask: *What was big about it?*
- ➔ *(Questioning)* Ask the children to think of some questions they'd like to ask one of the characters in the story. You may need to model this for them by thinking aloud, e.g. say: *I wonder what Mum's favourite food was at the picnic.*
- ➔ *(Summarizing)* Turn to the story map on p18. Encourage the children to work in pairs to retell the story, 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 *s-a-l-a-d, t-u-ck.*
- ➔ 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 small groups to prepare a version of the story for the radio. Ensure the children are familiar with this format.
- ➔ Explain that one child should take on the role of the narrator and the others should take on the roles of each of the children, Mum and Dad. Tell the children in role as the characters to read the text in speech marks and speech bubbles, and explain that the narrator should read the rest.
- ➔ Remind the children that no one will be able to see actions or facial expressions on the radio, so they will need to add expression and intonation to their speech to show how the characters are feeling and what they are doing.
- ➔ Ask groups to perform their stories to the rest of the class.

## Writing activities

- ➔ Ask the children to imagine that they are going on a big picnic.
- ➔ Ask the children to work in small groups to write a shopping list of all the things they will need for their big picnic. Each child should be given a turn to write, or to spell out words for you to write down.
- ➔ Encourage the children to find the words in the book to help them where possible.

## Cross-curricular activity

### Understanding the world

- ➔ Remind the children that in the story Biff ate some pasta salad. Ask the children to use cookery books or child-friendly sites on the Internet to find a recipe for pasta salad.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R) (ORCS Standard 1, 8)
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) (ORCS Standard 1, 13)
- Can read words with consonant digraphs: ch, sh, th, ng. (READ) (ORCS Standard 1, 15)

### 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
<b>ELG 03 Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children use intonation and expression in their speech when performing a version of the story for the radio.
<b>ELG 01 Listening and attention</b>	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to each other's performances.
<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 are able to explain how the children feel after eating the picnic and why Kipper says he will go pop.
<b>ELG 09 Reading</b>	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 can read the digraphs 'sh' and 'ch' accurately ('dish', 'chin').  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 can 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 sensible attempts to spell both familiar and unfamiliar words accurately during the writing activity.

## 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 intonation and expression in their speech when performing a version of the story for the radio.
	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 each other's performances.
	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 think of a question they would like to ask the characters in 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 can read the digraphs 'sh' and 'ch' accurately ('dish', 'chin').  Check the children use their phonic knowledge to decode new and unfamiliar words.
	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)	Check the children can retell the story in their own 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 and write. (ENG 0-12a / LIT 0-13a / LIT 0-19a)	Check the children make sensible attempts to spell both familiar and unfamiliar words accurately during the writing activity.

## 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 intonation and expression in their speech when performing a version of the story for the radio.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen carefully to each other's performances.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children are able to explain how the children feel after eating the picnic and why Kipper says he will go pop.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children can read the digraphs 'sh' and 'ch' accurately ('dish', 'chin').  Check the children use their phonic knowledge to decode new and unfamiliar words.
	retell familiar stories in a simple way using pictures to support (YR_ReadComp.1)	Check the children can 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 sensible attempts to spell both familiar and unfamiliar words accurately during the writing activity, using the book to help them where necessary.

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

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	<p>speak audibly to be heard and understood (L1_com_talk.5)</p> <p>take on the role of someone else (L1_com_talk.1ii)</p>	<p>Check the children use intonation and expression in their speech when performing a version of the story for the radio.</p>
	<p>listen for information (L1_com_talk.1i)</p>	<p>Check the children listen carefully to each other's performances.</p>
	<p>ask and answer questions for specific information (L1_com_talk.2)</p>	<p>Check the children are able to explain how the children feel after eating the picnic and why Kipper says he will go pop.</p> <p>Check the children think of a question they would like to ask the characters in the story.</p>
<b>Reading</b>	<p>understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p>	<p>Check the children can read the digraphs 'sh' and 'ch' accurately ('dish', 'chin').</p> <p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p>
	<p>talk about what they read and answer questions (L1_com_read.5)</p>	<p>Check the children can retell the story in their own words.</p>
<b>Writing</b>	<p>write words using sound-symbol correspondence (L1_com_writ.4i)</p>	<p>Check the children make sensible attempts to spell both familiar and unfamiliar words accurately during the writing activity.</p>

**CAMBRIDGE INTERNATIONAL** Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	<p>Speak confidently to a group to share an experience. (1SL5)</p>	<p>Check the children speak confidently and use intonation and expression in their speech when performing a version of the story for the radio.</p>
	<p>Listen to others and respond appropriately. (1SL7)</p>	<p>Check the children listen carefully to each other's performances.</p>
	<p>Answer questions and explain further when asked. (1SL4)</p>	<p>Check the children are able to explain how the children feel after eating the picnic and why Kipper says he will go pop.</p>
<b>Reading</b>	<p>Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)</p>	<p>Check the children can read the digraphs 'sh' and 'ch' accurately ('dish', 'chin').</p> <p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p>
<b>Writing</b>	<p>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)</p>	<p>Check the children make sensible attempts to spell both familiar and unfamiliar words accurately during the writing activity.</p>