



Oxford Level 4

The Mosaic Trail

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Text type: fiction
Topic: mosaics

Synopsis

Chip and Biff are looking at a book about mosaics when the magic key begins to glow. It takes them back to Roman times, where they meet a man who has been robbed. With the help of some Roman soldiers, they help retrieve his stolen wagon full of mosaic pieces and watch him begin to construct a mosaic floor.

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

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look together at the cover and read the title. Ask: *What do you think the mosaic trail might be?*
- ➔ Read the blurb together and ask the children to share anything they already know about mosaics. If necessary, explain what mosaics are.
- ➔ *(Predicting)* Look together at the illustrations on p2–3. Ask: *What do you think the book the children are reading is about? Where do you think the magic key might take them?*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *f-o-r-e-s-t*, *r-o-bb-er-s*.
- ➔ 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:

said have some come little

- ➔ 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.

floor mosaic Roman made horses

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.
- ➔ *(Questioning)* After reading p5, say: *I wonder where Biff and Chip are now. Ask: If you were there with them, what would you ask Biff and Chip?*
- ➔ On p8, ask the children to read the speech bubble with appropriate expression and intonation.
- ➔ *(Predicting)* On p13, ask: *Do you think the Romans will help Biff and Chip?*
- ➔ *(Predicting)* After reading p15, ask: *Where do you think the Romans are going to take Biff and Chip?*
- ➔ On p20, ask: *What are Biff and Chip helping the man to make?*

Returning to the story

- ➔ *(Summarizing / Clarifying)* Ask: *Where did the magic key take the children in this story?*
- ➔ *(Clarifying)* Ask: *What had happened to the man when Biff and Chip first found him?*
- ➔ *(Summarizing / Clarifying)* Ask: *How did the children find out what the trail of little red bits was?*
- ➔ *(Questioning)* Ask: *Do you have any questions about the story?* Encourage the children to share their questions and suggest possible answers as a group.
- ➔ *(Summarizing)* Ask the children to share which part of the story they found the most exciting and ask them to explain why.
- ➔ *(Summarizing)* Ask the children to work with a partner to take turns to describe each picture in the story map on p22. Encourage each pair to use the story map to help them to retell the story to another pair.

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-r-ai-l, w-a-g-o-n*.
- ➔ 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

- ➔ Arrange the children into groups of three, and assign them the roles of either Biff, Chip or Kipper.
- ➔ Ask them to imagine Biff and Chip have returned from the adventure and meet Kipper in their bedroom.
- ➔ Ask Biff and Chip to describe where they have been, what happened, and how they felt.
- ➔ Encourage the child in role as Kipper to ask questions about the adventure.
- ➔ Remind the children to use expression and intonation in their voices.

Writing activities

- ➔ Ask the children to look at the illustration for the part of the story they found the most exciting.
- ➔ Ask them to write two or three sentences about what is happening in the picture, e.g. who is in the picture, what are they doing and what they might be thinking or feeling.
- ➔ Encourage them to rehearse their sentences aloud with a partner before writing anything down.

Cross-curricular activity

Art and design

- ➔ Provide the children with sheets of different coloured paper. Encourage them to tear or cut the paper into small squares and then stick them on to another sheet of paper to create a mosaic pattern or picture.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) (ORCS Standard 2, 1)
- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) (ORCS Standard 2, 2)
- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E) (ORCS Standard 2, 3)
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) (ORCS Standard 2, 7)

Letters and Sounds: Phase 4

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

	National Curriculum objectives	Book-related assessment pointers
Spoken language	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children are able to take on the role of one of the children from the story and describe how they felt at different points in the story.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children make use of their phonic knowledge when encountering new words e.g. wagon.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children suggest the magic key will take Biff and Chip to see some mosaics.
	explain clearly their understanding of what is read to them (Y1 ReadComp.4)	Check the children can make links between the trail of red bits and the theft of the wagon.
Writing: Composition	composing a sentence orally before writing it (Y1 WritComp.1ii) sequencing sentences to form short narratives (Y1 WritComp.1iii)	Check the children practise their sentences orally before writing them in a sequential order.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-06a)	Check the children are able to take on the role of one of the children from the story and describe how they felt at different points in the story.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children make use of their phonic knowledge when encountering new words e.g. wagon.
	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 predict the magic key will take Biff and Chip to a setting featuring mosaics. Check the children can make links between the trail of red bits and the theft of the wagon.
Writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. (LIT 1-22a)	Check the children write their sentences in a sequential order.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	adopt a role using appropriate language (Y1_OracSpea.7) include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)	Check the children are able to take on the role of one of the children from the story and describe how they felt at different points in the story.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children make use of their phonic knowledge when encountering new words e.g. wagon.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children predict the magic key will take Biff and Chip to a setting featuring mosaics. Check the children can make links between the trail of red bits and the theft of the wagon.
Writing	talk about what they are going to write (Y1_WritMean.4)	Check the children practise their sentences orally with a partner.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	talk about events in sequence with supporting detail (L2_com_talk.4)	Check the children are able to take on the role of one of the children from the story and describe how they felt at different 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 make use of their phonic knowledge when encountering new words e.g. wagon.
	express opinions and make predictions (L2_com_read.5ii)	Check the children predict the magic key will take Biff and Chip to a setting featuring mosaics.
	talk about what they read and answer questions (L1_com_read.5)	Children can make links between the trail of red bits and the theft of the wagon.
Writing	talk about what they are going to write and how they will present their writing (L2_com_writ.1)	Check the children practise their sentences orally with a partner.

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)	Check the children are able to take on the role of one of the children from the story and describe how they felt at different 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 make use of their phonic knowledge when encountering new words e.g. wagon.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children predict the magic key will take Biff and Chip to a setting featuring mosaics. Check the children can explain how the trail of red bits links with the theft of the wagon.
Writing	Write a sequence of sentences retelling a familiar story or recounting an experience. (1Wt1)	Check the children write their sentences in a sequential order.