

Teacher's Overview

Your guide to Oxford Reading Tree



How to use this Evaluation Pack:

- 1.** Read this Teacher's Overview as it highlights a route through the Oxford Reading Tree resources
- 2.** Look through the selection of material to see how they can be used in your classroom
- 3.** Contact your local Educational Consultant for further guidance:
Tel +44 1865 354240
Email ort.international@oup.com



**Oxford
Reading
Tree**

Oxford Reading Tree is one of the most popular reading programmes in the world. It is highly successful because children love the characters and want to read about them. It is easy for teachers to use and is an ideal way to encourage more parental support.

The programme is for four to eight year olds. It addresses the reading needs and development of the whole child by building primarily on the importance of story in the learning experience of all children. At the same time it recognises the wide range of skills that the child needs to acquire in learning to read.

Through story, *Oxford Reading Tree* provides a context for reading to take place. Every storybook in the programme tells a complete story with pictures and text working together to give children clues to help them predict the meaning of simple sentences.

Oxford Reading Tree is divided into stages which gradually increase in number of words and the difficulty of the sentences. Stage 1 teaches important pre-reading skills. Stage 1+ to 5 introduce specific reading skills which are developed as each child progresses through Stages 6 to 11 to become confident readers.

Here's what teachers say about Oxford Reading Tree:

'The students absolutely love the stories and the pictures. They refer to the characters in everyday conversation when trying to describe someone. They also use the characters in their own stories'. Angela Darwich, Rawafed School, Abu Dhabi

'We all enjoy the stories so much. Well done for finally producing a reading scheme that makes children laugh'. Alisa E Green, Nansi Junior School, Zambia

'ORT has linked teacher, parent and child by giving us Kipper, Biff and Floppy as friends'. Teacher, Taipon School, St Lucia

'A fantastic scheme. The kids love it, I love it and the parents love it!'. Jenny Martin, International School of Helsinki, Finland

'Oxford Reading Tree gets children involved in all learning areas: listening, speaking, reading and writing. Best of all there is a valuable link between the stories and children's prior knowledge and own experiences'. English Co-ordinator, St Gabriel's School, Chile

'ORT is motivating and stimulating for the children. It aims to develop the child's language, rather than sticking to limited, and boring vocabulary. Since we adopted it in its infancy 15 years ago, our standards have steadily improved'. Sandy Whitford, St Christopher's School, Bahrain

'Making the switch to Oxford Reading Tree 3 years ago revolutionised our reading program! Even children with very little English quickly come to love the familiar characters. It is impressive how much new vocabulary the children retain simply from hearing the stories. Reading fluency has improved tremendously and most children are reading confidently'.

Wendy Lau, Head of English, St Catherine's, Hong Kong

Although *Oxford Reading Tree* is a flexible programme that can be used in many different classroom settings we would suggest the following route through to get the best from your children:

Whole class work

with *Big Books* and *MagicPage* interactive software

Pages 4-5



Group work

with *Biff, Chip and Kipper Stories*

Pages 6-9



Independent work

Fiction, non-fiction and poetry

Pages 10-11



Whole class work

What is whole class work?

Whole class work involves the teacher modelling reading to the whole class.

Big Books

Big Books are available at Stages 1 – 3. These are large format versions of the little books enabling you to model reading the story and talk about the pictures and text with the children. These books will introduce the children to the *Oxford Reading Tree* characters.

At these early reading stages, it is important to get children excited about reading by encouraging them to talk about their own thoughts and experiences of the stories. All the books in the earlier stages of *Oxford Reading Tree* are based on familiar experiences such as going to school and family life so the teacher can use 'talk' to help children look for, and make meaning in reading.

If you are teaching second language English learners, you may want to use your mother tongue and don't be worried if your children respond in their own language in the early Stages of *Oxford Reading Tree*.

Free *Teaching Notes* provide full guidance on using the Big Books.

Extended versions of the stories are provided for you to read aloud

Suggested questions throughout to check children's comprehension of the story

Includes speaking and listening, reading and writing activities

The Toys' Party
Extended story

C = Language comprehension

Cover/Introduction
This story is called *The Toys' Party*. It's all about what happened when Kipper wanted to have a pretend party, but nobody wanted to come.

C (Clarifying)
● Have you ever been to a party?
● What sort of party was it?
● Have you ever had a party? Tell me about it.

Page 1
Kipper wanted a party. He spent a long time getting it ready. He set up his little table in the kitchen and he laid it with all his cups and saucers. The table looked a bit bare so he found two plastic beakers and he put them on the table too. Then he borrowed some little spoons from the kitchen drawer. Last of all he put a plastic tub of sweets in the middle of the table.
"Who shall I ask to my party?" he wondered.
"Perhaps I'll ask Biff and Chip, and perhaps I'll ask Mum and Dad."

C (Questioning, imagining)
● Kipper was feeling sad. What sort of party did he want, a real party or a pretend party?
● How do you know it was a pretend party?
● Who would you ask to a pretend party?

Pages 2/3
But nobody wanted to come. When he asked Biff and Chip they said, "Sorry, we're going out to play." When he asked Mum she said, "Dad and I are going to wash the car."
That was the trouble. Nobody wanted to come.

C (Clarifying, Questioning)
● How do you think Kipper felt? Why?
● Why wouldn't Biff and Chip come to his party?
● Why wouldn't Mum and Dad come?
● How do you feel when nobody wants to play with you?

Pages 4/5
He went upstairs and he got his toys. He brought them down to the kitchen and sat them on the floor. Kipper had lots of toys because he was the youngest and when Biff and Chip grew too old for their toys, they gave them to Kipper.

"At least my toys won't say they can't come to my party," thought Kipper to himself.

C (Questioning, Clarifying)
● Which toys did Kipper take to his party?
● Do you think the toys wanted to go to the party?
● How do you think they felt on the way downstairs?
● How do you feel when you go to a party?

Pages 6/7
When all the toys were sitting in a circle, Kipper thought, "This isn't like a proper party."
He remembered all the good things there had been to eat at Biff and Chip's party. Most of all he remembered the cake.
And that's what Kipper thought he wanted for his party. He wanted a cake.

C (Questioning, Clarifying)
● What did Kipper remember?
● What sort of cake did he think about?
● Why do you think Kipper wanted the bowl?
● Can you say what goes into a real birthday cake?

Pages 8/9
Kipper looked in the cupboard and found a large box of cornflakes. He didn't think that Mum or Dad would be cross if he had some for his toys' party.
When Kipper tried to pour the cornflakes, they came out with a rush and went all over the table and on the floor.
"Cornflakes are a bit dry all by themselves," he thought. "Maybe if I mix them up with some tomato sauce it would be better." So he put in cornflakes and he put in tomato sauce.

C (Clarifying, Questioning, Imagining)
● Have you ever eaten cakes made with cornflakes?
● Why were the cornflakes all over the floor?
● What do you think tomato sauce and cornflakes taste like?

Pages 10/11
Kipper thought that the mixture still looked rather dry, so he took some milk from the fridge and poured a little into the bowl.
Then he saw a pot of strawberry jam on one of the shelves in the cupboard. "I'll put in some jam," he thought.

8 The Toys' Party © OUP. This page may be reproduced for use only within the purchaser's school or college.

Shared activities

C = Language comprehension R, Af = OCA reading assessment focus
W = Word recognition W, Af = OCA writing assessment focus

Speaking, listening and drama

Objective Use language to imagine and recreate experiences (1.3). Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions (2.2).

C (Questioning) Use the questions suggested in the extended story to involve children in the events on each page.

● Remind children to take turns to speak and to listen to each other.

C (Imagining) Look at the picture of Kipper on page 16. Ask the children: What do you think Kipper was thinking?

C (Prediction) Ask: Do you think Kipper was a bit embarrassed? Will Mum tell everyone what he did?

● Ask: Have you ever done anything that seemed a good idea, but then wished you hadn't?

● Praise children for listening to each other and for taking turns when speaking.

Assessment (R, Af) Do the children refer to the text and pictures when discussing the story?

Reading

Objective Read simple words by sounding out and blending phonemes all through the word from left to right (5.6). Show an understanding of the elements of stories such as sequence of events (7.3, 8.2).

● Read the titles and talk about the picture on the cover. Ask: Have you ever had a party with your toys? What happened?

C (Questioning) Read the extended story while the children look at the pictures. Ask the questions for each page, encouraging children to talk about relevant experiences of their own.

C (Questioning) Read the book together. On pages 1, 2 and 4, use the guided response questions to prompt the whole sentence.

W On pages 6–13, pause before the final word in each sentence. Ask the children to use their phonic skills to read the whole words.

W On pages 14 and 16, ask children to use the initial, then the following sounds to work out the final word in each sentence.

Assessment (R, Af) Do the children use their understanding of the story and their own experiences to explain the illustrations and the main events?

10 The Toys' Party

Whole class work

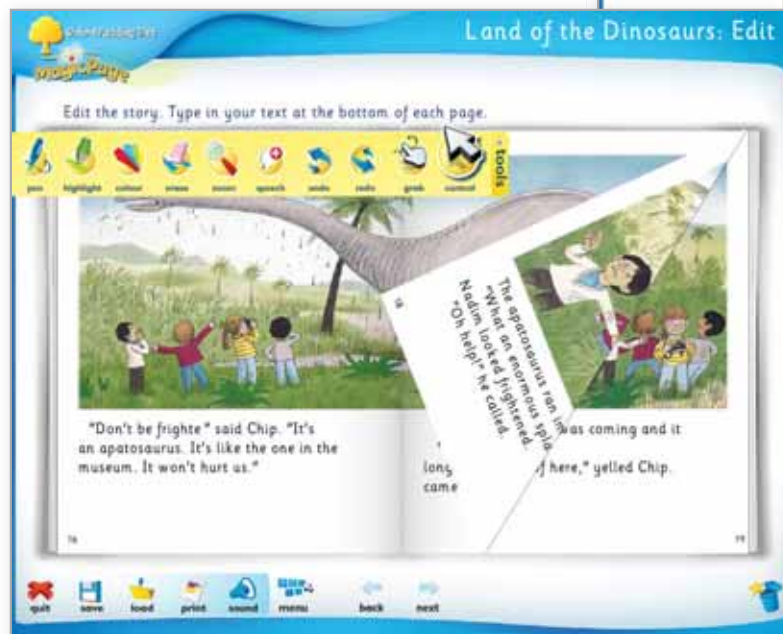
Group work

Independent work

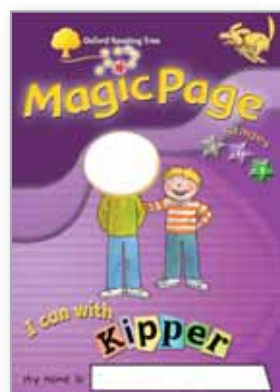
MagicPage Interactive Software

The *Oxford Reading Tree MagicPage* CD-ROMs are designed for shared literacy work on an interactive whiteboard or projector. Turn-the-page technology lets you read the story like a real book and on-screen prompts and activities allow you to explore the text further as a whole class to get children excited about the stories. *MagicPage* is available up to Stage 9.

- **Talk** – images, audio and film linked to the story context stimulate speaking and listening
- **Linked Language** – on screen activities are closely linked to the storybooks to encourage children to discuss what they see and hear



- **I Can Workbooks** provide each pupil with a personalised record of their learning with activities linked to each CD-ROM and built-in self assessment



- **Edit** the text in the story book to focus on word, punctuation, sentence and story structure
- **Change** the plot, settings, characters or story endings – a perfect springboard into writing

- Full support for all activities is provided in the **Teacher's Guide**, as well as guidance on assessment



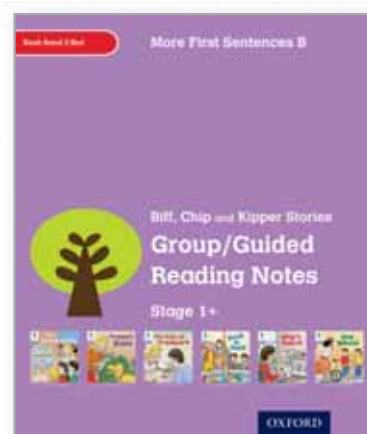
Group work

What is group work?

Group work involves the teacher working with a particular group of children whilst the remainder of the class work independently. Most teachers choose to group by ability level so they can focus on a particular skill.

Free *Group/Guided Reading Notes* are provided with each mixed pack of 6 or class pack of 36 and provide:

- Detailed support for group and guided reading activities with clear objectives throughout
- Group and independent reading activities to practise word recognition, language development, phonics and comprehension skills to get the best out of each child
- Ideas for speaking and listening, drama and writing activities to use during the group session or as extended work
- Assessment opportunities clearly flagged throughout



The Box of Treasure

C = Language comprehension *R, AF* = QCA reading assessment focus
W = Word recognition *W, AF* = QCA writing assessment focus

Group or guided reading

Introducing the book

- C** (*Prediction*) Talk about the picture on the cover and ask the children to suggest what the story might be about.
- C** (*Imagining*) Read the title and ask: *What do you think will be inside the box of treasure?*
 - Look through the pictures to see if the children are right.

Strategy check

Remind the children to use their knowledge of phonics to work out new words.

Independent reading

- Listen as the children read the story. Encourage them to notice details and make comments about the pictures.
- W** Praise children for working out words independently. If children get stuck reading 'treasure' on page 5, remind them to sound out the beginning letters (t-r-e). If they do not guess the word read it aloud for them.
- C** (*Questioning, Summarising*) At the end, ask questions such as: *Why did they need a map? Who hid the treasure?*

Assessment

- Check that children:
- (*R, AF1*) track text in the right order from left to right, pointing to each word in turn
 - (*R, AF1*) use phonics to work out CVC words such as 'had' and 'map'.

Returning to the text

- W** Turn to pages 6–7. Point to some of the simple words on the map and ask children to demonstrate reading them by sounding out and blending the letters (e.g. 'sand', 'ten', 'west', 'big', 'rock', 'dig').
- C** (*Clarifying, Imagining*) Turn to page 12. Ask: *How do you think the children felt when they found the treasure? Do you think they were happy with the sweets? Why?*
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Know that print carries meaning and, in English, is read from left to right and top to bottom (7.1). Show an understanding of the elements of stories, such as sequence of events, and openings (7.3).

- C** Ask the children to find the first page of the story. Ask: *How do we know where a story begins?* Find the page number.
 - Show children how to turn the pages carefully.
 - Ask the children to find the page number for the last page.
 - Read the story together. Check that everyone begins at the left of each page and points to each word as they read.

Assessment (*R, AF3*) Do the children quickly find the beginning and end?

Objective Read some high frequency words (5.9).

- W** You will need some copies of the words 'map' and 'sand' on small pieces of paper and some reusable stickers.
 - Use the words on paper and stickers to change the text: cover 'sand' with 'map' and 'map' with 'sand' on several pages.
 - Read the new text together. Encourage the children to say what is wrong, and what the text should say.
 - Remove the paper words and reread the text. Check that it now makes sense.



Whole class work

Group work

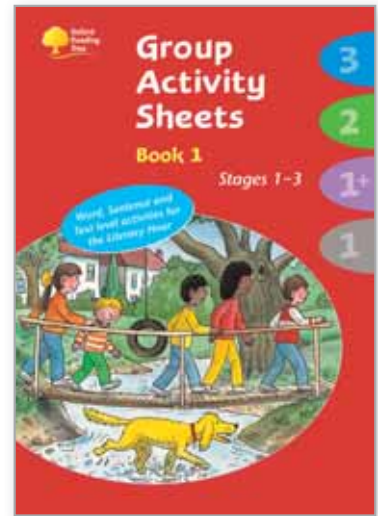
Independent work

Oxford Reading Tree provides a number of different resources for children to use independently whilst the teacher works on group/guided reading

Group Activity Sheets

These photocopiable activity sheets closely link to the stories at Stages 1 - 9. They provide focused individual work to reinforce current class and group teaching objectives.

The topics covered can be used to assess a wide range of skills from recognition of letter names and sounds, to the ability to write complex sentences. Clear notes are provided showing the main learning outcomes for each activity and suggested activities for more able students are included.



Name _____ Date _____

More rhyming words

rhymes with

Use the letters in the box to make more rhymes.

pin	rhymes with	<input style="width: 50px; height: 20px;" type="text"/>	b c f k l m p t
box	→	<input style="width: 50px; height: 20px;" type="text"/>	
book	→	<input style="width: 50px; height: 20px;" type="text"/>	
house	→	<input style="width: 50px; height: 20px;" type="text"/>	
picked	→	<input style="width: 50px; height: 20px;" type="text"/>	

Now make words to rhyme with:

glowing	<input style="width: 50px; height: 20px;" type="text"/>	door	<input style="width: 50px; height: 20px;" type="text"/>
smaller	<input style="width: 50px; height: 20px;" type="text"/>	looked	<input style="width: 50px; height: 20px;" type="text"/>

Work check

54 STAGE 5: 1 The Magic Key © OUP 1999. This may be reproduced for class use solely within the purchaser's school or college.

Name _____ Date _____

These letters are vowels: a e i o u
 These letters are consonants: b c d f g h j k l m n p q r s t v w x y z

Sort out the letters in each word into vowels and consonants.

pirates

vowels: a e

consonants:

children

vowels:

consonants:

adventure

vowels:

consonants:

coconut

vowels:

consonants:

Make at least 5 words from these vowels: a e i
 and these consonants: t p s l r.

Work check

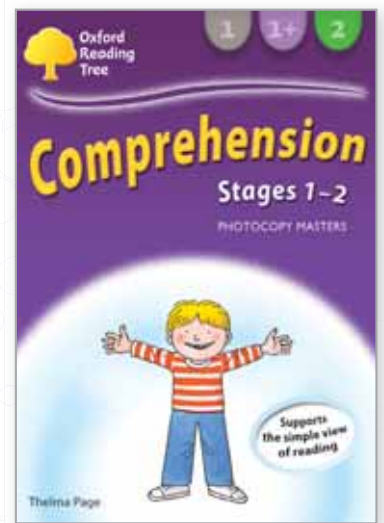
58 STAGE 5: 2 Pirate Adventure © OUP 1999. This may be reproduced for class use solely within the purchaser's school or college.

Group work

Comprehension Photocopy Masters

The photocopyable activities in the *Comprehension Photocopy Masters* support and teach the five key comprehension skills: prediction, questioning, summarising, visualising and clarifying. They use the child's involvement with the *Oxford Reading Tree* characters to practise and reinforce language development and comprehension.

Although we recommend these sheets as part of your group work session, you may also find them useful for homework activities.



Self assessment included


Comprehension skills flagged

How did I do?


Name: _____

Put the pictures in order.


1



2



3



Talk about what happened in the story. Ask the children to find the picture that comes first. Draw over the dotted line. Match the other pictures to the numbers. Use the pictures to retell the story.









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Stage 1 At School: Comprehension: summarising

How did I do?

Name: _____

These are the problems the children met in Storm Castle. Put them in the right order.

 the gate	 the robots	 giant robot	 the door
 the maze	 the bridge	 the monster	 the floor

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

The most frightening problem was _____

The problem that was most fun was _____

The easiest problem to solve was _____

Ask the children to put the problems in order from memory, then check with the book. Ask them to use their own ideas to complete the sentences and to think of another problem they could have had in Storm Castle.

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Stage 9 Storm Castle: Comprehension: summarising and visualising



Whole class work

Group work

Independent work

Workbooks

There are write-in Workbooks for every Stage, designed to develop and strengthen reading and writing skills.

They are closely linked to the stories so that words are reinforced in meaningful contexts.

The Ice Cream
Finish writing the rhyming sentences.
Use **that can splat van**

Can I get an ice cream?
Yes, I _____!

Come on, run to the ice cream _____.

I want the big one.
Look at _____.

Look out, Kipper!
Oh no! _____.

Stage 1+ Workbook

Look at the book to answer these questions.

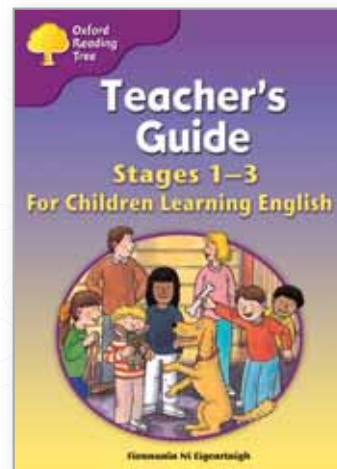
- Who went on the picnic? (page 1)
- What was the place called? (page 1)
- Why did everything look small from the top of the hill? (page 6)
- What game did the children play? (page 10)
- Why did Chip leave his litter on the ground? (page 13)
- Why should we always pick up litter? (page 5)

Stage 9 Workbook

Second Language Support

The *Teacher's Guide for Children Learning English* offers detailed support and lesson plans for teaching students with English as a second language.

It includes a comprehensive range of photocopiable activities and games to encourage independent work and develop vocabulary acquisition and word recognition at the early stages.



Stage 1 Word Mats Fun at the Beach 8

Name _____ Date _____

- Read the sentences.
- Write the missing letters.

Look at _um.

Look at _ad.

_ook at _hip.

_ook at _iff.

_ook _ipper.

_ook _loppy.

Stage 2 Stories The Egg Hunt 9

Name _____ Date _____

- Read the words in the box.
- Write the words.
- Read the sentences.

park squirrels
eggs tree

The squirrels were in the _____.	
They took the _____.	
They ran up the _____.	
The _____ liked the eggs.	

Clear visual prompts are ideal for second language learners

Independent work

What is independent work?

Independent work is a time for students to work on their own to explore reading using a range of genres. You may also use this time to continue with the activities from pages 7-9.

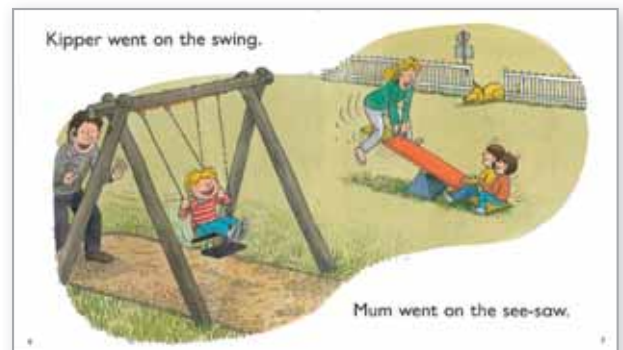
Biff, Chip and Kipper Stories

Over 200 *Biff, Chip and Kipper Stories* include big helpings of fun, magic and drama to instil a real love of reading, built within a carefully levelled structure to increase children's vocabulary, enrich their language comprehension and widen their reading experience.

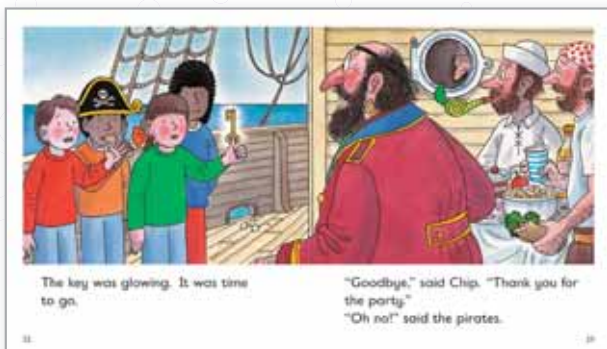
The *Biff, Chip and Kipper Stories* include lots of books to keep up the reading pace needed for the development of early reading skills.



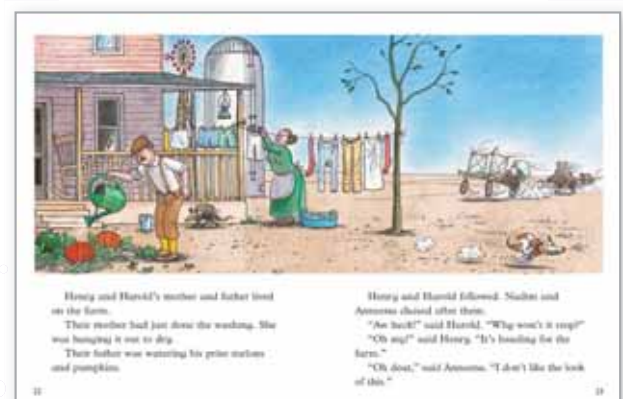
Stage 1 Wordless Stories support speaking and listening as children predict events and discuss familiar settings and experiences.



Stages 1+, 2 and 3 focus on important high frequency words and sentences to practice words and increase knowledge of punctuation.



As children progress past Stage 5, their reading and comprehension broadens as they move into a fantasy world with the Magic Key adventures, which also provides opportunities to introduce cross-curricular links.



The higher Stages introduce more complicated sentence structures and paragraphs, as well as the concept of sequels to increase reading stamina, which is vital for reading success.

Whole class work

Group work

Independent work

Fireflies Non-fiction

Fireflies introduce children to non-fiction from the earliest stages of reading. The books are levelled into exactly the same Stages as the fiction and are written to capture children's enthusiasm, encouraging them to find out about the wider world. Reading *Fireflies* alongside the *Biff, Chip and Kipper Stories* will give children a broad reading experience, with steady progression through the Stages and plenty of practice of high frequency words in lots of different contexts.



Glow-worms Poetry

These easy-to-read poems will help children explore language and extend their vocabulary through rhyme. They are available at Stages 1 to 11 with each book based on a theme offering cross-curricular opportunities.



Support at home

Read with Biff, Chip and Kipper

Read with Biff, Chip and Kipper helps parents support their child's development as a reader and complements what their child is learning at school. It is important that the pace of reading within the classroom is continued at home to develop a life-long enjoyment of reading and to consolidate key skills.

All the books feature the characters from *Oxford Reading Tree* and have the same careful grading, built in progression and repetitive vocabulary.



Parent support website

Parents can visit our new parent support website for free advice on getting children reading, eBooks and lots of activities to develop literacy skills.



www.oxfordowl.co.uk

Assessment

The clear structured progression of *Oxford Reading Tree* provides a strong foundation for assessment practice in the classroom. Assessment is embedded throughout the programme and the following additional resources have been created to assist you further with this.

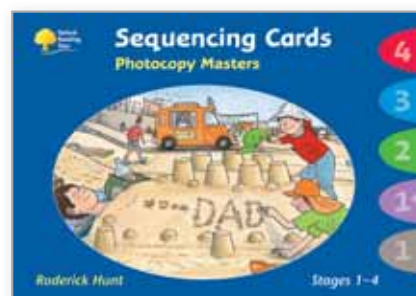
Assess and Progress

The *Assess and Progress* Tool Kit provides all the resources you need to make a reliable assessment of children's reading attainment, diagnostic support to identify possible barriers to reading progress, and ideas and activities to help children develop the skills to move forward. The tool kit is easy to integrate into your existing classroom practice.



Sequencing Cards Photocopy Masters

These are used to monitor children's understanding of a story sequence and their ability to predict and read a text in context. Covering Stages 1 to 4, each photocopiable story has four to six pictures and sentences to cut up and rearrange in the right order.



What to do next?

If you have any questions, please contact your local Educational Consultant who would be happy to help. To place an order, simply complete the enclosed order form and return it to us.

Please call +44 1865 354240 or email education.export@oup.com

Looking for flexible levelled resources for junior readers aged 7-11?

To keep up the pace and progression within *Oxford Reading Tree* for your juniors, contact us about our carefully levelled TreeTops range which includes Fiction, Non-fiction, Graphic Novels, Myths and Legends, Classics, True Stories, Playscripts and more.

