



 Oxford Level 1+

## A Picnic At Sunset

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta.  
Teaching notes written by Gill Howell.

Text type: fiction

Topic: what happens at sunset

### Synopsis

The family are having a picnic during a beautiful sunset and Mum wants to take a photo. She runs back to the car for the camera but can't find it. Eventually, Dad finds it in his pocket but by then the sun has set.

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

### Group/Guided reading

#### Introducing the story

- ➔ *(Predicting)* Look together at the front cover and read the title. Ask: *Who do you think is having a picnic at sunset?*
- ➔ Say: *I wonder what Kipper is saying to Biff.* Ask the children to share ideas.
- ➔ *(Predicting)* Ask: *What do you think might happen in this story?*
- ➔ Ask: *Have you ever seen the sun set?* Encourage the children to describe what a sunset looks like.

#### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *b-a-ck, p-o-ck-e-t*.
- ➔ 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:

**the to no**

- ➔ 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.

**sky was camera oh no**

## 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)* On p3 say: *Look how fast Mum is running.* Encourage the children to think of a question they would like to ask Mum. You could model this by thinking aloud, e.g. say: *I wonder why Mum is running so fast.*
- ➔ On p5, encourage the children to read the exclamation 'Oh no!' with an expressive tone.
- ➔ *(Predicting)* After reading p7, ask: *Do you think Mum will find the camera in time to photograph the sunset?*
- ➔ On p8, say: *I wonder how Mum feels when she finds out that Dad had the camera in his pocket all the time.* Encourage the children to make suggestions.

## Returning to the story

- ➔ *(Clarifying)* Return to p2 and ask the children to look at the sun, then turn to p7 and do the same. Ask: *How has the position of the sun changed?*
- ➔ Re-read p8 and say: *I wonder how Dad feels when he finds the camera in his pocket.* Encourage the children to make suggestions.
- ➔ Ask: *At what time of day does the sun set? When does the sun rise?*
- ➔ *(Summarizing)* Ask the children to look at the story map on p10 and use it to retell the story to their partners.

## 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 *b-a-ck, c-l-i-ff.*
- ➔ 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 with a partner. Explain that one child will choose an illustration from the story and ask their partner to say what the characters in the picture are saying or thinking.
- ➔ Once they have done this, ask the children to swap roles so the other child chooses a different picture for their partner.
- ➔ Encourage them to ask and answer questions about the dialogue they have suggested, e.g. *Why did Mum say she needed to find the camera?*

## Writing activities

- ➔ Ask the children to choose a page in the story and write a speech bubble for one of the characters.
- ➔ Encourage the children to rehearse what they are going to write aloud before writing anything down.
- ➔ If necessary, ask them to say what they think the character is saying and scribe for them.
- ➔ Ask them to share their speech bubbles with the rest of the group.

## Cross-curricular activity

### Understanding the world

- ➔ Support the children to use books and child-friendly sites on the Internet to find out more about what happens when the sun sets and when it rises. Ask them to explain to their partner what they found out.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D) (OCRS Pre-reading Standard, 9)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (OCRS Pre-reading Standard, 14)
- Is beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories, e.g. suggest how a story might end or what a character might do next. (D) (OCRS Pre-reading Standard, 15)
- Is beginning to hear and identify where sounds appear in words. (READ) (OCRS Pre-reading Standard, 18)
- Is able to read some words from the YR high frequency word list. (READ) (OCRS Standard 1, 6)
- Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R) (OCRS Standard 1, 8)

### Letters and Sounds: Phase 2

*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 develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can invent dialogue between characters in the story.
<b>ELG 01 Listening and attention</b>	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2)	Check the children listen to each other's suggestions about what the characters say in the story.
<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 can explain how the characters feel at various points in the story.
<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 use phonics to decode regular words e.g. p-o-ck-e-t.  Check the children are able to read some high frequency words, e.g. to, the, no.
<b>ELG 10 Writing</b>	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG10.2)	Check the children attempt a simple sentence for their speech bubbles with some phonetically plausible attempts made to spell new or unfamiliar words.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children can invent dialogue between characters in 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 to each other's suggestions about what the characters say in the story.
	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 can explain how the characters feel at various points in the story.  Check the children can ask questions about 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 use phonics to decode regular words e.g. p-o-ck-e-t.
Writing	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-26a)	Check the children attempt a simple sentence for their speech bubbles with some phonetically plausible attempts made to spell new or unfamiliar words.

## WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	use talk to create a storyline in symbolic/imaginative play (YR_OracSpea.12)	Check the children can invent dialogue between characters in the story.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen to each other's suggestions about what the characters say in the story.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children can explain how the characters feel at various points in the story.
Reading	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters (YR_ReadStrat.5i) apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use phonics to decode regular words e.g. p-o-ck-e-t.
Writing	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4)	Check the children attempt a simple sentence for their speech bubbles with some phonetically plausible attempts made to spell new or unfamiliar words.

## 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>	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children can invent dialogue between characters in the story.
	listen for information (L1_com_talk.1i)	Check the children listen to each other's suggestions about what the characters say in the story.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children can explain how the characters feel at various points in the story.  Check the children can ask questions about the story.
<b>Reading</b>	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 phonics to decode regular words e.g. p-o-ck-e-t.
<b>Writing</b>	express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)	Check the children attempt a simple sentence for their speech bubbles with some phonetically plausible attempts made to spell new or unfamiliar words.

## CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children can invent dialogue between characters in the story.
	Listen to others and respond appropriately. (1SL7)	Check the children listen to each other's suggestions about what the characters say in the story.
	Answer questions and explain further when asked. (1SL4)	Check the children can explain how the characters feel at various points in the story.
<b>Reading</b>	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use phonics to decode regular words e.g. p-o-ck-e-t.
<b>Writing</b>	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 attempt a simple sentence for their speech bubbles with some phonetically plausible attempts made to spell new or unfamiliar words.