



 Oxford Level 1+

At Sunset

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Text type: non-chronological report

Topic: what happens at sunset

Synopsis

This book describes what six different creatures do when the sun sets. It looks at creatures who return to their homes to sleep and creatures who go out to hunt for food.

There is a topic-linked fiction book to partner this title, which is called *A Picnic at Sunset*.

Group/Guided reading

Introducing the book

- ➔ Look together at the cover and read the title. Ask the children to think of some words to describe the sunset in the picture.
- ➔ *(Predicting)* Turn to the back cover and read the blurb. Ask: *What do you think happens at sunset?*
- ➔ *(Questioning)* Ask: *Can you think of a question that this book might answer?* Make a note of the children's suggested questions for use after reading.
- ➔ Look together at the photographs on p2–3. Ask the children to use the pictures to describe what happens at sunset.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *s-u-n-s-e-t*, *b-a-ck*.
- ➔ This book 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 I go

- ➔ There are a number of topic 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 book.

dark burrow worms

Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ As the children read the book, ask them to name the creatures on each page.
- ➔ On p4, check that the children understand the term 'burrow'. Ask: *Can you find a picture of a burrow on the page?*
- ➔ *(Predicting)* After reading p5, ask: *Can you think of any other animals that hunt at sunset?*
- ➔ On p6, ask the children to think of a word to describe the butterfly.
- ➔ After reading p8, ask: *Why do you think the meerkats go back to their burrow at sunset?*

Returning to the book

- ➔ Refer back to the questions the children suggested might be answered in the book. Ask: *Did you find answers to any of your questions?*
- ➔ *(Summarizing)* Ask: *Which creatures went to their homes at sunset? Which creatures went looking for food?* Ask the children to use the book to help them answer the questions.
- ➔ *(Clarifying)* Ask the children to look at the photographs on p10 with a partner. Ask one child to point to one of the photos and the other child to explain what that animal does at sunset. Then ask the children to swap roles.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book 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 *h-a-pp-e-n-s, d-ar-k*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. 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 book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to choose a creature from the book.
- ➔ Invite volunteers to act out what the creature does at sunset.
- ➔ Encourage them to say aloud what the creature does as they are role-playing.
- ➔ Encourage the other children to guess which creature was chosen.

Writing activities

- ➔ Ask the children to draw a picture of their favourite animal, either using the book or their own knowledge.
- ➔ Ask them to write a short sentence about their chosen animal, bird or insect to say what it does at sunset.
- ➔ Encourage the children to rehearse what they are going to write aloud before writing anything down.
- ➔ If necessary, ask the children to compose their sentence orally for you to scribe.

Cross-curricular activity

Understanding the world

- ➔ Support the children to use books and child-friendly sites on the Internet to find out more about how the creatures in the book live, e.g. habitat, diet etc.

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At Sunset

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) (ORCS Standard 1, 3)
- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) (ORCS Standard 1, 5)
- Is able to read some words from the YR/P1 high frequency word list. (READ) (ORCS Standard 1, 6)
- Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R) (ORCS Standard 1, 8)
- Knows that information can be retrieved from different sources such as books, posters and computers. (R) (ORCS Standard 1, 9)

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
ELG 03 Speaking	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children use appropriate words and actions to convey what a creature from the book does at sunset.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen and respond to each other when discussing the book and role-play activity.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to talk about which creatures go to bed when the sun sets and which creatures hunt.
ELG 09 Reading	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to explain what each of the animals does at sunset.
ELG 10 Writing	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 either write a complete simple sentence about their chosen animal, bird or insect; or compose a sentence orally for you to scribe.

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 use appropriate words and actions to convey what a creature from the book does at sunset. Check the children are able to talk about which creatures go to bed when the sun sets and which creatures hunt.
	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 and respond to each other when discussing the book and role-play activity.
Reading	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 explain what each of the animals does at sunset.
Writing	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. (LIT 0-09b / LIT 0-31a)	Check the children either write a complete simple sentence about their chosen animal, bird or insect; or compose a sentence orally for you to scribe.

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 use appropriate words and actions to convey what a creature from the book does at sunset.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen and respond to each other when discussing the book and role-play activity.
	ask questions about something that has been said (YR_OracList.9)	
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children are able to talk about which creatures go to bed when the sun sets and which creatures hunt.
Reading	use pictures to aid understanding of text (YR_ReadStrat.12)	Check the children are able to explain what each of the animals does at sunset, using the photographs to support them.
Writing	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences (YR_WritMean.1)	Check the children either write a complete simple sentence about their chosen animal, bird or insect; or compose a sentence orally for you to scribe.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	take on the role of someone else (L1_com_talk.1ii)	Check the children use appropriate words and actions to convey what a creature from the book does at sunset.
	listen for information (L1_com_talk.1i)	Check the children listen and respond to each other when discussing the book and role-play activity.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children are able to talk about which creatures go to bed when the sun sets and which creatures hunt.
Reading	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children are able to explain what each of the animals does at sunset, using the photographs to support them.
Writing	express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)	Check the children either write a complete simple sentence about their chosen animal, bird or insect; or compose a sentence orally for you to scribe.

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 use appropriate words and actions to convey what a creature from the book does at sunset.
	Listen to others and respond appropriately. (1SL7)	Check the children listen and respond to each other when discussing the book and role-play activity.
	Answer questions and explain further when asked. (1SL4)	Check the children are able to talk about which creatures go to bed when the sun sets and which creatures hunt.
Reading	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to explain what each of the animals does at sunset, using the photographs to support them.
Writing	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 either write a complete simple sentence about their chosen animal, bird or insect; or compose a sentence orally for you to scribe.