



## Oxford Level 2

# Cards for Gran

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Text type: fiction

Topic: papercraft and making things

## Synopsis

Gran is in hospital with a bad leg so Biff, Chip and Kipper make pop-up get-well cards for her. Kipper makes a pop-up frog card.

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

## Group/Guided reading

### Introducing the story

- ➔ (Predicting) Look at the cover together and read the title. Say: *I wonder why the children are making cards for Gran.* Encourage the children to make predictions.
- ➔ (Predicting) Say: *I wonder why Biff has made a hole in her card.* Encourage the children to make predictions.
- ➔ Read the back cover blurb together and ask the children to check their predictions about the reason for Biff and Kipper making cards. Ask: *Have you ever made a get-well card for anyone? What did you draw on the front? What did you write inside?*
- ➔ (Predicting) Turn to p2-3 and look at the picture together. Ask: *Where are Mum and Gran?* Ask the children to share any experiences they have of hospitals (if they feel happy to).

### Vocabulary check

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

**he she we was you**

- ➔ 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.

**hospital cards make fold**

## 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.
- ➔ On p5, ask: *How do you think the children feel when Mum suggests they make pop-up cards for Gran?*
- ➔ On p9, ask the children to suggest how Chip feels about the card he has made. Encourage them to read Chip's speech with intonation and expression.
- ➔ *(Predicting)* After reading p11, say: *I wonder what pop-up card Kipper will make for Gran.* Encourage the children to make predictions.
- ➔ On p14, ask: *Why does Kipper want to tell Gran to 'hop up'?*
- ➔ *(Predicting)* On p15, say: *I wonder how Gran feels when she sees Kipper's card.* Encourage the children to make predictions. Ask: *What expression do you think she might have?*

## Returning to the story

- ➔ *(Summarizing / Clarifying)* Return to p6–7 and p10 and ask the children to explain in their own words how Biff made her card.
- ➔ *(Questioning)* Ask the children to think of questions to ask Biff about her card. You could model this for them e.g. Ask: *I wonder if Biff liked her card. I wonder why Biff chose a cat. I wonder what other cards Biff would like to make.*
- ➔ Look again at the picture on p15. Ask: *Whose card did you like best? Why?*
- ➔ Re-read p16 with the children. Ask: *How do you think Gran feels about not being able to do things because of her bad leg? How would you feel if you couldn't do everything you wanted to?*
- ➔ *(Summarizing)* Look together at the story map on p18 and talk about each picture. Ask the children to use the story map to describe the cards that each of the children made in the story.

## 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 *c-u-t*, *h-o-p-p-i-ng*.
- ➔ 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 one child to take on the role of Gran and sit them in the hot seat.
- ➔ Tell the other children in the group to ask 'Gran' questions about what it was like being in hospital.
- ➔ Encourage the child in role as Gran to think carefully about what Gran might say in response to each question.
- ➔ If there is time, ask a different child to take on the role of Gran and sit in the hot seat. This time, ask the rest of the class to ask Gran questions about how she felt when she looked at each of the cards.

## Writing activities

- ➔ Ask the children to design and make their own get-well card for Gran.
- ➔ Tell the children to write inside the card as well as designing a picture for the front of it.
- ➔ Encourage the children to say what they want to write aloud before writing inside the card. Prompt the children to make phonically plausible attempts to spell any new or unfamiliar words.

## Cross-curricular activity

### Expressive arts and design

- ➔ Explain to the children that there are many different things you can make using paper. Ask the children to share any ideas they have for other things that can be made out of paper, e.g. paper aeroplanes, paper boats, paper hats etc. Encourage the children to have a go at making a few of these.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Is able to read some words from the YR high frequency word list. (READ) (ORCS Standard 1, 6)
- Knows a wider range of GPCs and can sound and blend to read most CVC words (including words with double letters, e.g. bell, hiss). (READ) (ORCS Standard 1, 10)
- Can retell familiar stories with growing confidence. (R) (ORCS Standard 1, 12)
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) (ORCS Standard 1, 13)

### 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)	<p>Check the children consider the responses they give to questions from peers when in role as Gran.</p> <p>Check the children asking questions in the hotseating activity pose questions clearly and draw on points made in the story.</p>
<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)	<p>Check the children make predictions about the type of card Kipper makes for Gran.</p> <p>Check the children make appropriate suggestions about how Chip feels about the card he made.</p>
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	<p>Check the children discuss how Gran might feel about being unable to do things because of her bad leg.</p> <p>Check the children draw on their own experiences to explain how they might feel in a similar situation.</p>
<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)	<p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p> <p>Check the children read the high frequency words: he, she, we, was, you.</p>
<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. (ELG 10.2)	Check the children make phonetically plausible attempts to spell any new or unfamiliar words when writing in their cards.

## SCOTLAND 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 consider the responses they give to questions from peers when in role as Gran.  Check the children asking questions in the hotseating activity pose questions clearly and draw on points made in the story.
	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children make predictions about the type of card Kipper makes for Gran.  Check the children make appropriate suggestions about how Chip feels about the card he made.
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 discuss how Gran might feel about being unable to do things because of her bad leg.  Check the children draw on their own experiences to explain how they might feel in a similar situation.
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 their phonic knowledge to decode new and unfamiliar 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 0-21a)	Check the children make phonetically plausible attempts to spell any new or unfamiliar words when writing in their cards.

## 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) speak audibly (YR_OracSpea.6)	Check the children consider the responses they give to questions from peers when in role as Gran.  Check the children asking questions in the hotseating activity pose questions clearly and draw on points made in the story.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children make predictions about the type of card Kipper makes for Gran.  Check children make appropriate suggestions about how Chip feels about the card he made.
	talk about things from their experience and share information (YR_OracSpea.3)	Check the children discuss how Gran might feel about being unable to do things because of her bad leg.  Check the children draw on their own experiences to explain how they might feel in a similar situation.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i) – recognition of high-frequency words (YR_ReadStrat.6ii)	Check the children use their phonic knowledge to decode new and unfamiliar words.  Check the children read the high frequency words: he, she, we, was, you
Writing	convey meaning through pictures and mark making (YR_WritMean.3)	Check the children make phonetically plausible attempts to spell any new or unfamiliar words when writing in their cards.

**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) speak audibly to be heard and understood (L1_com_talk.5)	Check the children consider the responses they give to questions from peers when in role as Gran.  Check the children asking questions in the hotseating activity pose questions clearly and draw on points made in the story.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children make predictions about the type of card Kipper makes for Gran.
	talk about their experiences (L1_com_talk.4)	Check the children discuss how Gran might feel about being unable to do things because of her bad leg.  Check the children draw on their own experiences to explain how they might feel in a similar situation.
<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 their phonic knowledge to decode new and unfamiliar words.
<b>Writing</b>	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to spell any new or unfamiliar words when writing in their cards.

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

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Listen to others and respond appropriately. (1SL7) Converse audibly with friends, teachers and other adults. (1SL2)	Check the children consider the responses they give to questions from peers when in role as Gran.  Check the children asking questions in the hotseating activity pose questions clearly and draw on points made in the story.
	Anticipate what happens next in a story. (1Ri1) Answer questions and explain further when asked. (1SL4)	Check the children make predictions about the type of card Kipper makes for Gran.  Check the children make appropriate suggestions about how Chip feels about the card he made.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children discuss how Gran might feel about being unable to do things because of her bad leg.  Check the children draw on their own experiences to explain how they might feel in a similar situation.
<b>Reading</b>	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06) Read a range of common words on sight. (1R10)	Check the children use their phonic knowledge to decode new and unfamiliar words.  Check the children read the high frequency words: he, she, we, was, you
<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 make phonetically plausible attempts to spell any new or unfamiliar words when writing in their cards.