

**Oxford Level 4**

# Dressing Up

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Text type: non-chronological report

Topic: costumes and clothing

## Synopsis

This book introduces children to some of the unusual, beautiful and interesting clothes people dress up in. The book is arranged into sections that look at different purposes for dressing up – for celebrations, for protection against the weather, when acting in a play, or just for fun!

There is a topic-linked fiction book to partner this title, which is called *A Dress for Biff*.

## Group/Guided reading

### Introducing the book

- ➔ Look at the cover and read the title together. Ask the children to think of some interesting words to describe the costumes in the photograph.
- ➔ *(Predicting)* Ask: *Do you think this is a story or a non-fiction book that gives information?*
- ➔ To encourage the children to use their prior knowledge about costumes and dressing up, ask: *Have you ever dressed up? What did you wear? What did you do?*

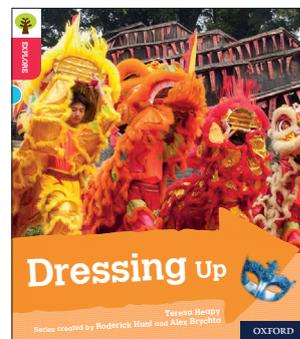
### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *d-r-e-ss*, *l-igh-t*.
- ➔ 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:

**have when do**

- ➔ 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.

**celebrate clothes special costume carnivals**



## 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 the children to re-read sentences to focus on meaning.
- ➔ After reading p6, ask: *What type of clothes stop you from getting too hot?*
- ➔ On p8–9, ask the children to talk about a time when they have dressed up and pretended to be something different.
- ➔ After reading p10–11, ask the children to share their favourite book and suggest a character from it that they would like to dress up as. Ask: *What stories are the characters on p11 from?*
- ➔ *(Questioning)* Encourage the children to choose a photo from the book and think of a question about it. You could model this by turning to p5 and saying: *I wonder what the people in this picture are doing. They are wearing special gowns and hats, and carrying scrolls. People studying at university sometimes wear gowns like this, so I think these people are celebrating passing their university exams.*

## Returning to the book

- ➔ Look at p4–5 together. Ask: *Can you find an example from the book that shows people wearing special clothes to celebrate something?* (e.g. weddings, carnivals.)
- ➔ *(Summarizing)* Ask: *What other reasons for wearing special clothes did you find out about in the book?* (e.g. clothes for special weather conditions; clothes to help actors play their characters.)
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw children's attention to the Index on p22. Tell children that an index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's index and tell the child that you want to find out more about it. Ask the children to use the index to help you turn to a page that will tell you more about it.

## 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 *f-r-ee-z-i-ng*, *sh-ar-k*.
- ➔ Support 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 work in pairs, and take turns to tell their partner about a time when they have dressed up in special clothes, e.g. when going to a family celebration or a fancy-dress party, or taking part in a Book Day at school.
- ➔ If possible, give the children access to a dressing-up box or encourage them to bring in costumes from home. Have a costume parade, and ask the children to act in role as the characters they have dressed up as.

## Writing activities

- ➔ Encourage the children to think of a costume they would particularly like to dress up in. Ask them to draw the costume and annotate it with labels showing the different features. Encourage them to add one or two sentences below the drawing, explaining what the costume is and when they would wear it.
- ➔ The children could use their ideas from the activity above to write a new page for the book. Encourage them to write at least one sentence explaining why their costume is special.
- ➔ Remind the children to say their sentence aloud before they write it down, to check it sounds right and makes sense. Make a classroom display of the new pages, or bind them together into a class 'Dressing Up' book.

## Cross-curricular activity

### Geography

- ➔ Encourage the children to think about the clothes they wear in different types of weather. The book talks about clothes for very hot and very cold weather, but what types of clothes might the children wear when it is very rainy or windy, or when it is snowing?

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- 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
<b>Spoken language</b>	Ask relevant questions to extend their understanding and knowledge (Y1 SpokLang.2)	Encourage the children to think of at least one question that they would like to ask about a costume from the book.
<b>Reading: Word reading</b>	Read other words of more than one syllable that contain taught GPCs (Y1 ReadWord.6)	Check the children can break down longer unfamiliar words into syllables and sound out and blend through each syllable to read the word.
<b>Reading: Comprehension</b>	Being encouraged to link what they read or hear read to their own experiences (Y1 ReadComp.1ii)	Check the children are able to talk about a time when they have worn special clothes, e.g. for a party or for role play.
<b>Writing: Composition</b>	Composing a sentence orally before writing it (Y1 WritComp.1ii)	Check the children say their sentences aloud before writing them, when composing a new page for the book.

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

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Encourage the children to think of at least one question that they would like to ask about a costume.
<b>Reading</b>	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 can break down longer unfamiliar words into syllables and sound out and blend through each syllable to read the word.
	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 are able to talk about times when they have worn special clothes, e.g. for a party or for role play. Did their special clothes have any of the features picked out in the book, e.g. bright colours, special fabrics, glitter, etc.?
<b>Writing</b>	By considering the type of text I am creating, I can select ideas and relevant information, and organise these in an appropriate way for my purpose (LIT 2-26a)	Check the children are able to use the book as a model when writing their own sentences to make a new page about their chosen costumes.

## WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	Use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y1_OracSpea.9)	Encourage the children to think of at least one question that they would like to ask about a costume from the book.
<b>Reading</b>	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children can break down longer unfamiliar words into syllables and sound out and blend through each syllable to read the word.
	Use personal experience to support understanding of texts (Y1_ReadComp.4)	Encourage the children to talk about times when they have worn special clothes, e.g. for a party or for role play.
<b>Writing</b>	Talk about what they are going to write (Y1_WritMean.4)	Check that the children say their sentences aloud before writing them, when composing a new page for the book.

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

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	Ask and answer questions to develop understanding (L2_com_talk.2ii)	Encourage the children to think of at least one question that they would like to ask about a costume from the book.
<b>Reading</b>	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2)	Check the children can break down longer unfamiliar words into syllables and sound out and blend through each syllable to read the word.
	use a range of reading strategies (L2_com_read.2)	
	Talk about what they read and answer questions (L1_com_read.5)	Encourage the children to talk about the book and link ideas in it to their own experience, e.g. of wearing special clothes for a party.
<b>Writing</b>	Talk about what they are going to write and how they will present their writing (L2_com_writ.1)	Check that the children say their sentences aloud before writing them, when composing a new page for the book.

**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)	Encourage the children to take turns, listen and respond to their partners when working in pairs.
<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 can break down longer unfamiliar words into syllables and sound out and blend through each syllable to read the word.
	Make links to own experiences. (1R12)	Encourage the children to talk about the book and link ideas in it to their own experience, e.g. of wearing special clothes for a party.
<b>Writing</b>	Develop strategies to build vocabulary. (1W06)	Encourage the children to use words from the book (e.g. 'special', 'celebrate') when composing their own sentences for a new page about a chosen costume.