

 Oxford Level 1+

## Spot the Pot

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Text type: explanation

Topic: materials: what things are made of

### Synopsis

This book looks at what different items are made of and other things that are made of the same materials.

There is a topic-linked fiction book to partner this title, which is called *A Top Pot*.

### Group/Guided reading

#### Introducing the book

- ➔ *(Predicting)* Look at the cover and read the title together, say: *I wonder if this is going to be a story or a non-fiction book that gives information.* Encourage the children to make predictions.
- ➔ Look at the picture on p2–3 and read the labels together. Ask the children to use the picture to help them name things that are made of clay, plastic and metal. Ask: *Can you think of any items made of these materials that aren't in the picture?*
- ➔ Talk about what we mean when we say something is 'made of' something. Ask the children to look around them and identify what some of the objects they can see are made of.

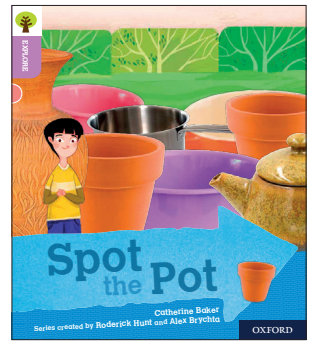
#### Vocabulary check

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

- ➔ 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.

**clay made what**



## 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.
- ➔ Look at the small pictures in the side panel on p3 together and ask the children to tell you what each picture shows. Ask: *How are all these things similar?*
- ➔ On p4–5, ask the children to spot the bucket in the main picture. Support them to sound out and blend 'p-l-a-s-t-i-c' on the label above it. Ask: *What other things are made of plastic?* Prompt the children to use the small pictures on p5 to help them.
- ➔ After reading p7, ask the children to think of other things around their homes that are made of metal.
- ➔ (*Questioning*) Talk about what is happening in the picture on p8. Check the children understand that the pictures on p9 show how the mug falls and cracks. Ask the children to think of one question they would like to ask the boy about what is happening in the picture.

## Returning to the book

- ➔ (*Clarifying*) Ask: *Why do you think the keys are made out of metal? What might happen if they were made out of plastic or clay?*
- ➔ (*Clarifying*) Ask: *What might happen to something made from clay if it were to fall on the floor?*
- ➔ (*Clarifying*) Look again at p6–7. Point to the heading on p6 and the label on p7. Explain that these are key features of non-fiction books and help to organize the book and give extra information.
- ➔ (*Summarizing*) Look together at the summary on p10. Talk about the three materials and the different things made from each material. Ask: *Can you think of any other things which could be included in each section?*

## 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 *s-p-o-t*, *m-u-g*.
- ➔ 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

- ➔ Talk together about the properties/qualities of each of the materials featured in the book. Say that metal is shiny and strong; clay is easy to mould into different shapes and doesn't melt when it's dried; plastic is waterproof and light.
- ➔ Organize the children into groups of three and assign one material to each group. Ask each group to tell the rest of the children why their material is best. Prompt them to list objects that are made of that material.
- ➔ Remind children to listen to what others have to say and prompt them to ask questions.

## Writing activities

- ➔ Give each child a table/chart with three columns. Support them to write 'clay', 'plastic' and 'metal' above each column.
- ➔ Ask the children to write or draw items under each column. Where they feel able to, encourage children to make phonetically plausible attempts to write some simpler words.

## Cross-curricular activity

### Understanding the world

- ➔ Ask the children to collect things made from different materials. Support the children to organize them into different categories and make a display with labels.

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# Spot the Pot

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) (ORCS Standard 1, 5)
- Knows that information can be retrieved from different sources such as books, posters and computers. (R) (ORCS Standard 1, 9)
- 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 talk about main points or key events in a simple text. (R) (ORCS Standard 1, 20)

### 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<br/>Speaking</b>                | Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)  | Check the children can talk about the properties/ qualities of one of the materials.   |
| <b>ELG 01<br/>Listening and attention</b> | Children listen attentively in a range of situations. (ELG01.1)  | Check the children listen carefully to what each group has to say in the speaking and listening activity, and make attempts to ask simple questions related to what has been said. |
| <b>ELG 02<br/>Understanding</b>           | Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)                                  | Check the children make plausible predictions about what might happen if the keys were made out of clay or plastic.  |
| <b>ELG 09<br/>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 their phonic knowledge to read new and unfamiliar words.  |
|   | Children demonstrate understanding when talking with others about what they have read. (ELG09.3)   | Check the children are able to talk about the items that are made from each of the three materials.  |
| <b>ELG 10<br/>Writing</b>                 | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1) | Check the children make phonetically plausible attempts to write some simple words in the writing activity.  |

## SCOTLAND Curriculum for Excellence: 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 can talk about the properties/ qualities of one of the materials.   |
|                       | As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. (LIT 0-02a / ENG 0)        | Check the children listen carefully to what each group has to say in the speaking and listening activity, and make attempts to ask simple questions related to what has been said. |
|                       | 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 make plausible predictions about what might happen if the keys were made out of clay or plastic.  |
| 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 read new and unfamiliar words.  |
|                       | I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. (LIT 0-14a)                       | Check the children are able to talk about the items that are made from each of the three materials.  |
| 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 or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)  | Check the children make phonetically plausible attempts to write some simple words in the writing activity.  |

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

|         | Framework objectives  | Book-related assessment pointers   |
|---------|---|--|
| Oracy   | talk about things from their experience and share information (YR_OracSpea.3)<br>contribute to role-play activities using relevant language (YR_OracSpea.7) | Check the children can talk about the properties/ qualities of one of the materials.   |
|         | ask questions about something that has been said (YR_OracList.9)  | Check the children listen carefully to what each group has to say in the speaking and listening activity, and make attempts to ask simple questions related to what has been said. |
|         | answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)                                    | Check the children make plausible predictions about what might happen if the keys were made out of clay or plastic.  |
| Reading | apply the following reading strategies with support:<br>– phonic strategies to decode simple words (YR_ReadStrat.6i)  | Check the children use their phonic knowledge to read new and unfamiliar words.  |
|         | identify information from a text using visual features and words (YR_ReadComp.2)  | Check the children are able to talk about the items that are made from each of the three materials.  |
| Writing | copy and write letters, words and phrases, e.g. from the environment of those modelled by the practitioner (YR_WritMean.6)                                  | Check the children make phonetically plausible attempts to write some simple words in the writing activity.  |

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: 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 talk about the properties/ qualities of one of the materials.   |
|                              | listen for information (L1_com_talk.1i)  | Check the children listen carefully to what each group has to say in the speaking and listening activity, and make attempts to ask simple questions related to what has been said. |
|                              | ask and answer questions for specific information (L1_com_talk.2)<br>talk about their experiences (L1_com_talk.4)          | Check the children make plausible predictions about what might happen if the keys were made out of clay or plastic.  |
| <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 read new and unfamiliar words.  |
|                              | use visual clues to locate information (L1_com_read.3ii)<br>talk about what they read and answer questions (L1_com_read.5) | Check the children are able to talk about the items that are made from each of the three materials.  |
| <b>Writing</b>               | write words using sound-symbol correspondence (L1_com_writ.4i)   | Check the children make phonetically plausible attempts to write some simple words in the writing activity.  |

## CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

|                               | Learning objectives   | Book-related assessment pointers   |
|-------------------------------|---|--|
| <b>Speaking and listening</b> | Converse audibly with friends, teachers and other adults. (1SL2)  | Check the children can talk about the properties/ qualities of one of the materials.   |
|                               | Listen to others and respond appropriately. (1SL7)  | Check the children listen carefully to what each group has to say in the speaking and listening activity, and make attempts to ask simple questions related to what has been said.   |
|                               | Answer questions and explain further when asked. (1SL4)   | Check the children make plausible predictions about what might happen if the keys were made out of clay or plastic.<br><br>Check the children are able to talk about the items that are made from each of the three materials. |
| <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 their phonic knowledge to read new and unfamiliar words.  |
| <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 write some simple words in the writing activity.  |