



## Oxford Level 3

# The Right Home

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Text type: discussion; explanation

Topic: homes

## Synopsis

This book explores different types of homes that can be found around the world and looks at some of the benefits of each.

There is a topic-linked fiction book to partner this title, which is called *Home for a Night*.

## Group/Guided reading

### Introducing the book

- ➔ *(Predicting)* Look at the cover together. Ask the children to describe the home in the picture. Say: *I wonder why it's on stilts*. Encourage the children to make predictions.
- ➔ *(Predicting)* Look at p3 together and support the children to read the contents list. Ask: *Have you ever seen a roof of plants or a home in a tree before?* Say: *I wonder what the home in the rock will look like*. Encourage the children to make predictions.
- ➔ Read p4 together then ask the children to describe their own homes. Ask: *Why is your home right for you?* Encourage the children to think about the size of their home, where it is and what they like about it.

### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *l-a-dd-er*, *c-a-n-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:

**me be you my**

- ➔ 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.

**home plants stilts**

## 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.
- ➔ *(Predicting)* Read p5 together and ask the children to suggest some homes that might be fun. Encourage them to give reasons for their answers.
- ➔ Staying on p5, ask: *What do you think the woman's job is?* Explain that the woman is an architect, someone who designs buildings.
- ➔ *(Predicting)* After reading p7, say: *I wonder what type of home the woman might show the boy next.* Encourage the children to make predictions.
- ➔ *(Predicting)* On p13, say: *I wonder what the boy means when he says he needs his home to go with him.* Encourage the children to make suggestions. Ask: *What type of home do you think the woman might show him next?*
- ➔ After reading p17, ask: *Would you like to live on a canal boat? Why?*

## Returning to the book

- ➔ *(Clarifying)* Re-read p10 and ask: *Why would it be good to have a home in the rocks if you lived somewhere hot?*
- ➔ *(Questioning)* Encourage the children to think of questions to ask the boy about the canal boat. You could model this for them by thinking aloud, e.g. Say: *I wonder what the boy likes most about the canal boat. I wonder if he would like to go somewhere on the canal boat.*
- ➔ *(Summarizing)* Look together at the pictures of the different types of homes on p18. Ask the children to explain what is good about each home. Prompt them to look back through the book for support if necessary.
- ➔ Ask: *Which type of home would you like to live in? Why?*

## 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 *n-ear, r-i-v-er*.
- ➔ 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 work in pairs. Assign the role of the boy in the book to one child in each pair and explain that the other child will take on the role of one of the boy's parents.
- ➔ Ask the children to role-play the scenario where the boy tries to convince his mum or dad that they should live on a canal boat. Encourage the children to consider what the boy

might say to convince his parent and how they might react.

- ➔ Prompt the children to think about the facial expressions and body language they are using, as well as their speech.

## Writing activities

- ➔ Ask the children to design their ideal home.
- ➔ Ask them to begin by making a list of all the things they would like their home to have.
- ➔ Encourage them to draw and label their designs and to write a short sentence explaining why it's the right home for them.
- ➔ Prompt the children to re-read what they have written to check for any spelling or punctuation errors.

## Cross-curricular activity

### Understanding the world

- ➔ Tell the children that you would like to know about homes in very cold countries where it snows a lot.
- ➔ Support the children to use books and child-friendly sites on the Internet to research homes that are good in cold and snowy conditions.

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# The Right Home

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Without prompting, uses words and illustrations together to gain meaning from a text. (R/D) (ORCS Standard 1, 17)
- With support, can find information to help answer simple, literal questions. (R) (ORCS Standard 1, 18)
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) (ORCS Standard 1, 19)
- Can talk about main points or key events in a simple text. (R) (ORCS Standard 1, 20)

### 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)	Check the children take on the role of the boy from the book and try to persuade his parents to live on a canal boat, or in role as his parent think about how they might react.
<b>ELG 01 Listening and attention</b>	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen during the role play activity and respond appropriately to the arguments made.
<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 are able to explain that it would be good to have a home in the rocks if you lived in a hot country because it would keep you cool.
<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 their phonic knowledge to decode regular words, e.g. ladder, canal.
<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 make phonetically plausible attempts at words when labelling their designs.

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

	<b>Experiences and outcomes</b>	<b>Book-related assessment pointers</b>
<b>Listening and talking</b>	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 take on the role of the boy from the book and try to persuade his parents to live on a canal boat, or in role as his parent think about how they might react.
	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 during the role play activity and respond appropriately to the arguments made.
	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 that it would be good to have a home in the rocks if you lived in a hot country because it would keep you cool.
<b>Reading</b>	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 regular words, e.g. ladder, canal.
<b>Writing</b>	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 at words when labelling their designs.

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

	<b>Framework objectives</b>	<b>Book-related assessment pointers</b>
<b>Oracy</b>	contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children take on the role of the boy from the book and try to persuade his parents to live on a canal boat.  Check the children listen during the role play activity, when in role as the boy's parent, and respond appropriately to the arguments made.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children are able to explain that it would be good to have a home in the rocks if you lived in a hot country because it would keep you cool.
<b>Reading</b>	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge to decode regular words, e.g. ladder, canal.
<b>Writing</b>	convey meaning through pictures and mark making (YR_WritMean.3)	Check the children make phonetically plausible attempts at words when labelling their designs.

## 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>	take on the role of someone else (L1_com_talk.1ii)	Check the children take on the role of the boy from the book and try to persuade his parents to live on a canal boat, or in role as his parent think about how they might react..
	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children listen during the role play activity and respond appropriately to the arguments made.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children are able to explain that it would be good to have a home in the rocks if you lived in a hot country because it would keep you cool.
<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 regular words, e.g. ladder, canal.
<b>Writing</b>	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts at words when labelling their designs.

## CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children take on the role of the boy from the book and try to persuade his parents to live on a canal boat, or in role as his parent think about how they might react.
	Listen to others and respond appropriately. (1SL7)	Check the children listen during the role play activity and respond appropriately to the arguments made.
	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 that it would be good to have a home in the rocks if you lived in a hot country because it would keep you cool.
<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 decode regular words, e.g. ladder, canal.
<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 at words when labelling their designs.