

Bang the Gong

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

- W** Can children read the title? Remind them that the two letters *ng* join together to make the sound /ng/. Read the title together *B-a-ng the G-o-ng*.
- C** (*Predicting*) Encourage children to use prediction: *Why is Kipper banging a gong? What kind of sound will it make?*
- Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see below).

Strategy check

Remind the children to sound out words, remembering *ng* as well as *sh* and *ch*. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask children to explain why Mum wants Kipper to bang the gong.

Assessment Check that the children:

- use phonic knowledge to sound out and blend the phonemes in words (see below)
- use comprehension skills to work out what is happening
- make a note of any decoding difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** How many words with *ng* can children find on pages 2–3?

Assessment Discuss any words that the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Recognize common digraphs.

- W**
 - Write the words *bang*, *gong*, *ping pong*, *long* on a whiteboard.

- Ask a child to select and read one of the words.
- Let the children draw sound buttons to show how each of the sounds in each word is represented by one or two letters.

Assessment Can the children read and spell the word *song* and *sing*?

Objective Explore and experiment with sounds.

W

- Ask children to find the words *fish* and *chips* on page 6. Can they sound out and blend the phonemes?
- Ask children to read and say the sounds /sh/ and /ch/. Check that the sounds are pronounced differently.
- Write the words *ship* and *chip*. Say 'chip'. Can children point to the correct word?
- Repeat for *shop* and *chop*; *much*, *mush*.
- Show the graphemes sh and ch. Say other words aloud (e.g. *wash*, *watch*; *sheep*, *cheap*; *share*, *chair*). Can children point to the sound in the word?

Assessment Can children hear and say the phonemes in words?

Objective To use phonic knowledge to write simple regular words (5.8).

W

- Ask children to write the word *shop*. Support them, if necessary.
- Ask them to write the words *shed*, *ship* and *wish*.
- Now ask them to write *chip*, *rich* and *long*. Do they remember which graphemes are needed in each of the words?

Assessment Can the children spell the words?

Objective To show an understanding of the elements of stories such as main character.

C (*Questioning*)

- Talk about the characters in the book. Who is the main character? How do children know? Is it Mum or Kipper?
- Encourage children to ask questions about the story to explore whether Mum or Kipper is more important.

Assessment Can the children identify the main character in a story?

Speaking, listening and drama activities

Objective Use talk to organize, sequence and clarify thinking.

C (*Clarifying; imagining*)

- Page 1: *Look at the picture. What is Mum cooking?* Discuss which meal she is making. Look at clues in the pictures: the food on the table, the clothes she is wearing and the clock.
- Look at the next meal on page 6. Ask the children the same questions: which meal is Mum making now? What is the evidence?
- When is the next meal? Can children identify it on page 12–13. Which meal is Mum making now?
- Discuss how Mum feels when everyone is late to her meals. What idea does she come up with?

Assessment Can the children use clues in the text and pictures to infer which meal Mum is serving through the course of the day?

Can they use clues in the text and pictures to infer how Mum is feeling?

Writing activities

Objective Begin to form simple sentences sometimes using punctuation.

W

- Ask the children to look at page 10 and talk about what Mum is thinking about.
- Give them speech bubbles. Ask them to write a sentence to say what Mum is thinking.

Assessment Can children begin to form a simple sentence and write recognizable words using phonic knowledge?

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Bang the Gong (Oxford Level 2) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can distinguish between a word, a letter and a space. (RCS Grade 1,1)
- Can read some of YR high frequency words list. (RCS Grade 1,3)
- Can use phonic knowledge to attempt unknown words. (RCS Grade 1,4)
- Can use pictures (unprompted) and texts to identify meaning. (RCS Grade 1,6)
- With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level. (RCS Grade 1,7)
- Is beginning to make predictions based on titles, text, blurb and/or pictures. (RCS Grade 1,11)

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Predicting, Clarifying, Questioning, Imagining

ENGLAND The National Curriculum in England: Reception

EYFS	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.			
Letters and Sounds	For children working within Phase 3	Phonemes introduced and revisited in this book: ng, sh, ch, j, w, y	HF tricky words you, was, her, we, be, she	Context words Kipper

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

Listening and talking	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) 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)
Reading	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) 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)
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) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

WALES Literacy and Numeracy Framework: Reception

Oracy	Learners are able to use words, phrases and simple sentences (YR_OracSpea.2) Learners are able to exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i> (YR_OracColl.1)
Reading	Learners are able to retell familiar stories in a simple way (YR_ReadComp.1) Learners are able to show an interest in books and other reading materials and respond to their content (YR_ReadResp.1) Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – blend combinations of letters (YR_ReadStrat.2i) – segment combinations of letters (YR_ReadStrat.2ii) Learners are able to make meaning from visual features of the text, <i>e.g.</i> illustrations, photographs, diagrams and charts (YR_ReadStrat.7)
Writing	Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1) Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1) Learners are able to use correct initial consonant by beginning to apply phonic knowledge (YR_WritGPSH.5)

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

Talking and listening	<p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p>
Reading	<p>Pupils show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p>