

A Bark in the Night

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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? Explain that the three letters *igh* join together to make the sound /igh/, and the *ar* shows /ar/. Read the title together : *A B-ar-k in the N-igh-t*.
- W** Turn to page 5 and show the children *soon*. Explain that the same letters *oo*, can represent the vowel sound in *look* as well as the vowel sound in *moon*.
- C** (*Predicting*) Encourage children to use prediction: *What do you think might happen in the night?*
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering that sometimes two letters can represent one sound. 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 talk about how Dad felt when Kipper woke him up.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- use comprehension skills to work out what is happening.
- note any difficulties the children encounter and of strategies used.

Returning to the text

- W** Can children find words with *igh* in them? How about *ar*? Which list is longer?

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

Group and independent reading activities

Objective Recognize alternative ways of pronouncing graphemes.

W **You will need:** flashcards with the words: *book, cook, look, good, foot, wood, wool, stood; food, boot, cool, loop, pool, moon, roof, spoon.*

- Put the words *look* and *moon* on the table.
- One at a time, introduce the other words and ask children to decide whether it is a long *oo* or short *oo* word.
- Teach children the strategy of trying both pronunciations if they're not sure.
- Ask children to read all of the words on both lists.

Assessment Can children make good decisions distributing the words appropriately?

Objective To segment words into the constituent phonemes in order to spell them correctly.

W Write the word *night*. Ask the children to draw sound buttons to show how the letters represent the sounds in the word.

- Now ask them to write *night*. Compare their version with yours.
- Ask them to write other *igh* words: *right, tight, fright, light, high, sigh.*

Assessment Can the children spell the *igh* words?

Objective Read phonically decodable two syllable words.

W Remind the children what 'syllable' means.

- Discuss ways of recognizing words with more than one syllable.
- Ask children to look for two syllable words in the text. These include: *camping, farmer, farmyard, harder, supper, Kipper, asleep, started, barking, midnight, lighter.*
- Talk about whether the ways they found of looking for words was good.
- Read all of the words together. Talk about strategies for reading them.

Assessment Can children identify and read the two syllable words?

Objective To comment on characters, making imaginative links to own experiences.

C (*Questioning*)

- As a group, consider questions that you would like to ask Dad.
- The questions could relate to events in or surrounding the book.
- Once questions have been framed, you could be the first to take the role of Dad in order to model possible answers to some of the questions. Encourage subsequent 'Dads' to think of different answers to some of the questions.

Assessment Can the children think of appropriate questions to ask of Dad?

Speaking, listening and drama activities

Objective Act out stories, using different voices for characters.

C (*Imagining*)

- In pairs, ask the children to role-play the events in the book.
- One of the two children should be Dad and the other should be Kipper, then the night creatures.
- Encourage the characters to have dialogue and discussion, perhaps informed by the hot-seating activity.

Assessment Can the children use the text and their imaginations to develop appropriate dialogue, using good voices?

Writing activities

Objective Compose and write simple sentences to communicate meaning.

C (Summarising)

- Ask children to draw a picture of Dad with a big speech bubble. In his speech bubble, he can tell Mum about his night on the farm.

Assessment Can the children create an appropriate text, independently?

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A Bark in the Night (Oxford Level 3) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can retell known stories, including significant events/main ideas in sequence. (RCS Grade 1,20)

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, Summarizing, 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 3/4	Phonemes introduced or revisited in this book: ar, igh, oo(long), er; ear, ee, oa, ow	HF tricky words was, he, you	Context words Floppy

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

Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a) 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 and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / 0-11a / LIT 0-20a) 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) 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) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
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)

WALES Literacy and Numeracy Framework: Reception

Oracy	Learners are able to use words, phrases and simple sentences (YR_OracSpea.2) Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.5) Learners are able to exchange ideas in one-to-one and small group discussions (YR_OracColl.1)
Reading	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) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.3) Learners are able to relate information and ideas from a text to personal experience (YR_ReadComp.3)
Writing	Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)

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

Talking and listening	<p>Pupils can take on the role of someone else (L1_com_talk.1ii)</p> <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 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>