

Oxford Level 1+

A Big Mess

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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 Encourage the children to sound out the title.

C (*Predicting*) Encourage the children to use prediction: *What do you think is going to happen in this story?*

- Look through the book, talking about what is happening on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to read from left to right and to sound out words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

C (*Summarizing*) Ask the children to retell the story in just two or three sentences.

Assessment Check that the 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.
- Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

C (*Questioning, Clarifying*) Ask the children *Why did Dad spill the jam?*

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

Group and independent reading activities

Objective Read simple words by sounding out and blending from left to right.

W Pages 2 and 3: can the children find two words on these pages that rhyme? (*pan/ran*). *What is different? What is the same?*

- Can they suggest more words that rhyme with *pan*? (e.g. *can, fan, man, tan*)

Assessment Ask each child to read a CVC word from the book by blending the phonemes. The child should say each of the individual phonemes aloud, then blend them to make the word.

Objective To use phonic knowledge to read simple regular words.

W **You will need:** four counters for each child; a whiteboard to write on.

- Say the word *mess*. Ask the children to push forward one counter to represent each sound in the word. How many counters do they need? (3: *m-e-ss*).
- Write the word *mess* on the whiteboard. Count the number of letters. Does it match the number of sounds?
- Which sound is shown by more than one letter?
- Repeat for words like *less, fell, well, tell, bell*.

Assessment Can the children read the words they have made?

Objective Show understanding of story elements, e.g. main character, sequence, openings.

C (*Summarizing*) Show an understanding of elements in stories such as characters and sequence of events.

- Reread the book to the children.
- Model taking on the role of Dad. In role, explain what happened in the story. Explain what happened, whose fault the mess was and why.
- Ask one of the children to take on the role of Dad and to explain what happened. What information can they add?
- Encourage other children to take on the role of Mum, Biff or Chip, or of the man with the kit. How might views of what happened vary?

Assessment Make observations about children's participation in the activity and their engagement with the events in the story.

Speaking, listening and drama activities

Objective Show understanding of story elements, e.g. main character, sequence, openings.

C (*Imagining*) Use language to imagine and recreate roles and experiences.

- Reread the book to the children. Discuss other ways in which Floppy can help the family to make a mess.
- Let the children role play different scenarios. The only constant is that in each scenario, Floppy has to be the cause of making a mess. Encourage the children to draw on their wider knowledge of reading, particularly of Oxford Reading Tree stories.
- Take photographs of the children in their role play.

Assessment Can the children imagine and role play different scenarios? Observe those who lead with suggestions and those who follow or are uninterested.

Writing activities

Objective Attempt writing for various purposes.

C **You will need:** photographs from the activity above.

- Remind the children of the role plays they did where Floppy caused a mess.
- Ask the children to draw a sequence of three pictures: in the first a member of the family has to be doing something; in the second Floppy has to interrupt the activity and cause a mess; the third picture should show the consequence of the mess.

- Ask the children to attempt to write captions to explain what is happening in each of the pictures. They could use computers for this activity.

Assessment Can the children sequence the activities? Can they use enough sounds in their writing so that it can be read?

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A Big Mess (Oxford Level 1+) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can blend CVC words (e.g. bag, log, rip). (RCS Emergent Grade, 16)
- Can use their knowledge of letter/sound correspondences to help them read simple unknown words. (RCS Emergent Grade, 17)
- Can use pictures to predict what is happening in a story. (RCS Emergent Grade, 21)
- Can use phonic knowledge at current level to attempt unknown words. (RCS Emergent Grade, 22)
- Can talk about the main points/key events in a text (e.g. main story setting, events, principle character). (RCS Emergent Grade, 24)
- Can use story language when retelling or creating stories, either orally or in writing. (RCS Emergent Grade, 25)

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 2	Phonemes introduced and revisited in this book: k, ll, ss, j; s, a, t, p, i, n, m, d, g, o, e, u, r, h, b, f	HF tricky words no, the	Context words Chip, Floppy

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

Listening and talking	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</p> <p>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)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)</p> <p>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)</p>
Reading	<p>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)</p> <p>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)</p> <p>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)</p>
Writing	<p>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)</p> <p>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)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)</p>

WALES Literacy and Numeracy Framework: Reception

Oracy	<p>Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.5)</p> <p>Learners are able to exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i> (YR_OracColl.1)</p> <p>Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)</p>
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Reading	<p>Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):</p> <ul style="list-style-type: none"> – blend combinations of letters (YR_ReadStrat.2i) – segment combinations of letters (YR_ReadStrat.2ii) <p>Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.3)</p> <p>Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.4)</p> <p>Learners are able to make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.7)</p> <p>Learners are able to retell familiar stories in a simple way (YR_ReadComp.1)</p>
Writing	<p>Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1)</p> <p>Learners are able to convey meaning through pictures and mark making (YR_WritMean.2)</p> <p>Learners are able to use pictures and symbols to compose writing on-screen (YR_WritMean.5)</p> <p>Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)</p>

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 understand short explanations and simple discussions (L1_com_talk.1iii)</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 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>
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>