

# Cats

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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

- C** (*Predicting*) Read the title, pointing to the word, and showing the picture. Encourage children to use prediction: *What do you think this book is going to be about?*
- Look through the book, talking about what happens on each page. Discuss why Kipper and his friends might dress up as cats. Use some of the high frequency words as you discuss the story (see below).

### Strategy check

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

### 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 what the book is about.

**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. Are they clear why Kipper and his friends are dressing up?
- 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 children *What are the children in the book doing?*
- C** (*Clarifying*) Ask children to explain how Kipper becomes 'the top cat'.

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

## Group and independent reading activities

**Objective** Read some high frequency words.

- W** Page 1: Ask the children to point as you read the words *I am*. Can they point to each of the words separately?
  - Can they find each of the words elsewhere on the page (e.g. in the speech bubble)?
  - How many times can they find each word in the book?

- Can they see the words elsewhere in the classroom, e.g. on wall displays, notices, environmental print?

**Assessment** Can the children identify each of the words when you point to them on different pages in the book?

**Objective** Link sounds and letters, naming and sounding letters.

**W** On a whiteboard, write the name *Pat*. Ask the children to say the sounds, then read the name. Repeat for *Mat*. Look at the two names. What is different? What is the same? Do the words rhyme?

- Ask the children to look through the book, copying names. Discuss how they might recognize names.
- Can they find another pair of names that rhyme? (*Pam, Sam, Tam*)

**Assessment** Can the children say the sounds then read the words of the CVC names (e.g. *Tom, Tam*)?

**Objective** Hear and say sounds in words in the order in which they occur.

**W** **You will need:** Plastic/ wooden alphabet letters: s, a, t, p, n, m, o, c.

- Ask the children to sound-talk the word *o-n*. How many sounds/ phonemes are there?
- Can one of the children find the letters they need to make *on*? Ask them to listen carefully, say the sounds, then decide which order they need to go in. Explore other VC words, asking the children to sound-talk and then make the words (e.g. *as, at, an, am, on*).

**Assessment** Can the children hear and represent the sounds in these words?

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

**C** (*Clarifying*) Can the children explain what they think is happening in the book? Ask questions like *Which creature are the children dressed up as? Can you find a different creature? What does Kipper say to the dog? Why?*

**C** (*Predicting*) *What do you think the story in Kipper's play is about? Can you tell me what happens in the story?*

**Assessment** Can children clearly explain what the context for the book is?

## Speaking, listening and drama activities

**Objective** Interact with others, negotiating plans and activities.

Let the children plan their own version of the play in the book. Ask them to decide who will be a cat, who will be a dog and who will be the top cat – or will they all hiss at the dog?

**Assessment** Observe the children's discussion. Note who is able to negotiate, who takes a lead role, who is uncooperative.

## Writing activities

**Objective** Writes their own name and other things such as labels and captions.

**You will need:** The words *I* and *am* in a word bank. Some children may benefit from a name card.

- Ask the children to draw themselves as one of the cats from the book.
- Under their pictures, ask them to write *I am [name]*.

**Assessment** Are children able to write their names without support? How accurately can they copy?

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# Cats (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 knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Emergent Grade, 19)
- Is beginning to read some high frequency words from YR/P1 word list. (RCS Emergent Grade, 20)
- 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)

## 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*

## ENGLAND The National Curriculum in England: Reception

<b>EYFS</b>	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.			
<b>Letters and Sounds</b>	For children working within Phase 2	<b>Phonemes introduced and revisited in this book:</b> s, a, t, p, n, m, o, c	<b>HF tricky words</b> I, the	<b>Context words</b> Kipper

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

<b>Listening and talking</b>	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)
<b>Reading</b>	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) 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)
<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 or write (ENG 0-12a / LIT 0-13a / LIT 0-21a)

## WALES Literacy and Numeracy Framework: Reception

<b>Oracy</b>	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, <i>e.g. with friends</i> (YR_OracColl.1) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
<b>Reading</b>	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 read simple captions and texts recognising high-frequency words (YR_ReadStrat.4) Learners are able to make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.7) Learners are able to retell familiar stories in a simple way (YR_ReadComp.1)
<b>Writing</b>	Learners are able to copy and write letters, words and phrases (YR_WritMean.4)

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

<b>Talking and listening</b>	<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>
<b>Reading</b>	<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>
<b>Writing</b>	<p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>