

Chairs in the Air

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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 *air* join together to make the sound /air/. Read the title together : Ch–air–s in the Air
- W** Turn to page 1 and show the children *hear*. Explain that *ear* represents the long vowel sound /ear/.
- C** (*Predicting*) Encourage children to use prediction: *What do you think Chairs in the Air is going to be?*
 - 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 explain where Pompom ran off to.

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

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

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

Group and independent reading activities

Objective Spell new words using phonics as the prime approach.

W Ask children to write *air* and *ear* on their whiteboards.

- Tell them that you are going to tell them a word beginning and they have to decide whether to make an *air* word or an *ear* word.
- Offer beginnings: *h, ch, g, n, t, y, f, p*.
- Discuss words the children make. If they make a word which is incorrectly spelled (e.g. *chear* instead of *cheer*), show them the correct spelling, whilst congratulating them for the thinking.

Assessment Can children make good decisions and spell the words appropriately?

Objective To apply phonic knowledge and skills as the prime approach to reading unfamiliar words.

W Revisit page 2. Read the text together, including the environmental print. Focus on the word *popcorn*.

- Ask children to draw sound buttons under what they know and to identify the 'tricky parts' of the word (*or*). Can they work out the whole word from what they do know?

Assessment Can the children identify the tricky bits in the word?

Objective Apply phonic knowledge and skills to reading unfamiliar words.

W Write the words *sick* and *stick*. Ask children to find what is the same and what is different between the words.

- Can they draw sound buttons to show the similarities and differences?
- Ask children to draw sound buttons and read *c-l-ear, s-p-ear, s-t-air*.

Assessment Can children use sound buttons to differentiate the adjacent consonants at the beginning of the words?

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

C (*Questioning*)

- As a group, try to create a map of the fairground.
- The map should include all of the elements included in the book, but can also have any rides or stalls from fairs that the children have visited.

Assessment Can the children use the story and their own experiences to create a map of the fairground?

Objective Make predictions showing an understanding of ideas, events and characters.

C (*Questioning*)

- Look for evidence of Pompom and her owner in the pictures and text throughout the book.
- What is Pompom's story?
- Talk about why Pompom might have run off each time.

Assessment Can the children contribute reasons and suggestions about Pompom or her owner?

Speaking, listening and drama activities

Objective Take turns to speak, listen to others and talk about what they're going to do.

C (*Imagining*)

- As a group, try to create a map of the fairground.
- The map should include all of the elements included in the book, but can also have any rides or stalls from fairs that the children have visited.
- Once the map has been completed, use small world characters to show where Wilf and Chip went in the fairground.

Assessment Can the children use the text and their imaginations to make appropriate suggestions?

Writing activities

Objective Use the space bar and keyboard to type simple texts.

C (Summarising)

- Help children to find images of fairground rides on the internet.
- They should label the rides, naming them if possible, and briefly explaining why these are or are not enjoyable rides.

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Chairs in the Air (Oxford Level 3) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words (e.g. YR HFW) 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: air, ear, or; sh, ch, ck, ck, ow, ur, ee, oo (short), ng	HF tricky words me, was, has	Context words Wilf

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) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)
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) 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 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 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 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 read simple captions and texts recognising high-frequency words (YR_ReadStrat.4) Learners are able to relate information and ideas from a text to personal experience (YR_ReadComp.3)
Writing	Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1)

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

Talking and listening	<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 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>