

Hats

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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? Talk about the use of the final *-s*. Do children know what it is used for?
- C** (*Predicting*) Encourage children to use prediction: *Where might the family be going? Why might they all be wearing these hats?*
- 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 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** (*Clarifying*) Ask the children to explain which hat they liked best, and why.

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

Returning to the text

- W** What does Gran have on her hat? Talk about strategies for reading *pom-pom*.

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

Group and independent reading activities

Objective Explore and experiment with sounds.

- W** **You will need:** little whiteboards and pens.
- Ask the children to sound-talk, then write the word *h-a-t hat*.
- Can they rub out the 'h' and write another letter to make a new word (e.g. *bat, cat, fat, mat, sat*)?

- What can children tell you about the two words, *hat* and their new word? Are there any other rhyming words they can write?
- Repeat the process with other words from the book e.g. (*tap, top, big, mad*).

Assessment Can the children all write their initial word and then think of and write a rhyming word each time?

Objective Read some high frequency words.

- W** Reread the text on pages 2 and 3 and talk about the hats.
- Can the children find the word *has* on the page? Can they sound-talk the word? What do they notice about the final sound? Which letter do they usually associate with that sound (z)?
 - Can they identify another word on pages 2 and 3 which has the same final sound? (*is*)
 - Talk about the fact that sometimes, letters may be pronounced differently at different places in the word.
 - Show children the word *hiss*. Can they read the word? Talk about the final sound. *How many letters are used to show it?*
 - Can children find another word on page 4 where more than one letter is used to show the last sound in a word? (*Biff*)

Assessment Can children read the words *miss, toss, fuss*?

Objective To hear and say sounds in words in the order in which they occur.

- W** **You will need** four counters for each child; a whiteboard to write on.
- Say the word *hat*. Can the children repeat the whole word, then segment it into its sounds (*h-a-t*)? Ask the children to push one counter forwards for each sound as they say it.
 - Repeat for the word *hats*. How many sounds? (4)
 - Do the same for the words *top, tap, sun, big, mad, red*. Where appropriate, also include the plural: *taps, suns*.
 - Revisit all of the words you have used, but this time, you say the sounds (e.g. *h-a-t*) and ask the children to blend the sounds and say the word.

Assessment Can the children blend and segment all the words?

Speaking, listening and drama activities

Objective Extend vocabulary exploring the meanings and sounds of new words.

You will need: hats. You can have real hats, small-world hats or pictures from catalogues.

- C** (*Imagining*)
- Select a hat and show it to the children. Make a list of words to describe the hat. They can describe colour, texture, pattern, type of hat or any features of the hat. Scribe the words the children suggest, congratulating them on interesting and exciting words.
 - Suggest who might wear each of the hats. Are they most likely to be men or women? Adults or children? Is there an occasion or type of weather that might be most appropriate for the type of hat?
 - Ask children to put a hat on, or pretend to put it on, and to mime what the person wearing the hat might do.
 - Take photographs of the children as they work.

Assessment Can the children suggest descriptive words to talk about each of the hats?

Writing activities

Objective Attempts writing for various purposes.

- Use the photographs or pictures of hats from the previous activity.
- Ask the children to select an image and to write a list of words to describe the hat or its wearer.

Assessment Can children write CVC words unaided? Can they use their phonic knowledge to make plausible attempts at more complex words?

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Hats (Oxford Level 1+) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can identify initial sounds in familiar words (e.g. words exemplified in Reception/P1 year high frequency word list). (RCS Emergent Grade, 15)
- 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)

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, 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: e; s, a, t, p, i, n, d, g, o, c, u, r, h, b, ff	HF tricky words the	Context words Kipper, Chip, Gran

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

Listening and talking	<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>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 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 talk about things from their experience and share information (YR_OracSpea.1)</p> <p>Learners are able to use words, phrases and simple sentences (YR_OracSpea.2)</p> <p>Learners are able to exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i> (YR_OracColl.1)</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>
Writing	<p>Learners are able to convey meaning through pictures and mark making (YR_WritMean.2)</p> <p>Learners are able to copy and write letters, words and phrases (YR_WritMean.4)</p>

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 talk about their experiences (L1_com_talk.4)</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> <p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>