

# Jack

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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? J-a-ck.
- W** Introduce the word *quick* on page 1. Talk about the sound represented by *qu*. Sound out the word: *qu-i-ck*.
- C** (*Predicting*) Encourage children to use prediction: *Where are the family? What are they doing here?*
  - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see below).

### Strategy check

Remind the children to sound out words carefully, remembering *ch*, *sh* and *qu*. 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 why everyone is saying shhh! at the end.

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

### Returning to the text

- W** Can children read the word that the cockerel is crowing at the end of the book?

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

## Group and independent reading activities

**Objective** Recognize common digraphs.

- W** **You will need:** plastic or wooden letters c, s, k, q, u, h and whiteboards with pens.
  - Place *qu* on the table and ask children if they remember the consonant phoneme. Say it together.

- Can children make the word *quick*, using the *qu* and writing the rest of the word? Say the word together and count the phonemes (3). Check that children recognize which phonemes are represented by which letters.
- Repeat for *quiz*, *quack*, *quit*.

**Assessment** Can children read and spell the word *quill*?

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

**W**

- Write the words *chick* and *chicken*.
- Ask children to read the words. Discuss what is the same and what is different. Can children clap the words?
- Look at *chicken* again. Demonstrate how to split the word into two syllables *chick-en*. Show children how to sound out and blend the word syllable by syllable and then combine the complete syllables, rather than trying to blend the whole word. Offer this as a strategy for reading longer words.

**Assessment** Can children read the words *rock* and *rocket* using this strategy?

**Objective** To use phonic knowledge to write simple regular words.

**W**

- **You will need:** a whiteboard with a three phoneme phoneme-frame drawn on it.
- Can the children write 'Jack'?
- Ask them first to sound-talk the word J-a-ck, then to write the word, one sound at a time into the phoneme frame. They should then say and blend the sounds to check for their own accuracy.
- Repeat for *dish*, *six*, *pick*, *Chip*.
- When you have talked about the words 'quickwrite' them.

**Assessment** Can the children spell the words?

**Objective** To show an understanding of the elements of stories such as main character.

**C** (Questioning)

- Ask different children who they think the characters are in the story.
- Make labels for each of the characters including Jack.
- Rank the name labels in order of importance in the story.
- Encourage children to ask questions, based on the text, to challenge other children's suggestions. If necessary, model some questions.

**Assessment** Can the children ask and answer questions to justify their ranking of the characters?

## Speaking, listening and drama activities

**Objective** Show an understanding of the elements of stories, such as main character, sequence and openings.

**C** (Summarizing)

- Look at the picture on page 1. Discuss what happened *before* the story started. Ask one child to state what you have decided. Give that child a card saying *First*.
- Look at segments of the book. After each segment, discuss a one sentence summary and give children cards saying *Then*, *After that*, *Next*, *Finally*.
- Put the children in order and ask each one to state their summary of the events in the story.

**Assessment** Can the children use language effectively to explain their part of the story?

# Writing activities

**Objective** Attempts writing for various purposes.

**C** (Summarizing)

- Ask children to make a sentence which tells you the most exciting part of the story.
- Help them to write their sentence and illustrate it. Encourage them to spell as many words as possible correctly using their phonic knowledge. Let them make plausible attempts at harder words.

**Assessment** Can children use their phonic knowledge to make plausible attempts at more complex words?

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# Jack (Oxford Level 2) curriculum coverage chart

## Links to Oxford Ros Wilson Reading Criterion Scales:

- Can distinguish between a word, a letter and a space. (RCS Grade 1,1)
- Can read some of YR high frequency words list. (RCS Grade 1,3)
- Can use phonic knowledge to attempt unknown words. (RCS Grade 1,4)
- Can use pictures (unprompted) and texts to identify meaning. (RCS Grade 1,6)
- Is beginning to make predictions based on titles, text, blurb and/or pictures. (RCS Grade 1,11)

## 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*

## 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 3	<b>Phonemes introduced and revisited in this book:</b> qu; ch, sh, j, x	<b>HF tricky words</b> me, was, has	<b>Context words</b> Kipper, Floppy, cock-a-doodle-do

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

<b>Listening and talking</b>	<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>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>
<b>Reading</b>	<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> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)</p>
<b>Writing</b>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn (LIT 0-01a / LIT 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 or write (ENG 0-12a / LIT 0-13a / LIT 0-21a)</p>

## WALES Literacy and Numeracy Framework: Reception

<b>Oracy</b>	<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, <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>
<b>Reading</b>	<p>Learners are able to show an interest in books and other reading materials and respond to their content (YR_ReadResp.1)</p> <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"> <li>– blend combinations of letters (YR_ReadStrat.2i)</li> <li>– segment combinations of letters (YR_ReadStrat.2ii)</li> </ul> <p>Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.3)</p> <p>Learners are able to make meaning from visual features of the text, <i>e.g.</i> illustrations, photographs, diagrams and charts (YR_ReadStrat.7)</p>

<b>Writing</b>	<p>Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)</p> <p>Learners are able to distinguish between upper- and lower-case letters (YR_WritGPSH.4)</p> <p>Learners are able to use correct initial consonant by beginning to apply phonic knowledge (YR_WritGPSH.5)</p>
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**NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1**

<b>Talking and listening</b>	<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> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p>
<b>Writing</b>	<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 words using sound-symbol correspondence (L1_com_writ.4i)</p> <p>Pupils can form lower and upper-case letters (L1_com_writ.4iii)</p>