

Leek Hotpot

Author: Roderick Hunt

Illustrator: Alex Brychta

Teaching Notes author: Kate Ruttle

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? Remind them what makes the sound /ee/.
 - Do they remember the strategy of looking for letters that don't usually go together to find the place where syllables meet? (tp)
 - Read the title together: L-ee-k H-o-t-p-o-t
- W** Turn to page 1 and show the children the word *cookbook*. Find the syllable boundary (kb). Introduce the phoneme of short /oo/ and read the word: c-oo-k-b-oo-k.
- C** (*Predicting*) Encourage children to use prediction: *What do you think the children will make for Mum?*
 - 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 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 Mum was for most of this story.

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** Can children find words with *oo* in them? How about *ee*? Which list is longer?

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

Group and independent reading activities

Objective Recognize alternative ways of spelling phonemes.

W **You will need:** flashcards showing the words: *book, cook, look, took, shook, foot, good, wood, wool*.

- Show children the word *look*. Ask them to draw sound buttons to show which letters represent which sound.
- Show all of the flashcards, asking children to sound out and read the words.
- Which consonants can children find at the end of these words? (k, t, d, l). Which one is most common? (k)
- Explain that short *oo* is only followed by these consonants, most commonly by *k*.

Assessment Can children read the words and count the phonemes?

Objective Recognize automatically an increasing number of high frequency words.

W **You will need:** two copies each of the flashcards: *will, this, with, see, they, we, you, then, look*. Add any previously taught high frequency words which are not yet securely learned.

- Shuffle the cards and line the children up. Show the top card to the first child. If they read the card successfully, they go to the end of the line and you put the card down. If they make an error, they go to the end of the line and you show the same card to the next child.
- Time the children to see how quickly they get through the whole pile of cards twice.
- Repeat. Can the children knock seconds off their time?

Assessment Can children read the words automatically?

Objective To read and spell phonically decodable two syllable words.

W Check children's understanding of the word 'syllable'. Clarify that it means a 'beat' in a word. Count how many syllables there are in *Hotpot, Floppy, Biff, Chip, cookbook*.

- Show the children the words *cookbook* and *hotpot*. Explain that these compound words have each been made up of two smaller words. Can children identify the two short words each time?
- Show other compound words like: *cobweb, eggshell, pigtail, cowshed*.
- Show children the word 'notpot'. This isn't a real word. Talk about why the author wrote it and how readers can read it.

Assessment Can the children read and spell the two syllable compound words?

Objective Identify the main events and characters in stories.

C (*Clarifying*)

- Ask children who they think the main characters are in this story.
- List the characters.
- Can the children rank them in importance?
- Revisit the book to help the children to discuss the importance to the storyline of Floppy, Biff, Chip, Kipper, Mum and Dad.

Assessment Can the children justify their ideas about the characters' importance?

Speaking, listening and drama activities

Objective Order events using story language.

C (*Imagining*)

- Re-read the book, asking children to put their hands up when they are finding out something about cooking leek hotpot.

- Gather small world toys – or pictures from the internet – to represent each of the necessary things: leeks, chicken, deep pot, hob.
- Ask children to ‘think–pair–share’ with a partner to explain the sequence of events.

Assessment Can the children order the events appropriately?

Writing activities

Objective Write a chronological text using simple structures.

C (Clarifying)

- Revisit the steps needed to make Leek Hotpot.
- Show children the cookbook that Biff is holding on page 6.
- Ask them to write the recipe that Biff is following.

Assessment Can the children sequence the steps in their recipe?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk

Leek Hotpot (Oxford Level3) 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, 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: ee, oo (short); ch, th, ck	HF tricky words they, we, you, me, all	Context words Floppy

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) 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)
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) 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, e.g. <i>with friends</i> (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)
Writing	Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.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>