

# Mud!

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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 is going to happen in this story?*
- Look through the book, talking about what happens on each page. Were the children's predictions correct? 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 why Kipper is in the bath at the end of the book.

**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

- C** (*Clarifying*) Ask the children *What happened in the story?*
- C** (*Clarifying*) Ask the children to explain why Kipper had to wear a rug.

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

## Group and independent reading activities

**Objective** Explore and experiment with sounds, words and letters.

- W** Ask the children to find all the words containing *o* on page 1. (*on, got, log, bog*) Write the words.
- Can the children tell you which of the words rhyme? How can they tell?

- Can they think of any other words that rhyme with *log* and *bog*? (e.g. *dog*, *fog*, *mog*)  
Can they show you how to spell the words?
- Explore words that can be made by changing the vowel in the word *bog*. Can children read and write the words *bag*, *big*, *bug*?

**Assessment** Can children identify the pairs of words that rhyme and suggest more rhyming words?

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

**W** **You will need:** Plastic/ wooden letters: o, n, a, l, g, t, p, s, m, i, d, b, h, u, r.

- Use the letters to make the word *bog*. Ask one of the children to swap the *b* for a *d*. Can the children read the new word?
- Now replace the *o* with an *i* to make *dig*; then the *g* with a *p* to make *dip*. Continue to ask the children to swap one letter at a time to make a new word. Each time, they should say the letters and then read the new word.

**Assessment** Can the children read words composed of the target letters?

**Objective** Show an understanding of story elements such as sequence of events.

**C** (*Summarizing*) Ask the children to identify what Kipper is doing on each page.

- Agree a sequence of events which sequences Kipper's day.
- Using the words *before* and *after* ask the children questions about the events, e.g. *What happened after Kipper got on the log? What happened before Kipper put on the rug?*
- Encourage the children to look at the book when they answer the questions.

**Assessment** Can the children answer questions involving *before* and *after*?

## Speaking, listening and drama activities

**Objective** Sustain attentive listening, responding to what they have heard with comments, questions or actions.

**C** (*Questioning*) Give different children labels to wear showing the names of the different family members.

- Each child should take it in turn to answer questions, in role.
- Support the other children with asking questions. Introduce the children to the question words *what*, *where*, *when*, *why* and *how*.

**Assessment** Observe the children's talk. Note who is able to frame and to answer questions in role.

## Writing activities

**Objective** Attempts writing for various purposes.

**You will need:** Some children may benefit from a word bank and an alphabet chart.

- Ask the children to find the speech bubbles *Kipper is in the mud!* (page 5), *Mud on the dog* (page 7) and *Mud in the tub* (page 8).
- Let the children draw somewhere or something else with mud on it or in it. Can they write a label for their picture?
- Children could use ICT to communicate their ideas.

**Assessment** Can the children use known letters to represent sounds in the words they need?

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# Mud! (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 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, 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 2	<b>Phonemes introduced and revisited in this book:</b> u, r, h, ck; s, a, t, p, i, n, m, d, g, o, l	<b>HF tricky words</b> the	<b>Context words</b> Kipper, Chip, Biff

## 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) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

## 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, e.g. <i>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>	<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> <p>Learners are able to use pictures and symbols to compose writing on-screen (YR_WritMean.5)</p> <p>Learners are able to contribute to a form modelled by the teacher, <i>e.g. through shared writing</i> (YR_WritStru.2)</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 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 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>