

Oxford Level 4

# Painting the Loft

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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? Help them to identify the syllables and blend the adjacent consonants to read the title: *Paint-ing the L-o-f-t*
- W** Turn to page 1. Which pairs of adjacent consonants can the children identify? Remind them that *ng* is not adjacent consonants. Can they explain why?
- C** (*Predicting*) Encourage children to use prediction: *What are the children likely to do at Gran's?*
  - 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.
- (*Clarifying*) Ask children to tell you how the colours for the loft were chosen.

**Assessment** Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- distinguish adjacent consonants (e.g. *lf*, *-pt*) from consonant digraphs (*sh*, *ch*, *th*, *ng*).
- 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** How many different adjacent consonants at the ends of words can children find?

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

## Group and independent reading activities

**Objective** Apply phonic knowledge as the prime approach to reading unfamiliar words that are not completely decodable.

- W** Ask the children to look again at page 12. What did Gran bring for the children?
- Look at the word *blanket*. Talk about strategies for reading the word. Which bit is tricky? (*et*) Sound out the first syllables: *b-l-a-n-k*. How can we use this word beginning, together with the context to work out the whole word?

**Assessment** Can children discuss the strategies they use for unfamiliar words?

**Objective** Read and spell new words using phonics as the prime approach.

- W** In secret, ask each child to write five words from the book. There should be consonants at the end of each word. The words should be written in large, clear, letters on strips of paper.
- Cut the words in two. The initial consonant or adjacent consonant together with the vowel should be on one side; the final adjacent consonants should be on the other (e.g. *pai-nt*; *lo-ft*; *bli-nk*).
- Children should mix up their cut-up words, then hand them to another child to make into complete words again.

**Assessment** Can children sound out and spell the word each time?

**Objective** Read and spell phonically decodable two and three syllable words.

- W** Model spelling the word *plastic*. Be explicit about the strategy of first breaking the word into syllables, then sounding and spelling the first syllable before sounding out and spelling the second syllable.
- Ask the children to consider the word *silver*. Scaffold the experience while they try to spell it using the strategies you have just demonstrated.
- Repeat for *sticker*, *painting*, *going*, *children*, *blanket*.
- Each time, once the children have written the word, show them how to look at it again, being aware of tricky bits and considering how to represent them (e.g. *blankit*, or *blanket?*).

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

**Objective** Recognize the main elements that shape different texts.

- C** (*Summarizing*) Re-read the book together.
- Give children a strip of paper with four boxes.
- Explain that they should draw a comic strip, showing the most important events in the story. Ask them to draw one event in each box.

**Assessment** Can the children identify the events which shape the story?

## Speaking, listening and drama activities

**Objective** Re-tell stories, ordering events using story language.

- C** (*Summarizing*) Explain that you want children to retell the story from the book.
- Show cue cards with time adverbials (*First*, *Later*, *After that*, *That evening*, *The next morning* etc). Talk about the use of these words and phrases in storytelling.
- Children will need their 'comic strip' as a visual cue while they plan their storytelling. Give them time to rehearse with their talking partner.
- Let each of the children present their story to the rest of the class.

**Assessment** Can the children retell the events, sequencing them with appropriate storytelling language?

# Writing activities

**Objective** Write chronological texts using simple structures.

**C** (*Summarizing*) Let children use their comic strips.

- Cut the strips up and ask children to retell the story in writing, writing one part under each picture.
- Remind them of the sequencing words and encourage the use of these words in their writing.

**Assessment** Can the children organize the ideas successfully in a text?

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# Painting the Loft (Oxford Level 4) curriculum coverage chart

## Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- 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, Summarizing*

## ENGLAND The National Curriculum in England: Year 1

<b>Letters and Sounds</b>	For children working within Phase 4/5	<b>Adjacent consonants:</b> -ft, -nt, -nd, -mp, -nk, -lf, -st; sl, fl, gr, st <b>Phonemes revisited:</b> ai, ee, igh, oo (short), ow, or, er, sh, ch	<b>High frequency words:</b> children, went, have, some, said, like, there, one, were, it's, just
<b>Spoken language</b>	Pupils should be taught to give well-structured descriptions, explanations and narratives, including for expressing feelings (SpokLang.5) Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
<b>Reading: Word reading</b>	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (ReadWord.3) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (ReadWord.4) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
<b>Reading: Comprehension</b>	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them and considering their particular characteristics (ReadComp.1iii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
<b>Writing: Composition</b>	Pupils should be taught to write sentences by sequencing sentences to form short narratives (WriteComp.1iii)		

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

<b>Listening and talking</b>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others (LIT 1-06a) When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more (LIT 1-09a)
<b>Reading</b>	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a) I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a) To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own (ENG 1-17a)

<b>Writing</b>	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)</p>
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### WALES Literacy and Numeracy Framework: Year 1

<b>Oracy</b>	<p>Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)</p> <p>Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2)</p> <p>Learners are able to include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)</p> <p>Learners are able to retell narratives or information that they have heard (Y1_OracList.3)</p> <p>Learners are able to show understanding of what they have heard by asking questions to find out more information (Y1_OracList.4)</p>
<b>Reading</b>	<p>Learners are able to apply the following reading strategies with increasing independence</p> <ul style="list-style-type: none"> <li>- phonic strategies to decode words (Y1_ReadStrat.2i)</li> <li>- recognition of high-frequency words (Y1_ReadStrat.2ii)</li> </ul> <p>Learners are able to express a view about the information in a text (Y1_ReadResp.1)</p> <p>Learners are able to explore language, information and events in texts (Y1_ReadResp.2)</p>
<b>Writing</b>	<p>Learners are able to sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)</p> <p>Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.3)</p>

### NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

<b>Talking and listening</b>	<p>Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)</p> <p>Pupils can talk about their experiences (L1_com_talk.4)</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 events in sequence with supporting detail (L2_com_talk.4)</p>
<b>Reading</b>	<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 talk about what they read and answer questions (L1_com_read.5)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</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 show a sense of structure and organisation (L2_com_writ.2ii)</p> <p>Pupils can write using a given form (L2_com_writ.3)</p>