

Pop!

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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 the children to use prediction: *What do you think this book is going to be about?*
- Look through the book, talking about what happens on each page. Discuss why the book is called *Pop!*. Use 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 when they can.

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 what the book is about.

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. *What are Mum and the children doing in the book?*
- Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- C** (*Questioning, Clarifying*) Ask the children *What are the children in the book doing?*

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

Group and independent reading activities

Objective Link sounds and letters, naming and sounding letters.

- W** Write the words *pop* and *pot* on a whiteboard. Ask the children to say the sounds in each word, then to tell you the whole word. *Are the words the same? What is the same? What is different?*
- Write *li* and *lid*. *'What's the same? What is different?'* Write *tp* and *top*. *What is the same? What is different?'* Repeat for other words.

Assessment Write the letters *op*. Can the children tell what else you need to make *pop*?

Objective Explore and experiment with sounds words and letters.

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

- Use the letters to make the word *pop*. Give one of the children the *t*. Ask them to use it instead of the first *p*. Can the children read the new word?
- Make *pop* again. This time replace the final *p* with the *t*. What is the word this time?
- Starting with *pot*, ask one of the children to replace the *o* with an *a*. Now which word have you made?
- 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 Retell narratives in the correct sequence, drawing on the language patterns of stories.

C (*Clarifying*) Give each of the children a sticker showing the name of one of the characters in the book.

- Ask the children to put themselves in the right order according to the order in which people helped to make the popcorn. (*Kipper, Biff, Mum, Chip*)
- Ask each child to find out what they did.
- One at a time, ask the children to read their page aloud, each child talking about their character's contribution.

Assessment Can each child say their sentence in the correct sequence?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- C** Use objects from your domestic play corner and kitchen to recreate the cooking experience.
- Can the children follow the sequence of events in the book to 'make' their own popcorn? Encourage talk around what is going on.
 - Leave the children to play with the kitchen equipment. Observe how they extend the roles from the book.

Assessment Observe the children's play. Note who is able to develop and extend roles, based on the information and ideas in the book.

Writing activities

Objective Attempts writing for various purposes.

You will need: Zig-zag books, coloured pens, pencils.

Ask the children to illustrate their own book about making popcorn stage by stage. Allow them to use *Pop!* as a reminder if they wish. Ask them to write sentences or captions for their pictures.

Assessment Check that children's mark making is meaningful. Are the children able to correctly represent some of the sounds in the words?

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Pop! (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

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: i, d, g, l; a, t, p, n, m, o	HF tricky words the	Context words Kipper, Chip, Biff

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 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)
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) 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

Oracy	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)
Reading	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)
Writing	Learners are able to convey meaning through pictures and mark making (YR_WritMean.2) 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 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>
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>