

Posh Shops

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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? Remind them how to read *sh*.
- W** Page 1: Can the children find a word with *sh*?
- C** (*Predicting*) Encourage children to use prediction: *Why do you think the children are shopping?*
 - 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. 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** (*Summarizing*) Ask children to explain what the book is about in one sentence.

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 difficulties in decoding that the children encounter and of strategies they use to solve problems.

Returning to the text

- W** How many words can the children find with two letters making one sound at the end of the word?

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

Group and independent reading activities

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

- W** **You will need:** whiteboards
 - Ask one of the children to find the word *sang* on pages 14–15.
 - Ask children to write the word and draw sound buttons showing the letter-sound correspondence.

- Can they find another word ending in *ng* on pages 14–15? (*hung*). Children should write it and draw sound buttons again.
- Can they do the same for a word on pages 8–9? (*along*)

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

Objective Read simple words by sounding out and blending phonemes.

W

- Ask children to read pages 4–5. Talk about *sh*. Explicitly teach the strategy of looking whenever there is an *s* in the word to check that it isn't followed by an *h*.
- Write the words *sip* and *ship*. Ask children to read them. What's different? What's the same? Repeat for *sell* and *shell*.
- How many words on these pages have *sh*?
- Ask children to write the words: *sip, ship, shop, miss, wish*. Talk about strategies for spelling the words.

Assessment Can the children read and represent all of the sounds in these words?

Objective To explore and experiment with sounds, words and texts.

W

- Read pages 10–13 aloud to the children.
- How many /k/ sounds can they hear? Ask them to put up their hands whenever they hear one.
- Write the words with the /k/ sounds: *Kipper, pick, mix, box, chocs, cash*.
- Ask children to draw sound buttons under the words. How many different ways can they find of representing /k/? (k, ck, x, c). Talk about where in a word each of the ways is most likely to be found (ck and x are most often at the end of a word).

Assessment Can the children hear /k/ sounds, even if they can't see a *k*?

Objective To listen to stories and respond with relevant comments, questions or actions.

C (Clarifying)

- Ask children simple questions to check on their understanding of the events in the text.

Assessment Can the children respond to your questions using direct evidence and inference?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

C

- Ask children to make (or to draw) their own shops. All the things sold in each shop must have the same sound in them, so the children will need to look carefully to choose things for their shops. The sound can occur anywhere in the word (e.g. *ship, dish*. The sound does not have to be represented by the same letter pattern in all of the words!)
- Go and visit the children's shops. Ask them to tell you what is in their shop.
- Encourage the children to extend their play as both shoppers and shop-keepers.

Assessment Can the children use sentences to explain what kind of shop they have chosen?

Writing activities

Objective Attempts writing for various purposes.

W

- Ask children to make a catalogue for the things in their shop. Show them catalogues from shops like Argos, Tesco, Littlewoods etc. to give them a model for their writing.
- Encourage them to use a variety of strategies for spelling the words including using simple dictionaries and classroom displays as well as sounding out the words.

Assessment Can children produce an appropriate text to match the task?

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Posh Shops (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, Summarizing

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	Phonemes introduced and revisited in this book: ch, sh, ng, th, x	HF tricky words was, her, you	Context words Gran, Kipper, Floppy

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

Listening and talking	<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>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)</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>
Reading	<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>
Writing	<p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information LIT 0-21b</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message LIT 0-26a</p>

WALES Literacy and Numeracy Framework: Reception

Oracy	<p>Learners are able to use words, phrases and simple sentences (YR_OracSpea.2)</p> <p>Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.5)</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>
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Reading	<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"> – blend combinations of letters (YR_ReadStrat.2i) – segment combinations of letters (YR_ReadStrat.2ii) <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, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.7)</p>
Writing	<p>Learners are able contribute to a form modelled by the teacher, <i>e.g. through shared writing</i> (YR_WritStru.2)</p> <p>Learners are able to show understanding of different formats, <i>e.g. cards, lists, invitations</i> (YR_WritStru.3)</p>

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 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> <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>