

Quiz

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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? Read the title together *Qu-i-z*
- W** Turn to pages 2–3. Point out the words *with, thin, thick*. Show children the *th* and demonstrate the two sounds it represents. Ask children to copy. Sound-talk the three words: *w-i-th, th-i-n, th-i-ck*.
- C** (*Predicting*) Encourage children to use prediction: *What kind of game are they playing? What might happen at the end?*
 - 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, remembering that sometimes two letters can represent one sound. If children 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 what happened at the end of the book.

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

Returning to the text

- W** Look carefully at the words *thin* and *this*. Can children draw sound buttons for the words? What is the same and what is different for these words?

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

Group and independent reading activities

Objective Recognize common digraphs.

W **You will need:** flashcards of words containing *th*. e.g. *with, the, this, that, then, them, they; thin, thick, thing, thud, moth* (also *bath* and *path* if children pronounce them with a short 'a')

- Place *this* and *thin* on the table. Challenge the children to sort the words so that they make sets showing the two different pronunciations of *th*.
- Ask children to sound talk and then read the words before they make their choice. Support the children in trying out two different pronunciations of *th*.

Assessment Can children read and sort all of the words?

Objective To read some high frequency words.

W

- Show the children the words *them* and *this*. Read the words.
- Ask children to use sound buttons to show the (3) phonemes in *each* of the words and to identify which letters represent each one.
- Repeat for *they*. Can the children identify the tricky letters in *they*?
- When you have talked about the words 'quickwrite' them.

Assessment Can the children spell the words?

Objective Use phonic knowledge to write regular simple words.

W

- **You will need:** list of 10 words containing /k/. e.g a selection of: quick, quiz, quack, quill; cat, can, canal, cup; kid, kit, king, kiss; back, tick, luck, deck.
- Ask each child to make four sets: a set of words with *qu*, a set with *c*, a set with *k* and a set with *ck*.
- Read the words aloud. Ask children to sound-talk them, then decide which set to write each word in.

Assessment Can children sound-talk the words, make good choices about representing /k/ and spell the words accurately?

Objective Ask questions about, *who, how* and *what*.

C (Questioning)

- Model asking a question: *Who was the giraffe?* Or *How did Biff make the giraffe?* Or *What was Biff?*
- Ask children to frame their own questions about the text.
- Let them talk to a response partner so that each can both ask and answer questions.

Assessment Can the children ask and answer good questions about events in the text?

Speaking, listening and drama activities

Objective Interact with others, negotiating plans and activities.

C (Imagining)

- Look again at the quiz in the book. Tell the children that you're going to play a game like this one.
- In secret, give each child a picture or model of an animal.
- Ask the child to think about words and actions they will need to show the animal. Remind them that the speaker can't say the animal's name in your version of the game, allow people who are guessing to say the name.

- Once the children have played the game using the animals you gave them, invite them to think of their own animals then describe and move like the animal.

Assessment Can the children use ideas from the text to talk about and show their own animals?

Writing activities

Objective Begin to form simple sentences sometimes using punctuation.

W

- Help children to make a booklet by folding a piece of paper in half.
- On the front of the booklet, they should write one or two simple sentences describing an animal.
- Inside the booklet they should draw a picture of their animal.

Assessment Can children begin to form a simple sentence and write recognizable words using phonic knowledge?

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Quiz (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)
- With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level. (RCS Grade 1,7)
- 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, Questioning, 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	Phonemes introduced and revisited in this book: th; qu, ng, x, w, sh, ch, j	HF tricky words me, was, has	Context words Kipper

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

Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) 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) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a) 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, <i>e.g. with friends</i> (YR_OracColl.1) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
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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 identify information from a text using visual features and words (YR_ReadComp.2)</p>
Writing	<p>Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1)</p> <p>Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)</p> <p>Learners are able to use familiar and high-frequency words in writing (YR_WritGPSH.6)</p>

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

Talking and listening	<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> <p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>