

A Robin's Eggs

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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? Talk about the apostrophe. Explain what it means. Sound out the title of the book together: *R-o-b-i-n-s E-gg-s*.
- C** (*Predicting*) Encourage children to use prediction: *What are the children doing? Why do Biff and Chip have to get bats? What might they find?*
- 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.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Talk about what is happening on pages 14–15.

Assessment Check that 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** Can children find words with double letters in them? (e.g. *egg, tell, Biff*.) Talk about the fact the *ck* is used instead of *kk*. Can children add any words to their list? (*chicks, quick, unlock*)

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

Group and independent reading activities

Objective Recognize common digraphs.

- W** **You will need:** flashcards with the sounds: *zz, gg, ss, ll, ck, ff, ch, sh, th, ng, qu*.
- Place all of the flashcards on the table. Remind the children that all of these have two letters but only make one sound. Ask children to say the sounds.

- Talk about where in a word the pairs of letters come. Clarify that double letters (including ck) never occur at the beginning of a word.
- Ask children to write words containing each of the letter patterns. Explore where in the word children choose to write the letters.

Assessment Can children read and spell the words?

Objective Read simple words by sounding out and blending the phonemes.

W **You will need:** plastic or wooden letters: c, h, s, t, n, g, k, i, a, p

- Make the word *chin*. Read it together, checking which phonemes are represented by which letters.
- Ask children which sound they could change to make a different word (e.g. *thin, shin, chip*). Can the children read the new word?
- Can they change one sound in the new word to make another word?
- Continue to explore ways of changing just one sound to make a new word.

Assessment Can children suggest new words and read the words they make?

Objective To read some high frequency words.

W Show the children the words *we* and *she*. Read the words.

- Which is the tricky letter each time? Compare the words with *the*. What is the same and what is different?
- Knowing these two words, challenge children to spell: *me, be, he*.
- When you have talked about the words 'quickwrite' them.

Assessment Can the children spell the words?

Objective To show an understanding of the elements of stories such as sequence.

C (*Summarising*) Make name labels for each of the characters in the book.

- Ask the children to re-read the book and to list the names in the order in which they appear (make *class* a word to represent the rest of the class).
- Can the children tell you what the role of each person was as they appeared in the story? *Who saw the nest? Who helped? How? What did they do or see?*

Assessment Can the children sequence the events in the story and explain who did what to move the events on?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

C (*Imagining*) Give each of the children a character label (including *class* and a silent part *robin*). Ask them to reread the book so that they know what their character's role is.

- Let the children act out the story, speaking the words from the book.
- Recreate the webcam of the nest, using toys in the classroom.

Assessment Can the children use sentences appropriately for their part in the play?

Writing activities

Objective Attempt writing for different purposes using features of different forms.

W Ask children to draw the sequence of webcam pictures from memory.

- Then ask them to write a sentence beside each picture.

Assessment Can children write their sentences fluently, using full stops?

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A Robin's Eggs (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)
- With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level. (RCS Grade 1,7)
- Can retell familiar stories with growing confidence. (RCS Grade 1,9)
- 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, 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: v; w, sh, ng, th, qu	HF tricky words they, are, her, we, she, see	Context words Mrs May

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

Listening and talking	<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 enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</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>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)</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 or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)</p>

WALES Literacy and Numeracy Framework: Reception

Oracy	<p>Learners are able to talk about things from their experience and share information (YR_OracSpea.1)</p> <p>Learners are able to use words, phrases and simple sentences (YR_OracSpea.2)</p> <p>Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)</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 read simple captions and texts recognising high-frequency words (YR_ReadStrat.4)</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 to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)</p> <p>Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1)</p> <p>Learners can copy and write letters, words and phrases (YR_WritMean.4)</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 talk about their experiences (L1_com_talk.4)</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>