

Silver Foil Rocket

Author: Roderick Hunt

Illustrator: Alex Brychta

Teaching Notes author: Kate Ruttle

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? Explain that the letters *oi* join together to make the sound /oi/. Read the title together: *S-i-l-v-e-r F-o-i-l R-o-ck-e-t*
- W** Turn to page 3 and show the children *Spoil Sports*. Do they recognize the *oi*? Explain that *or* represents the /or/ sound as in *sport*.
- C** (*Predicting*) Encourage children to use prediction: *What do you think the children will go as?*
 - 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.
- C** (*Clarifying*) Ask children why it was Kipper who received the cup.

Assessment Check that 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.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** Can children find words with *oi* in them? How about *or*? Which list is longer?

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

Group and independent reading activities

Objective Recognize ways of spelling phonemes.

W **You will need:** flashcards showing: ar, or, ur

- Show the children the flashcards and ensure that they know the graphemes.
- Write a word frame e.g. s__t. Ask the children to decide which of the three vowel digraphs can be written into the word frame to make a word. Model the strategy of trying them, one at a time, and saying aloud the word that you make.
- Repeat for other word frames e.g. p__t, h__t, f__k, sp__t, c__k, b__n, t__n, c__t, ch__ch, sc__f, st__t.

Assessment Can children read the words and non-words they make?

Objective To segment words into the constituent phonemes in order to spell them correctly.

W Draw a phoneme frame with four spaces.

- Say the word *foil*. Ask children to sound-talk the word to establish the number of phonemes, then to represent each phoneme with letters in the phoneme frame.
- Can children find the word in the book to compare your spelling with?
- Use the phoneme frame to spell the words: *coin, join, soil* and *spoil*.

Assessment Can the children sound talk and spell the *oi* words?

Objective Read phonically decodable two syllable words.

W Remind the children what 'syllable' means.

- Ask the children to show sound buttons for the word *Kipper*.
- Which sound is made by the *er*? (Its technical name is schwa.)
- Can children find other words in the book that end with *er*? (*silver, banner, corner, winner*)
- Talk about where *er* occurs in the words and confirm the sound it represents.

Assessment Can children identify where in a word schwa is represented by *er*?

Objective To recognize the main events that shape different texts.

C (*Summarising*)

- Ask each child to look through the book and show the picture of what they think is the most important event in the story. Clarify that there isn't a right answer, so all opinions will be listened to.
- Discuss the different opinions. Model justifying your choice then give all children the opportunity to justify their own decisions as well as to challenge others.
- As a group, agree what the three main events are.

Assessment Can the children identify a key event and justify their choice of the event?

Speaking, listening and drama activities

Objective Listen to and follow instructions

C (*Clarifying*)

- **You will need:** some flat and 3D shapes including those representing the shapes needed to make the rocket: cylinder, cone, truncated cone, rectangles for fins. These can either be shapes or boxes for junk modelling.
- Let each child experiment by themselves, selecting the shapes they want to use to show their own version of the rocket. They shouldn't stick or join the shapes, just select them.

- Working in pairs, children give instructions to their partner in order to help them to build the rocket. The instruction-giver must not hold the shapes. The instruction receiver can ask questions to clarify the instructions, and should attempt to follow them as accurately as possible.
- If possible, let children record each stage of their rocket making with a digital camera.

Assessment Can the children both give and follow clear, step by step instructions?

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

C (Clarifying)

- Ask children to write instructions for making a rocket.
- The instructions could either relate to the rocket in the book, or to the one they designed for the speaking and listening activity above.
- If digital photographs exist of the rocket making activity, they could be used to structure and sequence the instructions.

Assessment Can the children create an appropriate text, independently?

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Silver Foil Rocket (Oxford Level 3) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- 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: 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 3/4	Phonemes introduced or revisited in this book: oi, er, ure; ar, ow, oo, ee	HF tricky words was, they, we, be, you, no, that	Context words -

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

Listening and talking	I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a) 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) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a)
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) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a) 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) 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)

WALES Literacy and Numeracy Framework: Reception

Oracy	Learners are able to show that they have listened to others, <i>e.g. by drawing a picture</i> (YR_OracList.1) Learners are able to use words, phrases and simple sentences (YR_OracSpea.2) Learners are able to ask questions about something that has been said (YR_OracList.3)
Reading	Learners are able to retell familiar stories in a simple way (YR_ReadComp.1) 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 make meaning from visual features of the text (YR_ReadStrat.7)
Writing	Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1) Learners are able to show understanding of different formats (YR_WritStru.3)

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

Talking and listening	Pupils can listen for information (L1_com_talk.1i) Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can use language associated with texts (L1_com_read.4)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)