

Toads in the Road

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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? Tell them that the two letters *oa* join together to make the sound /*oa*/.
Read: *T-oa-d-s in the R-oa-d*
- W** Turn to pages 1–2. How many *oa* words can the children read?
 - Introduce *ur* in *hurt*. Can the children sound out the word: *h-ur-t* and draw sound buttons?
- C** (*Predicting*) Encourage children to use prediction: What can everyone do to help the toads?
 - 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 to explain how the toads are kept safe in the end.

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** Could children read the word *under*? Which bit was tricky?

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

Group and independent reading activities

Objective Segment words into their constituent phonemes in order to spell them correctly.

W Write the letters c__t. Say the word *coat*. How many phonemes are there? (3) Can the children work out which sound is missing? Do they remember which letters are used to show the sound?

- Ask them to write the word.
- Repeat for *r__d*, *c__t*, *c__ch*.
- Do the same for *h__t*, *t__n*, *b__n*.

Assessment Can children spell all the words?

Objective Recognize phonemes.

W **You will need:** two copies of flashcards for: *road, toad, coal, goal, coat, goat, oak, soak; turn, burn*.

- Hold up the cards, one at a time and check that all of the children can read the words.
- Mix the flashcards, face down and distribute them amongst the children.
- Play rhyming Snap!

Assessment Can children read the words and recognize the rhyming pairs?

Objective Apply phonic knowledge and skill.

W Read the text on pages 2–3. Focus on the words: *croak* and *pond*.

- Ask children to draw sound buttons under *c-r-oa-k* and *p-o-n-d*.
- Ask children to count the number of letters and sounds in each of the words.
- Can they blend the phonemes to read the words?

Assessment Can children blend the adjacent consonants to read the words?

Objective Visualise and comment on events, making links to own experiences. Use phonic knowledge to write simple regular words.

C (*Imagining*)

- Look at the last picture together. How are the toads managing to get safely to the pond now?
- Look back through the book to find how the toad road was installed.
- Ask children to talk about this as a solution to the problem.
- Have they seen toad roads? How about support for other creatures to keep safe? Perhaps they might have seen notices to alert people to ducks crossing, to deer or racehorses crossing the road.
- Make links to school crossing patrols and other safety signs children might have seen.

Assessment Can children blend the phonemes for reading as well as segment them for spelling?

Speaking, listening and drama activities

Objective Retell stories, ordering events using story language.

C (*Summarising*)

- Use small world resources to re-enact the story.
- Ask children to assemble everything they need. If they don't have enough toads, what else could they use?
- Let one child narrate the story from the point of view of Dad, while others mime the events.
- Let children take turns at being the narrator.

Assessment Can children relate the events in the right order?

Writing activities

Objective Writes chronological texts using simple structures.

C (*Summarising*)

- Ask children to retell the story using pictures and events in the book.
- Remind them to use capital letters and full stops in their sentences.

Assessment Can children retell the story successfully?

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Toads in the Road (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, 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 3/4	Phonemes introduced or revisited in this book: oa, ur; sh, ch, ck, qu, ng, ow	HF tricky words you, they, are, was, we	Context words –

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) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
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)

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)
Reading	Learners are able to show an interest in books and other reading materials and respond to their content (YR_ReadResp.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) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.3) Learners are able to make meaning from visual features of the text, <i>e.g. illustrations, photographs, diagrams and charts</i> (YR_ReadStrat.7)
Writing	Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1) Learners are able to distinguish between upper- and lower-case letters (YR_WritGPSH.4)

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 form lower and upper-case letters (L1_com_writ.4iii)</p>