

The Zip

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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** Encourage children to sound out the title: The Z-i-p. The high frequency words should be read and recognized, not sounded out.
- C** (*Predicting*) Encourage children to use prediction: *Who is in the picture? What do you think this story is going to be about? What is Dad holding up?*
- 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 the 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 Dad was so keen to jump into the water at the end. Check that children know what a wetsuit is for and how it keeps you warm.

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

- C** (*Clarifying*) Ask children *Why was Dad getting so hot?*

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**
 - Ask children to open their books at pages 2–3.

- Tell them that you are going to say all of the sounds in a word. Their job is to say the word and point to it on the page.
- Sound out *f-i-t*. Can the children say and point to the word? How many sounds are there in the word? How many letters?
- Say *w-i-ll*. Can the children say and point to the word? How many sounds are there in the word? How many letters? Remind children that sometimes two letters can show one sound.
- Continue with other words in the book

Assessment Can the children say, point to and tell you the number of sounds in a word?

Objective Read some high frequency words.

W

- Look at the title page again. Can the children find a word that they *cannot* sound out? (*the*)
- Ask them to count the sounds in the word (2, 3).
- Make a box phoneme frame and find the letters that represent each of the phonemes. Help children to remember the tricky part of the word.

Assessment Can the children 'quickwrite' the word *the*?

Objective To use phonic knowledge to write regular words.

W

You will need: 3 counters for each child, a phoneme frame and a whiteboard to write on.

- Say the word 'job'. Ask the children to push a counter into the phoneme frame for each sound in the word. The children should then say the sounds and the word: *j-o-b job*.
- Ask the children to write the word. Remind them that they will need to make sure that they have represented all of the sounds in the word.
- Ask children to turn to pages 12–13. Can they find the word *job* on those pages? Ask them to check that their spelling is the same as in the book.
- Repeat for other words in the book e.g.: *zip, will, puff, yes, buzz*

Assessment Can the children spell all of the words?

Objective Show an understanding of the elements of stories such as characters.

C

(*Questioning*) Reread the book, thinking of questions to ask Mum.

- Questions could be about: *Did she think it was funny? Where did she get the scissors from? Was she worried about cutting Dad? Why was she happy when Dad jumped into the water?*

Assessment Check that the children can both ask and answer at least one question.

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

C

(*Imagining*) **You will need:** small world or role play resources for the seaside

- Let children recreate a seaside scene, checking in the book for ideas of what they may need.
- Ask them to create characters out of puppets or dolls. What might they do at the seaside? Again, encourage children to look at the illustrations in the books for ideas.
- If necessary, prompt children with ideas so that they can begin to create a narrative about a day at the seaside.

Assessment Can children create a narrative through role play?

Writing activities

Objective Attempt writing for various purposes.

- Ask children to write about the story they contributed to at the seaside.

Assessment Can the children include imaginative details in their writing?

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The Zip (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, 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: j, w, y, z, zz	HF tricky words he, was, that	Context words

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) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a) 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 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)
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 contribute to role-play activities using relevant language (YR_OracSpea.5) 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) – segment combinations of letters (YR_ReadStrat.2ii) 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) Learners are able to identify information from a text using visual features and words (YR_ReadComp.2)
Writing	Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1) Learners are able to use familiar and high-frequency words in writing (YR_WritGPSH.6)

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 use visual clues to locate information (L1_com_read.3ii)</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>