

# Curriculum grid

Title	Teaching suggestions	NLS objective	Assessment focus	APP assessment criteria
10 Sleepy Dinosaurs	<p><b>Phonics:</b> Encourage the children to join in at their own level as you read the book. Less confident or less experienced readers will benefit from hearing the story read aloud (or using the audio version on the CD-ROM) a few times before they join in at their own level. Children reading at <i>Letters and Sounds</i>, Phase 5 may be able to decode the following words using the letter patterns and sounds that they know: 'sleepy', 'feeling', 'blue', 'came', 'cuddly', 'three', 'happy', 'shore', 'lively', 'jumping', 'jive', 'five', 'hungry', 'yellow', 'skate', 'fine', 'nine', 'white' and 'place'. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Check that the children notice the words that rhyme and encourage them to point out the rhymes. See if they can think of other words that would rhyme with a word from the book. You could work together on a new rhyming couplet for the book, eg, 'Five happy dinosaurs, playing with their bricks...Along came a grey one and then there were six!</p>	<p><b>7.5:</b> Explore the effect of patterns of language and repeated words and phrases.</p>	<p><b>Reading AF5:</b> Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p><b>Level 1:</b> Comment on obvious features of language (eg rhymes and refrains, significant words and phrases).</p>
	<p><b>Speaking, listening &amp; drama:</b> When the children have read the book several times and are familiar with it, work on a group performance of the rhyme. You could ask different groups to read different number sections or the whole class could do a choral reading. Encourage the children to read with lots of expression and enthusiasm! You could give them percussion instruments to help emphasise the rhythm.</p>	<p><b>1.3:</b> Interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>
Ants A-Plenty!	<p><b>Phonics:</b> Read the book out loud with lots of expression, emphasising the rhyme. Take it slowly the first time and encourage the children to join in wherever possible. Many of the words in this book will be decodable for children reading at <i>Letters and Sounds</i>, Phase 5 but they may need support to tackle the following words: 'through', 'many', 'they're' and 'everywhere'. Model how to read these words, if necessary, and remind children of any links with words they already know (eg, 'where' in 'everywhere'). (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Go through the book and ask the children to pick out all the rhymes they can spot. Ask: <i>Which rhyming lines do you think are funniest? Why?</i> Together, try to make up a new rhyme that could go in the book by changing the numbers, eg, 'one, two, three, four, ants are running on the floor.'</p>	<p><b>8.2:</b> Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.</p>	<p><b>Reading AF6:</b> Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p>	<p><b>Level 1:</b> Some simple comments about preferences, mostly linked to own experience.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to choose their favourite part of the book and have a go at acting it out, either alone or in a group. Encourage them to add dialogue and sound effects to show how the boy in the story feels about all the ants!</p>	<p><b>4.1:</b> Explore familiar themes and characters through improvisation and roleplay.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>

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Cone	<p><b>Phonics:</b> When children have finished reading the book for the first time and talked about it, ask them to flip through and find two different words that have a long /o/ sound ('cone' and 'megaphone'). Write the words on the board and ask: <i>Which two letters give these words the long /o/ sound?</i> ('o-e') Together, think of some other words with a long /o/ sound. Ask the children to help you write them on the board and group them by spelling pattern (eg, words with the spelling patterns 'o-e' such as 'home', 'oa' such as 'boat', 'ow' as in 'snow'). <b>(Letters and Sounds, Phase 5)</b></p>	<p><b>5.2:</b> Recognise and use alternative ways of spelling the phonemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>Can you see any patterns in the way this book is written?</i> Talk about how some words and phrases are repeated, eg, 'A ____ is a cone,' and 'Look around, look around, what can you see?' Together, draft some new pages for the book based on other cone-shaped objects that the children might know, eg, 'A funnel is a cone'.</p>	<p><b>7.4:</b> Recognise the main elements that shape different texts.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 1:</b> Some awareness of meaning of simple text features.</p>
	<p><b>Speaking, Listening &amp; Drama:</b> Working in pairs, the children could try to think of some more objects that are cone shapes, and together decide on one cone-shaped object that they would like to add to a class book. Remind them to discuss it together and listen to each other's ideas. When they have decided, they can create their page with a picture of the object and a sentence of text: 'A _____ is a cone.'</p>	<p><b>3.1:</b> Take turns to speak, listen to each other's suggestions and talk about what they are going to do.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>
Cube	<p><b>Phonics:</b> When children have finished reading the book for the first time and talked about it, use the book as an opportunity to revisit some of the different spelling patterns for the long vowel /u/ sound. Look at the word 'Cube' on the book cover together and ask: <i>Which two letters give this word the long /u/ sound?</i> ('u-e') Together, think of some other words with a long /u/ sound. Ask the children to help you write them on the board and group them by spelling pattern (eg, words with the spelling patterns 'u-e' such as 'cube', 'oo' such as 'food', 'ou' such as 'soup'). <b>(Letters and Sounds, Phase 5)</b></p>	<p><b>5.2:</b> Recognise and use alternative ways of spelling the phonemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>What kind of book is this? How can we tell?</i> Talk about some of the differences between fiction books and non-fiction books (eg, non-fiction books often have photographs and fiction books usually do not; non-fiction books are aimed at giving us some information about the world whereas fiction books usually aim to tell us a story). Together, write a list of some of the differences on the board.</p>	<p><b>8.3:</b> Distinguish fiction and non-fiction texts and the different purposes for reading them.</p>	<p><b>Reading AF7:</b> Relate texts to their social, cultural and historical contexts and literary traditions.</p>	<p><b>Level 1:</b> A few basic features of well-known story and information texts distinguished.</p>
	<p><b>Speaking, listening &amp; drama:</b> Give each pair or small group of children a number of books of different types. Ask them to work together to sort the books into two piles – fiction and non-fiction – and be prepared to tell the rest of the class how they decided which books were fiction and which were non-fiction.</p>	<p><b>3.1:</b> Take turns to speak, listen to each other's suggestions and talk about what they are going to do.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>

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Cylinder	<p><b>Phonics:</b> Before reading the book, look together at the word 'Cylinder' on the cover (or display the cover on the whiteboard or computer using the CD-ROM). Ask the children to have a go at reading it with you. Ask: <i>Which do you think is the trickiest part of this word?</i> (the 'cy' because the 'c' has a soft sound and the 'y' is pronounced in an unusual way) Ask: <i>What ideas can we use to help us work out a tricky word?</i> Talk about splitting the word into syllables and reading each syllable, and looking for similarities with other known words (in this case, words with a soft 'c' like 'city' and words with this pronunciation of 'y' like 'mystery'). <b>(Letters and Sounds, Phase 5)</b></p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Talk about the repeating parts of the text (see notes above under 'Cone'). Ask: <i>If you were the author of this book, what other cylinder shapes would you want to add?</i> Together, think of some other cylinder shapes, eg, a toilet roll, a tube of sweets. Ask the children to help you draft a new page for the book, drawing a picture on the board and writing a sentence: 'A _____ is a cylinder.' Ask: <i>Would it help the reader if we added a label to the picture?</i> Discuss this and draft a suitable label together.</p>	<p><b>7.4:</b> Recognise the main elements that shape different texts.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 1:</b> Some awareness of meaning of simple text features.</p>
	<p><b>Speaking, listening &amp; drama:</b> Give each pair or small group of children a cylinder-shaped object. Ask them to work together to plan a new page for the book based on this object. Encourage them to talk about the task before they do it and decide who will draw the picture, who will write the sentence, whether they will have a caption and what it might say.</p>	<p><b>3.1:</b> Take turns to speak, listen to each other's suggestions and talk about what they are going to do.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>
Fifty Little Penguins	<p><b>Phonics:</b> After reading, talking about and enjoying the book together, ask the children to go through and pick out the rhyming words ('straight'/'gate', 'ring'/'king', 'light'/'night'). Write these words on the board. Focus on 'straight' and 'gate' and ask: <i>What do you notice about the way these two rhyming words are spelled?</i> Revise the different spellings of the long vowel /a/ sound that the children know. They may not have met the 'aigh' spelling before, in which case, introduce it and point out parallels with the familiar 'igh' spelling pattern of the long vowel /i/ sound. <b>(Letters and Sounds, Phase 5)</b></p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>Which part of this book did you think was the funniest?</i> Talk about how the pictures can help the reader by adding funny details and showing the humour when there are not many words on the page. Look through the book again (ideally using the CD-ROM version of the book on the whiteboard,) and encourage the children to spot places where the illustrations add funny detail, (eg on the cover, in the pictures of the king, and in the disco scene).</p>	<p><b>8.2:</b> Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.</p>	<p><b>Reading AF6:</b> Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p>	<p><b>Level 1:</b> Some simple comments about preferences, mostly linked to own experience.</p>
	<p><b>Speaking, listening &amp; drama:</b> In small groups, the children can prepare to read the rhyme out loud for the class. Encourage them to talk about how they are going to do it, (eg by taking a page each or by reading the whole rhyme together). They can think about whether they want to use sound effects, such as percussion instruments to emphasise the rhythm and rhyme. Remind them to use lots of expression when they read.</p>	<p><b>1.3:</b> Interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>

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I Can Write Numbers!	<p><b>Phonics:</b> Children reading at <i>Letters and Sounds</i>, Phase 5 should be able to decode most of the words in this book. They may need support to read the following words: 'zero', 'straight', 'squirmy', 'heaven', 'climb' and 'hero'. Model how to read these words if necessary, by identifying the tricky parts together and looking for similarities with more familiar words. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> When the children have read the book through once and talked about the maths concepts, model how to read it fluently and with expression. Read it through several times and invite the children to join in. Ask them to pick out the rhyming words and check that they understand the meaning of phrases like 'Six rolls like a hoop'. Encourage them to use the meaning of the text to help them read any less familiar words.</p>	<p><b>7.2:</b> Use syntax and context when reading for meaning.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, ask the children to take a page each and read it out loud while their partner has a go at writing the relevant number. Encourage them to perform this oral reading and demonstrate the number formations to the rest of the group or class.</p>	<p><b>1.3:</b> Interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>
In the Jungle	<p><b>Phonics:</b> Before reading the book, look together at the words 'guess' and 'measurements' on the first page (or display the page on the whiteboard or computer using the CD-ROM). Ask the children to have a go at reading these words with you. Ask: <i>Which do you think is the trickiest part of the word 'guess'?</i> (the 'u' because it isn't pronounced). <i>Which is the trickiest part of 'measurement'?</i> (there are two tricky parts: the 'ea', which is pronounced as in 'head', and the 'ure'.) Ask: <i>What ideas can we use to help us work out a tricky word?</i> Talk about splitting the word into syllables and reading each syllable, and looking for similarities with other known words (eg, parallels between 'guess' and words like 'guard'). (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> When the children have read the book and talked about the questions on each page, ask: <i>What would you say this book is mostly about?</i> Share idea, and draw out the fact that it is about making good guesses when measuring things. Ask the children to explain how they knew this by referring back to the book and picking out examples from the text.</p>	<p><b>7.1:</b> Identify the main events and characters in stories and find specific information in simple texts.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 1:</b> Reasonable inference at a basic level.</p>
	<p><b>Speaking, listening &amp; drama:</b> Encourage the children to choose one of the pages from the book and discuss it in pairs. Challenge them to explain as clearly as possible how they estimated the answer and how they knew it was a good guess. Choose one or two of the pairs to explain their reasoning to the whole group.</p>	<p><b>3.3:</b> Explain their views to others in a small group; decide how to report the group's views to the class.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p>	<p><b>Level 1:</b> Express feelings and ideas when speaking about matters of immediate interest.</p>

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I Smell a Cat	<p><b>Phonics:</b> Use the book as an opportunity to revisit some of the different spelling patterns for the long vowel /a/ sound. Ask: <i>How many words can you find in the book that have a long /a/ sound?</i> ('shade', 'afraid', 'away'). Ask the children to help you write them on the board. Together, try to think of at least one other word that has each of these letter patterns for the long /a/ sound (eg, 'a-e' – 'take'; 'ai' – 'paid'; 'ay' – 'day'). <b>(Letters and Sounds, Phase 5)</b></p>	<p><b>5.2:</b> Recognise and use alternative ways of spelling the phonemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> In pairs, ask the children to look through the book together and talk about how the different squirrels reacted to the cat. Ask: <i>Which squirrel do you think was bravest and which was the least brave?</i> Encourage the children to think of some reasons for their views and explain them to the rest of the group.</p>	<p><b>8.2:</b> Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 1:</b> Reasonable inference at a basic level.</p>
	<p><b>Speaking, listening &amp; drama:</b> In small groups, encourage the children to read the rhyme aloud together. They can share out the parts of the different squirrels between them and should read the words with plenty of pace, expression and rhythm. They could act out the rhyme too, if space allows.</p>	<p><b>1.3:</b> Interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>
Marvin Mouse is Hungry!	<p><b>Phonics:</b> When children have finished reading the book for the first time and talked about it, take the opportunity to revisit some of the different spelling patterns for the long vowel /e/ sound. Ask: <i>How many words can you find in the book that have a long /e/ sound?</i> ('hungry', 'cheese', 'please'). Together, try to think of at least one other word that has each of these letter patterns for the long /e/ sound (eg, 'y' – 'happy'; 'ee' – 'feet'; 'ea' – 'read'). <b>(Letters and Sounds, Phase 5)</b></p>	<p><b>5.2:</b> Recognise and use alternative ways of spelling the phonemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>What do you notice about the way this book is written?</i> Draw out that the story is in rhyme and that the same sentences are repeated several times in the middle of the book. Ask the children to find the repeating sentences and use them as the basis for a new page for the book. Together, think up a new pattern path for Marvin to follow and draw it, using the repeating sentences as a caption.</p>	<p><b>7.5:</b> Explore the effects of patterns of language and repeated words and phrases.</p>	<p><b>Reading AF5:</b> Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p><b>Level 1:</b> Comment on obvious features of language (eg rhymes and refrains, significant words and phrases).</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to form pairs and choose a pattern from the book. Together, they can practise explaining how they knew what came next in the pattern. Select a few of the pairs to explain their reasoning to the whole class.</p>	<p><b>3.3:</b> Explain their views to others in a small group; decide how to report the group's views to the class.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p>	<p><b>Level 1:</b> Talk in ways that are audible and intelligible to others.</p>

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Marvin's Busy Day	<p><b>Phonics:</b> Ask the children to find the word 'look' in the book. Encourage them to think of other words that contain the grapheme 'oo'. Ask the children to write the words on the board and divide them into two lists – those with a short 'oo' as in 'look' and those with a long 'oo' as in 'food'. (<b>Letters and Sounds, Phases 3 – 5</b>)</p>	<p><b>5.1:</b> Recognise and use alternative ways of pronouncing the graphemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>How do we find out about what Marvin does all day? Which is most helpful – the words or the pictures?</i> Talk about the way the words in the book focus on the time of day, whereas the pictures show what actually happens to Marvin at each point. Ask the children to use the pictures to help them retell the story of all the different things Marvin does on his busy day.</p>	<p><b>7.1:</b> Identify the main events and characters in stories, and find specific information in simple texts.</p>	<p><b>Reading AF2:</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p><b>Level 1:</b> Some simple points from familiar texts recalled.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask individual children to pick one of the pictures from the book that they like best and to tell the rest of the group or class what is happening in the picture. They could do this without showing the picture and then the rest of the group could guess which picture they are describing.</p>	<p><b>1.2:</b> Tell stories and describe incidents from their own experience in an audible voice.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.</p>	<p><b>Level 1:</b> Express feelings and ideas when speaking about matters of immediate interest.</p>
Mitten Count!	<p><b>Phonics:</b> Ask the children to find the word 'eight' in the book. Ask: <i>If we didn't know this word, what could we use to help us work it out?</i> Share ideas about other words that have similar spelling patterns, (eg, 'eight' in 'weigh'). (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>Why do you think the author chose mittens as good things to count in this book?</i> Talk about the fact that mittens come in pairs. Can the children think of any other things that come in pairs that the author could have used instead? (eg shoes, socks, chopsticks). Choose one of the ideas and together plan a new version of the book using a different group of pairs.</p>	<p><b>7.4:</b> Recognise the main elements that shape different texts.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 1:</b> Comment/question about meaning of parts of text (eg details of illustrations).</p>
	<p><b>Speaking, listening &amp; drama:</b> Using ten different paired items (eg socks or shoes), ask ten children to act out a version of the rhyme in the book. Ask them to listen carefully for their turn to come up and add their pair of items to the collection. If there are more or fewer than ten children in the group, adjust the numbers accordingly so that everyone gets a turn.</p>	<p><b>2.3:</b> Listen to and follow instructions accurately, asking for help and clarification if necessary.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>

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My New Piggy Bank	<p><b>Phonics:</b> Ask the children to find the word 'money' in the book. Ask: <i>Which do you think is the trickiest part of this word?</i> (probably the non-standard pronunciation of 'o'.) Try to think of some other words that have this spelling pattern (eg 'mother', 'worry'). (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> After reading the book through together using the book itself or the CD-ROM, ask: <i>Is this a story or a non-fiction book? How can we tell?</i> Talk about some of the differences between fiction books and non-fiction books. Ask: <i>What is the main thing this book is telling us about?</i> Draw out that it is helping us to practise adding up different numbers and values of coins.</p>	<p><b>8.3:</b> Distinguish fiction and non-fiction texts and the different purposes for reading them.</p>	<p><b>Reading AF7:</b> Relate texts to their social, cultural and historical contexts and literary traditions.</p>	<p><b>Level 1:</b> A few basic features of well-known story and information texts distinguished.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to work in pairs and give each pair a small collection of coins and a piggy bank or similar receptacle. Ask them to take turns to drop a few coins into the piggy bank and tell their partner how many coins they are using. Their partner has to listen and record the number and value of the coins. Then together, the pair can work out the total value of the coins. The children can then swap roles and try again.</p>	<p><b>3.1:</b> Take turns to speak, listen to each other's suggestions and talk about what they are going to do.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>
Tucker's Diary	<p><b>Phonics:</b> Encourage the children to join in at their own level as you read the book. Less confident or less experienced readers will benefit from hearing the story read aloud (or using the audio version on the CD-ROM) a few times before they join in at their own level. Children reading at Phase 5 of <i>Letters and Sounds</i> should be able to tackle most of the words in this book but they may need help with the following words: 'January', 'Kwanza', 'Hanukkah', 'February', 'warm', 'months', 'July', 'shoes', 'Eid', 'autumn' and 'juicy'. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> After reading the book through together or listening to it on the CD-ROM, ask some simple questions to encourage children to retrieve information from the book: <i>Which month was it when Tucker went to the seaside on holiday? What date in June is Jody's birthday? Which day in September was the very start of the new school year?</i></p>	<p><b>7.1:</b> Identify the main events and characters in stories and find specific information in simple texts.</p>	<p><b>Reading AF2:</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p><b>Level 1:</b> Some simple points from familiar texts recalled.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs or small groups, the children could use the calendar pages to find their own birthdays or other significant dates. Encourage them to take turns, wait patiently for their go and listen to the other children in the group as they explain which date they have chosen to find and why it is important.</p>	<p><b>2.1:</b> Listen with sustained concentration, building new stores of words in different contexts.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Understand and engage with the speaker, demonstrating attentive listening.</p>

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Sam's Pizza Spot	<p><b>Phonics:</b> Although children reading at <i>Letters and Sounds</i>, Phase 5 should be able to decode most of the words in this book, they may need some support with the following words: 'pizza', 'lined', 'they're', 'pepperoni' and 'tomato'. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Listen to the rhythmic reading of the book on the CD-ROM several times and encourage the children to join in. Ask: <i>Can you pick out the rhyming words in this story?</i> ('spot'/'hot', 'cheese'/'please'). Look at the rhyming couplet: 'We love pizza with tomato sauce and cheese./Take us to Sam's Pizza Spot. Please! Please! Please!' As a group, work on a variation of this with some of the children's favourite toppings, (eg 'We love pizza with pepperoni and cheese').</p>	<p><b>7.5:</b> Explore the effect of patterns of language and repeated words and phrases.</p>	<p><b>Reading AF5:</b> Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p><b>Level 1:</b> Comment on obvious features of language (eg rhymes and refrains, significant words and phrases).</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, ask the children to act out being a pizza take-away owner and a customer. The 'customer' should order their favourite pizza and the 'owner' can act out preparing the pizza.</p>	<p><b>4.1:</b> Explore familiar themes and characters through improvisation and roleplay.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>
Sphere	<p><b>Phonics:</b> Before reading the book, look together at the word 'Sphere' on the cover (you could display the cover on the whiteboard using the CD-ROM). Ask the children to have a go at reading it with you. Model some different ways to tackle the tricky parts of the word, (eg, sounding out and blending through the letter pattern 'sph' and looking for similarities with other known words with the letter pattern 'ere' such as 'here'). (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> Ask: <i>If you were the author of this book, what other sphere shapes could you add?</i> Together, think of some other sphere shapes (eg sweets, tomatoes). Ask the children to help you draft a new page for the book, drawing a picture on the board and writing a sentence based on the pattern used in the book: 'A _____ is a sphere.'</p>	<p><b>7.4:</b> Recognise the main elements that shape different texts.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 1:</b> Comment/ questions about meaning of parts of texts (eg details of illustrations).</p>
	<p><b>Speaking, listening &amp; drama:</b> Give each pair or small group of children a spherical object. Ask them to work together to plan a new page for the book based on this object. Encourage them to talk about the task before they do it and decide what sort of picture they will have and what the text will say.</p>	<p><b>3.1:</b> Take turns to speak, listen to each other's suggestions and talk about what they are going to do.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments and questions.</p>	<p><b>Level 1:</b> Engage with others through taking turns in pairs and small groups.</p>



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Summer Fun!	<p><b>Phonics:</b> Children reading at Phase 5 of <i>Letters and Sounds</i> should be able to tackle most of the words in this book but they may need help with the following words: 'filled', 'turned', 'poured', 'half', 'rained', 'stopped' and 'gone'. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> As the children read the story, pause to ask questions to check that they understand what is happening: <i>Why was Tyson's sandcastle the biggest?</i> (because he had the biggest bucket). <i>What filled the paddling pool up in the end?</i> (the rain). <i>Why had the sandcastles disappeared at the end of the story?</i> (the rain had flattened them).</p>	<p><b>8.2:</b> Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 1:</b> Reasonable inference at a basic level.</p>
	<p><b>Speaking, listening &amp; drama:</b> If possible, give the children access to a sandtray or sandpit, a bucket and spade, and a watering can of water. In groups, ask them to build some sandcastles and then tip water all over the sandcastles using the watering can. Ask the groups to report back to the whole class on what happened – eg, ask: <i>Did the water from the watering can knock down the sandcastles? Did it make any difference whether you tipped the water over the sandcastles gently or in a rush?</i></p>	<p><b>3.3:</b> Explain their views to others in a small group; decide how to report the group's views to the class.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.</p>	<p><b>Level 1:</b> Talk in ways that are audible and intelligible to others.</p>
Ten Racing Rats	<p><b>Phonics:</b> Children may need help with the following words: 'racing', 'raced', 'through', 'prancing', 'pranced', 'leaped', 'galloped', 'waddled', 'bouncing' and 'bounced'. Use the book as an opportunity to focus on words like 'racing', 'prancing' and 'bouncing' that have a soft 'c' sound. Ask: <i>Can you think of any other words where 'c' sounds like this?</i> (eg 'city', 'ceiling', 'excited'). Write a list together. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.2:</b> Recognise and use alternative ways of spelling the phonemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> When the children have read the story and talked about it, ask: <i>Which words and sentences are similar on each page?</i> Together, identify the repeating pattern in the story, ie 'Ten _____ing _____s _____ed through the town. _____ were white, _____ were brown. They _____ed up and they _____ed down.' Work together to think up a new episode for the book, eg, 'Ten hovering dragonflies' or 'Ten galumphing dinosaurs'.</p>	<p><b>7.4:</b> Recognise the main elements that shape different texts.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 1:</b> Some awareness of meaning of simple text features.</p>
	<p><b>Speaking, listening &amp; drama:</b> Check that the children understand all the different movement words in the story, (eg, 'waddling', 'galloping' and 'prancing'). Ask the children to work in pairs and pick one of the movement words. Challenge them to move in the style of this word (eg waddling or galloping) and see if others can guess which word they picked.</p>	<p><b>4.1:</b> Explore familiar themes and characters through improvisation and roleplay.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>

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The Longest Shoe	<p><b>Phonics:</b> Children reading at <i>Letters and Sounds</i>, Phase 5 should be able to tackle most of the words in this book but they may need help with the following words: 'shoe', 'many', 'friend' and 'giant'. Revise some of the ways we can tackle words that are tricky, (eg by looking for similarities with familiar words – drawing a parallel between 'many' and 'any'). (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.5:</b> Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> After reading the book through together (using the book itself or the CD-ROM), ask some simple questions to encourage children to retrieve information from the book: <i>Whose was the smallest shoe? Whose was the biggest shoe of all? Why do you think the narrator chose to use the baby shoe to measure the others, rather than the giant's shoe?</i></p>	<p><b>7.1:</b> Identify the main events and characters in stories and find specific information in simple texts.</p>	<p><b>Reading AF2:</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p><b>Level 1:</b> Some pages/sections of interest located.</p>
	<p><b>Speaking, listening &amp; drama:</b> Give the children a collection of small items such as blocks or counters. Ask them to work in pairs to measure a range of classroom objects using their small items as a unit of measurement. Then ask them to report back to the rest of the group to explain what they measured and how long it was.</p>	<p><b>3.3:</b> Explain their views to others in a small group; decide how to report the group's views to the class.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.</p>	<p><b>Level 1:</b> Talk in ways that are audible and intelligible to others.</p>
Will You Dance With Me?	<p><b>Phonics:</b> Ask the children to find as many words as possible in the book that contain the sound /ur/ ('ladybirds', 'whirled', 'twirled', 'purple'). Look at the spelling patterns 'ir' and 'ur'. Can the children think of other words with an /ur/ sound? Write them on the board in separate lists depending on the spelling pattern. (<b>Letters and Sounds, Phase 5</b>)</p>	<p><b>5.2:</b> Recognise and use alternative ways of spelling the phonemes already taught.</p>	<p><b>Reading AF1:</b> Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Level 1:</b> Decode familiar and some unfamiliar words using blending as the prime approach.</p>
	<p><b>Language comprehension:</b> After reading the book, ask: <i>Who was the main character in this story? How do we know?</i> Talk about how the story is told from the grasshopper's point of view. If the children are puzzled by the ending, ask: <i>Why do you think the bees said that they dance all the time to find honey?</i> If necessary, introduce the idea that bees communicate partly through dancing or wagging their bodies in a way that sends a message to other bees – so for example their 'waggle dance' can let other bees know where a good source of nectar is.</p>	<p><b>7.1:</b> Identify the main events and characters in stories and find specific information in simple texts.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 1:</b> Reasonable inference at a basic level.</p>
	<p><b>Speaking, listening &amp; drama:</b> Encourage the children to act out the grasshopper's dance in a group, taking turns to join in with the dance. You could give them simple percussion instruments to make up a rhythmic soundtrack for the dance.</p>	<p><b>4.1:</b> Explore familiar themes and characters through improvisation and roleplay.</p>	<p><b>Speaking and listening AF3 – talking within roleplay and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.</p>	<p><b>Level 1:</b> Engage in imaginative play, enacting simple characters and situations using everyday speech, gesture or movement.</p>