



In the Tent

Written by Paul Shipton and illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Teresa Heapy.

Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Group/Guided reading

Introducing the story

- Look at the cover and talk about it together. Ask: *Do you think Kipper and Lee are on holiday? Or are they playing at home?*
- Talk about tents and camping. Ask: *Have any of you been camping? Or have you made pretend tents at home? What is it like?*
- Help the children to read the title, reminding them that *the* is a tricky word. Encourage them to sound out and blend the word *tent*, *t-e-n-t*.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the no was we oh put

Reading the story

- Ask the children to read the story aloud and help them where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example *f-u-n*, *w-e-t*.
- Pause on page 3, ask: *Why do you think Kipper and Lee wanted to play in a tent? What sort of things might they do in the tent?*
- On page 4, help the children to read the word *cold*, *c-o-l-d*. Tell the children that in this word the letter **o** is code for the /oa/ sound. Encourage them to use this information to sound out and blend the word. Now ask them to read it in a very shivery, cold voice!
- On page 6, encourage the children to sound out the phonemes in the word *run*. Can they read it themselves as a whole word the second time Grandpa Chen says it?
- Pause on page 7 and ask: *Are Kipper and Lee still in the same tent? How do you know? Where do you think they are?*

Returning to the story

- Look again at page 2. Talk about putting up the tent. Ask: *Do you think it's a hard thing to do? Have you ever helped someone put up a tent?*
- Ask the children to look at page 3. Ask: *What do you think Kipper and Lee are thinking? What are they talking about?*
- Turn to page 5 and ask: *What are they thinking and feeling now?*
- Ask the children to go through and find all the speech bubbles in the story. Ask them to read all of them with lots of expression!

Independent reading

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *r-u-n*, *g-o-t*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

Lee Kipper tent cold

- If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

- Tell the children that they are going to work in pairs. Ask them to imagine that they are Kipper and Lee, playing in a tent.
- Tell the children to imagine that it is a really sunny day – in fact, it is too hot! Ask: *What would you do? Would you stay in the tent? Would Grandpa Chen give you some ice cream?*
- Now tell them it's started to snow. Ask: *What will happen now? Would you stay in the tent? Or go inside? What about if there was a thunderstorm?*

Writing activities

- Tell the children they are going to make postcards to send from their camping 'holiday'.
- Ask them to draw a picture on one side of an A5-sized piece of paper. Encourage them to think about what the picture on their postcard should show, for example, they could draw a picture of an imaginary place they are camping in or of themselves in a tent.
- Help them to write a message on the other side, for example *To Mum, from Ben*. Alternatively, you could ask the children to send you a postcard from their camping trip and write a model sentence on the board for the children to copy, for example, *To Miss Teacher. We are having fun camping. From Ben* and encourage them to write their name independently.

Cross-curricular suggestion

Geography – Simple maps. Ask the children to draw a picture of the house and garden. Ask them to put the two tents into the picture. Ask: *Where is Lee and Kipper's tent in the garden? Where is it in the house? Can you label them?*



In the Tent (Oxford Level 1 + More A) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) [ORCS Standard 1, 13]
- Can read most common CVC words automatically, without the need for sounding and blending. (READ) [ORCS Standard 1, 24]

Letters and Sounds: Phase 2

- *Decode and Develop* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable stories. This title is approximately 60–70% decodable when read alongside *Letters and Sounds* Phase 2.

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.

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>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)</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>I enjoy exploring events and characters in stories and other texts [...] (LIT 0-09b / LIT 0-31a)</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> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)</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>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)</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>
Writing	<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> <p>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)</p>

WALES Foundation Phase Framework: Reception

Oracy	<p>Learners are able to talk about things from their experience and share information (YR_OracSpea.3)</p> <p>Learners are able to exchange ideas in one-to-one and small group discussions, e.g. with friends (YR_OracColl.1)</p>
Reading	<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"> – orally blend combinations of known letters (YR_ReadStrat.5i) – orally segment combinations of known letters (YR_ReadStrat.5ii) <p>Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8)</p> <p>Learners are able to identify information from a text using visual features and words (YR_ReadComp.2)</p> <p>Learners are able to relate information and ideas from a text to personal experience (YR_ReadComp.3)</p>
Writing	<p>Learners are able to convey meaning through pictures and mark making (YR_WritMean.3)</p> <p>Learners are able to orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (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 understand [...] simple discussions (L1_com_talk.1iii)</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 can 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 [...] (L1_com_read.3i)</p> <p>Pupils can use language associated with texts (L1_com_read.4)</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>