



The Caterpillar

Written by Roderick Hunt and Annemarie Young. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Liz Miles.

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

Group/Guided reading

Introducing the story

- Read the title to the children, pointing to the words. Look at the cover picture. Ask the children: *Who is in the picture? What is he holding?*
- Turn to the back cover and read the blurb to the children. Ask: *What do you think Kipper will do with the caterpillar?*
- Point to the word *caterpillar* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together, *c-a-t-e-r-p-i-l-l-a-r*. Talk about the grapheme **t** and ask the children to look through the book to find other words that have this grapheme in them (*put, it, not*).
- 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 he then we was see

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example, *h-a-d, b-u-t*.
- Pause at the end of page 4 and ask: *What do you think has happened to the caterpillar?*
- On page 5, point to the word *chrysalis* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together, *ch-r-y-s-a-l-i-s*. Ask them if they know what a chrysalis is and clarify if necessary.
- Pause at the end of page 7 and ask: *What do you think is in the box now?*
- On page 8 point to the word *butterfly* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together, *b-u-t-t-e-r-f-l-y*. Talk about how the caterpillar changed into a butterfly.

Returning to the story

- Ask the children to retell the story in their own words.
- Look again at page 3 and ask: *Why did Kipper put leaves in the box?*
- Look again at page 4 and ask: *How do you think Kipper feels when he can't see the caterpillar in the box?*
- Look again at page 8 and draw attention to the children's expressions. Ask: *How do you think the children feel when the butterfly flies out of the box?*

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, *n-o-t*, *c-a-n*.
- 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:

Kipper caterpillar box leaves chrysalis butterfly

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 books.

Speaking, listening and drama activities

- Ask the children to recall what they can about how the caterpillar turns into a butterfly in the story.
- Tell them that you want them to explain to children from another class about the different stages a caterpillar goes through before it turns into a butterfly.
- Arrange a short visit to another class to allow the children to tell others about how a caterpillar transforms into a butterfly.

Writing activities

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask the children to show the sequence of changes from a caterpillar to a chrysalis to a butterfly using drawings and adding labels. Encourage children to use the story they have just read to help them to remember the sequence.
- Write some of the challenge words down for the children to copy.

Cross-curricular suggestion

Science – Help the children to find out more about the lifecycle of a caterpillar/butterfly. As a class, create a lifecycle using the information the children have found out.



The Caterpillar (Oxford Level 1+) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) [ORCS Standard 1, 5]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can talk about the main points or key events in a simple text. (R) [ORCS Standard 1, 20]
- Can read most common CVC words automatically, without the need for sounding and blending. (READ) [ORCS Standard 1, 24]

Letters and Sounds: Phase 1

- *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 1.

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	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) 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)
Reading	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 enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a) 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 Foundation Phase Framework: Reception

Oracy	Learners are able to talk about things from their experience and share information (YR_OracSpea.3) Learners are able to use words, phrases and simple sentences (YR_OracSpea.4) Learners are able to speak audibly (YR_OracSpea.6)
Reading	Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9) Learners are able to retell familiar stories in a simple way, using pictures to support (YR_ReadComp.1) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2)
Writing	Learners are able to convey meaning through pictures and mark making (YR_WritMean.3) Learners are able to copy and write letters, words and phrases (YR_WritMean.6) Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1) Learners are able to hold writing instruments appropriately (YR_WritGPSH.1)

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

Talking and listening	Pupils can talk about their experiences (L1_com_talk.4) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can speak audibly to be heard and understood (L1_com_talk.5)
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Reading	<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 language associated with texts (L1_com_read.4)</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>