



The Picture Book Man

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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 together and read the title. Ask the children to sound out and blend the word *Man*, *m-a-n*. Ask: *Who is the picture book man?* Explain that he draws pictures for books. Ask: *What is another word for a picture book man? (an illustrator)*
- Ask: *Why do you think the picture book man has come to Kipper's school?*
- 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 up to this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the he was

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, *p-e-n*, *r-a-n*.
- On pages 2 and 3, help the children to read the challenging words *h-e* and *p-i-c-ture*. Explain that *he* is a tricky word.
- On pages 4 and 5, ensure the children understand that these are pictures that the picture man is drawing on his big pad.
- On page 7, help the children with the word *sausage*. Ask: *Why do you think this dog is called a sausage dog? What words could you use to describe the sausage dog? What do you think is going to happen now?*
- At the end of page 8, ask: *Why is the man in the picture tripping over? What has happened to his glasses? Have you spotted a pair of glasses like these in any other Biff, Chip and Kipper stories?*

Returning to the story

- Return to pages 2 and 3 and draw attention to the children's faces. Ask: *What do you think they are thinking? Are they all thinking the same things? Do they all feel the same way?*
- Look at pages 4 and 5. Point to page 4 and ask: *Why is the cat running?* On page 5, ask: *Why is the man running now?*
- Ask the children to retell the story that the picture book man drew on his pad in their own words.
- Talk about the man's pictures. Ask: *Do you like them? What sort of pictures do you like best in books?*

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 *d-o-g*, *c-a-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:

book picture long sausage

- 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

- Ask the children to think about their favourite book. Encourage them to think about the pictures in the book and why they like them.
- Ask the children to talk together, in pairs, about their favourite books, and then report back to the group.
- Compare different children's books and the different styles of illustration within each one.
- You could make a list of the children's favourite books together.

Writing activities

- Tell the children that as a class you are going to write a story together to go with the pictures drawn by the picture book man.
- Ask the children to give you suggestions for what happens in your version of the story. Act as scribe and write the children's ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Ask: *What could be the names of the animals, and the man in our story? Do you think they have met before?* Help the children to put the events in the story in a logical order using the pictures as a prompt.
- Ask: *What will happen at the end of our story?*

Cross-curricular suggestion

Art – Help the children to make their own short books. Give them some paper, stapled together. Help them draw pictures that tell a story inside their books. Encourage them to think of a title, and to write their names on the front.



The Picture Book Man (Oxford Level 1+ More A) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can state simple likes/dislikes about familiar texts. (E) [ORCS Standard 1, 7]
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) [ORCS Standard 1, 13]
- With support, can find information to help answer simple, literal questions. (R) [ORCS Standard 1, 18]
- Can talk about the main points and key events in a simple text (R) [ORCS Standard 1, 20]

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>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 and I use what I learn to invent my own, sharing these with others in imaginative ways (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>
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>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 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)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)</p>

WALES Foundation Phase Framework: Reception

Oracy	<p>Learners are able to express what they like and dislike (YR_OracSpea.1)</p> <p>Learners are able to talk about things from their experience and share information (YR_OracSpea.3)</p> <p>Learners are able to use words, phrases and simple sentences (YR_OracSpea.4)</p> <p>Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)</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 make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.13)</p> <p>Learners are able to retell familiar stories in a simple way, using pictures to support (YR_ReadComp.1)</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> <p>Learners are able to contribute to a form modelled by the teacher, e.g. through shared writing (YR_WritStru.2)</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 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, signs and symbols in the environment (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>