



# Stuck!

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

- Read the title together. Ask: *Who do you think might get stuck? How do you think they will be stuck?*
- Sound out the title: *S-t-u-ck*. Talk about the grapheme **-ck**, where two letters are code for a sound. Ask: *What does it mean?* You may want to talk about the /k/ sound and the different graphemes that are code for this sound, **c** as in cat, **k** as in key and **-ck** as in duck.
- 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.

**he was**

### 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 *b-i-g*, *n-o-t*.
- On page 2, ask the children to sound out and blend *Button*, *B-u-tt-o-n*.
- At the end of page 4, ask: *What has happened to Button? Do you think he will get out?*
- On page 5 point to the grapheme **-dge** and tell the children that these letters are code for the /j/ sound. Encourage them to use this information to sound out and blend the word *budge*, *b-u-dge*. Talk about what the word means and ask them to think about other words that can be used to mean 'move'.
- Pause on page 7 and ask: *How do you think the bone will help to get Button out?* Now read page 8. Ask: *Were you right?*

### Returning to the story

- Ask the children to retell the story in their own words.
- Look again at page 4. Talk about how Button is feeling. Is he excited, worried, or both? What is Floppy thinking?
- Ask: *How did Grandpa Chen and Mum try to free Button? What else could they have tried?*
- Look again at page 8. Ask: *How did Button become unstuck? What do you think Floppy and Button are thinking now Button is free?*

## 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 *b-a-ck*, *d-u-g*.
- 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:

**Floppy garden stuck budge push pull bone**

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 one child to pretend to be Floppy, and the other children to be Button, Mum, Kipper, Lin and Grandpa Chen.
- Tell the children that they are going to act out a new story, in which Floppy tries to get under the fence to see Button – and, of course, he gets stuck too! Ask them to act out this story, with the child playing Floppy kneeling down, pretending to be stuck.
- Ask the children to think about how they will help Floppy to get out. Will they use a bone? Or will they think of another way?
- Ask another group of children to come and act out another version. Can they think of another way for Floppy to get out?

## Writing activities

- Ask the children to draw a picture of Floppy or Button. Encourage the children to write a label for their picture. They could add things that the two dogs particularly like or dislike (e.g. bones or baths). Help them to write labels for these things, too. Ask them to write their name on their work.
- Ask the children to think about how Button became unstuck in the story. Encourage them to think about who tried to help Button, which actions failed and what worked in the end. As a class activity, encourage the children to tell you what happened in the story. Tell them that you are going to write instructions for how to get Button out, in case he gets stuck again! Act as scribe and help the children to write the instructions in the order that events happened in the story. Where appropriate, encourage the children to use their phonics skills to help you to spell words.

## Cross-curricular suggestion

Science – Button tries to dig his way under the fence! Ask the children to do a variety of things involving digging: they could experiment with sand and see which spades or scoops dig the biggest holes. They could also make little holes in yoghurt pots of earth and plant a seed each.

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# Stuck! (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 able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- 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

<b>Listening and talking</b>	<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 enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</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>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>
<b>Reading</b>	<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 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>
<b>Writing</b>	<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 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> <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

<b>Oracy</b>	<p>Learners are able to use words, phrases and simple sentences (YR_OracSpea.4)</p> <p>Learners are able to talk about things from their experience and share information (YR_OracSpea.3)</p> <p>Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.7)</p>
<b>Reading</b>	<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"> <li>– orally blend combinations of known letters (YR_ReadStrat.5i)</li> <li>– orally segment combinations of known letters (YR_ReadStrat.5ii)</li> </ul> <p>Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8)</p> <p>Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9)</p> <p>Learners are able to retell familiar stories in a simple way, using pictures to support (YR_ReadComp.1)</p>
<b>Writing</b>	<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 convey meaning through pictures and mark making (YR_WritMean.3)</p> <p>Learners are able to contribute to a form modelled by the teacher, e.g. through shared writing (YR_WritStru.2)</p> <p>Learners are able to show understanding of different formats, e.g. cards, lists, invitations (YR_WritStru.3)</p>

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

<b>Talking and listening</b>	Pupils can take on the role of someone else (L1_com_talk.1il) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)
<b>Reading</b>	Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can read and understand familiar words [...] (L1_com_read.3i) Pupils can use language associated with texts (L1_com_read.4)
<b>Writing</b>	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)