



The Sock

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

- Look at the cover together. Ask: *What are they going to do with the holey sock? What do you think they could make from it?*
- Read the title together. Help the children to sound out and blend all the sounds in *s-o-ck*. Talk about the grapheme **-ck**, where two letters are code for a sound. 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.
- Ask: *What other things could you do with clothes that are old, or have holes in?* Talk about how you could mend them, pass them on to somebody else or give them to a charity shop.
- 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 I go to was my put this went see

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 *g-e-t*, *f-u-n*.
- On pages 2 and 3, support the children as they read *b-u-tt-o-n-s*, encouraging them to sound out and blend the word. If appropriate, remind the children that **tt** is a single sound /t/.
- Talk about what Grandpa Chen is doing on page 3. Ask: *What do you think the buttons on the sock could be?*
- On page 5, help the children to read the word *c-ow-b-oy*. Tell the children any sounds that they may not have learned at this stage. Encourage them to use this information to sound out and blend the word. If the word is too difficult, read the word for them. Ask: *What other things could the children put on the sock puppet?* (For example, a hat, a crown, ribbons, horns, etc.)
- Look at page 7 and check that the children understand that Lee and Lin's mum is looking for her sock. Ask: *Can you guess where Mum's sock might be?* At the end of page 8, ensure that the children understand that Lee and Lin's mum was looking for the holey sock, which is now the sock puppet. Ask: *Were you right?*

Returning to the story

- Ask: *Have you ever made a toy out of something that was going to be thrown in the bin?* For example, an old sock, a cardboard tube or a box.

- Look again at page 6 and ask: *What do you think the children are saying to each other here? Are they making up a play?*
- Look again at page 8 and talk about the expressions of the different characters on this page. Ask: *What are they all thinking? What about Button the dog?*

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 *h-a-d*, *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:

Grandpa Chen has hole Lee Kipper cowboy

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 work in pairs to retell the story in their own words.
- Divide the children into pairs. Ask each pair to talk about the story together, thinking about what happened at the beginning, middle and end of the story.
- Ask the children to report back to the group.

Writing activities

- Write some instructions for making a sock puppet together, with you acting as a scribe for the children's ideas. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Start with a list of 'what you need'. Ask: *What other types of sock puppet could you make? What about a snake or a dragon? What would you need to make these puppets?*
- Ask: *What are the steps in the process that need to happen to make the sock puppet?*
- Write down the instructions and number them. You could ask children to come up and number the steps themselves.

Cross-curricular suggestion

Art – Make your own sock puppet! Ask the children to bring in old or odd socks. Help them to make their own puppets, using the socks. They can draw on a face, stick on buttons and add ribbons or wool to make hair. Use the sock puppets to perform a puppet show!

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The Sock (Oxford Level 1+ More A) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- 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 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>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 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>
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> <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 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 exchange ideas in one-to-one and small group discussions (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 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>
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 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

Talking and listening	Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can talk about their experiences (L1_com_talk.4) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) 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)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)