



The Enormous Crab

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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

- Read the title to the children. Look at the cover picture. Ask the children: *What do you think they are looking at? What are they thinking or saying?*
- Ask: *What does enormous mean?* Look through the rest of the book and identify the biggest crab. Ask: *Would you like to hold this crab? Do you think it might nip you?*
- Sound out the word *crab*, *c-r-a-b* in the title. Talk about the grapheme **a** and ask the children to look through the book to find other words that contain this grapheme (*a*, *Dad*, *an*).
- 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 will then me they out

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, *d-i-d*, *g-o-t*.
- On page 2, ask the children to sound out and blend *bucket*, *b-u-ck-e-t*. 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*.
- Pause on page 4 and talk about the crab that Biff has just caught. Ask: *Why is it different from the crabs the family have caught before? What do you think Biff will do with it?*
- On page 4 point to the word *enormous* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Talk about what the word means and ask the children to think of other words that can be used to mean 'big'.
- Pause at the end of page 7 and discuss what might happen next. Ask: *Do you think the enormous crab will nip Dad?*

Returning to the story

- Ask the children to re-tell the story in their own words.
- Look again at page 4 and encourage the children to look at Biff's expression. Talk about how Biff might be feeling. Is she excited, pleased, worried, scared, proud?
- Ask: *How did the crabs that the family had caught get out?* Look again at page 7 and ask: *Why are Biff, Chip and Kipper keeping their feet off the ground?*
- Look again at page 8. Ask: *What do you think Floppy is thinking? How do you think he feels about the enormous crab?*

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*, *n-i-p*.
- 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:

Chip crab enormous held

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

- Create a selection of different-sized cardboard crabs in a bucket. Attach a string to each one.
- The children play in role as Chip, Biff, Kipper and Dad and take turns to pull out a crab. The group discusses each crab as it is 'caught', for example, *Will it nip? It is enormous!*
- Encourage the children to play in role and use language from the book. Afterwards, ask: *Who got the enormous crab?* Ensure their answer uses the character's name, not the child's.

Writing activities

- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
- Look at and discuss the main parts of the cover and list them on the board with the children: title, picture, blurb (what the story is about).
- Talk about and write some alternative blurbs on the board with you acting as scribe for the children's suggestions. Encourage the children to use their phonics skills and knowledge of letter sounds to tell you how to spell the words.
- Ask the children to design their own cover for the book. If appropriate, encourage them to come up with their own back cover blurb and help them to write these down.

Cross-curricular suggestion

Science – Find out about crabs. Help the children to investigate where they live, what they eat and how they move. Talk about crab shells and claws.



The Enormous Crab (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 events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)
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	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) I enjoy exploring and playing with the patterns and sounds of language and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

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 contribute to role-play activities using relevant language (YR_OracSpea.7) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
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 begin to sequence words, signs or symbols appropriately (YR_WritStru.1) Learners are able to contribute to a form modelled by the teacher, e.g. through shared writing (YR_WritStru.2) Learners are able to discriminate between letters (YR_WritGPSH.3) Learners are able to use correct initial consonant by beginning to apply phonic knowledge (YR_WritGPSH.5) Learners are able to use familiar and high-frequency words in writing (YR_WritGPSH.8)

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

Talking and listening	<p>Pupils can talk about their experiences (L1_com_talk.4)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can take on the role of someone else (L1_com_talk.1ii)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p>
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 words using sound-symbol correspondence (L1_com_writ.4i)</p> <p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>