



# In the Trolley

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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: *Who is in the picture? What do you think he is doing?*
- Turn to the back cover and read the blurb to the children. Ask: *What do you think will happen when Mum and Kipper go shopping?*
- Point to the word *trolley* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together, *t-r-o-l-l-ey*. Talk about the grapheme **ll** and encourage the children to recognise that two of the same letters are code for one sound, in this case /l/. Ask them to find other words in the book where two of the same letters are code for one sound (*shopping, Kipper, egg*).
- 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 to she went see saw**

### 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, e-gg*.
- On page 1, point to the word *shopping* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together. Ask: *Do you go shopping with your parents? What sorts of things do you buy?*
- Pause at the end of page 5 and ask: *Do you think Kipper should be putting the egg in the trolley without asking Mum?*
- On page 7, ask: *Do you think Mum will let Kipper keep the egg?*
- On page 8, sound out and blend *back, b-a-ck*. Talk about the grapheme **-ck** and say that it is code for the sound /k/. Ask children to find another word on the page that contains the sound /k/ (*Kipper*). Encourage children to recognise that in this word a different grapheme is code for the sound.

### Returning to the story

- Ask the children to retell the story in their own words.
- Turn to page 5 and ask: *Why doesn't Kipper ask Mum if he can have the egg?*
- Look again at page 7 and encourage children to look at Mum's expression. Ask: *How do you think Mum feels when she finds the egg in the trolley?*
- Look again at page 8 and ask: *How do you think Mum feels now? How do you think Kipper feels?*

## 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, *g-o-t*, *d-i-d*.
- 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 shopping trolley**

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

- Explain to the children that you are going to be in role as Mum. Encourage the children to ask you questions about the shopping trip.
- Afterwards, encourage a child to play the role of Kipper, and help the other children to ask Kipper about the shopping trip and the big chocolate egg.
- Encourage other children to take the roles of Mum or Kipper and repeat the activity with children asking them questions about the trip. Help the children to ask questions about what happened and how the characters felt.

## Writing activities

- Tell the children that they are going to write a shopping list for Mum.
- Ask for ideas for what to add to Mum's shopping list and scribe some of the suggestions on the board. Encourage children to use their phonics skills to sound out the words to help you to spell them correctly.
- Ask children to suggest ideas for some things that Kipper might like to add to the shopping list and scribe some of the ideas onto the board.
- You may wish to ask the children to write out their own lists independently under the heading *Shopping List*. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

## Cross-curricular suggestion

Science – Healthy eating. Ask children to look again at the items they added to Mum's shopping list and decide which items are healthy and which aren't. Ask them to think about whether they eat healthily.

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# In the Trolley (Oxford Level 1+) 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]
- 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 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

<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>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> <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>
<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>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> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)</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>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>

## WALES Foundation Phase Framework: Reception

<b>Oracy</b>	<p>Learners are able to ask questions about something that has been said (YR_OracList.9)</p> <p>Learners are able to use words, phrases and simple sentences (YR_OracSpea.4)</p> <p>Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.7)</p> <p>Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)</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): – orally blend combinations of known letters (YR_ReadStrat.5i)</p> <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 identify information from a text using visual features and words (YR_ReadComp.2)</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 recognise the alphabetic nature of writing and understand that written symbols have meaning (YR_WritMean.5)</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

<b>Talking and listening</b>	<p>Pupil can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p> <p>Pupil can understand short explanations and simple discussions (L1_com_talk.1iii)</p> <p>Pupil can take on the role of someone else (L1_com_talk.1il)</p>
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<b>Reading</b>	<p>Pupil can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupil can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i)</p> <p>Pupil can use visual clues to locate information (L1_com_read.3ii)</p> <p>Pupil can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupil can talk about what they read and answer questions (L1_com_read.5)</p>
<b>Writing</b>	<p>Pupil can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupil can write words using sound-symbol correspondence (L1_com_writ.4i)</p> <p>Pupil can write personal and familiar words (L1_com_writ.4ii)</p>