



The Big Red Bus

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and 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

- Talk about the cover together. Ask: *What do you think will happen in this story? Is Kipper going to drive a real bus?*
- Read the title together, encouraging the children to decode each word. Help them with *The*, and remind them that it is a tricky word which they will need to remember.
- Now look at page 1. Ask: *Were you right? Was it a real bus? Could Dad fit into this bus?*
- 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 to was he went

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, *b-i-g*, *r-e-d*.
- Look at page 1 and talk together about what Kipper might be thinking. Ask: *Why do you think he chose the big, red bus? Which would you have chosen to ride in on the merry-go-round?*
- On pages 2 and 3, point out the thought bubbles, and check the children understand that Kipper is imagining where his bus might go.
- On pages 4 and 5, help the children read the word *dinosaur*. Encourage them to look at the word and tell you what sound it begins with. 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.
- On pages 6 and 7 point to the grapheme **-er** in *monster* and tell the children that these letters are code for the /u/ sound. Encourage them to use this information to sound out and blend the word *m-o-n-s-t-er*. Talk about what the word means. Ask: *What do you think will happen next?*

Returning to the story

- Look again at pages 4 and 5. We can't see Kipper's face here! Ask: *What do you think he might be thinking and feeling, inside his bus?*
- Turn to pages 6 and 7 and ask: *What do you imagine each of the monsters is thinking? Do they look friendly, or scary?*
- Ask: *Have you been to a fair and been on a ride like Kipper? What was it like?*

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-u-s*, *l-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:

Kipper dinosaur land monster ice cream

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 which land they thought was the best.
- Ask each child, or pair of children, to come up with reasons why their chosen land was the best (it was exciting, scary, colourful, tasty, etc.)
- Ask each child, or pair of children, to explain their reasons to the others.
- You could have a vote on which land they would all prefer to go to!

Writing activities

- Ask the children to draw a picture of their own monster or dinosaur.
- Help the children to add labels to their picture to describe their creature. Encourage the children to use their phonics skills to spell words. Ask: *Would it have any special features? Is it scary or friendly?* Remind them to give their creature a name.
- Encourage them to write their name on the picture.

Cross-curricular suggestion

Science – Find out more about dinosaurs in books, or on the internet. Ask: *Which was the scariest of the dinosaurs? Would you have liked to live in the time of dinosaurs?*



The Big Red Bus (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]
- 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 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]
- 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>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>
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 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 exchange ideas in one-to-one and small group discussions, e.g. with friends (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 make meaning from visual features of the text (YR_ReadStrat.13)</p>
Writing	<p>Learners are able to convey meaning through pictures and mark making (YR_WritMean.3)</p> <p>Learners are able to show understanding of different formats, e.g. cards, lists, invitations (YR_WritStru.3)</p> <p>Learners are able to use familiar and high-frequency words in writing (YR_WritGPSH.8)</p>

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

Talking and listening	<p>Pupils can understand short explanations and simple discussions (L1_com_talk.1iii)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</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 [...] (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> <p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>