



The Bag in the Bin

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

- Look at the cover. Ask: *What do you think Dad is putting in the bin? Is it rubbish? What sort of things do you put in the bin as rubbish?*
- Ask: *What would happen if something that wasn't rubbish ended up in the bin?*
- Read the title, and help the children to sound out and blend *b-a-g* and *b-i-n*.
- 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 no oh my put

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-o-t*, *m-e-n*.
- On page 1, help the children to read *sh-o-pp-i-ng*, by sounding out each of the sounds and then blending them together. Encourage them to listen to each sound in the word and tell them any sounds that they have not yet learned. Encourage the children to use this information to sound out and blend the word.
- Pause on page 3 and ask: *Why does Mum put the bag down on the step? What do you think might happen to it?*
- At the end of page 4, check the children understand why Dad is putting the shopping in the bin. Ask: *What do you think Mum will say when she realises what's happened?*
- On page 8, help the children to sound out and blend the word eggs, *e-gg-s*. Talk about the grapheme **gg** and encourage the children to recognise that two of the same letter are code for one sound /g/. Ask them to find another word in the book where two of the same letter are code for one sound (*shopping*).

Returning to the story

- Look again at page 5 and ask: *Why is Mum still smiling here?*
- Then turn to page 6 and ask: *How is Mum feeling now? What do you think made her realise that her shopping was in the bin? Have you ever suddenly realised you have lost something, or forgotten something?*

- Look again at page 8 and talk about the different expressions on the characters' faces on this page.
Ask: *What is Dad thinking? What is Mum thinking?*

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-g*, *r-a-n*.
- 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:

shopping step took eggs scrambled

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

- Divide the children into groups of three, and tell the children to imagine they are Mum, Dad and the bin man.
- Ask them to think about what would happen if Mum hadn't got to the bin men in time, and her shopping went into the rubbish van! Ask: *What would Mum say? What would she do?*
- Ask the children to act out their new story.
- Now ask the children to imagine that Kipper, Biff or Chip had left a green bag containing something else on the step, for example, some toys or books. Ask: *What would happen then? How would they react?*

Writing activities

- Now Mum will have to go shopping again! Ask the children for suggestions for a shopping list for Mum.
- Act as scribe and write the children's suggestions on the board. Ask the children to come up and help you. Support them in writing specific words.
- Where appropriate, encourage the children to use their phonics skills to help you to spell words. Encourage the children to tell you which sound starts each word, and to listen to the sounds within each word.

Cross-curricular suggestion

Geography – Ask the children to make a leaflet showing all the things that go into bins. They could draw pictures, or cut them out of magazines. Ask: *Do you have two or more differently coloured rubbish bins? Do you know what sort of rubbish goes into which bin?* Help the children to learn about recycling.

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The Bag in the Bin (Oxford Level 1+ More A) 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]
- 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>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>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>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 contribute to role-play activities using relevant language (YR_OracSpea.7)</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>
Writing	<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

Talking and listening	<p>Pupils can take on the role of someone else (L1_com_talk.1il)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</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 [...] (L1_com_read.3i)</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>