



Catkin the Kitten

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

Teaching notes written by Liz Miles.

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, pointing to the words. Look at the cover picture. Ask the children: *Who are the children in the picture? What are they doing?*
- Talk about the word *Catkin*. Ask: *Why is it a good name for a cat?*
- Sound out the word *catkin* in the title, *c-a-t-k-i-n*. Talk about the graphemes **c** and **k** and encourage children to discover that they are both code for the sound /k/.
- 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 she was

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-e-d*, *b-i-n*.
- On page 1, ask the children to sound out and blend *kitten*, *k-i-tt-e-n*. Talk about the grapheme **tt**, where two letters are code for a single sound. Point out other words in the book where the same two letters are code for a sound (*off*, *bell*).
- On page 3, point to the word *lost* and help children to read the word. Ask them to sound out the individual sounds and then encourage them to blend the sounds together. Ask children to think of a time that they lost something.
- Pause at the end of page 7 and ask: *Which three places did the children look before they found Catkin? Where did the children find Catkin?*
- On page 8, ask: *Why is Wilma putting a bell on Catkin?*

Returning to the story

- Ask the children to retell the story in their own words.
- Look again at page 3 and encourage the children to look at Wilma's expression. Ask: *How do you think Wilma felt when she realised she had lost Catkin?*
- Look again at page 7 and encourage the children to look at Wilma's expression. Ask: *How do you think Wilma felt when she found Catkin?*
- Ask: *What do Biff, Chip and Wilf think of Catkin?*

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, *r-a-n*, *o-ff*.
- 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:

Wilma lost basket

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

- Remind children that when they were reading the story you asked them to think of a time that they lost something.
- Ask them to take turns to tell the story of what they lost, where they looked and where they found it.
- After each story has been told, encourage the listeners to ask questions about the event or object.
- Continue around the group.

Writing activities

- Tell the children that they are going to write their own story about Biff and a pet that she loses.
- Write sentences from the story with blanks for the children to fill in:
Biff had _____.
Biff lost _____.
It was not _____.
It was not _____.
It was not _____.
But it was _____.
● Write the story as a class, with volunteers writing the text to fill the gaps after class discussion. Encourage them to use their phonic skills to sound out and spell the words where appropriate.

Cross-curricular suggestion

Science – Help the children to find out more about how to care for a cat. Ask them to investigate what equipment they need, what cats eat and how to look after them.



Catkin the Kitten (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

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	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) 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) 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) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	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) 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 ask questions about something that has been said (YR_OracList.9) 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 identify information from a text using visual features and words (YR_ReadComp.2)
Writing	Learners are able to orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4) Learners are able to recognise the alphabetic nature of writing and understand that written symbols have meaning (YR_WritMean.5) Learners are able to copy and write letters, words and phrases (YR_WritMean.6) Learners are able to contribute to a form modelled by the teacher, e.g. through shared writing (YR_WritStru.2)

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)
Reading	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, signs and symbols in the environment (L1_com_read.3i) Pupils can use visual clues to locate information (L1_com_read.3ii) Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can talk about what they read and answer questions (L1_com_read.5)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2) Pupils can write words using sound-symbol correspondence (L1_com_writ.4i) Pupils can write personal and familiar words (L1_com_writ.4ii)