Group/Guided reading

Introducing the story

- Read the title to the children, pointing to the words. Ask the children: Who are the children in the picture? What are they doing?
- Talk about the word Pop. Ask: What goes ‘pop’? Discuss how balloons can go pop and how hoppers are like balloons.
- Sound out the words hop, h-o-p and pop, p-o-p in the title. Say that both of these words contain the grapheme p. Ask the children to look through the book to find other words that contain this grapheme (Chip, hopper). Encourage them to recognise that hopper has the grapheme pp which is code for the sound /p/.
- 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.

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, r-e-d.
- Pause at the end of page 1, ask: What is Mum marking with the toilet roll that she has tied to the tree?
- On page 1, point to the word hoppers and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together, h-o-p-p-e-r-s. Ask: What is a hopper? Have you ever had a go on a hopper before?
- On page 2, ask children to sound out and blend set, s-e-t. Talk about how the word has different meanings and explain what set off means in this story.
- Pause at the end of page 6 and ask: Who do you think will win the race?

Returning to the story

- Ask the children to re-tell the story in their own words.
- Look again at page 4 and ask: Why is the red hopper so big?
- Look again at page 5 and encourage the children to look at Dad and Kipper’s expressions. Ask: Who looks like they really want to win the race?
- Ask: Why does Chip say “Hop, hop, hooray!” at the end of the story?
**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 *s-e-t*, *o-f-f*.
- 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 hopper wins hooray**

  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**

- Sit in a circle with the children and talk about how *pop* is the noise that the hopper in the story made when it burst. Explain that you are going to have a sound quiz. Ask: What makes the sound ‘buzz’? Encourage suggestions and then tell the children that you were thinking of a bee.
- Ask children to take turns asking the question: What makes the sound...?
- Tell the children to discuss possible answers and then ask the questioner to say what they were thinking of.
- Continue around the group.

**Writing activities**

- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
- Ask the children to choose a sound, draw the object that makes the sound, then write the sound it makes in a speech bubble next to the object.
- Remind them of some of the simple sound words discussed in the speaking and listening activity.
- Encourage them to use their phonics skills to sound out and spell the words where appropriate.

**Cross-curricular suggestion**

Physical Education – Tell the children that bouncing on hoppers is a good way to exercise. Ask them to think about what exercise they do each day and share some ideas with the rest of the group. Talk about the importance of exercising regularly.
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.

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.

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-t-t-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 re-tell 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-curricularr 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.
**Stage 1+**

**In the Trolley**

Written by Roderick Hunt and Annemarie Young. Illustrated by Alex Brychta.
Teaching notes written by Liz Miles.

**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-e-y*. 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.

**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-c-k*. 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 re-tell 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.
Introducing the story

- Read the title to the children, pointing to the words. Ask: *What is a trampoline? Have you ever been on a trampoline?*
- Read the blurb on the back cover. Ask: *What do you think will happen in this story?*
- Point to the word *trampoline* 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 the grapheme *m* and ask children to look through the book and find other words that contain this grapheme (*Wilma*). Ask: *Can you think of any other words that contain the grapheme *m*?*
- 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 went he she down oh

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 *n-e-t, g-o-t.*
- On page 2, ask children to sound out and blend *net, n-e-t.* Talk about the grapheme *n* and ask them if they can think of any other words that contain the grapheme *n.*
- On page 3, point to the word *down* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Tell children that there is a word in the story that means the opposite of down and ask them to find it.
- Pause at the end of page 5 and ask: *What do you think will happen when Dad gets on the trampoline?*
- Pause at the end of page 7 and ask: *Where do you think Dad has gone?*

Returning to the story

- Ask the children to re-tell the story in their own words.
- Look again at page 2 and ask: *Why is it important that Dad puts the net up around the trampoline?*
- Ask: *How do you think Mum, Wilf and Wilma felt when Dad bounced up but didn’t come down again? Do you think they were worried?*
- Look again at page 8 and encourage the children to look at Wilf and Wilma’s expressions. Ask: *How do you think Wilf and Wilma feel when they see Dad in the tree?*
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 *u-p, b-u-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:

  Wilma  Wilf  trampoline

  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

- As a class activity, sit with the children in a circle. Talk about the trampoline in the story and about Wilf and Wilma jumping on the trampoline. Encourage the children to tell you that Wilf and Wilma went up and down. Ask each child to think of sentence that includes the words *up* and *down*.
- Begin by saying *‘I went up the hill ... then I went down the hill’*.
- Continue round the circle and ask each child in turn to say their sentence. Encourage and prompt children with ideas if necessary.

Writing activities

- Tell the children that Dad ended up in the tree because he bounced too high on the trampoline. Explain that it is important to stay safe when you are playing on a trampoline and that you want them to help you to write a list of rules for playing on a trampoline.
- Write the heading *Trampoline Rules* on the board and ask children to give you some ideas for points to include in your list.
- Scribe the children’s ideas onto the board and add to them if necessary. Encourage children to use their phonics skills to help you to sound out and spell the words where appropriate.

Cross-curricular suggestion

Physical Education – Remind children that it is important to stay safe and follow rules when playing sports. Encourage them to think about other sports where you need guidance to play safely and to produce sets of rules for some of them.
Introduction to the story
- Read the title to the children. 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. 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.

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-c-k-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.
**Biff, Chip and Kipper Stories**

**Decode and Develop**

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**Stage 1+**

**The Caterpillar**

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.

**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 is in the picture? What is he holding?*
- Turn to the back cover and read the blurb to the children. Ask: *What do you think Kipper will do with the caterpillar?*
- Point to the word *caterpillar* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together, *c-a-t-er-p-i-l-l-ar.* Talk about the grapheme *t* and ask the children to look through the book to find other words that have this grapheme in them (*put, it, not)*.
- 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, he, then, we, was, see

**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 *h-a-d, b-u-t.*
- Pause at the end of page 4 and ask: *What do you think has happened to the caterpillar?*
- On page 5, point to the word *chrysalis* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together, *ch-r-y-s-a-l-i-s.* Ask them if they know what a chrysalis is and clarify if necessary.
- Pause at the end of page 7 and ask: *What do you think is in the box now?*
- On page 8 point to the word *butterfly* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together, *b-u-t-t-er-f-l-y.* Talk about how the caterpillar changed into a butterfly.

**Returning to the story**

- Ask the children to re-tell the story in their own words.
- Look again at page 3 and ask: *Why did Kipper put leaves in the box?*
- Look again at page 4 and ask: *How do you think Kipper feels when he can’t see the caterpillar in the box?*
- Look again at page 8 and draw attention to the children’s expressions. Ask: *How do you think the children feel when the butterfly flies out of the box?*
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, c-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:
  - *Kipper caterpillar box leaves chrysalis butterfly*
- 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

- Ask the children to recall what they can about how the caterpillar turns into a butterfly in the story.
- Tell them that you want them to explain to children from another class about the different stages a caterpillar goes through before it turns into a butterfly.
- Arrange a short visit to another class to allow the children to tell others about how a caterpillar transforms into a butterfly.

Writing activities

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask the children to show the sequence of changes from a caterpillar to a chrysalis to a butterfly using drawings and adding labels. Encourage children to use the story they have just read to help them to remember the sequence.
- Write some of the challenge words down for the children to copy.

Cross-curricular suggestion

Science – Help the children to find out more about the lifecycle of a caterpillar/butterfly. As a class, create a lifecycle using the information the children have found out.