

# No Tricks, Gran!





 Oxford Level 4

## No Tricks, Gran!

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*Information about assessment and curriculum links can be found at the end of these Teaching Notes.*

**C** = Language comprehension

**W** = Word recognition

### Group or guided reading

#### Introducing the book

- W** Can children read the title? Help them to blend the adjacent consonants and read the title together: *No T-r-i-ck-s, G-r-a-n*
- C** (**Clarifying**) Discuss the title, talking about the use of an exclamation mark at the end. Let the children practise reading the words, using the exclamation mark. When might someone say words in that way?
- W** Turn to page 1. Which pairs of adjacent consonants can the children identify? If the children do not pronounce the *g* in *ng*, help them to recognize that *ng* is not adjacent consonants because the two letters represent one sound.
- C** (**Predicting**) Encourage children to use prediction: *Why might someone say “No Tricks, Gran!”?*
- Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

#### Strategy check

Remind the children to sound the words out carefully, remembering that sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Clarifying**) Ask children to tell you about the trick that Gran played.

**Assessment** Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- distinguish adjacent consonants (e.g. *sp, sn*) from consonant digraphs (*sh, ch, th, ng*).
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

### Returning to the text

**W** In this book, which letters follow *s* in adjacent consonants? (*st, sn, sp, str*)

**Assessment** Discuss any words the children found tricky and talk about strategies used.

## Group and independent reading activities

**Objective** Spell new words using phonics as the prime approach.

**W** **You will need:** worksheets showing the words: *stop, long, glad, block, drag, truck, crack, crash, snap, branch, trip, step, much, this, and, drum, groan, tricks, rest, quick, spook, dress, night* written in large writing.

- On their worksheet, ask children to use one colour of pen to ring adjacent consonants – where you blend each of the consonants separately (e.g. *c-r*).
- They should use a second colour of pen to ring consonant digraphs – where two letters make one sound (e.g. *ch*).

**Assessment** Can children correctly distinguish adjacent consonants from consonant digraphs?

**Objective** Segment words into their constituent phonemes in order to spell them correctly.

**W** Can children make a list of all of the consonants they know which may double at the end of a word?

- Check that their list includes: *ff, ll, gg, dd, ss, zz, ck*.
- Ask them to write the words: *stuff, spill, frog, egg, glad, add, dress, quiz, frizz, black*.

**Assessment** Can children decide where to use double letters at the end of words?

**Objective** Recognize an increasing number of high frequency words.

**W** Let the children make a lotto game.

- They need to make one board each with six spaces and choose one word to write in each space. They can choose from: *said, were, come, children, just, like, one, it's, what*.
- If you write all of the words (three times each) on cards, you can shuffle the cards, then show children the words one at a time.
- The first child to read and call out the word correctly can claim the word and use it to cover the word on their lotto card.
- The first to cover all of the words on their card is the winner.

**Assessment** Can the children correctly read the words?

**Objective** Comment on characters, making imaginative links to their own experiences.

- **(Questioning)** Give each child a word and ask them to think about Gran in that way. Words could include: *fun, a nuisance, silly, boring, exciting*.
- Each child should re-read the book and find reasons to justify their response to Gran's behaviour.
- Let each of the children explain their reaction to Gran.

**Assessment** Can the children justify different responses to Gran's behaviour?

## Speaking, listening and drama activities

**Objective** Explore familiar characters through role play.

- **(Questioning)** Think of questions to ask Gran about events in this book. Questions could focus around how Gran hurt her arm, why she gave the children a drum kit, why she played the trick, how she felt when Dad talked to her, how she feels about the children
- Take turns in playing Gran and responding to the questions asked.

**Assessment** Can the children think of interesting questions and respond to questions in role?

## Writing activities

**Objective** Create short simple texts on screen that combine words and images.

- **(Imagining)** Ask children to use a computer to write about the visit from Gran's point of view.
- They should use emoticons to show how Gran felt and what she did.

**Assessment** Can the children use appropriate emoticons to show Gran's reactions at different points in the text?

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# No Tricks, Gran! (Oxford Level 4) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) [ORCS Standard 2, 2]
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) [ORCS Standard 2, 7]
- Can retell known stories, including significant events/main ideas in sequence. (R) [ORCS Standard 2, 8]

## Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

*Predicting, Clarifying, Questioning, Imagining*

## ENGLAND The National Curriculum in England: Year 1

<b>Letters and Sounds</b>	For children working within Phase 4/5	<b>Adjacent consonants:</b> gr, cr, dr, tr, br; gl, bl; st, str, sn, sp, sl, pr; -st <b>Phonemes revisited:</b> ee, igh, oa, oo (long), oo (short), ur, ar, or, er	<b>High frequency words:</b> said, were, come, children, just, like, one, what
<b>Spoken language</b>	Pupils should be taught to ask relevant questions to extend their understanding and build vocabulary and knowledge (SpokLang.2) Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
<b>Reading:</b> Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (ReadWord.3) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
<b>Reading:</b> Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences (ReadComp.1ii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
<b>Writing:</b> Composition	Pupils should be taught to write sentences by sequencing sentences to form short narratives (WriteComp.1iii)		

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

<b>Listening and talking</b>	<p>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a)</p> <p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions (LIT 1-07a)</p> <p>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more (LIT 1-09a)</p>
<b>Reading</b>	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a)</p> <p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</p> <p>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a)</p> <p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own (ENG 1-17a)</p>
<b>Writing</b>	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)</p>

## WALES Foundation Phase Framework: Year 1

<b>Oracy</b>	<p>Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)</p> <p>Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2)</p> <p>Learners are able to adopt a role using appropriate language (Y1_OracSpea.7)</p> <p>Learners show understanding of what they have heard by asking questions to find out more information (Y1_OracList.10)</p>
<b>Reading</b>	<p>Learners are able to apply the following reading strategies with increasing independence</p> <ul style="list-style-type: none"> <li>- phonic strategies to decode words (Y1_ReadStrat.5i)</li> <li>- recognition of high-frequency words (Y1_ReadStrat.5ii)</li> </ul> <p>Learners are able to express a view about the information in a text (Y1_ReadResp.1)</p> <p>Learners are able to explore language, information and events in texts (Y1_ReadResp.2)</p>
<b>Writing</b>	<p>Learners are able to sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)</p> <p>Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.5)</p>

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

<b>Talking and listening</b>	<p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p> <p>Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii)</p> <p>Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)</p>
<b>Reading</b>	<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 talk about what they read and answer questions (L1_com_read.5)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>
<b>Writing</b>	<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 show a sense of structure and organisation (L2_com_writ.2ii)</p> <p>Pupils can write using a given form (L2_com_writ.3)</p>