



Rat and Cat in Let's Jump

Book Band Red C

RR Level 5

Genre Fantasy fiction

Length 12pp (101 words)

Letters and Sounds Phase 4

Reception, term 3

Phonics Bug Up to Unit 12

High-frequency words said, do, went

Plot Summary

Cat creeps up and catches Rat while he is watching TV. Rat suggests they jump on the bed, so Cat lets him go. Rat then does 'flips' from the chest of drawers onto the bed. When Cat flips onto the bed, he catapults Rat out of the window and safely into a tree!

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25 LIT 0–19a (CfE) RS8 (W) R7 (NI)	Reading They demonstrate an understanding when talking with others about what they have read.	R t3, Prediction Make simple, plausible suggestions about what will happen next in a book they are reading.
EYFS ELG 03, p.24 LIT 0–01c (CfE) OS12 (W) T&L 3.2 (NI)	Spoken Language They develop [...] narratives and explanations by connecting ideas or events.	R, Planning Guided by an adult, the child can orally rehearse a sentence before writing.
EYFS ELG 10, p.25 LIT 0–21a (CfE) WS13 (W) W1 (NI)	Writing They write simple sentences which can be read by themselves and others.	R, Grammar and Vocabulary for Impact Writes a simple rehearsed sentence and can read back what they have written.

Key

CfE = The Curriculum for Excellence (2009)

EYFS = Early Years Foundation Stage profile, including Early Learning

Goal (ELG) descriptors.

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

R = Reception


W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

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Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds.

t	p	i	n	m	e	u
r	f	l	j	w	ee	

2. Blend the sounds and say the words.

jump .. .	flip ...
went	tree .. —



The children may need help with the following words: TV, I, here.

Walkthrough



Explore the front and back covers of the book. Encourage predictions:

- Who are the main characters in the story? What are they are doing?
- Do the children already know anything about the characters Rat and Cat?
- Ask the children to think of times when they do some jumping (e.g. getting into a swimming pool, playing hopscotch, on a trampoline). Can they predict why Cat and Rat are jumping?

Take the children through the book, encouraging them to predict the story from the illustrations.

During Reading

While the children read, ask them to think about the main question.

Main question: **Who is better at jumping, Rat or Cat?**
(R 13, Prediction)

Additional prompts to help you sample the children's reading:

Title Page: Make sure the children can read *Let's*.

Page 2: What is Rat doing? Do you think Rat knows that Cat is creeping up on him?

Page 4: Who is going to be better at jumping on the bed? Why do you think that?

Pages 6–7: Is Rat good at jumping and doing flips?

Pages 10–11: Is Cat good at doing flips?
What happens to Rat when Cat jumps on the bed?
What do you think is going to happen to Rat next?

Page 12: Has Cat given up trying to catch Rat? How do you know?

After Reading

Discuss the main question with the group. Ask the children to say whether they think Rat or Cat is better at jumping, giving reasons for their choice. Do they think that Rat planned the trick to escape from Cat?

Talk about how this story is similar to other stories they may have read about Cat and Rat.



Session 2: Spoken Language & Writing

Phonics for Writing

Say a word from the story that has adjacent consonants at the end e.g. 'went' or 'jump'. Challenge the children to think of a word that rhymes with this. Ask the children to sound-talk this word (e.g. t-e-n-t) and then write it down. Model this for the children if they struggle. Repeat with another rhyming word.

Spoken Language

Look at the illustration on page 3. Tell the children to pretend they are Rat by mirroring his terrified expression. Ask them to imagine what Rat might be saying to Cat. Share ideas, encouraging the children to use appropriate body language and expression. Repeat the activity for other illustrations in the story.

(R, Planning)

Writing

Using the PCM, ask the children to fill in the speech bubbles to show what Rat is saying to Cat at two different points in the story. **(R, Grammar and Vocabulary for Impact)**

Making Links

Measure and compare how high the children can jump.