



Rat and Cat in the Hat Trick

Book Band Red A

RR Level 3

Genre Fantasy fiction

Length 12pp (85 words)

Letters and Sounds Phase 3

Reception, term 3

Phonics Bug Up to Unit 8

High-frequency words he, me, that, this, will, was, you

Plot Summary

Cat creeps up and catches Rat while he is sleeping. Rat offers to show Cat a trick, so Cat lets him go. Rat takes a cricket bat out of a hat, then he disappears into the hat. When Cat looks in the hat, he finds a can of nuts! But Rat is hiding in the empty can, and he runs away from Cat!

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25 LIT 0–19a (CfE) RS8 (W) R3 (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 4.8 (NI)	Spoken Language They develop their own 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) WS6 (W) W5 (NI)	Writing They use their phonic knowledge to write words in ways which match their spoken sounds.	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)

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Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds.

s	a	t	i
l	ll	w	th



2. Blend the sounds and say the words.

will · · -	that - · ·	this - · ·
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The children may need help with the following words:
said, what, like.

Walkthrough



Look at the front and back covers and encourage the children to make simple predictions. Ask:

- Who are the main characters in the story?
- What do you think Rat will pull out of the hat?
- Do you think the cat and rat in this story are friends? Why/ why not?

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: **What trick does Rat play on Cat in this story?**
(R t3, Prediction)

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

- Title Page: Check that the children can blend the word *Trick* on the cover.
- Page 2: What do you think Cat is going to do with Rat?
- Page 3: Can the children use the information on the page to predict what kind of trick Rat has in mind?
- Page 5: Are the children familiar with the question mark?
- Page 6: Model reading with an exclamation mark.
- Page 10: Where is Rat? What is he doing?
- Page 11: How do you think Cat is feeling? Is what he says true?
- Page 12: Why is Cat chasing the empty can down the hill?

After Reading

Discuss the main question with the group.
Ask the children to describe the trick that Rat played on Cat in their own words, using the pictures to help them.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask the children to work in pairs. Give each pair the following magnetic letters: t, h, a, t, i, s, e, n. Challenge them to make a word beginning with 'th', then show their word to their partner. Can their partner read their word?

Spoken Language

Provide the children with a magic wand and a hat containing a selection of different objects (e.g. a teddy, a sock, an apple). Invite them to take it in turns to pretend to be Rat performing his 'hat trick.' Ask them to magic an object out of the hat using appropriate speech and gestures to describe what they are doing. **(R, Planning)**

Writing

Show the children the PCM. Ask them to think about what could be in the hat for them to pull out, and to draw it. Help them to compose and write a simple label describing what they have pulled out. For example: a red rocket. **(R, Grammar and Vocabulary for Impact)**

Making Links

Take the children into the school hall or playground. Play a chasing game. Pick three children to be cats and ask the rest of the children to pretend to be rats. Challenge the cats to catch all the rats as quickly as they can.