



OXFORD

# Jay's clay pot

Non-fiction  
Set 3 Book 1

Text by Gill Munton

Developed by Ruth Miskin



ay



# Speed sounds



**Consonants** Say the pure sounds (do not add 'uh').

f ff	l ll	m mm	n nn kn	r rr	s ss	v ve	z zz s	sh	th	ng nk
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b bb	c k ck	d dd	g gg	h	j	p pp	qu	t tt	w wh	x	y	ch tch
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**Vowels** Say the vowel sound and then the word, e.g. 'a', 'at'.

at	hen head	in	on	up	day	see happy	high	blow
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zoo	look	car	for	fair	whirl	shout	boy
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Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

## Green words

Read in Fred Talk (pure sounds).

Jay

way

clay

lays

tray

stays

lump

off

next

Read in syllables.

bott`om → bottom

Read the root word first and then with the ending.

add → adds

press → presses

lay → lays

stay → stays

roll → rolls



## Red words

he the of so  
tall er\* makes\* making\*

*\*red for this book only*

# Jay's clay pot



## Introduction

*Have you ever made a pot at school?  
In this book you will see Jay making a pot.  
He uses a special material called clay.  
Clay starts off soft and then when you  
have finished shaping it, you can put it in  
a special oven and it goes hard.*

**Written by Gill Munton**

# Vocabulary check

*Discuss the meaning (as used in the non-fiction text) after the children have read the word.*

## definition

**clay**

*sticky mud that you can make things with*

## Punctuation to note:

Jay	Capital letters for names
This He	Capital letters that start sentences
.	Full stop at the end of each sentence
,	Comma to show a pause
!	Exclamation mark



Jay is making  
a clay pot.



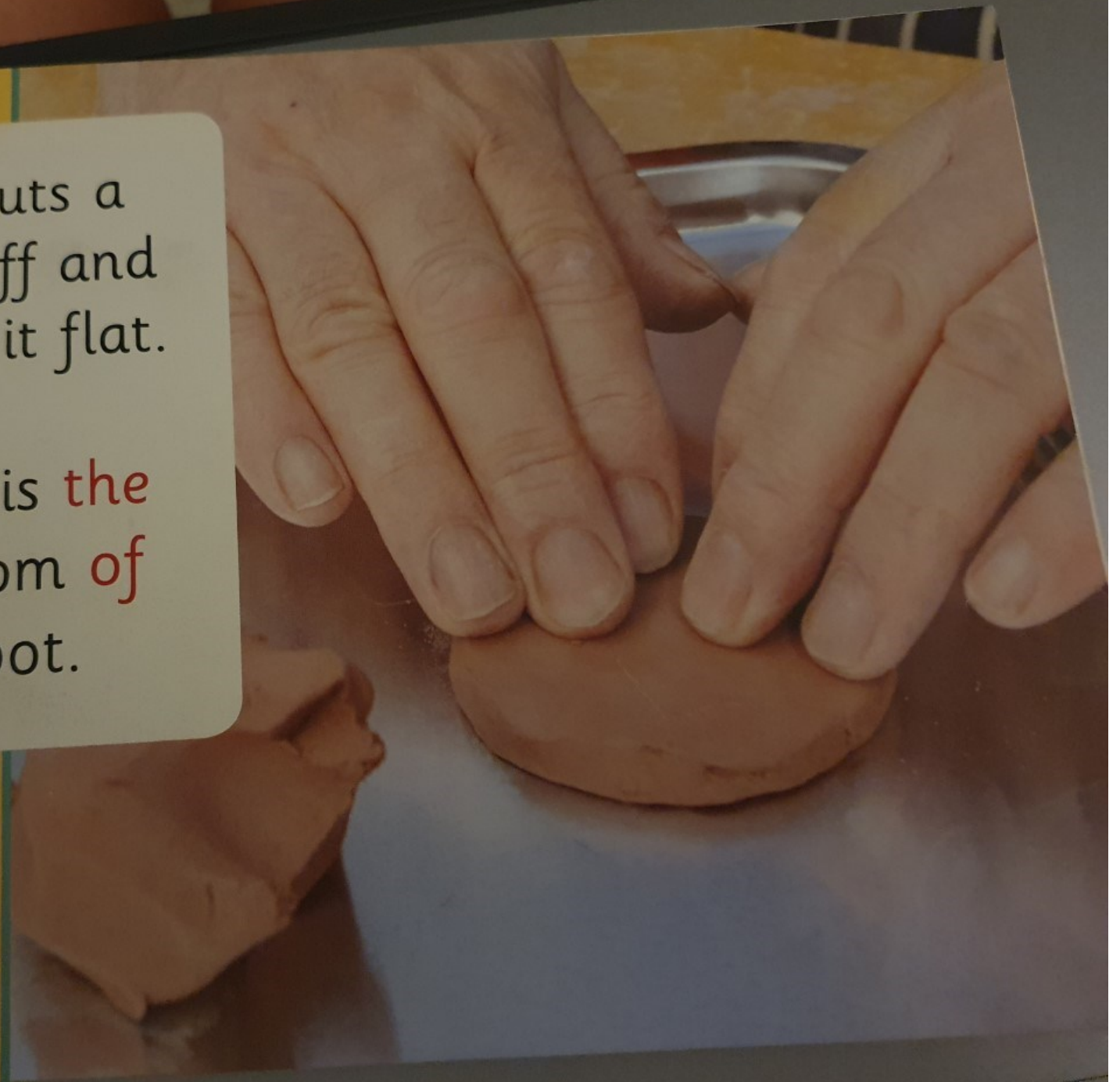
He lays a lump of  
clay on a tray.





He cuts a  
bit off and  
rolls it flat.

This is the  
bottom of  
the pot.

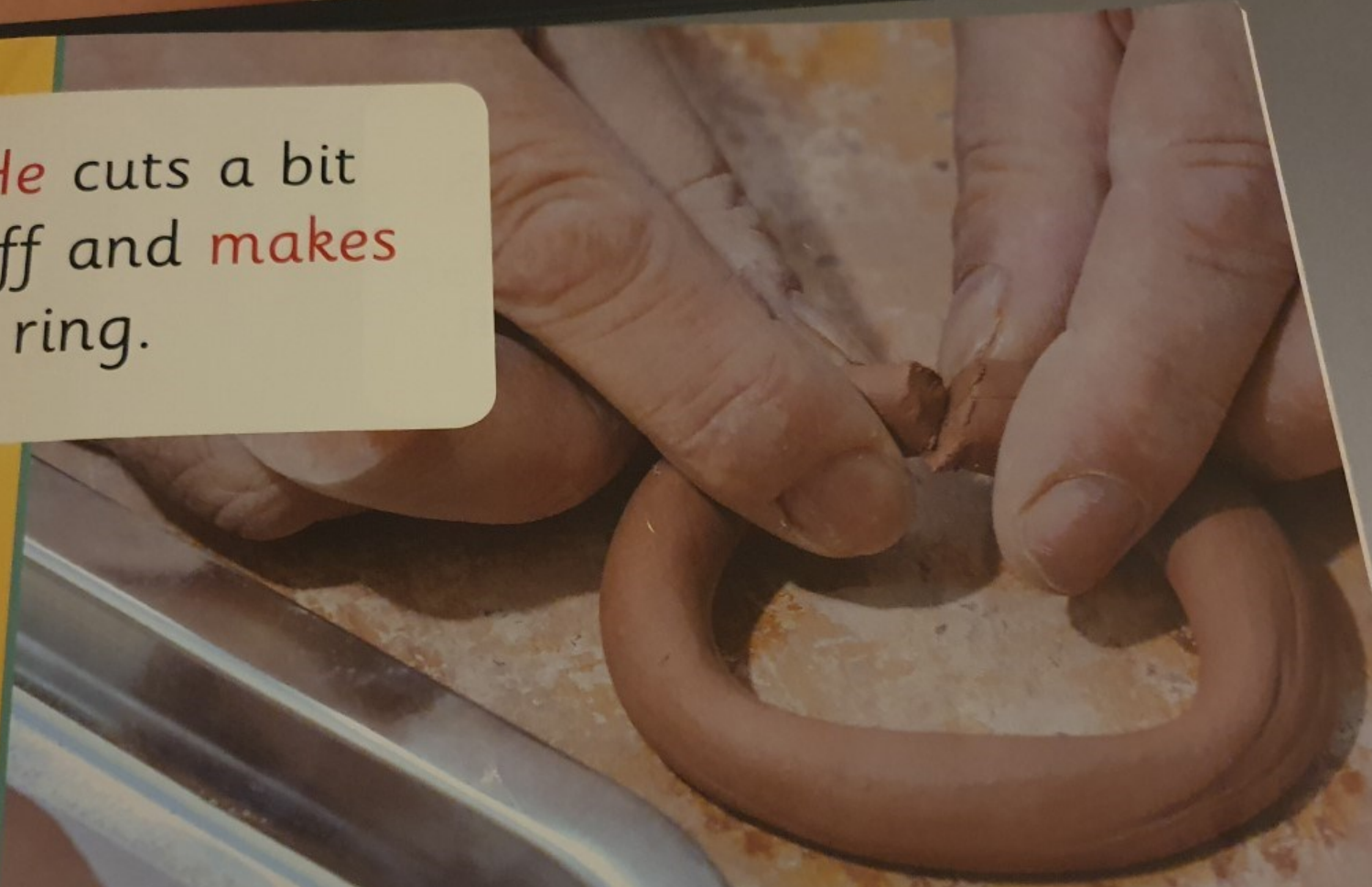


Next, Jay rolls up  
the rest of the clay.

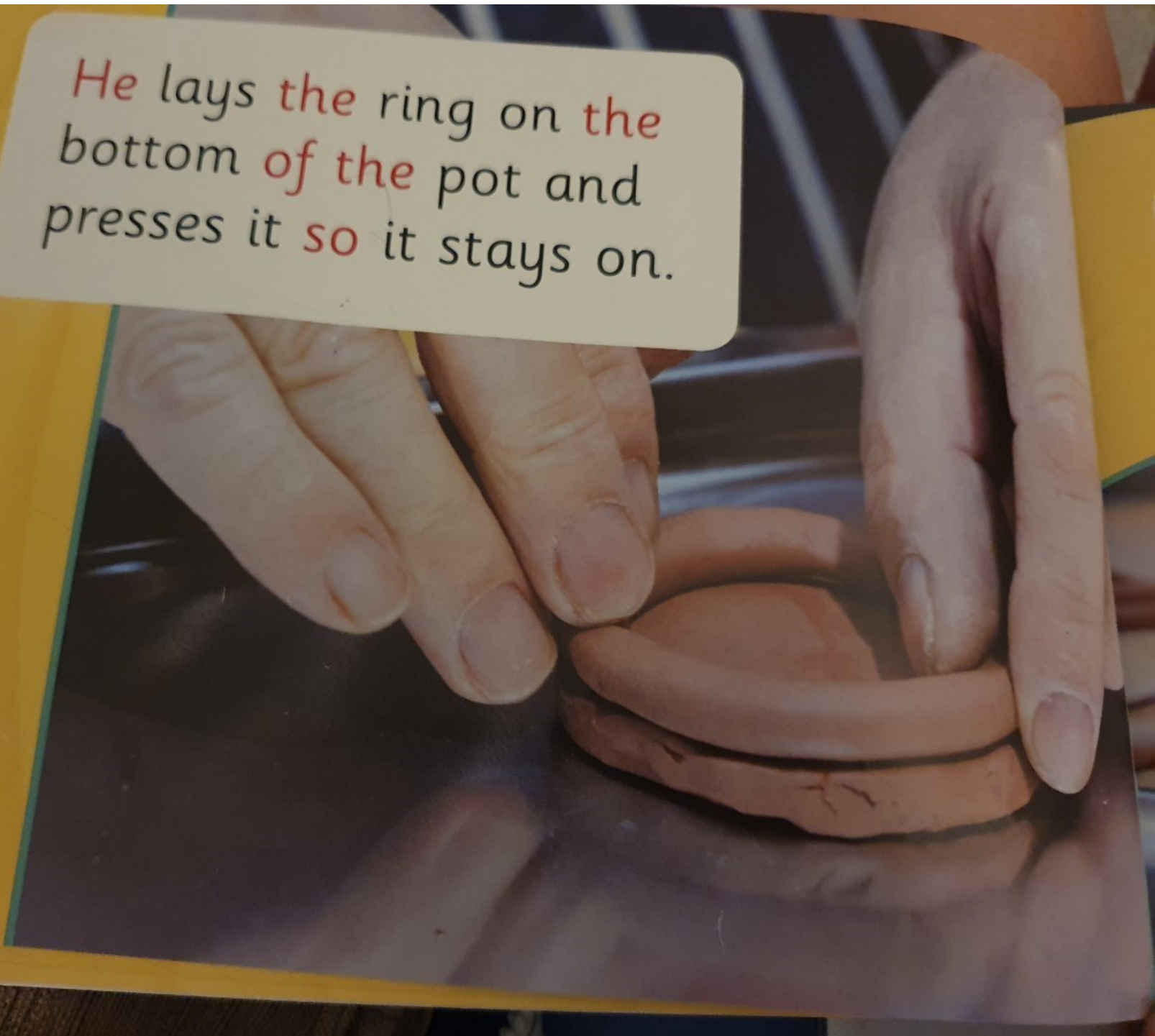




*He* cuts a bit  
off and *makes*  
a ring.

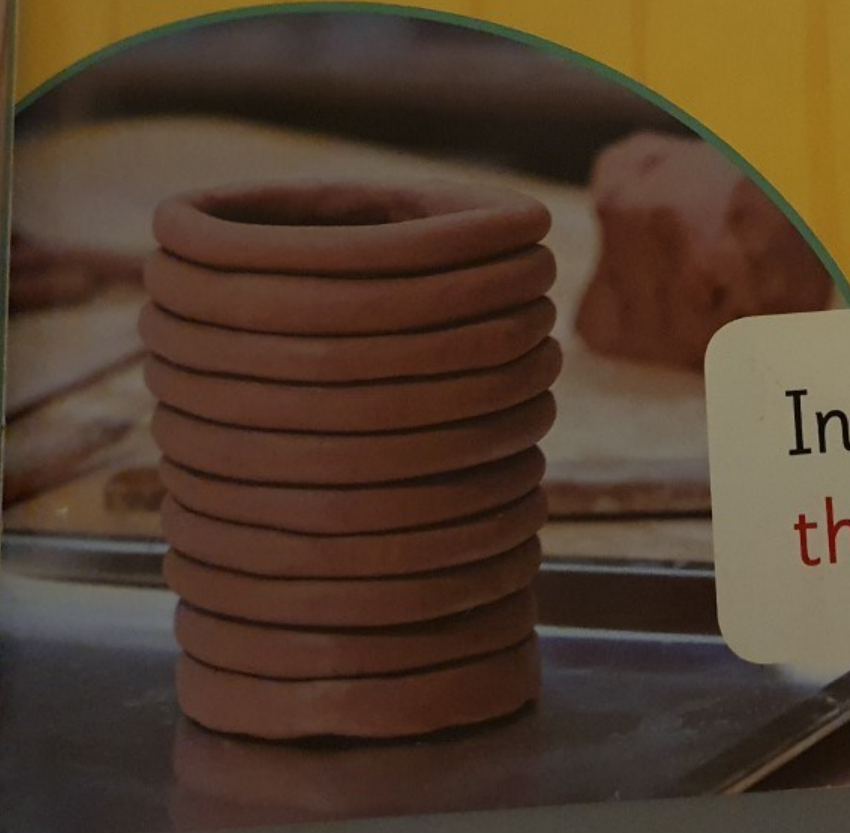
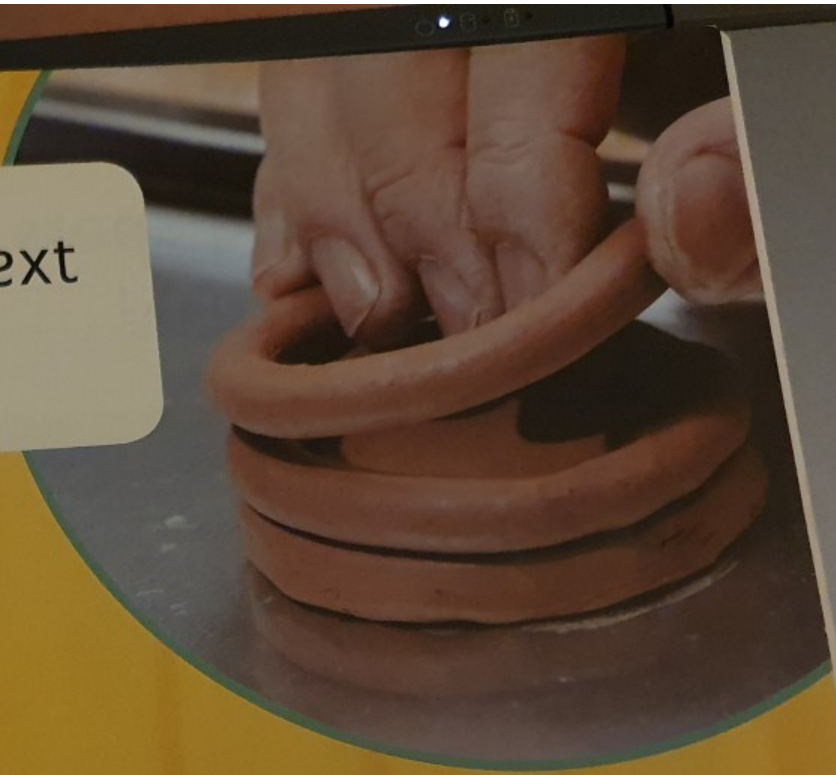


He lays the ring on the  
bottom of the pot and  
presses it so it stays on.





Then **he** adds **the** next  
ring, and **the** next.



In this way,  
**the** pot gets **taller**.

Jay puts big spots on  
it with a brush!





## Questions to talk about ★ ★

Re-read the page. Read the question to the children. Tell them whether it is a **FIND IT** question or **PROVE IT** question.

### **FIND IT**

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find the answer

### **PROVE IT**

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find your evidence
- ✓ Explain why

Page 11: **FIND IT**

What does Jay do to make the flat piece for the bottom of the pot?

Page 13: **FIND IT**

What shape does Jay make with the clay?

Page 14: **FIND IT**

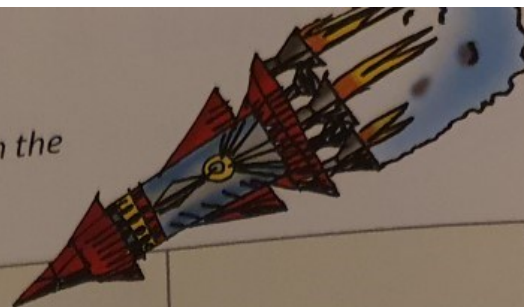
What does Jay do to make the ring stick to the bottom of the pot?

Page 16: **FIND IT**

What does Jay use to decorate the pot?

## Speed words

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



way	rolls	pot	press	adds
next	off	clay	spot	rest
lump	tray	bottom	and	puts
gets	ring	cut	bit	lay