

# Faster, Faster!

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Text type: explanation

Topic: transport through the ages



## Synopsis

This book takes the reader on a tour of different forms of transport from the past to the present. It starts by looking at the simplest and oldest way of travelling – on foot – and then moves on from ships, horses and simple wheeled carts, through to steam trains, cars and planes. The journey finishes with a look at rockets and space travel.

There is a topic-linked fiction book to partner this title, which is called *The Steam Train*.

## Group/Guided reading

### Introducing the book

- ➔ *(Predicting)* Look together at the cover picture and read the title. Say: *Why do you think this book is called 'Faster, Faster !'? What do you think it is going to be about?*
- ➔ *(Questioning)* Invite the children to think of one question that they have before reading this book. It might be a question about the types of transport that the book is going to cover, a specific question about one type of transport, or a question to do with the title, e.g. *I wonder if this book is only going to be about really fast forms of transport.* Make a note of the children's questions to come back to in the Returning to the book section.
- ➔ Ask: *What different types of transport can you think of? Can you name a very fast and a very slow way of travelling? Which form of transport do use to get to school in the morning?*
- ➔ *(Predicting)* Turn to p3 and read the contents list together. Pause after each heading and ask the children which form of transport they think it might relate to.

### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *w-al-k-i-ng*, *w-or-k*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

**people could anything**

- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this

point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

**oars   tyres   hours   engines   fuel**

## Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ *(Predicting)* After reading p5, ask: *Can you think of some types of transport that might be faster than walking or running?*
- ➔ *(Summarizing)* After reading p6–7, ask: *Can you tell me two ways in which boats were better than walking?* (Answer: quicker; easier to carry heavy loads)
- ➔ On p11, check the children understand and can read the word ‘chariot’. Ask them to point to the chariot in the picture of the carving. Say: *Can you think of another word with a similar meaning to ‘chariot’?* (e.g. cart, carriage, wagon). Ask: *What made this chariot go?* (Answer: it was pulled by horses)
- ➔ *(Summarizing)* After reading p19, ask the children to explain, in their own words, what makes a rocket go.

## Returning to the book

- ➔ Go back to the list of questions the children drew up before they started reading the book. Do they have answers for any of these questions now? Discuss the answers, and if some of the questions haven’t been answered, encourage the children to do some research of their own using books or child-friendly sites on the Internet.
- ➔ *(Clarifying / Summarizing)* Look again at p10 and ask the children to talk about each of the different wheels in turn. Ask: *Which wheel do you think is best? Why?*
- ➔ *(Clarifying)* Ask: *How strong was a steam train?* Ask the children to find this information in the book (p12).
- ➔ Look back at p20–21, and read the heading together. Say: *What do you think? Is it always best to get where you are going as quickly as possible?* Talk about some of the good things about slower forms of transport such as walking, running, cycling or scootering – e.g. they can be better for the environment and they keep you healthy.
- ➔ *(Summarizing)* Ask the children to choose one of the types of transport in the book, and explain to a partner what the book tells them about it. Ask them to explain how this method of transport improved on the ones that came before it.
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children’s attention to the Index on p22. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book’s Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

## Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book 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 *p-ow-er-f-u-l, m-o-t-or*.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

## Speaking, listening and drama activities

- ➔ Ask the children to choose their favourite form of transport from the book, and explain to a partner what they like about it. Encourage them to think of at least three good things about their chosen form of transport.
- ➔ When they have discussed this, bring the whole group back together and have a mini-debate to decide on the best form of transport. Remind the children to listen to each other's points of view and respond politely, but encourage them to challenge each other's ideas and suggest alternatives.

## Writing activities

- ➔ Ask the children to work in pairs or small groups, and discuss what they think transport might be like in the future. Prompt them by saying: *Will people invent cars or other vehicles that can go faster than they do now, or that use less fuel, or will more people travel in the air or under the ground?* As a group they should note down some of their ideas.
- ➔ The children can then work independently to write a short description of a new form of transport. They should include what it is made of, what it looks like, how it travels, and what makes it good. They can add an annotated picture to their writing.
- ➔ All the descriptions and annotated pictures could be presented as a wall display or a class book.

## Cross-curricular activity

### Science

- ➔ Ask the children to research a different form of transport that people use in a particular part of the world – for instance, what kinds of vehicles are best for travelling across snow or desert, or down narrow rivers? The children could use their findings to create a short presentation to share with their group or class.

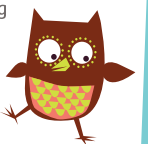
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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ) (ORCS Standard 2, 19)
- Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ) (ORCS Standard 2, 20)
- Can locate specific information on a given page in response to a question. (R) (ORCS Standard 2, 21)
- Can relate stories/texts to their own experiences, including story settings and incidents. (D) (ORCS Standard 2, 22)

### ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	Articulate and justify answers, arguments and opinions (SpokLang.4)	Check the children can articulate some simple reasons for their views when discussing which of the methods of transport is best.
<b>Reading: Word reading</b>	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y1 ReadWord.4)	Check the children are able to fluently read the high-frequency tricky words in the book, such as 'people' and 'could'.
<b>Reading: Comprehension</b>	Discussing word meanings, linking new meanings to those already known (Y1 ReadComp.1vi)	Check the children can think of alternative words that mean the same as less-familiar words in the text, such as 'chariot'.
<b>Writing: Composition</b>	Sequencing sentences to form short narratives (Y1 WritComp.1iii)	Check the children organize their writing about transport of the future by grouping sentences together in a sensible sequence to convey their ideas.

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

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-06a)	Check the children can articulate some simple reasons for their views when discussing which of the methods of transport is best.
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	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)	Check the children can think of alternative words that mean the same as less-familiar words in the text, such as 'chariot'.
<b>Writing</b>	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. (LIT 1-22a)	Check the children organize their writing about transport of the future by grouping sentences together in a sensible sequence to convey their ideas.

## WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	Express an opinion on familiar subjects (Y1_OracSpea.1)	Check the children can articulate some simple reasons for their views when discussing which of the methods of transport is best.
<b>Reading</b>	apply the following reading strategies with increasing independence - recognition of high-frequency words (Y1_ReadStrat.5ii)	Check the children are able to fluently read the high-frequency tricky words in the book, such as 'people' and 'could'.
	Explore language, information and events in texts (Y1_ReadResp.2)	Check the children can think of alternative words that mean the same as less-familiar words in the text, such as 'chariot'.
<b>Writing</b>	Sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)	Check the children organize their writing about transport of the future by grouping sentences together in a sensible sequence to convey their ideas.

**NORTHERN IRELAND** Levels of Progression in Communication across the curriculum:  
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	Follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children can articulate some simple reasons for their views when discussing which of the methods of transport is best.
<b>Reading</b>	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Use a range of reading strategies (L2_com_read.2)	Check the children can think of alternative words that mean the same as less-familiar words in the text, such as 'chariot'.
<b>Writing</b>	Show a sense of structure and organisation (L2_com_writ.2ii)	Check the children organize their writing about transport of the future by grouping sentences together in a sensible sequence to convey their ideas.

**CAMBRIDGE INTERNATIONAL** Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. (1SL1 )	Check the children can articulate some simple reasons for their views when discussing which of the methods of transport is best.
<b>Reading</b>	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Make links to own experiences. (1R12)	Check the children are able to talk about experiences they may have had with some of the forms of transport mentioned in the book.
<b>Writing</b>	Write a sequence of sentences retelling a familiar story or recounting an experience. (1Wt1)	Check the children organize their writing about transport of the future by grouping sentences together in a sensible sequence to convey their ideas.