

The Haunted House

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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?

Check that they know that /or/ can also sound like *aw*. Help them to sound out the title together:

The H-au-n-t-e-d H-ou-se

W Turn to pages 1–5. How many words can they find that include the sound /or/? (*August, Dawn, door, ball, caught, naughty*) Can they identify which letters represent the sounds each time?

C (*Prediction*) What do the children think the title of the book means? *Is there any indication on pages 1–5 that the house may be haunted? What might happen there?*

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 there are different ways of showing sounds and that there are different ways of pronouncing letter patterns. Encourage them to read whole words. If they need to sound out, can they use syllables?

Independent reading

Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

C (*Clarifying*) *Was the house haunted? Why did the children think it was?*

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- recognize different ways of representing /or/ and know that *o* can be pronounced in different ways.
- 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 Can children find words in which *o* makes different sounds?

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

Group and independent reading activities

Objective Recognize and use alternative ways of pronouncing the graphemes already taught.

- W** Show children the grapheme *o*. Ask them how many ways they know of pronouncing it (as in *Floppy, to, go, woman*).
- Ask the children to hunt for *o* words in the book. Check that they don't include *o* as part of another grapheme. Write the *o* words and ask children to say how *o* is pronounced. Group the words you find.

Assessment Are children able to group the *o* words to show different pronunciations?

Objective Recognize and use alternative ways of spelling the phonemes already taught.

- W** Children can play 'Phoneme Spotter' in pairs, taking it in turns to read and to listen out for the phoneme /or/. The listener should raise their hands when they hear an /or/ word.
- Children should re-read the book in pairs, noting down all of the /or/ words they find.
- Ask children to sort the words into groups.

Assessment Can children identify and sort the words correctly?

Objective Spell new words using phonics as the prime approach.

- W** Ask children to remind you of the graphemes they found which represent /or/. Display them all.
- Tell children you're going to say some /or/ words. Can they decide which of the graphemes they need in each word?
- Say: *haunted, taught, four, your; ball, hall, talk; paw, claw*.

Assessment Can children spell words using different ways of representing /or/?

Objective Visualize and comment on ideas making imaginative links to their own experiences.

- C** (*Clarifying*) Draw a representation of Kipper with two thought bubbles. In the second thought bubble, write the words 'Paula's band'.
- Ask the children what you should write in the first bubble. Explain that the first bubble should be about what Kipper thought the noise was.
- Can the children tell any anecdotes about their own experiences where they made a mistake and thought that one thing was something else? If they can't think of anything from real life, can they think of any ideas?

Assessment Can children make links between the theme of the book and their own experience?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role play.

- C** (*Imagining*) Re-read pages 16–19.
- Let the children work in pairs or threes, to create a short role play showing something else Kipper *might* have seen when he opened the door. They could base their role plays on the ideas you have already discussed, or on new ones.

Assessment Can children act out appropriate suggestions?

Writing activities

Objective Independently choose what to write about, plan it and follow it through.

- C** (*Imagining*) Ask children to write a new end to the story, showing what Kipper might have seen instead when he ran through the doors.
- Encourage them to plan their writing by drawing a picture. They can use the drawing for ideas.
- They can write on paper or on screen.

Assessment Can children produce texts that are appropriate to task, reader and purpose?

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The Haunted House (Oxford Level 5) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Grade 1,21)
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (RCS Grade 1,22)
- Can answer simple questions/find information in response to a direct, literal question. (RCS Grade 1,23)
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (RCS Grade 1,24)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (RCS Grade 1,25)

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, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 5	New graphemes for reading: /or/ au, aw, al, or, our; /oo/ ou, oo, u, o; /o/ (w)a, o Alternative pronunciations: 'c' (cellar, could); 'a' (that, what)	High frequency words: oh, asked, don't, house, saw, old, here, very
Spoken language	Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
Reading: 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)		
Reading: 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)		
Writing: Composition	Pupils should be taught to write sentences by saying out loud what they are going to write about (WriteComp.1i)		

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

Listening and talking	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) 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) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a / LIT 2-20a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	Learners are able to speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.4)
Reading	Learners are able to apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.2i) – use personal experience to support understanding of texts (Y1_ReadComp.4)
Writing	Learners are able to talk about what they are going to write (Y1_WritMean.1)

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

Talking and listening	Pupils can speak audibly to be heard and understood (L1_com_talk.5) Pupils can speak clearly to be heard and understood (L2_com_talk.5)
Reading	Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can talk about what they read and answer questions (L1_com_read.5) Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)
Writing	Pupils can talk about what they are going to write (L1_com_writ.1) Pupils can talk about what they are going to write and how they will present their writing (L2_com_writ.1)