

Queen's Maid

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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? Explain that the two letters *ai* join together to make the sound /ai/ and that *ee* makes the sound /ee/. Read the title together : Qu-ee-n-s M-ai-d
- W** Turn to page 1 and show the children *ow*. Explain that *ow* represents the long vowel sound /ow/.
- C** (*Predicting*) Encourage children to use prediction: *Who do you think the Queen is in this story? Who is her maid?*
 - 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 sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask children to explain where Wilma met Queen Hatpin.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- 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 with *ow* in them? How about *ai*? Which list is longer?

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

Group and independent reading activities

Objective Recognize phonemes.

W **You will need:** plastic letter and digraphs : *ow, ai, ee, sh, qu, n, p, w, t, d*.

- Place *ow* on the table and ask children if they remember the long vowel phoneme. Say it together. Repeat for *ai* and *ee*.
- Make the word *queen*. Say it together and count the phonemes (3). Check that children recognize which phonemes are represented by which letters.
- Repeat for other words e.g.: *pain, wait, down*.

Assessment Can children read the words and count the phonemes?

Objective Apply phonic knowledge and skills to reading unfamiliar words.

W Make the word *maid*. Ask children to read it.

- Draw sound buttons to match the letters to the phonemes.
- Change the *m* for a *p*. Can children read the new word?
- Can they show you how to change *paid* into *pain* then *pail, wail, wait*?

Assessment Can children read the words each time and tell you how to make the next word?

Objective To identify the constituent parts of two syllable words.

W Check children's understanding of the word 'syllable'. Clarify that it means a 'beat' in a word. Count how many syllables there are in *Wilma, Wilf, Mum, Queen, Hatpin*. How many syllables are in your children's names?

- Ask children to find the queen's name in the book: *Hatpin*.
- Can they explain how they read it?
- Introduce the strategy of finding the letters that don't go together (tp) and recognizing that this must be where syllables join.
- Read the syllables separately.

Assessment Can the children find the syllable boundaries in other two syllable words, e.g. in their names?

Objective To visualize and comment on characters, making links to own experiences.

C (*Questioning*)

- Clarify that Wilma met Queen Hatpin in a dream.
- Think of questions to ask Wilma about her dream. The questions could relate to Wilma or to Queen Hatpin.
- Encourage questions about feelings and motivation as well as events.

Assessment Can the children think of appropriate questions to ask Wilma?

Speaking, listening and drama activities

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

C (*Imagining*)

- Give each of the children a brief opportunity to be hot-seated as one of the characters in the story. They could be Wilma, Wilf, Mum or Queen Hatpin.
- Before each hot-seating session, let the questioners have some time to develop their questions while the hot-seated child tries to learn more about the character from the book.

Assessment Can the children use the text and their imaginations to ask and answer questions appropriately?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning.

C (Summarising)

- Ask children to think about the events in the story. What were the important things that happened?
- Give children a sheet with either three or four boxes. In each box, ask children to write a sentence explaining one of the important things that happened in the story.
- After they have written their ideas, let the children compare and comment on each others' ideas.
- They should then order their ideas so that they fit the chronology of the story.

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Queen's Maid (Oxford Level 3) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can retell known stories, including significant events/main ideas in sequence. (RCS Grade 1,20)

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, Questioning, Summarizing, Imagining

ENGLAND The National Curriculum in England: Reception

EYFS	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.			
Letters and Sounds	For children working within Phase 3/4	Phonemes introduced or revisited in this book: ai, ow; ee, ll, ch, ng, sh, qu	HF tricky words my, was, her, all, me, be, you, are	Context words Wilf

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

Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0) As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a)
Reading	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / 0-11a / LIT 0-20a) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a) I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write (ENG 0-12a / LIT 0-13a / LIT 0-21a)

WALES Literacy and Numeracy Framework: Reception

Oracy	Learners are able to use words, phrases and simple sentences (YR_OracSpea.2) Learners are able to exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i> (YR_OracColl.1) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
Reading	Learners are able to show an interest in books and other reading materials and respond to their content (YR_ReadResp.1) Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – blend combinations of letters (YR_ReadStrat.2i) – segment combinations of letters (YR_ReadStrat.2ii) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.3) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.4) Learners are able to relate information and ideas from a text to personal experience (YR_ReadComp.3)

Writing

Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1**Talking and listening**

Pupils can understand short explanations and simple discussions (L1_com_talk.1iii)
Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)
Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)

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 read and understand familiar words, signs and symbols in the environment (L1_com_read.3i)
Pupils can talk about what they read and answer questions (L1_com_read.5)

Writing

Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)