

Mr Scroop's School

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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 they recognize the high frequency word: *Mr*.

Help them to sound out the title together: *Mr S-c-r-oo-p-'s- S-ch-oo-l*.

W Turn to pages 2–3. How many words can they find that include the sound /uoo/? (*to, new, shoes, school*). Can they identify which letters represent the sounds each time?

C (*Clarifying*) Pause on pages 2–3 and check what children already know about life in Victorian times.

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*) Did the children like Mr Scroop's school by the end of the story?

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- recognize different ways of representing /oo/ and also different ways of pronouncing it.
- 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 *ow* makes different sounds? (e.g. *showing, now*)

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 spelling the phonemes already taught.

- W** Play 'Phoneme Spotter'. You read two or three pages of the book aloud, asking children to raise their hands when they hear an /oo/ word.
- Read the pages again, while the children follow in their book. Give children time to note down /oo/ words.
- Ask children to sort the words into groups, each group featuring a different way of representing /oo/.

Assessment Can children identify and sort the words correctly, isolating the letters needed to represent /oo/ each time?

Objective Read and spell phonically decodable two syllable and three syllable words.

- W** Ask children what strategies they would use to spell the word 'Victorians'. Encourage them to think in terms of representing the word syllable by syllable: Vic-tor-i-ans.
- Ask children to work in pairs: in each pair, one child should say the word while the other tries to listen to the vowel phonemes in each syllable. Can they find the spelling that is used for /er/ in the final syllable? (*a*)
- Repeat for the words: *children*, *teacher*, *history*. Can children identify the spelling of the /er/ vowel? (child-ren, teach-er, hist-a-ry).

Assessment Can children recognize different ways of representing the unstressed /er/ vowel?

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

- W** Show children the grapheme *ow*. Ask them how many ways they know of pronouncing it. (as in *now* and *show*)
- Ask children to look for different ways of representing each kind of 'ow' (e.g. *how* and *shout*; *show* and *told*).

Assessment Are children able to use alternative ways of pronouncing the graphemes?

Objective Distinguish fiction and non-fiction texts and the purposes for reading them.

- C** (*Clarifying*) Ask children to look through the book and see what they can learn about life in Victorian times.
- If possible, use the internet and books from the school library to verify the facts you have identified.
- Compare the books and web sources used. Talk about how you would recognize this book as fiction and other books as non-fiction. Find and list features to look for. Discuss when you might choose to look at each of the different types of books.

Assessment Can children recognize the different types of books and the purposes for reading them?

Speaking, listening and drama activities

Objective Re-tell stories, ordering events using story language.

- C** (*Summarizing*) Ask children to think about what Chip and his friends will tell their mums about their visit to Mr Scroop's school.
- Let them work in pairs to list the main events and summarize to identify the most important experiences.
- Ask each pair to share their ideas with the rest of the group.

Assessment Can children summarize the experiences of the characters by identifying the main events?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning.

C (*Imagining*) Ask children to imagine they are Chip or Biff. What will they write for the class book about their day at Mr Scroop's school?

- Encourage children to work using ICT if possible, to make the activity more realistic.

Assessment Can children communicate their intended meaning clearly?

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Mr Scroop's School (Oxford Level 5) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- 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:

Clarifying, Summarizing, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 5	New graphemes for reading: /oo/ oo, u-e, ue, ew, ui, ou; /er/ er, e, a, o Alternative pronunciations: 'ow' (how, gown, now; show, showed)	High frequency words: Mr, Mrs, called, asked, oh, could, their, don't, very, your, time(s)
Spoken language	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6) 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 becoming very familiar with key stories ... retelling them (ReadComp.1iii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
Writing: Composition	Pupils should be taught to write sentences by composing a sentence orally before writing it (WriteComp.1i) Pupils should be taught to write sentences by sequencing sentences to form short narratives (WriteComp.1iii)		

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

Listening and talking	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)
Reading	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a) I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)
Writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a) By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	Learners are able to include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3) Learners are able to retell narratives or information that they have heard (Y1_OracList.3)
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Reading	Learners are able to apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.2i) Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1)
Writing	Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.3)

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

Talking and listening	Pupils can talk about events in sequence with supporting detail (L2_com_talk.4)
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 understand, recount and sequence events and information (L2_com_read.1) Pupils can use a range of reading strategies (L2_com_read.2)
Writing	Pupils can show a sense of structure and organisation (L2_com_writ.2ii)