

## The Broken Roof

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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: <i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul>	<p><b>Tricky words</b></p> <p>asked, broken, can't, climbed, clothes, fence, field, find, first, handle, hole, home, house, know, mangle, mother, new, one, picture, push(ed), roof, school, secret, some, table, tea, through, two, want, washing, who, worked, workmen</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Look at the front cover together. Encourage the children to say what they think the setting of the story will be. Ask: *Is it in the present day or in the past?*
- C** (**Clarifying**) Look briefly through the story at the illustrations to confirm the children's ideas.

#### Strategy check

Remind the children to notice speech marks and read accordingly.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage them to read to the end of the sentences and then return to words which cause them difficulty.
- C** (**Questioning**) As you listen to children, ask them questions about the story, e.g. on page 8 ask: *How does Kipper feel about the house being taken to school? What is he worried about?*
- W** Find the word 'display' on page 9. Check the children can read the syllables in the word (dis-play).
- W** Help children to read the new names on page 17 by sounding out the phonemes in each syllable.

**Assessment** Check that children:

- use a range of strategies to work out new words such as 'mangle'
- read with expression appropriate to the grammar and punctuation
- understand that this magic adventure takes the characters back in time.

#### Returning to the text

- C** (**Questioning**) On pages 30–31, ask: *How do you think the roof of the little house was mended? What would Mum have thought?*
- C** (**Clarifying**) On page 30, ask: *Why do you think Chip is not smiling?*
- C** (**Clarifying**) Look at pages 16–17. Ask: *Why did each group of children think that the others were funny?*

- C** (*Summarising*) Ask: *What kind of person was the cook? Was she kind? Was she bossy? Do you think the children liked her? How do we find out about her?*
- W** Ask the children to find one long word in the book. Ask them to break the word up into syllables. *What were the other children's names? How many syllables are in each name?*
- W** Find the words 'washing' on page 6 and 'kitchen' page 20. Praise children for sounding out and blending the phonemes to help them read the word.

## Group and independent reading activities

**Objective** Engage with books through exploring interpretations.

- C** (*Summarising*) Ask the children to choose one of the characters from the story and to write a short description of them without stating the character's name.
  - Instruct the children to swap their descriptions with a partner, read the descriptions and guess the name of the character.

**Assessment** Do the children read their own descriptions to check for sense before swapping?

**Objective** Speak with clarity and use appropriate intonation when reading and reciting texts. Use question marks.

- C** (*Clarifying*) Working in pairs, the children take turns to choose a page from the story and read a line of speech, using the appropriate expression. He or she then asks: 'Who said this?'
  - The partner then guesses the character, finds the spoken words in the text and points to the punctuation that shows where the speech starts and ends.
  - Pairs then write some questions that Biff, Chip and Kipper might want to ask Victoria, Edward and Will. Remind them to end each question with a question mark.

**Assessment** Do the children read speech with expression and recognise speech marks?

**Objective** Read and spell less common alternative graphemes.

- Ask children to find words in the text that end in 'le' ('mangle' and 'handle' page 4, 'little' page 7).
- Can they think of any other words that end in 'le'? (bundle, candle, ladle, jungle).
- Ask: *What other words that rhyme with these words end with 'el'? (tunnel, funnel, gravel, etc.).*
- Encourage children to draw up a list of '-le' words and '-el' words.

## Speaking, listening and drama activities

**Objective** Listen to others in class. Ensure that everyone contributes. Work effectively in groups.

- In pairs, ask the children to collaborate to draw up a list of features they can see in and outside the Victorian house, using the illustrations from pages 14–28.
- Ask the children to share their findings with the rest of the group and to talk about the advantages and disadvantages of living in the old house. Encourage them to discuss the things they would miss, e.g. television, cars.

**Objective** Speak with clarity. Adopt appropriate roles in small groups.

- Ask the children to work in groups of four. Explain that you would like them to divide up into pairs.
- Ask them to turn to pages 16–17 and to reread the text and look at the picture.
- One pair then introduces themselves to the other pair in the same way that the children introduce themselves in the book. Encourage them to say a few lines about themselves as well, e.g. 'I am seven years old, I have brown hair, I have one brother and one sister.'
- Make sure the children speak in a clear voice.

## Writing activities

**Objective** Maintain consistency in non-narrative, including purpose and tense. Use planning to establish clear sections for writing.

- Discuss the illustration on pages 20–21. Talk about the objects found in the kitchen and write their names on the board, e.g. ‘mangle’, ‘range’, ‘scullery’, ‘gas lamp’, ‘flat iron’.
- Ask the children to draw a picture of each of the items and then underneath write a short description of how they work.
- Encourage them to use this information to write a guide to a Victorian kitchen, describing the things that can be found there and how the kitchen items work.
- Some children may like to describe how the Victorian kitchen is different to the modern-day kitchen. Ask: *Which do you think is better?*

**Assessment** Are children able to retrieve information from the text? Have the children presented the text effectively?

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