

Bull's-eye!

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> 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> 	<p>Decodable words</p> <p>book, cross, dad, fair, for, forgot, goldfish, got, had, her, hit, into, they, went, win, won</p> <p>Tricky words</p> <p>ball, bought, bull's-eye, bumped, couldn't, display, everyone, fight, gym, kicked, said, school, teddy, wanted, was, watch, you</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Questioning, Prediction*) Look at the cover and ask the children if they know what the target is for. Read the title.
- C** (*Prediction*) Flick through the book and ask the children to say what they think this story will be about.

Strategy check

Remind the children to look for words within words when working out unfamiliar words.

Independent reading

- Ask the children to read the story. Praise them for reading high frequency words on sight, and prompt them when necessary. Encourage the children to use letter sounds and the picture clues to work out any new words.
- W** On page 10, notice that 'g' in 'gym' sounds like a 'j'.
- W** If children have difficulty with the word 'fight' on page 14, ask them to look at what Wilma and Wilf are doing and predict a word that makes sense.
- C** (*Questioning*) On page 9, ask: *Why is Dad cross?*

Assessment Check that children:

- read the high frequency words confidently
- reread sentences to make sense of them.

Returning to the text

- W** Ask the children to turn to page 5 and point to the word 'goldfish'. Ask them to find two words in the word. Turn to page 11 and ask: *Can you find two words in 'forgot'?*
- C** (*Questioning, Clarifying*) Turn to page 12 and look at the picture. Ask the children to point to the word that describes how Wilma is feeling. Ask: *Why is Wilma cross? Who else is cross in the story, and why?*
- C** (*Summarising*) Ask children to tell you about the good and bad things that happened at the school fair. Ask: *What happened at the end of the story?*

Group and independent reading activities

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

You will need 'tricky words' and 'decodable words' from the lists above on separate pieces of paper. Hand out a number of words to small groups of children.

W Ask the children to take it in turns to read a word so that the others can write it down. If they cannot read a word ask them to do their best and put it aside to return to with the class.

Assessment Do the children apply their knowledge of phonics?

Objective Recognise automatically an increasing number of familiar high frequency words.

W Read pages 6, 7 and 8 to the children. Ask: *Which word has the same sound at the end as 'Dad'?* Ask them to say other words that rhyme with 'Dad' by changing the initial sound.

Write 'Dad got...'

Tell the children to write the words and to fill in the gap with a word from the list of rhymes that makes sense, e.g. 'mad' or 'sad'.

Assessment Do all the children spell the words correctly?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

C (*Summarising*) Sit in a circle and ask the children to pretend they are either Wilf or Wilma.

In turn, ask them to describe one thing they saw or did at the school fair. They should start by saying 'When I went to the school fair I...'

Assessment Do the children use complete sentences? Can the children remember a variety of details from the story?

Speaking, listening and drama activities

Objective Ask and answer questions, make relevant contributions, offer suggestions and take turns.

- Ask the children whether they think it was a good thing for Wilf and Wilma to have a fight. Ask the children to suggest other things to do instead of fighting.
- Draw a graph with 'right', 'wrong', 'don't know' written along the base line. Ask each child to put a coloured sticker above the relevant word/s to record his/her vote about Wilf and Wilma's fight.
- Have a class vote on whether fighting is right or wrong.

Assessment Do the children refer to the text as they give their opinions?

Writing activities

Objective Find and use new and interesting words and phrases, including story language. Compose and write simple sentences independently to communicate meaning.

You will need A4 sheets, folded to make a simple little book for each child.

- Discuss how the front of a book shows the title and author's name, and the back tells you about the story.
- Look at page 1 and write a list of things at a school fair.
- Children write 'The School Fair' on the front of their little books and a sentence about what the book is about on the back.
- Children then illustrate the inside pages with stalls and/or events at a school fair. Remind the children that they are the authors, so they should write their names on the front cover.

Assessment Do the children organise and present their material carefully?

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