

Castle Adventure

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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, Imagining</i> 	<p>Decodable words</p> <p>came, couldn't, don't, old, put, time</p>
	<p>Tricky words</p> <p>adventure(s), Biff's, castle, goodbye, nasty, people, witches, witch's</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Clarifying**) Ask children what happened at the end of the last story. Then read the title. Ask the children: *Where has the magic taken them?*
- C** (**Prediction**) Read the word 'Spells' on page 18 and ask them to say what they think the story will be about.

Strategy check

Remind the children to use the picture cues to help them understand the story.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Questioning**) Ask questions to ensure that children understand how Gran is important in the story.

Assessment Check that children:

- use their knowledge of punctuation to help them read the dialogue
- use comprehension skills to understand the events in the story.

Returning to the text

- C** (**Questioning, Clarifying, Summarising**) Ask: *How did Gran save the king? What did she do with each witch?*
- C** (**Clarifying**) Discuss the setting where Gran captures the first witch. Ask: *Why has the author chosen this setting? What do you think Chip did with the keys that he took from the witch?*
- C** (**Questioning**) Ask the children: *Do you think the witches' punishment was appropriate? Why?*

Group and independent reading activities

Objective Spell new words using phonics as the prime approach.

- W** Find the word 'witch'. Cover the 'w' part of the word and discuss the 'itch' ending.
 - Ask the children to think of other words that have the same sound and spelling at the end, e.g. 'itch', 'ditch'.
 - Ask the children to work in pairs and change the vowel sound to create new words, e.g. 'catch', 'hutch', 'fetch'.

Assessment Do the children understand that a vowel precedes the ending?

Objective Recognise automatically familiar high frequency words.

- W** Ask the children to take turns reading the story as a group, each child continuing where the previous child stops. Prompt children to help any children who stumble on a word.

Assessment Can children read high frequency words quickly and fluently?

Objective Apply phonic knowledge as the prime approach to read unfamiliar words.

W Ask the children to find the words 'witch' and 'witch's' (page 8) and explain why 'witch's' has an apostrophe 's' (refers to one witch). Do the same for the words 'witches' (page 2) and 'witches' (page 17), explaining that the second word refers to more than one witch.

- Together, make the singular and the plural possessives for the word 'frog'.

Assessment Are the children able to position the apostrophe correctly in each case?

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

C (Questioning) Ask the children to write a question about the story on a piece of paper.

- Shuffle these and ask each child, in turn, to pick one up, look through the book and write the answer to their selected question. They should write down the page number where the answer can be found.
- As a group, discuss the questions and answers, looking at the pages in the story.

Assessment Can children find the relevant text in the story to support their answers?

Objective Recognise the main elements that shape different texts.

C (Imagining, Summarising) Remind children how some fairy tales have witches and frogs as characters. Discuss the features that often appear in these types of stories.

- Ask children to find a page which shows one of these features, e.g. page 2: the number three; page 6: witches turning people into frogs; pages 18–19: use of magic spells; pages 20–21: kings/queens.
- If time, children could draw and label a picture representing each feature.

Assessment Can children easily identify the traditional fairy tale elements in this story? Can they find the features quickly in the book?

Objective Group sentences together in chunks of meaning.

C (Clarifying) You will need sentences, e.g. all from pages 8 and 15, mixed randomly and set up in a word bank on a computer.

- Ask children to rearrange them to make a group of sentences that make sense. (They don't need to match exactly the sentences in the book, if they still make sense.)

Assessment Does the final order of the sentences that children have chosen make sense?

Speaking, listening and drama activities

Objective Explore characters through improvisation and role-play.

C (Questioning) Choose children to be the frog king and to sit in the 'hot seat'. Ask the others to ask the 'frog king' about what happened in the story.

Assessment Do children in the 'hot seat' reveal the different feelings that the king experienced?

Writing activities

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

C (Imagining, Prediction) Collect interesting words and phrases from the text and list them on the board or flip chart.

- Ask the children to create their own magical setting in their mind.
- Ask them to use this setting and some of the words and phrases, as well as some of their own, to write another story about the frog king.

Assessment Do the children write imaginative text?

Do the children select the most appropriate words and phrases for their setting?

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