

## Come In!

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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, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>came, cross, five, gave, home, mess, three, with</p>
	<p><b>Tricky words</b></p> <p>biscuits, children, door, four, house, out, outside, painting, some, television, wanted, watching, were, what</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Read the title and look at the picture. Ask the children to say what they think the story will be about. Ask: *Who will visit the new house?*
- C** (**Questioning**) Look through the pictures and ask the children to say whether their ideas were right.
- C** (**Clarifying**) Ask the children to say who they would invite to their house if they had just moved in.

#### Strategy check

Remind the children to reread a sentence if it does not seem to make sense.

#### Independent reading

- Before the children start reading, find words in the story that they might find difficult, e.g. 'painting', 'biscuits'.
- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Summarising**) Ask the children to say what happens in this story.

**Assessment** Check that children:

- recognise automatically an increasing number of familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

#### Returning to the text

- C** (**Questioning**) Ask: *What was Dad doing when Wilf and Wilma came to play?*
- C** (**Questioning**) Ask: *Who were all the other children who came to play?*
- C** (**Questioning**) On pages 10 and 11, ask: *Why had Mum been out?*
- C** (**Questioning**) On pages 12 and 13, ask: *Why was Mum cross when she saw the children watching television?*

## Group and independent reading activities

**Objective** Recognise the main elements that shape different texts.

**C (Questioning)** Ask: *What happened at the beginning of the story? What happened next?* Help children to see how the build-up of visitors created a situation where things got out of control.

- Look at pages 14 and 15. Ask: *How did Mum manage to get the children to leave? Why was the ending a surprise?* Explain that many Oxford Reading Tree stories end as if another story is about to start.

**Assessment** Could the children identify the main elements of this story?

**Objective** Use syntax and context when reading for meaning.

**W** Cover 'painting' on page 1 with a peelable sticker. Ask the children to read the rest of the sentence. *What was Dad doing? What will that word end with?* Peel back the sticker to see if the word ends with '-ing'. Show the whole word and read the whole sentence. Repeat with 'watching' on page 12.

**Assessment** Could the children suggest a word that made sense in each case? Did they realise that the word would probably end with '-ing'?

**Objective** Explore the effect of patterns of language and repeated words and phrases.

**C (Questioning)** Ask the children to find and read aloud the sentences that begin with a number (pages 4, 6 and 8). Ask them to say how much of each sentence is the same. *What is different?* Read the second sentence on each page. Ask: *How much is the same? What is different? What would the next two sentences in this pattern be? Who might they come to play with?* Find more sentences in the story that are almost the same (pages 3, 5, 7 and 9). Ask: *What have these sentences to do with the title?*

**Assessment** Could the children say how the sentences were the same and how they differed?

## Speaking, listening and drama activities

**Objective** Explore characters through improvisation and role-play.

**C (Questioning)** Look at page 1 and ask two children to be Mum and Dad. As a group, think of some things that Dad and Mum might say, e.g. Mum: 'I won't be long, I'm just going to get some more paint.' Ask the two volunteers to use the ideas to have a conversation.

- Then children create the conversation Wilf and Wilma have with Dad on pages 2 and 3, and ask volunteers to act it out.
- Finally, ask the children to create the conversation Biff, Chip and Kipper have with Mum on pages 12 and 13. Encourage them to use their ideas to act out this scene.

## Writing activities

**Objective** Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences.

**C (Imagining)** Look at page 16. Ask the children to imagine what Mum did to send all the dogs home. Talk about possibilities, e.g. opening the gate and throwing dog biscuits on the pavement. They then draw a picture and write a sentence to match it.

**Assessment** Can children write a relevant sentence? Did they use a capital letter and a full stop?

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