

A Day in London

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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>Tricky words</p> <p>after, again, another, because, bought, brought, comes, everyone, famous, fierce, heights, instead, money, noise, people, scene, sight, trouble, where, worse</p> <p>C = Language comprehension</p> <p>W = Word recognition</p> |
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Group or guided reading

Introducing the book

- Read the title, talk about the cover picture and read the blurb on the back. Briefly look through the pictures to see what happens.
- C** (**Clarifying**) Ask: *Have you been to London? What famous places did you see? Did you visit any parks or museums?*
- C** (**Prediction**) Ask the children to say what they think will happen in the story. *Is it a magic adventure? What do you think it might mean when it says that 'Things don't go quite as Gran planned'?*

Strategy check

Remind the children to reread a sentence if it doesn't seem to make sense.

Independent reading

- Ask the children to read the story. Remind them to use phonics and the sense of the sentence to work out new words. Praise children for reading silently with concentration, and for reading aloud with expression.
- C** (**Summarising**) Ask children to tell you the main point of the story. *What, exactly, didn't go as Gran planned?*

Assessment Check that children:

- read independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable (see chart above)
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

Returning to the text

- C** (**Questioning**) Ask: *Who did Gran take to London? How did they get there? Why did Mum say that Gran was worse than the children? Look at page 9. Ask: Why did Mum ask Biff to look after Gran? What would you expect Mum to say?*
- C** (**Clarifying**) Ask: *What did Gran do in the waxworks? Did the attendant think Gran was funny?*
- W** Go back to page 12. Find 'Trafalgar'. Ask the children to show you how to break this word down into syllables (Tra-fal-gar).

Group and independent reading activities

Objective Draw together ideas and information from across a text.

C (Questioning) Look at page 8. Ask: *Do you think Gran knows where she is going? What is Dad doing?* Look at page 9. *What has happened to Biff? Have you seen this happen in another story?* Look at pages 31 and 32. Ask: *What other adventure did the children and Gran have on the way home? How do you know? What do you think was the problem with the car? What will Mum and Dad say? What is about to happen to the man with the dog on page 30?*

Assessment Could the children use information from the illustrations to describe the journey home? Can they suggest what Mum and Dad might have said?

Objective Explore how particular words are used.

C (Questioning, Clarifying) Look at page 11. Ask: *What does Anneena say about the tube? Why is it funny?* Look at page 14. *Why is it funny to say that the Queen must be busy cleaning rooms?* Look at page 32. *What does the word 'beheading' mean? What did Gran mean about beheading the Queen?*

Assessment Can children explain the humour in the way these words are used?

Objective Use syntax and context to build their store of vocabulary when reading for meaning.

C (Questioning) Ask the children to find the question on page 3. *What did Kipper want to know? Can they find the answer in the story?* Then ask them to find the question on page 7. *Does Dad want to find something out, or is he just wondering?* On pages 18 and 19, Kipper asks two questions. Which question is trying to find something out? On page 20, what does Kipper want to know? On page 24, find a question where Biff is wondering about something.

- Ask the children to make up a question to find out information, using 'What', 'When', 'Who', or 'Where'. Then ask them to think of a question to find out a reason about something, using a 'Why' question. Talk about different types of questions.

Assessment Can the children suggest different types of questions?

Objective Know how to tackle unfamiliar words.

W Ask the children to look for the longest words they can find in the story. Make a list, e.g. 'Victoria', 'Trafalgar', 'grandchildren', 'boomerangs', 'squeezed'. Say each word in turn and clap the syllables. Write the word in syllables (Vic-tor-i-a). Ask: *Which word has only one syllable? Which ways could help you remember how to spell 'squeezed'?*

- Think of words with 'qu' at the beginning, e.g. 'question', 'quarter', 'quiet', 'quarrel', 'queue'. Look at each word in turn and, together, think of ways to help remember how to spell them, e.g. say: 'queue' has 'u' and 'e' queueing up in turn.

Assessment Can the children use syllables to read and spell the words?

Speaking, listening and drama activities

Objective Adopt appropriate roles in small or large groups.

C (Imagining) Ask children to volunteer to be in the hot seat as Gran, Biff, Chip, Kipper, Anneena and Nadim. Ask the class to think of questions to ask them about their day in London and questions such as: *Why did you come back on a breakdown lorry? What do you not want Mum and Dad to know?* Ask the characters to answer in role, using information from the story and additional ideas from their imagination.

Writing activities

Objective Draw on knowledge and experience of texts in deciding and planning what and how to write.

You will need pictures of famous places in London from the story, from information books or the Internet.

- Talk about the places in London that the children and Gran visited in order. Make a list. Show the pictures of famous places in London. Which places would the children like to visit?
- Ask the children to work with a partner and plan a day in London. They can then use their plans to describe their day out to the rest of the class.

Assessment Could the children use the structure of this story to plan a day in London for themselves?

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