

Fancy Dress

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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>a, an, Biff, Chip, Dad, Kipper, Mum</p>
	<p>Tricky words</p> <p>angel, chicken, everyone, happy, pirate, scarecrow, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and look at the cover. Talk about what the family is doing. Ask: What sort of things are they getting out of the basket? What do you think they are going to do with these clothes?
- W** Look through the book at the illustrations and use some of the tricky words as you discuss the story (see chart above).

Strategy check

Remind the children to read from left to right and use their knowledge of sounds to work out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary, helping them with the tricky words.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *What did Mum dress up as? Why do you think Biff and Chip both dressed as pirates? Why did they laugh at Dad on page 7? On page 8, ask: Why did they all dress up?*
- W** Ask the children to tell you what the family dressed up as. Make a list of the words on the board. Talk about any strategies that could be used to work out these words, e.g. break up into syllables.
- C** (*Imagining*) Ask: *What would you have dressed up as?*
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Know that print carries meaning and is read from left to right.

You will need word cards: 'Biff', 'Chip', 'Kipper', 'Dad', 'was', 'a', 'an', 'pirate', 'angel', 'chicken'.

C (Clarifying) Write 'scarecrow a was Mum' on the board, and ask the children what is wrong with the sentence.

- Reorder the words so the sentence makes sense.
- Point out that sentences begin with capital letters.
- Give a set of word cards to pairs of children and ask them to put them into the correct order to make sensible sentences.

Assessment Can the children read the sentences they have written? Do they recreate the sentences from the story or make new sentences?

Objective Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and is read from left to right.

W Write two sentences from the story on the board, e.g. 'Mum was a scarecrow.' 'Biff was a pirate.'

- Ask: *Which words are the same in both sentences?*
- Put a line under the words that are the same. Ask the children to find these words on each page.

Assessment Can the children find the words confidently and easily?

Objective Recognise common digraphs.

W Ask the children to turn to page 3 and find a word that begins with 'ch' ('Chip'). Ask: *Can you find another word in the story that begins with 'ch'?* ('chicken' on page 6).

- Ask them to say other words they know that begin with 'ch' and draw up a list on the board (e.g. 'chips', 'chair', 'chest', etc.).
- Encourage them to choose a word, draw a picture of it and write the word under the picture.

Assessment Can the children suggest other words beginning with the 'ch' sound?

Objective Explore and experiment with sounds, words and texts.

W Write the word 'scarecrow' on the board and ask the children to find it in the story.

- Ask them if they know what a scarecrow does, i.e. scare crows and other birds away. Point out the two words in 'scarecrow': 'scare' and 'crow'.
- Ask them to turn to page 8 and find a different word that is made of two shorter words ('everyone').

Assessment Can the children find 'every' and 'one'?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Provide the children with a box of assorted clothes and props and encourage them to dress up.
- Ask them each to describe what they have dressed up as and why they chose certain things such as a hat, gloves, jewellery, etc.

Writing activities

Objective Write their own names and other things such as labels and captions.

- Look together at the last page of the story. Talk about what is happening.
- Discuss how people are invited to parties. Talk about how an invitation is written.

- Model how to write a simple party invitation, showing the children where to begin, and explaining how the name on the invitation will be changed for different people.
- Children write the name of a friend and their own name on their invitation. They can then write the time, date and venue.
- Some children could use a simple word-processing package to produce their invitations.

Assessment Can the children write their own names and those of others?

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