

A Fright in the Night

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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>before, blackberries, called, fireplace, glowed, heard, idea, licked, loved, noise</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- Look at the cover with the children, and read the title together. Ask them to name the characters and describe how they look. Ask: *Have you read any other stories in which the main characters are frightened? What were they frightened of?*
- C** (**Prediction**) Ask the children to read the back cover blurb and say what they think Biff and Chip will see at Gran's house.

Strategy check

Remind the children to look for familiar words within unfamiliar words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage the children to make use of the clues in the illustrations to work out new words.
- W** If they struggle with the word 'ghosts' on page 9, encourage them to read to the end of the page and predict a word that makes sense.
- W** If they struggle with the word 'frightened' on page 16, ask them to find a familiar word within the word first. If necessary, ask them to reread the title for a clue.
- C** (**Imagining**) Ask the children to describe what they think a ghost looks like and what sort of noise it makes.

Assessment Check that children:

- read the high and medium frequency words on sight
- use an awareness of common spelling patterns to work out new words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Ask: *Does Gran think there are any ghosts in her house? What does Gran think of ghosts?*
- C** (**Clarifying**) Ask children to show you the page where Biff and Chip think they can hear a ghost (page 17). Ask children to show you the page where Biff and Chip think they can see a ghost (page 19).
- C** (**Summarising**) Ask the children to retell the story in three or four sentences.

Group and independent reading activities

Objective Spell with increasing accuracy and confidence, drawing on, for example, knowledge of word structure and spelling patterns, including common inflections.

W On page 8, read the text to the children, focusing on the verbs 'loved' and 'helped'. Ask the children, *What is Biff doing?* Discuss how the word 'help' can be changed by adding '-ed' and '-ing'. Ask the children to look through the book and find all the verbs with '-ed' endings and to rewrite them so they end with '-ing'.

Assessment Do the children understand that changing the verb ending also changes the tense?

Objective Know how to tackle unfamiliar words that are not completely decodable. Read high and medium frequency words independently and automatically.

W On page 13, ask children to help you read the text aloud. If necessary, model segmenting into phonemes (sounding out in order) and blending difficult words. Point to the word 'ghosts' and ask a child which letter is silent.

Assessment Can the children read the high and medium frequency words without prompting?

Objective Spell with increasing accuracy, drawing on word recognition and knowledge of word structure and spelling patterns.

W Read the following words from the book, asking the children to note down the words, taking care to spell them correctly: 'night', 'fright'.

Assessment Do the children use their knowledge of spelling patterns and graphemes?

Objective Read and spell less common alternative graphemes including trigraphs.

W On page 17, ask children to help you read the word 'heard'. Segment the word on the board ('h-ear-d'), pointing out the trigraph in the middle. On page 8, ask the children to demonstrate reading the word 'light'. Ask a child to point to the three letters that make one sound, segmenting the word if necessary (l-igh-t).

Assessment Do the children use their knowledge of graphemes to work out the words?

Objective Explain their reactions to texts, commenting on important aspects.

C (*Questioning, Clarifying*) Ask the children which part of the story they found the most exciting. Ask them to retell what happens and to explain why they found it exciting.

Assessment Do the children refer to the text and illustrations when explaining their choice?

Objective Draw ideas and information from across a whole text, using simple signposts in the text. Give some reasons why things happen or characters change.

C (*Questioning, Clarifying*) Ask what happened that frightened Biff and Chip, e.g. *What did they hear? What did they see in the garden? Was Chip frightened when Biff pretended to be a ghost?*

Assessment Do the children recall all the incidents? Do they refer to sentences in the text?

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

C (*Imagining*) Ask children to imagine how they would feel if they thought they saw a ghost. Encourage them to refer to the illustrations and text on pages 19–22. Ask them to write three or four sentences describing what happened, how they felt about it and what they did.

Assessment Do the children use ideas and language from the text?

Speaking, listening and drama activities

Objective Adopt appropriate roles and consider alternative courses of action.

- In pairs, ask children to role play the scene where Biff pretends to be a ghost, using the text and illustrations on pages 15–16 for their dialogue and actions. Then ask them to role play the scene again but with the ghost as a real ghost. Before performing the role play discuss what Chip's reaction would be and what he would say and do on each occasion.

Assessment Do the children reread the text and look carefully at the illustrations before performing their first role play?

Writing activities

Objective Sustain form in narrative, including use of person and time.

- Read the beginning of the story to the children and discuss how Biff and Chip went to stay with Gran.
- On the board write headings for the children to use in their own writing, based on the structure of the story, e.g. 'Arriving'; 'What the house is like'; 'What I do first'; 'What I do next'; 'What I do last'; 'How do I feel?'
- Ask the children to write about staying with a relative, or their best friend, and use the headings as a structure for writing their story.

Assessment Do the children organise their texts effectively, drawing on the structure and sequence of the story?

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