

The Go-kart Race

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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>asked, cheered, crashed, liked, notice, tossed, worry</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Look at the cover together, and ask the children to say what they think the story will be about.
- Ask them to read the title and the back cover blurb. Ask: *Have you had a go-kart or been in a go-kart race?* Ask the children to describe their experiences.

Strategy check

Remind the children to look for clues in the pictures to help them read new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Check that the children work out the long words with long vowel phonemes correctly, e.g. 'need', 'paint', 'wheels'.
- Check that the children note the sentences with exclamation marks, and read with expression.
- (Summarising)** Ask the children to retell the story in four or five sentences, encouraging them to use some of the high and medium frequency tricky words in the story.

Assessment Check that children:

- read the high and medium frequency words on sight
- use their knowledge of phonemes to work out words, sounding out words as necessary
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children to explain what happened to the go-karts when Wilma and Anneena had a race. Ask: *Whose go-kart is in the final race? Why does the starter say 'One...two...three...' before saying 'Go' on page 20?*
- C** (**Clarifying**) Ask children to show you the page where everyone made the new go-kart called the 'Silver Bullet'.
- C** (**Imagining**) Ask children to describe the 'Silver Bullet' go-kart in their own words.

Group and independent reading activities

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

W Ask the children to say which letters of the alphabet are vowels.

Ask them to choose four pages from the book and collect words with two different vowels in them, e.g. 'race', and three different vowels in them, e.g. 'notice'. Discuss and compare the words the children find. Ask them to point out the words that begin with a vowel.

Assessment Do the children recognise that some words have one vowel sound made by two letters, e.g. 'out'?

Objective Read high and medium frequency words independently and automatically.

W In pairs, ask the children to read only the speech in the story. Each child reads alternate pages.

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

Objective Know how to tackle unfamiliar words that are not completely decodable.

W Working in pairs, ask the children to take it in turns to find a long word in the story. Ask them to work out all the phonemes in the long word together.

Assessment Do the children segment the words and sound out each phoneme accurately?

Objective Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, including use of double letters.

W With the children working in pairs, ask them to take it in turns to find a word with double letters (e.g. 'hill', page 12). They read it to their partner who attempts to write it down. The child reading may sound out the phonemes to help their partner spell the word correctly.

Assessment Do the children sound out the words accurately?

Objective Give some reasons why things happen or characters change.

Write simple and compound sentences and begin to use subordination in relation to time and reason.

C (**Summarising**) Ask the children to work with a partner. Ask them to take it in turns to choose an event and write one sentence describing the event and why it happened. Once they have written three sentences each, ask them to put them in the order of the story.

Assessment Do the children refer to the text and illustrations when writing their sentences?

Objective Explore how particular words are used, including words and expressions with similar meaning.

C (**Questioning, Clarifying**) On page 24, ask the children to find the word 'best'. Ask: *Why was the Silver Bullet the 'best' go-kart? Was it the fastest?* Ask the children to suggest other things in their own lives that they could describe as 'the best'. For each, ask, *In what way is it the best?*

Assessment Do the children understand that the Silver Bullet was the best in the way it looked, even though it wasn't the fastest?

Speaking, listening and drama activities

Objective Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.

- Ask the children, in pairs, to discuss how they would make their own go-kart: what materials they would need, the stages in building it and how they would decorate it. You may need to talk about some words that might be useful to use, e.g. 'nails', 'hammer', 'screws', 'steering wheel', 'paint', 'brush', 'colour'.
- Ask the children to explain the process to the rest of the group, using gestures to explain further what they mean.

Writing activities

Objective Maintain consistency in non-narrative, including purpose and tense.

- Ask the children to look at the picture on page 5 and to recall their work in the speaking activity. Explain that they are going to write a set of instructions for making a go-kart.
- Together, write a list of what you need, and ask the children to suggest the steps to take. Scribe the instructions on the board.
- Ask each of the children to draw and label a diagram to use as part of these instructions.
- Display the results in the classroom.

Assessment Do the children understand the importance of ordering the steps logically?

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