

## An Important Case

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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>but, case, children, important, landed, sandwiches, sorry, thank, that, took, very</p> <p><b>Tricky words</b></p> <p>asked, ball, bush, couldn't, don't, football, found, kicked, know, open, outside, police officer, small, were, what</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- W** Read the title together. Break down 'important' into phonemes. Ask the children to find shorter words in 'important': *Can you find 'ant'? Can you find 'or' and 'port'?*
- Find the important case in the pictures.
- Read the sentence about the story on the back cover.
- C** (*Imagining, Prediction*) Ask the children what they think might be in the case. Ask: *What do you think will happen in the story?*

#### Strategy check

Remind the children to break down longer words to try to make sense of them.

#### Independent reading

- Ask the children to read the book on their own from the beginning. Listen to each child in turn. Remind them to use a bookmark or card under the line of text to help them keep their place.
- W** Encourage the children to sound out new CVC words. Prompt as necessary, but give praise for reading with appropriate expression.
- W** On page 11, praise children for recognising and reading 'important'.
- C** (*Prediction, Imagining*) Ask: *On page 13, who do you think Dad is calling? What would you do if you found a locked case or bag?*
- C** (*Summarising*) Ask the children to retell the story in just a few sentences.

**Assessment** Check that the children can read the list of high frequency words.

#### Returning to the text

- C** (*Questioning*) Ask the children to describe what is in the thought bubbles and what each child imagines is in the case.
- C** (*Clarifying*) Look at pictures on pages 19–21. Ask: *What clues are there to make Dad think the man is important?* (smart car, chauffeur, bodyguard, the man is wearing a suit, neighbours are looking)

**Assessment** Check that the children:

- can read high frequency words on sight
- reread sentences if they seem not to make sense.

## Group and independent reading activities

**Objective** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

**C** (*Questioning, Clarifying*) Ask the children to tell you about the important case. Ask: *What did the children think might be inside?*

- Ask: *What was the joke at the end of this story?*
- Remind the children about other books they have read recently, e.g. 'Tug of War'. Ask: *What was the joke at the end of that story?*
- Encourage the children to talk about stories they have enjoyed reading and to say how they ended. Ask: *Did they end with a joke, an 'Oh no!' ending, or a happy ending?*

**Assessment** Are the children able to talk about other stories and the way they ended?

**Objective** Use syntax and context when reading for meaning. Interpret a text by reading aloud with some variety in pace and emphasis.

**C** (*Clarifying*) Ask the children to find: two full stops on page 1; a comma on page 3; speech marks on page 5; a question mark on page 11.

- Ask a volunteer to read pages 1 and 2. Praise him or her for noticing where sentences end.
- Ask another volunteer to read pages 3–5. Ask them to show that they have noticed where the commas are.
- Encourage other children to read pages 6–9 and 12–15. Ask them to read what people say with expression.
- Ask other children in the group to read the remaining pages. Praise them for using appropriate expression to show full stops, commas, questions and speech.

**Assessment** Do they use appropriate expression and show an understanding of the context? Are the children aware of punctuation when they read aloud?

**Objective** Identify the constituent parts of two-syllable and three-syllable words. Apply phonic knowledge and skills as the prime approach to reading and spelling. Spell new words using phonics as the prime approach.

**W** Ask the children to find the longest word in this story ('sandwiches', page 24). Ask: *How did you work out how to read it?* Ask a child to find a shorter word in 'sandwiches'. Break the whole word down into phonemes to read it more easily.

- Ask the children to find words in the story that have more than six letters. Make a list: 'children', 'outside', 'football', 'couldn't', 'important', 'officer'.
- Look at each word in turn. Notice whether there are shorter words inside the longer ones. Write the shorter words beside each longer one, e.g. 'outside': 'out', 'side'.
- Ask for volunteers to try to spell any of the words above. Praise children for having a go at spelling longer words.

**Assessment** Can the children find shorter words inside longer ones? Do they use this information to spell the longer words?

## Speaking, listening and drama activities

**Objective** Describe incidents from their own experience in an audible voice. Take turns to speak, listen to others' suggestions and talk about what they are going to do.

- Ask the children to think of any occasion where they, or someone in their family, found something that wasn't theirs. Ask: *What did you do with it?*
- Describe some situations that might arise, e.g. ask: *If you found a purse on the floor in a supermarket, what would you do with it? If you found a packet of food on a park bench, would you eat it? If you found a glove in the playground at school, what would you do?* Allow time for the children to give their opinions.
- Praise children for listening to each other's ideas, and for not repeating what others have said.

## Writing activities

**Objective** Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences. Write most letters correctly formed and orientated.

- Talk about what happened in this story. Ask: *How did it begin? Who found the case? What did Dad do? Who came to collect it? What was in the case?*
- Ask the children to write four or five sentences about the story.
- Remind the children that every sentence needs to begin with a capital letter and end with a full stop.
- Ask the children to read their sentences to the class or group. Ask: *Does each sentence make sense? Does each sentence end with a full stop?*

**Assessment** Do the children write legibly and with the correct pencil hold?  
Do their sentences follow the sequence of the story?

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