

Is It?

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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>is, it</p>
	<p>Tricky words</p> <p>Biff, Chip, Floppy, Kipper, yes</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title, noticing the question mark. Ask the children: *What do you think the story will be about?* Talk about the picture and name the characters.
- W** Find the word list on the back cover and read the words together.
 - Read page 1 and notice the question mark. Then read page 2. Notice that a question sounds different.
- W** 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 point to the words as they read.

Independent reading

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

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: *Could you tell who the characters were? What were the children trying to be? Where might you find people dressed like the children?* Talk about the clothes they wore that made them each look different. Ask the children to explain why Floppy was hard to recognise.
- W** Look at the words 'is' and 'it' and ask the children to explain how they know which word is which.
- C** (*Imagining*) Ask: *Do you like dressing up? What would you have dressed up in?*
- C** (*Summarising*) Ask children to say what the story was about in just two or three sentences.

Group and independent reading activities

Objective Link sounds and letters, naming and sounding letters. Read some high frequency words. Read simple words by sounding out and blending from left to right.

W Ask the children to find the beginning of the story.

- Find and read the first word together, segmenting the phonemes ('l-s'). Ask the children to separate the sounds in 'it' ('i-t').
- As you read the story together, check that the children point to each word as they read.
- Notice whether each sentence ends in a question mark. Help the children to read with appropriate expression.

Assessment Do the children know where the story begins? Do they know where each sentence begins? Are they able to point to each word as they read?

Objective Link sounds to letters, naming and sounding the letters of the alphabet. Write their own names.

W Ask each child to tell you the letter that begins his/her own name. Ask them to write the letter in the air.

- Remind the children that names begin with capital letters. Go around the group, saying the first letter for each child's name.
- Ask all the children to write the letter in the air.
- Find names in the story. Identify the capital letters and write each one in the air.

Assessment Can they identify capital letters for names in the story?

Objective Show an understanding of elements of stories such as main character, sequence of events. Retell narratives in the correct sequence, drawing on language patterns of stories.

C (Questioning) Ask questions to help children recall the sequence of events, e.g. *Who was first to get dressed up? Who was next? Who was last? What were Mum and Dad doing?*

Assessment Can children retell the story in their own words in the correct order?

Speaking, listening and drama activities

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

- Play a guessing game: think of a person in the class and the children ask you three questions to find out who it is, e.g. *Is it a boy? Do they have curly hair? Does their name begin with 'A'?*
- After three questions have been answered the children have three guesses, e.g. 'Is it...?'
- After three wrong guesses, tell them who it is you are thinking of and begin again.
- When the children are confident with the game, one of them can choose the person to identify.

Writing activities

Objective Write their own names and other such things as labels and captions and begin to form simple sentences using some punctuation.

- Ask each child to draw a picture of someone in the class. Remind children that everyone looks different and they must look carefully at the person they are drawing to check, for example, their hair colour and style, eye colour, shape of face, whether they wear glasses, etc.
- Share the pictures with the group and invite the children to ask 'Is it...?' questions. When the right name has been chosen, the artist agrees that 'It is...'
- Encourage the children to write out the name of the person to label their picture, e.g. 'It is Amir.' Help them, where necessary, to spell the name correctly.
- Use the pictures and sentences for a class book or display.

Assessment Can children write their own names unaided? Are they using their knowledge of letter-sound correspondence to write the other words?

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