

The Journey

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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</i> 	<p>Decodable words</p> <p>Biff, Dad, Mum</p>
	<p>Tricky words</p> <p>bored, Chip, cross, everyone, hooray, hungry, I'm, journey, Kipper, lost, said, the, thirsty</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- Show the illustration on the cover to the children.
- C** (*Clarifying, Prediction*) Discuss what is happening. Ask the children: *What are the family doing? Where are they going?*
- C** (*Clarifying*) Look through the book, focusing on the illustrations.
- C** (*Summarising*) Together, talk about what is happening in each picture.

Strategy check

Remind the children to read from left to right.

Independent reading

- Ask the children to read the story. Praise, encourage, and prompt as necessary.
- W** Ask any children who have difficulty reading a word to sound out the initial letter and then read the sentence to get a sense of what the word might be.

Returning to the text

- C** (*Questioning, Clarifying*) Ask each child to predict the spoken words in the text, pointing out the speech marks.
- C** (*Summarising*) Ask the children to look at page 8. Ask: *Why do you think they said "Hooray"?*
- C** (*Summarising*) Ask the children: *What does each person complain about?* (Kipper – bored, Biff – hungry, Chip – thirsty, Dad – cross, Mum – lost)

Assessment Check that the children:

- read the word 'said' with confidence
- make use of the initial sounds and sound out other letters they recognise to work out context words.

Group and independent reading activities

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

- C** (*Clarifying*) **You will need** paper cut into the shape of speech bubbles.
- Discuss the words each character spoke in the story.

- Ask the children to choose a character and write what they say inside a cut-out speech bubble. Let them read aloud what they have written.

Assessment Do the children:

- understand that the words spoken are inside speech marks?
- identify the correct words spoken by their chosen character?

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

C (Clarifying) **You will need** one of the sentences from the story written on word cards.

Muddle up the word cards and ask the children to order the words so that they make sense. Can they find another way of ordering them so they still make sense, e.g. "I'm bored," said Kipper; Kipper said, "I'm bored."

Assessment Do the children reread the sentence to check for sense? Are the children aware that there are different ways to arrange these words and still make sense of them?

Objective Read a range of familiar words independently. Read texts compatible with their phonic knowledge and skills.

W Write the word 'said' on the board and ask the children how many letters there are.

- Ask the children to find words in the text with 4, 5, 6 and 7 letters, and to write them in columns, e.g.
lost cross hungry thirsty
- Ask: *Can you read all the words? Which is the most difficult to read? Which is the longest word?*
- Ask children to tell you some four- and five-letter words to add to the columns and write them on the board together.

Assessment Can the children discriminate between longer and shorter words before counting the letters?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Speak clearly and audibly with confidence and control and show awareness of the listener.

- Ask the children to describe what is happening on each page, and the reasons for what each character says. Together, read the words.
- Discuss the differences in the places on the journey, beginning with home on the cover and ending at the seaside.
- Ask the children to describe the scenery in the pictures on pages 1 and 6.
- Look at the picture on page 8. Discuss the features of the seaside in the picture.

Assessment Do the children use their own words to describe the scenes?

Writing activities

Objective Attempt writing for various purposes, using features of different forms such as lists, stories and instructions.

You will need a large sheet of paper or board, marker pen, A4 sheets for the children.

- Talk about the stages of the journey in the story.
- Divide a large sheet of paper, or a board, into four, and label the first and last boxes with 'Start' and 'End'. Explain to the children that they are going to write about a journey. Discuss where they could go, e.g. the park, the shops, the library.
- Model drawing the beginning of the journey, and write a caption for the picture.

- Scribe the ending of the journey for the children, e.g. 'Now we are at the park.'
- Discuss two other possible stages on the journey, e.g. stopping for food.
- Children divide their sheet of paper into four sections, and draw the four stages of a journey. They could invent, or recreate, their own journey, and write a caption for each section.

Assessment Do the children spell the words in their captions correctly?

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