

The Magic Key

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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, Imagining</i> 	<p>Decodable words</p> <p>by, couldn't, house</p>
	<p>Tricky words</p> <p>adventure, Biff's, Chip's</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** Look at the cover and talk about what Biff is holding. Ask the children: *Can you find the word 'key' in the title?*
- C** (**Clarifying, Prediction**) Look briefly through the book and talk about what is happening in the pictures. Ask: *Where did the key come from? What do you think might happen in this story?*

Strategy check

Remind the children to use picture cues to help them read unknown words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Clarifying**) As you listen to individual children, ask questions to make sure they understand the story.

Assessment Check that children:

- use spelling patterns to read similar words, e.g. 'house' and 'mouse'
- use comprehension skills to work out what is happening in the story, e.g. what happens to Biff and Chip.

Returning to the text

- C** (**Questioning, Clarifying**) Ask: *How did Biff and Chip get the key? What gave them a fright? (page 8)*
- C** (**Clarifying**) Ask: *How do you think Biff and Chip are feeling? What are they trying to do?*
- C** (**Clarifying**) Ask children to explain what it is that makes Biff and Chip get bigger or smaller (picking up the glowing key).

Group and independent reading activities

Objective Spell new words using phonics as the prime approach.

- W** Discuss how 'slipper' and 'Kipper' rhyme and have the same spelling pattern.
 - Write these words on the board: pin, box, book, house.
 - Ask the children to make new words that rhyme with these words using the following letters to begin them: b, f, l, m, t.

Assessment Have children thought of all possible rhyming words?

Objective Use knowledge of common inflections in spelling, such as '-er'.

- W** Ask the children to locate the page where Biff and Chip become smaller (page 8). What do they notice about the word 'smaller'? Cover the 'er' part of the word to show how it is added on to the root word 'small'.
- Ask them to find the word 'big' (page 10). Can they find the word 'bigger'? (page 22) What do they notice about the spelling of this word? ('g' is added onto 'big' before adding 'er'.) Explain how the final consonant in cvc words is doubled.
 - Ask children to add 'er' to these words: 'hot', 'wet'.

Assessment Have children remembered to double the consonant before adding 'er'?

Objective Use syntax and context when reading for meaning.

C (*Clarifying*) Except for the first time it appears, cover all incidences of these words on a spread: 'key' (pages 6–7); 'pencil' (page 12); 'pin' (page 13); 'house' (page 14); 'mouse' (page 20).

- Read the sentences aloud. Can the children guess what are the missing words?

Assessment Can children guess the missing words easily, based on what has been read before?

Do they use sentence structure to help work out what the word might be?

Objective Make predictions showing an understanding of the story.

Recognise the main elements that shape different texts.

- (*Questioning, Prediction, Imagining*) Discuss answers to these questions: *What happens to Biff and Chip? Why? Do you think this would happen to them in real life? What makes this story different from other stories you have read?*
- Ask children to draw a picture of an adventure that the children might have in the future when one of them picks up the magic key.

Assessment Do children understand the fantasy element connected with the magic key?

Objective Act out their own stories.

Make predictions showing an understanding of the story.

C (*Imagining*) Children, in groups of three, could take on the role of Biff, Chip and Kipper, and act out a future story in which the children have a magic key adventure in a dark forest. Encourage them to close their eyes to think of the setting.

Assessment Have children tried to use some of the language of the story in their role-play?

Speaking, listening and drama activities

Objective Interpret a text by reading aloud with variety in pace and emphasis. Ask children to take it in turns to read the story. Ask: *Which parts should be read more loudly or with more expression? Why?*

Assessment Have children attempted to increase volume and intonation when reading the dramatic parts of the text?

Writing activities

Objective Independently choose what to write about, plan and follow it through.

- Ask the children to close their eyes and picture one of the things that Biff and Chip saw when they were small, e.g. the mouse.
- Discuss what the children would like to meet if they were tiny.
- Ask them to write a sentence, using this sentence as a model: 'I want to meet a ... because ...'

Assessment Have the children chosen something appropriate to the purpose of the exercise?

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