

The Motorway

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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>build, countryside, laugh, motorway, people, picture, posters, right, saw, somewhere, surprise, there, took, want, what, where, woman, wonderful</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Questioning**) Look at the cover and name the characters. Ask: *Does Gran look happy? What do you think she is worrying about?*
- Ask the children to read the title and the blurb on the back cover.
- C** (**Clarifying**) *Have you been on a motorway? What do you think it would be like to live near one?*
- C** (**Prediction**) Ask the children to say what they think will happen in the story.

Strategy check

Remind the children to reread a sentence if it does not seem to make sense.

Independent reading

- Ask the children to read the story. Remind them to use phonics and the sense of the sentence to work out new words. Praise children for reading silently with concentration and for reading aloud with expression.
- C** (**Summarising**) Ask: *Did they build a new motorway? What happened?*

Assessment Check that children:

- read independently with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

Returning to the text

- C** (**Questioning**) Look at page 3. *Why did Biff say that there was a dragon in the shed?*
- C** (**Questioning**) Page 12: *Why was Gran upset?*
- C** (**Questioning**) Page 14: *Where did the woman say the motorway would go?*
- C** (**Questioning**) Page 17: *Why did everyone want to stop the motorway?*
- W** On page 23, find 'bulldozers', 'motorway' and 'countryside'. Ask the children to find two words in each of these compound words, e.g. motor-way. Ask them to look for more compound words in the story, e.g. 'someone' (page 10), 'woodland' (page 19), 'somewhere' (page 21).

C (*Questioning*) Page 27: *How did the flowers stop the motorway? Why were the flowers important?*

W On page 27, find the word 'rare'. *What does 'rare' mean? Can you think of another word that means almost the same thing?*

C (*Questioning*) Page 32: *What do you think of Gran's cottage now? Is it better, or not as good?*

Group and independent reading activities

Objective Draw together ideas and information from across a text.

C (*Questioning*) Ask questions about the pros and cons of motorways from ideas and events in the story: *Why do you think motorways can be a problem? Why are motorways necessary? Do you think it matters where motorways are built?*

Assessment Could the children use the events in the story to give simple arguments for and against motorways?

Objective Give some reasons why things happen.

C (*Questioning*) Use these questions to check that children can explain why things happened in this story. Page 9: *Why did Chip climb the tree?* Page 18: *Why did they make banners and posters?* Page 29: *Why is a man in the picture filming the flowers?*

Assessment Can children use the text to answer the questions?

Can they use their own understanding of the story if the answer is not directly stated in the text?

Objective Use context to build their store of vocabulary when reading for meaning.

C (*Clarifying*) Remind the children about antonyms, or word opposites. Find 'little' on page 1. Ask the children to think of a word opposite (e.g. 'big', 'large'), and put that into the sentence instead. Talk about the way the meaning of the sentence changes. Do the same with 'stronger' on page 7, 'careful' on page 9, 'upset' on page 15, 'rare' on page 26.

Assessment Can the children suggest a word that means the opposite in each case? Can they say how the meaning of the sentence changes?

Objective Read high and medium frequency words independently and automatically.

W Ask each child to read three or four pages from the story. Notice whether they recognise high and medium frequency words easily.

Assessment Could the children read high and medium frequency words on sight?

Objective Spell with increasing accuracy and confidence drawing on knowledge of word structure.

W Find words in the story with two syllables: drag-on, up-set, pic-nic, a-bout, post-er. Show the children how to use syllables to make the words easier to spell, and ask them to practise spelling the words in pairs.

Assessment Could the children spell the words accurately?

Speaking, listening and drama activities

Objective Ensure that everyone contributes and consider alternatives and reach agreement.

C (*Imagining*) Ask children to work in groups of three. First ask them to think of reasons why there should be a motorway in the story.

- When they have two reasons ask them to put their hands up. Share all the ideas.
- Then ask them to think of reasons not to have the motorway. Share ideas again.
- Finally ask them to discuss what could be done instead of having a motorway. Praise children for listening to each other and for expressing their ideas clearly.

Writing activities

Objective Draw on knowledge and experience of texts in deciding and planning how and what to write.

You will need large paper to make an enlarged map and drawing materials. Children will need access to computers.

- Look at the map on page 20. Ask the children to read and name all the features marked on the map.
- Ask them to think of other features from the story, e.g. woods, orchids, church, post office, which could be added to the map.
- Ask them to draw their own map of the area around Gran's cottage, putting in the extra items. Ask them to add arrows and captions to show where things happened in the story, e.g. 'Chip's kite got stuck here.'
- Use all the children's ideas to plan and make an enlarged version of the map for a display. Ask the children to type the captions in a large, coloured font and add them to the picture with cut-out paper arrows.

Assessment Could the children think of appropriate captions to place on the map?

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