

Naughty Children

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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>an, bed, had, log, Mum, net, off, on, up, Biff</p>
	<p>Tricky words</p> <p>came, children, climbed, curtains, everyone, flowers, furniture, good, happy, home, idea, jumped, ladder, oh, no, said, sofa, the, they, tree, two, wall, was, went, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Show the cover to the children, and read the title with them.
- C** (*Prediction*) Ask them who they think are the naughty children. Look through the book at the illustrations to confirm the children's predictions.

Strategy check

Remind the children to look at the expressions on everyone's faces on each page to help them to understand the story.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** As you listen to individual children, help them to work out new context words, e.g. 'furniture', 'sofa', 'curtains', by looking at the initial sounds and predicting words that make sense from the pictures.
- C** (*Clarifying*) Ask: *Why do you think the book is called 'Naughty Children'?*

Assessment Check that the children:

- read on sight the familiar high frequency words
- can work out words that make sense when they meet new or difficult words.

Returning to the text

- C** (*Questioning, Clarifying*) Ask the children to look at pages 2–3, 4–5 and 6–7. Ask: *What are the visiting children doing?*
- C** (*Imagining*) Ask: *How do you think Biff, Chip and Kipper feel when they see what the visitors are doing?*
- C** (*Summarising*) Ask: *How does Biff's idea make everybody happy at the end? Why?*

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main character, sequence of events, and openings. Retell narratives in the correct sequence.

- C** (*Clarifying*) Look through the book, page by page, and ask the children: *What are Biff, Chip, and Kipper doing? Do the words in the story tell us what they are doing? What are the naughty children doing? Which words on the page tell us this?*

Assessment Are the children aware of how the illustrations tell us part of the story?

Objective Know that print carries meaning and, in English, is read from left to right. Read simple words by sounding out and blending the phonemes.

You will need these word cards: up, on, off; and to write these sentences on the board with missing gaps:

They climbed...the tree.

They jumped...the bed.

W Ask the children to place the correct word card in the gap to make each sentence make sense, then compare the sentences with the ones in the book.

Assessment Are the children aware that they could also use 'off' for 'the bed' to make sense, although this is not correct for the story?

- Do the children reread the sentences to check for sense?

Objective Explore and experiment with...words. Recognise letter shapes.

W Write the story title and ask the children which is the longer of the two words. How do they know?

W Ask the children to find other eight letter words from the story. Can they find any nine letter words?

- Then ask them: *How many syllables are there in each of the two title words?* Can they find a word in the book that has three syllables? (furniture, idea) Four? (everyone)

Assessment Check whether the children are ignoring the smaller words. Do they count the letters in each word on the page to find the longer ones?

Speaking, listening and drama activities

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

- With the children in a circle, discuss what the naughty children did in the house and what they did in the playground.
- Ask the children to say why it was naughty to act the way they did in one place, but acceptable to behave in the same way in another place.
- Encourage the children, in turn, to say one thing that is naughty to do in the classroom and one thing that is good.

Assessment Check that the children pick out, correctly, which activities are acceptable and which are not.

Writing activities

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

You will need to write two sentence starters on the board: 'They climbed...'; 'They jumped...'

- Explain to the children that you want to write two sentences like the ones in the story. Ask them to suggest words to finish the sentences. Scribe the children's suggestions on the board. Discuss which words make sense and which do not.
- Ask the children to write two new sentences of their own.

Assessment Can the children:

- use their own vocabulary to write a new sentence?
- make a plausible attempt at spelling their new sentences?

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