

A New Classroom

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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>but, came, for, had, May, put, saw, then, they, trench, want, was, what, will</p> <p>Tricky words</p> <p>about, excited, inside, knew, lifted, looked, oh, outside, painted, people, photograph, picture, right, talked, upside, wanted, watched</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Look at the cover, and talk about the illustration. Read the title with the children and ask them to predict what the story will be about.
- C** Look briefly through the book to confirm the children's predictions.

Strategy check

Remind the children to look for familiar graphemes when working out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, occasionally ask them to tell you what is happening in the story.
- W** For words that are not completely decodable, e.g. 'playground' (page 1), encourage children to segment the word into two parts and sound out the phonemes.
- W** As they work out unfamiliar two- and three-syllable words, check they identify the component parts (e.g. 'dig-ger' on page 4, 'ex-ci-ted' on page 8).
- C** (**Imagining**) On page 24, ask the children to explain what they think has happened.

Assessment Check that children:

- recognise increasing numbers of high frequency words
- identify the different parts of two-syllable words, e.g. 'upside'.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children: *What was wrong with the classroom?* Ask them to show you the pages where the story shows us.
- W** Point out the two smaller words in 'outside' on page 10. On page 22, ask: *Can you find the word that means the opposite of 'outside'?*
- W** On page 20, ask the children to point to the words that mean the opposite of 'the right way up'.
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Recognise and use alternative ways of spelling the phonemes already taught, e.g. the 'ae' sound can be spelt with 'ai', 'ay' or 'a-e'.

W Write the word 'school' on the board. Ask the children to read the word and listen to the sound made by the vowel phoneme 'oo'.

- Ask the children to suggest words with the same ending sound as 'school', and record them on the board. Possible words might be 'fool', 'pool', 'rule' and 'cruel'.
- Ask the children to say the middle sound 'oo' and, in a group, see how many words they can list with the same middle sound, e.g. 'few', 'do', 'moo', 'new', 'two', 'you'.

Assessment Are the children able to find words with the same sound but different spelling?

Objective Read and spell phonically decodable two- and three-syllable words.

W Write the word 'playground' on the board and point out how it is made up of two words and there are two syllables.

- Ask the children to find as many words within words as they can in the book, e.g. 'nobody', 'everyone', 'classroom', 'something', 'outside', 'inside', 'upside', and to note the number of syllables in each word.
- Ask them to make up other compound words mixing up the parts of the words they have found, e.g. 'someone'.

Assessment Do the children correctly identify the number of syllables in the words?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

You will need to write 'First', 'Next', 'Then', 'Finally' on the board.

C (Summarising) Ask the children to reread the story to remind them of the main events.

- Ask: *What happened first?* Children respond, saying what happened at each stage of the story, following the sentence starters on the board.

Assessment Do the children relate the story in the correct order?

Objective Visualise and comment on events, characters and ideas, making imaginative links with their own experiences.

C (Clarifying) Discuss the illustration on pages 2 and 3.

- Read the sign 'Danger, Keep Out!' with the children.
- Discuss why there could be danger.
- Ask the children to work in groups to make a list of places where it is and is not safe to play.

Assessment Do the children draw ideas from their own experiences?

Speaking, listening and drama activities

Objective Interpret a text by reading aloud with some variety in pace and emphasis.

- Ask the children, in groups of four, to read the story, each taking the part of Biff, Chip, Wilf, and Mrs May.
- Ask them to read aloud only the parts spoken by the characters, and encourage them to use appropriate expression.

Writing activities

Objective Create short simple texts on paper and on screen that combine words with images.

- Remind the children of the different purposes of fiction and non-fiction texts.
- Ask the children to write, on a computer, instructions on how to put up a new classroom.

- Talk through with the children the stages described in the story:
 1. Dig a trench with a digger.
 2. Lay blocks.
 3. Use a crane to put classroom on blocks.
- Children write their own instructions.
- Encourage children to add simple graphic pictures to illustrate each step.

Assessment Do the children compose sentences that clearly explain each stage and use imperative verbs?

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