

Poor Old Mum!

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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>came, day, egg, good, had, jump, last, long, old, put, second, shame, shouted, spoon</p> <p>Tricky words</p> <p>blindfold, disappointed, everyone, first, hooray, poor, race, sports, surprise, third, were, what</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title to the children and discuss the cover.
- Ask the children to say what they think the story will be about. Look briefly at the illustrations to confirm the children's predictions.
- Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to use the letter sounds to help them read new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If children have difficulty reading 'disappointed' on page 12, ask them to break the word down into syllables (dis-ap-point-ed) and then sound out and blend the phonemes.
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Prediction, Questioning, Clarifying**) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *Who won the long jump?* (pages 2–3) *Did Wilf and Chip win their race?* (page 4) *Why did Mum come last?* (page 10) *How did they cheer Mum up?* (page 16)

Group and independent reading activities

Objective Recognise automatically an increasing number of high frequency words.

You will need the following word cards: 'first', 'second', 'third'.

- W** Ask the children to read the words, find them in the story, and put them in the right order.

- Can they find another word in the story that ends with the cluster 'st'? ('last')
- Ask them to pick a word card at random and encourage them to say a new sentence containing the word.

Assessment Are the children able to read the words both in and out of context?

Objective Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants.

- W** Read the story with the children, asking them to tell you when they come across a word with 'sp'. Record the words on the board ('sports' and 'spoon').
- Repeat for other adjacent consonants, e.g. 'sh', 'st', 'th', recording the words in a table.
 - Ask: *Can you think of any other words you know we can add to the lists?*
 - Encourage the children to make up nonsense rhymes using the words they find, e.g. 'Spoons and spades spoil Spot's sports day'.

Assessment Do the children use the spelling pattern to help them spell/find words?

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

You will need the following unfinished sentence strips:

It was sports...

Wilma came...

Wilf and Chip came...

Dad came...

Mum came...

- C** (*Summarising*) Ask the children to describe the main events of sports day to a partner.
- Mix up the unfinished sentences.
 - Ask the children in pairs to finish the sentences and put the events in the right order.
 - Some children may find it useful to be given word cards to choose from: 'day', 'first', 'second', 'third', 'last'.

Assessment Do the children find the relevant pages quickly and easily to support their work?

Do the children finish each sentence with a full stop?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Invite children to take the part of Wilf or Wilma and to tell the others why they bought Mum new trainers and flowers.
- Ask others to take the part of Mum and describe her feelings when she received the gifts.
- Encourage the others to ask the characters questions about what happened on sports day.

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

- Look through the illustrations in the story and talk about the different events that take place on sports day.
- Draw up a list adding other sports day events from the children's own experience.
- Ask the children to compile a programme for a school sports day. They choose five events which they describe in no more than one or two sentences.
- Talk about the use of headings and laying the information out clearly. Some could add times that each event will start.
- They could add an illustration too.

Assessment Do the children lay out the information effectively?

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