

Robin Hood

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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>Anneena, called, can't, cheer, do, good, guitar, new, next, nobody, one, out, pantomime, people, recorder, Sheriff, some, suddenly, there, took, village, what, where, who, wood</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 front cover together. Ask the children what they think the story is about.
- Ask them to read the blurb on the back cover. Discuss what the children know about Robin Hood and what they think will happen in the story.

Strategy check

Remind the children to blend phonemes to read new, longer words.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary. Praise them for rereading if a sentence does not make sense first time round.
- W** Discuss why 'is' is written in italics on page 9 and refer back to the text about Robin Hood on page 2.

Assessment Check that children:

- read high frequency words with fluency and confidence
- use a range of strategies to work out new words.

Returning to the text

- C** (**Questioning, Clarifying**) Turn to page 1 and ask: *What is a pantomime? Where do you go to see a pantomime? Have you ever been to one?*
- W** Ask the children to show you how they read the word 'Sheriff' on page 3. Did they sound out the phonemes and then blend (sh-e-r-i-ff)?
- C** (**Clarifying**) Ask: *What instruments were the girls playing on pages 4–5?*
- W** Ask the children to show you the words for the instruments on page 4 and tell you how many syllables are in each word.
- Ask: *Where did you notice capital letters in the story?* Look at the pictures on pages 1 and 5. Discuss the reasons for them. Ask: *Why is there a capital letter on Biff? What are initials? What are your initials?*
- Ask the children to find a question mark on page 10. Ask: *Who is speaking? Why doesn't the last sentence have a question mark?*
- C** (**Questioning**) On page 23, ask: *Why did Kipper say 'Just in time' when the key started to glow?*

Group and independent reading activities

Objective Give some reasons why things happen. Sustain form in narrative, including use of time.

- C (Summarising)** Invite children to summarise the story in four sentences. Compare summaries and agree the key points of the story.
- Write 'What happened when...' on the board.
 - Ask the children: *When is the first time Biff sings a song about Robin Hood? Why do you think she sang it?* If necessary, talk about how the characters had been to see the Robin Hood pantomime the night before. Ask: *How do we know it is the next day when she sang the song?* Prompt the children to find 'The next day' on page 4.
 - Ask the children to work in pairs and to think of questions beginning 'What happened when...'. Children take it in turns to ask each other questions referring to the book when necessary.

Assessment Do the children understand that the characters' actions affect the plot? Do they realise that an event occurs because of what has happened before?

Objective Spell with increasing accuracy and confidence, drawing on word recognition and spelling patterns.

- W** Discuss the 'oo' sound in Robin Hood with the children. Ask them to find other words in the story with the same spelling, e.g. 'good', 'wood', 'took', 'looked', 'goodbye', 'woooooooh' and 'too'.
- Discuss the differences in the 'oo' sound between some of the words, e.g. short phoneme sound in 'good' and the long phoneme sound in 'too'.
 - Write the words that the children found in two lists.
 - Ask the children to use word banks or dictionaries to find and group other words with the same spelling but different sounds.
 - What words can the children think of that have the long vowel phoneme 'oo' but are spelt differently, e.g. 'glue', 'do', 'you'.
 - Encourage them to compile their own lists.

Assessment Do children add new words that they find to the right list?

Objective Explain their reactions to texts, commenting on important aspects.

- C (Questioning)** Ask the children to describe what they think of Robin Hood in the story.
- Prompt them to use words like 'good', 'kind'.
 - Ask: *Does the story make him out to be a hero? Who saved him? What can we learn about him when he says, 'Now let's sing that song about me again.'? (page 22).*
 - Discuss whether he is rather full of his own importance or if he is just enjoying the way the children are singing the song.
 - Ask the children to draw a picture of Robin Hood and write a brief character profile of him based on information from the story.

Assessment Can children deduce information from the story and make their own opinion?

Speaking, listening and drama activities

Objective Listen to others in class, ask relevant questions. Adopt appropriate roles in small or large groups.

- invite some children in turn to take the role of Kipper and sit in the 'hot seat'.
- Ask 'Kipper' to tell the group what happened when he met Robin Hood.
- Encourage the other children to ask 'Kipper' questions about his experiences.

Writing activities

Objective Sustain form in narrative, including use of time. Use planning to establish clear sections for writing.

- Write the following time connectives on the board: 'first', 'next', 'then', 'after that', and 'suddenly'.
- Ask the children to turn to the part in the story where Kipper rescues everyone (pages 18–21).
- Ask the children to use the illustrations as a stimulus for their writing. Encourage them to plan their sentences by writing notes under the time connective headings, e.g. 'First', 'Next':

'First'

First Kipper walked up to the soldier.

He asked the soldier what the thing was.

The soldier explained.

'Next'

Next the soldier showed Kipper how it worked.

- Remind the children that they can add different connectives or change them around if they wish.

Assessment Can children sequence information effectively?

Objective Use question marks.

- In pairs, ask the children to think of questions they might want to ask Robin Hood if they were one of the children in the story.
- If necessary, make a list of question words on the board for the children to refer to, e.g. 'what', 'where', 'when'.
- You or a volunteer child take the role of Robin Hood and the children ask their questions for you to answer.

Assessment Do the children use question marks correctly?

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