

Rotten Apples

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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>asked, bought, excited, gone, laughed, looked, noise, present, suddenly, wanted</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- Look at the illustration on the cover together, and ask the children to say what they think is happening.
- C** (**Prediction**) Ask them to read the title and the back cover blurb. Ask: *What sort of trouble do you think there will be?*

Strategy check

Remind the children to work out difficult words by sounding out the phonemes in order, then blending them.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage the children to make use of the clues in the illustrations to work out new words.
- W** If children have difficulty reading contractions, e.g. 'didn't', tell them to look for a familiar word within it and predict the rest of the word.
- C** (**Imagining**) Ask the children to describe what they think rotten apples look, taste and smell like.

Assessment Check that children:

- read the high and medium frequency words on sight
- use an awareness of grammar to work out new words
- tackle unfamiliar words by segmenting and blending.

Returning to the text

- C** (**Questioning, Clarifying**) Ask: *What made the horse drunk? Why was Harry Smith pleased that his horse ate the rotten apples?*
- C** (**Clarifying**) Ask the children to work with a partner. One child chooses an illustration in the story and covers up the text. The other child says what sentences he/she would write to match the illustration. The first child uncovers the text and the two children compare the differences between the text and the child's own sentences. Ask the children to swap roles and repeat with a different illustration.
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Spell with increasing accuracy and confidence, drawing on, for example, knowledge of word structure and spelling patterns, including common inflections.

W **You will need** these word cards: 'sum', 'maid', 'buy', 'sea', 'sore', 'no'. Ask the children to read the words and look through the story to find and list words with the same sound but different spellings.

Objective Read high and medium frequency words independently and automatically.

W On page 5, point to the word 'excited' and ask a child to help you to read the word aloud. If necessary, model segmenting into phonemes (sounding out in order) and blending. Ask children to continue to read the rest of the text to page 7.

Assessment Can the children read the high and medium frequency words without prompting?

Objective Spell with increasing accuracy, drawing on word recognition and knowledge of word structure and spelling patterns.

W Read the following words from the book, asking the children to note down the words, taking care to spell them correctly. Tell them that all the words use double letters: 'apples', 'rotten', 'stopped', 'Harry', 'funny'.

Assessment Do the children use their knowledge of spelling patterns?

Objective Read and spell less common alternative graphemes including trigraphs.

W On page 8, ask children to help you read the word 'laughed'. Segment (sound out in order) and blend. On page 9, ask the children to demonstrate reading the word 'bought'. Ask a child to point to and sound out the word. Can the children think of any other words in which the 'gh' is silent (caught, thought)?

Assessment Do the children use their knowledge of graphemes to work out the words?

Objective Draw together ideas and information from across a whole text, using simple signposts in the text.

C **(Summarising)** **You will need** a large sheet of paper for each child, with a 'story path' leading from 'The garden' to 'The car park'. Ask the children to draw and write a summary of the key events of the story along the path to show the order in which they happen.

Assessment Do the children refer to the text and illustrations in order to write their summaries of the key events?

Objective Explore how particular words are used, including words and expressions with similar meanings.

C **(Questioning, Clarifying)** On page 2, ask the children what is meant by 'the rotten ones'. Ask: *What didn't Biff pick up?* On page 3, read the last sentence and ask, *What does 'rotten' mean here? Why is Biff's job 'rotten'?*

Assessment In each case, do the children use the context to understand the meaning of 'rotten'?

Objective Give some reasons why things happen or characters change.

C **(Imagining)** Ask children to imagine how they would feel if they were the horse. Encourage them to refer to the illustrations and text and to make notes on what the horse does and how it looks. Ask them to write four or five sentences describing what happened to them, how they felt about it and what they did.

Assessment Do the children get plenty of details and ideas from the text?

Speaking, listening and drama activities

Objective Speak with clarity and use appropriate intonation when reading and reciting texts. Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement.

- In groups of four, ask children to prepare the story from pages 18 to 24 as a radio play. One person must be the narrator, one the voices of Mum and Biff, another Harry. The fourth must be the 'director' and suggest ways of improving the performance.
- After the groups have practised, ask volunteers to perform their play in front of the rest of the class.

Assessment Do the children show their understanding of the text by using appropriate intonation?

Writing activities

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

- Read page 20 to the children and discuss how ‘suddenly’ and ‘Then’ help the reader to understand the sequence.
- Discuss the picture on pages 20 and 21. Ask the children to work with a partner and explore what the policewoman is doing.
- Tell the children to write what happens when the policewoman comes over to the horse and cart. Discuss how using temporal words and phrases, such as ‘meanwhile’, ‘suddenly’, ‘at first’, ‘next’, improves their accounts.

Assessment Do the children organise their texts effectively, using sequencing to hold it together?

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