

The Sandcastle

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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>a, best, Biff, box, in, it, on, had, pat, put (north), top</p>
	<p>Tricky words</p> <p>bucket, Chip, flat, good, he, Kipper, sand, sandcastle, said, she, the, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title and the words on the poster. Ask: *What do you think will happen in this story?*
- C** (**Questioning**) Talk about the picture on the poster. Ask: *Have you made sandcastles on the beach? Did it look like this sandcastle? How did you make it?*

Strategy check

Remind the children to use their knowledge of phonics to work out new words.

Independent reading

- Listen as the children read. Praise them for reading confidently and fluently.
- C** (**Clarifying**) Encourage them to look at the details in the pictures and to describe what the children, Mum and Dad are doing.
- W** Remind them to sound out and blend the letters to read new words. Ask them to read the whole sentence again, to make sure their reading of the new word makes sense.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words (see above).

Returning to the text

- W** Return to the cover and ask the children if they can find two smaller words in 'sandcastle'. Cover up 'castle' and encourage them to sound out 'sand'. Cover up 'sand' and help them to read 'castle'.
- C** (**Questioning, Clarifying**) On page 9, ask: *What did Biff say?* Ask the child to find out by rereading the text. Talk about why she said 'good'. Ask: *Was she pleased with the castle?*
- C** (**Clarifying, Imagining**) On page 8, ask the children to count the people who are watching. Turn to page 10 and ask: *Do you think even more people have come to watch? Why do you think so many people have come to see the children making their sandcastle?*
- C** (**Summarising**) Ask children to retell the story in two or three sentences.

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, drawing on the language patterns of stories.

C (*Questioning, Clarifying*) Read the story together. Close the book and ask: *How did the children begin their sandcastle? Who made the next part? What did he do? What did Biff use? How did they decorate the castle? Why was their sandcastle the best?*

Encourage a volunteer to retell the story from the beginning. They can use the book if they need to.

Assessment Are the children able to remember how the sandcastle was made? Can they remember which character had done which parts of the sandcastle?

Objective Read simple words by sounding out and blending phonemes all through the word from left to right.

W **You will need** reusable stickers. Before you begin, use the stickers to cover the words 'box', 'sand' and 'bucket' throughout.

- On page 1, read the beginning of the sentence together, then ask: *What did Chip have?* Take away the sticker to read the word.
- On page 2, read the sentence then ask: *What did Chip put in the box?* Uncover and read the word.
- Continue through the book, always asking a 'what' question to prompt the word.
- Praise the children for reading all the words correctly.

Assessment Do the children sound out the letters and read the words correctly? Do they check they make sense in answer to the question?

Objective Hear and say sounds in words in the order in which they occur. Move from reading simple CVC words to longer CCVC words.

W Make a list of the words: 'box', 'sand', 'flat', 'top' and 'best'. Ask the children to read the words with you.

- Ask the children to tell you in turn what each word begins with.
- Rewrite the list as onset and rime: b-ox, s-and, fl-at, etc.
- Remind the children that you can make new words by changing the beginning sounds. Model changing 'box' into 'fox'. You could use a 'magic rubber' or a 'magic sticker' to change the word. Ask: *How did I change 'box' into 'fox'?*
- Ask children to suggest ways to change 'sand'. Ask them to tell you how to spell the word they suggest.
- Continue with other words in the list in the same way.

Assessment Do the children suggest correct spellings?

Speaking, listening and drama activities

Objective Sustain attentive listening, responding to what they have heard by relevant actions. Explore familiar themes and characters through improvisation and role-play.

C Read the story. Ask: *How many children built this sandcastle?*

- Ask for volunteers to be Biff, Chip and Kipper. Ask each character if they can remember what they did in the story. Look at the pictures to check that everyone knows what to do.
- Ask the children to act out the story. You could tell the story in your own words as the children mime.
- Ask each 'character' to choose someone to replace them and mime the story again. Ask a child to tell the story as the others mime.
- Praise the children for taking roles and remembering what to do.

Writing activities

Objective Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation.

W Ask the children to draw their own ideas for a sandcastle. Ask them to tell you why their sandcastle is the best, then ask them to write the sentence to match their picture.

- Display all the pictures, then read all the sentences and ask the children to work out which one goes with each picture.

Assessment Do the children's sentences say something specific about their own picture? Do the children use correct spelling?

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