

## At the Seaside

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable words</b></p> <p>bus, but, can, dad, down, fill, good, had, he, help, his, man, mum, new, old, seaside, stay, too, went</p> <p><b>Tricky words</b></p> <p>broke, burned, every, everyone, expensive, family, farmer, here, holiday, home, hotel, looked, said, sorry, stopped, thank, they, tractor, you, was, what</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Questioning, Prediction*) Look at the cover and read the title to the children. Talk about the expressions on everyone's faces and what might be happening.
- C** (*Questioning, Prediction*) Look through the book, focusing on the illustrations, and ask the children to say what they think is happening.

#### Strategy check

Remind the children to look for words within words when working out unfamiliar words.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** As you listen to individual children, encourage them to sound out the phonemes all through the word to work them out.
- C** (*Clarifying, Imagining*) Look at the picture on pages 6–7. Read the signs and what the children are doing. Ask: *How are they feeling? What do you think the rooms in this hotel look like?*
- W** If they struggle with the word 'tractor' on page 12, demonstrate how to stretch the word out, sounding out each grapheme: 'tr-act-or'.

**Assessment** Check that children:

- read the high frequency words confidently
- reread sentences to make sense of them.

#### Returning to the text

- C** (*Questioning, Clarifying*) Turn to pages 4–5 and look at the picture. Ask: *Why can't they stay at this hotel?* Encourage the children to use the word 'expensive' and then point to it on the page.
- C** (*Clarifying*) Ask the children to read page 8. Ask: *Why can't they stay in these places?* Discuss other occasions when we use the word 'full', e.g. 'I'm full up.' 'The car park was full.'
- C** (*Summarising*) Ask children to tell you about the bad things that happened at the beginning of the children's holiday. Ask: *What happened at the end of the story?*

## Group and independent reading activities

**Objective** Recognise and use alternative ways of pronouncing the graphemes already taught, e.g. the grapheme 'ow' is pronounced differently in 'how' and 'show'.

**W** Write the words 'hotel' and 'sorry' on the board and ask the children to sound them out. Point out that 'o' is pronounced differently.

- Ask the children in groups to look through the book to find other words with 'o' in them.
- Invite them to read out each word and decide how the 'o' sounds.
- Ask: *Does it sound like the 'o' in 'hotel' or the 'o' in 'sorry'? Or does it have a different sound?*
- Encourage children to record their findings under three headings "o' as in hotel", "o' as in sorry" and 'other 'o' sounds'.

**Assessment** Do the children notice that some of the words containing 'o' sound like neither of the above, e.g. 'down', 'too', 'looked', 'everyone'?

**Objective** Recognise automatically an increasing number of familiar high frequency words.

**W** In small groups, ask the children to take it in turns to read out a word in the book.

- The others must find it.
- The first child to find it then takes a turn at choosing and reading out a word for the others to find.

**Assessment** Do all the children read and find the words quickly?

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

**You will need** the following sentence strips:

Everyone went on holiday.

They looked at an old hotel.

The hotel had burned down.

The farmer had a bus.

They looked at a new hotel.

They all stayed in the bus.

**C** (*Summarising, Imagining*) In pairs, ask the children to read the jumbled sentence strips and take turns to put them into the correct sequence to retell the story.

- Encourage children to read their 'story' to each other and orally add other details.

**Assessment** Do the children remember other details from the story, or do they need to refer to the text?

## Speaking, listening and drama activities

**Objective** Ask and answer questions, make relevant contributions, offer suggestions and take turns. Explore familiar themes and characters through improvisation and role-play.

- Ask the children to work in pairs and take it in turns to role-play an interviewer asking the other if they liked the story, and why.
- Swap roles so that both children have a go at asking the questions.

## Writing activities

**Objective** Convey information and ideas in simple non-narrative forms. Compose and write simple sentences independently to communicate meaning.

- Explain that Wilf wants to write a postcard home to his parents.
- Talk about what they think Wilf might say on his postcard, e.g. where they are staying, what the weather is like, what they are doing, whether he is enjoying himself or not.

- Encourage children to plan and write several sentences describing Wilf's holiday, starting 'Dear Mum and Dad'.
- Give the children large postcard-style pieces of card for the children to write their finished sentences. They could draw a picture on the other side of the card.

**Assessment** Do the children's sentences give relevant information?

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