

## The Secret Room

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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>bed, helped, her, him, off, room, shop, stuck, things, three, too, us, wanted, what</p> <p><b>Tricky words</b></p> <p>about, asleep, bedroom, children, door, dreamed, everyone, house, inside, little, new, opened, our, painted, pulled, put, secret, wall, wallpaper</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Read the title, pointing to each word. Look at the picture. Ask the children: *Where do you think the secret room is?*
- C** (**Clarifying**) Look through the book and talk about what is happening in the illustrations.
- W** Look at the back cover and read the list of words together.

#### Strategy check

Remind the children to use letter sounds to work out new words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Summarising**) Ask the children to explain why the room was a secret room.

**Assessment** Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

#### Returning to the text

- C** (**Questioning**) Ask: *Who was helping Mum? Who was helping Dad? What do you think Kipper was doing?*
- C** (**Questioning**) Ask: *Why do you think the little house was like the real house?*
- W** Ask: *Which two words can you find in 'wallpaper'?*
- C** (**Summarising**) Ask: *What did the children find inside the house?*

## Group and independent reading activities

**Objective** Identify the main events in stories.

**C** (*Questioning, Imagining*) Ask the children to tell you the most important thing that happened in this story. Ask: *How was the secret room found? Where was it? Who discovered it? Why do you think it had been hidden? What was in the secret room? What was special about the little house? Who did the tiny children look like? What happened on the last page of the story?* Look back through the book to check that all the children's answers are right.

**Assessment** Could the children explain the main points of the story?

**Objective** Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills.

**W** Write the words 'inside', 'asleep' and 'about' on the board. Clap the syllables as you read each word. Write the words again, showing the syllable breaks: in-side, a-sleep, a-bout. Ask the children to explain how this helps us to read and spell the words. Say all the phonemes in 'asleep'. Practise spelling 'asleep'. Repeat with 'about'.

**Assessment** Ask the children to tell you how many syllables there are in other words such as 'Floppy', 'Chip', 'secret', 'wallpaper'. Could they identify the number of syllables in these words?

**Objective** Visualise and comment on events.

**C** (*Imagining, Clarifying*) Ask the children: *Why are secret places exciting? Where might a secret passage go? What kinds of things might be in a secret room?* Ask them to imagine a secret room in their own home. *Where would it be? What might they find inside?* Ask them to draw a secret room or a secret passage in their own house and show what they might find inside it.

**Assessment** Can the children imagine their own secret room or passage?

## Speaking, listening and drama activities

**Objective** Retell stories, ordering events using story language.

**C** (*Summarising*) Ask a volunteer to explain how the story began. If he or she uses the present tense, repeat the sentence back using the past tense. Check this is what happened first in the book. Ask another child to say what happened next, and, again, check this with the book. Continue in this way until the story has been retold. Praise the children for remembering what happened.

## Writing activities

**Objective** Use key features of narrative in their own writing.

**You will need** a piece of paper for each child folded into four sections.

**C** (*Summarising*) Recall the main events in the story. Ask the children to suggest four parts to this story. *How did it begin?* Name two things that happened in the middle. *How did it end?*

- Give each child a piece of paper. Ask them to record four events by writing a sentence and drawing a picture in each of the four sections.
- The children can then use their work to retell the story.

**Assessment** Were the children able to put four main parts of the story in order? Did they use the past tense in their sentences?

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