

## The Shiny Key

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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</i></li> </ul>	<p><b>Tricky words</b></p> <p>beautiful, careful, cleaned, climbed, dropped, helped, locked, prison, somebody, thief, thought</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

- Look at the cover together and discuss what is happening. Ask the children: *Why has the bird got the key in its beak? Do you know what kind of bird it is?*
- C** (**Prediction**) Ask them to read the title and the back cover blurb and say what they think will happen in the story.

#### Strategy check

Remind the children to look at the illustrations to help them work out unfamiliar words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to read exclamations and questions with appropriate expression.
- W** If the children struggle with the word 'beautiful', help them by reading the word so they don't lose the sense of the story.
- W** If children have difficulty reading contractions, e.g. 'we'll', tell them to look for a familiar word within it and predict the rest of the word.
- C** (**Summarising**) Ask the children to retell the story in four or five sentences, encouraging them to use some of the high and medium frequency tricky words in the story.

**Assessment** Check that children:

- read the high and medium frequency words on sight
- try various strategies to tackle unfamiliar words
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask the children: *Who stole the magic key and why?*
- C** (**Clarifying**) Ask the children to show you the page where Chip and Nadim find lots of lost things (page 5). Ask them to show you the page where Nadim finds lots of stolen things (page 20).
- C** (**Summarising**) Ask the children to retell the end of the story in one sentence.

# 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** On page 23, point to the word 'thief' and ask the children to help you read it. Look at page 21 and point to the word 'thieves'. Ask them to point to the letters that appear in both words. Ask: *How does the ending change the meaning?*

Ask them to spell the word 'leaf'. Then ask them to spell the word 'leaves'. Prompt them to look again at the spelling of 'thieves'.

**Assessment** Do the children understand that changing the ending changes the meaning?

**Objective** Know how to tackle unfamiliar words that are not completely decodable. Read high and medium frequency words independently and automatically.

**W** Write the word 'toffee' on the board. Ask the children to say the final sound of the word.

- Ask them to look through the book and collect examples of other words with the same final sound: 'key', 'suddenly', 'sticky', 'shiny', 'gloomy', 'lady', 'tree', 'be', 'see', 'crossly', 'sorry'.
- The children then group the words according to their spelling patterns.

**Assessment** Can the children:

- read the high and medium frequency words without prompting?
- use a range of strategies to read out less familiar words?

**Objective** Read and spell less common alternative graphemes including trigraphs.

**W** On page 1, demonstrate how to sound out 'television'. Ask the children to find three more words that they found difficult. Encourage them to sound them out, identifying all the graphemes and pointing out any familiar spelling patterns.

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

**Objective** Give some reasons why things happen or characters change.

**C** (*Questioning, Clarifying*) Discuss the events of the story and say to the children, *I wonder why that happened?*

- Working in small groups, ask one child to sit in the 'hot-seat' and take the role of Nadim. Encourage the other children in the group to ask questions about what happened, beginning their questions with 'why'.

**Assessment** Check that children:

- ask questions that relate to cause and effect
- answer the questions giving valid reasons for the events.

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

**C** (*Questioning, Clarifying*) **You will need** to write these sentences on the board or on sentence strips:

Chip found the key.

Nadim cleaned the key.

The children were in a wood.

The soldiers took the children to the prince.

Suddenly, a magpie flew down.

- Ask the children to write two sentences after each one on the board, to continue the story.
- When they have finished, ask them to read all the sentences to check them for sense and use of correct punctuation.

**Assessment** Do the children:

- refer to the text?
- put the sentences into the correct order?

## Speaking, listening and drama activities

**Objective** Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement. Explain their reactions to texts, commenting on important aspects.

- Sit with the children in a circle, and ask each of them to say whether it was fair or unfair of the soldiers to blame the children for stealing the ring. Ask the children to say whether they have been blamed for something they haven't done.
- Discuss whether the magpie knows what is right and what is wrong in the same way as humans do.

**Assessment** Do the children refer to the text when giving their views?

## Writing activities

**Objective** Sustain form in narrative, including use of person and time.

- Discuss with the children the events of the story, and ask them to retell it using time connectives. Draw up a list of connectives from the children's suggestions.
- Ask the children to use words from the list to help them to describe what happened when the magpie flew down and took the magic key.

**Assessment** Do the children use punctuation correctly in their sentences?

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