

Storm Castle

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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>danger, enormous, favourite, frightening, giant, keyhole, laughed, mirror, nasty-looking, robot, school, square</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Together look at the cover. Ask the children: *Do you think this might be a 'real life' story or a magic key adventure? Why do you think so?*
- C** (**Prediction, Clarifying**) Read the title and ask the children to try to guess where the characters might be trying to go. Look through the book to see if the children are right.

Strategy check

Remind the children to read to the end of a sentence and then reread it if they are uncertain about it.

Independent reading

- Ask children to read the story. Praise and encourage them and if they get stuck, help them to think of ways they might work out what a word means.
- W** If children struggle with some unfamiliar or new words, e.g. 'favourite' page 3, remind them to split the word into syllables and sound out the phonemes all through the word (f-a-v-ou-r-i-te).
- C** (**Summarising**) Ask children to retell the story in no more than 10 sentences.

Assessment Check that children:

- can read on sight high frequency words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Summarising, Clarifying**) Ask: *Which problem did Kipper solve? (the monster). Which problem did Biff solve? (the floor). Which did Chip solve? (the giant robot). How did they each do it?*
- C** (**Clarifying**) On page 9, ask: *Why did Biff say, 'It's a good job Nadim is with us'?*
- W** On page 17, ask children to find two words that have different spellings of the phoneme 'ee' ('three' and 'key').
- C** (**Clarifying**) Turn to page 20. Ask: *Show me how you think Kipper said 'that's funny'. Show me a different way of saying it.*

Group and independent reading activities

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

C (Clarifying) Write the following questions on the board and read through them with the children:

What is the title of the book?

Who is the publisher?

When was the book first published?

What are the names of the other stories in the series?

Who do you think the author is? (Roderick Hunt)

Who do you think the illustrator is? (Alex Brychta)

Where and what is the 'blurb'?

- Find another book in the series and discuss which features of the book's cover are the same and which are different.
- Discuss why the design is important as it identifies the book as part of the Oxford Reading Tree series.

Assessment Do the children understand the different functions of author, illustrator and publisher? Can they differentiate between the information found on front and back covers of books and their purposes?

Objective Give some reasons why things happen or characters change.

C (Summarising) Ask the children to choose one character and follow that character's part in the story from the beginning to the end.

- Can they find a point in the story where their chosen character's opinion of something changes, e.g. Wilf, Chip and Biff are frightened of the monster but change their minds when they realise the monster is friendly.
- Does their chosen character do something that has an influence on events in the story, e.g. Wilf pushing the door open on page 17.

Assessment Do children form a clearer picture of the role their character plays in the story's plot?

Objective Read high and medium frequency words independently and automatically.

W Ask the children to look through the book and tell you any words they come across that are to do with buildings or structures.

- Write the words on the board: 'bridge', 'castle', 'door', 'doorway', 'floor', 'gate', 'hall', 'house', 'keyhole', 'map', 'maze', 'mirror', 'room', 'school', 'wall'.
- Ask the group to form a circle. Designate one person to start. The children clap in unison and on the fourth clap, each child, in turn, says a word from the board or another building word.

Assessment Do the children find relevant words in the text?

Objective Read and spell less common alternative graphemes including trigraphs.

W Tell the children they are going to find words with the phoneme 'ay'.

- Turn to pages 4 and 5 and ask them to tell you each word they find.
- With the help of the children, record the words on the board under the appropriate headings ('a-y', 'ea' and 'ay').

Assessment Do the children recognise the different spelling patterns?

Objective Engage with books through exploring and enacting interpretations. Listen to others in class, ask relevant questions. Work effectively in groups.

C (Imagining) In small groups, ask the children to plan another challenge that the characters have to overcome in the Storm Castle.

- Ask each group to explain their challenge to the rest of the class.
- Encourage children to ask the presenting group questions about their challenge.

Assessment Can children retell the story in their own words?

Speaking, listening and drama activities

Objective Explain ideas... using imaginative and adventurous vocabulary.

Listen to others in class, ask relevant questions.

- Ask the children to imagine Nadim's robot and then describe what they would look like as the robot to a partner. They can use ideas from the story but must add at least two original ideas to their 'picture'.
- Encourage the children to ask questions of the robot to obtain further details of its appearance.

Writing activities

Objective Maintain consistency in non-narrative, including purpose and tense.

- Explain that the children are going to prepare some instructions for anybody wanting to know how to progress through Storm Castle.
- Discuss the challenges that the characters had to overcome and how they did it.
- Prepare brief notes on the board, e.g.

key hole door hall of squares

monster robot

maze

- Divide the group into five smaller groups and ask each group to write down the instructions for one of the challenges on a piece of paper. They can refer to the book for help.
- Gather all the instructions together and talk about how best to lay out the information, e.g. using bullet points, such as:

Open the door shaped like a key hole.

Don't be frightened of the monster, he will show you how to go through the maze, etc.

- Prepare an instruction list on A3 paper that can be displayed.

Assessment Do children use imperative verbs?

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