

Underground Adventure

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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>but, call, came, don't, down, good, had, has, have, our, out, put, ran, some, them, there, time, took, want, way, were, what</p>
	<p>Tricky words</p> <p>adventure, beautiful, cellar, idea, laughed, painted, people, secret, trapped, tunnel, underground</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title together and talk about the illustration. Ask the children: *Who are the people in the picture? Where do you think they are? What do you think the story will be about?*
- Look through the book, focusing on the illustrations.

Strategy check

Remind the children to use a range of strategies to work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If the children struggle with new words, encourage them to look for clues in the pictures, e.g. for the word 'signs' on page 19, ask: *What is the elf painting?*
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words
- look at the pictures when working out new words.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children what the elves thought of the children. *Why didn't they speak to the children straight away? What made them go out to the children?*
- C** (**Imagining**) Ask children to look at the pictures of the cave. Ask them to describe how it might feel to be in the cave. Ask them to describe any caves they have been in.
- C** (**Summarising**) Ask the children to tell you what happened after the magic key took the children underground.

Group and independent reading activities

Objective Use knowledge of common inflections in spelling, such as plurals, -ly, -er.

- W** Write 'look' on the board, and discuss how the word changes when it is in the past tense. Write 'looked' on the board. Ask the children to find other words in the story that have the same ending and write them down. Ask them to add other words to the list from their own knowledge.

Assessment Do the children understand that the ending changes the tense?

Objective Recognise and use alternative ways of spelling the phonemes already taught; and begin to know which words contain spelling alternatives.

W Write the word 'see' on the board and ask which letters make the 'ee' sound. Ask the children to find another word with an 'ee' sound on each of the following pages: page 1 ('secret'), page 4 ('key'), page 9 ('see'), page 21 ('people', 'see', 'happy'). Ask the children to add any other words they can think of and to underline the letters that make the 'ee' sound.

Assessment Do the children recognise the 'ee' sound in less familiar words?

Objective Segment sounds into their constituent phonemes in order to spell them correctly.

W Ask the children to work in groups and to take turns to read a word out from the story for the others to write down. Explain that it is the reader's job to segment the sounds in the word as they read it so that the others spell the word accurately.

Assessment Do the children segment the sounds into phonemes?

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

C (*Clarifying, Imagining*) Ask the children to work in groups and take turns to describe what happens in the story, by giving one sentence each about the elves' caves.

- Ask them each to say what should go in the 'Spooky cellar' for people to see when they visit.

Assessment Can children retell the story in their own words?

Objective Use syntax and context when reading for meaning.

C (*Prediction*) Ask the children to discuss the different signs they might put up if they were to open some caves for people to visit. Turn to pages 22–23 and ask them if any of the signs they thought of are in the picture.

- If they have difficulty reading the signs, ask them to look for clues in the picture and to guess, e.g. Ask: *What else might be on sale as well as post cards?* ('souvenirs') Ask them to sound out the words to test their prediction.

Assessment Do the children use the picture and context to work out meanings?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Ask the children to sit in a circle. Each child picks a character from the story and tells the group what happened, in sequence, from his/her viewpoint.
- Ask the others to say what was different about this version of the story.

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

- Together look again at the illustration on pages 22 and 23. Read the signs with the children. Discuss other possible signs, e.g. 'TOILETS', 'SHOP', 'EXIT', 'WAY OUT', also referring to their ideas in the previous activity.
- Ask the children to write a sign using at least three words for the elves' cave. If possible, the children could use a computer software package to design their signs.

Assessment Do the children's signs provide appropriate information?

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