

Up You Go

Teaching Notes Author: Thelma Page

<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>Dad, up</p> <p>Tricky words</p> <p>Biff, Chip, go, Kipper, no, you</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
--	--

Group or guided reading

Introducing the book

- C** (**Clarifying**) Read the title and talk about the picture on the cover. Ask: *What is Kipper going up?*
- C** (**Questioning**) Ask the children if they have been up a slide. Ask: *Was it bigger than this one? How high was it? Where was it?*
- C** (**Clarifying, Prediction**) Ask the children to think what might happen in the story. Look through the pictures to see if they were right.
- W** Look at the words listed on the back cover. Read them together.
- W** Use some of the tricky words as you discuss the story (see chart above).

Strategy check

Remind the children to read from left to right and point to the words as they read.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *Who went up the slide first? What happened? Look at page 7, ask: What do Mum and the children think? What happened at the end? How did they all feel?*
- W** Invite some children to sound out the phonemes in some of the words on the pages, e.g. ('u-p', 'B-i-ff', 'Ch-i-p', 'K-i-pp-er' and 'D-a-d').
- C** (**Summarising**) Ask children to say what the story was about in just two or three sentences.

Group and independent reading activities

Objective Know that print carries meaning and is read from left to right. Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

C (Questioning, Clarifying) Ask the children to show you the title of the story, and then to find the first page.

- Ask: *Where do we begin reading?* Ask a child to read the sentence, then tell you in their own words what is happening.
- Turn over and ask another child to read the sentence and describe what is happening.
- Continue to the end. Ask: *Why do we know this is the end of the story? Is it a good ending?*

Assessment Do the children automatically read from left to right?

Can they tell you where the start of the story is and where the end is?

Objective Link sounds to letters. Hear and say sounds in words in the order in which they occur.

W Ask the children to find any two-letter words ('up', 'go', 'no').

- Ask them to close the book and help you write the words on a board using the letter sounds.
- Invite them to read the words one by one and say the letter names.
- Ask them to find any three-letter words ('you', 'Dad') and repeat the activity.

Assessment Can the children hear the sounds in words and match them to letter names?

Objective Show an understanding of the elements of stories, such as main character, sequence of events, openings.

C (Questioning, Imagining) Read the story together. Close the book and ask children to imagine they are Biff, Chip or Kipper.

- Ask them to describe what happened in the story to a partner as their chosen character.
- Encourage them to describe what might happen if the story continued.

Assessment Can children recall the events from memory or do they need to refer to the story? Can they retell events from one character's viewpoint?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Ask the children to work with a partner and tell them about a time they went on a slide.
- Their partner can ask questions: *Did it go down into water? Was it at an adventure park?*
- When the children have talked to each other, ask one from each pair to report back.
- Ask the first child: *What did you and your partner talk about?* Then ask the second child: *Did he/she leave anything out? What else did you talk about?*
- Praise the children for working well with a partner.

Writing activities

Objective Begin to form simple sentences using some punctuation.

- Use ideas from the speaking and listening session. Make up a story together, e.g. based on a visit to a water slide.
- Ask the children to decide on the names of the characters. Ask: *Who wanted to go on the slide? Who wanted to watch? Who got wet? Was it fun?*
- Plan a first sentence together. As you write, ask the children to help you spell, e.g. *What does 'slide' begin with?*
- Work together to write three or four sentences that tell the children's story.

Assessment Do all the children help to write the sentences?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk