

## Victorian Adventure

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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>Tricky words</b></p> <p>bought, bread, friends, great, heads, important, school, shoe, shouldn't, station, taught, together, tonight, towards, trouble, where, work, wouldn't, your</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

- Read the title, look at the picture and read the blurb on the back cover. Have a quick look through the pages of the book to see what happens.
- C** (**Prediction**) Ask: *What do you think the surprise at Buckingham Palace might be?*
- C** (**Clarifying**) Ask: *Who can explain what 'Victorian' means? Do you know how long ago Queen Victoria lived? (1837–1901).*
- C** (**Questioning**) Ask: *How can you tell that this story is set in the past? Ask the children to look at the pages that give clues and say what the clues are, e.g. pages 8, 9 and 10.*

#### Strategy check

Remind children to use their knowledge of phonics to work out new words.

#### Independent reading

- Ask the children to read the story. Remind them to use phonics and the sense of the sentence to work out new words. Praise children for reading silently with concentration, and for reading aloud with expression.

**Assessment** Check that children:

- read independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable (see chart above)
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

#### Returning to the text

- C** (**Questioning**) On page 6, ask: *How does the text on this page tell us the time when the story was set?*
- C** (**Questioning**) On page 13, ask: *How did Biff know where they were? Does this mean that the palace has changed or stayed the same?*
- C** (**Clarifying**) Turn to page 27. *Why did Kipper think that they might have their heads chopped off?*
- C** (**Questioning**) Ask: *What was the surprise at Buckingham Palace that is mentioned on the back cover?*

## Group and independent reading activities

**Objective** Give some reasons why things happen.

**C (Questioning)** Look at page 4. Ask: *Why do you think the magic took them to Victorian London?* Look back at pages 2 and 3. *What have you noticed about the way the magic works?* Page 8: *Why did Vicky take the children to see the blacksmith?* Find and read the answer on page 7. Page 14: *Why was there a flashing light from the palace?* Find the answer suggested on the same page and the evidence in the picture on page 16. Page 24: *Why were the children taken to prison?* Find the reasons on page 23. *Why was Biff worried?* Find the answer on page 24. Page 28: *Why do you think Gran and Queen Victoria liked each other?* Praise children for using their own ideas and knowledge of Gran to answer this question.

**Assessment** Were the children able to give reasons for the events in the story? Where appropriate, could they find the evidence in the text?

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

**C (Clarifying)** Use the text and pictures on pages 10 and 11, then on pages 18 and 19, to find clues that show the story is set in the past. Make two lists headed 'Pictures' and 'Words'. List the objects in the pictures, e.g. pump, Vicky's clothes, and words and phrases from the text, e.g. 'Vicky pumped the water...', 'She bought some bread with the penny'. Find more clues on other pages. Record the page number where children discover the text next to the words in the lists.

**Assessment** Can children find clues to the setting throughout the story? Can they locate the evidence?

**Objective** Explain their reaction to texts, commenting on important aspects.

**C (Summarising)** Ask children to choose another Oxford Reading Tree book at Stage 8 and compare it with *Victorian Adventure*. Summarise both stories in three or four sentences. You could use the story summary from the notes on the inside cover of one of the books as an example. Ask the children to say which story they prefer and why.

**Assessment** Were the children able to use main points from the stories to make comparisons? Did they give reasons for their opinions?

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of structure, and spelling patterns.

**W** Ask the children, in pairs, to look through the story for one-, two-, three- and four-syllable words, then to write at least two words for each type. (You may need to match the instructions to the ability of the children. Some children may only manage one- and two-syllable words. More able children could be asked to choose words with five letters or more.) Ask children to break each word down into syllables (e.g. im-por-tant) and then help each other learn the spellings, before testing each other.

**Assessment** Ask the children to tell the group a word on their list and then to spell it. Could the children spell the words accurately?

## Speaking, listening and drama activities

**Objective** Explain ideas using imaginative and expressive vocabulary.

**C (Imagining)** Look at the pictures of Victorian children in the story, then ask the children to imagine that a Victorian child has arrived in their class today. Ask them to close their eyes and picture the child. Ask one or two children to describe the child they have imagined. Invite a volunteer to be in the hot seat as the Victorian child and ask the class to think of questions to ask him/her.

## Writing activities

**Objective** Draw on knowledge and experience of texts in deciding and planning what and how to write.

**C (Imagining)** Ask the children to discuss Gran's adventure with a partner. Prompt them to think of these questions: *Where was Gran when the key glowed? How did she get to Buckingham Palace? How did she meet Queen Victoria? Did the servants find her first? What did Gran say to them? Why did Gran and Queen Victoria have plenty to talk about?*

- Ask the children to make notes of their ideas as a plan, then begin writing 'Gran's Victorian Adventure'.

**Assessment** Could the children invent events that led up to Gran meeting Queen Victoria? Could they write the story?

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