

## Viking 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>after, because, beautiful, before, being, cold, could, door, either, fierce, frightened, idea, school, through, told, wanted, work, wonder</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 and have a quick look through the pictures to see what happens.
- C** (*Prediction*) Ask: *What do you think the story is about? What do you think will happen in the story?*
- C** (*Clarifying*) Ask: *What do you know about the Vikings?* If necessary, explain that 'Vikings' is the name given to sea-faring people from Denmark, Sweden and Norway who lived over a thousand years ago. Look at their ships, helmets and shields in the pictures.

#### Strategy check

Remind the children to reread a sentence if it does not seem to make sense.

#### Independent reading

- Ask the children to read the story. Encourage them to tackle unfamiliar words by using syllables, phonics and the sense of the sentence. Praise and encourage fluent expressive reading when they read aloud to you.

**Assessment** Check that children:

- read independently with increasing fluency longer and less familiar texts
- know how to tackle unfamiliar words
- use syntax and context to build their store of vocabulary when reading for meaning.

#### Returning to the text

- C** (*Questioning, Clarifying*) Go to page 7. Ask: *Would you agree with Biff that it was hard work being a Viking?* Ask the children to use the text to give reasons for their answers.
- C** (*Summarising, Questioning*) Ask: *What did you find out about the way the Vikings lived from reading this story? What did they wear? What did they eat? Where did they live? How did they travel? Why did they need helmets and shields?* Ask the children to tell you the page numbers that provide the answers. Ask everyone to find the page number each time and read the sentence that gives the answer.

### Group and independent reading activities

**Objective** Read high and medium frequency words independently and automatically.

- W** Ask the children to take turns to read aloud a few pages each of the story. Praise them for confident reading. Choose high frequency words from the list above and write them on separate pieces of card.

Place the cards face down on the table. Ask the children to turn over a card and read the word. Praise children for recognising the words on sight.

**Assessment** Do the children read confidently? Note any words that cause them to hesitate.

**Objective** Draw together ideas and information from across a whole text.

**C** (*Questioning, Imagining*) On page 21, ask children to imagine that they are the Viking children seeing sweets for the first time. What questions would they want to ask Kipper? Turn to page 22 and ask children to imagine being Biff, Chip, Wilf and Kipper. Ask: *What questions would you want to ask the Vikings about their home? Look at page 23. Ask: How comfortable do you think it was to sleep here? How would you keep warm? Do you think it would be easy to cook food for a family on this fire? What kind of food can be cooked in a big pot like this one?*

**Assessment** Did the children ask relevant questions? Could they suggest answers using the text?

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

**W** Find 'beautiful' on page 30. Ask children to find three letters that make the sound 'ew' as in 'flew' in this word. Practise spelling 'beautiful'. Then find 'frightened' on page 29. Ask the children to find three letters that make the sound 'i' as in 'find'. Ask them to tell you how to spell 'fright'. Think of rhyming words that have the same pattern, e.g. 'light', 'night', 'might', and make a list, asking the children to help you spell the words.

**Assessment** Ask the children to write the following sentence from dictation: 'I might need a light at night.'

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

**C** (*Summarising, Questioning*) Ask the children to tell you briefly what happened in the story and to give reasons for their answers, e.g. ask: *Did the story take you forward or back in time? How do you know? What do you think the Viking children thought of Biff, Chip, Kipper and Wilf? What do you think they thought of the sweets? Why do you think Wilf told Biff not to leave the torch with the villagers? What would you have done?*

**C** (*Imagining*) Ask the children to tell you three or four things that show how life for Viking children was different from life now. Ask the children to say whether they would have liked to have visited the Vikings. Ask: *What would be good and not so good about staying in a Viking village?*

**Assessment** Did the children use their own ideas to make inferences and deductions?

## Speaking, listening and drama activities

**Objective** Adopt appropriate roles in small or large groups.

- C** (*Imagining*) Read pages 20 and 21 again. Ask children to think about the feelings of Biff, Chip, Kipper and Wilf as they waded out of the sea and the feelings of the Viking children who saw them coming.
- Ask: *Who do you think was more anxious?* Encourage them to experiment with facial expressions and gestures to show feelings.
  - Ask the children to create freeze-frame moments showing: the children wading out of the sea; Kipper offering sweets to the Viking children; the Viking children tasting the sweets and after eating the sweets. What conversations might the children have? Write dialogue together and act out the scene. Allow children to change roles so that they have the opportunity to portray different characters.

**Assessment** Were children able to infer how the characters felt and what they might say from the ideas in the text?

## Writing activities

**Objective** Compose sentences using tenses consistently (present and past).

**You will need** to write these sentences and each choice of verbs on the board or a large sheet of paper:

Wilf and Wilma.....to the door. (come, came, coming)

Kipper.....everyone about his adventure. (tells, told, telling)

The children.....Mr Johnson. (like, liked, liking)

They.....models of longships. (make, made, making)

- Ask the children to write the sentences, filling the gap with the word that sounds best for telling the story.
- Ask them to read their sentences aloud so that they can hear whether it sounds right.
- Ask the children to write one more sentence that tells what happened in the story.

**Assessment** Did the children use the past tense consistently in their writing?

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