

## The Wedding

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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</i></li> </ul>	<p><b>Decodable words</b></p> <p>been, bride, cake, came, don't, dress, everyone, Grandmother, grandparents, groom, happy, help(ed), his, joke, liked, made, not, pageboy, party, put, shopping, sister, them, there, took, unhappy, want, wedding, will</p>
	<p><b>Tricky words</b></p> <p>be, bridesmaid, danced, journey, married, material, measurements, photograph, suit, surprise, video, what</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Questioning, Clarifying, Prediction*) Look at the cover and discuss the illustration. Read the title. Ask the children what they know about weddings and who this story is about. Ask: *What do you think will happen in this story?*
- W** Discuss what Wilma and Wilf are doing, then look through the book, pointing out some of the context words, e.g. 'pageboy', 'journey', 'measurements', 'suit'.
  - Talk about what happens on each page.

#### Strategy check

Remind the children to use the sounds of letters to help them read new words.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to use their knowledge of letter sounds to help them work out new words.
- W** If children have difficulty reading 'married' on page 1, ask: *What happens at a wedding?* Encourage the children to sound out the phonemes all through the word ('m-a-rr-ie-d').
- C** (*Summarising*) Ask children to retell the story in just two or three sentences.

**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
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Prediction, 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 is getting married?* (page 1) *Why does Wilma feel happy?* (page 2) *Why does Wilf feel unhappy?* (page 3) *What did Grandmother do to help?* (pages 6 and 8) *How does Wilf feel about weddings at the end of the story?*

## Group and independent reading activities

**Objective** Use knowledge of common inflections in spelling, such as plurals.

- W** Ask children to turn to page 4 of the story and find the word 'grandparents'.
  - Ask: *Why is there an 's' on the end of the word?* Confirm that this tells the reader there are two or more grandparents (grandmother and grandfather in this case).
  - Encourage children to look through the story to find other plural words ('weddings' page 11, 'measurements' page 12).
  - Talk about why the words 'Wilma's' and 'dress' on page 6 and 'It's' on page 9 are not plural words.

**Assessment** Do the children find the plural words in the story?

**Objective** Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge.

**W** **You will need** to write the following words on the board in two columns:

brides	mother
page	parents
grand	boy
every	maid
	one

- Ask the children to join the words together to make compound words. They can use the story to check.
- Can they add other compound words that they know to the list?

**Assessment** Are the children able to read the words both in and out of context? Do the children join two words together to make a sensible word?

**Objective** Make predictions showing an understanding of ideas, events and characters.

**You will need** speech bubbles cut out of paper or Post-it notes.

- C** (**Clarifying**) Talk about how Wilf and Wilma feel about the wedding in the story. Ask: *Who is happy? Who is unhappy?*
  - Ask the children to draw a picture of Wilf and Wilma. Give them the speech bubbles to stick onto their pictures.
  - Ask them to write a sentence in each speech bubble that Wilf and Wilma might say in the story.

**Assessment** Do the children empathise with Wilf and Wilma and choose appropriate vocabulary for their dialogue?

**Objective** Explore patterns of language and repeated words and phrases.

- C** (**Clarifying**) Explore with the children how words and phrases are repeated throughout the story. Ask: *What does Wilma say on page 2? What does Wilf say on page 3?*
  - In pairs, ask the children to look through the book to find where the words are repeated (page 13 and page 21).
  - Ask: *What does Chip say on page 11? Where does someone say this again?* (Wilf on page 23.)
  - Discuss with the children the effect repeated words and phrases has on the reader. Ask: *We are told twice that Wilf doesn't like weddings, what is the author trying to tell us?* (Wilf is really unhappy.)
  - Talk about how repeating 'I like weddings' links the start of the story with the end.

**Assessment** Do children notice repeated language in other stories?

## Speaking, listening and drama activities

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

- Invite children to take on the role of either Wilf or Wilma.
- Ask them to sit in the 'hot seat'.

- Encourage the other children to ask them questions about the wedding, using 'why' and 'how' to start their questions.

## Writing activities

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

- Discuss why Wilf was unhappy and Wilma was happy in the story. Talk about the clothes they wore.
- Discuss times when the children have worn clothes that have made them feel uncomfortable and clothes that have made them feel smart.
- Brainstorm a list of 'clothes' words.
- Ask children to write a brief description of the clothes that they feel comfortable in or have enjoyed wearing. They could draw a picture of themselves wearing the clothes and add labels.
- Repeat for clothes that make them feel uncomfortable.

**Assessment** Do the children select appropriate vocabulary?

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