

King of the Castle

🗣️ = Language comprehension

📖 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (*Prediction*) Look at the title picture and read the title with the children, pointing to the words as you read. Ask: *What do you think might happen in the story?*
- 🗣️ Talk about castles and ask the children to tell you about any they have visited or seen in books or on television.
- 📖 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
*the to I no we be was they all said from
children made saw people*

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- 📖 On page 77-④, point to the word *knight* and help the children to read this word. Sound out the individual sounds in the word *kn-igh-t* for the children and encourage them to use this information to blend the sounds together. Explain that in this

word the grapheme "kn" is code for the /n/ sound.

- Ask: *What is a knight?* Use the suits of armour in the illustrations to help your discussion.
- W On page 77-⑤, encourage the children to sound out and blend the word *queen*, *qu-ee-n*. Ask the children if they can think of other words that contain the "qu" grapheme (e.g. quick, quack, quiz, quit).
- (*Questioning, Observing*) Pause after reading page 78-⑦ and ask: *Who do you think is shouting 'I am the king!'*? Encourage the children to look closely at the illustration on this page to see if there are any clues as to who the man might be.
- (*Clarifying*) At the end of the story, ask: *Why do the visitors think it is a good castle?*

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- Ask: *How many people wanted to be king?* Ask the children to look back at page 77-⑤ and page 78-⑥, ⑦ to find out. Look at the pictures on page 77-⑤ and ask: *Who would you like to be, and why?*
- (*Clarifying, Questioning*) Look at the picture on page 79-⑨. Ask: *Why are the people bowing? If you were one of the visitors, would you bow? Why?*
- (*Clarifying*) Return to page 79-⑩. Talk about why Biff did not want to tell the visitors that Dad is not the king. Ask: *Do you think they should tell the visitors?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend

new words, for example *qu-ee-n*, *c-oa-ch*, *m-oa-t*, *t-u-rr-e-t-s*.

W Support children with reading challenge words:

castle knight shouted woman

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children get the main idea of the story? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objective Explore characters through improvisation and role-play.

- Ask the children to take turns to be Dad and read his words on page 78-⑦, ⑧.
- Discuss how the children think a king might speak. Would he speak in a loud, bossy voice, or in a quiet friendly way, for example? Encourage the children to work in pairs or in small groups and to discuss all the characteristics they associate with being a king. Ask them to practise reading Dad's speech in different ways and to focus on putting lots of expression into their speech.
- Ask each pair or group to decide on which voice they think is the most appropriate for a king.
- Gather the class back together and ask the children to re-read Dad's words in the voices they decided sounded most like a king. Discuss whether there are any similarities between the voices the groups decided on.

Writing activities

Objective To write labels for the castle in pictures.

- As a class talk about castles. Discuss the labels you might have in a book about castles, so that the reader knows what everything is. It might be helpful to show the children some examples if you have any available.
- Look at page 76-①. Ask: *Which parts of the castle can we label?* Scribe a list of the children's ideas. Where appropriate, encourage the children to use their phonics skills to help you to spell words. Encourage them to look up the spellings in the story to help (e.g. car park, page 76-②; moat and turrets, page 76-③).
- Repeat for the pictures on page 77-⑤. What can the children see and label? (e.g. knight, queen, king, torch, steps).

Cross-curricular suggestion

History – Ask the children to find out about what life was like for the king and queen in a castle in different historical periods, using reference books. Ask them in what ways they think the life of today's Queen is the same and in what ways they think it might be different.