

Mosque School

Before reading

- Ask: *Do you recognise any words in the title?* Praise the children who recognise the term “school”.
- Read the term “Mosque” to the children and encourage them to repeat it after you. Discuss how a Mosque school is a place where Islamic children can go to learn after school and at the weekend.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen, check the children understand the grammar in the text and read appropriately.
- Ensure the children are reading high frequency words (“school”, “but”, “too”, “little”, “got”, “his”, “called”, “help”, “ran”, “came”, “out”) without hesitation or any prompting.

Observing

Check that the children:

- read aloud using expression appropriate to the grammar of the text
- read on sight high frequency words specific to graded reading books matched to the abilities of reading groups.

Group and independent reading activities

Text level work

Objective

To retell stories, giving the main points in sequence and to notice differences between written and spoken forms in retelling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences.

- Ask the children, individually, to retell the story and prompt them to notice the differences between what they are describing and what is written in the text.
- Remind the children to retell the story in the right order and to try not to miss out any key events.

Observing Can the children retell the story, giving the main points in sequence without prompting?

Sentence level work

Objective To use the term “sentence” appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.

- Ask: *How many sentences can you find in the book?* Prompt the children by asking: *What are the key features of a sentence that we should be looking for?*
- Turn to pages 83 and 86. Discuss with the children the difference between a line and a sentence. Ask: *How many lines are in this book?*

Observing Can the children identify the sentences in the book?

Word level work

Objective For guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups.

- Ask: *Can you find the word “but” in the book?* (p83) Praise children for skimming through the text to find the word.
- Ask: *How many times are the words “help” and “school” used in the book?* (Both are used twice.) Encourage the children to record their findings in a simple table.
- Demonstrate reading the following high frequency words, using phonological knowledge and not sight knowledge: “school”, “but”, “too”, “little”, “got”, “his”, “called”, “help”, “ran”, “came”, “out”. Remind the children that these words and others can be read straight away and there is no need to sound them out.

Observing Can the children identify high frequency words in the text?

Comprehension

Ask the children:

- *Who goes to a mosque school?* (p 83-① Yasmin)
- *Why did Adam climb on the lamp post?* (p 84-④ He couldn't see inside the school.)

- *How did Adam get stuck behind the lamp post? (p 85-⑤) He got stuck between the wall and the lamp post.)*
- *On page 85-⑥, who is the man phoning in the phone booth? (the firemen)*
- *How did the firemen get Adam out? (p 86-⑦) illustration: They pulled the lamp post away from the wall.)*

Speaking and listening activities

Objectives Make relevant comments; ask questions to clarify their understanding; relate their contributions to what has gone on before; listen to adults giving detailed explanations and presentations.

- Read some information books about Islam and Islamic mosques to the children. Describe the key features of Islam.
- Prompt the children to make relevant comments during the reading. Encourage any Islamic children in the class to tell the other children about their religion.
- Discuss as a group the information just heard and encourage the children to ask questions about Islam.

◀▶ Cross-curricular links

D&T: homes

RE: beliefs and practice

Writing

Objective To use some of the elements of known stories to structure own writing.

- Recap with the children the key events from the story (Adam wanting to go to school; Adam climbing the lamp post; Adam getting stuck; Adam being rescued; Adam being allowed to go to school).
- Ask the children to write their own story, remembering the key events. Check that they include background information/scene setting, the event, and the solution/ending.