

Reading Comprehension

The Sound Collector

Year 1/2

HIAS English Team
Spring 2020
Final version

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Using the Home Learning Materials

The materials

- Each reading booklet contains a key text and suggested activities that can be used to develop comprehension and understanding.
- The sequence should take no more than 1 hour to complete, it could be completed in two 30 mins sessions or four 15 minute sessions.
- Reading for pleasure, fluency and stamina should be developed through regular sustained reading using the books identified by the school.

How to use

- Read the instructions carefully before you start a task.
- Each sequence contains simple explanations and examples to help you.

How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Check your child understands any new or unfamiliar vocabulary
- Adapt any of the resources and materials as you feel necessary to support your child's needs

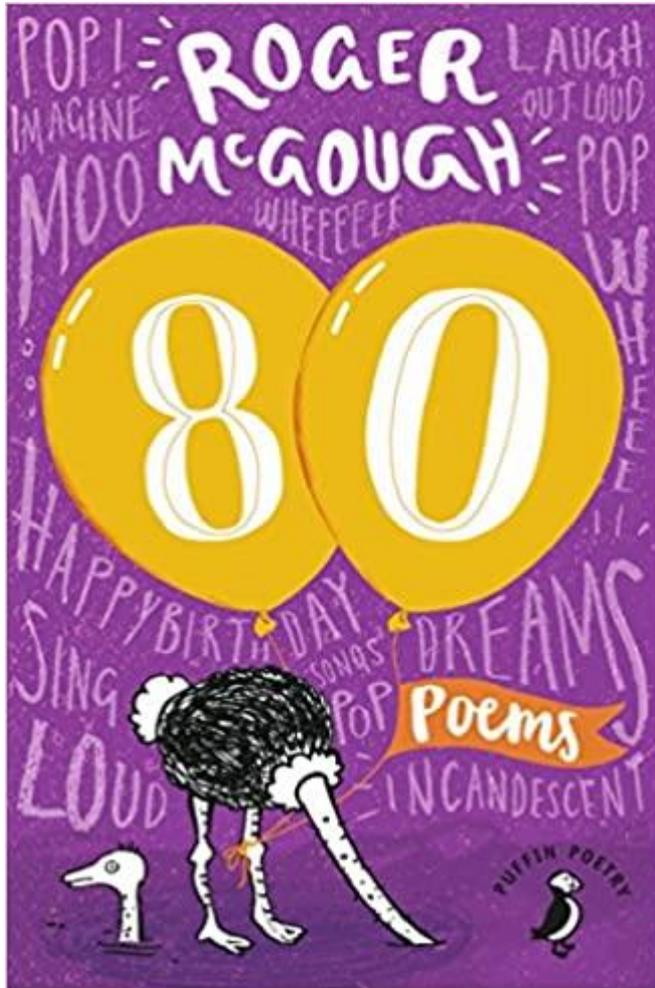
Reading comprehension sequence

This sequence is developed around *The Sound Collector* by Roger McGough.

Teaching sequence:

- 1) Word Reading Pre-teach
- 2) Developing Fluency
- 3) Question & Discussion
- 4) Responding to the text

The Sound Collector by Roger McGough



The poem can be found using the following links:

<https://clpe.org.uk/poetryline/poems/sound-collector>

<https://www.youtube.com/watch?v=cILOkgnxJIo>

1. Word Reading Pre-teach

Practise reading these words from the text, and discuss their meaning to support the comprehension of the text. How many syllables can the child identify in each word eg **ket/tle (2)**. Write down the meaning of each word.

<p>marmalade (mar/ma/lade) 3</p>	<p>windowpane (win/dow/pane) 3</p>	<p>drain (drain) 1</p>
<p>lock (lock) 1</p>	<p>bathtub (bath/tub) 1</p>	<p>lock (lock) 1</p>

Place your hand under your chin, every time you chin touches your hand it is a syllable. Please note that syllables are different to phonemes.

2. Developing Fluency

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

Read the verse together. Discuss the meaning of 'The whistling of the kettle'.

Write or print the verse and ask the child to mark the text to indicate how they would read it aloud eg **which words would be quiet and how would they say the words 'ticking'?**

Ask the child to read and reread the text, using their markings to support their reading.



3. Question & Discussion

Read the poem together and discuss the questions below.

The hissing of the frying pan
 The ticking of the grill
 The bubbling of the bathtub
 As it starts to fill



Q.1.	Can you identify the rhyming pattern? Is this the same in every verse?
Q.2.	What does the ticking of the grill' mean?
Q.3.	Which is your favourite verse in the poem and why?

3. Question & Discussion

The words below are onomatopoeic eg **a word that sounds the same as their meaning.**

gurgle

hiss

purr

Q.1.	Read the poem together. Can you identify the onomatopoeic words in the text? Circle the words.
Q.2.	Why has the author used onomatopoeic words to describe the sounds in the poem?
Q.3.	Read the poem aloud and say the onomatopoeic words to show their meaning, eg Hiiiiissssss . Which was your favourite onomatopoeic word to read aloud and why?

4. Responding to the text

Make a collection of sounds in your home, write onomatopoeic words to describe the sounds.

Use the opening and last verse of The Sound Collector and write your own poem using your own collection of sounds.

Follow the pattern.....

Theof the.....
 Theof the
 Theof the.....



Can you make the final words in the second and fourth line rhyme?

HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.

For further details referring to English, please contact:
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