

Reading Comprehension

The Ickabog

Year 3/4

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 an extract from 'The Ickabog' by J K Rowling. Please read the introduction to the book through the following link, so understands the context for this unit.

<https://www.theickabog.com/home/>

The extract for chapter 1 can be found at:

<https://www.theickabog.com/read-the-story/>

The whole book will be made available by JK Rowling, so please encourage your child to read all of it if they are enjoying the text extracts in this unit.

Teaching sequence:

- 1) Develop reading fluency
- 2) Visualise
- 3) Exploring vocabulary
- 4) Quick quiz

The Ickabog by JK Rowling

J.K. ROWLING

THE
ICKABOG

The text is only available online, please follow this link where you can download a free extract and even the whole book:

<https://www.theickabog.com/home/>

Chapter 1

<https://www.theickabog.com/king-fred-the-fearless/>

1. Develop reading fluency

Read the text aloud. Check any words you don't understand. Re read the text over and over with expression and pauses in appropriate places.

Experiment with reading the paragraph in different ways. The paragraph has some complex sentences, so you will need to look at the punctuation carefully. Notice where there is humour and rehearse how to express this to your audience.



Chapter 1

King Fred the Fearless

Once upon a time, there was a tiny country called Cornucopia, which had been ruled for centuries by a long line of fair-haired kings. The king at the time of which I write was called King Fred the Fearless. He'd announced the 'Fearless' bit himself, on the morning of his coronation, partly because it sounded nice with 'Fred', but also because he'd once managed to catch and kill a wasp all by himself, if you didn't count five footmen and the boot boy.

Perform your reading to someone in your house.

Read some more of the chapter, or ask an adult to read it to you.

2. Visualise

King Fred the Fearless came to the throne on a huge wave of popularity. He had lovely yellow curls, fine sweeping moustaches and looked magnificent in the tight breeches, velvet doublets, and ruffled shirts that rich men wore at the time. Fred was said to be generous, smiled and waved whenever anyone caught sight of him and looked awfully handsome in the portraits that were distributed throughout the kingdom, to be hung in town halls. The people of Cornucopia were most happy with their new king, and many thought he'd end up being even better at the job than his father, Richard the Righteous, whose teeth (though nobody had liked to mention it at the time) were rather crooked.



Create a mental picture in your head of what the author has described – use your ‘mind’s eye’.

Draw what you visualise King Fred looks like in the portrait hung in a town hall. Notice adjectives that increase the detail of your image – re read for further details.

3. Explore author's use of language

This author helps us to understand King Fred the Fearless through clever vocabulary choices, as well as the use of humour. Find examples in the text which tell us about King Fred and explain what they tell you.

Text	What does it tell me?
"He'd announced the fearless bit himself"	
"King Fred came to the throne on a huge wave of popularity"	

4 – Quick Quiz

Discuss the following questions based on the extract used in this unit of work.

1. Why do you think 'Fearless' is in inverted commas?
2. What is the name of the kingdom that King Fred rules over?
3. The author tells us that King Fred managed to catch and kill a wasp '*all by himself...*' Why do you think the author tells us this?
4. Can you find a word in the text which means the same as 'shared'?
5. Imagine you lived in Cornucopia. Would you like King Fred to be your king? Try and discuss your answer using evidence from the text.

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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For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

