



Fiction

Oxford Level 10

Princess Pip's Holiday

Author: Sally Prue

Range: Family/Fantasy story

Theme: Having fun

Teaching Notes authors: Gill Howell and Vicki Yates

Synopsis

Princess Pip goes on holiday with her parents, the King and Queen, and finds it all very boring. Then Daisy, the servant girl, helps Pip to discover that the seaside is far from dull.

Group or guided reading

Introducing the book

- Read the title and the blurb on the back cover. Ask the children to say what might happen in the story.
- Scan through pages 3–12 and read the words in capital letters. Ask the children to say how they think these words fit into the story.
- Turn to page 32 and read what the author says about this story.

Strategy check

- Find the word 'banquet' on page 10. Remind the children how to work out what a word means if they do not know it already. Can they use the picture to find out what a banquet is?
- On page 12, find the word 'suggested'. Ask the children to say what it means. Ask: *Which words in the question sound like a suggestion?*

Independent reading

Focus: Explain to the children that you want them to think about this question while they are reading: *What do we find out about Princess Pip and Daisy from what they say?*

- Listen as the children read, and notice which strategies they use when they reach an unfamiliar word. Do they use phonics to pronounce new words? Can they use the context and the pictures to work out the meaning?
- When the children are reading aloud, praise them for using appropriate expression and intonation, especially for direct speech.

Returning and responding to the text

- When the children have read the whole story, ask them to say why Princess Pip was bored. *When did she stop being bored? Who helped her to have fun?*
- Ask someone to read aloud what Princess Pip says on page 5.
- Ask other children to read what she says on pages 7, 10 and 11.
- Read what Daisy says in the first sentence on page 13. Decide what sort of a voice Daisy has. *Would she be cross, friendly, angry or kind?*



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- Ask two children to read what Princess Pip and Daisy say to each other on page 24. Ask them to make it clear which person is which, by the way they speak.
- Ask the children to say what they liked about Princess Pip in the story. *What did you like about Daisy? Which of the two would you rather have as a friend? Why?*

Speaking and listening activities

- Ask the children to sit in a circle. Choose a piece of direct speech from the book, e.g. 'This holiday is going to be boring.'
- Ask the first child to say it crossly, the second child to say it sadly, the third child to whisper it, and the fourth child to shout it.
- Continue around the circle, changing the sentence after each set of four children, e.g. you could change the sentence to: 'I don't want a four-poster bed!'
- Ask the children to repeat the sequence, saying it crossly, sadly, whispering it, then finally shouting it. Praise the children for using the correct tone of voice and expression.
- When everyone has had a turn, ask the children to decide which of the four 'voices' was the most difficult to use.

Further reading activities

- Ask the children, using the conversations on pages 22–31, to present the chapter as a play. Allocate roles, then go through the chapter slowly, so that the children recognize when they should begin to read.
- Find the word 'sprouts' on page 10. Ask the children to work in pairs to list more words they know beginning with 'spr', using a dictionary to find more.
- Ask the children, in pairs, to scan the story for everything that Princess Pip found boring. Ask each pair to make a list of the events in order.

Suggestions for using ICT

- Working with a partner, ask the children to write pages 8 and 9 as a playscript: one person has the book and tells the other the character's name and what is said. The dialogue begins like this:
The Queen: This is Daisy. She is going to look after you, Pip.
- Type 'Queen Elizabeth' in an Internet search engine. Click on 'Images' to find pictures of Queen Elizabeth I and Queen Elizabeth II.
- Encourage the children to find out more about the author on the internet. Ensure that they only have access to child-friendly sites.

Writing activities

- Ask the children to suggest words that put a story in order, e.g. 'At first', 'Soon', 'Later that day', 'Next morning', etc. Write the list on the board for the children to refer to.
- Work together to decide what was happening at the beginning of the story. Agree a sentence to write on the board, e.g. 'At the beginning of the story the family...'
- Read page 7 together, then decide how to begin a sentence that tells us that they arrived at the holiday castle, e.g. 'Later that day...' or 'After a long journey...'
- Make a list of the main events together.



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- Ask the children to write a sentence about each event, beginning the sentence with words that explain when it happened.
- Ask them to read all the sentences to the group. Decide which ones sound best and why.

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