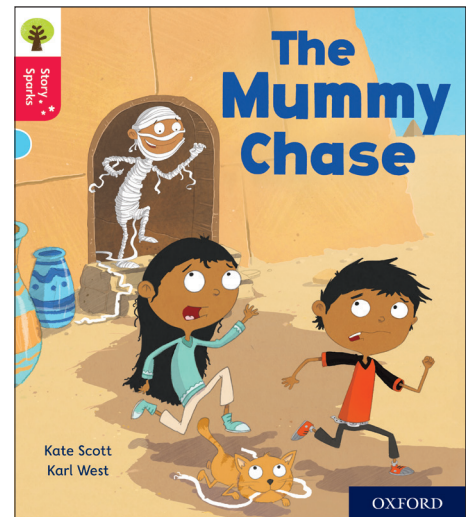


The Mummy Chase

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Illustrator: Karl West

Teacher's Notes author: Liz Miles



Synopsis

Seb and Neema are taking a tour around the pyramids. Inside a pyramid, Neema presses an interesting-looking stone, which causes a mummy to wake up. The mummy chases Neema, Seb and their guide through the pyramid, but Neema finds out that the mummy is ticklish. She manages to tickle the mummy back to its box and presses the stone to send it to sleep again.

Group/Guided reading

Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Look at the cover and read the title together. Ask: *Can you see the mummy in the picture?* If necessary, explain to the children what the mummy is.
- *(Predicting)* Say: *I wonder why the children are running.* Encourage the children to make predictions. You could help them by discussing what 'chase' means.
- *(Predicting)* Turn to pp2–3 and talk about the setting. Point to the pyramids and ask: *Do you know what these are?* Say: *I wonder where the children are.* Encourage the children to make suggestions.
- *(Predicting)* Return to the cover and ask: *What do you think happens in this story?*

Strategy check: word reading

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance:

- As they read, encourage the children to sound out and blend new words, e.g. 's-l-ee-p-i-ng'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending. There are also some high-frequency tricky words (also known as common exception words) in the book. Support the children with these words, explaining that they are tricky but also very common and useful. If a word is too difficult, simply read the word for them:
said do there
- There are a number of story words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and story-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the story. Read these words for the children if necessary, to help build familiarity before they read the book independently:
pyramid guide stone mummy chase

Reading the story

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read. Once a child has decoded a difficult sentence, encourage them to read it again to check their understanding.
- On pp6–7, support the children to sound out longer words, such as ‘s-l-ee-p-i-ng’ and ‘s-t-ar-t-e-d’.
- At the end of p7, ask: *How do you think you would feel if you saw a mummy wake up? Why do you think the guide started to moan?*
- On pp10–11, encourage the children to notice the punctuation as they read aloud. Focus on the question mark on p10 and encourage them to read the sentence as a question. Remind the children to pause at full stops and the dash on p11, and to read sentences with exclamation marks with appropriate expression.
- *(Predicting)* After reading p12, ask: *How do you think they will stop the mummy?*
- *(Summarizing)* After reading p16, say: *I wonder what Seb and Neema will say to their mum. Ask: Can you explain what happened to the children in the pyramid?* Encourage the children to retell the events in the pyramid in their own words.

Returning to the story

- *(Clarifying)* Ask: *Why did the mummy wake up?* If the children need help, encourage them to look back at pp4–5.
- Look back at p5 and draw the children’s attention to the cat in the picture. Say: *I wonder how the cat felt at this point in the story.* Encourage the children to share suggestions. Ask the children to spot the cat in other pictures and to describe how it feels at various points in the story.
- *(Questioning)* Ask the children to think of a question they would like to ask a character in the story. You could model this for them by thinking aloud, e.g. say: *I wonder if the guide has seen a mummy before.*
- *(Clarifying)* Reread p16 and ask: *What is the difference between a mum and a mummy? Which one don’t Seb and Neema want to see again?*
- *(Summarizing)* Encourage the children to share their thoughts about the story. Ask: *Did you find it funny or scary?* Ask the children to share their favourite part of the story.

Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example N-ee-m-a, m-oo-n, t-i-ck-l-i-sh.
- This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. They are listed and defined on the inside front cover. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support them when reading the text.

Speaking and listening

- Organize the children into groups of three and assign the role of either Mum, Seb or Neema to each child.
- Explain that you would like them to role-play Seb and Neema telling Mum about what happened in the pyramid.
- Encourage the children in role as Seb and Neema to tell the story as accurately as possible, and to use appropriate intonation and expression as they do so.
- Encourage the children in role as Mum to consider how they might respond to what Seb and Neema are saying.
- Prompt the children to use facial expressions and body language as well as speech in their role-plays.

Writing activity

- Ask the children to write another page for the story, about another adventure Sam and Neema have on their trip.
- Encourage them to think about, plan and practise their sentences orally before writing them down.
- Remind the children to include correct punctuation, using question marks and exclamation marks where appropriate.
- Ask them to reread their work and check for errors, such as incorrect spelling.

Cross-curricular suggestion

History

- Support the children to use books and child-friendly sites on the Internet to find out more about the Ancient Egyptians. Encourage them to research a topic they are interested in, for example the pyramids.
- Ask the children to work as a group to create an information leaflet sharing what they have discovered about Ancient Egypt.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) (Standard 2, 1)
- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) (Standard 2, 2)
- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E) (Standard 2, 3)

Letters and Sounds: Phase 4

- *Story Sparks* Level 4 books are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction. These books tell a story using natural language, with a high proportion of phonically decodable words and a selection of high-frequency tricky words. Each book also has a limited number of non-decodable but achievable story words to enrich the language and expand children's vocabularies.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children take on the role of one of the characters from the story, either retelling the story or responding appropriately to the retelling.
	gain, maintain and monitor the interest of the listener(s) (SpokLang.10)	Check the children use facial expressions and body language, as well as speech, to convey emotions when in role.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children sound out and blend unknown words as they encounter them.
	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1 ReadWord.5)	Check the children can sound out words ending in 'ed', such as 'started' and 'panted', and words ending in 'ing', such as 'sleeping'.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children can make reasonable predictions about how the mummy can be stopped.
	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Check the children can suggest what the cat might be thinking and feeling in the context of what is happening in the story.
Writing: Composition	saying out loud what they are going to write about (Y1 WritComp.li) composing a sentence orally before writing it (Y1 WritComp.lii)	Check the children say their sentences aloud before writing them down.
	re-reading what they have written to check that it makes sense (Y1 WritComp.liv)	Encourage the children to reread what they have written to check for fluency and accuracy.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)	Check the children take on the role of one of the characters from the story, either retelling the story or responding appropriately to the retelling.
	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. (ENG 1-03a)	Check the children use facial expressions and body language, as well as speech, to convey emotions when in role.
Reading	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a)	Check the children sound out and blend unknown words as they encounter them.

Reading	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG I-19a)	Check the children can share their thoughts about the setting and their favourite part of the story. Check the children can suggest what the cat might be thinking and feeling in the context of what is happening in the story.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)	Check the children think about how to order their sentences.
	Throughout the writing process, I can check that my writing makes sense. (LIT I-23a)	Encourage the children to reread what they have written to check for fluency and accuracy.

WALES Curriculum for Wales: Foundation Phase Framework, Year I

	Framework objectives	Book-related assessment pointers
Oracy	adopt a role using appropriate language (YI_OracSpea.7)	Check the children take on the role of one of the characters from the story, either retelling the story or responding appropriately to the retelling.
	intentionally use some non-verbal cues such as facial expressions and gestures (YI_OracColl.3)	Check the children use facial expressions and body language, as well as speech, to convey emotions when in role.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (YI_ReadStrat.5i)	Check the children sound out and blend unknown words as they encounter them.
	use prediction in stories, adding more detail (YI_ReadComp.5)	Check the children can make reasonable predictions about how the mummy can be stopped. Check the children can suggest what the cat might be thinking and feeling in the context of what is happening in the story.
Writing	talk about what they are going to write (YI_WritMean.4)	Check the children say their sentences aloud before writing them down.
	write words, phrases and simple sentences and read back own attempts (YI_WritMean.5)	Encourage the children to reread what they have written to check for fluency and accuracy.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level I/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children take on the role of one of the characters from the story, either retelling the story or responding appropriately to the retelling.
	use body language to show engagement (L2_com_talk.6)	Check the children use facial expressions and body language, as well as speech, to convey emotions when in role.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children sound out and blend unknown words as they encounter them.
	express opinions and make predictions (L2_com_read.5ii)	Check the children can make reasonable predictions about how the mummy can be stopped. Check the children can share their thoughts about the setting and their favourite part of the story.
Writing	talk about what they are going to write (L1_com_writ.1)	Check the children say their sentences aloud before writing them down.
	use basic punctuation (L2_com_writ.4i)	Check the children punctuate their sentences correctly.