

# A problem called Scamp

Heather Haylock

## Focus phonics

m written as mb as in lambs, climb, crumbs

s written as se as in horse, house, horses, farmhouse

## Tricky words

could, everywhere, friends, many, should, their, there, thought, through, worked, would

## Book summary

When Scamp the pony is outgrown by the children in the family, he starts to feel a bit lonely and bored. Attempts by the children to find jobs for Scamp to do are disastrous and Dad wants to sell Scamp. Luckily, Grandad spots where Scamp can be helpful and Scamp is once more an important member of the family.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /m/ spelt mb; and /s/ spelt se, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What could the title mean? Could it be the name of the horse? Could the horse be the problem? What is the horse doing in the illustration? (looking through a window at a cake) Do you think this will be a fiction or non-fiction story? Ask students to share any knowledge or experiences they have of

horses. Ask students what they think might happen in the story. What could the problem be? Look at the title page illustration and discuss. Ask: Why might the horse be for sale? Is it the same horse as on the cover? Make predictions about what might happen in the story. Keep a note of the predictions and return to them later. Ask: Who is the author? Have you read any other stories by Heather Haylock? What did you think of them? (In the Reading Road series, Heather has also written *Let's go camping*, *Eagle eyes* and *Secrets of the sea*) Read and discuss the blurb on the back cover. Notice how the horse looks on the back cover.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /m/ written as mb and /s/ written as se. Locate these words in the text. Think of and record other words that have these same grapheme-phoneme correspondences, e.g. comb, limb; mouse, gorse.

### **Vocabulary check:**

shovels p 21 digging devices like spades for moving soil or gravel

moping p 13 looking sad and lonely

**Morphology:** nibbled has the suffix -ed which makes the verb nibble into the past tense. (Notice only the d is added because the word already has an e.)

**Etymology:** problem - a difficult question proposed for discussion. Late 14th century, probleme, literally "thing put forward", from proballein "propose", from pro "forward" and ballein to throw.

**Tricky word practice:** Display the tricky words *worked* and *thought*. Ask: What are the tricky parts?

worked - the tricky part is or which says /ur/.

thought - the tricky part is ough which says /or/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 4, p 16 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 3, ask: Whose pony was Scamp? (both Logan and Jemma had Scamp until they outgrew him) On p 4, ask: What horses do they ride now? (Star and Copper) Why do you think those names were chosen for the horses? (Star has a star on his nose; Copper is the colour of copper) What does Scamp do now? (hangs out, eating and watching)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups of students; they read a chapter each and then summarise the main ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /m/ written as mb and /s/ written as se.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 8, ask: When did Scamp start to become a problem? (when he got lonely, e.g. when the others were riding at the river or at a horse show) What was wrong with Scamp? (he was bored, felt left out and lonely) On p 14, ask: What did the family decide to do? (they found jobs for Scamp to do for different people) Was this a good solution? (no, because Scamp didn't do the jobs properly) On p 15, what do you notice about the name of the teacher? (the same name as the author) Could this be based on a true story? (it's possible)

## After reading

**Apply learning:** Discuss the story. Ask: What can you say about the family? (They really wanted Scamp to be happy. They didn't really want to sell Scamp.) On p 20, why did the ad for sale have so many conditions in it? What did each refer to? (They related to the problems Scamp caused - Dad wanted to avoid another family having the same problems.) What made the family decide to keep Scamp? (Grandad made a cart for Scamp so he could help on the farm, and he wasn't bored any more)

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover.

**Fluency:** Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it at a natural speaking pace with minimal sounding out to their partner, then swap over. Read parts of the text together (choral-reading) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 8)

Another day, Scamp watched as we loaded Copper and Star into the truck to go to a horse show. He was lonely without his horse friends, so he trotted up to the house. He chewed some bread and gulped down a carrot cake cooling on the windowsill, leaving just some crumbs. Dad was not happy.

"That pony is bored," said Grandad, looking up from the paper that evening.

(page 9)

Grandad was never bored. He spent lots of time hanging out in his shed, inventing things. But not everything he made worked the way it should.

(page 11)

One morning, Grandad saw Logan and me sweating hard as we pushed the chicken coop to a spot in the sun. Grandad grabbed his screwdriver. He quickly added wheels to the coop. But the coop flew down the hill at top speed and crashed, with a flurry of feathers. Luckily, no chickens were hurt!

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/m/ spelt mb. /s/ spelt se.

Read and write words and sentences.

### **Worksheet 2: Comprehension**

Answer questions about the story.

Vocabulary.

Synonyms and antonyms.

### **Worksheet 3: Social Science - Animal Welfare**

Hold a photographic pet show.

Write about responsibilities of pet owners.

Create a poster.

### **Worksheet 4: Maths**

Measuring



# Eagle eyes

Heather Haylock

## Focus phonics

e written as ea as in weather, heavy, threats, head

u written as o as in other, coming, stomach

## Tricky words

any, because, eye, many, move, people, should, their, there, through, two, where, work, would

## Book summary

Some animals have clever eyes – rattlesnakes have heat-seeking eyes and eagles can see far further than a human. Experts have developed lots of different tools to help humans see hard-to-see things, such as into a person's body, up into space, or deep into forests.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /e/ spelt ea and /u/ spelt o, in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. thread, lead, ready; love, glove, above.

## Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

## Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What does the title mean? What is the photo of? Share any prior knowledge of eagles. Who is the author? Have you read any other books by Heather Haylock and what did you think of them? (Heather has written other books in the Reading Road series such as Let's go camping, A problem called Scamp, Secrets of the sea) Were they fiction or non-fiction? Do you think this book is fiction or

non-fiction and why? Why do you think the author chose this title? Make predictions about what kind of information might be given in this non-fiction text. Keep a note of predictions and return to them later. Flip through the book to get a sense of the contents. Read and discuss the blurb on the back cover.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /e/ written as ea, and /u/ written as o. Flip through the text to find and read words with these same focus phonemes. Discuss the meaning of these words. Build the focus word *head* with letter cards. Think of words that rhyme with *head*. List these to read together, e.g. read, lead. Discuss their meaning. Think of other words with the /u/ sound as in *other*, e.g. brother, mother, cover. Read the words and discuss their meaning.

**Vocabulary check:**

chameleons p 25 slow moving lizard-like creatures that change colour and have eyes that move independently (note the ch sounds like /c/)

dense p 14 thick or heavy - it's hard to see through it, e.g. thick fog or forest

**Morphology:** binoculars p 9 – bi means two and ocu means eyes, therefore the meaning is two small telescopes side by side. Ask: What other words do you know starting with the prefix bi-? (bicycle (2 wheels); bilingual (speaks 2 languages)). 1738, "involving both eyes", earlier "having two eyes" (1713), from French binoculaire, from Latin bini "two by two, twofold, two apiece" (see binary) + ocularis "of the eye", from oculus "eye".

**Etymology:** telescope p 7 the suffix -scope means examine, inspect; instrument for viewing to make things look bigger and closer; the prefix tele- means long tube-like instrument, an instrument for viewing, covering distance. Originally from "optical instrument by means of which distant objects appear nearer and larger", 1640s, from Italian telescopio (Galileo, 1611), and Modern Latin telescopium (Kepler, 1613), both from Greek teleskopos "far-seeing". Ask: What other words do you know that end in the suffix -scope? (endoscope p 10; microscope p 6) Discuss their meanings.

**Tricky word practice:** Display the tricky words *any* and *where*. Ask: What are the tricky parts of these words?

any - the tricky part is a which says /e/.

where - the tricky part is ere which says /air/.

Practise spelling and reading these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: What does it mean to have eagle eyes? Do you have eagle eyes? Can you see things that others can't see? Look at the picture on p 3. Ask: What tool has been invented to see things far away in space? (telescope) On p 5, ask: If things are too small to see, what tool can we use to make them look bigger? (glasses) Before glasses were invented, what was used to magnify print? (reading stones) On p 6, ask: What else works like a reading stone to make things look bigger? (magnifying glass and microscope) Continue reading at a natural speaking pace with minimal sounding out.

- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially with words using the focus phonemes of /e/ written as ea and /u/ written as o.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 12, ask: What tools have been made to see into people's bodies? (endoscope, PillCam and x-rays) Share experiences of anyone who has had an x-ray. On p 21, ask: How can drones help to see things? (cameras can be fitted to drones for filming sports events or finding things in unsafe places like lost animals) What other ideas do you have for how drones can help?

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about eyes and things that help us to see? Which tool or animal is your favourite? Why do you say that? How many eyes would you like to have and why? What did the author need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises?

Retelling the text. Ask students to choose a heading and retell part of the text.

Read and discuss the questions on the inside back cover. On p 7, what are astronomers? (people who study space) Count and clap the syllables in *astronomers*. Make a list of 10 words from the book with up to four syllables and write the number of syllables beside them. Clap the syllables as you say the words. (some possible words: eagle, habitat, poked, swallow, magnifying, telescopes, microscopes, robot, drone, invented, independently, chameleons, rattlesnakes)

On p 22, locate the word "eagle's". On p 25, locate the word "snails". Explain why the apostrophe is before or after the s. (p 22 refers to one eagle; p 25 refers to all snails) Read the sentences with these words in them aloud.

Locate 10 words in the story with adjacent consonants and read them together, e.g. spot, spider, starfish, scallop, snail, snake, clever, flying, grab, swoop.

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it at a natural speaking pace with minimal sounding out, then swap over. Read parts of the text together (choral-reading) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 3-4)

Clever tools have been invented to help people see things that are hard to see. These tools mean we can see far away. We can look up into space and we can look down onto the globe. We can watch animals in the wild. We can even look inside the human body.

If people find it hard to read small print today, they can wear glasses to help. Before glasses were invented, people came up with some clever ways to help them read. 'Reading stones' were small lumps of glass shaped like pebbles. When they were put on top of letters, the letters looked bigger.

(page 6)

Magnifying glasses work like reading stones. Magnifying glasses make little things look bigger. They can magnify things like insects, skin, rocks and hairs. Microscopes help us look at things that are too small to be seen at all by the naked eye, such as tiny animals in a drop of pond water.

### Follow-up activities

Students complete the follow-up activities:

#### **Worksheet 1: Phonics**

/u/ spelt o. /e/ spelt ea.

Write sentences, definitions.

#### **Worksheet 2: Comprehension**

Answer questions about the text.

Write a book review.

#### **Worksheet 3: Science**

Write about inventions.

#### **Worksheet 4: Science**

Write about clever animal eyes. Write and draw about what you would like to be able to see.





# Human body fact file

Susan Frame

## Focus phonics

c written as ch as in stomach, toothache

l written as le as in little, responsible, particles, ossicles, puzzle

## Tricky words

because, could, eye, many, people, their, there, thought, through, two, who, would

## Book summary

This book tells us odd and interesting body facts about the human brain, our feet and everything in between.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /c/ spelt ch and /l/ spelt le, that feature in the text and extend to other known words with the same phonemes, e.g. echo, school, headache; middle, muddle, puddle.

## Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

## Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What does "fact file" mean? (information) What is the picture of? (a girl with a sketch of a brain) Compare this photograph to the title page illustration. What do you see? (two boys playing wheelchair basketball) Who is the author? (Susan Frame) Share knowledge and views of any other books written by Susan. (in the Reading Road series Susan has written Look at the tails!, On your feet, Dot and Dash, Landmarks, Spies) Invite students to share any prior knowledge of the topic of the

book, and make predictions about what kind of information might be given in the text. Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover. Look at the pictures around the blurb. What do they tell you about the human body? Flip through the book to get a sense of the contents. Do you think this is a fiction or non-fiction text and say why.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /c/ written as ch and /l/ written as le. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. The grapheme ch has two sounds. Sort these words into the way the ch sounds - as /ch/ or /c/, e.g. chest, stomach, chemistry, chair, chin, Christmas, chocolate, technology, echo. Then read the words.

### **Vocabulary check:**

swallow p 18 make food or water go down your throat

sweat p 24 moisture coming through the pores of the skin – this happens when we have a fever or when we get hot

**Morphology:** harmless p 27 means without harm. The suffix -less means “without” if attached to an adjective or noun (e.g. harmless, careless).

**Etymology:** transmit p 13 means to send from one person or place to another; the origins are “send over, onward, or along”, c1400, from Latin transmittere “send across, cause to go across, transfer, pass on”, from trans “across, beyond” (see trans-) + mittere “to release, let go; send, throw”.

**Tricky word practice:** Display the tricky words *because* and *thought*. Ask: What are the tricky parts of these words?

because – the tricky part is au which says /o/ and se which says /z/.

thought – the tricky part is ough which says /or/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: Where is your strongest bone? (in your leg – your thigh bone) On p 3, ask: What does your skull do? (protect your brain) On p 5, ask: What do you know about fingerprints? (no two are the same) Students carry on reading.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups or pairs of students; they read a section each and then summarise the main ideas and report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially words with the focus phonemes of /c/ written as ch and /l/ written as le in the text.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 9, ask: What is the best food to help your brain? (walnuts) What shape is your brain? (like a walnut) On p 10, ask: What does "I spy with my little eye" remind you of? (it's a game people play when they guess what someone else is looking at) On p 11, ask: What size and texture is an eye? (size of a pingpong ball and soft like jelly) On p 13, ask: What are the smallest bones in your body called and what do they do? (ossicles are in the ear – they transmit sound to your brain) On p 14, ask: What part of your body keeps your lungs clean? (hairs in your nostrils)

## After reading

**Apply learning:** Discuss the text. What new information have you learned about the human body? Do you think having "fact file" in the title was a good idea for this text? Which fact is your favourite? Why do you say that? What did you think of the fact boxes? Did they help you understand things? What did Susan (the author) need to know before writing this text?

**Comprehension:** Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? On p 16, ask: How many teeth will you have when you are an adult? (32) What do you notice about the girl's teeth in the picture? (she has a gap – she has lost a baby tooth) On p 17, what is enamel? (it's on the outside of teeth and is harder than bone) On p 22, what is the size of a stomach when it is empty and when it is full? (a plum and a football) What is the fact you liked the least?

Ask students to choose a heading and retell that part of the text.

What could you learn from this text? Is there a message? (we are not all the same, but our bodies all do an amazing job)

Notice on pp 20-21 there are two words that rhyme, *globe* and *lobe*. What do they mean? *Globe* is another word for our world or earth. *Lobe* is the name for the parts of our lungs. Our left lung has two lobes, the right side has three lobes. Lobes are like balloons that fill with air when we breathe.

On p 18 there are examples of assonance (where the vowel sound is repeated in the same sentence) – "drool is cool" and "pool of drool"? What is drool? (spit) How much spit can you make in a lifetime? (two swimming pools full)

On pp 24-25, how far might your feet walk in a lifetime? (five times around the globe) Why do feet smell bad sometimes? (they sweat when they work hard) How much sweat do feet make in a day? (a mug full) How do you stop the smell? (wash feet each day)

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 8)

Your brain sits inside your skull and is like your body's own computer.

The growth of your brain is not complete until you are about 25 years old.

For your brain to operate well, you need to drink lots of water and eat good foods like leafy greens, eggs and nuts – walnuts are the best. They look like a brain, too!

(page 9)

Everything that you do, think and feel starts in your brain. Wow! What a big job it has. You must look after it well.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/l/ spelt le. /c/ spelt ch.

Sort words.

Write sentences.

### **Worksheet 2: Comprehension**

Answer true or false questions.

Find information in the book and write about it.

### **Worksheet 3: Science/Biology**

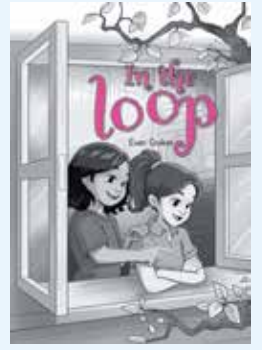
Complete a graphic organiser.

Label a body outline.

### **Worksheet 4: Science/Biology**

Complete sentences about the body.

Name body parts.



# In the loop

Evan Croker

## Focus phonics

ch written as tch as in watched, watch, twitchy, catch, fetched, sketched

r written as wr as in wrote, written, wrecked

## Tricky words

anything, could, move, somewhere, their, there, thought, through, tomorrow, two, where, worked, would

## Book summary

Two best friends who live in opposite houses try to communicate without technology one weekend. Their best effort involves putting a loop of string between their bedroom windows and attaching a note to it. All is going well until a squirrel jumps onto the string and wrecks their invention.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /ch/ spelt tch and /r/ spelt wr, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the front cover and read the title together. Ask: What do you see? What could the title mean? What's a loop? (a circle) "In the loop" is a saying that means keeping each other informed. Who wrote the story? Have you read any other books by Evan

Crocker and what did you think of them? (in the Reading Road series, Evan has written Pie in the sky, Ducks in a row, Living room beach) Do you think this text is fiction or non-fiction and why? Look at the illustration on the title page. Point out that it is in black and white. What do you see? Could this be the girls' way of keeping each other "in the loop"? Read and discuss the blurb on the back cover and notice the illustration. What is happening? Flip through the book to get a sense of the contents. Invite students to share any prior knowledge of the topic of the book, and make predictions about what might happen in the story. Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /ch/ written as tch and /r/ written as wr and find these words in the text. Think of other words that start with wr and list them, e.g. write, wrong, wreck, wring, wrap. Look at the words *watch* and *watched*, *fetch* and *fetches*. What is the past tense of *catch*? (caught – this is an exception to the pattern)

**Vocabulary check:**

brainwave p 8 sudden clever idea

fetches p 10 went and collected

**Morphology:** below p 24 – the root word is low; the prefix be- means by, near, next to, around or close: other words with the be- prefix are beside, behind. These words are adverbs showing where something is situated.

**Etymology:** p 4 communicate – to share information with others. 1520s, "to impart (information, etc); to give or transmit (a quality, feeling, etc) to another" from Latin *communicatus*, past participle of *communicare* "to share, communicate, impart, inform".

**Tricky word practice:** Display the tricky words *somewhere* and *anything*. Ask: What are the tricky parts of these words?

somewhere – the tricky part is ere which says /air/.

anything – the tricky part is a which says /e/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 2 on p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. On p 4, ask: Why did the girls need a different way to communicate at home at night? (because they weren't allowed on phones or screens) Is this the rule in your house? What was the school project about? (they had to communicate without modern technology) Students carry on with the reading in a natural speaking pace with minimal sounding out.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then summarise the main ideas to report back on.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /ch/ written as tch and /r/ written as wr.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 7, ask: What was the first idea the girls had? (flashing torches in morse code) On p 8, what was their next idea? (a paper plane). On p 13, what was the next idea? (a note on a string) Ask: Can you think of any other ideas?

## After reading

**Apply learning:** Discuss the story. What can you say about Cora and Yasmin? What can you say about the ideas the girls were trying? What was your favourite part of the story?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. What happened first, next, and then? Discuss the questions on the inside back cover.

On p 16, how did the girls plan to improve on their last idea? (make the string move not just the note by putting the string round wheels) Where did they get the wheels from? (doll's pram) Did this plan work? (yes, at first) What wrecked it? (a squirrel) How did Mum come to the rescue for the project? (she had a video on her phone of the girls sending notes across the street)

Make a list of the challenges the girls met. What can you say about their personalities? (they didn't give up)

**Fluency:** Choose a passage from the book and model how to read it fluently, paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it fluently/with expression to their partner and then swap over. Read parts of the text together (choral-reading) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 7)

Yasmin found a torch when she got home. She ran up to her bedroom and flashed the torch on and off at Cora's window. Cora saw the flashes, but did not know what Yasmin was trying to say! She shook her head and shrugged at Yasmin.

(page 8)

Then, Cora had a plan. Yasmin watched as Cora wrote a note on a paper plane. Cora threw the plane as hard as she could, but it did not go far. It hit a pole and fell onto the footpath. A dog ran off with it.

"Come back here, dog!" Cora shouted.

Yasmin looked at the pole. It had wires on it. They went all along the street. She had a brainwave.

"What we need is string!" Yasmin said to herself.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/ch/ spelt tch. /r/ spelt wr.

Read and write words, write sentences.

Write dictated sentences.

### **Worksheet 2: Comprehension**

Fill in a story planner and retell the story.

Complete sentences with correct punctuation.

Adjectives.

Write a book review.

### **Worksheet 3: Science and Technology**

Make string telephones.

### **Worksheet 4: Maths**

Write a code and write a coded note.





# Living room beach

Evan Croker

## Focus phonics

ar written as a as in last, plaster, cast, past

ear written as eer as in peered, cheer

## Tricky words

again, anything, could, friends, laughed, nowhere, should, their, there, thought, two, where, work, would

## Book summary

Kenzo and Arata are looking forward to summery days at the beach, but Arata breaks his leg and their plans are ruined. Kenzo comes up with the idea of building a beach in their tenth floor flat. This goes well until the paddling pool bursts.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /ar/ spelt a and /ear/ spelt eer, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: Who has a beach experience they would like to share? What do you take to the beach? What could the title mean? Would you find a beach in a living room? What do you see in the picture? (These boys are Arata and Kenzo. Arata has his leg in a cast. Kenzo is pretending to surf.) Compare the title page picture with the front cover. Do you see beach equipment? What do you think will be the setting

for the story? (a living room or a beach?) Who wrote the story? (Evan Croker) Have you read any other stories by Evan and what did you think of them? (He has also written *In the loop*, *Pie in the sky*, *Ducks in a row* in the Reading Road series.) Do you think this is a fiction or non-fiction text and why? Read the blurb on the back cover. Notice the illustrations of beach equipment. Invite students to share any prior knowledge of the topic of the book, and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Flip through the book to get a sense of the contents.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /ar/ written as a and /ear/ written as eer. Locate these words in the text. Think of and record other words that rhyme with last, e.g. fast, mast, vast.

### **Vocabulary check:**

balcony p 2 outside area that sticks out from an upper level of a building

cast p 8 shape made of plaster to hold broken bones in place

**Morphology:** internet p 17 a global network of linked computers. The prefix inter- means among, between, reciprocal or mutual. The word internet originated in the 1970s.

**Etymology:** basement p 14 lowest floor of a building which can be below or partly below ground level. 1730 from "base" verb and "ment" suffix.

**Tricky word practice:** Display the tricky words *nowhere* and *laughed*. Ask: What are the tricky parts of these words?

nowhere – the tricky part is ere which says /air/.

laughed – the tricky parts are au which says /ar/ and gh which says /ff/.

Practise reading and spelling these words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 2, p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. On p 2, ask: Where do the boys live? (10th floor in a block of flats) How can you tell they are excited? (arms waving in the air in the picture) What are they excited about? (summer holidays coming up) What do they want to do over summer? (go to the beach and surf) On p 4, ask: Why didn't they take the lift up to the 10th floor after school? (it was too slow to arrive) Students carry on with the reading in a natural speaking pace with minimal sounding out. Pay attention to punctuation, changing the tone for each character.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then summarise the main ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /ar/ written as a and /ear/ written as eer.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 5, ask: What's a Wave Rider? (surf or boogie board) On p 6, why are the boys rushing? (to meet Dad at 4 pm) How did Arata break his leg? (he slipped and skidded down the concrete steps as he was passing Kenzo five steps at a time) On p 9, what bad news did Arata get? (he would be in a plaster for six weeks) Why did Arata wail when he heard that? (it meant he couldn't go to the beach in the summer holidays) What can you say about Arata and Kenzo so far?

## After reading

**Apply learning:** Discuss the story. What rules did the nurse tell Arata to follow? (keep his leg up and not get the cast wet) What can you say about the idea Kenzo had of bringing the beach to the living room for Arata? What was your favourite part of the story?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover.

On p 2, what is concrete? (hard cement that footpaths can be made of) On p 23, what does "commentate" mean? (talking about what is happening in the moment) Find words that are in the past tense and say what verb is their base word, e.g. sulked p 12 from sulk; grabbed p 5 from grab; laughed p 23 from laugh; ran p 4 from run. Continue on with the following ones: stank p 2, spun p 6, replied p 12, laid p 14.

Look for words ending in er that sounds like /u/, e.g. summer, hotter, water. Practise saying these words with the schwa sound on the end.

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. Students choose another brief passage and read it fluently/with expression to their partner and then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 12)

Summer was getting hotter by the day. "There must be a way to get there," Arata said to Kenzo.

"Where?" said Kenzo.

"The beach!" said Arata.

"But the wheelchair won't fit in Dad's car," Kenzo replied.

"There are big cabs that have extra room for wheelchairs," said Arata.

"That would cost too much. And what would you do when you got there?" Kenzo asked.

"I would paddle," Arata said.

"The nurse said you had to keep off your leg and keep the plaster dry. And what if you got sand down the cast? It would itch like anything," Kenzo said.

Arata sulked.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/ar/ spelt a. /ear/ spelt eer.

Read and write words and sentences.

Vocabulary.

Definitions.

### **Worksheet 2: Comprehension**

Answer questions about the story.

Verbs.

Synonyms.

Joining sentences.

### **Worksheet 3: Geography**

Read about beaches.

Use an atlas.

Design a travel poster.

Write a persuasive piece of writing.

### **Worksheet 4: Maths**

Design a living room using a grid and plan.



# Secrets of the sea

Heather Haylock

## Focus phonics

air written as are as in scare, care

j written as dge as in ledges, ridges, edge

## Tricky words

again, eye, many, move, people, their, there, two, where, would

## Book summary

The sea has lots of different areas to it, where different plants and animals live. We look at the coast, rock pools, coral reefs and the Poles. The sea also has different layers – the sunlit zone, the deep, dark zone and the seabed. The sea is vast, varied and vital to life on Earth.

## Learning intention

**Phonics:** To decode words with the phonemes /air/ spelt are; and /j/ spelt dge in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. bridge, hedge, square, prepare.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the front cover and read the title together. What could the title mean? What secrets could the sea have? Are there any clues in the picture on the cover? Ask: Is this a fiction or non-fiction text and say why. Who is the author? (Heather Haylock) Why would she write about the sea? What is important about the sea? Invite students to share any prior knowledge of the topic of the book, and make predictions about what kind of information

might be given in the text. Keep a note of predictions and return to them later. Read and discuss the blurb together on the back cover. Flip through the book to get a sense of the contents. Share knowledge and views of any other books read that were written by Heather. (in the Reading Road series Heather has written Let's go camping, A problem called Scamp, Eagle eyes)

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /air/ written as are; /j/ written as dge. Flip through the text to locate and read words with these same focus grapheme-phoneme correspondences. Discuss the meaning of these words. Build the focus word *edge* with letter cards. Think of words that rhyme with *edge* or have the same grapheme-phoneme correspondence. List these to read together, e.g. hedge, ledge, ridge, lodge.

**Vocabulary check:**

pry p 6 use force

shoal p 23 large number of fish swimming together

**Morphology:** unicorn p 17 has the prefix uni- meaning one. Cornu means horn. Unicorn means a mythological horse with one horn. Think of other words that start with uni, e.g. unicycle, uniform.

**Etymology:** surviving p 15 means to outlive or live longer or continue to remain alive. It comes from two Latin words: super, which means "above, over, or beyond" and vivere, which means "to live". These two words combine to make *survive*, *surviving*. Ask: What other words come from these root words? (survival, survivable)

**Tricky word practice:** Display the tricky words *eye* and *move*. Ask: What are the tricky parts of these words?

eye – the whole word is tricky - it says /igh/.

move – the tricky parts are: o which says /oo/ as in moon and ve which says /v/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 14 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. On p 2, ask: Why is the sea important? (there is more sea than land, it controls the weather) On p 3, ask: If we didn't have the sea what would happen to the land and say why? (it would be a lot hotter – the sea absorbs the sun's rays) What does the word "absorbs" mean? (soaks up) Notice the apostrophe in "sun's heat". Why is it here? (the heat belongs to the sun, so the apostrophe shows what the heat belongs to) Students take over the reading.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups of students; they read a section each and then summarise the main ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /air/ written as are; /j/ written as dge.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 4, what are the different parts of the sea? How do the labels on the illustration help you? On p 6, what are some animals that live on the coast? On p 8, where does a limpet live? What is special about limpets?

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about the sea and its secrets? Which is your favourite sea secret? Why do you say that? What did you think of labels on the illustrations (pp 4, 18) and captions under the illustrations? (pp 9, 14) Why did the author use these features? Did they give you a better understanding of the text? What did Heather (the author) need to know before writing this text?

**Comprehension:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. p 14, what is a coral reef? What is it like on a coral reef? How long can it take for a coral reef to form? Is a coral reef useful as well as beautiful? What plants or animals live there? What useful things do parrotfish do? If you were a fish, which layer or zone of the sea would you like to live in and why?

Read and discuss the questions on the inside back cover.

Ask students to choose a heading and retell that part of the text.

Comb jellyfish p 26 – say the word *comb*. What other words do you know with the phoneme /m/ written as mb? (e.g. limb, lamb, numb)

On p 13, what do squid do? (hide in small gaps, squirt black ink to escape from predators) Think of other words that start with the adjacent consonants sq. (squeeze, squash, square)

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner to their partner. Then they swap roles. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 7-8)

The tide comes in and out at the coast. When the tide comes in, waves wash over the rocks. When the tide is out, we can see the shore again, but water has been trapped between the rocks. This makes rock pools. Animals living in rock pools need to be able to cope with water going in and out

Limpets hold onto the rocks with a sticky mucus so they don't get swept away when the tide is going out. When the tide comes back in, they move around to find food.

## Follow-up activities

Students complete the follow-up activities:

### Worksheet 1: Phonics

/j/ spelt dge. /air/ spelt are.

Write words.

Word meanings. Complete sentences.

**Worksheet 2: Comprehension**

Summarise information.

**Worksheet 3: Science**

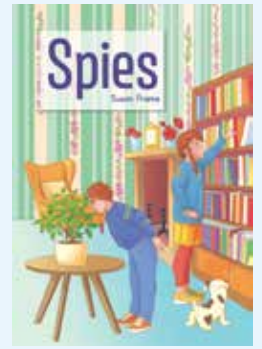
Extract information.

Label a diagram.

**Worksheet 4: Geography/Our Living World**

Write a report on an animal.





# Spies

Susan Frame

## Focus phonics

u written as o\_e as in some, come, above, welcome, somehow, something, comes, glove, gloves

o written as a as in watch, washing, was, what, what's

## Tricky words

any, could, everywhere, eyes, laughs, laughing, moved, Mr, Mrs, people, their, there, thought, where, who, work, would

## Book summary

Rosy and Cooper become spies in order to help investigate strange disappearances from their neighbour's house. Cooper's new glasses contribute to a successful investigation. This helps him accept his new glasses AND helps the neighbours retrieve their lost things.

## Learning intention

**Phonics:** To decode words with the phonemes /u/ spelt as o\_e; and /o/ spelt as a, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover illustration and read the title together. Ask: What is a spy? Notice the plural of spy. (spies) What could the children (Cooper and Rosy) be doing? (searching for something) Who is the author? (Susan Frame) Why do you think she might have called the book "Spies"? Do you know any other books written by Susan and what did you think

of them? (in the Reading Road series Susan has written Look at the tails! Dot and Dash, On your feet, Landmarks, Human body fact file) Invite students to share any prior knowledge about spies, and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /u/ written as o\_e and /o/ written as a. Locate these words in the text. Think of and record other words that rhyme with glove/s, e.g. love/s, dove/s.

**Vocabulary check:**

attic p 2 room at the top of a house, inside or partly inside the roof

squints p 5 nearly close one or both eyes to try to see more clearly

**Morphology:** remind (verb) p 28 make someone aware of something forgotten or possibly forgotten; the prefix re- means again or to indicate repetition.

**Etymology:** investigate (verb) p 11 make a formal inquiry research or study; early 15th century, from Old French "investigacion" (14th century), from Latin "investigationem" (nominative investigatio) "a searching into, a searching for", noun of action from past participle stem of investigare "to trace out, search after".

**Tricky word practice:** Display the tricky words Mrs and everywhere. Ask: What are the tricky parts of these words?

Mrs – the tricky part is rs. Mrs is an abbreviation for a title used before the surname of a married woman and is pronounced as misiz.

everywhere – the tricky part is ere which says /air/.

Practise reading and spelling these words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 4, p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: Where is Cooper's room? (in the attic) What's an attic? (room on top level inside the roof) On p 3, ask: What did Rosy notice about the people at number 8? (they must love green, as they have lots of green things) Continue reading at a natural speaking pace with minimal sounding out.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a chapter each and then summarise the main ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /u/ written as o\_e and /o/ written as a.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 4, what do you notice about the neighbours at number 10? (they have a puppy) On p 7, why is this chapter called "Time to talk"? (because Cooper was having trouble seeing the puppy and Rosy thought Mum and Dad should know about his problems seeing things) On p 10, what made Rosy call Cooper a spy? (his new red glasses made him look different like a spy) What "spy" names did they give themselves? (Nosy Rosy and Cooper the Snooper) Why do you think the author chose those names? (they sound nice because they rhyme and could be what spies do – snoop and be nosy) What can you say about Rosy and Cooper so far?

## After reading

**Apply learning:** Discuss the story. What can you say about the idea the children had of being spies? How do Rosy and Cooper find their first spy job? What was your favourite part of the story?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover. Is Digger a good name for the puppy? Say why or why not. Notice that Digger has a schwa sound on the end, like /u/. Find other examples of words with the schwa sound at the end, e.g. Cooper, robber.

Look at the words *there* and *their*. Say what the difference is in their meaning.

On p 19, look at the words "the Robertsons' puppy" Why does the apostrophe come after the s? (because the puppy belongs to the Robertsons and there is more than one Robertson)

What does "perplexed" mean on p 23? (puzzled or confused) Find the ellipsis on p 7. What does this mean? (unfinished sentence or a pause)

**Fluency:** Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 12-13)

Cooper reads out loud. "Lost. One TV remote. One phone. One red, hand-knitted glove. If you find the above items, pop into 10 Tay Street to see Pete and Lily Robertson."

Cooper looks up from the list. "10 Tay Street? That's right across the road," he says.

"It's annoying not being able to find things," says Dad. "I couldn't do without my phone."

"And I know how hard it is to knit gloves," Mum says. "One missing glove would be a real bother!"

"What would we do if we lost the game controller?" Cooper says to Rosy.

They look at each other in shock. "We need to try and help the Robertsons," says Rosy.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/u/ spelt o\_e; /o/ spelt a.

Read and write words and sentences.

### **Worksheet 2: Comprehension**

Answer questions about the story.

Definitions.

Write sentences.

Fill in the story planner and use it to retell the story.

### **Worksheet 3: Science**

Make invisible ink.

Write a secret message.

Answer questions about the experiment.

### **Worksheet 4: Maths**

Write the 9x table.

Do street number spy calculations.



# What's that pong? Incredible plants

Samantha Montgomerie

## Focus phonics

l written as al as in colossal, animal, animals, finally

## Tricky words

again, any, because, once, their, there, through, two, where, who, would

## Book summary

We look at lots of clever things that plants do and why they do them, including plants that pong like rotten meat to attract pollinators, and plants that eat animals.

## Learning intention

**Phonics:** To decode words with the phoneme /l/ spelt al in the text and extend to other known words with the same spelling of this phoneme, e.g. fatal, final, medal, nasal, loyal, royal, oval.

## Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections
- Ask questions
- Visualise

## Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. What does "pong" mean? (a nasty smell) Do you think a plant would have a nasty smell? What does "incredible" mean? (unbelievable, amazing, outstanding, different) Ask: What do you see in the picture? Could this be a smelly plant? (it is smelly, it is the corpse flower) Look at the title page. Could this be another smelly plant? Who is the author? (Samantha Montgomerie) Ask: Why do you think Samantha chose this title? (to catch the eye of students and show them that it will be a fun book to read) Have you read any other books by Samantha and what did you think of them? (in the Reading Road series, Samantha has written Rock it!, Tip that hat, Kick Fly Draw Drum) Read and

discuss the blurb on the back cover. Flip through the book to get a sense of the contents. Ask: Has anyone been near a smelly plant? Share any prior knowledge. Ask: Is this a fiction or non-fiction book? How do you know? Make predictions about what kind of information might be given in the text. Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phoneme of /l/, written as al. Flip through the text to find and read words with this focus phoneme and spelling. Discuss the meaning of these words. Build the focus word *animal* with letter cards. Think of words that rhyme with *animal*. List these to read together. Sort these words into /l/ spelt al and /l/ spelt le, e.g. petal, usual, little, middle, cattle, riddle, vocal, vital, apple. Then read the words.

**Vocabulary check:**

pong p 2 unpleasant smell

pitcher p 16 large jug

**Morphology:** incredible – impossible to believe. The prefix in- means not. The root word “cred” comes from the Latin meaning to believe. The suffix -ible means able to be. Altogether “incredible” means “not able to be believed”.

**Etymology:** Cactus p 8 c1600, in the classical sense, “cardoon, artichoke” from Latin cactus, from Greek kaktos, name of a type of prickly plant of Sicily (the Spanish artichoke).

**Tricky word practice:** Display the tricky words *once* and *again*. Ask: What are the tricky parts of these words?

once – the tricky parts are on which says /w/ /u/; and ce which says /s/ – /w/ /u/ n/ /s/.

again – the tricky parts are a which says /u/; ai which says /e/ – /u/ /g/ /e/ /n/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: How does a rose smell? (sweet) On p 3, ask: What does corpse mean? (dead body) Why is this plant called a corpse lily? (it looks like a dead animal and smells rotten) On p 4, ask: Why has this flower got the corpse name as well? (it smells of rotting flesh) How often does it flower? (once in 5-10 years) How high does it grow? (up to 3 m) What does “colossal” mean? (huge) Where have you seen this flower already in the book? (on the cover) Compare the two pictures on p 4 and the front cover. Discuss the differences.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each using the headings and then summarise the ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phoneme of

/l/ written as al. Practise making the focus words with letter cards, e.g. colossal, finally, animal, animals.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 6, ask: Why do insects go to the dragon arum lily? (it smells like a meal to them) On p 7, why do these plants smell so bad? (to attract insects that will spread their pollen) On p 11, what clever things do cactus plants do? (they store water and have prickles to scare away animals that want a drink)

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about incredible plants? Which plant is your favourite? Why do you say that? What did you think of the speech bubbles in the book? Did they help you understand things? What did Samantha (the author) need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? On p 11, what does "sinister" mean? What do you notice about the phrase "meat-eating munchers" on p 14? (it has alliteration of "m", it has a compound word with a hyphen, it sounds funny; it also is a good introduction to what a venus fly trap does) Why is the venus fly trap a sinister meat-eating muncher? (its main aim is to trap flies for food) What are booby traps? (hidden traps – the fly doesn't see the whiskers in the venus fly trap)

Discuss the questions on the inside back cover.

Ask students to choose a heading and retell part of the text.

Look for synonyms in the text for the word *pong*. (stench, stinky, bad smell)

Find words in the text that end in -ible like incredible, horrible, terrible, possible, and discuss their meaning. Count and clap the syllables in each.

Find the meaning of the following words in the context of the text and discuss: complex, triggers, nectar, segments.

Sometimes two words sound the same but their meanings are different, e.g. meet, meat. They are called homophones. Think of other examples, e.g. pour, poor; here, hear.

What do you notice about the words "survive and thrive" on p 25? (They rhyme. This is an example of assonance which the author uses to make the text interesting. Alliteration (e.g. in meat-eating munchers) is for the same reason.) What helps the plants to survive and thrive? (seeds being spread far and wide)

Find words in the text with adjacent consonants, e.g. flesh, storing, plant, clever, blow, prickly, spines. See who can find the most.

**Fluency:** Choose a passage from the book and model how to read it with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner, then swap over. (Make sure they change tone as appropriate for the speech bubbles.) Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 2)

There are some incredible plants on our planet. Let's take a look at some clever things that plants do, and why. Not all plants smell sweet like a rose. Some can make a terrible pong. Hold your nose! You are going to meet some stinky plants and find out why they smell so bad.

(page 3)

The corpse lily is red and has bumps on it. The bumps make it look like meat. Inside, it has hairs. It looks like a dead animal. It smells like rotten fish.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/l/ spelt al.

Write words.

Dictated sentences.

Write sentences.

### **Worksheet 2: Comprehension**

Vocabulary work.

Complete sentences.

Write a book review.

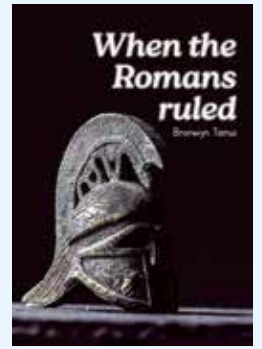
### **Worksheet 3: Science/Our Living World**

Name the plants and write facts about them.

### **Worksheet 4: Science/Information Organisation**

Draw flow charts.





# When the Romans ruled

Bronwyn Tainui

## Focus phonics

s written as c as in city, place, places, citizens, magnificent, citizen, exercise, ceremony

n written as gn as in designed, designs

## Tricky words

because, could, friends, many, people, their, there, who, working, would

## Book summary

Thousands of years ago the rulers of Rome built a formidable army and set forth to invade other lands. All the places they invaded became part of the mighty Roman empire. We look at different aspects of Roman life, including how the army operated, what the Romans built and day to day life.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /s/ spelt c and /n/ spelt gn, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. space, face; gnome, gnaw.

## Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

## Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What does the title mean? What is the photo of? Share any prior knowledge of Roman times. Who is the author? (Bronwyn Tainui) Have you read any other books by Bronwyn and what did you think of them? (e.g. other Reading Road titles Bronwyn has written are My farm jobs, One top dog, A robber at Pop's, On Fog Hill, Out of orbit, Make it!, Zed) Were they fiction or non-fiction? Do you think

this book is fiction or non-fiction and why? Why do you think the author chose this title? Make predictions about what kind of information might be given in this non-fiction text. Keep a note of predictions and return to them later. Flip through the book to get a sense of the contents. Read and discuss the blurb on the back cover.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /s/ written as c and /n/ written as gn. Flip through the text to find and read words with these same phonemes. Discuss the meaning of these words. Build the focus word *place* with letter cards. Think of words that rhyme with *place* and read these together, e.g. trace, grace. Discuss their meaning.

### **Vocabulary check:**

citizens p 3 people who live in a particular town or city

army p 2 group of people who fight to defend their land or attack other lands

**Morphology:** aqueducts p 16 channels built by people for moving water; aqua means water; duct means tube or passageway. Think of other words using the prefix aqua, e.g. aquarium, aquatic, aquaculture, aquafarm.

**Etymology:** battle p 5 "fight or hostile engagement between opposing forces", c1300, from Old French "bataille".

**Tricky word practice:** Display the tricky words *because* and *working*. Ask: What are the tricky parts of these words?

because – the tricky parts are au which says /o/ and se that says /z/.

working – the tricky part is or which says /ur/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading.
- Students read silently at their own pace; listen to each in turn as they read a brief passage.
- Divide the book up between groups or individual students; they read a section each and then summarise the main ideas and report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially words with the focus phonemes of /s/ written as c and /n/ written as gn.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. on p 6, ask: What are "tactics"? (ways of doing things) What does "employed" mean? (used) What are some of the ways the army attacked a city? (stopped supplies getting in, knocked down the gates, dug tunnels under the walls) What is a catapult? (a weapon that shoots rocks at city walls) On p 8, ask: What is a battering ram? (a heavy beam swung on a rope to batter down city gates) How do you think the people felt when they were in the city with the army trying to get into it? How do you think the people in the army felt?

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about Roman times and when the Romans ruled? What would have been your favourite thing to do in Roman times? What did Bronwyn (the author) need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Ask: What could you learn from this text? On p 21, what is the same/different about what Roman children wore compared to what children wear today? On p 23, what is the same/different about what Roman children learned and played with in Roman times compared to children today? What are some differences between rich and poor people in Roman times? (e.g. rich people had a bath at home, poorer people used public baths; children from rich families were often educated at home, other children went to school)

Retelling the text. Ask students to choose a heading and retell part of the text.

Read and discuss the questions on the inside back cover.

The word "invaded" on p 2 is the past tense of "invade". Find other words that have -ed on the end to make the past tense, e.g. employed. Look at the word "wore" on p 5. This is the past tense of "wear". Find other verbs that do not have -ed, but are the past tense, e.g. "had" is the past tense of "has" or "have"; "made" is the past tense of "make".

Locate words with adjacent consonants in the text. Read them and discuss their meaning, e.g. stopped, skilled.

Find words with double consonants in the text. Read them and discuss their meaning, e.g. battle, different, attack, battering. Notice that usually the double letters make the same sound as if they were a single letter.

Find words with two or more syllables. Count and clap the syllables, and say the words, e.g. em/pire, cit/i/zen, arch/i/tect, col/oss/e/um.

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the list of the focus words from the inside front cover of the text to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students long term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 2)

The city of Rome in Italy is very old. It has existed for nearly 3,000 years. The rulers who lived there long ago formed a strong army. The Roman army was sent out to invade other lands so that the Romans could rule over them. The places they ruled over were called the 'Roman empire'. Men could join the Roman army at 17 years old. If Romans stayed in the army for 20 years, they were given cash and sometimes land. This was a good reason to join the army. Men from invaded lands joined the Roman army, too. You might wonder why.

(page 3)

Well, after 25 years, they could become Roman citizens. People wanted to be Roman citizens because then they would be looked after by the empire of Rome. These benefits helped the Roman army to grow.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/s/ spelt c (soft c). /n/ spelt gn.

Soft and hard c.

Complete sentences.

Definitions.

### **Worksheet 2: Comprehension**

Vocabulary – word meanings and write sentences.

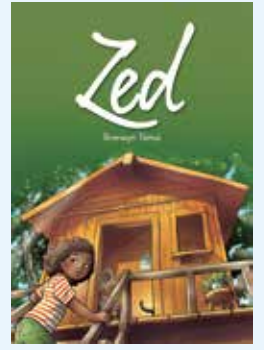
Write summary sentences.

### **Worksheet 3: History**

Fill in facts on graphic organiser.

### **Worksheet 4: Science/Technology**

Write sentences about structures, and illustrate.



# Zed

Bronwyn Tainui

## Focus phonics

n written as kn as in Knight's, knee, know, knelt

air written as ear as in pear

## Tricky words

again, anyone, could, eye, friends, laughed, many, Mr, should, there, thought, tomorrow, two, where, who, would

## Book summary

Ashlee finds a stray cat and decides to keep him in her tree hut until she can persuade her mum to let her keep the cat, who she calls Zed. Mum and Dad find the cat and it looks like Zed will go to the shelter until he does two surprising tricks which change Mum's mind.

## Learning intention

**Phonics:** To decode words with the phonemes /n/ spelt kn; and /air/ spelt ear, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What could the title mean? Could it be the name of the girl? Can you see a clue in the tree house? Could it be the name of a cat? Ask: Where is the story taking place? Who wrote the story? (Bronwyn Tainui) Have you read any other books by Bronwyn and what did you think of them? (in the Reading Road

series Bronwyn has also written *One top dog*, *My farm jobs*, *A robber at Pop's*, *On Fog Hill*, *Out of orbit*, *When the Romans ruled*) Do you think this is a fiction or a non-fiction text and why? Look at the back cover. Read the blurb and discuss what it means. Notice the picture of the cat. Share prior knowledge about cats. Ask: Does anyone own a cat? Share their knowledge about what's needed to look after a cat. Look at the title page and compare the illustration to the cover. Ask: What do you notice in the title page illustration? (a cat peeking out from a hedge looking scared) What do you think will happen in the story? Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /n/ written as kn and /air/ written as ear. Locate these words in the text. Think of and record other words that have these same grapheme-phoneme correspondences, e.g. knock, knit, knack; bear, tear.

### Vocabulary check:

litter p 24 young animals born to an animal at one time. (It can also mean rubbish in a different context.)

slipper p 25 light footwear for indoors

**Morphology:** explore p 8 to travel out of a familiar area and search for information; the prefix ex- means out of, from or thoroughly.

**Etymology:** shelter p 23 a place giving protection from danger or weather; originated in 1590s from middle English, sheltroun, sheltron, sheldtrume "roof or wall formed by locked shields". The sense of "temporary home for animals" is from 1971.

**Tricky word practice:** Display the tricky words *Mr* and *tomorrow*. Ask: What are the tricky parts of these words?

Mr – the tricky part is r. Mr is short for Mister (pronounced Mist/uh/), a term used to address a man before his surname, e.g. Mr Smith.

tomorrow – the tricky part is to. The o says /oo/ as in moon.

Practise reading and spelling these words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 3, p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: What is the name of the girl (the main character) in the story? (Ashlee) How could Ashlee tell that the cat was hungry? (he ate the scraps she gave him quickly) What does gulped mean? (ate very fast in just a few mouthfuls) On p 4, ask: Why didn't Ashlee take the cat home with her? (her mum wasn't keen on cats) Ask: What do you think will happen next? On p 5, ask: Why did the author use the word "bingo"? (to represent Ashlee thinking of a bright idea) Encourage students to read aloud at their own pace, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; groups read a chapter each and then report back on it, summarising the main ideas.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /n/ written as kn and /air/ written as ear.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. on p 8, ask: What was Ashlee's plan? (to keep Zed in the tree hut) Do you think it was a good idea? Say why or why not. On p 12, ask: What does Mum think Ashlee is doing differently these days? (she's in her tree hut more than usual; she's eating a lot of meat) What can you say about Zed so far?

## After reading

**Apply learning:** Discuss the story. Ask: Which of Ashlee's parents first spotted Zed? What did Mum think of Ashlee's plan to keep Zed? How did this story make you feel? Would you like to have found the cat? What would you have named him?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Ask: What convinced Mum that it would be okay to keep Zed? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover. Ask: What does "breeding" mean on p 23? (having babies) What is a "litter"? (a group of baby animals) If a rat has 6 litters each year with 18 pups in each litter, how many pups is that in a year? (108) The word "bingo" was used on p 5 to show Ashlee had an idea. What other words were used by the author to show more bright ideas Ashlee had? (ping on p 23 and ping, ping on p 25) In your view was that a clever use of words by the author? Can you think of other words she could have used?

Notice the words in bold print on pp 27-28. Why is that? (to show that the cat did a clever trick; to show that he is part of the family now) How would you read them? (with meaningful emphasis)

**Fluency:** Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate for different characters. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 27)

Ashlee patted her knee. "Fetch, Zed!" she said. "Fetch, boy, fetch!"

Zed slowly came out from under the couch with Mum's lost slipper in his mouth. Mum looked amazed!

"Did you teach Zed to do that?" said Mum.

"No, he's just a wonder cat! If Zed's around, you will never have cold feet, Mum," said Ashlee. "Or rats!"

"It is a clever trick for a cat," said Mum.

"I thought catching rats was good, but finding slippers is even better!" said Dad.

(page 28)

"So, can we keep him?" said Ashlee. "Yes, we can keep him," laughed Mum.

"It's fine by me, too!" Dad said.

Ashlee hugged Zed tight. "You are our wonder cat now," she said. Zed purred.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/n/ spelt kn. /air/ spelt ear.

Read and write words and sentences.

Create question sentences.

Read words against the clock.

### **Worksheet 2: Comprehension**

Answer questions about the story.

Verbs.

### **Worksheet 3: Art**

Choice of three art projects: decorate a cat outline, paint a rock, create a treehouse diorama.

Write a short story, description or report on the art project.

### **Worksheet 4: Science/Our Living World**

Research and write about felines.