

# A shadow in the surf

Kath Beattie

## Focus phonics

oo (moon) written as ue as in blue, true

v written as ve as in have, swerves, give

or written as oar as in boards, board, roaring, aboard, surfboards

## Tricky words

laughs, many, once, their, there, through, where

## Book summary

Three young surfers are enjoying the sun and the surf when a shadow of a shark appears deep in the sea. Leo remembers enough of what his parents told him to keep safe.

## Learning intention

**Phonics:** To decode words with the phonemes /oo/ (as in moon) spelt ue, /v/ spelt ve, and /or/ spelt oar in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. clue, glue; love, olive; coarse, uproar.

## 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

## Before reading

**Story discussion:** Look at and discuss the front cover and read the title together. Ask: What could the shadow be? What does the illustration show? Look at the picture on the title page. What does it show? Whose boards could these be? Read and discuss the blurb on the back cover. What is the illustration on the back cover? Who is the author? (Kath Beattie) Share knowledge and views of any other books written by Kath. (in the Reading Road series she has written The dark thing, Teeth) Invite students to share any prior knowledge of surfing, and make predictions about what

might happen in the story. Keep a note of predictions and return to them later. Flick through the book to get an idea of the story. Ask: 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 /oo/ written as ue, /v/ written as ve, and /or/ written as oar. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. There are many ways to write the phoneme /oo/ (as in moon). Two ways are: ue and u\_e. Sort words into the way the /oo/ phoneme is written: e.g. flute, glue, prune, blue, June, Sue. Then read the words.

**Vocabulary check:**

shallows p 8 water near the shore, not very deep

beyond p 8 further out

**Morphology:** safest p 2 – the -est suffix is added to *safe* (one 'e' is dropped). This makes the superlative of *safe* (used to compare more than two things). The comparative is *safer* (comparing two things).

**Etymology:** save p 21 – c1200, *saven*, "to deliver from some danger; rescue from peril, bring to safety"; from Old French *sauver* "keep (safe), protect, redeem", from Late Latin *salvare* "make safe, secure", from Latin *salvus* "safe".

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

once – the tricky part is o which says /w/ /u/.

laughs – the tricky parts are au which says /ar/ and gh which says /f/.

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 17 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 wind is safest to surf in? (offshore) On p 3, ask: What tide is best for surfing (incoming) Who are the characters and how are they related to each other? (Zara and Leo are siblings, Denzel is a friend and neighbour) On p 6, ask: Who is feeling a bit scared and why? (Denzel, because he's new to surfing) How does Mum reassure Denzel? (tells him Dad is life-saving at the beach and says she will help too) Students continue 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 pairs or groups of students; they read a section or chapter 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 /oo/ written as ue, /v/ written as ve, and /or/ written as oar.

**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: What advice does Zara give to Denzel? (paddle when the waves are flat) On p 10, ask: What is Leo's advice? (don't wait until the waves break) On p 11, ask: How do Leo and Zara encourage Denzel? (tell him it was a good first try and offering to help him catch a good wave)

## After reading

**Apply learning:** Discuss the story. Ask: What have you learned about surfing and people who surf? On p 11, ask: Why did Denzel decide to go surfing even though he was scared? (he had the help and reassurance of his friends) On p 16, why is the surfboard tied to a surfer's leg? (to prevent a loose board hurting people) How were the friends feeling on p 17 and how do you know? (Happy because Denzel is doing well and they are having a good time surfing. The illustration shows them smiling and high-fiving each other.) What did Kath (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Ask: Who was first to spot the shadow in the surf? (Denzel) What advice did Leo give to Denzel when they saw the shark? (don't splash as it attracts sharks) How did the book end? (they were rescued safely) What made the shark swerve away? (the noise of the boat) What can you learn from this book about keeping safe from sharks? What does swerve mean? (turn sharply) Read and discuss the questions on the inside back cover. Ask students to choose a chapter or a page and retell part of it. Together they retell the story in order, chapter by chapter. Ask: Do you think this story could be based on a true story? Ask students to find five words each with adjacent consonants in the text (e.g. still, toast, window, fantastic, golden). Write them, say them and spell them. Ask students to find as many words as they can in the text that have /l/ spelt le on the end and practise saying them. e.g. paddle, tumble, scramble(s), little.

**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 18)

"It's nearly lunchtime," Leo tells Denzel as they bob on the sea, watching Zara surf in to shore. "Let's make this our last one." Denzel is peering into the water. "Hey, Leo, what's that shadow?" he asks. Leo looks. He knows at once what it is. "Get your feet up on your board, Denzel. Don't splash," Leo says quickly.

Denzel laughs and splashes, thinking Leo is joking around. "Stop, Denzel!" Leo whispers. "That shadow is a shark."

"A shark?" Denzel is shocked. "What shall we do?"

(page 20)

Zara is paddling her way back to the boys. Leo yells, "Go back, Zara. Shark!" and points below his board.

Zara turns and makes for the shore at top speed. "Mum, shark! I'll tell Dad!" she yells. Mum scrambles up and shouts, "Stay still, boys. Leo, remember what we told you." She watches them, willing them to be safe.

(page 21)

Dad is at the other end of the beach. Zara runs to him, shouting, "Shark, shark!" Dad hears her and sounds the hooter. Swimmers hurry to get out of the water. Then, Dad sends the rescue boat to save Leo and Denzel.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/or/ spelt oar. /oo/ as in moon spelt ue. /v/ spelt ve.

Homophones.

Complete sentences.

Vocabulary.

### **Worksheet 2: Comprehension**

Verbs.

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

### **Worksheet 3: Health & Wellbeing**

Write about the dangers of surfing.

Write about the good aspects of a favourite sport or hobby.

Write about self-esteem and encouraging people.

### **Worksheet 4: Sport**

Read about surfing terms.

Play charades.

Write a dictionary about a hobby or short story about surfing.



# Brave battle friends

Verity Croker

## Focus phonics

ai written as eigh as in neighed

ur written as or as in worked, worldwide, work

ur written as ear as in earth, heard

## Tricky words

again, any, because, everywhere, friends, hours, many, people, their, there, thought, through, where, who

## Book summary

Brave animals have helped people in wars throughout history. The book looks at four animals' stories – a packhorse called Bill, a Pointer dog, a bomb-sniffing German Shepherd dog and a little grey kitten who is smuggled onto a battleship.

## Learning intention

**Phonics:** To decode words with the phonemes /ai/ spelt eigh; and ur spelt or, ear, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. eight, weigh, sleigh; word, worm, world; early, learn, search. To understand that the words *Major, actor, sailor* have a schwa sound for the letters 'or'.

## 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. Notice the alliteration of /b/ when you say the title. Ask: What is happening in the picture? (a horse galloping)

fast and looking scared) Could the horse be one of the friends that the title refers to? What does battle mean? (war or fighting) Does the horse look as though it is being brave? Compare the illustration with that on the title page. Could the dog be another brave battle friend? Who is the author? (Verity Croker) Share knowledge and views of any other books written by Verity. (in the Reading Road series, Verity has also written Ticking-clock quicksand, Go, Eve, go!, Odd fish countdown) 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. Notice four animals on the back cover (the four battle friends). 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 /ai/ written as eigh; and /ur/ written as or and ear. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. Build the focus word *heard* with letter cards. Think of words that rhyme with *heard* or have the same phoneme. List these to read together. Sort these words into the way they are written, e.g. spellings *ur, ir, or, ear, er*; bird, heard, herb, herd, word, third, stir, skirt, fern, earn, learn. Then read the words. When we read the word *sailor*, it has 'or' in the second syllable. This is not read as an /or/ sound. It is a schwa sound /u/. Repeat the word: /s/ /ai/ /l/ /u/ sailor. (*Major* and *actor* also follow this model)

**Vocabulary check:**

troops p 3 soldiers or armed forces

smuggled p 14 moved something secretly

**Morphology:** combat p 7 means a fight or contest; prefix com- means with, together; bat means hit at.

**Etymology:** battle p 3 means a fight or conflict – “fight or hostile engagement between opposing forces” c1300, from Old French “bataille”, “battle, single combat” also “inner turmoil, harsh circumstances; army, body of soldiers”, from Late Latin “battualia”, “exercise of soldiers and gladiators in fighting and fencing” from Latin “battuere” “to beat, to strike”.

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

hours – the tricky parts are hou which says /ow/ and rs which says /ur/ /z /.

who – the tricky parts are wh which says /h/ and o which says /oo/ as in moon.

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 17 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 4, ask: What was special about Bill the horse? (he was clever, strong and brave) Why did he nearly not make it on the ship to help the soldiers? (he didn't want to go on and neighed and reared) What does reared mean? (stand up on back legs, like in the illustration on p 5) What kind of help did Bill give in the war zone? (he carried soldiers who were hurt to safety) Students continue reading the stories.

- 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 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 /ai/ written as eigh; and /ur/ written as or, ear.

**Comprehension support:** Pause occasionally to talk about the stories and encourage students to find and retrieve key details from the text, e.g. at the end of p 6, ask: Who became Bill's friend and why? (Major Shanahan, he gave him candy) What was an amazing thing Bill did? (carried four wounded men to safety) How do people know about Bill the horse and his rescue? (a statue was made of the horse with the men clinging on) On p 8, ask: What do you think of the statue? How would it feel to be a friend of such a brave animal and why do you say that?

### After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about brave animals? Which animal is your favourite? Why do you say that? What did Verity (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? On p 9, ask: What breed of dog is this story about? (Pointer dog) On p 10, ask: What does the Pointer dog do to help sailors on Gnat? (barks when she hears enemy aircraft) On p 11, ask: What is a torpedo? (a missile/bomb) On p 13, ask: How did Frank become friends with the Pointer dog? (he shared his food with her) On p 14, ask: How did Frank smuggle the Pointer dog onto the ship? (by training her to stay quiet and still in a sack) How do you think Frank felt at this time? What other daring things did Frank do with the pointer? (p 14 pushed her through a porthole when the ship was sinking, p 17 smuggled her onto the troopship)

Read and discuss the questions on the inside back cover.

Retelling the text. Ask students to choose a page or heading and retell that part of the text. Discuss the meaning of *brave*. Ask: What words can you make from the root word *brave*? (bravery, braver, bravest) Find synonyms in the text (words with a similar meaning) for *battle* (combat p 7, conflict p 8) Discuss the meaning of *battle*. (a fight or competition) Say the word *torpedo* and count the syllables. tor/pe/do (3) Find other words in the text with three syllables or more to count and say, e.g. aircraftman, fantastic, remember, animals, enemy, luckily. What is the root word of these past tense verbs: threw, reared up, fainted, carried? Read the words. Locate other past tense words in the text. Look for compound words in the text and discuss the meaning of the two separate words and what they mean when joined together, e.g. aircraft, troopship, packhorse, life-size, grasshopper, porthole.

**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 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 2)

Many brave animals have helped in battle. They have rescued people and saved lives, they have carted guns and food, and they have sniffed out bombs. In this book, you will meet four of these brave animals.

(page 3)

In 1914, a worldwide battle began. Horses were sent to help the troops. One of the horses sent on a ship into battle was Bill.

(page 4)

Some say Bill became the best battle horse in the land – he was clever, strong and brave. But they almost did not let him on the ship at all, because he neighed and reared up. When the ship finally arrived in the conflict zone, many people tried to ride Bill. Bill did not like them on his back, so he threw them off. Bill was put to work as a packhorse instead. This meant that he transported supplies to the troops. He carried men who were hurt back to camp, too. He didn't throw any of the hurt men off.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/ur/ spelt or, ear. /ai/ spelt eigh.

Write words.

Sort words.

Write definitions.

Schwa sound.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Expand sentences.

### **Worksheet 3: History**

Arrange sentences in order.

Fill in events on a timeline.

### **Worksheet 4: Maths**

4x table.

Years and dates calculations.





# Food flukes

John Lockyer

## Focus phonics

oa written oe as in tomatoes, potatoes

ee written ie as in brownies, brownie, slushies, stories

## Tricky words

again, many, people, their, there, thought, two

## Book summary

Some foods have been discovered by happy accident, such as sandwiches, corn flakes, popsicles and many, many more.

## Learning intention

**Phonics:** To decode words with the phonemes /oa/ spelt oe; and /ee/ spelt ie, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. goes, toe, volcanoes; chief, field, hurries.

### 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 is a fluke? (something good that happens by accident) What is on the front cover picture? (a triple decker ice cream in a waffle cone) Who is the author? (John Lockyer) Share knowledge and views of any other books written by John. (in the Reading Road series, John has written Stick Man, Cool cars, Blockbusters!) Invite students to share any prior knowledge of food flukes, and make predictions about what might happen in the text. Keep a note of predictions and return to them

later. Read and discuss the blurb on the back cover. Why are there slices of lemon on the back cover? (maybe there will be something in the text made with lemons) Flick through the book to get an idea of the story. 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 /oa/ written as oe; /ee/ written as ie. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. Build the focus word *brownie* with letter cards. Think of words that rhyme with *brownie* or have the same ending phoneme. List these to read together. Notice any with adjacent consonants. Sort /ee/ words into the way they are written, e.g. pixie, lucky, cutie, auntie, genie, baby, factory, teddy, tricky, chewy. Then read the words.

**Vocabulary check:**

grinder p 12 device or tool for crushing food

factory p 12 building where goods are made

**Morphology:** discover(ed) p 3 has the latin prefix dis- which means negative or reversing; therefore discover means to gain knowledge of something that was previously unseen or unknown.

**Etymology:** vinegar p 11 is a sour tasting liquid from early 14th century, from Old French vinaigre "vinegar", from vin "wine" (from Latin vinum) + aigre "sour". In Latin, it was vinum acetum "wine turned sour".

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

again - the tricky part is ai which says /e/.

people - the tricky part is eo which says /ee/.

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 (after the section on slushies) 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: Why do you think the word *this* is in bold? (it's emphasised because foods in this book are different - no hours spent on inventing them) On p 5, ask: What did the word raisins mean? (it was an old word for grapes) How are raisins different to grapes? (they are dried and taste sweeter) On p 7, ask: How did crisps come about? (by trying to teach a customer a lesson by creating an unpleasant food, but by mistake creating a food they loved)
- 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 idea 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 /oa/ written as oe; /ee/ written as ie.

**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: What made goats' milk turn into yogurt? (something in goats' guts where the milk was stored) On p 11, ask: What's the magic ingredient that makes tomato sauce taste like it does? (vinegar) Do you like tomato sauce? What do you like to put it on? On p 15, ask: How were corn puffs discovered? (a grinder heated up some wet corn and unexpectedly puffed it up)

## After reading

**Apply learning:** Discuss the text. What have you learned about food flukes? Which food fluke surprised you the most? Is there something in the book you eat a lot of but didn't realise it was invented by a fluke?

**Comprehension:** Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? Discuss the questions on the inside back cover. Then ask: What makes brownies a fluke? (the cook forgot baking powder so the cake didn't rise but was chewy and delicious) Who started making corn flakes in the 1900s? (two brothers called Kellogg) What are some of the products Kellogg's makes today? (e.g. coco pops, corn flakes, rice krispies) Have you tried any and what do you think of them? What ideas can you think of to try to invent a food fluke? Look for words with adjacent consonants in the text, e.g. from, crunchy, brothers. Make a list of 10 to practise reading. Find words ending in -er and say what they mean, e.g. grinder crushes things; baker bakes things to eat. Look for words with possessive apostrophes in the text. Say why they are before or after the s, e.g. goats' guts; goats' milk p 8; baker's cake p 18; Frank's mum p 24.

**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 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 22)

A hundred years ago, ice cream was only served in dishes. That changed on one hot day at a big summer fair. So many people wanted ice cream that the seller ran out of dishes. The waffle-maker next to him had an idea.

(page 23)

He rolled one of his waffles into a cone and held it up. The ice cream man filled it with ice cream and handed it to a child. The child gobbled it up. From then on, most people wanted their ice cream served in a crunchy cone.

(page 24)

One freezing night, in 1905, a boy called Frank was on his porch. He was stirring berry powder into a glass of soda with a stick. Frank's mum called him, so he left the glass with the stick in it on the porch. And then he forgot all about it.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/oa/ spelt oe. /ee/ spelt ie.

Read and write words.

Write sentences.

Write dictated sentences.

Read words in a word sprint.

### **Worksheet 2: Comprehension**

Complete a table about food flukes.

### **Worksheet 3: Science/Food Technology**

Write about creating a new ice cream flavour.

Do a poll to find out if you've created a food fluke.

### **Worksheet 4: History**

Read about another food fluke.

Write a report on this food fluke.



# Helicopters that help

Julie Ellis

## Focus phonics

or written as au as in astronauts, haul, launched  
oo (moon) written as ou as in you, wounded, group

## Tricky words

because, people, their, there, through, where, who

## Book summary

Helicopters are used for mountain rescues, shark watching, air support, fire fighting and a lot of other things besides. This book examines some of the many and various ways that helicopters can help us.

## Learning intention

**Phonics:** To decode words with the phonemes /or/ spelt as au; and /oo/ (as in moon) spelt as ou, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. August, haunt; cougar, grouper.

### 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 is the helicopter doing? (helping to put out a fire by dumping water on it) Compare with the title page illustration. What is the helicopter doing? (helping by winching up a person from the sea) Who is the author? (Julie Ellis) Share knowledge and views of any other books written by Julie. (in the Reading Road series Julie has also written Robots) Invite students to share any prior knowledge

of or experience with helicopters 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. 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 /or/ written as au and /oo/ (as in moon) written as ou. Flip through the text to locate and read words with the same focus phonemes. Discuss the meaning of these words. Build the focus word *haul* with letter cards. Think of words that rhyme with *haul* or have the /or/ phoneme. List these to read together. Sort these words by the way the /or/ sound is spelt, e.g. crawl, maul, Paul, ball, tall, shawl, also. Then read the words.

### **Vocabulary check:**

hoist (noun) p 10 equipment used to lift heavy things or people

capsule p 21 case or container, possibly round

**Morphology:** mountainside p 14 has the suffix -side, meaning next to or alongside; mountainside means next to or on the side of the mountain.

**Etymology:** patrol (verb) p 17 to keep watch over; "to do the rounds in a camp or garrison, march about as a guard", 1690s, from patrol (n) and in part from French patrouiller.

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

where – the tricky part is ere which says air.

there – the tricky part is ere which says air.

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: What is better about a helicopter compared with a plane? (it can land and take off on a small gap) On p 4, ask: What are the advantages of using a helicopter as an air ambulance? (it is faster than a ground ambulance and can get access into tricky areas) On p 6, ask: How does the air ambulance pilot know where to land at the hospital? (the pilot can look for the large H on the roof)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between individuals or pairs of 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 /or/ written as au and /oo/ (as in moon) written as ou.

**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 can air support helicopters do? (find people who have committed a crime, track people at night time) On p 9, ask: What is special about the way air support helicopters are coloured and why? (light on top to be seen from above and dark on the bottom to be seen from below) On p 10, ask: What can a fire department helicopter carry? (large bucket of water)

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about helicopters? Which new fact is your favourite? Why do you say that? What did you think of the photography insets? Did they help you understand things? What did Julie (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Ask: What does hover mean? (stay in one place in the air) Look at the word *quickest* on p 14. Explain that this is a superlative adjective comparing the helicopter to all other forms of transport. What is the base word and the comparative? (quick, quicker) On p 17, what is a rip current? (a strong dangerous pull in the sea) On p 28, what is the meaning of shocking pink? (very bright pink) Read and discuss the questions on the inside back cover. Retelling the text. Ask students to choose a heading and retell that part of the text. Ask: What compound words can you make from the root word *air*? (airport, airplane, airbase) Discuss the meaning of these. Say the word *communicates* and count the syllables (comm/un/i/cates (4)) Find other words in the text with multiple syllables to count and say, e.g. accidents, hospital, helicopters. Discuss the meaning of *unwell* on p 4 and *unlike* on p 2. Ask: What does the prefix *un* mean? (not) What is the opposite of *unwell* and *unlike*? (well, like)

**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 4)

Helicopters can be used as ambulances. They are fast and they can go where ground ambulances can't go. The crew members have medical training so that people who are unwell can be treated while the helicopter is flying. Air ambulances fly to incidents such as road traffic accidents. They can fly up and over the top of the cars on the road. This is helpful if the road is blocked by crashed cars or a traffic jam. They can quickly transport injured people to hospital.

(page 5)

Air ambulances can also quickly transport sick people from one hospital to another. An air ambulance pilot tries to fly fast and smoothly. Sometimes, helicopters land on hospital rooftops. The landing spot has the letter H painted on it. Doctors and nurses wait there to take the sick or hurt person into the hospital. This means that they get care as fast as possible.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Sound /or/ spelt au. /oo/ (as in moon) spelt ou.

Write words.

Write definitions.

Complete sentences.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Colour helicopters appropriately and describe what helicopters do.

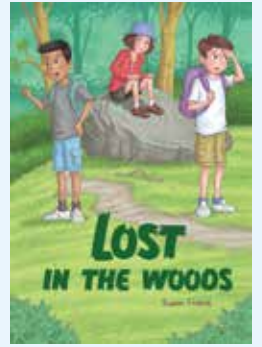
### **Worksheet 3: Engineering**

Make a hand crank winch.

### **Worksheet 4: Word Work – Vocabulary**

Do activities for vocabulary words.





# Lost in the woods

Susan Frame

## Focus phonics

y-oo written as ew as in new, few, phew

y-oo written as ue as in rescue

oo (look) written as u as in puts, bushy, helpful, wonderful, mindful

## Tricky words

again, any, because, eyes, hour, laughs, move, their, there, through, tomorrow, where

## Book summary

Mick and Rohan expect to enjoy a challenging hike through the woods, but at the last minute are joined by Mick's younger sister, Sandy. Mick and Rohan don't want Sandy to hold them back, but when they get lost in the woods it is Sandy who keeps calm and finds the way home.

## Learning intention

**Phonics:** To decode words with the phonemes /y-oo/ spelt ew, ue; and /oo/ (as in look) spelt u, that feature in the book and extend to other known words with the same phonemes, e.g. dew, knew; argue, due; pull, push.

### 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

## Before reading

**Story discussion:** Look at and discuss the front cover and read the title together. Ask: What are "woods"? (forest area) What do you see in the picture? (three people looking lost) Compare the cover to the title page illustration. What do you see? (food and a backpack) Invite students to share any prior knowledge of being lost and what it felt like, and make predictions about what might happen in the story. Who is the author? (Susan Frame) Share knowledge and views of any

other books read by Susan. (in the Reading Road series, Susan has written Dot and Dash, Look at the tails!, On your feet, Landmarks, Spies, Human body fact file) Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover. Flick through the book to get an idea of the story. 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 /y-oo/ written as ew, ue, and /oo/ (as in look) written as u. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. There are a number of ways of writing /y-oo/ including: ew, ue. Sort words into the way /y-oo/ is written, e.g. dew, continue, renewed, statue, few, value, stew. Read the words.

### **Vocabulary check:**

bulging p 6 protruding or sticking out

smirks p 8 smiles in an irritating way

**Morphology:** wonderful p 11 – suffix -ful means full of – wonderful means full of wonder, marvellous, lovely.

**Etymology:** summit p 14 c1400, somet, “highest point, peak, apex” of a physical thing, from Old French somete “summit, top”, diminutive of som, sum “highest part, top of a hill”, from Latin summum, noun use of neuter of summus “highest”.

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

move – the tricky part is o which says /oo/ as in moon.

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

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 3, 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. Ask students to find the question marks on p 3. Ask: How do you read a sentence with a question mark? (your voice rises at the end) Model this. Why does Rohan sound so loud? (he's eating into the phone) What simile does Mick use to describe the loud eating? (like a concrete mixer) Why is this a good comparison? (Chewing processes food and a concrete mixer processes cement and gravel. The concrete mixer is noisy.) Do you think Rohan really would sound like a concrete mixer? On p 5, ask: Why is Mick slapping his forehead? (he forgot he had to look after Sandy) On p 6, ask: Do you think Mick is happy to take Sandy with him? (no) What word tells you that he's not happy? (grunts) Why are some words in bold print? (they are the text Mick sent to Rohan) Students continue 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 chapter each and then summarise the main ideas to report back, e.g. if there was a problem, how was it solved and so 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 /y-oo/ written as ew, ue, and /oo/ (look) written as u.

**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: Why does Rohan say Mick has some explaining to do? (Mick hadn't warned him about Sandy coming with them and Rohan thought she was too young for the trek) What does *shrugs* mean? (raises shoulders to show he has no other answer) Why does Rohan shake his head? (he realises Sandy has to come with them) On p 9, what does *strides* mean? (walks quickly with big steps) Why does he stride off? (they need to get going in order to be back before dark)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about getting lost? What have you learned about younger children? On p 11, ask: Why is Mick yelling at Sandy? (he wants her to keep up with them) On p 12, where would Summit Hut be? (at the top of the hill) On p 13, what does "get a move on" mean? (go faster) On p 14, what does "track forks" mean? (the track splits into two) On p 18, how did the boys feel when they realised they were lost? (they started to panic) How can you tell? ('gulps', 'cheeks go white', 'splutters', and the illustration showing them sweating and looking worried) What did Susan (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Ask: How did Sandy help the boys when they were started to panic? (showed them how to do a box breath to help them to relax) What does relax mean? (make less anxious) Try doing a box breath yourself. How does it make you feel? What do the opposites *inhale* and *exhale* mean? (breathe in, breathe out) Explain what "be mindful" means. (think calmly rather than panicking) How else did Sandy help the boys? (she knew which direction to go in at the fork) How did the boys feel about Sandy being with them once they were on the right track? (grateful that she was there to help) How do you know? (doing a high-five in the illustration and saying she rocks, that she knows stuff and she can go with them on another hike) On p 28, how would you say the word "do"? (it's in bold, so should be read with emphasis) Say the sentence two ways – once with emphasis on *do* and once without to show the difference in meaning. What can you learn from this story? (Don't underestimate young people; take notice of things on the way when trekking – it can make the trek more enjoyable and also help you remember the way home.) Read and discuss the questions on the inside back cover. Ask students to choose a chapter or a page and retell part of it. Together they retell the story in order, chapter by chapter.

**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 14)

As Sandy runs up the hill, the track forks. "We'd better not take the wrong track on the way down," she thinks. Soon, Sandy is up at Summit Hut. "I'm so hungry. Can I have a bit of sandwich and some fruit?" she asks Mick. "And a drink of water, too?"

Mick shrugs. "Sorry, you took too long. We've finished all the food and drunk all the water."

"What? But that's not fair!" says Sandy.

(page 16)

Rohan brushes past Sandy and heads away from the hut. "Time to go back, now," he says.

"But ...," says Sandy.

"You can get food at home," Mick says. "Now, keep up with us. We don't want to be out here when it gets dark."

Sandy follows the boys down the hill. Mick, Rohan and Sandy reach the fork in the track. The boys keep walking.

(page 17)

"We have to go to the right," Sandy says. "You are going the wrong way."

"Are not," says Mick.

"Are too," says Sandy.

"Are not," says Rohan.

"Are too," says Sandy.

"We are older than you, sis," Mick says. "We know where we are going. Trust us."

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/y-oo/ spelt ew, ue. /oo/ (as in look) spelt u.

Read and write words and sentences.

Place a dice game.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Write a book analysis.

### **Worksheet 3: Health and Wellbeing**

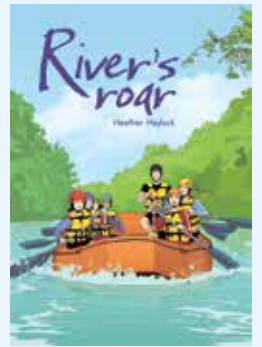
Learn how to do a box breath.

Answer questions about doing a box breath.

### **Worksheet 4: Writing - Working with Nouns**

Sort nouns.

Write adjectives for nouns.



# River's roar

Heather Haylock

## Focus phonics

j written as ge as in challenge, surge, large

ai written as ey as in they, hey

ai written as ea as in great

## Tricky words

any, anyone, friends, laughed, parents, their, there, two, where, wide-eyed

## Book summary

Josh is Deaf so he and his friend Lin communicate using Sign. On a white-water rafting trip, disaster strikes when Lin tumbles out of the raft into the fast moving river. The river's loud roar makes communication with her impossible but Josh and Lin's ability to communicate using Sign keeps Lin calm and the rescue goes well.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /j/ spelt ge; and /ai/ spelt ey and ea, in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. barge, strange; grey, prey; steak, break.

### 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 does the apostrophe mean in *River's*? (the river makes a roaring noise so the roar belongs to the river) What is the picture of? (people rafting down the river) Who is the author? (Heather Haylock)

Share knowledge and views of any other books written by Heather. (In the Reading Road series, Heather has also written *Let's go camping*, *Eagle eyes*, *Secrets of the sea*, *A problem called Scamp*, *Shipwreck! Shipwreck!*) Invite students to share any prior knowledge of rafting, 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. Flick through the book to get an idea of the story. 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 /j/ written as ge and /ai/ written as ey, ea. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. There are many ways of writing the /ai/ sound, including ey and ea. Sort words into the way /ai/ is written, e.g. they, great, grey, steak, prey, survey, break. Then read the words.

### **Vocabulary check:**

signed p 4 communicated using Sign Language

surge p 14 sudden powerful movement, especially caused by a natural force such as the tide

**Morphology:** assistant means someone who helps or assists; the suffix -ant means a person or thing that does a specified thing.

**Etymology:** plummeting means to fall down rapidly – 1620s, “to fathom, take soundings”, from plummet (n). Meaning “to fall rapidly” is recorded from 1933, perhaps originally among aviators. Middle English plumben, also meant “to plunge downward”.

**Tricky word practice:** Display the tricky words *parents* and *wide-eyed*. Ask: What are the tricky parts of these words?

parents – the tricky part is ar which says /air/.

wide-eyed – the tricky part is eye which says /igh/.

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 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 ways were Josh and Lin alike and not alike? (They both liked sport, climbing trees and reading. Lin could hear, Josh was deaf.) On p 3, ask: What was Miss Donna's role? (she helped Josh by signing what the teacher said) What does it mean by “Their hands danced as they chatted.”? (As they signed quickly to each other it looked as though their hands were dancing.) Students continue 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 of students; they read a chapter each and then summarise the main ideas to report back, e.g. if there was a problem, how was it solved.

**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 /j/ written as ge and /ai/ written as ey, ea.

**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, ask: How were Lin and Josh feeling? (a bit scared) What did Lin think the roar of the river sounded like? (an angry dragon) What does vibrating mean? (moving with quick short movements continuously)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about rafting and people who are Deaf? On p 10, ask: Why did Lin decide to go on the raft even though she was scared? (she wanted the challenge) How was Josh feeling now? (excited) What did Heather (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? On p 12, ask: How many paddles does each person have? (one) Who does the steering of the raft? (the instructor at the back – Tim or Kayla) On p 22, how did Josh help with Lin's rescue? (by signing when she couldn't hear the instructor) What was Josh's priority once Lin had been rescued? (a hotdog to eat) Read and discuss the questions on the inside back cover. Ask students to choose a chapter or a page and retell part of it. Together they retell the story in order, chapter by chapter. Do you think this story could be based on a true story? Could it have really happened? Look at p 4. Find the sentence about the river's roar sounding like an angry dragon. This is a simile. It describes the noise of the river using 'like'. Make up another simile for the river's roar, e.g. It sounds like rumbling thunder. Read the first line of p 18 and find the example of assonance where the same vowel sound is repeated. (swirling whirls) Ask: Why do authors use these techniques in their writing? (to make the writing interesting) Find three or more descriptive words used in the story to describe the river, e.g. rumbling, booming, roaring.

**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 4)

Today, they were excited. They were going on a rafting trip. They had spent weeks training in the school pool. On the way to the river, Lin signed, "I'm a bit scared."

"Same here," signed Josh. "Just stick close to me. We will be okay."

When they arrived at the riverbank, the water was still. But Lin heard a distant roar from the rapids. "It sounds like an angry dragon!" she signed.

Josh felt the river vibrating under his feet as they all walked over to the instructors.

(page 6)

One of the instructors, Tim, explained what to do.

"All right, team," he said. "Get a lifejacket and a helmet from these crates."

Miss Donna signed his words to Josh.

"Push the clips in and pull the straps tight," said the other instructor, Kayla. She and Tim walked around, checking. They tugged some students' straps more firmly.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/ai/ spelt ea and ey. /j/ spelt ge.

Word sort.

Write sentences.

### **Worksheet 2: Comprehension**

Complete a Venn diagram about similarities and differences between Josh and Lin.

Fill in a story framework and use it to retell the story.

### **Worksheet 3: Health/Communication/Science**

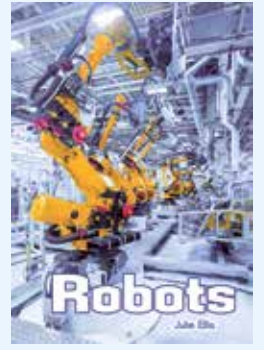
Use the Sign Language alphabet to sign words to a partner.

Answer questions about using signs to communicate and the history of Sign Language.

### **Worksheet 4: Sport/Social Science**

Design a safety poster for river rafting.





# Robots

Julie Ellis

## Focus phonics

or written as our as in your, pour, four

s written as ce as in since, service

## Tricky words

again, anyone, friend, hours, many, move, people, their, there, two, where, who

## Book summary

Robots can be coded to do things that are too hard, boring or dangerous for humans to do. They can help us in many ways, such as in factories, in search and rescue and in caves. And robots have lot of domestic uses too, such as being a friend or support robot. They can even spy on wild animals to help us find out more about them.

## Learning intention

**Phonics:** To decode words with the phonemes /or/ spelt our; and /s/ spelt ce, that feature in the text and extend to other known words with the same phonemes, e.g. court, armour; fence, prince.

### 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
- 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 is a robot? (a machine that does tasks that it is coded to do) What is on the front cover? (huge robots on a factory assembly line) Who is the author? (Julie Ellis) Share knowledge and views of any other books written by Julie. (in the Reading Road series, Julie has also written Helicopters that help) Invite students to share any prior knowledge of or experiences with robots 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. What is the picture of on the back cover? (a lawnmowing robot and a little flying robot) Flick through the book to get an idea 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 /or/ written as our and /s/ written as ce. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. Build the focus word *since* with letter cards. Think of words that rhyme with *since* or have the same ending phoneme. List these to read together, e.g. fence, mince, prince, force, voice, notice. Then read the words.

### **Vocabulary check:**

rubble p 17 broken rocks possibly from the destruction of a building

welding p 6 using heated metal to join two things

**Morphology:** p 26 robotic means relating to or resembling robots - the suffix -ic makes a noun into an adjective and means "of" or "pertaining to".

**Etymology:** engineer (noun) p 4 a person who designs, makes or maintains engines, machines or structures; mid-14th century, *enginour*, "constructor of military engines", from Old French *engineor* "engineer, architect, maker of war-engines".

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

anyone - the tricky part is a which says /e/ and one which says /w/ /u/ /n/.

friends - the tricky part is ie which says /e/.

Practise reading and spelling these words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 13 (after Robots in space) 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 do you notice about the robot in the photographs? (it looks like a person) On p 3, ask: How do robots receive instructions? (through coding) Do you know any codes? (reading is decoding, that's what you are doing now - solving the sound code for each word) Students continue 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 students; they read a section 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 /or/ written as our and /s/ written as ce.

**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 4, ask: What size is RoboBee X-wing? (size of a fly) On p 7, what are some of the reasons we use robots? (they don't get tired, they can do repetitive, dangerous and difficult work) On p 11, what are the three Space Base robots nicknamed? (Queen, Honey and Bumble) What are they named after and why? (they are named after bees because they are flying robots called Astrobees)

## After reading

**Apply learning:** Discuss the text. What have you learned about robots? Which robot surprised you the most? Is there a robot in the book that you would like to have? Is there a robot that you would like to design? What did Julie (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? On pp 16-17, ask: What does a snakebot look like and what is it used for? (it looks like a snake and goes into small spaces to look for people or to look at the inside of pipes) Compare a snakebot with a dogbot. (a dogbot has 4 legs and looks like a dog; it can get into tight gaps and walk over rubble) On p 26, what is the benefit of an animal robot? (it doesn't need attention like a real animal does) Read together the six reasons to use a robot on p 28. Discuss which robot might fit with each reason. Discuss the questions on the inside back cover.

Retelling the text: ask students to choose a heading and take turns to retell that part of the text. Look for words with hyphens in the text and say what they mean, e.g. go-carts, pipe-shaped. Find words ending in y (an alternative grapheme for /ee/) in the text and say what they mean, e.g. risky, costly, enemy, tiny, battery, activity. Make a list of 10 words and practise reading and writing them. Look for words with apostrophes that are contractions in the text. Say what the contraction is short for, e.g. don't (do not); won't (will not - this originates from the 16th century form of the word - wonnot). Think of other contractions to discuss, e.g. didn't, can't, shouldn't, wouldn't, isn't.

**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 appropriate emphasis and intonation 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 2)

Robots are things that do tasks for us – perhaps because it is too hard, risky or boring for a person to do them. Some robots look like people, but lots do not. This robot was made in 2016. It looks like a person. Motors help it to walk. It can talk, too. It has been programmed to have feelings. It says it can feel happy or sad.

(page 3)

Robots do not really have feelings. They do not have a brain so they must be told what to do. Robots can be told to do easy things like move in a line or hard things like turn around. We instruct robots how to act with 'coding'.

(page 10)

It is hard for humans to work deep under the sea, so underwater robots can help. Robots can search for sunken ships. They can inspect underwater pipes for cracks. Some robots can get in small spaces to fix things if needed.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/or/ spelt our. /s/ spelt ce.

Read and write words.

Write definitions.

Complete sentences.

Sort words.

### **Worksheet 2: Comprehension**

Fill in a graphic organiser.

Vocabulary work.

Answer true or false questions.

Complete a plus/minus/interesting table.

### **Worksheet 3: Design/Engineering/Art**

Design your own robot.

Answer questions about your robot.

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

Read a paragraph about a Robotic Yak.

Plan and write a report on the Robotic Yak.



# Shipwreck! Shipwreck!

Heather Haylock

## Focus phonics

oo (moon) written as ui as in fruit, suitable, cruising

y-oo written as u\_e as in use, disputes

## Tricky words

again, any, anyone, because, many, people, their, there, through, where, who

## Book summary

What is a shipwreck, what causes them and what happens when a ship is wrecked? This book answers all these questions and tells the tale of two shipwrecks and what happened to the boat crews.

## Learning intention

**Phonics:** To decode words with the phonemes /oo/ as in moon spelt ui; and /y-oo/ spelt u\_e, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. suit; used.

## 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 does the compound word *shipwreck* mean? (when a ship breaks up or sinks) Notice the spelling of *wrecks* with the letters *wr* for /r/. (quickly brainstorm other words that start with *wr*) Why are there exclamation marks in the title? (for emphasis, maybe shouted or spoken loudly, may mean urgent attention needed) Who is the author? (Heather Haylock) Share knowledge and views of any other

books read by Heather. (in the Reading Road series Heather has written Let's go camping, A problem called Scamp, Eagle eyes, Secrets of the sea, River's roar) 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. 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 /oo/ as in moon written as ui; and /y-oo/ written as u\_e. Flip through the text to locate and read words with these focus phonemes. Discuss the meaning of these words. Build the focus word *fruit* with letter cards. Think of words that rhyme with *fruit* or have the same phoneme. List these to read together. Sort these words into the way they are written, e.g. boot, loot, hoot, root, toot, fruit, suit, fruity, bruise, juice, cruise. Then read the words.

### **Vocabulary check:**

castaways p 9 survivors of a shipwreck

sturdy p 16 strong and well-made

**Morphology:** sailor and survivor have the suffix -or which turns the verbs "sail" and "survive" into nouns, which mean one who sails or one who survives.

**Etymology:** dispute p 20 c1300, "engage in argumentation or discussion" from Old French *desputer* (12th century) "dispute, fight over, contend for, discuss" and directly from Latin *disputare* "weigh, examine, discuss, argue, explain".

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

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

many – 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 p 17 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 ship in the picture? (Titanic) Where would you find a shipwreck? (on a beach or sea floor) What kind of ship was the Titanic? (large passenger liner) What does *passenger* mean? (a traveller) When did the Titanic sink and why? (1912, it hit an iceberg)
- 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 individual students; they read a section each 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 phonemes of /oo/ (as in moon) written as ui; and y-oo written as u\_e.

**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 one reason a ship might become wrecked? (waves, icebergs, bad map reading, fog, rocks, whales, bombs) On p 6 ask: What does a ship's captain say if the ship is sinking? (Mayday!) What does *Mayday* mean? (Help!) What language does it come from? (French) On p 7, ask: What do people on a sinking ship do? (put on lifejackets, get into lifeboats)

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about shipwrecks? 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 Heather (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 9, ask: What does *unpopulated* mean? (no people living there) What does *remote* mean? (far away from anywhere else) What does *stranded* mean? (left on your own with no help) What do you notice about the castaway in the picture on p 9? What is he using to help himself survive? (leaves to protect himself from sun, spear made from a stick to fish with) Look at the picture of the castaways on the title page. Where else in the book do you see the same picture? (p 13) What things are they using to help with their survival? (bird bones to sew with, huts made from sticks and grass) What other things could they use? How do you think it would feel to be cast away on a remote island? Read and discuss the questions on the inside back cover.

Ask students to choose a heading and retell that part of the text. Discuss the meaning of *survive*. What words can you make from the root word *survive*? (surviving, survived, survival, survives) Say the word *abandoned* and count the syllables. (3) Find other words in the text with three syllables or more to count and say, e.g. castaways, unpopulated, helicopters. Look for compound words in the text and discuss the meaning of the two separate words and what they mean when joined together, e.g. waterproof, underwater, rainwater, lifejackets, lifeboats.

**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 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 18)

In Tonga, in June 1965, six teenage boys stole a boat to go cruising on the water. There was a big storm. The sails ripped and the boat was swept far away from Tonga. The boys drifted in the sea for a week. They tried to catch fish to eat and collect rainwater to drink. When they finally spotted some rocky land, they were weak from lack of food and water. They abandoned their boat and swam to the shore. The boys were castaways!

(page 22)

In September 1966, 15 months after they were shipwrecked, a ship sailed past. The ship's crew saw the boys through their binoculars and rescued them. The crew was amazed the boys had been there all by themselves for so long! When they got back to Tonga, the boys were arrested and put in jail for stealing the boat. One of the crew who had rescued them paid for a new boat so the boys could get out of jail. A film was made about what the boys did.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/oo/ as in moon spelt ui. /y-oo/ spelt u\_e.

Write sentences.

Dictated sentences.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Adjectives and nouns.

### **Worksheet 3: History**

Write a newspaper story about the Titanic.

### **Worksheet 4: Maths/Logic**

Play the game Shipwrecks! (based on the game Battleships).





# The winning edge

Samantha Montgomerie

## Focus phonics

j written as g as in stage, gently, legends, urgently, ginger  
or written as oor as in door, floor, doorway

## Tricky words

hour, their, there, two, where, who

## Book summary

Three friends enter a talent quest with their band, the 3 Jays. Their main competition is a band called the Swan Queens. One Swan Queens band member wants to win so badly that she tries to sabotage the 3 Jays' performance, but her other band members come to the rescue. In the end, all is forgiven. This story features the same characters as Rock it! in Reading Road 1 but stands alone as an independent story.

## Learning intention

**Phonics:** To decode words with the phonemes /j/ spelt g; and /or/ spelt oor, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. danger, gem; outdoor, trapdoor, poor.

### 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

## Before reading

**Story discussion:** Look at and discuss the front cover and read the title together. Ask: What could the title mean? What does the illustration show? (a bass player in a rock band (the 3 Jays)) If students have read Rock it! (in Reading Road 1) discuss what happened in that book. Read and discuss the blurb on the back cover. Look at the picture on the title page. What does the sign say

and what does it mean? ('Talent Quest' – it's a competition for performers) Who is the author? (Samantha Montgomerie) Share knowledge and views of any other books written by Samantha. (in the Reading Road series, Samantha has written Rock it!, Tip that hat, Tap dog Ted, Kick. Fly. Draw. Drum., What's that pong?: Incredible plants) Invite students to share any prior knowledge of music and bands, and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Flick through the book to get an idea of the story. 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 /j/ written as g and /or/ written as oor. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. There are various ways of spelling the phoneme /j/, two ways are: g and ge. Sort words into the way the /j/ phoneme is written, e.g. bulge, cage, large, germ, strange, digit. Then read the words.

**Vocabulary check:**

riff p 21 repeated chord progression or refrain in music

quiver p 24 tremble or shake

**Morphology:** forgiveness p 28 – the suffix -ness means state, condition or quality. *Forgiveness* means being in a state of forgiving, letting go of anger.

**Etymology:** blare p 15 late 14th century, bleren "to wail", possibly from an unrecorded Old English blæren, or from Middle Dutch bleren "to bleat, cry, bawl, shout".

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

two – the tricky part is wo which says /oo/ as in moon.

there – the tricky part is eir which says air.

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 3, p 17 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: Why are some words in a speech bubble? (they are the words Jin is singing) Can you sing them? On p 3, ask: Who wrote the song? (Jin) What does *chorus* mean? (the repeated part in a song) On p 4, ask: Why does Jess think the Swan Queens are the ones to beat? (they have won the talent quest for the past two years) Students continue 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 pairs or groups of students; they read a section or chapter 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 /j/ written as g and /or/ written as oor.

**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 9, ask: What does *scowling* mean? (frown in an angry way) Why do you think Clare is scowling? (she thinks the 3 Jays might beat her band, the Swan Queens) On p 10, ask: Why is Jet looking shocked in the illustration? (his bass guitar is missing) On p 15, ask: Where did they find the bass guitar and what condition was it in? (wedged behind a bookcase in the Swan Queens' room, and broken) Why would someone do this? (perhaps to stop Jet being able to play in the talent quest)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about talent quests and people who play on bands? How did the Swan Queens help out the 3 Jays? (Mitch loaned Jet his bass guitar) On p 21, what made the audience cheer loudly? (Jet starting his riff) On p 22, were the 3 Jays popular winners and how do you know? (yes, because the audience clapped wildly when they were announced as winners) How was Jet feeling on p 24 and how do you know? (annoyed with Clare – he glared at her; in the illustration he is looking annoyed) What did Samantha (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Ask: What made the 3 Jays have the winning edge? (their willingness to forgive Clare and not hold a grudge) What advice would you give to Clare? (be fair and honest in the future) How did the book end? (the band members were friends) What can you learn from this book about making good choices? Read and discuss the questions on the inside back cover. Ask students to choose a chapter or a page and retell part of it. Together they retell the story in order, chapter by chapter. Do you think this story could be based on a true story? Could it have really happened?

On p 5, what does the phrase *nerves jangle* mean? (feeling nervous, nerves on edge before an important event) On p 6, what is a tight-lipped smile? (not a genuinely happy smile) Can you do one? How are you feeling when you do one of these? (maybe feeling angry but trying not to show it) What does *blare* on p 15 mean? (loud sound) Find words that rhyme with *blare* and read them, e.g. Clare, glare. Ask students to find words with one, two and three syllables in the text. List these, say and count the syllables, e.g. quest, leg/ends, un/der/stand. On p 22, what is the word *Congrats* short for? (congratulations) Do you know any other abbreviations? (e.g. Mr, Mrs)

**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 4)

The day of the talent quest arrives. At Beach Edge School, the girls find a room to get ready in, while Jet fetches some water.

"We will have to beat the Swan Queens to win," Jess says to Jin. "They have won the talent quest for the past two years."

"They are legends. Their singer Amara is really good," says Jin.

"So are you, Jin! And with your great new song, the 3 Jays will have the winning edge!" says Jess.

(page 5)

Jin glances at her watch. There is just an hour to go before the talent quest starts. Her nerves jangle. Jet bursts into the room. "The Swan Queens are in the room next to the stage!" he says.

"Let's go and say hello," says Jess.

(page 6)

The Swan Queens are working on their song when the 3 Jays appear in the doorway.

"Can we come in? We are the 3 Jays," says Jess.

Amara looks up. "Hello!" she says with a smile. "I'm Amara, and this is Mitch and Clare."

"We saw you play at the town fair, last year. You were good!" says Mitch. Clare just looks at them, with a tight-lipped smile.

"Great strings," says Jet to Mitch.

"Thanks. You can have a go if you like," says Mitch.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Sound /j/ spelt g. /or/ spelt oor.

Write words.

Sort words according to spelling.

### **Worksheet 2: Comprehension**

Fill in a graphic organiser, and use it to retell the story.

Write definitions.

Write a book analysis.

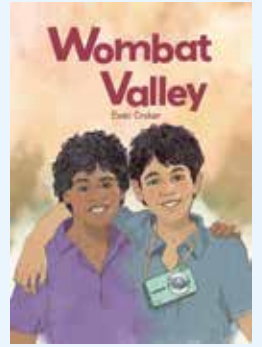
### **Worksheet 3: Word Work**

Homonyms.

Play a 'What am I?' game.

### **Worksheet 4: Health and Wellbeing**

Write about feelings.



# Wombat Valley

Evan Croker

## Focus phonics

oo (as in look) written as oul as in would, could, should

ee written as ey as in Valley, joey, turkey

## Tricky words

anymore, everywhere, friends, many, their, there, thought, through, where

## Book summary

Enzo comes from Italy to visit his friend Coen. When Enzo accidentally drops his camera into a burrow, the boys get chased all over Wombat Valley by a grumpy wombat. It's only when Mum downloads Enzo's photos from inside the burrow that the reason for the wombat's behaviour is discovered.

## Learning intention

**Phonics:** To decode words with the phonemes /oo/ (as in look) spelt oul and /ee/ spelt ey, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. chimney, donkey, hockey.

### **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 is a wombat? (an Australian animal about the size of a large cat – see the picture on the title page) Who is in the front cover picture? (two boys named Coen and Enzo) Who is the author? (Evan Croker) Share knowledge and views of any other books written by Evan. (in the Reading Road

series, Evan has written Ducks in a row, Pie in the sky, In the loop, Living room beach) Invite students to share any prior knowledge of wombats, 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. Flick through the book to get an idea of the story. Ask: 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 /oo/ (as in look) written as oul and /ee/ written as ey. Flip through the text to locate and read words with these focus phonemes. Discuss the meaning of these words. Build the focus word *turkey* with letter cards. Think of words that rhyme with *turkey*, e.g. key, kidney. There are many ways to spell the sound /ee/. Two ways are: ey and y. Sort words into the way the /ee/ sound is written, e.g. jockey, baby, bunny, lucky, candy, trolley, silly, valley. Then read the words.

**Vocabulary check:**

valley (front cover) low area of land between mountains and hills

burrow p 12 hole or tunnel dug by an animal as their home

**Morphology:** lemonade p 10 a drink made from lemon juice. The suffix -ade means action or process – there was a process done to a lemon to make juice (squeezing it).

**Etymology:** sandwiches p 10, 1762, said to be a reference to John Montagu (1718-1792), 4th Earl of Sandwich, who was said to be a gambler who ate slices of cold meat between bread at the gaming table during marathon sessions rather than rising for a proper meal (this account of the origin dates to 1770).

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

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

through – the tricky part is ough which says /oo/ as in moon.

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, 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 5, ask: Why didn't Enzo know what a wombat was? (he came from Italy and had not seen one before) On p 5, ask: How did Coen show Enzo what a wombat looked like? (he showed him a picture from a book on the shelf) On p 7, ask: What happened when Enzo was taking photos of birds? (he dropped his camera) Students continue 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 or pairs of students; they read a section or chapter 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 /oo/ (as in look) written as oul; and /ee/ written as ey.

**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: Where did Enzo's camera land? (in a hole) What did the hole turn out to be? (a wombat's burrow) Why did Jill stop Enzo from going into the burrow? (wombats can hurt you if they get angry) On p 9, ask: What idea did they have for retrieving the camera? (hooking it with a fishing rod)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about wombats and their habitat? On p 10, ask: Why did Enzo grab some strong magnets and tape? (to tape a magnet to the fishing rod) How did that help? (the magnet would stick onto the camera) Share any other ideas students have for ways to retrieve the camera. What did Evan (the author) need to know before writing this text?

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? On p 15, ask: Why was the wombat chasing Coen and Enzo? (not happy about intrusion into the burrow) What was surprising about the wombat? (how fast it could run) On pp 24–25, ask: What did Jill see in the photos? (a baby joey in the burrow) On p 26, ask: Was the wombat a good mum? (yes, she was protecting her baby) On p 28, ask: Why is the word *should* in bold print and how should it be read? (with emphasis because the wombat was right to chase the boys away from her home) Read the sentence without emphasis and then with emphasis to compare the difference in meaning. What can be learned from this story? (be mindful around animals and treat them with respect) Read and discuss the questions on the inside back cover. Ask students to choose a chapter or a page and retell it. Together they retell the story in order, chapter by chapter. Ask them to suggest alternative chapter titles that could have been used by the author. Do you think this story could be based on a true story? Could it have really happened? On p 5, ask: In which country do you think this story takes place (Australia) Enzo is from Italy – where is Italy? (in Europe – on the opposite side of the world to Australia) On p 13, ask: Why do you think *slowly* is repeated three times? (for emphasis) What do the dots mean? (they are ellipses, they mean that more is to come) What does *running paws* mean on p 15? (feet were moving fast and tossing up the dirt) Locate words with adjacent consonants to list and read, e.g. flight, flapping, flock, squelching etc.

**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.

(page 16)

"Big and heavy," said Coen, panting, "but he can run!"

"Let's get up that tree!" called Enzo. They dropped their rods and went up a tree, quick as lightning.

"Oh, no!" yelled Coen. There was a big lizard up the tree! It was longer than both of them.

(page 18)

The boys jumped down the tree even quicker than lightning. They ran further up the hill, as the angry wombat got closer.

(page 19)

They woke up a mob of kangaroos sleeping in the shade. Kangaroos hopped left and right, but Coen and Enzo kept running. "Sorry!" called Coen.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/oo/ as in look spelt oul. /ee/ spelt ey.

Complete sentences.

Write sentences.

Write definitions.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Fill in a story template and use it to retell the story.

In a group, read a page of the story as though it were a play.

### **Worksheet 3: Science**

Australian animals. Read and write facts and questions.

Marsupials – Label marsupials.

### **Worksheet 4: Handwriting**

Copy a page of the text then check it for accuracy.