

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 3 Book C

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### For the novels:

- *Cinderboy* by Laurence Anholt (Accessible)
- *The Worst Child I Ever Had* by Anne Fine (Accessible)
- *Jack Sweettooth* by Malorie Blackman (Expected)
- *The Magic Finger* by Roald Dahl (Expected)
- *Lion at School and Other Stories* by Philippa Pearce (Confident)
- *Hook or By Crook* by Jan Mark (Confident)



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# Introduction to Enjoy Guided Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National Curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the National Curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. Teachers are expected to help children ‘to develop their love of literature through widespread reading for enjoyment’. The quality novels and stories in the **Enjoy Guided Reading** pack will help educators meet this curriculum expectation.

This teacher’s book provides guidance for using the **Enjoy Guided Reading** books during guided reading sessions. However, issues such as class size, the number of supporting adults and policies mean that guided reading sessions operate in a variety of ways in different schools. With this in mind, this teaching resource allows for a wide degree of flexibility allowing teachers to adapt the structure to fit their needs.

## Criteria for selecting titles

The books are all fiction titles and include a range of popular titles and modern classics. They contain a level of differentiation so that for each year group sample there are books that cover a range of abilities. Each pack contains six books which are broken down into three subgroups to enable you to assign the appropriate titles to your guided reading groups.

Two **Accessible** titles – for readers below the average for their year group

Two **Expected** titles – for readers at the average for their year group

Two **Confident** titles – for readers above the average for their year group

### Book titles

There are six titles in each **Enjoy Guided Reading** pack. Each title has the following accompanying guidance:

- Brief information on the author and a book summary
- A chapter synopsis
- Teacher-led session: introducing the novel and questions linked to the opening
- Questions for independent/supported work
- Answers and objectives for independent/supported work

- Follow-up activities: suggestions for reading, writing and cross-curricular tasks linked to the novel
- Reviewing the novel: questions to help teachers run a discussion session after reading the novel.

## Organising guided reading

### Chapter synopsis

This section breaks the book down into chapters, thus familiarising teachers with unknown texts.

### Teacher-led session

‘Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher.’

(National Curriculum for English)

Teacher-led guided reading sessions are crucial in developing children’s reading skills. Through close discussion with the teacher, children can learn how to express their views about what they have read and provide quality answers to comprehension questions. Teachers should guide the children’s understanding through correction, explanation and the modelling of suitable answers.

### Introducing the text

The front cover and the blurb are designed to interest the reader and provide a few tantalising details that leave the reader wanting to know more. After a brief discussion of the front cover picture and reading the blurb, the teacher asks the children to consider what questions they have linked to the details revealed on the front cover and blurb. Examples of questions the children might come up with are given. Following this, the children are asked to use the details they have to predict what might happen in the story. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objectives.

### Beginning the story

Stories begin in different ways, for example, chapters or prologues. For each text, children are expected to read a specified amount of text and then discuss their thoughts with the teacher. The teacher may wish to listen to the children read short amounts of text in order to check for fluency and expression at this point. The teacher will then continue questioning the children. Questions will be based on a specific focus. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objective.

## Independent and supported reading

The expectation of the curriculum for English is that children from Year 3 upwards should gradually progress towards being able to 'read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read'. Therefore, children need to be given the opportunity to read independently away from the teacher-led session and demonstrate understanding of the text.

This resource provides teachers with questions for each chapter, or specified sections, of the book. Written answers mean teachers can build up a portfolio that demonstrates the children's understanding and provides useful evidence for assessment. Questions are usually arranged in blocks with several questions linked to one specific objective. This enables teachers to consider a variety of responses before making a judgement. The answers and objectives for independent work are provided on a separate sheet. Teachers can use the assessment tick sheet specific to the book to record their observations.

After the first teacher-led session, dependent on the support that is available or the lesson structure, children could read the rest of the book independently and answer the set questions. However, if possible, (especially for longer novels) teachers or teaching assistants should work with the children at various points before they complete the book, monitoring the quality of their independent work, modelling high-quality answers or asking the children the set questions verbally and discussing their responses.

### Follow-up activities

For each story a selection of follow-up activities is provided. There are activities linked to reading objectives so that further evidence of the children's understanding may be provided. Suggestions are also given for writing activities linked to the text or extension work in other curriculum areas. Some follow-up activities are photocopyables with writing frames to help the children to organise their work if needed.

Children read at different paces, so the follow-up activities may be useful to give to those children who complete the text before other members of their reading group.

### Reviewing the novel: group discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use 'discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas'.

The aim of this session is that children should learn to discuss their thoughts about a novel eloquently, expressing their viewpoint. Question prompts to help direct the conversation are provided. These should be shared out amongst the group. Following this, each child should take it in turns to ask questions and the other group members should respond.

The teacher should advise the children on how they should take it in turns to answer. It might be that the children within the group who wish to answer questions put their hands up and the questioner chooses who is to answer. The teacher may need to help the children develop rules of discussion such as listening to what others have to say.

Although the children should not shout over each other, and must listen to what others have to say, it is good if these discussion sessions are a little lively. When children are enthusiastic about wanting to share their thoughts and have lots to say about a novel this shows they have truly engaged with the story. This is to be encouraged, but the discussion must be managed. After the children become experienced at discussion, the role of the teacher will lessen as they will be more able to discuss their novel independently. Dependent on the group dynamic and children's abilities, this may happen quickly or after several sessions. At this stage the teacher will take a less pivotal role, occasionally joining in the discussion, encouraging children to elaborate on answers, but mostly observing the children.

Teachers can use the tick sheet provided to record if children actively participate in the discussion. However, the discussion will reveal a lot more than just the children's ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, and if they can justify their views using evidence from the story. Teachers may wish to make more extended notes beyond the tick sheet at this stage. Once the children become competent at conducting the discussion independently, this will give the teacher more opportunity to record their responses.

Children may become so skilled at discussion that, on occasion, the teacher may feel confident enough to let the children operate the session independently. However, it is important that the usual practice is that the teacher or teaching assistant is around to observe and make notes as book discussions reveal so much about the children's understanding of what they have read.

During this session, teachers can help pupils explore themes and discuss the conventions associated with the particular style and genre of the story. Teachers might also like to draw the children's attention to any unusual features: many great children's books step outside of convention and break the rules. Indeed, in many cases, it is differing from the norm that serves to make such books special and appealing to children.

## **Assessment**

Questions and activities for the reading sessions are linked to objectives from the national curriculum. A tick sheet is provided so that teachers can monitor the children's understanding. A coverage sheet can be found in the appendix, which provides an indication of where the objectives are addressed in each book.

## A final word

Reading 'feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds'.

(National Curriculum for English)

The exciting range of literature and the associated activities provided in our **Enjoy Guided Reading** pack will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children read with confidence and understanding, and fundamentally, 'to establish an appreciation and love of reading'.

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# 1 Cinderboy

by Laurence Anholt, Illustrated by Arthur Robins

Year 3 text level: Accessible

Laurence Anholt is a successful children's author and illustrator. He has won many awards for his work. Some of his most popular books are the best-selling *Seriously Silly Stories* – these are based on traditional stories which he alters or updates in a humorous way.

The illustrator, Arthur Robins, lives in Surrey. He has illustrated numerous children's books. His work is very well regarded. He is good friends with Laurence Anholt and provides the illustrations for the *Seriously Silly Stories* series.

## Story synopsis

*Cinderboy* takes the traditional fairy story of Cinderella and subverts it. Cinders is now Cinderboy, a football-playing genius who is the unpaid servant of his horrible stepfather and stepbrothers. However, when they go to the Cup Final without him, Cinderboy's TV godmother comes to the rescue.

Wearing a mask and his glass-studded boots, Cinderboy wins the Cup single-handed. However, he dashes off at the final whistle, leaving one of his glass-studded boots behind. All ends happily when, Eddy Prince, the manager of his favourite team, Royal Palace United, tracks him down and, after a failed attempt by his stepbrothers to claim the glass-studded boot as their own, signs him up as United's star player.

## Book synopsis

### Pages 5–13

Cinderboy lives with his wicked stepdad and his two lazy stepbrothers. They are all football crazy and support Royal Palace United.

Every Saturday, the wicked stepdad and the lazy stepbrothers lie on the sofa in front of the TV watching Royal Palace United play. Cinderboy isn't allowed to see the game. He has to bring them cups of tea and bowls of peanuts.

Cinderboy's family are rude. They throw peanuts at the TV when the other team scores. Cinderboy has to pick them all up so they can throw them again.

When Royal Palace United reach the Cup Final, Cinderboy isn't allowed to go to the stadium and see the game with his family. He has to stay at home and clean the house. This makes him sad. He wants to go to the Cup Final more than anything.

### Pages 14–20

When his family drive off to the match, he cries and cries. Then he has an idea. He will clean up the house in time to watch the Cup Final on the TV. Cinderboy scrubs his stepbrothers' smelly socks and hoovers up all the peanuts from under the sofa. When he's finished, he sits on a stool and turns on the TV. He sees his family in the crowd. He wishes he was there.

Royal Palace United are not playing well. The other team is winning. Then the captain of Royal Palace United is injured and has to leave the pitch. He is their best player. Without him, things get worse for United. By half time, they are losing ten–nil. Cinderboy is crying so hard he can hardly see the TV. Suddenly, a pink face appears on the screen.

### **Pages 21–31**

It is Cinderboy's TV godmother. She tells him he shall go to the Cup Final but Cinderboy says he has nothing to wear. His TV godmother tells him to press the buttons on the remote control and, as if by magic, Cinderboy finds he's wearing a pink silk Royal Palace United football kit and football boots with glass studs. He presses another button and the sofa turns into a pink limousine with a chauffeur at the wheel.

The TV godmother gives Cinderboy a pink silk mask to wear and tells him he must return home before the referee blows the full-time whistle. Cinderboy jumps in the limousine and races off to the stadium. He jumps out of the car, runs through an open door and ends up in the middle of the pitch.

### **Pages 32–49**

The Royal Palace United fans go wild with excitement as the mysterious masked player scores goal after goal. He is as graceful on the pitch as any dancer at a fairytale ball. He scores goals with his feet and with his head. Eddy Prince, Royal Palace United's manager, says the player in the pink mask is just what they need.

Soon the score is ten–all but the ball is at the wrong end of the pitch and the referee is just about to blow his whistle. Cinderboy kicks the ball so hard that one of his glass-studded boots falls off. The ball soars high up into the air and then drops down into the rival team's net. Cinderboy has won the Cup for Royal Palace United.

Eddy Prince runs onto the pitch to sign up the mystery player but Cinderboy remembers his promise to his TV godmother and dashes off. When he gets to the car park, the limousine has turned back into a sofa and Cinderboy has to push it all the way home.

His family mock him for missing the match and tell him how fantastic the masked player was. Cinderboy says nothing but, that night, he dreams about how he scored the winning goal.

### **Pages 50–64**

Next day, Eddy Prince knocks on the door. He's looking for the boy in the pink mask. He says whomever the glass-studded boot fits will play for Royal Palace United for the rest of his days.

The lazy stepbrothers send Cinderboy into the kitchen to fetch some peanuts while they try on the boot. It won't fit the first one but the other forces it onto his foot. He is excited but Eddy Prince isn't.

Then Cinderboy steps out of the kitchen wearing the pink mask. He gives his stepbrother a pair of tiny pink shorts. His stepbrother can't squeeze into them. He's eaten too many peanuts.

Cinderboy drives off with Eddy Prince. He is now Royal Palace United's star player. He is also kind-hearted and forgives his family for being cruel to him. He gives them free tickets for Royal Palace games and offers to pay to have the glass-studded boot removed from his stepbrother's foot. Cinderboy lives happily ever after, scoring more goals than there are peanuts under all the sofas in the world.

## Teacher-led session

### Introducing the text

**Objective 5:** asking questions to improve their understanding of a text

Look at the front cover and the blurb. Encourage the children to ask questions about anything they find puzzling or would want to find out more about. For example:

- Why is the boy called Cinderboy? (front cover)
- Is Cinderboy like Cinderella? (front cover)
- What is a TV godmother? (blurb)

**Objective 7:** predicting what might happen from details stated and implied

Ask children to predict: What will Cinderboy's TV godmother do?

### Beginning the story

**Objective 1a:** read easily, and fluently

During the teacher-led session, the teacher may wish to listen to children read individually. This is usually best organised by all the children reading silently and the teacher moving round the table selecting specific children to read aloud. It is not advised that the usual practice is that the children take it in turns to read a page at a time. This often leads to the children switching off when they have had their turn and therefore not engaging with the text.

**Objective 2:** using dictionaries to check the meaning of words that they have read

Whilst reading, children will encounter unfamiliar words: developing understanding of these words will help them to widen their vocabulary. The teacher-led session provides the ideal opportunity to show the children how to work out the meanings of words they don't know using contextual cues, and to teach them how to use a dictionary. They can then continue to develop these skills during independent reading.

Before beginning the story, ask the children to look at the map shown on the opening pages. Ask:

- What is Seriously Silly Storyland? (*A place like fairy-tale land but with silly characters similar to fairy-tale characters./A series of books.*)
- Which links can you identify between the characters listed and well-known fairy-tale characters? (*e.g. The Fried Piper and The Pied Piper*)

Ask children to read pages 4–9. For this particular text, it may be suitable to read as a group asking questions about each page. Examples of some possible answers for the more open questions are given; however, variations on given answers may also be correct.

**Objective 9:** identifying how language, structure, and presentation contribute to meaning

- Look at pages 4–5. The opening sentence of the story is ‘Cinderboy was crazy about football’. The illustration reveals more about Cinderboy and his life. What does the illustration show us? (*He is not rich – he is wearing rags./He lives in a messy place – the garden has rubbish everywhere./He likes football – he is playing it./It looks like he has a job to do – hanging out the washing.*)
- Look at pages 5–6. What additional information does the illustration reveal about Cinderboy’s family? (*They are messy./The pile of magazines and the trophies show they are obsessed with football./ Cinderboy isn’t there – it is like he isn’t part of the family.*)
- Look at the text on page 6:

‘Royal Palace are MA-AGIC  
Everyone else is TRA-AGIC!’

Why is this text separated from the main text and written in bold? Why do the words magic and tragic in capitals contain extra A’s and a dash? (*To show that they are singing it/chanting it and to guide the reader as to how it should sound – the children could have a go at reading this part out loud.*)

- What does the illustration on page 8 reveal about how Cinderboy feels? (*He does not look happy/looks fed up.*)
- On pages 6–7, it is not clear what is scattered on the floor in the illustration. On page 9 the answer is revealed in the text. What is scattered on the floor? (*peanuts*)
- Remind the children to look out for illustrations as they read to help their understanding and add extra details to the story.

## Independent and supported reading

### Teacher guidance

A range of questions for the remainder of the story is provided on p13. Children may work through these independently or with support. How this is organised will be dependent on the support available in the classroom and the ability of the group.

Teachers may photocopy the questions and give them to the children to work on whilst they are reading the book. It is advised that teachers monitor the children’s progress at regular intervals during this time. If possible, at different points, adults should work with children discussing the quality of their answers, and modelling suitable responses. They might also ask them some of the questions verbally and keep a record of their response using the assessment tick sheet on p19.

The questions are all linked to specific objectives. This means teachers can easily monitor the children's strengths and weaknesses. Children can practise the skills needed for answering questions linked to particular objectives and teachers can check their understanding. The objectives and the answers to the questions are provided on pp14–15. Teachers can keep a record of the children's understanding using the assessment tick sheet. Encourage children to number their answers to make it easier for the teacher to track their work.

## **Follow-up activities**

The extension activities provide the opportunity to develop further reading skills and use the text as a stimulus for literacy and cross-curricular work. The use of writing frames in the Photocopy Masters (PCMs) helps to support the children in their work. As children read at different paces, the teacher may find the follow-up activities particularly useful to extend the learning of children who complete the novel before other members of their group.

### **Extension 1 Literacy**

Imagine you are a sports reporter. Write a newspaper report about the FA cup final match that Cinderboy played in. Describe what happened before half-time and how things changed after half-time. Include a quote from Eddy Prince. What would he say after the match?

### **Extension 2 Cross-curricular**

The real FA Cup Final is played at Wembley Stadium. Where is Wembley Stadium? Find some pictures or photos of the Cup Final and compare them with the illustrations in the book. How do they differ? This website may help you:

<http://www.wembleystadium.com/>

### **PCM 1 Literacy/Reading (Objective 6)**

Write an interview. Think about how characters would respond to different questions. Alternatively, use the questions provided for a hot-seat activity or role-play the interview in pairs.

### **PCM 2 Reading (Objective 9)**

Put events from the story in the correct order.

## **Reviewing the novel: group discussion with teacher support**

This session will cover the following objectives and also demonstrate if children have good overall comprehension of the text.

**Objective 10:** participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

The conversation starters on p18 could be photocopied, cut out and handed around amongst the children. Then they could take it in turns to ask and answer questions within the group. The teacher's role here is to monitor, assess understanding and help children to elaborate on their answers where necessary.

**Objective 11:** be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4

The aim is that children should be able to express their opinions clearly and be able to support their viewpoint with relevant evidence.

**Objective 12:** identify themes and conventions

After the children have completed the review activity, the teacher could lead into a discussion on themes and conventions. This is an area of understanding that often requires teacher support to develop. Some appropriate questions and suitable answers are given below. However, teachers should be aware that the children may have their own ideas which can also have validity.

- Is this story a fairy-tale? *(It is a modern version of a well-known fairy-tale Cinderella.)*
- How is the tale different to Cinderella? *(Many answers are possible, e.g. features a boy instead of girl; stepfather instead of stepmother; glass football boot instead of glass slipper, etc.)*
- How is the tale similar to Cinderella? *(Many answers are possible, e.g. Cinderboy is treated badly; made to do housework; is rescued by a godmother; has to leave early, etc.)*



## Independent and supported reading questions

### ***Cinderboy***

Answer the questions after reading the sections below.

#### **Read pp10–15**

1. Look at page 15. Why is Cinderboy working so hard at doing the housework?

#### **Read pp16–20**

2. Look at the phrase on page 20, 'Cinderboy was crying so hard he could hardly see the television'. Why was he so upset?

#### **Read pp21–25**

3. Why might the TV godmother have dressed Cinderboy in pink and put him in football boots?

#### **Read pp26–31**

4. Look at page 31. Cinderboy is standing in the middle of the pitch. What might happen now?

#### **Read pp32–35**

5. Cinderboy is very involved in the game. What is likely to happen if he does not leave before the end of the match?

#### **Read pp36–40**

6. How will the crowd react to the goal?

#### **Read pp41–45**

7. What happened to the pink limousine?

#### **Read pp46–50**

8. Look at page 50. Who did Cinderboy find at the front door?

#### **Read pp51–55**

9. Who did Eddy Prince say he was looking for?

#### **Read pp56–60**

10. Describe the size of the pink shorts.

#### **Read pp61–64**

11. Who became Royal Palace's star player?

## Answers with objectives

### *Cinderboy*

The answers below provide the teacher with general guidance as to how the majority of children with good understanding will respond to the text. Questions answered correctly are likely to be variations of the answers given below including different degrees of detail. However, teachers should be aware that there may be other possible answers than the ones given below for some of the more open-ended questions.

The quality of the children's answers will demonstrate comprehension at different levels. Of course, answers for the literal questions may be quickly judged as correct or incorrect. For questions that require longer answers, some children may answer fully and demonstrate good understanding. Other children will answer in a minimal manner, but get the answer basically correct. This clearly shows some understanding; however they may need encouragement to answer questions in more depth, referring to the text in order to explain their ideas fully. Teachers can note their judgement on whether or not children have met the specified objective using the assessment tick sheet.

#### Pages 10–20

**Objective 6:** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

1. He wants to finish so he can get to watch the match on TV.
2. His team were losing ten–nil and the captain had to be carried off./His team were playing badly.

#### Pages 21–40

**Objective 7:** predicting what might happen from details stated and implied

3. He is going to play football./He is going to play for Royal Palace./He is going to be part of the Royal Palace team./Pink is what Royal Palace wear – he is going to play with them.
4. The crowd might be surprised/shocked/start booing/cheering./Cinderboy might start playing with Royal Palace.
5. His clothes will change back to rags and his football boots and mask will disappear.
6. The crowd will be amazed because it was a great goal./Royal Palace fans will cheer and be excited and happy because their team has won./The rival team will be upset and disappointed.

#### Pages 41–64

**Objective 1b:** read with good understanding (demonstrated through answering literal questions, e.g who, what, when, where, which, how many)

7. It turned back into a sofa.
8. Eddy Prince, the Royal Palace Manager

9. The mysterious boy in the pink mask./The person whose foot fits this gleaming glass-studded football boot...
10. Tiny
11. Cinderboy

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# 1

## Cinderboy (PCM1)

Name ..... Date .....

# CINDERS

Choose one of these characters and use the questions below to create an interview.

### **Cinderboy**

- Why do you like football so much?
- Why does your family treat you like a servant?
- Why do you let your stepfamily bully you?
- What is your greatest wish?
- How did you feel when the TV godmother said you could go to the Cup Final?

### **Stepbrothers**

- Why don't you like Cinderboy?
- Why do you only watch football instead of playing it?
- Why do you watch football on TV instead of going to the matches?
- Why do you like Royal Palace United so much?

### **Stepfather**

- Why are you so unkind to Cinderboy?
- Do you think you're a good role model to your two sons? Why?
- Why won't you let Cinderboy come to the Cup Final with you?

### **TV godmother**

- Why did you help Cinderboy?
- How did you know Cinderboy was a good footballer?
- How did you know he wanted to go to the Cup Final?
- Do you make lots of people's wishes come true? Why/Why not?

**Set questions and answers out on a new line. For example:**

Cinderboy

Q: Why do you like football?

A: Because it's an exciting game that gets my heart racing!