

# Badger Learning's Enjoy Guided Reading

## Teacher Books – What's Inside?

- Chapter-by-chapter synopses helps teachers to prepare for the guided reading session and follow lengthy storylines
- Guidance for teacher-led sessions
- Questions and answers for independent and supported work
- Follow-up writing activities provided
- 'Reviewing the book' questions provided for teachers to lead a discussion
- Answers to questions provided and linked to NC Objectives
- Coverage Sheet
- Assessment Sheets

### 2 Scratch and Sniff (PCM2)

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

#### WPC Penrose Reports

Now Penny has to write up her report. She has to include:

- exactly what she saw
- exactly what she did
- exactly what she found.

**Report**  
**Theft from Doogood's Furniture Store**  
 Date: .....  
 Attending Officer: WPC Penelope Penrose  
 Officer's statement:  
 I was on duty when a robbery was reported at Doogood's furniture store. Sergeant Snide instructed me to stay behind and count traffic cones. To my surprise, the cones went missing.  
 Then I noticed .....

Enjoy Guided Reading Year 3 Book D © Badger Learning

#### Independent and supported reading questions

##### Esio Trot

Answer the questions after reading the sections below.

**Read pp10–19**

1. Look at page 10. What does Mrs Silver give Alfie for breakfast?
2. Look at page 13. What does Mrs Silver wish her tortoise would do?
3. Look at page 18. Mr Trot says Esio Trot is Tortoise spelled backwards – is he right?

**Read pp20–29**

4. Look at page 21. What did Mr Hoppy use to protect his carpet?
5. Look at page 24. How many tortoises did Mr Hoppy buy?
6. Look at page 29. What did Mr Hoppy use to lift Alfie up onto his balcony?

**Read pp30–40**

7. Look at pages 38–40. Why does Mr Hoppy keep replacing each tortoise with a slightly bigger tortoise?
8. Why do you think Mrs Silver didn't notice that the tortoise she believed was her pet was getting bigger?

**Read pp41–49**

9. Look at page 42. Why does Mrs Silver suddenly believe that her pet has grown enormously?
10. Look at page 48. Why does Mr Hoppy replace the bigger tortoise with one that is smaller?

**Read pp50–56**

11. Look at page 52. Why does Mr Hoppy ask Mrs Silver to marry him?
12. Look at page 52. What does Mrs Silver mean when she says, 'It's all due to Alfie'?

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### 4 Assessing Understanding: New Curriculum Reading Objectives

#### Horrid Henry and the Football Fiend (Years 3 and 4)

✓ good understanding    ✗ poor understanding    — some understanding

| Pages   | Objective  | Pupil | Pupil | Pupil | Pupil | Pupil | Pupil |
|---|--|-------|-------|-------|-------|-------|-------|
| Book introduction                                       | 5. asking questions to improve their understanding of a text   |       |       |       |       |       |       |
| Book introduction                                       | 7. predicting what might happen from details stated and implied  |       |       |       |       |       |       |
| Teacher led   | 1a. read easily and fluently   |       |       |       |       |       |       |
| Teacher led   | 2. using dictionaries to check the meaning of words that they have read  |       |       |       |       |       |       |
| Horrid Henry Peaks at Peter's diary Teacher led; pp1–7  | 4. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context                                 |       |       |       |       |       |       |
| Horrid Henry Peaks at Peter's diary Independent pp 8–21 | 6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence               |       |       |       |       |       |       |
| Horrid Henry and the Football Fiend                     | 8. identifying main ideas from more than one paragraph and summarising these   |       |       |       |       |       |       |
| Horrid Henry Goes Shopping                              | 3. discussing words and phrases that capture the reader's interest and imagination   |       |       |       |       |       |       |
| Horrid Henry's Aids Enemy                               | 9. identifying how language, structure, and presentation contribute to meaning   |       |       |       |       |       |       |
| Reviewing the novel                                     | 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 |       |       |       |       |       |       |
| Reviewing the novel                                     | 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     |       |       |       |       |       |       |
| Reviewing the novel                                     | 12. identifying themes and conventions   |       |       |       |       |       |       |

**General comments:**

56

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 3 Book D

Karen Moncrieffe

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### For the novels:

- *It's Too Frightening for Me!* by Shirley Hughes (Accessible)
- *Scratch and Sniff* by Margaret Ryan (Accessible)
- *Esio Trot* by Roald Dahl (Expected)
- *Horrid Henry and the Football Fiend* by Francesca Simon (Expected)
- *Stanley and the Magic Lamp* by Jeff Brown (Confident)
- *Seal Island* by Julia Green (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 easily 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 It's Too Frightening for Me!

by Shirley Hughes, Illustrated by Shirley Hughes

Year 3 text level: Accessible

Shirley Hughes, OBE, is a highly respected English author and illustrator. She has written over 50 books and illustrated more than 200. She has won several awards for her work. Her most well-known works are probably *Dogger* and the popular *Alfie* series of books.

## Story synopsis

Two brothers, Jim and Arthur, live near a spooky old run-down house. They dare each other to go up to the door and, when they do, they get frightened by the sound of someone telling them to go away. One day, a girl appears at the window and beckons them in. Jim goes in to investigate and, after a while, Arthur follows him. He finds Jim talking to the girl and learns that her name is Mary. Just then, they hear a dreadful shrieking. They learn that this is Mary's grandmother, who is continually frightened that it is someone from the council coming to the house. Mary tells them that she and her gran never go out and that no one ever comes to the house. Even the groceries are left at the front gate. Mary tells them that she is an orphan and apart from her cat, Uriah, is very lonely. She explains that she and Granny are caretakers of the house and have only met Captain Grimthorpe, the owner, once. Jim and Arthur become friends with Mary and help her and Granny out as much as they can.

One day, they find that Captain Grimthorpe has returned. In a foul rage, he moans about the state of the house and sends the boys away. He treats Mary and Granny very badly and threatens to send them away too. To make matters worse, Mary's cat has a fight with Captain Grimthorpe's dog. The dog gets hurt and Uriah is locked in a room until morning, when he is to be sent to a cats' home. Mary is desperate and Jim and Arthur help her plan Uriah's escape by lowering him out of a window in a cat basket. The plan is foiled halfway through when Captain Grimthorpe wakes up and looks out of the window. Uriah jumps out of the basket and lands on the captain's head. As he runs off, he pulls off the man's wig, leaving him bald. Arthur realises the man is an impostor as he doesn't look like the portrait of Captain Grimthorpe that hangs in the house. The man packs his bags and runs away. The next day, Jim and Arthur find out that he is Captain Grimthorpe's lazy, bad-tempered brother.

A few days later, some people from the council turn up and tell Granny that Captain Grimthorpe is going to turn the house into an old peoples' home and that she is to be a resident. Mary and Uriah go to live with Jim and Arthur.



# 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:

- What is too frightening? (front cover)
- Why are the boys running? (front cover)
- Is there a ghost in the house? Who is saying 'Aaah!?' (front cover)
- Why are there three children in the picture? Who is the girl? (blurb)
- Who does the spooky face belong to? (blurb)
- Does a witch live in the old house? (blurb)

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

Ask children to predict: what might John and Arthur find when they investigate?

## 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, talk to the children about the layout of the book. Explain that there are chunks of text accompanied by pictures with speech bubbles. Explain that it will be important for children to read the text in the speech bubbles as this text is linked to the story.

Ask children to read up to page 16. Explain that as they are reading they should jot down anything they find puzzling, confusing or would like to know more about. When the group has completed reading, they can share their thoughts. Children who finish reading before others could write a short summary of what they have read so far, noting the most important things that have happened.

**Objective 3:** asking questions to improve their understanding of a text

Once all of the children have completed reading ask them to explain what has happened so far. They should then share their thoughts about anything they found puzzling, confusing or would like to know more about. The teacher could jot the children's queries on a sheet of paper to refer to later. Examples of some of the questions the children could ask about the text are:

- Why does a black cat go in and out of the house?
- Who does the house belong to?
- Why do Jim and Arthur keep going back to the house even though it is scary?
- Who is screaming 'Go away, go away... '?
- Who is the young girl at the window?
- Page 14: What does 'beckoned' mean? Why is she beckoning them?

Ask the children what Jim means when he says, 'This is a real mystery.' What is a mystery? Explain that in a mystery story, the author purposefully tries to include lots of puzzling things in the story. The reader is meant to have questions and read on to find out the answers. Explain that the children should look out for both things they find puzzling and answers as they continue reading. After the children complete the story, they could refer back to the original questions they had to see if all has been revealed.

## **Independent and supported reading**

### **Teacher guidance**

A range of questions for the remainder of the story is provided on p12. 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 p18.

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 pp13–14. 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

On page 17, Mum is telling the boys the story of Rapunzel. Read the story of Rapunzel. Explain how she was shut up in the tower. How did she escape?

### Extension 2 Literacy

Write a different version of the story of Hardlock House. Imagine that Jim and Arthur do not find Mary and her grandmother inside – instead they find a scary witch! What does she do? How do they get away from her?

### Extension 3 Cross-curricular

Hardlock House is a very old house. There are many old houses in Britain – perhaps you live in a house that was built long ago! Find out more about old houses using this website to help you:

<http://www.primaryhomeworkhelp.co.uk/houses.html>

### PCM 1 Literacy

Create a job advertisement for caretakers for Hardlock House.

### PCM 2 Reading (Objective 6)

Explain how life changed for Mary from her point of view.

## 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 p17 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.

- What genre is this story? *(A scary story, a mystery, but in the end, it is quite realistic.)*
- Explain the reasons for your choice. *(A scary setting/lots of puzzles and questions that needed figuring out./Once you realised there was no ghost, it was quite realistic with no more scary things happening.)*
- In this story did 'good triumph over evil'? Did the horrible characters get their comeuppance? *(Yes, the pretend Captain Grimthorpe had his wig pulled off, then he got found out and had to leave.)*

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## Independent and supported reading questions

### *It's Too Frightening for Me!*

Answer the questions after reading the sections below.

#### Read pp17–27

1. Look at the text on page 17 including the speech bubble. What story might Mum be reading?
2. Look at page 23. Why is an ellipsis (...) used?
3. Look at page 27. Why are some words in capitals?

#### Read pp28–38

4. Look at page 30. Who is Captain Grimthorpe?
5. Look at page 30. Why were Mary and her gran in the house?
6. How did Mary end up with new clothes?

#### Read pp39–49

7. Look at page 41. Which words show you that Mary and Granny were nervous and unhappy?
8. Look at page 45. Which words make you aware that something bad is going to happen?

#### Read pp50–60

9. Why do you think the cat did not want to go into the basket?
10. How do you think 'Captain Grimthorpe' felt when the cat pulled off his wig?

#### Read pp61–71

11. Explain how Hardlock House changed compared to how it was at the beginning of the story.
12. Explain how Mary's life changed compared to how it was at the beginning of the story.

## Answers with objectives

### *It's Too Frightening for Me!*

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 17–27

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

1. Rapunzel
2. To increase the tension./To make the reader wonder what will happen next./To make the reader want to turn the page.
3. To show that these words were said loudly.

#### Pages 28–38

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

4. The owner of the house
5. They were caretakers looking after the house.
6. From Jim and Arthur/Jim and Arthur's mum gave them some second-hand clothes and they gave them to Mary.

#### Pages 39–49

**Objective 3:** discussing words and phrases that capture the reader's interest and imagination

7. Clinging together
8. But worse was to come.

## Pages 50–60

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

9. The cat didn't want to be trapped/wanted to be free/didn't know that Mary was trying to save him from the Cats' Home.
10. Angry, embarrassed

## Pages 61–71

**Objective 8:** identifying main ideas drawn from more than one paragraph and summarising these

11. It is prettier now, more attractive and not scary anymore./Before it was a run-down old house but now it is an old people's home.
12. At the start of the story, Mary was lonely and sad living at Hardlock House. By the end, she was happier living with Jim and Arthur as one of the family./Mary didn't live at Hardlock House anymore but she still visited her granny.

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# 1

## It's Too Frightening for Me! (PCM1)

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

### HARDLOCK HOUSE ADVERTISEMENT

Mary and her grandmother come from far away in the country to be caretakers at Hardlock House. They find the job in an advertisement. What might the advertisement have looked like? Design an advertisement for the caretaker job. Include a picture of the house.

#### Caretakers Needed

Where:

What the house looks like:

Skills (what you will need to do):

How much you will earn:

Who to call about the job: