

# 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'?

Enjoy Guided Reading Year 3 Book D © Badger Learning

### 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 drawn 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 Dirty Enemy	9. identifying how language, structure, and presentation contribute to meaning						
Revisiting 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						
Revisiting 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						
Revisiting the novel	12. identifying themes and conventions						

General comments:

56

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 4 Book C

Fiona Tomlinson, Karen Moncrieffe  
Sarah St John & Roger Hurn

### For the novels:

- *The Invisible Dog* by Dick King-Smith (Accessible)
- *Freckle Juice* by Judy Blume (Accessible)
- *Fantastic Mr Fox* by Roald Dahl (Expected)
- *Foxy Tales: The Cunning Plan* by Caryl Hart and Alex T Smith (Expected)
- *You're a Bad Man, Mr Gum* by Andy Stanton (Confident)
- *Pippi Longstocking* by Astrid Lindgren (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 The Invisible Dog

by Dick King-Smith, Illustrated by Ann Kronheimer

Year 4 text level: Accessible

Dick King-Smith (1922–2011) is the author of *Babe: the Sheep Pig*. Many of his stories feature animals, and this one is about a girl who really wants a dog.

## Book synopsis

This is the story of Janie, a girl who longs to have a dog of her own. In order to fulfil this yearning, she introduces an imaginary Great Dane called Henry to the house. Then Janie is allowed to have a real Henry – but somehow there's more to this than meets the eye. What does Mrs Garrow, the old lady with a cackling laugh and black cat who lives in the end cottage, have to do with it? This is definitely a story with a twist in its tail!

## Story synopsis

### Chapter 1: The Lead and Collar (pp1–9)

Janie wants a dog. Her mum and dad had a Great Dane called Rupert, but it died when she was little, so Janie doesn't remember it. Janie asks her mum if she can have a Great Dane but her mum thinks they can't afford to buy one. Then Janie finds Rupert's old collar and lead. She goes for a walk carrying the collar and lead. She meets Old Mrs Garrow, a lady with a loud laugh like a quacking duck. Janie tells Mrs Garrow she is taking her invisible dog for a walk. Mrs Garrow joins in with the game of make-believe.

### Chapter 2: The Name (pp10–19)

Janie's mum and dad discuss Janie's invisible dog. They decide they can't afford to buy her a real Great Dane. Next morning, at the breakfast table, Janie talks about her invisible dog with her mum and dad. She says it has spots. It is a harlequin Great Dane. Janie's dad suggests she call it Henry. Janie likes the name.

### Chapter 3: The Price (pp20–28)

To her parents' relief, Janie does not want to take Henry to school with her. She says it's against school rules to bring a pet. However, she does ask her mum to let Henry run around in the garden. Janie is disappointed when her mum forgets to bring Henry with her to pick her up from school. Janie says that she's told her teacher that, one day, her mum and dad might buy another Great Dane. Janie's dad says it costs too much money. When Janie asks him how much, he makes up a really high price. Janie's dad says if she has £500 she can buy a real Great Dane. Janie says she will save up her pocket money and buy one – even if it takes her ten years.

### Chapter 4: The Show (pp29–38)

For her eighth birthday treat, Janie's mum and dad take her to Cruft's Dog Show to see the Great Danes. Janie is not allowed to take Henry. She is really excited to see real Great Danes. She watches them being shown and being judged. A harlequin Great Dane wins Best of Breed. Janie says he looks exactly like Henry.



### **Chapter 5: The Tea Leaves (pp39–49)**

The village postbox is set in Mrs Garrow's garden wall. Janie goes to post a letter in it. Before she can, Mrs Garrow reaches over the wall and posts a letter of her own. Janie is surprised by this. She thinks Mrs Garrow is too short to reach over the wall. Mrs Garrow shows Janie that she stands on a pair of wooden steps to do so. Mrs Garrow says she is surprised that Janie's dog isn't carrying Janie's letter in his mouth. Janie tells Mrs Garrow that her dog's name is Henry. Mrs Garrow says her late husband's name was Henry too. Janie tells Mrs Garrow about her visit to Cruft's and that it costs a fortune to buy a Great Dane. The old woman offers to tell Janie her fortune by reading the tea leaves in a cup. Janie agrees. Mrs Garrow says the tea leaves tell her that Janie is going to be lucky. She can see a great big black and white shape in the tea leaves. Janie thinks it is a harlequin Great Dane. When Janie leaves, Mrs Garrow sweeps up the leaves on her lawn with a broomstick while her black cat watches her.

### **Chapter 6: The Money (pp50–61)**

Janie plays a game of Monopoly with her mum and dad. She and Henry win. Janie offers her dad £500 of Monopoly money to buy a dog. Her dad says she'll be lucky! Janie says she thinks she will be. Janie's mum is cross with Janie's dad. She thinks he isn't being fair to Janie. Then Janie's dad says that he is thinking about buying a real Great Dane. They look out of the window and see Mrs Garrow pretending to pat Janie's invisible dog. That makes up Janie's dad's mind. He says it is time they bought a visible Great Dane. They don't tell Janie of their plan. Meanwhile the postman is on his way to Janie's house with a letter.

### **Chapter 7: The Kennels (pp62–78)**

Janie's dad opens the letter. It says Janie has won £200 on the Premium Bonds. It isn't enough to buy a Great Dane but her mum and dad agree to add the rest of the money to it. They phone up a breeder of Great Danes. She has a harlequin puppy. It costs £500. They ask her to keep it for them. But when Janie's mum and dad arrive at the breeder's house they find that she has already sold the puppy.

Janie is pleased with her £200. She says it will buy half a harlequin Great Dane puppy. Janie is out walking her invisible dog when she meets Mrs Garrow. She tells Janie to ask her mum and dad where they went that morning. Janie does so, but before they can answer her the phone rings. It is the breeder to say she has a harlequin dog for sale. Janie goes with her mum and dad to see the dog. It has a kink in its tail but Janie loves it. The breeder sells it to her for £100. The strange thing is that this dog's name is also Henry.

### **Chapter 8: The Twist (pp79–83)**

A week later, Janie takes her real dog Henry for a walk. They go to Mrs Garrow's cottage. Her black cat is sitting on the doormat. Janie tells Henry that Mrs Garrow's cat doesn't like dogs. But the cat rubs itself against Henry's legs and purrs. Janie introduces Henry to Mrs Garrow. Mrs Garrow says she has seen him lots of times. Janie points out the twist in Henry's tail. The old woman says it was all in the tea leaves. Janie asks her how she can know these things. Mrs Garrow laughs and says, "that's the twist in the tale".

# 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:

- How can a dog be invisible? (front cover)
- Why is there a picture of a real dog on the cover when it is about an invisible dog? (front cover)
- What sentence in the blurb makes the story sound mysterious? (blurb)

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

How do you think the adults in this story will help to play along with her fantasy of the invisible dog?

## 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.

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

Ask the children to read chapters one and two. When the group has completed reading, ask them the questions below. Children who finish reading before others could jot down the answers to some of the questions in preparation for the teacher-led discussion. Examples of some possible answers for the more open questions are given; however variations on given answers may also be correct.

- Why did Janie's mum and dad not buy another dog after Rupert died? (*Because no other dog could replace Rupert.*)

- What evidence is there in the text that Mrs Garrow is a bit strange? (*She laughs like a quacking duck; she says she can see Janie's invisible dog.*)
- How do you know that Janie's mum thinks Janie gets her strange ideas from her dad? (*Because she says that he is as bad as she is.*)
- Why does Janie decide to call her invisible dog Henry and not Harry? (*Because her dad says it's more dignified; because he wagged his tail more at the name Henry.*)

## Independent and supported reading

### Teacher guidance

A range of questions for the remainder of the story is provided on pp12–13. 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 pp19–20.

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 (Objective 6)

Ask the children to read the final chapter, The Twist, and to consider why Mrs Garrow's cat likes Henry when Mrs Garrow had told Janie that it didn't like dogs. Now ask them to use the writing frame to argue the case for which animal makes a better pet – a cat or a dog?

#### Extension 2 Literacy (Objective 9)

Ask the children to imagine they have a witch living near them. Ask them to write two paragraphs explaining what happened when they went to have tea with her in her cottage.

### Extension 3 Cross-curricular

Find out from which countries these dogs originated:

Great Dane, Irish Wolf Hound, Labrador, Afghan Hound, Chihuahua, Pekingese, Dingo, St Bernard, Husky, Doberman, West Highland Terrier.

### PCM 1 Literacy (Objective 8)

Make an argument for which is best, cats or dogs?

### PCM 2 Literacy (Objective 3)

Use some descriptive words to write about a visit to a witch's cottage.

## 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.

- Would you say this is a realistic story or a fantasy story? Explain the reasons for your choice. (*Children's own answers.*)
- Did the story end in the way you thought it would? (*Children's own answers.*)
- If you have read a Dick King-Smith book before, is *The Invisible Dog* similar or different? (*Children's own answers; Dick King-Smith mostly writes realistic stories, sometimes with a fantastical twist, and often about animals.*)

## Independent and supported reading questions

### ***The Invisible Dog***

Answer the questions after reading the chapters below.

#### **Chapter 3**

1. Why are Janie's parents worried about Janie taking the invisible Henry to school?
2. Do you think Janie's dad was being unfair when he said she could buy a Great Dane puppy? Why/Why not?
3. Why was Janie disappointed when her mother collected her on the first day back at school?

#### **Chapter 4**

4. Why does Janie's dad take them all to the fourth day of Cruft's Dog Show?
5. Why does the author write: '...until that unforgettable day after her eighth birthday' rather than just: 'the day she went to Cruft's'?
6. What do the expressions 'out of the ordinary' and 'out of this world' mean?
7. Why did Janie want the dog to win Best of Breed?

#### **Chapter 5**

8. What evidence can you find in the text that shows Janie's dad is planning to buy a Great Dane puppy?
9. What are the two meanings of the word 'fortune' which the author uses in this chapter?
10. What words or phrases does the author use to hint that there is something witch-like about Mrs Garrow?

#### **Chapter 6**

11. Do you think Janie will be lucky?
12. How do you think Janie will feel about getting a real dog?
13. How do you think Janie's parents will get the money?
14. What does Janie's dad say about Janie being lucky and what he'd start believing in?

## Chapter 7

15. How does the author show that Mrs Garrow has an uncanny knowledge about Janie's mum and dad's plans? Give examples from the text to support your argument.
16. Why does the breeder think something strange is going on?
17. Janie has been very lucky – just as Mrs Garrow predicted. Do you think Mrs Garrow had anything to do with this? Why do you think this?

## Chapter 8

18. Why do you think the last chapter is called The Twist?
19. Why do you think there is an illustration of a collar and lead at the start of the chapter?
20. What is funny about Mrs Garrow saying, “a twist in the tale”?

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## Answers with objectives

### *The Invisible Dog*

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.

#### Chapter 3

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

1. Because they are worried about what her friends and teachers would think.
2. He was being unfair because he wanted her to forget the whole business of buying a puppy; and it was unfair because he knew Janie would never have £500 to spend on a puppy. He was being fair because Janie could save up her pocket money.

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

3. Because her mum had forgotten to bring her invisible dog, the collar and lead.

#### Chapter 4

**Objective 4:** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

4. As a birthday treat for Janie; because Great Danes are judged on the fourth day; because Great Danes are Janie's mum's favourite breed; because he thought it might be fun for Janie.
5. Because she wants to emphasise how Janie is feeling.
6. Something which is extraordinary and not what you see every day.

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

7. Because he is faultless; because he is a harlequin; because he looks exactly like Henry.



## Chapter 5

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

8. He has been wondering why they never replaced Rupert; Janie's invisible dog has made him want to get a real one; he has cut an advertisement for Great Dane puppies out of the local paper.

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

9. Fortune can mean your future but also a lot of money.
10. 'Mrs Garrow seemed suddenly to rise higher'; 'old black cat'; 'long broomstick of birch twigs'.

## Chapter 6

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

11. Yes, she will be.
12. She will be very excited.
13. They might find it; they might win it.

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

14. He will believe in witchcraft.

## Chapter 7

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

15. She seems to be able to read Janie's mind; she knows where they went that morning even though they didn't tell her.
16. Because Janie has enough money of her own to buy the dog; because the dog is called Henry.

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

17. Children's own answers.

## Chapter 8

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

18. Because there was a twist at the end of the story.
19. Because Janie is going to get a dog.
20. Because there is a twist in the tale (story) as well as a twist in the dog's tail.

# 1

## The Invisible Dog (PCM1)

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

### TOP DOGS VS COOL CATS

Remember to use connectives and powerful words to make your arguments.

I believe that a ..... makes a better pet than  
a .....

The main reason for my belief is

Some people disagree with my view. They argue that...

However, I think they are wrong because...

Finally, I would like to say one more thing to convince you  
why ..... make better pets than .....

It is...

