

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 Peeks 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 Peeks 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 connections						

General comments:

56

Enjoy Guided Reading

Teacher Book with Copymasters

Year 5 Book E

J H Rice, Karen Moncrieffe and Jane A C West

For the novels:

- *Monster Slayer* by Brian Patten (Accessible / Grey)
- *Out of the Ashes* by Michael Morpurgo (Accessible / Grey)
- *Coraline* by Neil Gaiman (Expected / Dark Blue)
- *A Pig Called Heather* by Harry Oulton (Expected / Dark Blue)
- *The Astounding Broccoli Boy* by Frank Cottrell Boyce (Confident / Dark Red)
- *The Road to Ratenburg* by Joy Cowley (Confident / Dark Red)

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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 photocopiables 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'.

1 **Monster Slayer** by **Brian Patten**, Illustrated by Chris Riddell

Year 5 text level: Accessible, Book Banded: Grey

Brian Patten is one of the Liverpool poets who, together with Roger McGough and Adrian Henri, created the joint anthology *The Mersey Sound*, now a Penguin Modern Classic. Brian Patten has written many successful poetry anthologies for adults and children.

This book is a retelling of Beowulf, the oldest surviving long poem in Old English. The children may be interested to know that the poem survives in an original manuscript, the Nowell Codex, which dates back approximately 1,000 years.

Chris Riddell is a prolific writer and illustrator whose work is familiar to both children and adults. He is known especially for his distinctive line drawings with their clever caricature, fascinating detail and often enchanting fantasy elements

Book synopsis

A powerful king celebrates his final battle and the arrival of peace by building a great hall and ordering a feast to end all feasts. The partying of the guests awakes Grendel, a fearsome creature, half-man, half-monster, who has been asleep for so long that his existence has been forgotten. Grendel is irked by the noise and, responding to a sense of jealousy and injustice, determines to destroy their happiness.

Grendel arrives at the hall where the guards have fallen asleep. He attacks the warriors, plucking off their arms and legs like the petals from a flower. He gathers up the survivors and returns to his nest of rat bones to eat them at his leisure. Having found a taste for human flesh, Grendel goes back to the village night after night to search for unwary humans. The king calls for warriors to destroy Grendel but the creature's skin cannot be pierced by swords or arrows and all are unsuccessful.

Then a boat sails from over the horizon. It carries Beowulf, the greatest of warriors, who has come to slay Grendel. First he fills the hall with flickering candles and confuses Grendel by playing tricks and throwing stones at him; then he strikes with the power of 30 men. He breaks one of Grendel's arms and tears the other away from its shoulder. Grendel is mortally wounded but first manages to return to his home in the foul marsh.

The people rejoice and celebrate Beowulf's name, showering him with gifts but deep within the earth something stirs. It is the Hag, the first and most terrible witch in the world, the mother of Grendel, and she is set on revenge. She sweeps through the village leaving a trail of death. Beowulf agrees to destroy her as he destroyed her son. He tracks her to her lair under a crusted lake bed. Beowulf uses his wisdom to solve three riddles and encounters the Hag. As she attacks, he plunges a human bone into her throat, killing her instantly.

Beowulf drags the bodies of Grendel and the Hag back to the hall. The kingdom has been saved and, once more, Beowulf is celebrated as a hero.

Chapter synopsis

Chapter 1: The Feast to End all Feasts (pp1–5)

A powerful king renowned for his kindness celebrates his last great battle and the coming of peace by ordering the construction of a Great Hall. He sends invitations to the rich and the poor, and organises a wonderful feast. The party is a roaring success, but the sound of the guests' merrymaking travels beyond the forest and is heard by the monster, Grendel.

Chapter 2: The Monster Grendel (pp6–14)

Grendel lives in the oozing, foul-smelling marshland beyond the forest. He is a hideous creature, half-man, half-monster. He has been shunned by people, but his existence has been mostly forgotten as he has slept for 100 years. The music irks him and, fuelled by jealousy and hatred, he makes his way to the hall where he finds the guards asleep. Grendel crashes into the hall tearing limbs from the sleeping warriors then eats his fill. He gathers up those warriors he is too full to eat and slouches back to his fetid home.

Chapter 3: The Dreadful Crime (pp15–20)

The king is distraught and his people are too frightened to sleep in their beds, as Grendel has developed a taste for human flesh and returns night after night. The Great Hall is never visited and is occupied only by the owls and rats.

Chapter 4: Warriors from Distant Lands (pp21–34)

The kingdom suffers in terrible sadness, but warriors who seek to be named heroes hear of their plight and try to defeat Grendel. All fail as Grendel is protected by a horny skin, which resists swords and arrows. Then, one day, a boat carved with the face of a dragon comes sailing over the horizon. It carries Beowulf. He tells the king that the time to face Grendel has been written in the stars. The king, although fearful for Beowulf's life, welcomes him and helps him to set the Great Hall with flickering candles. Beowulf will face Grendel alone.

Chapter 5: When Shadow Bled into Shadow (p35–52)

Grendel comes to the hall and finds its doors barred. He is furious but smashes the doors with his fists. Meanwhile, Beowulf has put away his sword and picked up some tiny pebbles. He confuses Grendel by flicking the pebbles at him and claiming that they are thrown by mice and owls, then he drops from the rafters catching Grendel unawares.

In a terrible fight Beowulf knocks out Grendel's teeth and breaks his arm. He seizes the creature's other arm and holds it in his iron grip. Grendel's arm is torn from his shoulder and he flees to his home in the lake where he dies.

Chapter 6: The Hag (pp53–66)

The king weeps with joy and Beowulf is celebrated as a great hero. He is showered with wonderful gifts; the people rejoice and drink themselves silly and Beowulf falls into a deep sleep. Something new stirs in the fens. It is the Hag: the first and most terrible witch in the world and mother of Grendel. She sweeps through the village intent on avenging her son and dragging people from their beds to kill them with a bite.

The king asks Beowulf for his help. He knows the legend of the Hag and tells Beowulf that her lair is protected by three chambers, each blocked by an enormous stone, which no man can move. Beowulf admits that all hope is lost but the king tells him that a clever man can make the stones move of their own accord.

Beowulf tracks the Hag to her home under the bed of the lake, allowing himself to be dragged under the waters by the eels and leeches. Then, taking his sword, he breaks through the crusty surface into the chambers below.

Chapter 7: The Riddle Stones (pp67–78)

Beowulf discovers the body of Grendel, laid out lovingly on a stone slab. He feels a moment of pity as he realises that the Hag has lost her only son. He sees the first of the three chambers and, as he wonders what to do, thin lips form on the stone's surface and ask him a riddle. Three times a riddle is asked; three times Beowulf responds correctly and so he passes through the chambers to the Hag's lair.

Chapter 8: (pp79–83)

The Hag sees Beowulf and attacks. Beowulf responds by swinging his sword, which shatters like glass against her skin. As she leaps again, Beowulf seizes a human bone from her nest and thrusts it into her throat. A fountain of green blood bursts from her throat and the Hag dies.

Beowulf drags the bodies of the Hag and Grendel to the lake's surface and returns to the village. Their bodies are laid out in the Great Hall for all to see and Beowulf is once more proclaimed a hero.

Teacher-led session

Introducing the text

Ask the children to look at the front cover of the book. What are their opinions? The glossy binding and prominent names are intended to be attractive. The book is slim and each page is coloured.

Objective 7: predict what might happen from details stated and implied

- The blurb is very simple: 'One dark night, the music and singing woke a monster from a swamp...' Aligned to the title of *Monster Slayer*, the children may well be able to predict the structure of the story.
- Ask the children to open the front cover and unfold the maze. They should now be able to identify two principal characters, Beowulf and the Hag. The inclusion of the maze may lead them to believe that this is a Greek myth.

Beginning the story

Objective 1a: read easily, and fluently

During the teacher-led session, occasionally, 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 5: ask questions to provide clarification and deepen understanding of a text

Chris Riddell's illustrations are an important aspect of this book. Ask the children to look at the illustration on the page following the contents page. Is this the Hag featured within the maze or is it a different creature? Is the creature likely to be friendly or fierce? (*The book's title is Monster Slayer and we can assume that Beowulf is the character who fits this epithet.*) Does the monster deserve to be slain? Ask the children to substantiate their opinions. Do the children have any questions to ask before they begin to read the text?

Objective 12: identify and discuss themes and conventions

Can the children guess the genre of the book? They may well assume it to be a Greek myth as the inclusion of a maze is reminiscent of Theseus and the Minotaur. If it is a myth or legend, what are the features they should expect of it?

While 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.

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp14–15. 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 while 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 pp24–25.

Questions are linked to the same objective, for one, or more often, several chapters. This approach 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 pp16–18. 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 Cross-curricular

Research the poem of Beowulf and Grendel. Can the children discover how Beowulf died? This website may help you:

www.bl.uk/collection-items/beowulf

Extension 2 Literacy (Objective 6)

Beowulf is a mythological superhero – a sort of Scandinavian superman. If he were to appear in a comic strip, how would he and Grendel be portrayed? Can the children create a graphic novel to show the main parts of the story?

PCM 1 Literacy (Objective 3)

The children are asked to write riddles for the characters of Beowulf, Grendel and the Hag.

PCM 2 Literacy (Objective 2)

This is a dictionary exercise where children are asked to find the meaning of several 'dark' words.

PCM 3 Literacy (Objective 4)

The children are asked to write a plea for help from the king to help defeat Grendel.

PCM 4 Literacy (Objective 3)

Write a song of victory for Beowulf, working to the rhyming structure of the king's lament and Grendel's song.

Reviewing the novel: group discussion with teacher support

Objective 10: participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

The conversation starters on p23 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: provide reasoned justifications for their views

- A key moment in this retelling is when Beowulf enters the Hag's lair and feels 'a stab of confusion' (p67). How do the children feel about this moment? Should we feel compassion for the Hag when her only son is killed? Brian Patten answers this question and many more in an interview with the publisher.

www.barringtonstoke.co.uk/blog/2016/02/11/qa-brian-patten-on-monsters

- Of course, we know that Hags and monsters are all made up but how and why did they become the stuff of legends 1,000 years ago? Did these stories serve a purpose? Were they (as G. K. Chesterton's quote at the beginning of Neil Gaiman's *Coraline* so eloquently states) to 'tell us that dragons can be beaten'? Did the people who listened to this story all those years ago enjoy being scared? Were they reassured by Beowulf's victory? Do we still tell stories like this today? *(It can be argued that including fantastical creatures creates a barrier of belief: the reader, or audience, can experience a thrill of terror while understanding that the content is fictional.)*
- This is a modern retelling of the story, which has been written for children. Do you think the original story of 1,000 years ago is likely to be more, or less, frightening?

Objective 7: predict what might happen from details stated and implied

- What might happen to Beowulf next? He has been fêted and showered with gifts for a second time. Will he continue to travel to new lands to defeat monsters; will he become the new king; will he have to fight more creatures to defend the village?

Objective 12: identify and discuss 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.

- In this story does good triumph over evil? *(The children might like to consider the story from the Hag's perspective. Can they identify any similarities with the story told in Shrek?)*
- Does this story have a message for the reader? *(That evil can be defeated; that dragons can be beaten; that it is important to remember bad things to avoid them happening again.)*