

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 6 Book E

Karen Moncrieffe, Roger Hurn

For the novels:

- *In at the Deep End* by Michelle Magorian (Accessible / Dark Blue)
- *The Unforgotten Coat* by Frank Cottrell Boyce (Accessible / Dark Blue)
- *A Message to the Sea* by Alex Shearer (Expected / Dark Red)
- *Mr Baboomski and the Wonder Goat* by Richard Joyce (Expected / Dark Red)
- *The Miraculous Journey of Edward Tulane*
by Kate DiCamillo (Confident / Black)
- *Trickster* by Tom Moorhouse (Confident / Black)

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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 In at the Deep End

by Michelle Magorian, Illustrated by Peter Cottrill

Year 6 text level: Accessible, Book Banded: Dark Blue

The author, Michelle Magorian, is best known for the novel *Goodnight Mr Tom* which has won numerous awards, and has been adapted for the stage and made into a film. In addition to writing children's books, she is also an actress performing on stage in plays, musicals and one-woman shows.

The illustrator Peter Cottrill loved art as a child. He remembers having a wonderful art teacher called Mrs Campbell who encouraged him with his artwork. As well as being an illustrator, he also works as a teacher in a further education college.

Book synopsis

Ben is taking part in a 200-length swimming relay race for charity. He is going to swim the first 100 lengths and then his friends Jack and Harry are meant to take over, swimming 50 lengths each to complete the race. However, his friends do not turn up! As Jack battles to swim the entire race on his own, he realises that Jack and Harry are not really true friends. He finds the strength to finish the race with the quiet support of Betty, an old lady swimming in the lane next to his, and the pool staff who are cheering him on.

Chapter synopsis

Chapter 1 (pp1–8)

Ben goes to the pool to take part in the 200-length Swimathon. He plans to swim 100 lengths and his friends Jack and Harry have said they will swim the remainder. He meets the lap counter who will be keeping track of how many laps he has done, and sees the competitors who will be swimming on either side of him. On one side there are four young men and on the other side there is an old woman with curly grey hair who he describes as 'a wrinkly!' He expects that Jack and Harry will be turning up to help out with the race later.

Chapter 2 (pp9–17)

Ben begins swimming. He finds the first length hard but soon gets into the flow of it. After he has swum 42 lengths he begins to look round for Jack and Harry. There is no sign of them but Jack isn't really worried as he believes there is still plenty of time for them to arrive.

Chapter 3 (pp18–21)

When Jack has 12 lengths to go he begins to get worried. If Jack and Harry don't turn up soon he knows that his 100 lengths won't count – his team will be disqualified. He also realises that he really wanted Jack and Harry to see him do 100 lengths because he wanted to impress them.

Chapter 4 (pp22–23)

Ben, on his 98th lap, feels jealous of the team of four men in the lane next to him because they are supporting each other. Then he notices that no one has shown up to support the 'wrinkly' swimming in the other lane next to his; like him, she has no other team members to support her.

Chapter 5 (pp24–29)

Ben is upset when he completes 100 lengths and Jack and Harry have still not arrived. The old lady in the next lane stops to talk to him. She explains that she is going for the full 200 lengths. He is amazed. The lap counter says Ben can do the same if he thinks he can manage it. The old lady encourages him.

Chapter 6 (pp30–32)

Betty (the old lady) and Ben continue swimming. Ben thinks about his friends, wondering what happened to them; he is still hoping they'll turn up. Pacing himself carefully, he reaches 103 lengths.

Chapter 7 (pp33–37)

Ben reaches 150 lengths and faces up to the painful realisation that Jack and Harry are not going to make it. He is exhausted. Looking over at Betty who is still swimming strongly he decides to stop thinking of her as the 'wrinkly'. He decides that term does not suit her. As he thinks about Jack and Harry, he begins to lose respect for them. He also begins to feel anger at them and at himself for not realising that they were 'all talk' and very boring! His anger spurs him on. He continues swimming – although he doesn't feel confident about his ability to reach the target 200 lengths.

Chapter 8 (pp38–40)

As Ben swims, he realises how desperate he had been to have friends. He reaches 170 lengths. The team of young men beside him finish but Betty is still swimming. He encourages her and rolls over to do backstroke to give himself a rest.

Chapter 9 (pp41–46)

Ben completes his 180th length and only he and Betty are left in the pool. The pool staff assemble and encourage them to keep going. He reaches 192 lengths. He makes a decision about his friends which makes him feel light as a feather. He decides he'd rather be himself and have no friends than try to pretend to be someone he wasn't.

Chapter 10 (pp47–53)

Ben completes the last length exhausted. The pool staff pull him out. He feels as if, in swimming 200 lengths on his own, he has proved something to himself. He supports Betty as she finishes her race, cheering her on. When she finishes, she casually says the race was 'no sweat'. This makes Ben laugh as these are Jack and Harry's favourite words and he finds it amusing to hear them coming from her mouth. He and Betty shake hands. Betty says to him: 'Didn't we do well?'; but Ben is still laughing too much to reply.

Teacher-led session

Introducing the text

Objective 5: asking questions to provide clarification and deepen 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:

Front cover:

- What is the boy doing?

Blurb:

- What is a relay? What does 'Olympic wannabes' mean?

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

- Look at the phrase 'But when things don't turn out as expected, can he go the distance alone?' What might happen?

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.

Ask children to read Chapter 1. When the group has completed reading, ask them the following questions. Children who finish reading before others could jot down the answers to some of the questions below 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.

Objective 8: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- **Page 1:** 'Ben felt nervous...' What does this mean?
- **Page 3:** Look at the sentence: 'Are you the lap counter for the 12–14 group?' Ben asked. What do you think a lap counter might be? (*The lap counter records or keeps a check on each lap/length the competitors swim.*)
- **Page 4:** Which words tell us what the temperature was like inside the room? (*Boiling... hot...humid.*)
- **Page 5:** 'To Ben's surprise his stomach was already fluttering.' What does this tell us about how Ben was feeling?

- **Page 7:** Ben calls the woman in the lane next to his ‘A wrinkly!’ What does he mean by this?
- **Page 8:** Which words tell us that Ben does not think it is suitable for someone of this woman’s age to be swimming? (*It was embarrassing to see someone so old in a swimsuit.*)

Independent and supported reading

Teacher guidance

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

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

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 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 Cross-curricular

Discuss friendship. What makes a good friend? Design a poster about friendship.

Extension 2 Reading (Objective 6)

What might Ben say to Jack and Harry when he sees them next? What might they say back? Write another chapter for the story describing what happens when Ben sees Jack and Harry. Include some dialogue.

Extension 3 Cross-curricular

Find out more about swimming. You could try looking at these websites:

<http://www.swimmingpool.com/games-safety/pool-fun/fun-facts>

<http://kidshealth.org/en/kids/swim.html#>

PCM 1 Literacy

Create a swimming certificate for Ben to say congratulations for completing the relay. Include details of what he achieved and why he did well. Add your own details for 'time taken' and 'raising money for' as this information is not in the text.

PCM 2 Literacy and Reading (Objective 1b)

Write a newspaper article about Ben or Betty and their achievement in the swimming relay, using the headline: 'Super Swimmer Completes Solo Relay!' You could include quotes from the pool staff or other swimmers.

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 9: recommend books that they have read to their peers, giving reasons for their choices

Ask pupils to consider whether they would recommend this book to a classmate. They need to explain why, giving reasons for their choices. They could discuss aspects such as plot line, language, setting, characters, style or theme. Pupils may need some time to organise their thoughts and jot down notes.

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 p18 could be photocopied, cut out and handed out to each child. 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

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 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.

- Would you describe *In at the Deep End* as a realistic story or a fantasy story? Explain your choice. (*Realistic – it is set in a swimming baths.*)
- Is there anything we can learn from the story? (*Possible responses may include answers along the lines of: 'believe in yourself' or 'understanding what makes a true friend'.*)
- Did this story have a happy ending? Explain. (*It is happy because Ben completed the race with lots of people cheering him on; it is sad that his friends did not turn up, but good that he realised they were not real friends.*)