

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Exploring Different Text Types Year 5 & 6

Fiona Tomlinson

### For the novels:

- *Slog's Dad* by David Almond (Accessible/Grey)
- *The Mute Button* by Ellie Irving (Expected/Dark Blue)
- *The Fastest Boy in the World* by Elizabeth Laird (Accessible/Grey)
- *The Lost Journals of Benjamin Tooth* by Mackenzie Crook (Expected/Dark Blue)
- *Nancy Parker's Diary of Detection* by Julia Lee (Confident/Dark Red)
- *I am Spartapuss* by Robin Price (Confident/Dark Red)

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# Introduction to Enjoy Guided Reading

## Learning Objectives

The levels used before the introduction of the 2014 National Curriculum have been retained in this teacher book to help teacher transition from the old curriculum to the new. To make it easier for teachers, each of the session notes references both PNS and 2014 National Curriculum objectives. The objectives covered in the PNS are from the reading literacy strands and those from the 2014 National Curriculum from the English programme of study.

## Criteria for selecting titles

The books selected are popular titles, all fiction, and contain different narrative text types. They were selected after consultation with Advanced Skills Literacy Teachers, Literacy coordinators and Key Stage 2 Class Teachers. They contain a level of differentiation so that, for each year group, there are books that cover a range of abilities.

### Titles

- *Slog's Dad*  
First person narrative text with a flashback technique for middle ability readers
- *The Mute Button*  
This is a journal written in the first person for middle ability readers
- *The Fastest Boy in the World*  
First person narrative text set in Ethiopia for middle to high ability readers
- *The Lost Journals of Benjamin Tooth*  
Journal text with an historical setting for high ability readers
- *Nancy Parker's Diary of Detection*  
This is also letters/postcards and narrative text for high ability readers
- *I Am Spartapuss*  
Diary text with an historical setting for high ability readers.

Each title has the following accompanying guidance:

- Book/Chapter synopses
- Session objectives
- Guided reading sessions

## **Book/Chapter synopsis**

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

## **Guided Reading Sessions**

The two guided reading sessions are broken down as follows:

### **Guided reading session 1**

- Introduction to the text
- Strategy check
- Independent reading
- Return to the text
- Two follow-up activities

### **Guided reading session 2**

- Response to the text
- Strategy check
- Independent reading
- Return to the text
- Two follow-up activities

### **Introduction to the text (session 1 only)**

This section suggests ways in which the text can be introduced, for example through discussing the front cover and title, reading the blurb or the first part of the book prior to the first session and using this knowledge to discuss and make predictions on what the book is about, or what may happen. Suggested answers to teacher-led questions are provided in brackets in some cases to help you offer prompts to pupils who may struggle with some of the more complex and/or open-ended questions.

### **Strategy check**

In this section, reference is made to the following:

- Text structure and organisation, specific features of different narrative types
- Text level reading objectives and how they can be used to extend the children's understanding and enjoyment.

### **Independent reading**

The children are given a reading focus and asked to read independently. For this part of the session, they will need either reading journals or whiteboards and pens so they can make notes related to the reading focus.

## **Follow-up activities**

Two follow-up activities are suggested to support each guided reading session and, depending on the time available, just one or both the activities could be completed. The Photocopymasters (PCMs) after the session notes support the follow-up activities. However should there not be time to complete the follow-up activities in full, it is important that the children carry out the independent reading part of the activity so that they are prepared for the second guided reading session.

The follow-up activities involve interpreting the text in a range of ways, for example independently reading the text, making notes or a more formal writing task. The writing tasks cover different forms of writing, such as letters, diary entries or newspaper reports, and are designed to add interest to the text. However, while there will not be time for the teacher to model the writing before the children begin the activity, the teacher may refer back to any previous class work completed in that style. It is important to note that, when marking the children's work, the emphasis should be placed on whether the children have interpreted the text correctly, rather than whether they are able to adopt the given style correctly.

## **Return to the text (session 2 only)**

This section contains questions specific to the follow-up activities at the end of session one and also general questions related to the text the children were required to read in preparation for the second guided reading session.

## **Extension activities**

There are two extension activities at the end of session two. The first extension activity has a literacy focus and the second a cross-curricular focus. These activities include extended writing activities, researching activities and creative activities.

## **A final word**

Guided reading, when done thoughtfully, can enhance a child's experience of a book and guide them through the wonderful world of reading. All the questions and activities in this book are designed to support your teaching as well as to bring alive each of our carefully selected books for your pupils.

We hope that your pupils will enjoy the journey.

*Fiona Tomlinson*

# 1 **Slog's Dad** by **David Almond**, Illustrated by **Dave McKean**

*Year 5/6 text level: Accessible, Book Banded: Grey*

**David Almond** is a British author who has won the Carnegie Medal, the Hans Christian Anderson Award, the Smarties Prize and two Whitbread awards. His themes are magic and mysticism but they are grounded within everyday lives and situations.

<http://www.davidalmond.com>

**Dave McKean's** artistic output is prolific. He is an illustrator, photographer, director and musician. Teachers wishing to discover more about Dave McKean may wish to visit his website at [www.davemckean.com](http://www.davemckean.com) but need to be aware that this site is not appropriate for children to research independently.

## **Book synopsis**

**Illustrations** – A satellite image zooming in from the Earth to the park where there is a man sitting. He has his hands on a walking stick and his chin rests on his hands.

Davie has a friend called Slog and, as they walk to Myer's pork shop, Slog notices a man sitting on a bench. He claims it is his father. Davie says that his dad is dead, but Slog says that his dad promised to come back in the spring. Slog races over to the man while Davie holds back and goes into Myer's.

**Illustrations** – A boy is sitting on grass holding a paper cut-out of a man. The boy is alone and looks sad. The boy lays down the paper cut-out and is then seen with some scissors. He starts cutting the paper cut-out man's legs off.

Slog's dad was a binman and he was forever singing hymns. Everyone in the town liked him. The first sign of the illness was a black spot on his toe. Slog discusses his worries with Davie. Davie also comments about Slog's smell, the scent of rotten rubbish, which is on him and in his house. Slog's dad goes into hospital and has his leg cut off to halfway up the thigh. He is fitted with a tin leg and returns home. However, he cannot work any more so he sits on the garden wall outside their house. He comments that he will be getting his old leg back when he gets into heaven. Then the black spots start on the other leg and so that leg is also cut off. Slog's dad comes home in a wheelchair. Davie comments that he is quieter sitting in the garden than he was before, but he still sings his hymns. His wife sits with him and strokes his head and kisses his cheek. Slog tells Davie how she has to lift him from his chair into bed every night. Slog starts to cry as he says that he gets into bed with his parents and how upset he is about being 'bigger' than his dad.

**Illustrations** – Slog is in bed alone, crying. He dreams that he is with Davie and his dad. His dad has wings and is flying down to him. His dad embraces him and shows him his new legs, while Davie looks on. Above the houses at night there are aurora-type lights that look like Slog's dad's wings.

Slog's dad speaks to Davie as he notices that Davie is reluctant to come close to him. He says that if he gets to heaven then he'll get his legs back again. Davie is uncomfortable and starts to back away. Slog's dad asks if he'll be able to walk again when he gets his legs back, and says that, if he can, he'll walk away from heaven and follow the smell of the bins and his home back to Earth. A week later the garden is empty and people see the doctor, the priest and then the undertaker go into the house. After the funeral, Slog talks about his dad coming back in the spring, but Davie tries to tell him that he had only said this because he was dying. Slog says that his mum has told him that he'll have to wait to see him in heaven, but Slog cannot wait.

**Illustrations** – Slog is in the field with two scarecrows, one dressed to look like his dad. The scarecrow has a purple balloon for a head. As Slog dresses the scarecrow, the balloon becomes detached and flies off into the sky.

Davie is back at the beginning of the story in Myer's. He is watching Slog through the window. Slog is talking to the man on the bench. Davie buys a saveloy with 'a dip' (gravy) and he pays while the gravy drips on his feet. He asks the shop man, Billy, whether he believes in life after death and Billy laughs.

**Illustrations** – Slog has repaired the legs of the cut-out man and the next illustrations show him as the same size as the cut-out man, who has bent, but complete, legs.

Davie goes to see Slog sitting next to the man on the bench and notices that Slog looks very happy. He says to Davie that it is his dad. The man looks at Davie, but Davie thinks he looks nothing like Slog's dad. Slog says that Davie is a bit scared. The man comments on Davie's saveloy and Davie gives it to him. Slog says he looks different because he has been transfigured and wants to show Davie his legs. Slog kneels and rolls up the man's trousers and shows his dirty socks and dirty shins. He touches the man's legs and asks Davie to touch them, but Davie doesn't move. The bloke encourages them and then in a 'colder' voice tells Davie to 'Do it for Slogger'. Davie touches them and recoils as he feels the hair, skin, bones and muscle.

**Illustration** – Slog is sitting at a table reading a superhero magazine. He sees himself dressed up in a cape and mask and watches his dad, also dressed in a cape and mask, fly down to him to be reunited.

Slog asks the man what heaven is like and the man says it is hard to describe, but is persuaded to say that it is bright and peaceful with God and angels. Slog asks him to come and see his mum, but the man says he doesn't think he has the time. He says that he came back for Slog because he is a very rare and special lad. He talks up to the sky and asks how long he has got and then says to Slog that he cannot see Slog's mum. Slog says that she is missing him, too, and then the man hugs Slog and says that Slog can tell her about him and that Davie can, too. Davie agrees.

**Illustration** – A newspaper with doodling. Two clues in the crossword have been done ('binman' and 'Mary'). There is a cut-off section of the newspaper which mentions a refuse collector and his widow, Mary, possibly the obituary of Slog's dad. Then there is another cut-off section which states that someone who had disappeared has turned up alive and has no memory.

The man stands up with Slog clinging to him. He says he has to go. Slog asks to come with him but the man says he can't. Davie starts to quiz the man and the man seems cross at answering the questions. Davie asks what job he did and the man answers that he was a binman and that he used to stink and that he followed the stink to get back from heaven. Davie asks the man what Slog's mother is called. He hesitates and Slog asks him to tell Davie. The man is cold towards Davie, as if annoyed at being asked, but he responds with the correct name, Mary. Slog is very happy, but the man tells Slog that he has to stand and watch him leave and that he can't follow him. He promises that he, Slog and Slog's mum will be together again one day in heaven. They tell each other they love each other. He kisses Slog and turns his face away from Davie, then starts singing a hymn. He walks away and after a while Slog and Davie run after him, but when they turn the corner he has gone. Billy comes out of the shop and Slog says to him that the man was his dad. Billy invites Slog to come into the shop to have a 'dip with everything'.

**Illustrations** – The purple balloon flies up into the air and ends up in space with the Earth behind it, and then flies off further into space.

## Guided reading

### *Slog's Dad*

**Note:** Suggested answers to teacher-led questions are provided in brackets in some cases to help you offer prompts to pupils who may struggle with some of the more complex and/or open-ended questions. Of course, children are endlessly inventive and are likely to come up with lots of other answers that adults don't necessarily think of!

## Session 1

### Introducing the text

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

**Objective 10:** participate in discussions 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

**Objective 11:** provide reasoned justifications for their views

- Ask the children if they like the look of the cover and discuss their reasons. (*Children's own answers.*)
- Flick through the book and ask the children what age group they think the book is aimed at and discuss their reasons, e.g. is it a book for their age group or for older or younger children? (*Children's own answers.*)

- Ask them what they think the book is about before reading the blurb. (*Children's own answers.*)
- Read and discuss the illustrations and blurb. Please note that Slog's Dad is about a child who loses a parent, so covers sensitive issues and preparation might be needed if a child has gone through a similar experience.

## Strategy check

**Objective 16:** read books that are structured in different ways and reading for a range of purposes

Tell the children that the book is fiction although the author has set it in a real place.

Read the inside cover notes about the author and the illustrator.

Tell them that the story is a flashback: it starts at the end of the story and then goes back to recount the events that have happened up to that point.

Point out how the dialogue helps to develop the characters as much as the description in the text.

## Independent reading

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

**Objective 3:** identify how language, structure and presentation contribute to meaning

Ask children to read up to page 27. Make sure that they 'read' the illustrations as well because they are integral to the story.

## Return to the text

**Objective 3:** identify how language, structure and presentation contribute to meaning

**Objective 6:** summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

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

Ask the following questions:

- How do the illustrations help to explain the start of the story? (*It scales down into the world, then their town, and then to a man sitting on a bench; the man is who Slog thinks is his dad, a reference to the title of the story, Slog's Dad.*)
- Is the story written in the first or third person? (*First person.*)
- Whose perspective/point of view is the story written from? (*Davie's.*)
- How effective is the flashback – to start the story at the end of the narrative? (*It makes the story intriguing; you want to find out if the man is Slog's dad and also why he had died.*)



- How does the language/dialect the characters speak help to describe the setting? (*Their language/dialect is from the north of England.*)
- What do you think ‘howay’ means on page 15? (*Come on!; Hurry up!*)
- Who do you think the boy in the second lot of illustrations is? (*Slog. It is preparing the reader for what has happened; the legs of the paper man are being cut off so perhaps that is what happened to Slog’s dad.*)
- How does the author describe Slog’s dad? (*‘creased face and greasy cap’; ‘smoking a Woodbine’; ‘forever singing’; ‘everybody liked Slog’s dad’; ‘scent of rotten rubbish’; ‘smell of the earth’; ‘show off his new leg’; ‘I can hardly bliddy walk’; ‘pyjama bottoms folded over his stumps’; ‘He was quieter’.*)
- Davie says ‘howay’ to Slog on page 27. Do you think it means the same as on page 15? (*Children’s own answers.*)

## Follow-up activities

### Activity 1

**Objective 14:** consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text

Ask the children to think about how the story would be different if written from Slog’s point of view. Use **PCM1 Character profile: Davie** to write how Davie could be described. (e.g. cautious; suspicious of the man on the bench; didn’t like Slog hugging him; observant.)

### Activity 2

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

**Objective 3:** identify how language, structure and presentation contribute to meaning

Ask the children to read to page 43. Use **PCM2 What the illustrations add** to write down what the two sets of illustrations contribute to the story. (*The first shows Slog’s dream about his dad coming back from heaven, so preparing the reader for the story; the second shows Slog making a scarecrow with a balloon for a head, which then floats up to the sky; both illustrations start from a bird’s-eye view; the third shows Slog’s paper man becoming life-sized and hugging Slog; all the illustrations are showing Slog trying to make his dad come back, become real again.*)