

Enjoy Guided Reading

Teacher Book with Copymasters

Year 4 Book D

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For the novels:

- *Dirty Bertie: Fetch* by David Roberts and Alan MacDonald (Accessible)
- *The Dragonsitter's Island* by Josh Lacey (Accessible)
- *Fortunately, the Milk* by Neil Gaiman (Expected)
- *The Worst Witch* by Jill Murphy (Expected)
- *The Iron Man* by Ted Hughes (Confident)
- *Dragons at Crumbling Castle* by Terry Pratchett (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 **Dirty Bertie: Fetch** by David Roberts and Alan MacDonald, Illustrated by David Roberts

Year 4 text level: Accessible

David Roberts trained as a fashion designer but is now an illustrator who created the Dirty Bertie characters. As well as book collaborations, Alan MacDonald writes for children's TV programmes such as *Horrid Henry*. He also wrote a biography of the footballer Gavin Peacock.

Book synopsis

Dirty Bertie follows the laugh-out-loud appalling behaviour, disasters and adventures of the eponymous hero. This book comprises three short stories: *Fetch!*, *Royal!* and *Wedding!*

Story synopsis

Fetch! (pp7–36)

Whiffer is Bertie's dog but when a new dog, a ROBODOG, arrives on the scene, Whiffer is left out.

Royal! (pp37–68)

Bertie's gran is invited to a garden party at Buckingham Palace. Against everyone else's better judgement she decides to take Bertie with her. Bertie meets the Queen and there's an unfortunate incident involving the royal Corgis.

Wedding! (pp69–98)

Bertie is a pageboy at his cousin's wedding – and he has to wear a kilt! Bertie manages to get the bride's ring stuck on his finger and the wedding cake isn't quite what it used to be.

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:

- Do you think this is a serious or funny book? (front cover)
- What does the 'Beware!' flash mean? (picture)
- How many stories about Dirty Bertie are in this book? (blurb)

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

What sort of trouble do you think Bertie will get up to in each story? (blurb)

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

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 does the author write that Bertie 'scooted' to the door instead of walked, strolled, marched, ran etc? (*Because he wants to show that Bertie wants to get there fast.*)
- How do you know that Bertie is very excited about getting a present? (*He shouts and tears off the paper.*)
- What words and phrases show that Whiffer isn't happy about the new arrival? (*Suspiciously; Whiffer looked puzzled; Whiffer growled.*)

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp11–12. 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 pp13–15. 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)

Imagine Robodog has feelings. Think of three adjectives to describe how he might feel arriving in a new house – with a real dog.

Extension 2 Literacy (Objective 8)

Write a diary entry for Bertie about his day at the Palace.

Extension 3 Cross-curricular

Read about real garden parties at Buckingham Palace and watch the video.

www.royal.gov.uk/RoyalEventsandCeremonies/GardenParties/Gardenparties.aspx

Find out:

1. How many parties are there each year at Buckingham Palace?
2. How many people are invited to each party?
3. Who is invited?

PCM 1 Literacy (Objective 6)

Thank-you Letter. As Bertie's gran, write a formal letter to the Queen, thanking her and apologising for Bertie's behaviour.

PCM 2 Literacy (Objective 9)

All About Corgis. Write a fact sheet about Corgis.

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.

- What did you learn from this story about Dirty Bertie? (*That Dirty Bertie gets into trouble a lot.*)
- Did the book confirm your answer as to whether it was a funny or serious book? (*Yes, it is a funny book.*)
- What makes this book funny, e.g. the writing, the illustrations? (*Children's own answers.*)



Independent and supported reading questions

Dirty Bertie: Fetch

Answer the questions after reading the chapters below.

Fetch!

Chapter 2

1. How is Whiffer feeling about Tiny?
2. Why do you think that Bertie is not aware of how Whiffer is feeling?

Chapter 3

3. How do you think Bertie is going to stop Whiffer from driving his parents mad?

Chapter 4

4. What did you enjoy most about this story?
5. Did it have the 'right' ending?
6. Do you think Bertie would have got bored of Robodog if he hadn't fallen into the pond? If he hadn't got bored, what would have happened to Whiffer?

Royal!

Chapter 1

7. What do you think the word 'simpered' means?
8. What do you think of Gran's decision to take Bertie to the royal garden party?

Chapter 2

9. Why do you think Know-all Nick is called that name?
10. What words and phrases show that Bertie isn't being believed about meeting the Queen?

Chapter 3

11. What is Gran doing when she 'waved her hands as if she was swatting flies'?
12. Who do you think the lady in the pale-blue dress and matching hat is?

Chapter 4

13. What did the Corgis do?
14. What are the differences between Bertie's expectations of a royal party and the reality?

Wedding!

Chapter 1

15. What does Bertie think of his cousin Dora?
16. How does Bertie react when he is told he has to wear a kilt?

Chapter 2

17. Why do you think Bertie is so upset about wearing a kilt?
18. Why doesn't Neil want Bertie to see the wedding ring?

Chapter 3

19. Do you think that people will notice what has happened to the cake?

Chapter 4

20. How do the illustrations in this story, and the first two stories, help to make the book interesting?
21. How does the author show when someone is shouting or when there is a loud noise?
22. Do you like it that the book has three separate stories?

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Answers with objectives

Dirty Bertie: Fetch

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.

Fetch!

Chapter 2

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

1. He is feeling jealous and tries to get attention.
2. Because he is excited about his present, and not paying attention to Whiffer.

Chapter 3

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

3. By giving Whiffer some attention.

Chapter 4

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

4. Children's own answers.
5. Children's own answers. Bertie finally pays Whiffer the attention he should get.
6. I think Bertie would have got bored of Robodog and then he would have given Whiffer attention. If he didn't get bored, then Whiffer might have done more annoying things.

Royal!

Chapter 1

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

7. 'Simpered' could mean to be nice to someone because you want something; or to be overly nice.
8. It's fair – he's never been to London. It's not fair – it's a disaster waiting to happen.

Chapter 2

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

9. Because he thinks he knows more than everyone else; because he is annoying.
10. 'Darren burst out laughing'; 'For a minute I almost believed you'; 'Liar, liar pants on fire'; 'scoffed'.

Chapter 3

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

11. She is trying to tell Bertie something; warning Bertie; getting Bertie's attention.
12. I think she might be the Queen; I think she is just another guest at the party.

Chapter 4

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

13. They ran away and crashed into a waiter.
14. Bertie thought that the party food would be royal jelly and king-sized ice creams, but there were dainty cucumber sandwiches; he thought there would be games, but people were old and just standing around talking; there was no one in a crown.



Wedding!

Chapter 1

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

15. He thinks she is drippy and cannot see why anyone would want to marry her.
16. He is upset and thinks it is torture.

Chapter 2

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

17. Because he thinks it is a skirt and he doesn't want to wear one; he's worried about what his friends might say.
18. Because he knows Bertie might lose it.

Chapter 3

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

19. Yes, because it is obvious what Bertie has done.

Chapter 4

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

20. They are fun and make the book more humorous.
21. He puts the words in capitals.
22. Children's own answers.



1

Dirty Bertie: Fetch (PCM1)

Name Date

THANK-YOU LETTER

Imagine you are Bertie's gran. Write a thank-you letter to the Queen – and apologise for Bertie's behaviour. It will need to be formal and polite.

Checklist for writing a thank-you letter to the Queen.

Format

- Put your address at the top on the right
- Put the Queen's address a little bit lower down on the right:
Her Majesty The Queen, Buckingham Palace, London SW1A 1AA
- Put the date underneath her address
- Instead of 'Dear...' address the letter, 'Your Majesty'
- Use formal writing
- Don't use 'you' or 'yours' but 'Your Majesty' and 'Your Majesty's'
- Write in full sentences and use paragraphs
- Sign off with, 'I have the honour to be Your Majesty's humble and obedient subject.'
- Sign the letter

Contents

- Say thank you and how much you enjoyed the garden party
- Say how memorable it was
- Apologise for Bertie – you might need to make excuses for him (he's very young/accident prone/harmless/hopeless/helpless)
- Thank the Queen for posing for photographs with Bertie
- Ask after the Corgis – were they ill after eating too much cake?