



BOOK OVERVIEW

The book focuses on a character in a gym, sitting at various pieces of gym equipment.

This book uses the letters and sounds s, a, t.

'Sat' is a very simple book, with one word repeated on each page. Readers can infer much more from the book's images.

Text type: **Fiction**

Word count: **7 words**

BEFORE READING

Introducing the book

- This book shows a character at a gym, sitting at various pieces of gym equipment. Do the students know what a gym is? Have they ever been to a gym?
- Turn the pages, discussing the illustrations.

GPC focus

s a t

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the whole text (it is very short), the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.

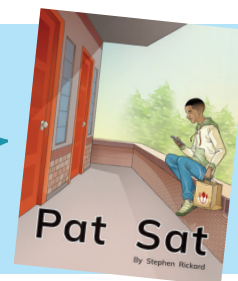
Comprehension

- Ask the students:
What is the character doing in each picture? (Sitting down on the equipment.)
Sitting down is supposed to be easy. This character is sitting. Why isn't it easy for them? (They are working out, and it's physically tiring.)
When do you think sitting becomes easier for the character? (When they are resting in the bath, not working out anymore.)

Discussion

- Ask the students:
Why is going to the gym a popular activity?
What other sort of things could you do to get fit or stay fit?

Pat Sat



BOOK OVERVIEW

In the story, Pat is a teenage boy who has called round to his friend's flat with a takeaway.

This text uses the letters and sounds s, a, t, p.

Much of the story can be inferred from the images in the book, as the text is simple and repetitive.

Text type: **Fiction**

Word count: **11 words**

BEFORE READING

Introducing the book

- Look at the front cover. Introduce the character of Pat. What might Pat be doing? What clues in the illustrations tell you more about what he's doing? What could the bag contain?
- Look through the book, discussing the illustrations.

GPC focus

s a t p

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds? Can they find them in the text?

Vocabulary

- Discuss any new vocabulary with the students:
 - pat** – can be a name (Pat) or it can be an action – a gentle, open-palmed tap.
 - tap** – can be an object or it can be an action – a light knock.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the whole text (it is very short), the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.

Comprehension

- Ask the students:
 - Where was Pat at the start of the story? (Outside his friend's flat.)*
 - What did Pat have with him? (A bag of food.)*
 - Why was Pat there? (To see his friend.)*
 - In the story, it says 'Pat sat' three times. What two different places did Pat sit in the story? (Outside his friend's flat and inside his friend's flat.)*
 - Why do you think Pat had to wait? (His friend may have been caught up in his video game and taken his time to answer the door.)*

Language, grammar and punctuation

- Why are the words 'Tap, tap' in a bubble on pages 3 and 5? (It is a sound effect.)

Discussion

- Ask the students:
 - What do you and your friends do for fun?*
 - Do you spend time together playing on games consoles?*
 - Can you always hear if somebody knocks on your door?*

Tap It, Nan



BOOK OVERVIEW

In the story, the two main characters are Pip and her Nan. Nan is attempting to use her tablet but keeps having to call on Pip for help.

This text uses the letters and sounds a, t, p, i, n.

The text uses repetition, with some variance to the sentence structure. The text is presented entirely in speech bubbles as a conversation between Pip and her Nan.

Text type: **Fiction**

Word count: **15 words**

BEFORE READING

Introducing the book

- Look at the front cover. What do you think the story is about? What do you think Nan might be tapping?
- Explain that there are two characters in the story – Pip and Nan. Who do the students think is Nan – and who is Pip? Explain that 'Nan' is another word for Grandma, Granny, Oma, Abuela, Nani, Nana.
- Look through the pictures in the book and ask the students to tell you what is happening in this story. Do they have a grandparent with a tablet like Nan's? Turn the pages as you talk through the book and describe what each picture shows.

GPC focus

i n

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds? Can they find them in the text?

Vocabulary

- Discuss any new vocabulary with the students:
nap – to sleep lightly, especially during the day.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.

Comprehension

- Ask the students:
How does Pip's instruction change each time? How does it stay the same? (The action changes each time, but the rest of the sentence stays the same.)
How do you think Pip is feeling each time Nan calls her name? (She could be feeling annoyed or frustrated that she is being interrupted.)
Why does Pip ask Nan if she is having a nap? (Pip realises everything has gone quiet, and Nan has fallen asleep.)

Language, grammar and punctuation

- All of the words in this book are in speech bubbles. Why do you think this is? (All of the words are spoken.)

Discussion

- Ask the students:
Tell me about Pip and Nan. What do you think their situation might be? Do they live together? Is Pip visiting?

Tim Did It



BOOK OVERVIEW

In the story, we meet a group of students at a superhero school, learning to control and develop their superpowers. However, Tim's powers aren't quite as developed as those of his school friends!

This book uses the letters and sounds s, a, t, p, i, n, m, d.

This book uses a repetitive sentence structure, with just the character name changing at the start of each sentence.

Text type: **Fiction**

Word count: **21 words**

BEFORE READING

Introducing the book

- Turn the pages of the book, looking at the illustrations and discussing what the students can see.
- Explain that the characters go to a special superhero school. Do you know any other stories where superheroes go to a school to develop their superpowers? Would you like to go there? What superpower would you like to have?
- Point to each character in turn, telling the students their name.

GPC focus

i n m d

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.
- Can the students think of any words that contain these letters and sounds? Can they find them in the text?

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.

Comprehension

- Ask the students:
 - What superpower did Pam have? (She can lift objects with her eyes.)*
 - Whose superpower was supersonic speed? (Mas.)*
 - Why do you think the teacher wasn't surprised when Dan singed her hair a little bit? (She was used to experiments going wrong while the students were learning.)*
 - What do you think happened after Pip enlarged the mouse?*
 - When it was his turn, what did Tim do? (He blew up the school.)*
 - Do you think Tim meant to blow up his school? Why do you think that?*

Discussion

- Ask the students:
 - If you could have any superpower for a day, which one would you have?*
 - Would you use your powers for good, or to do something else (e.g. cause mischief, settle a grudge, become rich)?*

Tip It In



BOOK OVERVIEW

The book explores the different actions and tasks a chef might undertake in a kitchen.

This book uses the letters and sounds s, a, t, p, i, n, m, d, g.

It uses simple sentence structures, with opportunities to use repetition to support reading. The images support the text.

Text type: **Non-Fiction** Word count: **33 words**

BEFORE READING

Introducing the book

- Turn the pages of the book, looking at the illustrations and discussing what the students can see. What job does the man on the front cover do? What sort of things do the students think they may see inside the book? Discuss some actions that a chef might do in a kitchen. Flip through the pages and discuss the images.

GPC focus

g

- Introduce the focus GPC. Rehearse and ensure that it is pronounced correctly. Can they think of any words that start with that sound? Are the students able to find the letter in the book?

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.

Comprehension

- Ask the students:
What is the name of the chef on the front cover? (Sam.)
What other names are mentioned in the book? (Mag and Dan.)
Where is Mag told to tip the oil? (In a pan.)

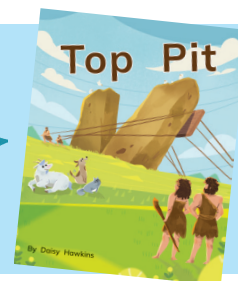
Language, grammar and punctuation

- Discuss the use of action words (verbs) in the text. Are the students able to identify them all? (*Tip, tap, pat, dip, sip.*)

Discussion

- Ask the students:
Do you cook at home?
What's your favourite thing to eat?
What do you think are the advantages and disadvantages of being a chef?

Top Pit



BOOK OVERVIEW

The setting of the book is neolithic (i.e. “stone age”) times, with the characters in the process of building a structure similar to Stonehenge. Cam is the main character. She is having trouble digging a pit because she doesn't have the right tools, but she uses some clever tricks to make sure that her pit is as good as everyone else's.

This book uses the letters and sounds s, a, t, p, i, n, m, d, g, o, c, k. It contains the CEW **the**.

Text type: **Fiction**

Word count: **41 words**

BEFORE READING

Introducing the book

- Turn the pages of the book, looking at the illustrations and discussing what the students can see. Have they ever seen these huge Neolithic stones before? What do they think the Stone Age people might have used them for?

GPC focus

g o c k

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds? Can they find them in the text?

CEW focus

the

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it. Say it in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
pit – a large hole in the ground.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What were Kim and Cam doing at the start of the story?
(Helping to construct a stone structure.)
Why wasn't Cam able to dig the pit? (She didn't have the right tools.)
How did not having the right tools make Cam feel?
(Frustrated; she wanted to get on with the job.)
How did Cam use her initiative to dig the pit after all?
(She got the animals to help her dig the pit.)

Language, grammar and punctuation

- Turn to page 5 and point out the use of question marks. Model reading the sentences with no expression, and with appropriate expression for a question. Ask the students to explain the difference and how it impacts on the reader. Explain that the question is rhetorical. It makes the reader think about the answer.

Discussion

- Ask the students:
Do you think it was fun being a child or a teenager in the stone age? Why do you think that?

Pack It



BOOK OVERVIEW

In this book, a girl is packing various items into her bag. At the beginning of the book, it's not clear to the reader where she is going but it soon becomes apparent on the last page.

This book uses the letters and sounds a, t, p, i, n, m, d, g, o, c, ck, e, u.

The text is repetitive to support early reading.

Text type: **Fiction**

Word count: **24 words**

BEFORE READING

Introducing the book

- Turn the pages of the book, looking at the illustrations and discussing what the students can see. Discuss what the girl is putting into her bag. Does it give us a clue where she is going? Ask the students – when do they usually pack a bag?

GPC focus

ck e u

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.
- Can the students think of any words that contain these letters and sounds? Can they find them in the text?

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.

Comprehension

- Ask the students:
 - Where does the story start? (In the girl's bedroom.)*
 - Where does the story end? (At school.)*
 - What happens in this story? (The girl packs her bag and takes everything she needs, except for the two most important things – a pad and a pen.)*
 - What could happen next? (She might get a detention for forgetting them, or a friend might lend her what she needs.)*

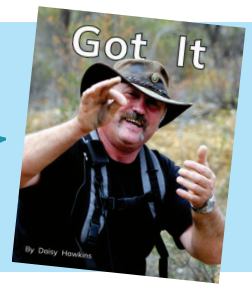
Language, grammar and punctuation

- Identify the use of a question mark on page 8. Ask the students to read the question with appropriate expression.

Discussion

- Ask the students:
 - Have you ever forgotten something important before? What happened?*
 - What sort of things do you pack to take to school?*

Got It



BOOK OVERVIEW

In this book, a group of people are looking for gold, usually found deep in the ground or in rivers.

This book uses the letters and sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r. It contains the CEWs **the, to, into**.

The text is repetitive to support early reading.

Text type: **Non-Fiction** Word count: **45 words**

BEFORE READING

Introducing the book

- Look at the front cover. What do you think the man is holding between his fingers? What is the 'it' that he has got? (It is gold.) Does he look pleased to have it?
- Turn the pages of the book, looking at the illustrations and discussing what the students can see.

GPC focus

ck e u r

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds?

CEW focus

to into

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Can the students spot the CEWs in the text?

Vocabulary

- Discuss any new vocabulary with the students:
kit – equipment needed for a specific purpose.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the

students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What equipment is the man using on pages 2 and 3 to find the gold in the ground? (A metal detector.)
How is the man using a pan to find gold in the water? (He swirls the pan, hoping to leave the heavy gold at the bottom of the pan.)
What does the final page of the book tell us about looking for gold? (People value gold highly and want to buy it for jewellery. The people finding the gold can sell it.)

Discussion

- Ask the students:
Why do you think that gold is such a valuable metal? Why isn't plastic as valuable?

Bad Bet



BOOK OVERVIEW

In this first-person narrative, the author describes a range of encounters with different animals.

This book uses the letters and sounds a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b. It contains the CEWs **the, I**.

The text is repetitive to support early reading.

Text type: **Non-Fiction** Word count: **75 words**

BEFORE READING

Introducing the book

- Look at the front cover. Ensure that the students understand what is meant by the word bet. What is the difference between a good bet and a bad bet?
- Why do the students think that there is a bug on the front cover? What might happen in this book?
- Turn the pages of the book, looking at the images and discussing what the students can see.

GPC focus

h b

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

I

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it. Can the students spot the CEW in the text?

Vocabulary

- Discuss any new vocabulary with the students:
bet – used to express confidence that something will happen.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model

fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What is the author certain of on each page when they say, 'I bet ...'? (That the animals cannot get the bug.)
What type of cat does the reader meet on page 3? (A tiger.)
How did the author make a 'bad bet'? (He bet that the bat would not get the bug, but it did get it.)
Why is there a 'Pop!' sound effect on page 8? (It is the sound the bat makes when it grabs the bug.)

Language, grammar and punctuation

- Discuss the use of bold text for emphasis. On page 8, which word is being emphasised? Explain that it shows the reader that the author was wrong. All along, the author has 'bet' that the animal couldn't get the bug, but the bat did get it.

Discussion

- Bats use echolocation to detect insects flying around them. It tells them the size of the insect and how far away it is. Ask the students if they know any other animals that use echolocation. (Whales, dolphins, some birds and some shrews are known to use echolocation.)

Tennis



BOOK OVERVIEW

In this first-person narrative, the author is off to play a round of tennis with Ben. It's a tense match!

This book uses the letters and sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff. It contains the CEWs **the, to, no, I**.

The sentence structure begins to have more complexity, including the use of the high frequency word **and**.

Text type: **Non-Fiction** Word count: **73 words**

BEFORE READING

Introducing the book

- Look at the front cover. Ask the students if they have played tennis before. For those that haven't, explain that it's a sport played with two or four people, who hit a tennis ball over a net with a racket.
- Turn the pages of the book, looking at the images and discussing what the students can see.

GPC focus

h b f ff

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds? Can they find them in the text?

CEW focus

no I

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume. Flip through the pages. Can the students spot the CEWs in the text?

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What does the author pack for tennis? (A tennis racket and tennis kit.)
Who does the author play a match against? (Ben.)
What does the author mean when they say 'Ben got it, but is it in?' (Is it between the lines? If it isn't, then the ball is out and Ben does not get the point.)
What does the last page suggest to the reader? (The author is going to challenge Ben to a table tennis match.)

Language, grammar and punctuation

- Discuss how the word 'tennis' has the letter n twice (a double consonant), but we pronounce it as if there was just one.
- Discuss the use of bold text for emphasis on page 3. What word is being emphasised? How should the reader read it? Rehearse the expression.

Discussion

- Ask the students:
What sports do you like to play?
Should all children be made to take part in team sports?



BOOK OVERVIEW

This book describes characters taking part in some of the popular activities from activity and fitness reality TV programmes.

This book uses the letters and sounds s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b, f, l, ll, ss. It contains the CEWs **the**, **to**, **go**.

The text is starting to use more complex sentence structures, including the use of the high frequency word **and**.

Text type: **Fiction**

Word count: **70 words**

BEFORE READING

Introducing the book

- Look at the front cover. Ask the students if they have seen these types of programmes before. Turn the pages, looking at the images and discussing what the students can see.

GPC focus

I II ss

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

go

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it.

Vocabulary

- Discuss any new vocabulary with the students:
 - set** – scenery where television filming happens, usually in a large warehouse and in front of a live audience.
 - pips** – beats (in a race).
 - log run** – a game where you jump the logs and avoid falling in the water.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What are the names of the two characters in this book? (Bill and Tess.)*
 - What are they doing? (Taking part in a game show, probably for television, which is where the title of the book comes from.)*
 - Who was the better athlete, and how can you tell? (Tess, as she got through all the challenges.)*
 - Who won the event? (Tess.)*

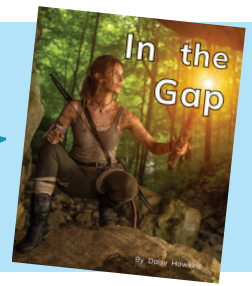
Language, grammar and punctuation

- There are quite a few questions in the text. If the students are reading the questions monotonously, model the use of intonation and expression.
- Recap on the use of question marks, remodelling expression if needed.

Discussion

- Ask the students:
 - Would you ever take part in a competition like this one?*
 - Do you think that you would win, like Tess, or would you be more like Bill?*

In the Gap



BOOK OVERVIEW

This book follows the character Lil, as she discovers a gap in the hillside and makes her way inside.

This book uses the letters and sounds s, a, t, p, i, n, m, d, g, o, c, ck, u, r, h, b, f, l, ll, ss. It contains the CEWs **the**, **go**.

The text is starting to use more complex sentence structures, including the use of the high frequency word **and**.

Text type: **Non-Fiction** Word count: **64 words**

BEFORE READING

Introducing the book

- Look at the front cover. Ask the students what they think the character is doing and where she is. Turn the pages of the book, looking at the images and discussing what the students can see.

GPC focus

I ll ss

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

go

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it.

Vocabulary

- Discuss any new vocabulary with the students:
gap – a space between two objects.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
If the sun cannot go in the gap, what does that tell you about the gap? (It is dark and shady.)
What sits on the rock? (Moss.)
What do the bugs do in the gap? (Hiss and hum.)
Does Lil like bats? How do you know? (No – it says that Lil is not in luck, meaning she was hoping there wouldn't be any bats in there.)

Language, grammar and punctuation

- Recap the use of question marks, remodelling expression if needed.

Discussion

- Ask the students:
What do you think Lil is doing in this dark place?
Why do you think she is there?
Are there any animals that you don't like?

Sick of It



BOOK OVERVIEW

The story features Viv, a member of a football team who is fed up with always being on the subs bench.

This book includes the letters j, v, w.

The text uses some repetition, with some longer sentence structures to add challenge for early readers.

Text type: **Fiction**

Word count: **123 words**

BEFORE READING

Introducing the book

- Look at the front cover. The book title is *Sick of It*. What do you think that is referring to? Who is sick of it? Sick of what? Flip through the pages, introducing Viv. Ensure that the students know what a sub is, and what the word sub is short for.

GPC focus

j v w

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

Vocabulary

- Discuss any new vocabulary with the students:
sub – short for substitute. A player who can take the place of another in a game.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Why was Viv sick of being a sub? (She was sat on the bench in the rain and in the sun, and being a sub was not fun.)
How do you know that Viv had been a sub for a while? (The illustrations show three different games that Viv is a sub for.)
Who told Viv that she could play? (The boss of the Jets.)
What happened when Viv scored the goal? (The Jets won the game.)
Who is cheering Viv on? (The crowd.)

Language, grammar and punctuation

- Discuss the use of exclamation marks and their effect on the reader. Look at page 11. Discuss how the exclamation marks suggest excitement, and the reader's voice should mirror that. Model the expression required.

Discussion

- Ask the students:
Why do you think a team needs subs when they play a match?
How would you feel if you were a sub for a number of games, without ever getting to play?

Got a Job?



BOOK OVERVIEW

The text explores some of the varied jobs that people can do, from plumbing to selling wigs.

This book includes the letters j, v, w, x. The common exception words used are **me**.

The text structure is repetitive with simple sentences to support early reading.

Text type: **Non-Fiction** Word count: **110 words**

BEFORE READING

Introducing the book

- Look at the front cover of the book. Ask the students if they can predict some of the jobs that they might see in the book. Take suggestions before looking through the text and identifying the different jobs that are shown.

GPC focus

j v w x

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

me

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it. Say it in different voices or with different levels of volume.
- Flip through the pages of the book. Can the students spot the CEW in the text?

Vocabulary

- Discuss any new vocabulary with the students:
wax – a method of removing hair, for example from legs or eyebrows.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 11, the teacher should model fluent reading (with expression) for the students. Then ask the

students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
How many different jobs are shown in the book? (Eleven including the guide dog's job.)
Where does the lady in the white coat on page 5 work? (In a pharmacy/chemist.)
What job does the lady on page 2 have? (She is a plumber.)
Which job do you think is the most important, and why?

Language, grammar and punctuation

- Ask the students to identify the different action words (verbs) used in the text (*fix, sell, wax, get, jog*).
- Can they think of any other actions that each of the jobs could do? (For example, *place, turn, drop, put*.)

Discussion

- Ask the students:
If you had to rank each job in order of importance, how would you do it?
What would be your favourite job?



BOOK OVERVIEW

This book is about people who work in the music industry, with various kinds of jobs, from singer to manager.

This book includes the letters j, w, x, y, z, zz. The common exception words used are **me, we, be**.

Text type: **Non-Fiction** Word count: **95 words**

BEFORE READING

Introducing the book

- Focus on the front cover and ask the students for their thoughts on what the book might be about. Flip through the pages, talking about each image.

GPC focus

y z zz

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

we be

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
gig – a live music performance.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 6, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What job is Jack good at? (Getting the musical equipment to the gig and setting it up.)
Why is the book called 'Big!'? (It's about a band becoming famous, or big.)
Who is the man on pages 10 and 11? (He seems to be a businessman who can sell all kinds of music.)
What is the 'top ten'? (The ten most popular songs or albums in the music chart at any moment in time.)

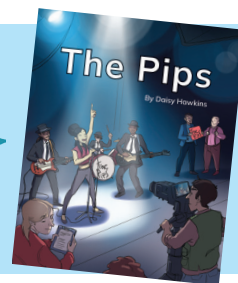
Language, grammar and punctuation

- Identify the use of a dash (strictly speaking, it is an en dash) as a pause, on page 10. Model its use and ask the students to mimic your intonation.

Discussion

- Ask the students:
What do you think are the best and worst things about being a famous musician?
Can you make a list of all the people and jobs needed to make a hit record?

The Pips



BOOK OVERVIEW

The story focuses on Zan, a girl who loves music. She finds her dream job in a band, but one band member is not very friendly.

This book includes the letters j, w, x, y, z, zz, qu. The common exception words used are **we**, **be**.

Text type: **Fiction**

Word count: **156 words**

BEFORE READING

Introducing the book

- Look at the front cover of the book and share the title with the students. Who or what are The Pips? Turn the pages, looking at the illustrations.

GPC focus

y z zz qu

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

we be

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume. Flip through the pages. Can the students spot the CEWs in the text?

Vocabulary

- Discuss any new vocabulary with the students:
jazz – a style of music with brass instruments and piano.
quit – leave.
the sack – fired from a job.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the

students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Why does Zan leave the band? (Ross yells a lot and Zan is fed up.)
Who is Bob? (A manager or record producer.)
Why does Bob get rid of Ross? (He likes Zan and wants her in the band.)
How does the reader know that Zan and The Pips are a popular band? (They get into the top ten.)

Language, grammar and punctuation

- Identify the use of exclamation marks on pages 7 and 10, used in the speech bubbles. Rehearse saying the sentences aloud, with and without the expression indicated by the exclamation mark.

Discussion

- Ask the students:
Was Zan right to quit the band when Ross was bad?
What else could she have done?

To the Shops



BOOK OVERVIEW

This book explores going to the shops in places around the world, and the different types of things that can be bought there.

This book includes the letters j, w, x, y, ch, sh.

The text uses simple sentence structures to support early reading.

Text type: **Non-Fiction** Word count: **149 words**

BEFORE READING

Introducing the book

- As a group, look at the front cover of the book. What might happen in this text? Turn the pages as you talk through the book, describing each page.

GPC focus

ch sh

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds? Can they find them in the text?

Vocabulary

- Discuss any new vocabulary with the students:
yak – a large, wild ox with hunched shoulders, shaggy hair and horns

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Who might go to the shops on a yak? (Chun.)
What will Nen get from the shops? (A dish of nuts and maybe a mug of nuts as well.)
What colour rug does Jad wish for? (A red rug.)
How are the two jets in the book different? (Max's jet is real and the author's jet is a toy jet.)
How do you know that Jin has bought a lot of things? (She has a lot of bags.)

Discussion

- Ask the students:
If you had an unlimited amount of money, name one thing that you would buy for yourself and one thing that you would buy for someone else.



BOOK OVERVIEW

A book all about jets, it has simple sentence structures to support early reading, with some increasing complexity for challenge.

This book includes the letters j, w, x, z, zz, qu, ch, sh, th, ng. The common exception words used are **be**, **he**, **she**.

Text type: **Non-Fiction** Word count: **133 words**

BEFORE READING

Introducing the book

- As a group, look at the front cover of the book. What might happen in this text? Turn the pages as you talk through the book, describing each page.

GPC focus

ch sh th ng

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Clarify the two different pronunciations of th – voiced and unvoiced (this and thunder).

CEW focus

he she

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
jet – a powerful type of aeroplane engine. It is also a word we use sometimes when we mean 'jet-powered aircraft'.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 8–9, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Why do the men in the jet not think it's fun? (There are lots of them squeezed into the aircraft.)
Why is a person needed to tell jets when to go on the deck of a ship? (To prevent more than one plane landing or taking off at the same time.)
What is the difference between jets and the plane on the last page? (Jets are fast.)

Language, grammar and punctuation

- Discuss the use of bold, coloured text for emphasis on page 9. How does this change how the reader should say this sentence?

Discussion

- Ask the students:
How do the planes get on to a ship when it's out at sea?

Deep



BOOK OVERVIEW

This book explores some of the creatures that can be found deep in the ocean, in places that can only be reached by submarine.

This book includes the letters w, sh, th, ng, ai, ee. The common exception words used are **you**.

Text type: **Non-Fiction** Word count: **127 words**

BEFORE READING

Introducing the book

- Look at the front cover of the book and ask the students to predict what they might discover in this book. Turn the pages, looking at the images and discussing what can be seen.

GPC focus

ai ee

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

you

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it. Say it in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
 - sub** – short for submarine. A vessel that can go beneath the sea.
 - bot** – short for robot/robotic.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 8–9, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and

expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What is the difference between the first sub and the bot sub? (The bot sub has nobody in it. It can see things that a sub with a man can not see.)*
 - What can be seen in the deeps? (Odd-looking creatures.)*
 - What piece of equipment on the back of the diver on page 12 allows divers to go deep underwater? (An oxygen tank.)*

Language, grammar and punctuation

- Discuss the repetition of the word 'deep' on page 2. What effect is created by repeating the word three times?

Discussion

- Ask the students:
 - Why do you think so many people like to go diving?*
 - Would you like to try deep-sea diving?*

We Need to Win



BOOK OVERVIEW

This book looks at a range of competitive activities, from sailing to table football!

This book includes the letters j, v, w, qu, sh, th, ng, ai, ee, igh, oa. The common exception words used are **we, be, he, she, was, you.**

Text type: **Non-Fiction** Word count: **135 words**

BEFORE READING

Introducing the book

- Look at the front cover. What do you think the girl on the cover is holding? Establish that it's a ring used in gymnastics. Can the students make a prediction about what the book is going to be about? Turn the pages, looking at the different competitive activities. Can the students name them all?

GPC focus

ai ee igh oa

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds?

CEW focus

was you

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
aims – tries to.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the

students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What do all of the sports in the book have in common? (Apart from the table football, you have to be fast to win.)
Name the team sports featured in the book. (Dragon boat racing, table football.)
Name the solo sports featured in the book. (Sailing, running, gymnastics.)
Who scored the winning table football goal? (Kim.)

Language, grammar and punctuation

- Discuss the use of speech marks in the text, explaining when they are used. Explain that these are the spoken words of the people. What could their voices sound like?

Discussion

- Ask the students:
Of all of the sports in the book, which one would you most like to take part in? Why?
Do you think it's important to win every time?
Can you think of any benefits of losing?

The Top Jobs



BOOK OVERVIEW

The text explores some of the jobs that are carried out at a football club, beyond the familiar job of player.

This book includes the letters j, w, ch, th, ng, ee, igh, oo (too), oo (look). The common exception words used are **be, he, was, you, they**.

Text type: **Non-Fiction** Word count: **122 words**

BEFORE READING

Introducing the book

- As a group, look at the front cover of the book. What might happen in this text? Turn the pages as you talk through the book, describing each page.

GPC focus

oo oo

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear. Can the students think of any words that contain these letters and sounds? Can they find them in the text?

CEW focus

they

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it. Say it in different voices or levels of volume. Flip through the pages. Can the students spot the CEW in the text?

Vocabulary

- Discuss any new vocabulary with the students:
kit – equipment needed for a specific job.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 8, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:

What job does the kit man do? (Checks the equipment and tidies up after the players.)

Why does a football club need a chef? (So that the players eat the right foods to keep them fit and healthy.)

When do the fans boo at the ref? (When they think he makes a bad decision.)

Language, grammar and punctuation

- Look at the text in speech bubbles on page 11. Explain that speech bubbles are the spoken word. Sometimes, these words are written using speech marks. Practise reading these with expression.

Discussion

- Ask the students:

Which job at the football club is the most important?

Can you think of any other jobs that you might be able to have at a football club?

They March at Night



BOOK OVERVIEW

In this story, the King's army is on the march, on high alert for the enemy. Will they meet them on their journey?

This book includes the letters w, ch, sh, th, ng, ai, ee, igh, oa, oo (too), oo (look), ar, or, ur. The common exception words used are **be, they, all**.

Text type: **Fiction**

Word count: **143 words**

BEFORE READING

Introducing the book

- Look at the front cover. Who do the students think is 'they' in the title? Why are they marching at night? Where are they marching to? Listen to the students' suggestions, before flipping through the pages and discussing the illustrations.

GPC focus

oo oo ar or ur

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly. Mix up the cards, changing the order in which they appear.

CEW focus

they all

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume. Flip through the pages. Can the students spot the CEWs in the text?

Vocabulary

- Discuss any new vocabulary with the students:
fort – similar to a castle, a building protected from attack.
hail – pellets of frozen rain.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the

students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
In which direction is the army marching? (The north.)
Where are they marching to? (The hill fort.)
Why are they not allowed to turn back? (It is the king's wish.)
Is the march a pleasant experience for the army? (Probably not, although the text does not actually say that. But it is a long way and it is a cold night, with fog making it difficult to see, as well as rain and hail.)
Who is 'them'? (The enemy that they are travelling to fight with.)

Language, grammar and punctuation

- Discuss the use of coloured bold text for emphasis on page 9, modelling the required intonation and expression.

Discussion

- Ask the students:
What sort of feelings do you think the king's army experienced as they marched?
Why do you think that the king's army chose to march at night?

Looking for Jack



BOOK OVERVIEW

In this story, Jack has lost his pet. He and his two friends search the house looking for Jack, but it's not quite clear what type of pet Jack is.

This book includes the letters j, v, w, x, z, ch, sh, th, ng, ee, igh, oo (too), oo (look), ar, or. The common exception words used are **we, he, they, all**.

The text focuses on the use of words with **-ing** endings.

Text type: **Fiction**

Word count: **119 words**

BEFORE READING

Introducing the book

- Look at the front cover. Can the students tell you what time of day is depicted on the cover and how they know? Who do they think Jack might be, and why might they be looking for him? Take the students' suggestions and then flip through the pages, looking at the illustrations.

GPC focus

- The text focuses on the use of words with -ing endings.

CEW focus

- Recap the CEWs that are found in the text.

Vocabulary

- Discuss any new vocabulary with the students:
chilling – relaxing.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 8–9, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:

What are the names of the characters in the story? (Carl, Sasha, Jeff and Jack.)

Where do Carl, Sasha and Jeff look for Jack first? (In the bedroom.)

Is Jack found inside or outside the house? (Outside.)

Why was Jack found on the light? (Moths are attracted to light.)

Language, grammar and punctuation

- Words with -ing endings

Discussion

- Ask the students:

In the story, did you think that Jack was a dog? How did the author make you think that? (There is a dog bed in the first illustration, Carl is looking in the places where you might find a dog, and Jack sounds like a dog's name.) Did the author trick you?

If you could have any pet at all, what type of animal would you choose and why?

The Max Beebnut



BOOK OVERVIEW

After a hard week, Chuck is at a coffee bar, waiting on his egg and chips. He's suddenly faced with the famous internet star Max Beebnut. But, would anyone believe him?

This book includes the letters v, w, x, y, qu, ch, sh, th, ng, ai, ee, igh, oo (too), oo (look), ar, or. The common exception words used are **me, he, was, you, they**.

The text uses more complex sentence structures, with a focus on words ending in **-ing**.

Text type: **Fiction**

Word count: **210 words**

BEFORE READING

Introducing the book

- Introduce the book title and the front cover. Explain that Max Beebnut is a character in the story. The title includes the word 'The' – The Max Beebnut. What do the students think might happen in this story? Flip through the pages, looking at the illustrations, introducing the characters of Chuck and Max Beebnut.

GPC focus

- The text focuses on the use of words with -ing endings.

CEW focus

- Recap the CEWs that are found in the text.

Vocabulary

- Discuss any new vocabulary with the students:
big-shot – an important or influential person.
web – the internet: the world wide web.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Where was Chuck at the start of the story? (At a coffee bar.)
What does Chuck order? (Egg and chips.)
Why was Chuck shocked when Max sat with him? (Max was famous.)
Why didn't Chuck tell anyone that he'd seen Max Beebnut? (No-one would ever believe that Max had been in that coffee bar.)

Language, grammar and punctuation

- Words with -ing endings. Identify words in the text that end in -ing. (*sitting, waiting, picking, looking, giving*). Discuss how this ending modifies the word (*sit/sitting, wait/waiting, pick/picking, look/looking, etc.*).

Discussion

- Ask the students:
You Noob sounds like a familiar online platform that we have in real life. What does it make you think of?
Why do you think Chuck wouldn't be believed if he'd told people he'd seen Max Beebnut?



BOOK OVERVIEW

This is the second book that features the character Tim. Tim is a rather accident-prone superhero and chaos seems to follow in his wake.

This book includes the letters j, w, y, qu, ch, sh, th, ng, ai, ee, igh, oo (look), ar, or, ow, oi. The common exception words used are **me, we, be, he, was, you, they, all, are, my**.

Text type: **Fiction**

Word count: **172 words**

BEFORE READING

Introducing the book

- Look at the front cover and sound out the title. Introduce the character of Tim, who also appears in the earlier book *Tim Did It*. Explain that Tim is a superhero, but perhaps not a very good one. In the previous book he was at superhero school. Now he has grown up and is no longer at school. Flip through the pages, discussing the illustrations.

GPC focus

ow oi

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly.

CEW focus

are my

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
peril – danger.
coil – arrange in a loop.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:

Why is there a problem in the cockpit of the jet? (One of the pilots, Jeff, seems to have passed out.)

What happens each time Tim creates a bang? (He sorts out the problem but creates a mess as well.)

What does Tim do that creates a disaster for Earth? (His rays bounce off the alien spaceship and cause an explosion, with fragments hurtling towards Earth.)

Language, grammar and punctuation

- Look again at the difference between sound effect bubbles and speech bubbles in the text. Explain that speech bubbles contain the spoken words of the characters.

Discussion

- Ask the students:

Why do you think the book is called 'Bang'?

What do you think is going to happen next, after the end of the story?

Hair Art



BOOK OVERVIEW

The book looks at how artistic some hair styles can be, exploring some of the different styles and 'looks' people can have to express themselves.

This book includes the letters j, w, x, zz, qu, ch, sh, th, ng, ee, igh, oo (too), oo (look), ar, or, ow, oi, ear, air. The common exception words used are **be, he, she, was, you, all, are, my**.

Text type: **Non-Fiction** Word count: **198 words**

BEFORE READING

Introducing the book

- Look at the front cover of the book, focusing on the title. Ask the students what they think they might read about in the book. Flip through the pages and explore the images.

GPC focus

ow oi ear air

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly.

CEW focus

are my

- Model how to read the CEWs. Play 'I say, you say': the teacher says the words and the students repeat them. Make a game of it. Say them in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
 - highlights** – strands of hair that are lightened with bleach.
 - pins** – thin bits of metal or plastic that hold hair up.
 - quiff** – a piece of hair brushed upwards and backwards from the forehead.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 8–9, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What is a 'lob'? (A long bob.)*
 - How are highlights put into hair? (With foils.)*
 - How can you keep a bun high and tight? (Put pins in.)*
 - What can you use to fix a quiff? (Hair wax.)*
 - What are the advantages of wearing a wig? (You can change your look often.)*

Discussion

- Ask the students:
 - Do you think that school students should be allowed to have any hairstyle they choose?*

Nipper



BOOK OVERVIEW

The text explores the true story of Nipper, a ferret used to carry cables underground to allow the Royal Wedding of Prince Charles (now King Charles) and Lady Diana to be broadcast to the nation! The story is set in the year 1981.

This book includes the letters j, w, y, qu, sh, th, ng, ai, ee, igh, oa, oo (too), oo (look), ar, or, ow, ure, er. The common exception words used are **me, we, be, she, you, all, her**.

Text type: **Fiction**

Word count: **198 words**

BEFORE READING

Introducing the book

- Look at the front cover and ask the students if they know what type of animal the man is holding. Explain that it is a ferret, and give them a brief explanation of who Nipper was and what she was known for. Make sure that the students appreciate that this is based on a true story, set in 1981.

GPC focus

ure er

- Introduce the focus GPCs, using flashcards. Rehearse each of the GPCs, ensuring that they are pronounced correctly.

CEW focus

her

- Model how to read the CEW. Play 'I say, you say': the teacher says the word and the students repeat it. Make a game of it. Say it in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
 - lure** – tempt a person or animal to do something.
 - inform** – to tell.
 - hail** – praise; give thanks to.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - In what year does the story take place? (1981.)*
 - Where did the cord need to go? (Under the road.)*
 - What did Nipper have to wear to carry the cord? (A harness.)*
 - What did the men use to lure Nipper down the tunnel? (Food.)*

Language, grammar and punctuation

- A lot of the text is written using speech bubbles. Reread page 3, using appropriate intonation and expression, paying close attention to the use of bold text for emphasis and the use of an exclamation mark.

Discussion

- Ask the students:
 - Do you think it was a good idea to use a ferret to take the cord under the road? Why not use a dog or a cat instead?*
 - Why do you think a lot of people in the UK wanted to watch the Royal Wedding on television?*

Ferrets as Pets



BOOK OVERVIEW

This non-fiction text explores what it is like keeping ferrets, and what is required to look after them.

This book includes the letters v, w, x, ch, sh, th, ng, ai, ee, igh, oa, oo (too), oo (look), ar, or, ur, oi, ear, er. The common exception words used are **be, you, they, all, are, her**.

Text type: **Non-Fiction** Word count: **159 words**

BEFORE READING

Introducing the book

- Looking at the front cover, ask the students if they know anyone who keeps ferrets as pets. Have they ever seen a ferret? If not, what kind of pet do they think they are? Will they be easy to look after?

GPC focus

er

- Introduce the focus GPC. Can the students think of any words that contain this letter and sound?

CEW focus

her

- Model how to read the CEW. Play I say, you say; the teacher says the word and the students repeat it. Make a game of it. Say it in different voices or levels of volume.

Vocabulary

- Discuss any new vocabulary with the students:
sharp – clever and quick-witted.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What four things does the book tell you that ferrets need? (Shelter, a bed, room to run, and food.)
Do ferrets eat vegetables or meat? (Meat.)
If you want to take your ferret for a walk, what equipment will you need? (A harness and a lead.)
What example of ferrets being clever does the book give? (You can train them to use a litter tray.)

Discussion

- Ask the students:
Do you think ferrets make good pets?
Can you think of any reasons not to get a pet ferret?



BOOK OVERVIEW

In the story, Amber is not being very friendly towards a group of girls, and finds that not having friends can lead to feeling lonely.

This book introduces CVCC and CCVC words, as well as the common exception words **said**, **have**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Fiction**

Word count: **191 words**

BEFORE READING

Introducing the book

- Show the students the front cover and ask them to read the title. Do they understand what 'pals' are? Just looking at the characters, can the students make predictions about what might happen in the story? Flip through the pages, looking at the illustrations.
- Discuss each character, focusing on the girl with long dark hair. Why do they think she is sitting on her own on pages 8–10?

CEW focus

said **have**

- Flip through the book, identifying the focus CEWs. Can the students spot them in the text? Identify the tricky, non-decodable part of the word. Repeat the word aloud, with students copying you.

Vocabulary

- Discuss any new vocabulary with the students:
pal – a friend.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Who did Amber meet at the pool? (Fran.)
Why was Amber alone at lunchtime? (She had no friends because she'd been rude to the girls.)
Where did the other girls sit at lunchtime? (On the bench, next to Amber.)
Who suggested that they should all be friends? (Fran.)
How did Amber feel when they suggested being friends? (She felt good.)

Language, grammar and punctuation

- Look at the statements that Amber makes to the girls throughout the story. On page 2, how do you think it should be read? Practise the expression. Then look at the question that she asks on page 12. Does she say it in the same way?

Discussion

- Ask the students:
Why do you think that Amber behaved the way that she did at the start of the story?
Would you have made friends with Amber if she had behaved that way towards you?

Jump Cap Power



BOOK OVERVIEW

In this story, Adeel and Anam are perfecting their tricks at the skate park. Then, when Adeel loses his cap, he worries that he won't be able to do tricks without it. Does the Jump cap have special powers that can improve skating skills?

This book introduces CVCC and CCVC words, as well as the common exception words **like**, **so**, **do**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Fiction**

Word count: **209 words**

BEFORE READING

Introducing the book

- Look at the front cover of the book, and ask the students to identify the Jump cap. What do they predict will happen in the story? What power could the Jump cap have? Take the students' suggestions before flipping through the book, discussing the illustrations. Introduce the characters – Adeel, Anam and Kaja.

CEW focus

like so do

- Flip through the book, identifying the focus CEWs. Can the students spot them in the text? Identify the tricky, non-decodable aspect of the word. Repeat the word aloud, with students copying you.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Who did the Jump cap originally belong to? (Adeel.)*
 - Why was Adeel so upset about losing his cap? (He didn't think that he could do tricks without it.)*
 - Where did Kaja find the Jump cap? (Under the bench.)*
 - Who thought that the Jump cap had special powers? (Adeel, on page 5, and Kaja on pages 12–13.)*

Language, grammar and punctuation

- Point out to the students how spoken text (i.e. the text in speech bubbles) is more informal, or colloquial, than written text. For example, on page 12 Kaja says, "I was rubbish at tricks." In a written text, you would not say it in this way. Can the students find other examples of informal spoken text?
- Look at the use of exclamation marks throughout the text, used to show excitement during speech. Model this to the students, and give them an opportunity to practise this.

Discussion

- Ask the students:
 - Do you think that the Jump cap had powers to make the wearer a better skater?*
 - Why do you think they could do the tricks when they were wearing it?*

Come Camping



BOOK OVERVIEW

This non-fiction text looks at some of the equipment that you will need, and the fun that you can have whilst camping.

This book introduces CVCC and CCVC words, as well as the common exception words **some**, **come**. It also contains the common exception word **so**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Non-Fiction** Word count: **184 words**

BEFORE READING

Introducing the book

- Look at the front cover. Discuss with students whether they've been camping before, and what they know about it. Ask them what type of equipment they might need to take on a camping trip. Flip through the pages, looking at the images.

CEW focus

some **come**

- Flip through the book, identifying the focus CEWs. Can the students spot them in the text? Identify the tricky, non-decodable aspect of the word. Repeat the word aloud, with students copying you.

Vocabulary

- Discuss any new vocabulary with the students:
 - fond** – have a liking for.
 - grim** – miserable, depressing.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - If you want to eat or drink while camping, what equipment might you bring? (Pots, pans, forks, spoons and mugs.)*
 - What two things could you bring for when it's dark? (A lamp or a torch.)*
 - What is used to fix the tent into the ground? (Tent pegs.)*
 - What activities could you do if you camp near the coast? (Swimming or surfing.)*

Language, grammar and punctuation

- On the last page, the author asks the reader some questions. Do you think that the author knows that these questions might provoke some strong answers? Does the author even expect an answer?

Discussion

- Ask the students:
 - Why do you think camping is such a popular activity?*
 - What are some of the positives and negatives of camping outdoors?*

Go-Karting



BOOK OVERVIEW

This text explores the exciting activity of go-karting, from the equipment you'll need to some of the different go-karts that exist.

This book introduces CVCC and CCVC words, as well as the common exception words **were**, **there**. It also contains the common exception words **have**, **so**, **do**, **some**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Non-Fiction** Word count: **179 words**

BEFORE READING

Introducing the book

- Look at the front cover and ask the students to read the title. Do they know what a go-kart is? Have they ever been in a go-kart? If so, did they enjoy it? Flip through the pages, looking at the images and discussing them.

CEW focus

were **there**

- Flip through the book, identifying the focus CEWs. Can the students spot them in the text? Identify the tricky, non-decodable aspect of the word. Repeat the word aloud, with students copying you.

Vocabulary

- Discuss any new vocabulary with the students:
 - have a crack** – to try.
 - gear** – equipment.
 - hot rod** – a motor vehicle that has been specially changed to give it extra power and speed.
 - champs** – champions.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 12, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What two things can prevent you from getting hurt while go-karting? (A helmet, and a bar at the back of the go-kart.)*
 - How are go-karts for children and adults different? (Go-karts for children have less power and don't go as fast.)*

Language, grammar and punctuation

- What words are used to describe go-karting in the text? (*Fun, quick, terrific.*) Ask the students to think of some other, similar words that the author could have used. (e.g. *enjoyable, fast, speedy, swift, rapid, awesome.*)

Discussion

- Ask the students:
 - What do you think people enjoy about go-karting?*

Karim's Haircut



BOOK OVERVIEW

This story focuses on Henk, a football-mad boy who adores his favourite player, Karim. He wants to be just like him. He even wants the same haircut as Karim, but Dad says no!

This book introduces CVCC and CCVC words, as well as the common exception words **little**, **one**. It also contains the common exception words **said**, **have**, **like**, **so**, **come** and words with the ending **-ed**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Fiction**

Word count: **204 words**

BEFORE READING

Introducing the book

- Looking at the front cover, who do the students think Karim might be? Ask them if they like football. Explain that some fans copy the haircuts of footballers. Have they ever done that?

CEW focus

little

one

- Flip through the book, identifying the focus CEWs. Can the students spot them in the text? Identify the tricky, non-decodable aspect of the word. Repeat the word aloud, with students copying you.

Vocabulary

- Discuss any new vocabulary with the students:
 - turf** – grass.
 - trim** – to make something neat by cutting it.
 - gut** – stomach.
 - appendix** – a small organ in the body.
 - hat-trick** – to score three goals in a match.
 - with a start** – a sudden movement of surprise.
 - chap** – a boy or man.
 - barber** – a person who cuts men's hair.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and

expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How do you know that Henk is a big fan of Karim? (He has a shirt and boots like his, plus loads of "Karim stuff", and his room has posters of Karim.)*
 - What number shirt does Karim wear? (Number 9.)*
 - What was the score at the end of the game? (Three-one to the Greens.)*

Language, grammar and punctuation

- Look at the use of the apostrophe on the front cover, *Karim's Haircut*, and throughout the book. Explain that the apostrophe shows possession – the haircut belongs to Karim. Can the students find another example? (Henk's – page 12.)

Discussion

- Ask the students:
 - How do you think Henk felt when he realised he was going to miss Karim's big game?*
 - Why do you think that Dad changed his mind about Henk having his hair cut like Karim's?*

Getting a Kick



BOOK OVERVIEW

This text explores various activities that people might do that give them a thrill, from sailing a boat to singing in a band.

This book introduces CVCC and CCVC words, as well as the common exception words **when, out, what**. It also contains the common exception words **have, like, do, some**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Non-Fiction** Word count: **211 words**

BEFORE READING

Introducing the book

- Before reading, explain the term 'getting a kick', meaning getting a thrill. Explain the activity of base jumping that they can see on the front cover. Ask the students if they can think of any exciting activities that are similar. Flip through the pages, discussing whether the activities they can see are as thrilling.

CEW focus

when out what

- Flip through the book, identifying the focus CEWs. Can the students spot them in the text? Identify the tricky, non-decodable aspect of the word. Repeat the word aloud, with students copying you.

Vocabulary

- Discuss any new vocabulary with the students:
 - lads** – an informal term for a group of boys.
 - thwack** – a sound effect of a ball being kicked hard.
 - peril** – danger.
 - habit** – something done regularly.
 - charts** – a list of the most popular songs.
 - potter** – to keep yourself busy doing bits and bobs.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate

expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - On page 4, what might tip the boat up? (A gust of wind.)*
 - When running, what do you sometimes have to cross at the end of a race? (A ribbon.)*
 - Why is cycling good for you? (It keeps you fit.)*

Language, grammar and punctuation

- Discuss the use of a dash on page 15, used as a pause.

Discussion

- Ask the students:
 - Discuss the statement on page 16 - 'We all get the best kicks from things we like to do'. Does it matter that not all activities are as exciting as something like base jumping?*
 - What activities do you like to do that give you a thrill or make you excited to participate?*

Windmills



BOOK OVERVIEW

This book explores the world of windmills – how they work, what they can be used for, and how useful they can be.

This book introduces more complex (polysyllabic CVCC and CCVC) words. It contains the common exception words **have, like, some, one, out**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Non-Fiction** Word count: **205 words**

BEFORE READING

Introducing the book

- Look at the front cover. Ask the students if they know anything about windmills, and what they can be used for. Flip through the pages, looking at and discussing some of the images as you move through the text.

CEW focus

- None. Focus on identifying CEWs in the text that have already been taught.

Vocabulary

- Discuss any new vocabulary with the students:
 - gust** – a sudden, strong rush of wind.
 - miller** – a person who works in a mill.
 - crops** – a plant that's grown for farming.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 8, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How does wind make a windmill work? (Gusts of wind turn the cogs.)*
 - What are the discs made of that are found inside a windmill? (Hard rock.)*
 - What are the sacks of powder generated by the mill used for? (Cooking.)*
 - Where is liquid pumped from? (Deep down beneath flat land.)*
 - What is the liquid used for that's pumped up on flat land? (To feed animals and crops.)*

Language, grammar and punctuation

- Look at some of the polysyllabic (i.e. longer) words in this book. Explain that some of the words are made up from two shorter words, whilst others are not:

wind-mills, in-land.
crushing, gushing, hundreds

Discussion

- Ask the students:
 - Some people think that windmills are an eyesore. What do you think?*

Butter Brains



BOOK OVERVIEW

This is the third book that features the superhero Tim, who tends to cause chaos whenever he uses his powers. In this book we meet the pair of aliens that we met in the previous book, *Bang!* Can Tim once again save the day?

This book introduces more complex (CCVCC) words. It contains the common exception word **like**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Fiction**

Word count: **222 words**

BEFORE READING

Introducing the book

- Explain to the students that this is the third book featuring the character Tim. (The previous books were *Tim Did It* and *Bang!*) Have the students read the earlier books? Can they remember anything about Tim? He was a rather accident-prone superhero, who always managed to solve a problem, but not without causing more chaos around him.
- Flip through the illustrations. Point out the layout of the text – text boxes at the top of the page provide description, while speech show the dialogue and sound effects.

Vocabulary

- Discuss any new vocabulary with the students:
 - cord** – rope.
 - stunt** – an action displaying spectacular skill and daring.
 - loot** – stolen goods.
 - racket** – noise.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where does the story take place? (In a town in Wales.)*
 - What was the first problem Tim tried to solve? (Stopping robbers from getting away with stolen goods.)*
 - How did it go wrong? (Tim missed and was hit on the rebound by his own ray.)*
 - Why wasn't Tim affected by the aliens' rays? (His hearing was damaged when he shot himself, so the sound rays didn't affect him.)*

Language, grammar and punctuation

- Recap the use of narrative text boxes and speech bubbles. Discuss the use of different 'voices' used to read these. Ask the students to find examples in the book of informal spoken text (e.g. "*The racket is too much!*" on page 10).

Discussion

- Ask the students:
 - If you have read the other two stories with Tim as a main character, did the outcome of this story surprise you?*
 - How is Tim different from other superheroes that you may know?*

Seeing Stars



BOOK OVERVIEW

The text explores stars and what they are, looking at some of the patterns and constellations that can be seen in the night sky.

This book introduces more complex (CCVCC) words. It contains the common exception words **like, so, do, some, there, one**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Non-Fiction** Word count: **200 words**

BEFORE READING

Introducing the book

- Introduce the title of this non-fiction book. Do the students know anything about stars? What is the girl using to look at the stars on the front cover? Flip through the pages, looking at the images.

Vocabulary

- Discuss any new vocabulary with the students:
distant – far away.
cluster – a group.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Why do lights prevent you from seeing stars properly? (It makes the sky seem lighter, so the stars don't stand out as brightly.)
What is the name of the planet known as the red planet? (Mars.)
What is one of the clusters of stars known as? (The Big Dipper.)

Language, grammar and punctuation

- On page 5, identify the two words used to describe what stars seem to do in the night sky (glinting and flickering).
- Discuss the use of bold text for emphasis. On page 16, why is the word 'This' being emphasised? Explain that it helps to draw the reader's attention to the telescope in the image.

Discussion

- Ask the students:
Do you know the names of any constellations that are not mentioned in the book?
Why do you think that sailors used to rely on stars to guide them?

Floating



BOOK OVERVIEW

The story is about a young girl called Amber who wins a flight in a plane where she becomes weightless. Amber has a great time, but her friend Josh is disappointed that he missed out!

This book introduces more complex (CCCVCC) words. It contains the common exception word **said, have, so, do, were, one, when, out, what**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Fiction**

Word count: **215 words**

BEFORE READING

Introducing the book

- Look at the front cover and ask the students to read the title. Ask them for their predictions. Where do they think the title 'Floating' comes from? Look at what the female character is wearing. Could that be part of the story? Flip through the pages, discussing the illustrations.

Vocabulary

- Discuss any new vocabulary with the students:
 - parabolic flight** – a flight in which anti-gravity conditions are produced.
 - scrunch** – crease up.
 - blunder** – a mistake.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where were Josh and Amber when they heard about the parabolic flight? (On the street.)*
 - What did Josh do with the booklet? (He scrunched it up and threw it in the bin.)*
 - Where did Amber have to go to get the flight? (Desk number seven at the airport.)*
 - Was the jet flying up or down when Amber lifted into the air? (Down.)*

Language, grammar and punctuation

- Identify the use of speech punctuation throughout the text. Ensure that students are applying the appropriate expression and intonation when reading speech, as well as attending to punctuation within the speech marks.

Discussion

- Ask the students:
 - Look at page 4. Why do you think Josh refused to go on the parabolic flight?*
 - How do you think Josh felt at the end of the story after hearing about Amber's parabolic flight?*

What a Storm!



BOOK OVERVIEW

This book explores different types of storms, from simple rainstorms to monsoons and thunderstorms.

This book offers more blending practice. It introduces CVCC and CCVC words. It contains the common exception words **have, like, so, do, some, come, there, little, one, when, out, what** and includes words with the ending **-es**. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Non-Fiction** Word count: **195 words**

BEFORE READING

Introducing the book

- Look at the front cover and ask the students to tell you the title of the book. What do the students know about storms? Flip through the pages of the book, discussing the images. Do the students like storms?

Vocabulary

- Discuss any new vocabulary with the students:
 - dim** – dull or weak light.
 - monsoon** – a very rainy season; a downpour of rain.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 12, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - According to the text on page 3, what comes first, thunder or lightning? (Lightning.)*
 - Where might pets hide in a storm? (Under a bed.)*
 - Why should you not shelter under a tree during a storm? (The lightning might hit the tree and set fire to it.)*
 - What do some churches have on their spires to protect them from lightning strikes? (Metal lightning rods.)*

Language, grammar and punctuation

- Discuss the use of words with -es endings. Can students find them all in the text? (*Torches, flashes, lashes, rushes, dashes, criss-crosses, fizzes, crashes, finishes*). Can they think of some more words ending in -es that might have been used in the text?

Discussion

- Ask the students:
 - Why do you think that people are often afraid of storms?*

The Long, Dark Trek



BOOK OVERVIEW

Erik, Hanna and Flint set off on a trek through the woods, but soon get lost. Luckily for them, there are some helpful litter pickers nearby who can direct them to safety.

This book offers more blending practice and introduces CCVCC words. It contains the common exception words **said, so, do, were, there, one, out, what** and includes words with contractions, such as *we're* and *that's*. The book also provides opportunities to practise graphemes and CEWs that have already been taught.

Text type: **Fiction**

Word count: **211 words**

BEFORE READING

Introducing the book

- Look at the front cover. Explain to the students what a trek is. What predictions can the students make from looking at the front cover? Flip through the pages, discussing the illustrations.

CEW focus

- None. Focus on identifying CEWs in the text that have already been taught.

Vocabulary

- Discuss any new vocabulary with the students:
trek – a long, difficult journey, usually made on foot.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours. Are the students segmenting effectively? Are they blending the word correctly? The teacher should provide appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 6, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters/sounds and consonant blends that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What are the names of the characters in the book? (Flint, Erik and Hanna.)
Which character brought snacks with them? (Erik.)
Where did Erik leave the litter? (On the track and on the tree stump.)

Language, grammar and punctuation

- Point out the use of contractions in the text. Can the students tell you in each case the two words that have been contracted?

we're	we are
it'll	it will
what's	what is
there's	there is
it's	it is
that's	that is

Can they think of other examples of contractions?

Discussion

- Ask the students:
Have you ever found yourself in a situation where you thought you were lost? How did you feel? What happened?

Street Art



BOOK OVERVIEW

Street art can take many forms: from paintings on buses, to enormous murals and mosaics. But is street art truly art?

This text includes the graphemes for reading: ay, ou. The text contains words ending in **-ing** and **el**.

Text type: **Non-Fiction** Word count: **281 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about street art. If they don't know, can they guess what it could be based on the cover image? Do they know the word commonly used for street art? (*graffiti*.) Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs that the students will encounter in the text:

ay **ou**

Vocabulary

- Discuss any new vocabulary with the students:
tram – a passenger vehicle that runs on rails laid on a public road.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 8, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What can you use to paint street art? (A paintbrush or a spray can.)
Who was painting over the bad art? (Del.)
Which vehicles are being painted? (A bus and a tram.)
Rather than paint, what could you use to make temporary street art? (Crayons.)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
ay **spray, day, stay, archway, play, crayons**
ou **about, countless, ground**
- Look at the text in speech bubbles on page 8. Explain that speech bubbles are the spoken word. Sometimes, these words are instead written using speech marks. Practise reading these with expression.

Discussion

- Ask the students:
The book poses the question of whether or not street art is real art – what do you think?

The Deal



BOOK OVERVIEW

Fran and her band know how to put on a good show. But when a record producer hears their music, is it the whole band he's interested in, or just Fran?

This text includes the graphemes for reading: ie, ea. The text contains words ending in **-ing**, **-ed**, **-es** and **al**.

Text type: **Fiction**

Word count: **384 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Can the students guess what sort of deal the title would be referring to based on the cover illustration? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ie	ea
oh	their

Vocabulary

- Discuss any new vocabulary with the students:
gig – a live performance by a musician or group.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 4, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Who is the lead singer for Fran's band? (Max.)
What instrument does Fran play for the band? (Trumpet.)
When Fran's band got a booking at a club, where was the club located? (Dock Street.)
When the man at the bus stop takes an interest in the music, what is it about Fran that he finds so compelling? (She is both a talented trumpet player and rapper.)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

ie	tried
ea	deal, seated, treat, beamed
- Recap the common exception words:
oh, their
- Point out some contractions used in the text. Can the students tell you in each case which two words have been contracted?

they'd	they had
something's	something is
we'll	we will
you're	you are

Discussion

- Ask the students:
The story ends with Fran wondering whether she should take the deal and leave her band – what do you think she should do? What would you do in Fran's position?

A Week in the Sahara



BOOK OVERVIEW

Spend a week in the Sahara Desert and find out what it takes to live in a land without rain.

This text includes the graphemes for reading: ay, ou, ie, ea. The text contains words ending in **-ing**, **-ed**, **-es** and **al**.

Text type: **Non-Fiction** Word count: **265 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the Sahara Desert. Can they tell you which part of the world it is located in? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
oh	their		

Vocabulary

- Discuss any new vocabulary with the students:
 - Sahara** – a desert in North Africa.
 - hamlet** – a human settlement smaller than a village.
 - barter** – exchange goods or services for other goods or services without using money.
 - groundnuts** – another term for peanut; an edible nut.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What animals do people keep in the Sahara? (Camels and goats.)*
 - What do the men get from the goats? (Milk and meat.)*
 - What might Farid barter his goats for? (Some tools.)*
 - What is Asma looking for at the market? (Peppermint and radishes.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

ay	day, stay, pay
ou	about, our
ie	tie
ea	meat, cream, deal, beans

- Recap the common exception words:
oh, their
- Recap the days of the week taught in this book:
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Discussion

- Ask the students:
 - In the Sahara it is extremely hot and it almost never rains. Do you think you would be able to cope with weather like that?*

Raptors



BOOK OVERVIEW

Raptors are birds that hunt, kill and eat meat. Learn all about the different types of raptor, from the mighty eagle to the tiny kestrel.

This text includes the graphemes for reading: oy, ir. The text contains words ending in **-ing**, **al** and **el**.

Text type: **Non-Fiction** Word count: **312 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they know anything about raptors. Does anyone know what type of raptor is shown on the front cover? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

oy **ir**
people

Vocabulary

- Discuss any new vocabulary with the students:
 - wingspan** – the length from the tip of one wing to the tip of the other.
 - habitat** – the natural home or environment of an animal, plant or other organism.
 - polish off** – quickly finish or consume something.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What is it that makes raptors predators? (They hunt and kill for food.)*
 - Who has better eyesight between raptors and people? (Raptors.)*
 - Between girl and boy buzzards, which is bigger? (Girl buzzards.)*
 - What makes owls different to the other raptors in the book? (They hunt at night instead of during the day.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

oy **enjoy, boy**
ir **birds, first, girl**

- Recap the common exception words:
people
- Why do you think the writer used coloured bold text for the names of the different raptors? *(These are difficult words and it helps to draw the reader's attention to them.)*

Discussion

- Ask the students:
 - Can you think of any other animals that are predators, like raptors?*

The Big Chop



BOOK OVERVIEW

At first, Sue can't understand why Faheem has such short hair – or is it no hair? But after he explains the reason, Sue is eager to get involved too.

This text includes the grapheme for reading: ue (glue, cue). The text contains words ending in **-ing**.

Text type: **Fiction**

Word count: **399 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ue
people

Vocabulary

- Discuss any new vocabulary with the students:
 - caravan** – a vehicle equipped for living in, typically towed by a car.
 - blue** – sad.
 - lad** – a boy or young man.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Who does Sue live with on the caravan park? (Her mum.)*
 - What was Sue buying at the shop the second time she saw Faheem? (A bar of soap.)*
 - Why did Faheem get a buzz cut? (To raise money to buy his dad medicine.)*
 - How does Sue help Faheem's dad? (She also gets a buzz cut, just like Faheem's.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
 - ue** **Sue, blue, argue, avenue**
- Recap the common exception words:
 - people**
- Why do you think the writer used *he had short hair – or was it no hair?* in the story? (*To emphasise Faheem's lack of hair and to draw the reader's attention to it.*)

Discussion

- Ask the students:
 - Aside from a sponsored haircut, can you think of any other ways you could do a fundraiser if somebody needed to raise money?*

I'm a Beech Tree



BOOK OVERVIEW

Three hundred years in the life of a beech tree – from the point of view of the tree itself.

This text includes the graphemes for reading: oy, ir, ue (glue, cue). The text contains words ending in **-ing**, **-ed**, **-es**, **al** and **el**.

Text type: **Non-Fiction** Word count: **354 words**

BEFORE READING

Introducing the book

- Explain to the students that this non-fiction text is written from the perspective of the beech tree itself. Turn the pages of the book, looking at the images and discussing what the students can see. Can the students think of any other types of tree?

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

oy **ir** **ue**
people

Vocabulary

- Discuss any new vocabulary with the students:
beech tree – a large tree with smooth grey bark and glossy leaves.
canal – a man-made waterway for boats to travel inland.
pursued – followed or chased.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
How long has the beech tree been standing on that spot? (Three hundred years.)
Can you name all the different animals living in or under the beech tree? (Foxes, woodpecker, rooks, insects, squirrel, owl.)
When the beech tree was a young tree, what were people travelling on? (On foot or with a cart.)
What were the names of the girl and boy who cut their names into the bark? (Sue and Roy.)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
oy **boy, Roy, enjoy**
ir **birds, first, girl**
ue **true, Sue, pursued, argued, hue**
- Recap the common exception words:
people
- Why do you think the writer wrote this book from the point of view of the beech tree? (*To make it a more engaging read than if it were just a text with facts about beech trees.*)

Discussion

- Ask the students:
When the beech tree was new, the world was a very different place to how it is now. Three hundred years from now when the trees of today are old, what do you think might have changed?

The Hat



BOOK OVERVIEW

When Jordan visits his grandparents he expects to be in for a boring day of jigsaw puzzles. But when he discovers a mysterious hat in the loft, his attitude quickly changes.

This text includes the graphemes for reading: aw, wh. The text contains words ending in **-ing**, **-ed** and **-es**.

Text type: **Fiction**

Word count: **380 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students what they think might be special about this particular hat. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs that the students will encounter in the text:

aw

wh

Vocabulary

- Discuss any new vocabulary with the students:
 - beckoned** – made a gesture with a hand to encourage someone to approach.
 - loft** – a space directly under the roof of a house, often used for storage.
 - astonished** – greatly surprised or impressed.
 - start-up** – a newly established business; a new company.
 - invest** – put money into a company with the expectation of receiving more money back in the future.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What was the number of the bus that Jordan got? (42.)*
 - Which two things annoyed Jordan when he was waiting for the bus? (A kid in a wheelchair and a man with a stick.)*
 - What did Gran ask Jordan to get from the loft? (Grandad's saw.)*
 - In the story, which two things have got the Nexajet logo on them? (The jet buses in the future, and the kid's wheelchair in the present.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
 - aw** **yawned, jigsaws, saw**
 - wh** **wheelchair, whispered, whiskers**
- Just from looking at the illustrations, how can you tell that wearing the hat has an effect on Jordan once he's taken it off? (*His facial expression changes from moody on pages 2 and 3 to smiley from page 12 onwards.*)

Discussion

- Ask the students:
 - If you had the chance to feel what it's like to be an elderly person, what do you think you might gain from the experience?*

In the Night



BOOK OVERVIEW

Andrew has been making strange noises at night for weeks now. Philippa decides it's time to find out what's going on. This text includes the graphemes for reading: ph, ew (blew). The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **349 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students what they think might be happening at night. Why would it not be happening in the daytime? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ph	ew
Mr	Mrs

Vocabulary

- Discuss any new vocabulary with the students:
 - cowards** – a person lacking in courage.
 - grim** – depressing or worrying to consider.
 - chat** – talk in a friendly and informal way.
 - flustered** – upset or confused.
 - glee** – great delight or joy.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How are Andrew and Philippa related? (They are twins.)*
 - Who does Philippa meet for coffee? (Yasha.)*
 - Who does Yasha suggest that Philippa should tell? (Mum.)*
 - Who is Philippa's running trainer? (Beth Wiggins.)*
 - Why was Andrew making noise at night? (He was practising his part for acting club.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

ph	Philippa
ew	Andrew

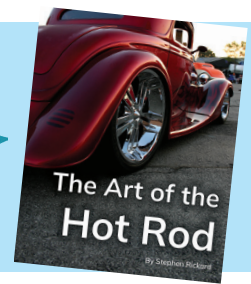
- Recap the common exception words:

Mr, Mrs

Discussion

- Ask the students:
 - Why do you think Philippa thought it was important to speak to Andrew about the noises he was making at night?*

The Art of the Hot Rod



BOOK OVERVIEW

Normal cars are useful and practical, but are often boring to look at. So, what if you wanted a car that would stand out from the crowd? Hot rods are just what you're looking for.

This text includes the graphemes for reading: ay, ou, ea, ir, aw, wh, ph, ew (blew). The text contains words ending in **-ing** and **-ed**.

Text type: **Non-Fiction** Word count: **267 words**

BEFORE READING

Introducing the book

- Look at the cover of the book and explain that this text is non-fiction. Ask the students if they have ever seen a car like the one on the cover before? Would they like to own a hot rod one day? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	ir
aw	wh	ph	ew
their	people	Mr	Mrs

Vocabulary

- Discuss any new vocabulary with the students:
 - top-flight** – the highest level.
 - classic** – judged over a period of time to be of the highest quality of its kind.
 - in a flash** – very quickly.
 - morphed** – transformed; changed from one thing to another.
 - reckon** – think; be of the opinion.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where and when did hot rods start? (In America in the 1930s.)*
 - What is the name for a rusty hot rod? (Rat rod.)*
 - What is the graphic that's sprayed on the hot rods? (Flames.)*
 - What is the name for hot rods that are seen on the streets? (Street rods.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

aw	draw, raw, flaws
wh	wheels
ph	graphics, morphed
ew	blew, grew
- Recap the common exception words:
their, people, Mr, Mrs
- Why do you think the writer used bold text for the names of the different types of hot rod? (*As these words are the subject of their section it helps to draw the reader's attention to them.*)

Discussion

- Ask the students:
 - What is your favourite type of hot rod shown in this book?*
 - Do you think hot rods are better than normal cars?*

Bigfoot



BOOK OVERVIEW

Coral and Andrew have heard rumours of a monster in the woods, but nothing can prepare them for what they will find when they go hunting for it.

This text includes the graphemes for reading: ay, ou, ea, ew (blew, few). The text contains words ending in **-ing**, **-ed** and **al**.

Text type: **Fiction**

Word count: **349 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	ew
oh	people	looked	called

Vocabulary

- Discuss any new vocabulary with the students:
 - colossal** – extremely large or great.
 - hunt** – search determinedly for someone or something.
 - placard** – a printed notice or sign for public display.
 - hoax** – a humorous or malicious deception.
 - thrill** – a sudden feeling of excitement and pleasure.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What identifying features of the monster are given at the start of the story? (He is colossal and coated in hair.)*
 - Why did Coral and Andrew run back to town after spotting the footprint? (They thought the monster could be nearby.)*
 - What made Coral suspect that the monster might not be real? (She noticed two left footprints in a row instead of the usual left and right pattern.)*
 - How do you know that Coral and Andrew haven't been deterred by the hoaxer? (At the end of the story they are excitedly following a new trail of footprints.)*

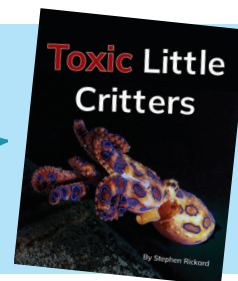
Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
 - ew** **Andrew, news, new, few, blew**
- Recap the common exception words:
 - oh, people, looked, called**
- Why do you think the writer used an ellipsis at the end of the final page? (*To make the reader think that the story continues after the end of the book.*)

Discussion

- Ask the students:
 - If you were told there was a monster in the woods would you try to hunt for it like Coral and Andrew?*

Toxic Little Critters



BOOK OVERVIEW

Everyone knows to steer clear of big animals like tigers and sharks, but some of the deadliest creatures on the planet are little. Learn about these tiny terrors in this non-fiction book.

This text includes the graphemes for reading: ay, ou, ie, ea, ue (glue), oe, au, ey. The text contains words ending in -ing.

Text type: **Non-Fiction** Word count: **375 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they know what the word *toxic* means. Why do they think the author might have coloured the word *toxic* in red on the cover? Turn the pages of the book, looking at the images and discussing the different animals the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
ue	oe	au	ey
people			

Vocabulary

- Discuss any new vocabulary with the students:
 - harpoons** – a barbed dart or spear used for catching prey.
 - toxin** – a poison from a plant or animal.
 - woes** – great trouble or distress.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Which critter lies on the bottom of the sea bed waiting for you to step on it? (The fish known as "the assassin of the sea".)*
 - Where are the poison glands found on a poison dart frog? (Under their skin.)*
 - Which poisonous fish do people in Japan eat? (Pufferfish.)*
 - What makes the critter on page 16 different from the rest in this book? (It has no toxins, but instead spreads bad bugs.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

oe	woes, toe
au	launch, taunting
ey	goosey

- Recap the common exception words:
 - people**
- Why do you think the writer used speech marks for "the assassin of the sea"? (*Because even though it is not being said now, this is quoting what people have called it.*)

Discussion

- Ask the students:
 - On page 10, the writer asks whether you will risk eating a poisonous pufferfish. Why do you think people might eat the fish when it could be so harmful to them?*

Stunts Are My Thing



BOOK OVERVIEW

Action films are only possible because of the stunt men taking the risks. Peer behind the camera and find out what it takes to be a stunt man.

This text includes the graphemes for reading: ay, ou, ea, aw, ew (few), oe, au, ey and the phoneme: /zh/ (treasure). The text contains words ending in **-ing** and **-ed**.

Text type: **Non-Fiction** Word count: **343 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they know what a stunt is. Can they predict what the stunts are for based on the cover image? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	aw
ew	oe	au	ey
/zh/			
people	looked	called	

Vocabulary

- Discuss any new vocabulary with the students:
 - stunts** – an action displaying skill and daring.
 - collisions** – one object violently hitting another; a crash.
 - injured** – harmed, damaged or impaired.
 - vision** – the ability to predict the possible things that could happen.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What is the name of the stunt man in the book? (Roscoe.)*
 - What is the job of a stunt man? (Stand in for actors in films, when there is high-risk stuff to do.)*
 - Can you become a stunt man quickly or does it take lots of training? (You need to train for years.)*
 - Why is putting your hand in a croc's mouth not a stunt? (It could snap its jaws shut at any moment, which is a risk a stunt man could not avoid.)*

Language, grammar and punctuation

- Recap the graphemes for reading and new phoneme below. Give examples of their use from the book:

ew	few, new
oe	Roscoe
au	launch, hauling, daunting
ey	key
/zh/	collisions, vision

- Recap the common exception words:
looked, called
- On page 16, why do you think the writer separated the word *ever* from the rest of the passage between two dashes? (*To place special emphasis on the word and to help drive home the point to the reader.*)

Discussion

- Ask the students:
 - Why do you think Roscoe says that the reader should never attempt a stunt?*

The Chess Set



BOOK OVERVIEW

Tabitha loves her pocket chess set because it reminds her of her mum. But when she loses it on a trip to Tatford, she gains something far more precious instead.

This text includes the graphemes for reading: ay, ou, ie, ea, ir, aw, a_e, e_e. The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **382 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students if they know what chess is. Explain that chess is a type of board game. What other different board games can they think of? Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
ir	aw	a_e	e_e
people	looked		

Vocabulary

- Discuss any new vocabulary with the students:
 - chess** – a board game.
 - cherished** – hold something dear.
 - porter** – a person employed to carry bags and other luggage.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 6–7, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What had Tabitha carved on the back of her chess set? (The letters TG.)*
 - Where was Tabitha going shopping? (In Tatford.)*
 - Why was Tabitha surprised when she got off the train in Tatford? (There were no people to be seen.)*
 - Where did Dad find the box with the letters TG on it? (In the loft.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

a_e	made, wake, date, gave, shame, came
e_e	even

- Recap the common exception words:
people, looked

Discussion

- Ask the students:
 - Do you think the girl in the tree was Tabitha's mum? How could that be possible?*
 - Have you ever played chess before? Or is there another board game you prefer?*

Mushroom Power



BOOK OVERVIEW

Mushrooms can be a tasty addition to a meal but their power goes far beyond the plate. Discover the hidden world of these fungi in this non-fiction book.

This text includes the graphemes for reading: ay, ou, ie, ea, oy, ir, ue (glue), wh, ph, i_e, o_e. The text contains words ending in **-ing**, **-es**, **al** and **el**.

Text type: **Non-Fiction** Word count: **312 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about mushrooms. Can the students tell you which group of organisms mushrooms belong to? Explain that they are not plants, but are instead fungi. Can the students predict what powers mushrooms might have?

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
oy	ir	ue	wh
ph	i_e	o_e	
their	people		

Vocabulary

- Discuss any new vocabulary with the students:
 - exotic** – coming from or appearing like something from a distant foreign country.
 - toxins** – a poison from a plant or animal.
 - phenomenon** – a remarkable thing.
 - organisms** – an individual plant, animal, or fungus.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Which common types of mushroom might you have tried? (Chestnut, white button, oyster.)*
 - Why might some mushrooms light up at night? (To attract insects with their light.)*
 - What animals also like to eat mushrooms? (Birds, slugs, squirrels.)*
 - What do people call the phenomenon of mushrooms allowing trees to chat? ("The wood-wide web".)*

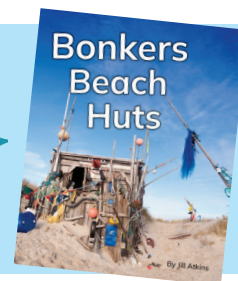
Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
 - i_e white, quite, meanwhile, wide, lives, time
 - o_e stroke
- Recap the common exception words:
 - their, people
- Discuss the use of exclamation marks and their effect on the reader. Look at page 16. Discuss how the exclamation mark suggests excitement, and the reader's voice should mirror that. Model the expression required.

Discussion

- Ask the students:
 - Can you think of any types of food that include mushrooms as an ingredient?*

Bonkers Beach Huts



BOOK OVERVIEW

Beach huts can be a functional way to store equipment but they can also be a way to express your creativity. With some of these bonkers beach huts, you might want to spend more time in the hut than out on the beach!

This text includes the graphemes for reading: ay, ea, ue (glue, cue), wh, a_e, e_e, i_e, o_e. The text contains words ending in **-ing**, **-ed**, **-es** and **el**.

Text type: **Non-Fiction** Word count: **337 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Do the students know what a beach hut is? Have they ever used one when visiting the beach? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ea	ue	wh
a_e	e_e	i_e	o_e
people			

Vocabulary

- Discuss any new vocabulary with the students:
bonkers – mad or crazy.
squint – look at something with eyes partly closed as a reaction to strong light.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What material are beach huts often made of? (Wood.)
What do you think the writer means when they say "to get away from it all"? (To relax and get some peace and quiet.)
What was different about the beach huts from way back? (They were on wheels instead of staying in one place.)
Can you only have beach huts on the beach, near the sea? (No. You can also have a beach hut in the sea.)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

a_e	made, same, decorate, case
e_e	these, extreme
i_e	line, white, entire, inside
o_e	home

- Recap the common exception words:
people

Discussion

- Ask the students:
If you were going to design a beach hut out of wood, what features would your hut have? (Things like colour, equipment, wheels/no wheels, floating/on land etc.)

Raja Ampat



BOOK OVERVIEW

The seas around Raja Ampat are teeming with marine life. Find out what lives beneath the waves in this non-fiction book.

This text includes the graphemes for reading: ay, ea, ir, ue (glue), ew (few), i_e, u_e (flute). The text contains words ending in **-ing** and **-ed**.

Text type: **Non-Fiction** Word count: **330 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they have ever heard of Raja Ampat. Ask them if they know what part of the world it could be in based on the cover image. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ea	ir	ue
ew	i_e	u_e	
people	asked		

Vocabulary

- Discuss any new vocabulary with the students:
inhabit – live in or occupy.
teeming – full of or swarming with.
meek – quiet and gentle.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What is the real name of the animal that some people call a devilfish? (Manta ray.)
Why do you think clownfish hide in the weeds at the bottom of the sea? (To stay safe, away from predators.)
Which group of animals is the wobbegong a part of? (Sharks.)
Are stunning critters only found in the seas of Raja Ampat? (No. There are also plenty on land.)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
u_e rule
- Recap the common exception words:
asked
- Why do you think the writer used bold text for the names of the creatures? (*As these words are the subject of their section it helps to draw the reader's attention to them, especially as some of them are difficult or uncommon words.*)

Discussion

- Ask the students:
On page 10, the writer asks what you think the ink spot sea squirt is based on the image. What do you think it looks like?

Was That Today?



BOOK OVERVIEW

The Ark 1 spaceship is on its way to rescue one pair of each species from imminent disaster. Everyone scrambles to safety except Mr Ug, who's completely forgotten all about it.

This text includes the graphemes for reading: ay, ou, ie, ea, oy, ir, ue (cue), aw, ph, ew (few), a_e, i_e, o_e, u_e (cube). The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **370 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. What do the students think might have been forgotten? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
oy	ir	ue	aw
ph	ew	a_e	i_e
o_e	u_e		
oh	their	Mr	Mrs
looked	asked		

Vocabulary

- Discuss any new vocabulary with the students:
 - mused** – say to oneself in a thoughtful manner.
 - sulphur** – a foul-smelling gas.
 - fumes** – an amount of gas that smells strongly or is dangerous to inhale.
 - smug** – having or showing excessive pride in oneself.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where does Mrs Ug tell Mr Ug to check? (The upper cave.)*
 - Which pair of creatures does Mr Ug expect to see on the trail but who are not there? (A pair of noshlings.)*
 - What gas does Mr Ug smell when he's on the trail? (Sulphur.)*
 - What is revealed at the end that Mr Ug had forgotten about? (He and Mrs Ug were supposed to be getting on the ship with the rest of the creatures.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
 - u_e** **mused, cute, used, fumes**
- Recap the common exception words:
 - looked, asked**
- Why do you think the writer has indented the third paragraph on page 12? (*So that it's formatted like a to-do list.*)

Discussion

- Ask the students:
 - Have you ever forgotten something important that you were supposed to remember?*

Escape



BOOK OVERVIEW

Varan will do anything to escape the life sentence in prison that he's been given. But his escape to a distant planet seems almost too easy – like it was the real punishment all along.

This text includes the graphemes for reading: ay, ea, ir, ue (cue), aw, au, a_e, i_e, o_e, u_e (flute, cube). The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **348 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Do they think it is the character on the cover who is escaping? What might they be escaping from? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ea	ir	ue
aw	au	a_e	i_e
o_e	u_e		
people	asked		

Vocabulary

- Discuss any new vocabulary with the students:
uninhabited – a place without any people.
implemented – put a plan into effect; carried out.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 4, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What punishment is Varan given for his crime? (Life in prison.)
What mistake allows Varan to escape? (The guard has left his cell door unlocked.)
Which two things on the starship mean Varan can survive a long time on the uninhabited planet? (It has lots of food and air.)
What is revealed at the end of the story? (The guard had meant for Varan to escape all along – his punishment is life on a distant planet, not in a prison.)

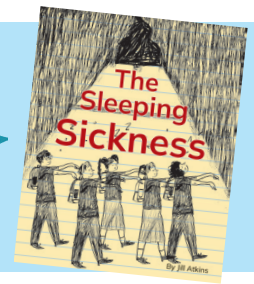
Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:
u_e **rules, use**
- Recap the common exception words:
asked
- How can you tell that the bubbles on page 4 are thoughts and not speech? *(The bubbles aren't connected to the character with a tail but are instead joined to them by other smaller disconnected bubbles.)*

Discussion

- Ask the students:
Do you think being stranded on a distant planet for life is really a better punishment than being sent to prison for life?

The Sleeping Sickness



BOOK OVERVIEW

When a mysterious “sickness” starts causing everyone to sleep longer, a boy decides to start a diary to keep track of its effects.

This text includes the graphemes for reading: ay, ou, ie, ea, oy, aw, ew (few), a_e, i_e, o_e, u_e (flute). The text contains words ending in **-ing** and **al**. The text also includes words with the grapheme **tch**.

Text type: **Fiction**

Word count: **393 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Why might the book have been written on lined paper? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
oy	aw	ew	a_e
i_e	o_e	u_e	
people			

Vocabulary

- Discuss any new vocabulary with the students:
 - jot** – write something quickly.
 - snitch** – inform on someone.
 - paranoid** – obsessively anxious or suspicious.
 - frantic** – distraught with fear or anxiety; panicky.
 - joy** – success.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student’s reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher’s model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How many kids were late to class at the start of the story? (Fifteen.)*
 - How can you tell that when the newsreader says, “All is well.” It isn’t true? (Because he was yawning as he said it.)*
 - Why is staying inside not too boring? (Because the days are so short there’s not enough time to get bored.)*
 - From the start of the notebook, to the end, how long does the sleeping sickness last? (Two months.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

a_e	grade, late, mate, awake take
i_e	inside, time
o_e	notebook, woke
u_e	June
tch	snitch, Mitch, catch, ditching
- Why do you think the writer used informal language in *mate* rather than using ‘friend’? (*The book is formatted like a diary so the writer uses colloquial language, or words that the person writing the diary would actually say.*)

Discussion

- Ask the students:
 - The story ends on a cliffhanger where the writer falls asleep while writing that help is on the way. What do you think might happen after the end of the story?*

How to Stay Alive



BOOK OVERVIEW

This book presents many dangerous situations and provides the tips you will need to survive in them.

This text includes the graphemes for reading: ay, ou, ie, ir, ew (few), a_e, i_e, o_e, u_e (flute). The text contains words ending in **-ing**, **-ed**, **al** and **el**. The text also includes words with the grapheme **tch**.

Text type: **Non-Fiction** Word count: **361 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students to predict what type of book this is based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ir
ew	a_e	i_e	o_e
u_e			
people	called		

Vocabulary

- Discuss any new vocabulary with the students:
 - shoot the rapids** – move quickly in a river where the water flows very fast.
 - anvil** – a heavy iron block.
 - chain mail** – armour consisting of small metal rings linked together.
 - mishap** – an unlucky accident.
 - baronet** – the lowest title of honour given in the UK.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What are the dangerous animals that the reader is advised to avoid? (Gorillas, mamba snakes, sharks.)*
 - What should you never attempt to shoot the rapids in? (A barrel.)*
 - Why should you never go swimming in chain mail? (It is very heavy so you will not float.)*
 - What practical tip is being suggested in the image on page 16? (Never put your head in the mouth of a crocodile.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

a_e	snake, wake
i_e	alive, inside, time
o_e	broke
u_e	rule
tch	hitch, ditch
- Recap the common exception words:
people, called
- Why does the writer use text in brackets frequently throughout the text? (*To keep the reader engaged and to keep the mood light despite the serious subject matter.*)

Discussion

- Ask the students:
 - Why do you think the writer uses lots of examples from the distant past? Do you think people would still make these foolish mishaps in modern times?*

A Clutch of Cobblers



BOOK OVERVIEW

Discover all kinds of weird and wacky names for groups of animals or things in this non-fiction book.

This text includes the graphemes for reading: ay, ou, ie, ea, ir, ue (glue), wh, ew (blew), a_e, e_e, i_e, o_e, u_e (flute, cube). The text contains words ending in **-ing**, **-ed**, **-es**, **al** and **el**. The text also includes words with the grapheme **tch**.

Text type: **Non-Fiction** Word count: **424 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the subject. Can they predict what a cobbler might be based on the cover image? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
ir	ue	wh	ew
a_e	e_e	i_e	o_e
u_e			

Vocabulary

- Discuss any new vocabulary with the students:
titter – a short half-suppressed laugh; giggle.
absurd – illogical.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What is the name given to a group of insects? (A cloud of insects.)
What animal group has a different name when it is on the ground to when it is swimming? (Ducks.)
A group of skunks is called a stench, why is that funny? (Because skunks produce a foul-smelling liquid.)
Is it only animals that have different words for their groups? (No. For example, a pack of cards or a pack of lies.)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

e_e	these
i_e	fine, pile, hive, quite
o_e	moles
u_e	rules, mules, use
tch	clutch, switch, ditches
- Why do you think the writer used bold text for the groups of things? (Most of these words are either difficult or uncommon so it helps to separate them from the rest of the text and draw the reader's attention to them.)

Discussion

- Ask the students:
At the end of the book the writer asks if you can think of any absurd names for a bunch of things all together. What names can you come up with?

Unexpected



BOOK OVERVIEW

When a group of friends become trapped in a cave by a rock collapse, things look bleak. But when all looks lost, something amazing – and unexpected – happens.

This text includes the graphemes for reading: ay, ou, ea, ue (cue), aw, ph, ew (blew, few), a_e, e_e, i_e, o_e, u_e (cube). The text contains words ending in **-ing, -ed, -es, ve** and **al**.

Text type: **Fiction**

Word count: **321 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Why might the characters be wearing helmets? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	ue
aw	ph	ew	a_e
e_e	i_e	o_e	u_e
called	asked		

Vocabulary

- Discuss any new vocabulary with the students:
 - stunning** – extremely impressive or attractive.
 - a big splash** – attract a lot of attention in an exciting way.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Why were the group waiting for the tide to go out? (Because the cave would have been covered up by the sea while the tide was in.)*
 - Who seems to be the leader of the group? (Clive.)*
 - Why do you think there was no phone signal in the cave? (The thick rock above them would prevent any signal reaching them.)*
 - Which character's point of view is the story told from? How can you tell? (The girl in the red coat. You can tell by looking at the illustrations. For example, when she gives her drink to Samara on page 9.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

ue	rescued
ew	new, news, grew
u_e	attitudes

- Recap the common exception words:
 - called, asked**
- Why do you think the writer uses the word *I* frequently throughout the book? (*This story is written in first person, so the writer is recalling events from their own point of view.*)

Discussion

- Ask the students:
 - Why do you think there would have been paintings in caves like this from thousands of years ago? (Because humans from that period used to live in caves.)*

Trends



BOOK OVERVIEW

Trends come and go. Find out about some of the strangest trends from history in this non-fiction book.

This text includes the graphemes for reading: ay, ou, ea, ir, aw, wh, ew (few), oe, a_e, e_e, i_e, o_e. The text contains words ending in **-ing**, **-ed**, **ve** and **al**.

Text type: **Non-Fiction** Word count: **390 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Explain to the students what a trend is, and ask if they can name anything that is trendy at the moment. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	ir
aw	wh	ew	oe
a_e	e_e	i_e	o_e
people	looked	called	

Vocabulary

- Discuss any new vocabulary with the students:
 - embellishment** – a decorative detail or feature added to something to make it more attractive.
 - cool** – fashionably attractive or impressive; trendy.
 - import** – bring goods into a country from abroad.
 - impractical** – not sensible; unsuitable.
 - fan** – a person with a strong interest in or admiration for a particular thing.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on page 3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Who set the fashion trends three hundred years ago? (The king.)*
 - What materials could a hoop skirt be made of? (Steel, whalebone or wood.)*
 - What is the name for an extremely large type of ruff? (A "cartwheel ruff".)*
 - What other clothes were usually worn with platform shoes? (Wide trousers and bright shirts.)*

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

aw	sawdust
oe	toe
o_e	those, whalebone, soles
- Recap the common exception words:
looked, called
- Turn to page 7 and point out the use of question marks. Model reading the sentences with no expression, and with appropriate expression for a question. Ask the students to explain the difference and how it impacts on the reader. Explain that the questions are rhetorical. They make the reader think about the answer.

Discussion

- Ask the students:
 - Can you think of any current trends that might seem strange to people in the future?*

The Monster Coach



BOOK OVERVIEW

Frank is a good football coach, but his training sessions are very boring. Jade and Dean decide to start a rumour about Frank – if nothing else, it should liven things up a bit!

This text includes the graphemes for reading: ay, ea, ue (glue), ew (few), a_e, e_e, i_e, o_e. The text contains words ending in **-ing**, **-ed** and **ve**.

Text type: **Fiction**

Word count: **433 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Can they tell who the monster coach might be based on the cover illustration? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ea	ue	ew
a_e	e_e	i_e	o_e
oh	their	Mrs	asked

Vocabulary

- Discuss any new vocabulary with the students:
gosh – used to express surprise or give emphasis.
attentive – paying close attention.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required. The students could work in pairs, taking it in turns to read aloud to each other.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What were the names of Frank's assistants? (Jeff and Hunter.)
How many days from the start of the rumour does it take to have a meeting with Frank? (Two days.)
Why did Jade and Dean get a good telling off? (For starting the false rumour about Frank.)
What is revealed at the end of the story? (Frank was not a monster, but Jeff and Hunter actually were!)

Language, grammar and punctuation

- Recap the graphemes for reading below. Give examples of their use from the book:

a_e	Jade
e_e	even
i_e	time, quite
o_e	Jones, spoke, close

- Recap the common exception words:
Mrs. asked
- On page 3, why do you think the writer put the word **is** in bold and italic? (*To emphasise the word and to highlight the difference between saying someone is 'like' something and that someone actually 'is' something.*)

Discussion

- Ask the students:
Do you think the way the teachers and parents handled the rumour was the right way? Or should they have been more private about it?

What's That Sound?



BOOK OVERVIEW

It's the middle of the night and Haden hears a strange sound coming from outside. He is convinced it's the sound of a rocket landing in the street. But it couldn't be, could it?

This text includes the graphemes for reading: ay, ou, ie, oy, ir, ue (cue), wh, oe, au, a_e, i_e and alternative pronunciations for known grapheme: a (acorn, fast). The text contains words ending in **-ing**, **-ed** and **ve**.

Text type: **Fiction**

Word count: **311 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	oy
ir	ue	wh	oe
au	a_e	i_e	a
their	asked	water	where

Vocabulary

- Discuss any new vocabulary with the students:
sniggered – a half-suppressed laugh, typically in a mocking way.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Whose house do you think the story takes place at. How can you tell? (It is likely to be Haden's as he is the one in bed rather than on the floor.)
How many times does Haden ask about the sound before the boys finally check? (Five times.)
Who opens the curtains to check? (Asif.)
What does the sound turn out to be? (A rocket landing in the street.)

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:
a **past, Haden, bacon**
- Recap the common exception words:
water, where
- On page 8, why do you think the writer used the word *sniggered* rather than the more common 'laughed'? (*sniggered suggests a mocking tone rather than a joyful laugh, which supports the idea that Asif and Joe don't believe Haden and think what he keeps saying is ridiculous.*)

Discussion

- Ask the students:
Why do you think Asif and Joe were so keen to guess what the sound was instead of checking to begin with?

Lemurs



BOOK OVERVIEW

Learn all about Madagascar's most iconic animal species in this non-fiction book.

This text includes the graphemes for reading: ay, ou, ea, oy, wh, ew (few), a_e, e_e, i_e, u_e (cube) and alternative pronunciations for known graphemes: a (was), e (he). The text contains words ending in **-ing**, **-ed** and **al**.

Text type: **Non-Fiction** Word count: **352 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they have ever seen a lemur before, either in person or on a nature programme. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	oy
wh	ew	a_e	e_e
i_e	u_e	a	e
their	people	called	who
again			

Vocabulary

- Discuss any new vocabulary with the students:
offspring – an animal's young.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Where do lemurs come from? (Madagascar.)
What kind of habitat can lemurs be found in? (Thick forest.)
Are male or female lemurs the dominant ones in their troops? (Female.)
Do all types of lemur sleep together in the trees at night? (No. Sometimes ring-tailed lemurs prefer to sleep in caves.)
Is the lemur population growing or shrinking? (Shrinking, because their habitat is being chopped down by humans.)

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

a	squad, wash, wander, want, watching
e	lemurs, female, return, decline
- Recap the common exception words:
who, again
- On page 2, why does the writer not use a full stop after the word *Madagascar*? (The word is being used as a caption for the picture, and captions like this do not need a full stop at the end of them.)

Discussion

- Ask the students:
Do you think it is a good idea to keep animals like lemurs in a zoo? What do you think are the good and bad things about it?

Astounding But True



BOOK OVERVIEW

From snails having teeth to the world's largest fossilised poo – some facts are so astounding, you won't believe they're true.

This text includes the graphemes for reading: ay, ou, ie, ea, ue (glue, cue), oe, a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: i (mind), o (no). The text contains words ending in **-ing**, **-ed**, **-es** and **al**.

Text type: **Non-Fiction** Word count: **421 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Explain that this book contains lots of strange and amazing facts. Ask the students whether they can think of any amazing facts of their own.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ie	ea
ue	oe	a_e	e_e
i_e	o_e	i	o
their	people	water	thought
through			

Vocabulary

- Discuss any new vocabulary with the students:
 - sluggish** – slow-moving.
 - distinct** – different from one another; unique.
 - mind-boggling** – overwhelming or startling.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What do hippos do to move in the water instead of swimming? (A sluggish gallop on the river bed.)*
 - How many times hotter than the sun is a lightning bolt? (Five times hotter.)*
 - What can sharks do that the rest of the fish in the seas and rivers cannot? (Blink.)*
 - What food turns flamingos pink? (Shrimps.)*

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

i	grind, striking, tiger, kind, identical, mind
o	hippos, open, flamingos

- Recap the common exception words:
 - water, thought, through**
- Point out the use of contractions in the text. Can the students tell you in each case which two words have been contracted?

that's	that is
aren't	are not
don't	do not
I'll	I will

Discussion

- Ask the students:
 - At the end of the book, the writer asks if you can think of any astounding facts about humans. Can you? (For example: as of 2025, there are more than 8 billion humans alive!)*

Time for Oscar



BOOK OVERVIEW

Oscar has lots of ideas for fun activities he could do with his dad. But with work being so busy, will his dad ever get time for Oscar?

This text includes the graphemes for reading: ay, ou, ea, ew (few), au, a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: a (fast, was), i (mind), o (no), u (unit, put). The text contains words ending in **-ing**, **-ed** and **-es**.

Text type: **Fiction**

Word count: **384 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ou	ea	ew	au
a_e	e_e	i_e	o_e
a	i	o	u
oh	looked	called	mouse
work			

Vocabulary

- Discuss any new vocabulary with the students:
 - placard** – a printed notice or sign for public display.
 - gutted** – bitterly disappointed or upset.
 - seminar** – a conference or other meeting for discussion or training.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Oscar wanted to go and see a new film. What was it about? (A part human, part bull that went mad.)*
 - Which sport's big home game did Oscar get tickets for? How can you tell? (Football – you can see in the illustration on page 6.)*
 - Why can't Oscar's dad go to the DJ Mouse concert? (He has a work seminar that day.)*
 - Why can't Oscar go to the stand-up comic's show that his dad got tickets for? (He is going swimming with his mate on that day.)*

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

a	father, want, afternoon
i	find
o	both
u	human, bull, pull, put, pushed, stupid

- Recap the common exception words:
 - mouse, work**
- On page 8, why do you think the writer used the word *gutted* rather than 'sad' or 'disappointed'? (*This is not the first time that Oscar has felt let-down, so the word gutted helps to emphasise the extreme disappointment he feels.*)

Discussion

- Ask the students:
 - Do you think Oscar's dad should have made more time to do something with him?*

King Akbar's Trick



BOOK OVERVIEW

King Akbar hatches a plan to play a prank on his best minister, Birbal, but he won't be easily fooled!

This text includes the graphemes for reading: ay, ou, ea, ue (glue), a_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (fast), ow (snow), ie (chief). The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **377 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students which character they think is King Akbar based on the cover illustration. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ay	ou	ea	ue
a_e	i_e	o_e	u_e
a	ow	ie	
looked	called	asked	where
again	many	laughed	

Vocabulary

- Discuss any new vocabulary with the students:
minister – a head of a government department.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What job does Birbal have? (He is King Akbar's chief minister.)
What task does King Akbar give to his ministers? (To bring an egg from the king's pond to him.)
What is the king jokingly suggesting when Birbal does not have an egg? (That he is not a good, true minister.)
On page 14, Birbal compares hens and roosters – what animal is he talking about? (Female and male chickens.)

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

a	last
ow	low, window, rowing, crowing, showed
ie	chief, field

- Recap the common exception words:
where, again, many, laughed

Discussion

- Ask the students:
Do you think King Akbar was wrong to play this trick on Birbal? Or was it just some harmless fun?

In the Land of the Midnight Sun



BOOK OVERVIEW

This book explores the lands where in summertime the sun never sets. Far from the equator lives are shaped by the polar days and nights.

This text includes the graphemes for reading: ay, ou, ey, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit), ow (snow), ea (head), er (her). The text contains words ending in **-ing** and **-ed**.

Text type: **Non-Fiction** Word count: **385 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students where they think the photograph on the cover was taken. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

e_e	i_e	o_e	u_e
a	e	i	o
u	ow	ea	er
people	called	through	because

Vocabulary

- Discuss any new vocabulary with the students:
 - equator** – the line that divides the Earth into northern and southern hemispheres.
 - horizon** – the line at which the Earth's surface and the sky appear to meet.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Are our days shorter in wintertime or summertime? (In wintertime.)*
 - Which countries experience polar nights? (Norway, Finland, Sweden and Greenland.)*
 - During which season can people experience the midnight sun? (Summer.)*
 - What can the midnight sun make it hard to do? (Get to sleep at night.)*

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

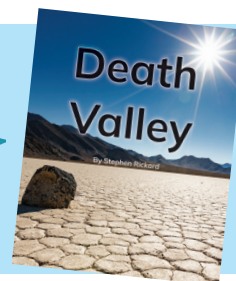
a	later, afternoon, lasts
e	below
i	horizon, mind, wildlife, find
o	polar, Tromsø
u	spectacular
ow	below
ea	instead
er	Northern, permanent

- Recap the common exception words:
people, called, through, because

Discussion

- Ask the students:
 - Do you think you would cope well living in polar days or nights? Why or why not?*

Death Valley



BOOK OVERVIEW

Discover the hottest place on Earth in this non-fiction book, and find out about the hardy animals – and people – who call it home.

This text includes the graphemes for reading: ay, ou, ie, ea, ue (glue), aw, wh, ph, ey, a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), ea (head), er (her), ou (you, could, mould). The text contains words ending in **-ing**, **-ed**, **al** and **el**.

Text type: **Non-Fiction** Word count: **450 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Explain to the students that Death Valley is the hottest place on the planet. Ask whether they can name any other places that are extremely hot. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

o_e	u_e	a	e
i	o	u	ow
ie	ea	er	ou
water	where	who	thought
work	many	because	different

Vocabulary

- Discuss any new vocabulary with the students:
 - gold rush** – a rapid movement of people to a newly discovered goldfield.
 - borax** – a mineral used in making glass and ceramics.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 4, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What famous world record does Death Valley hold? (The record for being the hottest place on Earth.)*
 - Why does Death Valley have its name? (People named it that after becoming lost there and thinking they would die from the extreme heat and lack of water.)*
 - What are the native people of Death Valley called? (The Timbisha people.)*
 - Which other planet has a feature similar to Death Valley's Badwater Basin? (Mars.)*

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

ow	lowest, below, own
er	experts
ou	group, could, boulders

- Recap the common exception words:
who, thought, work, many, because, different

Discussion

- Ask the students:
 - The Timbisha people have lived in Death Valley for more than a thousand years, why do you think anyone would want to live there? Why have the Timbisha people not moved somewhere safer to live?*

Helen Keller



BOOK OVERVIEW

This non-fiction book tells the true story of the inspirational disability rights advocate, Helen Keller.

This text includes the graphemes for reading: ay, ou, ie, ea, ir, wh, ew (few), a_e, i_e, o_e and alternative pronunciations for known graphemes: a (was), e (he), ie (chief), ea (head), ou (could), y (by, gym). The text contains words ending in **-ing**, **-ed**, **-es** and **al**.

Text type: **Non-Fiction** Word count: **399 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they know anything about Helen Keller already. Can they explain why she is famous? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ir	wh	ew	a_e
i_e	o_e	a	e
ie	ea	ou	y
water	through	many	because
any	eyes		

Vocabulary

- Discuss any new vocabulary with the students:
 - enigma** – something that is mysterious or difficult to understand.
 - embossed** – a form of raised pattern to make letters stand out.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where was Helen Keller born? (*In Alabama in America.*)
 - Which two senses did Helen's illness cause her to lose? (*Sight and hearing.*)
 - What was the name of the person who came to stay with the Kellers to help Helen? (*Ann Sullivan.*)
 - What amazing thing did Helen do once she had learnt to speak? (*She travelled far and wide giving speeches.*)

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

ea	deaf
ou	would
y	why, crystal

- Recap the common exception words:
many, because, any, eyes
- Why does the writer put quotation marks around the word see on page 9, and hear on page 14? (*To emphasise the difference between actually being able to see and hear, compared with Helen's methods of using touch to compensate for not having those senses.*)

Discussion

- Ask the students:
 - Why do you think what Helen Keller said in her speeches about the rights of disabled people is still important today?

Staying Together



BOOK OVERVIEW

Chris does everything he can to help his mum and sister, but when adults get involved to help, will Chris have done enough for the family to stay together?

This text includes the graphemes for reading: ay, ou, ea, ir, wh, ph, a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: o (no), er (her), y (very), ch (school, chef). The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **358 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ir	wh	ph	a_e
e_e	i_e	o_e	u_e
o	er	y	ch
looked	asked	again	friends

Vocabulary

- Discuss any new vocabulary with the students:
tricky – difficult or awkward.
welling up – slowly forming.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What is the name of Chris's teacher? (Mr Liffy.)
Who is bullying Chris at school? (Harry and his friends.)
Why is Chris afraid that if people come to help him the family will get split up? (He remembers Harry's note which warned that something bad might happen to him.)
Why does the helper at the end of the story say it's thanks to Chris that the family has stayed together? (Chris has been working tirelessly to help his mum and sister.)

Language, grammar and punctuation

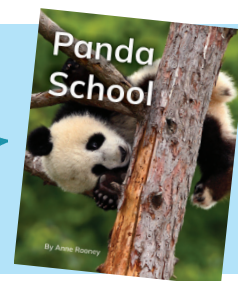
- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

er	every, pestering
y	Harry, tricky, very, daily, family
ch	school, Chris, Charlene, chemistry
- Recap the common exception words:
again, friends
- The writer uses the word *sighed* twice, on pages 3 and 16, but how does the meaning of the word change during the story?
(At first Chris sighs because he is tired and worn down but at the end of the story, once he has got help, he sighs with relief.)

Discussion

- Ask the students:
Do you think Chris should have told a teacher about his situation before Mrs Philips asked him about it?

Panda School



BOOK OVERVIEW

Have you ever wondered how a captive panda can learn to survive in the wild? They are taught at panda school, of course!

This text includes the graphemes for reading: ay, ou, ea, ir, wh, ew (few), a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), ea (head), er (her), ou (you, could), y (by, very), ch (school), c (cell), g (gent), ey (they). The text contains words ending in **-ing, -ed, -es** and **al**.

Text type: **Non-Fiction** Word count: **367 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they know which country wild pandas can be found in. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

a	e	i	o
u	ow	ie	ea
er	ou	y	ch
c	g	ey	
again	many	once	please

Vocabulary

- Discuss any new vocabulary with the students:
 - bamboo** – a giant woody type of grass.
 - reared** – bring up and care for an animal until they are fully grown.
 - embrace** – hold closely; hug.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where can you find Giant Pandas in the wild? (In the bamboo forests of China.)*
 - Why are pandas now in danger? (Their habitat is shrinking as people are cutting down the bamboo forests.)*
 - How many times larger than the newborn panda is the mum? (A thousand times larger.)*
 - Are pandas black and white when they are born? (No. Before their fur grows they are pink and hairless.)*

Language, grammar and punctuation

- Recap the alternative pronunciations for the known graphemes below. Give examples of their use from the book:

y	furry, belly, fluffy, tiny, by
ch	school
c	ice, concern, embrace, chances, race
g	giant, huge, larger, engage
ey	grey

- Recap the common exception words:
again, many, once, please

Discussion

- Ask the students:
 - Why do you think people hope the pandas will have babies of their own once they are released into the wild? (Because there are low numbers of pandas in the wild and people want this number to grow.)*

Mummies



BOOK OVERVIEW

Discover the ancient method of body preservation made famous by the Egyptians. You'll find there's no better way to preserve a body than mummification.

This text includes the graphemes for reading: ay, ou, ie, ea, ir, wh, a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), o (no), u (unit, put), ie (chief), ea (head), er (her), y (by, gym, very), c (cell), g (gent). It also includes alternative spellings for known phonemes /ch/ (picture, catch). The text contains words ending in **-ing**, **-ed** and **al**.

Text type: **Non-Fiction** Word count: **412 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the subject. Can they name any famous mummies from history? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

a	e	o	u
ie	ea	er	y
c	g	/ch/	
their	people	called	where
thought	many	different	

Vocabulary

- Discuss any new vocabulary with the students:
peat – a brown soil-like material formed in bogs.
bog – an area of wet muddy ground that is too soft to support the weight of a person.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Are mummies always dead humans? (No. They can also be animals.)
Are all mummies created by humans? (No. they can happen in nature too, if the surroundings are cold and dry enough.)
Which people did the Egyptians turn into mummies? (Important kings and queens.)
Where did the people of Egypt keep the mummies of their kings and queens? (In huge structures called pyramids.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:
/ch/ **creature, feature, stretched**
- Recap the common exception words:
where, thought, many, different
- On page 15, why do you think the writer used coloured bold text for *Tollund Man*? (*It helps to draw the reader's attention to a difficult word that they would otherwise be unfamiliar with.*)

Discussion

- Ask the students:
Why do you think some people think mummies can come back to life? Do you think they can?

Zak's Gift



BOOK OVERVIEW

Zak may not be the fastest runner, or the brainiest student in his friend group, but he soon discovers he has a different gift that none of his friends have.

This text includes the graphemes for reading: ay, ou, ea, oy, ir, aw, wh, ew (few), oe, a_e, i_e, o_e and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (put), ow (snow), ie (chief), ea (head), er (her), ou (could), y (by, very), ch (school), c (cell), g (gent). It also includes alternative spellings for known phonemes: /j/ (fudge), /m/ (lamb). The text contains words ending in **-ing**, **-ed**, **ve** and **al**.

Text type: **Fiction**

Word count: **458 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Can they guess which of the characters on the cover might be Zak? Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

u	ow	ie	ea
er	ou	y	ch
c	g	/j/	/m/
called	asked	through	any
friends			

Vocabulary

- Discuss any new vocabulary with the students:
gift – a natural ability or talent.
skirted – go round something or past the edge of it.
deliver – assist in the birth of a newborn.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What are the names of Zak's friends? (Danny and Joe.)
What can Zak tell about the sheep that his friends don't notice? (That they are all pregnant.)
Who goes to warn the farmer that her sheep have a problem? (Danny and Joe, because they're both fast runners.)
What does Zak discover is his gift? (Helping animals.)

Language, grammar and punctuation

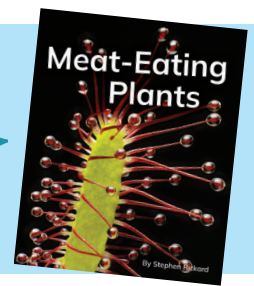
- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:
/j/ **badger, bridge, hedge, nudged**
/m/ **thumbs, climbed, lamb**
- Recap the common exception words:
through, any, friends
- Point out the use of contractions in the text. Can the students tell you in each case which two words have been contracted?

mustn't	must not
they're	they are
there's	there is
he'd	he had

Discussion

- Ask the students:
Joe and Danny are brainy and sporty, and Zak is good at helping animals. What are some other ways people can be gifted?

Meat-Eating Plants



BOOK OVERVIEW

Most plants are perfectly happy with a diet of sunlight, water and vitamins from the soil. But for the plants living in bad soil, eating meat is the only way to survive.

This text includes the graphemes for reading: ay, ou, ea, ir, ue (glue), wh, ew (few), a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit), ow (snow), ea (head), er (her), y (by, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture, catch), /n/ (gnat, knit), /r/ (wrap). The text contains words ending in **-ing**, **-ed**, **ve** and **al**.

Text type: **Non-Fiction** Word count: **410 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the subject. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

i	o	u	ow
ea	er	y	c
g	/ch/	/n/	/r/
because	different	any	once

Vocabulary

- Discuss any new vocabulary with the students:
 - hapless** – unfortunate.
 - death knell** – the tolling of a bell to mark someone's death.
 - wretched** – in a very unfortunate state.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What do all plants make their food from? (Sunlight and water.)*
 - Why do some plants become meat-eaters? (Because the soil they grow in does not give them enough vitamins to survive.)*
 - Which meat-eating plants are featured in this book? (Pitcher plant, Sundew, Venus fly trap.)*
 - What kinds of animals do these plants feed on? (Mostly insects, but sometimes little birds or even little mammals such as mice.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ch/	catch, pitcher, creature
/n/	design, know, knell
/r/	wrap, wretched
- Recap the common exception words:
because, different, any, once
- Why do you think the writer used coloured bold text for the names of the different meat-eating plants? (*These are difficult and unfamiliar words so it helps to draw the reader's attention to them.*)

Discussion

- Ask the students:
Why do you think anyone might want to keep a meat-eating plant in their house?

Tim to the Rescue (Again)



BOOK OVERVIEW

Once again, the galaxy needs Tim to save it from disaster. Can Tim stop the bad dudes before it's too late?

This text includes the graphemes for reading: ay, ou, ea, oy, ue (cue), wh, ew (few), a_e, i_e, o_e, u_e (flute) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), o (no), u (put), ow (snow), er (her), ou (mould), y (by, gym, very), c (cell). It also includes alternative spellings for known phonemes: /ch/ (catch), /s/ (listen). The text contains words ending in **-ing**, **-ed**, **-es**, **ve**, **al** and **el**.

Text type: **Fiction**

Word count: **343 words**

BEFORE READING

Introducing the book

- Explain to the students that this is the fourth book featuring the character Tim. (The previous books were *Tim Did It, Bang!* and *Butter Brains*) Have the students read the earlier books? Can they remember anything about Tim? He was a rather accident-prone superhero, who always managed to solve a problem, but not without causing more chaos around him.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

a	e	o	u
ow	er	ou	y
c	/ch/	/s/	
where	again	different	any

Vocabulary

- Discuss any new vocabulary with the students:
 - resplendent** – attractive and impressive through being richly colourful.
 - smouldering** – the process of burning slowly with smoke but no flame.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What planet are the bad dudes planning to blow up. How do you know? (Earth. It is in the illustration on page 2 – notable for its green land, blue oceans and clouds in the sky.)*
 - How does Tim learn of the bad dudes' plan? (The Attack Alert app on his watch alerts him.)*
 - What job did Tim want to do instead of saving the galaxy? (He wanted to be a bricklayer.)*
 - What agreement does Tim reach with the bad dudes? (From now on, they will only blow up deserted planets.)*

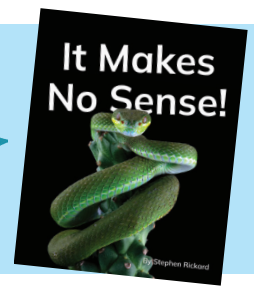
Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:
 - /ch/** **watch**
 - /s/** **listen, glistening**
- Recap the common exception words:
 - where, again, different, any**
- Compare the two text bubbles on page 2. How can you tell which is speech and which is thought? (*The speech bubble has a tail connecting it to the character whereas the thought bubble has no tail is instead joined to the other character by other smaller disconnected bubbles.*)

Discussion

- Ask the students:
 - Do you think the agreement that Tim reached with the bad dudes was a good one? Should he have made them agree not to blow up any planets instead?*

It Makes No Sense!



BOOK OVERVIEW

The five human senses are amazing, but for some animals, five senses aren't enough. This book explores some of the animals who have their very own super power.

This text includes the graphemes for reading: ay, ou, ea, ir, ue (glue), wh, ey, a_e, e_e, i_e, o_e, u_e (flute, cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), ea (head), er (her), y (by, gym, very), c (cell), g (gent), ey (they). It also includes alternative spellings for known phonemes: /ch/ (picture, catch), /n/ (knit), /s/ (listen, house), /z/ (please). The text contains words ending in **-ing**, **-ed**, **-es**, **ve** and **al**.

Text type: **Fiction**

Word count: **422 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Explain that this book talks about the various senses. Ask the students if they know the five senses that humans have. Turn the pages of the book, looking at the images.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ow	ie	ea	er
y	c	g	ey
/ch/	/n/	/s/	/z/
water	where	mouse	different
eyes			

Vocabulary

- Discuss any new vocabulary with the students:
reptile – an egg-laying class of animal which includes snakes, lizards, crocodiles, turtles and tortoises.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What are the five senses that most creatures have? (Sight, hearing, smell, taste, touch.)
What extra sense does the electric eel have? (The electrical sensors on their bodies give them the ability to detect the movement of fish in the water.)
What animal can detect heat as well as light? (The pit viper.)
How do some animals find their way home with no clues to help them? (They can detect the magnetic forces of the planet which let them know where they are.)

Language, grammar and punctuation

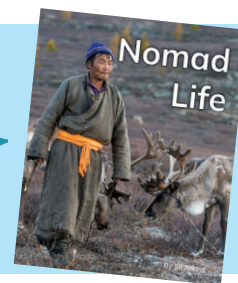
- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ch/	creatures, pitched
/n/	know
/s/	sense, listening
/z/	noise
- Recap the common exception words:
water, mouse, different, eyes
- Explore the use of brackets on page 8. Explain to the students that the brackets are used to put additional information in a sentence but are not essential to the overall meaning of the sentence. Practise reading the sentence with and then without the text in brackets.

Discussion

- Ask the students:
Which extra sense in this book do you think would be the most useful for humans to have?

Nomad Life



BOOK OVERVIEW

This book explores what life is like as a nomad. From North Africa to Canada, find out what it takes to live a life on the move.

This text includes the graphemes for reading: ay, ou, ea, wh (when), ew (few), a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), ea (head), er (her), ou (could), y (by, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture), /u/ (some). The text contains words ending in **-ing, -ed, -es, ve, al** and **el**.

Text type: **Non-Fiction** Word count: **359 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know what nomads are or if they can suggest what one might be based on the cover image. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

er	ou	y	c
g	/ch/	/u/	/i/
called	who	many	different

Vocabulary

- Discuss any new vocabulary with the students:
 - igloo** – a type of dome-shaped shelter built from blocks of solid snow, traditionally used by Inuits.
 - hunter-gatherer** – a member of a nomadic people who live by hunting, fishing and harvesting wild food.
 - barge** – a flat-bottomed boat for carrying goods or people on canals and rivers.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What are nomads? (People with no permanent home who travel from place to place.)*
 - Why might some nomads live in tents made of soft material like the one on page 5? (In desert countries there is no need to keep out rain.)*
 - Why are the lives of some nomads changing? (Improvements in technology have made it easier to settle in one place.)*
 - What vehicles could you use to live like a nomad? (Campervans, caravans, barges.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ch/	picture
/u/	nothing, others, months
/i/	very, heavy, carry

- Recap the common exception words:
their, people, called, who, many, different

Discussion

- Ask the students:
 - Why might some people in modern times prefer to live like nomads? Would you like to travel from place to place or would you miss home?*

The Secret Annexe



BOOK OVERVIEW

This book recounts the story of Anne Frank – a young Jewish girl living in German-occupied Netherlands during the Second World War.

This text includes the graphemes for reading: ay, ou, ie, ea, oy, ir, ue (glue), ew (blew, few), au, ey, a_e, e_e, i_e, o_e, u_e (flute, cube) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit), ow (snow), ea (head), er (her), ou (could), y (by, very), ch (school), c (cell), g (gent). It also includes alternative spellings for known phonemes: /n/ (knit), /r/ (wrap), /s/ (house), /z/ (please), /u/ (some). The text contains words ending in **-ing**, **-ed**, **-es** and **ve**.

Text type: **Non-Fiction** Word count: **443 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Explain that the title refers to the place Anne Frank was forced to hide in during the Second World War. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ou	y	ch	c
g	/n/	/r/	/s/
/z/	/u/	/i/	/ar/
their	people	called	where
through	because	friends	

Vocabulary

- Discuss any new vocabulary with the students:
handsome – good-looking.
five-storey – the floors of a building. Five floors in this case.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
What did Anne decide to use her new writing book for? (For writing a diary.)
Where did Anne live? (Amsterdam.)
Why were Anne's family forced to go into hiding? (To hide from the German Army who were targeting Jewish people.)
Were Anne's family the only ones in their secret annexe? (No. There was a second family as well.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/s/	house
/z/	noise
/i/	Kitty, diary, family, sadly, storey
/ar/	father, rather

- Recap the common exception words:
where, through, because, friends
- On page 4, why is some of the text written in italics? (*The writer uses italics when showing what was written in the diary to help differentiate it from the rest of the text.*)

Discussion

- Ask the students:
Why do you think diaries and other similar accounts are so valuable to us when looking back on events in history?

Where Are All the Little Grey Men?



BOOK OVERVIEW

With so many planets in the cosmos, it seems like the chances of another habitable planet like Earth existing are quite good. So where in the cosmos could we find life, and why have we not met any?

This text includes the graphemes for reading: ay, ou, ie, ea, ir, wh, ew (few), a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (was), e (he), i (mind), o (no), u (unit, put), ow (snow), ea (head), ou (could), y (by, very), c (cell), g (gent), ey (they). It also includes alternative spellings for known phonemes: /ch/ (picture), /n/ (knit), /r/ (wrap), /u/ (some), /ear/ (here, beer). The text contains words ending in **-ing**, **-ed**, **al** and **el**.

Text type: **Non-Fiction** Word count: **477 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they know what the Little Grey Men in the title is referring to. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ow	ea	ou	y
c	g	ey	/ch/
/n/	/r/	/u/	/ear/
people	where	who	through
many	different	any	friends

Vocabulary

- Discuss any new vocabulary with the students:
Cosmos – the universe.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Why can humans not travel far into space? (Our space ships are not very powerful.)
If the little grey men were on the other side of the cosmos, would we ever know? (No. It would take far too long to travel that sort of distance.)
Have humans been alive since the start of the cosmos? (No. Compared to the cosmos, humans have existed for a very short time.)
Why is it very unlikely that we would meet the little grey men? (We would have to get very lucky to be in the same place in the cosmos, at the same time as them.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/n/	know
/r/	wrong
/u/	other, amongst
/ear/	here, sheer
- Recap the common exception words:
who, through, many, different, any, friends
- Discuss the use of bold text for emphasis in this book. Explain how it changes the intonation required when reading the words. Model this and then allow the students to practise reading without and then with the required intonation.

Discussion

- Ask the students:
Do you think humans will ever meet the little grey men?

The House in the Woods



BOOK OVERVIEW

When Goldylocks stumbles upon a house in the woods, it seems like the ideal place for a nice rest. But she gets more than she bargained for when the owners of the house return!

This text includes the graphemes for reading: ay, ou, ie, ea, ir, wh, ew (blew, few), a_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (fast), i (mind), o (no), ow (snow), ea (head), er (her), ou (could), y (very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture), /j/ (fudge), /m/ (lamb), /n/ (knit), /r/ (wrap), /s/ (house), /u/ (some), /air/ (there, pear, bare). The text contains words ending in **-ing** and **-ed**.

Text type: **Fiction**

Word count: **411 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Explain that the story in this book is a combination of two traditional fairy tales – Goldilocks and the Three Bears and Little Red Riding Hood. Ask the students if they are familiar with either fairy tale.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ou	y	c	g
/ch/	/j/	/m/	/n/
/r/	/s/	/u/	/air/
Mr	Mrs	looked	water
where	thought	laughed	once

Vocabulary

- Discuss any new vocabulary with the students:
scoffed – eat something quickly and greedily.
soundly – deeply and without disturbance.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
How did Goldylocks get into the house? (She unlocked the door by waving her magic goose feather at it.)
Which things in the house did Goldylocks change with her feather? (The porridge, the chair, the bed.)
Why didn't Goldylocks notice the bears when they came into the house? (Because she was fast asleep.)
Which fairy tale character did Goldylocks look like with the dressing gown wrapped around her? (Little Red Riding Hood.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/j/	porridge
/r/	wrapped
/s/	house, goose
/air/	there, bear, wear, tear, care, scare, square
- Recap the common exception words:
Mr, Mrs, thought, laughed, once
- The story ends with an ellipsis. Explain to the students the cliffhanger effect of this, especially in combination with the illustration. Even though the story ends the reader can imagine what might happen next.

Discussion

- Ask the students:
The story ends with an illustration of a wolf stood outside the window, cutlery in hand. What do you think might have happened next if the story continued?

Mega Bucks



BOOK OVERVIEW

A family find themselves with mega bucks after winning the lottery – this is everything they've ever dreamed of – but will a life of luxury be all that they hoped it would be?

This text includes the graphemes for reading: ay, ou, ea, ir, aw, wh, ew (few), a_e, i_e, o_e, u_e (flute, cube) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), ow (snow), ie (chief), er (her), y (by, very), ch (school), c (cell). It also includes alternative spellings for known phonemes: /ch/ (catch), /n/ (knot), /s/ (house), /u/ (some), /ear/ (here), /ar/ (half), /or/ (all). The text contains words ending in **-ing**, **-ed**, **ve** and **al**.

Text type: **Fiction**

Word count: **365 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ie	er	y	ch
c	/ch/	/n/	/s/
/u/	/ear/	/ar/	/or/
oh	called	asked	friends

Vocabulary

- Discuss any new vocabulary with the students:
 - mega bucks** – a very large amount of money.
 - berserk** – out of control with excitement.
 - swanky** – stylishly luxurious and expensive.
 - row** – a noisy argument.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How many balls needed to match for the family to win? (Six.)*
 - What was the first thing the family bought with their mega bucks? (The most expensive house on the market.)*
 - In which country was the family's new holiday home? (The Bahamas.)*
 - When the family sold a lot of their new things, what did they do with loads of the money? (Donated it to charity.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:
 - /ear/ here
 - /ar/ calm, half, palm
 - /or/ balls, walls, hall, talk
- Recap the common exception words:
 - oh, called, asked, friends**
- Recap the use of exclamation marks to express excitement. They are used frequently throughout this book. Model the correct intonation and then allow the students to practice.

Discussion

- Ask the students:
 - If you won mega bucks on the lottery, what would be the first thing you would do with the money?*
 - Why do you think the family decided to sell a lot of their things and return to their old house? Do you think there could be some bad things that come from winning the lottery?*

I'm Afraid of Bananas



BOOK OVERVIEW

Some fears make sense. After all, being afraid of deadly animals will help you to steer clear of them. But what about being afraid of bananas? Surely bananas are no danger to us?

This text includes the graphemes for reading: ay, ou, ea, ir, aw, wh, ey, a_e, e_e, i_e, o_e, u_e (flute) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit), ow (snow), er (her), y (by, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /s/ (house), /u/ (some), /ear/ (here), /air/ (there, pear, bare), /or/ (all, four, caught). The text contains words ending in **-ing**, **-ed** and **-es**.

Text type: **Fiction**

Word count: **434 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Can the students think of any odd or funny things that people might be afraid of? Turn the pages of the book, looking at the images.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

o	u	ow	er
y	c	g	/s/
/u/	/ear/	/air/	/or/
their	people	where	who
many	any	friends	

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What are some things that many grown-ups are afraid of? (Crocodiles, bears, thunderstorms.)*
 - For the lady who is afraid of bananas, what does smelling a banana do to her? (It makes her feel very sick.)*
 - For the man who is afraid of buttons, why does that make clothes shopping tricky for him? (He needs to find clothes that have no buttons anywhere on them.)*
 - What does the writer say is one of the oddest fears? (The fear of belly buttons.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ear/	here
/air/	scared, bears, where, there
/or/	four, small, caught
- Recap the common exception words:
who, many, any, friends
- Recap the use of bulleted lists on pages 8–9. Explain that lists should be read from top to bottom and do not require a full stop at the end of each bullet point.

Discussion

- Ask the students:
 - On page 2, the writer says that little kids are often scared of the dark. Why do you think that would be? Why are people not scared of the daylight instead?*

The Creature with Nine Brains



BOOK OVERVIEW

The octopus is one of the most amazing creatures that can be found in the world's oceans. Learn all about the mischievous animal with eight legs and nine brains in this non-fiction book.

This text includes the graphemes for reading: ay, ou, ea, ir, ue (glue), aw, wh, a_e, e_e, i_e, o_e, u_e (flute) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), ea (head), er (her), y (by, very), ch (school), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture), /s/ (house), /u/ (some), /ur/ (learn, word). The text contains words ending in **-ing**, **-ed**, **-es**, **ve** and **al**.

Text type: **Non-Fiction** Word count: **395 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they can predict what creature this book will be about based on the cover image. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ow	ie	ea	er
y	ch	c	g
/ch/	/s/	/u/	/ur/
people	water	thought	through
many	different	any	eyes

Vocabulary

- Discuss any new vocabulary with the students:
 - manipulate** – handle or control an object in a skillful manner.
 - mischief** – playful misbehaviour.
 - inquisitive** – having an interest in learning things; curious.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What animal is much stranger than the other creatures in its family? (The octopus.)*
 - An octopus has nine brains. If one is in its head, where are the other eight? (There is one in each of its eight legs.)*
 - Do octopuses learn much from their mum and dad? (No. They actually don't get taught anything and have to learn things as they go through life.)*
 - Aside from the sense of touch, what else can an octopus sense with their legs? (They can detect light, so octopuses can "see" with their legs if their eyes are covered up.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ch/	creature, picture
/s/	sense
/u/	covered, other, nothing
/ur/	earth, learn, world
- Recap the common exception words:
thought, through, different, eyes
- Recap the use of captions on pages 4–5. Explain that they act as labels for the image and they do not require a full stop at the end of them.

Discussion

- Ask the students:
 - Why do you think some people might want to eat an octopus? Do you think you ever would?*

Some Grimm Fairy Tales



BOOK OVERVIEW

Modern fairy tales can be enjoyed by people of all ages – especially children. But what if you wanted some fairy tales that were certainly not written for children? The Grimm brothers have just what you're looking for.

This text includes the graphemes for reading: ay, ou, ea, ue (glue), aw, wh, ew (few), oe, a_e, e_e, i_e, o_e, u_e (flute) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), er (her), ou (could), y (by, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (catch), /r/ (wrap), /s/ (house), /u/ (some), /or/ (all), /ur/ (learn, word). The text contains words ending in **-ing, -ed, -es, ve, al** and **el**.

Text type: **Non-Fiction** Word count: **435 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the Grimm fairy tales. Explain that these were a collection of fairy tales that were not written for children and included lots of grisly details.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

y	c	g	/ch/
/r/	/s/	/u/	/or/
/ur/	/oo/	/ai/	/ee/
their	where	many	any
eyes			

Vocabulary

- Discuss any new vocabulary with the students:
 - published** – made available for public sale or readership.
 - gruesome** – causing repulsion or horror; grisly.
 - pantomimes** – a lighthearted form of theatrical entertainment, mainly for children.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Where might you have seen or heard of these fairy tales from? (Films, books, pantomimes.)*
 - What were the names of the Grimm brothers? (Jacob and Wilhelm.)*
 - What made the Grimm fairy tales different to modern children's fairy tales? (They were frightening and gruesome and were not designed for children.)*
 - Who was writing fun fairy tales for children at the same time as the Grimm brothers were writing? (Hans Andersen.)*

Language, grammar and punctuation

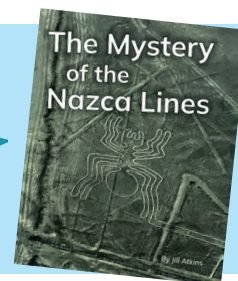
- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/oo/	put, playful
/ai/	may, way, based, tales, make
/ee/	read, eat
- Recap the common exception words:
where, many, any, eyes
- Recap the use of colons on pages 10–11. Explain that a colon is a punctuation mark which can be used before the start of an explanation or a list.

Discussion

- Ask the students:
 - On page 16, the writer asks why you think the Grimm brothers made their stories so frightening – what do you think?*

The Mystery of the Nazca Lines



BOOK OVERVIEW

The incredible lines in the Nazca Desert have confused and amazed people for hundreds of years. This book asks questions about this enduring mystery.

This text includes the graphemes for reading: ay, ou, ea, ir, aw, wh, ph, ew (blew), ey, a_e, e_e, i_e, o_e, u_e (flute) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit), ow (snow), ie (chief), er (her), ou (could), y (by, gym, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture), /n/ (knot), /r/ (wrap), /u/ (some), /air/ (there), /or/ (all). The text contains words ending in **-ing**, **-ed**, **ve** and **al**.

Text type: **Non-Fiction** Word count: **445 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they have ever seen the Nazca Lines before. Based on the cover image, can the students predict where in the world Nazca might be? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ie	er	y	c
g	/ch/	/n/	/r/
/u/	/air/	/or/	/oo/
their	people	who	many

Vocabulary

- Discuss any new vocabulary with the students:
glory – magnificence or great beauty.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Where are the Nazca Lines located? (In the Nazca Desert in South America.)
When were the Nazca Lines drawn? (About 2,000 years ago.)
What is the name given to lines such as the Nazca Lines? (They are called geoglyphs.)
What other geoglyphs are even older than the Nazca Lines? (The Palpa glyphs.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/n/	known
/r/	wrote
/u/	covered, above, other
/oo/	could

- Recap the common exception words:
their, people, who, many
- Discuss the use of coloured bold text in this book. Explain to the students that it is used for the headings of each section to introduce the question which the writer then seeks to answer. By putting the text in a coloured bold font it helps to split the book into clear and obvious different passages.

Discussion

- Ask the students:
The writer says the picture on page 11 looks like a human, but another man has said they think it's a visitor from outer space. What do you think it looks like?

Why Do We Drive on Our Side of the Road?

Reading Stars
Achieve
Phonics



BOOK OVERVIEW

Most countries in the world drive on the right-hand side of the road, but that hasn't always been the case. This non-fiction book explores the history of road-based transport.

This text includes the graphemes for reading: ay, ou, ea, ue (glue), aw, wh, ph, ew (few), ey, a_e, e_e, i_e, o_e, u_e (flute) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit), ow (snow), ie (chief), ea (head), er (her), ou (could), y (by, very), ch (school), c (cell), g (gent). It also includes alternative spellings for known phonemes: /n/ (knit), /s/ (house), /u/ (some), /or/ (all, four), /ur/ (word). The text contains words ending in **-ing**, **-ed**, **-es**, **al** and **el**.

Text type: **Non-Fiction** Word count: **499 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they have ever visited another country where the local people drive on the other side of the road to what they're used to? Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

er	ou	y	ch
c	g	/n/	/s/
/u/	/or/	/ur/	/ee/
people	many	because	any

Vocabulary

- Discuss any new vocabulary with the students:
 - hard-up** – short of money; poor people.
 - revolt** – take violent action against a government or ruler with the aim of overthrowing them.
 - states** – nations or territories.
 - border** – a line separating two countries.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Which side of the road do we think people travelled on long ago? (The left.)*
 - Which country was the first to start riding on the right? (France.)*
 - Why did other countries start to ride on the right too? (The French Emperor, Napoleon, made countries he invaded switch to riding on the right.)*
 - Do all countries now drive on the right? (No. About 75 countries still drive on the left.)*
 - Which mode of transport always travels on the right no matter where they are in the world? (Ships and boats.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/or/	walk, your
/ur/	world
/ee/	story, carry, quickly, easy, extremely, these
- Recap the common exception words:
people, many, because, any

Discussion

- Ask the students:
 - Many of the countries who once drove on the left have switched to driving on the right. Do you think one day all countries will have switched to the right? Why or why not?*

Were The Vikings All Bad?



BOOK OVERVIEW

The Vikings have a reputation in history for being a violent and bloodthirsty people, but what were they really like? This non-fiction text seeks to answer that question, from the point of view of a Viking.

This text includes the graphemes for reading: ay, ou, ie, ea, ir, ue (glue), wh (when), ew (few), ey, a_e, e_e, i_e, o_e, u_e (flute, cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (put), ow (snow), ie (chief), ea (head), er (her), ou (could), y (by, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture), /n/ (knit), /r/ (wrap), /s/ (house), /z/ (please), /u/ (some), /or/ (all), /ur/ (learn, word). The text contains words ending in **-ing, -ed, -es, ve, al** and **el**.

Text type: **Non-Fiction** Word count: **428 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the subject. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ou	y	c	g
/ch/	/n/	/r/	/z/
/u/	/or/	/ur/	/ee/
people	looked	called	who
many	because	different	any

Vocabulary

- Discuss any new vocabulary with the students:
 - monastery** – a building occupied by a community of monks – religious men.
 - chief** – the leader of a people.
 - Anglo-Saxons** – the inhabitants of England between the 5th and 11th centuries.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - What does the word 'Viking' mean? (Pirate, or raider.)
 - What was the name of the rock in the sea? (Lindisfarne.)
 - The Vikings were a fighting people but what else were they? (Explorers and traders.)
 - Where were The Vikings the first people to reach? (The 'New World', which is now Canada.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/r/	written, writing
/z/	raise
/u/	cover, monks, money, discovered
/ur/	search, word
/ee/	really, believe, chief, sea, weavers, money
- Recap the common exception words:
many, because, different, any
- The book is written entirely in speech bubbles. Why? (The title of the book poses a question which the 'character' of The Viking attempts to answer to the reader throughout.)

Discussion

- Ask the students:
 - At the end of the book The Viking asks, "we weren't all bad, were we?" Do you agree with The Viking? Why or why not?
 - On page 3 the writer tells you that Vikings looked nothing like the "Viking" on the cover. Do you think this is a trick to make you want to read the book?

How to be a Dragon



BOOK OVERVIEW

The perfect instruction manual for any young dragon looking to learn the ropes.

This text includes the graphemes for reading: ou, ie, ea, oy, ir, ue (cue), aw, ew (blew), a_e, i_e, o_e, u_e (cube), new phoneme /zh/ (treasure) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit, put), ow (snow), ea (head), ou (could), y (by, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture, catch), /m/ (lamb), /n/ (knit), /s/ (house), /or/ (four), /ur/ (learn). The text contains words ending in **-ing**, **-ed**, **-es**, **ve**, **al** and **el**.

Text type: **Fiction**

Word count: **468 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Explain that this book is written like an instruction manual for being a dragon. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ow	ea	ou	c
g	/ch/	/m/	/n/
/s/	/or/	/ur/	/igh/
people	where	who	eyes

Vocabulary

- Discuss any new vocabulary with the students:
wily – skilled at gaining an advantage, especially deceitfully; cunning.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 4–5, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Where is the best place for a cave? (High in the mountains where it is hard for people to reach.)
Why does a dragon need to capture a princess? (To lure knights to the cave to be eaten.)
What could you do if you eat a knight and are still hungry? (You can eat the knight's horse too.)
Why do all dragons collect treasure? (To use it as bait to lure unsuspecting robbers to be eaten.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:
/or/ **your, flavour**
/ur/ **learned**
/igh/ **lie, try, spy, by**
- Recap the common exception words:
people, where, who, eyes
- Why do you think the writer uses the word *you* frequently throughout the book? (*This story is written in second person, so the writer is making the reader the central character and events are described from the reader's point of view.*)

Discussion

- Ask the students:
What other suggestions for dragons could you add to the book?

Pushing Sophie



BOOK OVERVIEW

Sophie's mum pushes her to play the clarinet, day after day, but Sophie's heart isn't in it. What will Sophie do when she discovers her real passion is for computer programming?

This text includes the graphemes for reading: ay, ou, ie, ea, ir, wh, ph, ew (few), a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), ea (head), er (her), ou (could), y (by, very), ch (school), c (cell). It also includes alternative spellings for known phonemes: /n/ (knit), /r/ (wrap), /s/ (listen, house), /z/ (please), /u/ (some), /air/ (bare), /or/ (four, caught), /ur/ (learn). The text contains words ending in **-ing**, **-ed** and **ve**.

Text type: **Fiction**

Word count: **421 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what the writer might mean with the word *pushing* in the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ch	c	/n/	/r/
/s/	/z/	/u/	/air/
/or/	/ur/	/igh/	/oa/
asked	who	work	different
any	eyes		

Vocabulary

- Discuss any new vocabulary with the students:
 - software** – the programs used by a computer.
 - snap** – a hurried, irritable tone of voice.
 - quiver** – tremble or shake slightly.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Why does Sophie play the clarinet? (Because it makes her mum happy.)*
 - Why was Sophie tired at school on Monday? (She had been at Clarinet Camp all weekend.)*
 - What skills had playing the clarinet given Sophie that could be useful for coding? (The ability to scan code like sheet music, and fast fingers for typing.)*
 - Who was the first computer programmer? (Ada Lovelace.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/air/	software
/igh/	tired, websites, daytime, write, compile
/oa/	tomorrow, know

- Recap the common exception words:
asked, who, different, any, eyes

Discussion

- Ask the students:
 - Do you think Sophie would have been better off discussing with her mum how she felt about the clarinet sooner?*

Can You Trick a Polygraph?



BOOK OVERVIEW

This book explores the use of the polygraph as a method of catching lies. Is it foolproof? Or are we foolish for thinking their results could be used as proof?

This text includes the graphemes for reading: ay, ou, ie, ea, ir, ue (glue, cue), wh, ph, ew (blew), oe, a_e, e_e, i_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit, put), ow (snow), ea (head), er (her), ou (could), y (by, very), c (cell). It also includes alternative spellings for known phonemes: /s/ (house), /u/ (some), /or/ (four), /ur/ (word). The text contains words ending in **-ing** and **-ed**.

Text type: **Non-Fiction** Word count: **417 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they already know anything about the subject. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

u	ea	er	ou
y	c	/s/	/u/
/or/	/ur/	/oa/	/(y)oo/
people	called	who	work
many	different	any	

Vocabulary

- Discuss any new vocabulary with the students:
 - interrogated** – ask questions of someone closely, aggressively or formally.
 - power** – a state or country, especially one viewed in terms of international influence.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Which country used chewing rice as a lie-detector test? (China.)*
 - Which three cues from your body does the polygraph pick up on? (Breathing, pulse rate, how much you sweat.)*
 - Do polygraphs still get used today or are they a thing of the past? (Some governments still use them today.)*
 - Has anyone tricked a polygraph test before? (Yes. Even though they were lying, many spies have passed the test.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/u/	governments, another
/ur/	world
/oa/	show, Joe
/(y)oo/	useful, used, cues
- Recap the common exception words:
called, who, work, different
- Compare the two text bubbles on page 13. How can you tell which is speech and which is thought? (*The speech bubble has a tail connecting it to the character whereas the thought bubble has no tail and is instead joined to the character by other smaller disconnected bubbles.*)

Discussion

- Ask the students:
 - If polygraphs have been proven to not be a useful way of catching lies, why do you think some governments still use them?*

Space Invaders



BOOK OVERVIEW

Todd brings home a new game to play on his computer – Space Invaders – but when strange things start happening around him, the line between the game and reality starts to blur.

This text includes the graphemes for reading: ay, ie, oy, ir, aw, ew (blew, few), a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (unit), ow (snow), ie (chief), er (her), ou (could), y (very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /r/ (wrap), /u/ (some), /ear/ (here, beer), /or/ (all, four), /ur/ (learn). The text contains words ending in **-ing**, **-ed**, **-es** and **el**.

Text type: **Fiction**

Word count: **338 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Explain that there was an old computer game also named Space Invaders – have the students ever heard of it? Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ie	er	ou	y
c	g	/r/	/u/
/ear/	/or/	/ur/	/oa/
looked	where	again	thought
mouse			

Vocabulary

- Discuss any new vocabulary with the students:
 - coax** – gently and persistently persuade someone to do something.
 - gobbled** – eat something hurriedly and noisily.
 - bellowed** – a deep loud roar in anger.
 - leered** – look at or gaze in an unpleasant way.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How many credits did Todd start Level 1 with? (15.)*
 - How do you know that the scuttling noise Todd heard wasn't his mouse? (On page 6, the illustration shows the mouse in its cage.)*
 - Why didn't the roach gas work on the monsters? (Because they were not cockroaches.)*
 - What caused Todd to finally stop playing the game? (He ran out of credits and couldn't afford the space cannon.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/r/	wrong
/u/	covered, coming
/ear/	leered, here
/oa/	grow, window, bellowed, ZombieZone
- Recap the common exception words:
where, again, thought, mouse
- Explore the use of text bubbles in this book. Explain that the red jagged boxes throughout show the text in the game that is on Todd's screen. There is also a speech bubble from Todd's mum calling to him – practise the intonation required for each of the different types of bubble.

Discussion

- Ask the students:
 - Do you think Todd has learnt his lesson about the game at the end of the story? What makes you think he had or hadn't?*

Strange Ways to Earn a Living



BOOK OVERVIEW

Most people are content doing a traditional job, but what if you wanted to earn a living whilst doing something more interesting? Some of these strange ways to earn a living might be just what you're looking for.

This text includes the graphemes for reading: ay, ou, ie, ea, oy, ue (glue, cue), ew (blew, few), ey, a_e, e_e, i_e, o_e, u_e (flute, cube) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), er (her), ou (could), y (by, very), ch (school), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture, catch), /n/ (gnat, knit), /s/ (listen, house), /u/ (some), /ear/ (here, beer), /air/ (pear), /or/ (all, four), /ur/ (learn). The text contains words ending in **-ing**, **-ed**, **-es**, **ve** and **al**.

Text type: **Non-Fiction** Word count: **499 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book and explain that this text is non-fiction. Ask the students if they can think of any strange jobs that people do. Turn the pages of the book, looking at the images and discussing what the students can see.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

c	g	/ch/	/n/
/s/	/u/	/ear/	/air/
/or/	/ur/	/(y)oo/	/oo/
their	people	water	where
who	thought	any	

Vocabulary

- Discuss any new vocabulary with the students:
sentry – a soldier stationed to keep guard.
venom – a poisonous substance produced by some animals such as snakes.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 4, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Where was the sentry standing? (Outside a royal residence.)
Which two things do water slide testers check for? (That the slides are both safe and fun.)
Whose job is it to mend injured teddy bears? (The teddy bear doctor.)
Which job could you do if you wanted to stand completely still all the time? (Living statue.)
Why do snake milkers want to capture the venom from snakes? (To use it to help cure diseases.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:
/ch/ stitches, capture
/n/ designed, know
/(y)oo/ new, statue, produce, use
/oo/ true, rules, chewed
- Recap the common exception words:
where, who, thought, any
- Discuss the use of coloured bold text in this book. Explain to the students that it is used for the headings of each section to introduce the job that will then be explained. By putting the text in a coloured bold font it helps to split the book into clear and obvious different passages.

Discussion

- Ask the students:
If you could choose to do one job shown in this book, which job would you choose and why?

The Ticket



BOOK OVERVIEW

When falling snow traps Evert and his friends on the mountain, he must think quickly of a way to show rescuers where they're buried – before it's too late.

This text includes the graphemes for reading: ay, ou, ie, ea, oy, ue (cue), aw, wh, a_e, e_e, i_e, o_e and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), ea (head, break), er (her), ou (could), y (very), c (cell). It also includes alternative spellings for known phonemes: /ch/ (catch), /s/ (scent, house), /z/ (please), /or/ (roar, door), /ai/ (eight), /oo/ (fruit). The text contains words ending in **-ing**, **-ed**, **-es**, **ve** and **al**.

Text type: **Fiction**

Word count: **447 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ow	ea	er	ou
y	c	/ch/	/s/
/z/	/or/	/ai/	/oo/
their	looked	where	again
thought	eyes	friends	

Vocabulary

- Discuss any new vocabulary with the students:
cash – money in the form of coins or notes.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on pages 2–3, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
Why did the man tell Evert to keep the ticket safe? (Because he needed it if he wanted to get back into the music venue.)
What obstacles did the boys face when they went off the marked run? (Rocks and tree branches.)
Which of the boys managed to escape the snow? (Nils.)
What did Evert use to show the rescuers where he was? (The red ticket from the concert.)

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/s/	loose, scene
/or/	door, snowboarding
/ai/	weight
/oo/	snowsuits

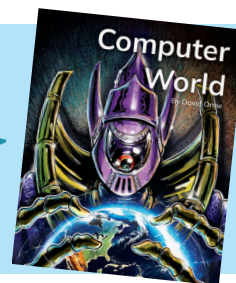
- Recap the common exception words:
again, thought, eyes, friends
- Point out the use of contractions in the text. Can the students tell you in each case which two words have been contracted?

let's	let us
it's	it is
he'll	he will
we've	we have

Discussion

- Ask the students:
Do you think the boys just got unlucky or should they have been more sensible and stayed on the marked run?

Computer World



BOOK OVERVIEW

How would you react to the news that you've been living in a simulation? Well, for Hassan Lateef, that's the reality he's faced with. Will he be able to escape his computer world before it's switched off forever?

This text includes the graphemes for reading: ay, ou, ea, oy, ir, ue (glue, cue), aw, wh, a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast, was), e (he), i (mind), o (no), u (unit, put), ow (snow), ie (chief), ea (head), er (her), ou (could), y (by, very), ch (school, chef), c (cell), g (gent). It also includes alternative spellings for known phonemes: /ch/ (picture, catch), /n/ (knit), /s/ (house), /u/ (some), /ear/ (here), /air/ (bare), /or/ (all, four), /ur/ (word), /sh/ (special, station, sugar). The text contains words ending in **-ing**, **-ed**, **ve** and **al**.

Text type: **Fiction**

Word count: **549 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ch	c	g	/ch/
/n/	/s/	/u/	/ear/
/air/	/or/	/ur/	/sh/
their	people	looked	asked
water	through		

Vocabulary

- Discuss any new vocabulary with the students:
 - artificial** – made or produced by human beings rather than occurring naturally.
 - nonchalantly** – in a casually calm and relaxed manner.
 - tacky** – showing poor taste and quality.
 - bloke** – a man.
 - boffin** – a person engaged in scientific or technical research.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - Which expert created the artificial world? (Drax.)*
 - Why had Hassan had a hard day at school? (He'd just taken his first exam which had been grim.)*
 - What did Hassan think when Trex told him about his fake world? (That he must be being pranked as part of a TV show.)*
 - What is revealed at the end of the story? (The experts' world was also an artificial one created by a pair of boffins.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ch/	watched, switch, creature, structure
/air/	stared
/or/	your, wall
/sh/	sugar, artificial, station

- Recap the common exception words:
their, people, water, through
- Recap the use of coloured bold text in this book. Explain that the writer uses it not just in the text, for emphasis, but at the beginning of each section of the book to act like a chapter heading. Explain how this helps to break the book up into clearly defined sections.

Discussion

- Ask the students:
 - The story ends with the boffins claiming that their world is the real world. Do you think that it is? Or could they also be part of someone else's artificial world?*

The Search for Life



BOOK OVERVIEW

A team of space explorers are searching the galaxy for signs of life. But when their ship gets damaged on a distant planet, will they find life, or will they find themselves trapped instead?

This text includes the graphemes for reading: ay, ou, ie, ea, ir, ue (cue), ph, ew (blew), oe, a_e, e_e, i_e, o_e, u_e (cube) and alternative pronunciations for known graphemes: a (acorn, fast), e (he), i (mind), o (no), u (put), ow (snow), ie (chief), ea (head, break), er (her), ou (could), y (by, gym, very), c (cell), g (gent). It also includes alternative spellings for known phonemes: /j/ (fudge), /r/ (wrap), /s/ (scent), /ear/ (here, beer), /air/ (bare), /or/ (all, four, roar), /ur/ (learn), /ai/ (eight), /oo/ (fruit), /sh/ (station, mission, mansion). The text contains words ending in **-ing**, **-ed** and **el**.

Text type: **Fiction**

Word count: **531 words**

BEFORE READING

Introducing the book

- As a group, look at the cover of the book. Ask the students to predict what might happen in this story based on the front cover and the title. Ask the students to justify their thoughts. Turn the pages of the book, looking at the illustrations.

Phonics recap

- Recap the following GPCs and common exception words that the students will encounter in the text:

ea	y	/j/	/r/
/s/	/ear/	/air/	/or/
/ur/	/ai/	/oo/	/sh/
water	where	again	thought
work	many	different	any

Vocabulary

- Discuss any new vocabulary with the students:
 - atmosphere** – the envelope of gases surrounding a planet.
 - oxygen** – the life-supporting component of the air.
 - crag** – a steep or rugged cliff or rock face.
 - light-year** – the distance that light travels in one year.

DURING READING

Independent reading

- The students should read the book independently while the teacher observes each student's reading behaviours, providing appropriate support if required.

Reading with fluency

- Using the text on page 2, the teacher should model fluent reading (with expression) for the students. Then ask the students to read this passage themselves, using appropriate expression based upon the teacher's model. If intonation and expression are not appropriate, remodel and ask the students to reread the sentence.

AFTER READING

Revisit the text

- Make a list of letters and/or sounds that the students found difficult in the text. Recap the letters and sounds used in these words. Practise decoding words with similar letters and sounds.
- Make a list of any common exception words that the students found difficult in the text and rehearse them.

Comprehension

- Ask the students:
 - How many planets did the star have? (Eight planets.)*
 - After the ship got damaged, who was tasked with fixing it? (The engineer.)*
 - Who was sent out to explore the planet? (The navigator and the chief scientist.)*
 - Why did the explorers turn back to the ship? (The surface of the planet was just forming so it was too early to find life.)*

Language, grammar and punctuation

- Recap the alternative spellings for the known phonemes below. Give examples of their use from the book:

/ear/	atmosphere, engineer
/or/	four, small, talked, poured
/ai/	eight
/oo/	suits
/sh/	mission, tension, action

- Recap the common exception words:
 - again, thought, different, any**
- Point out the use of contractions in the text. Can the students tell you in each case which two words have been contracted?

let's	let us
it's	it is
can't	can not

Discussion

- Ask the students:
 - Space explorers from Earth also search the galaxy for life. Do you think they will ever find any?*