

LEVEL 12

Card 1



Guided Reading Cards

A Race in the Snow

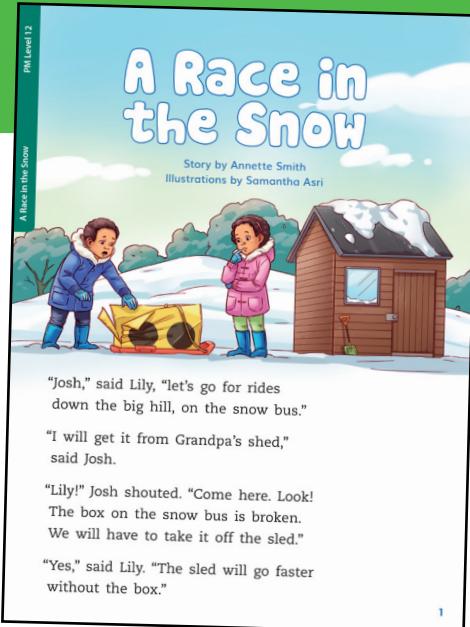
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Positional text – *Crash!, Wobble ... wobble ... wobble!*

Additional resources: books and web links to ski racing, sleds, skis, ski clothes, PM books about Josh and Lily

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Name the season. Have you met these characters before? Why do you think the two children look so worried?

Page 2: What is their grandpa holding in his hands?

Page 3: What do you think the children are saying to each other? What do you think they have decided to do? What is Lily heading for?

Page 4: What do you think the children are saying to each other?

Read 'A Race in the Snow'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('A Race in the Snow')
- * Orientation ("Josh," said Lily, "let's go for rides down the big hill, on the snow bus.")
- * Characters (Josh, Lily, Grandpa)
- * Complication/problem ("Look out for the big hole, Lily!" Josh shouted.)
- * Resolution ("Who won the race?" said Grandpa. "No one!" laughed Josh and Lily.)

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 12

Card 2



Guided Reading Cards

Who Will Win?

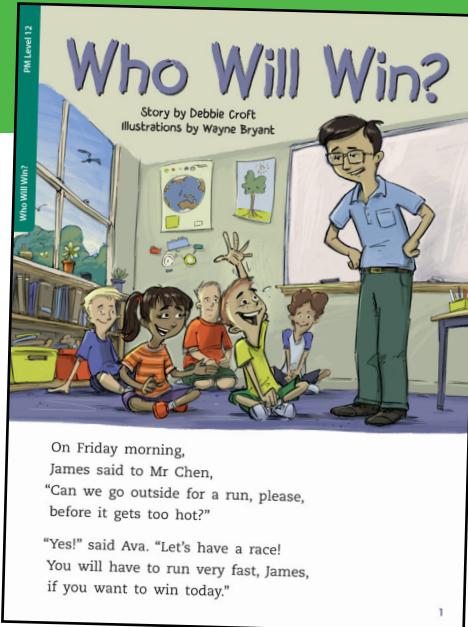
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Compound words – outside, today, sandpit, around, inside, classroom

Additional resources: web links, books on butterflies and school races, photos of fun activities in own class

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Look at the class setting. What season do you think it is? Why do you think the teacher and children are smiling?

Page 2: Why does the boy look happy? Describe the expression on the teacher's face.

Page 3: What do you think the boy is saying? What do you think the girl is doing?

Page 4: Why do you think everyone is laughing?

Read 'Who Will Win?'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('Who Will Win?')
- * Orientation ("On Friday morning," James said to Mr Chen, "Can we go outside for a run, please, before it gets too hot?")
- * Characters (James, Mr Chen, Ava)
- * Complication/problem ("But where is Ava? I can't see her.")
- * Resolution ("I wanted James to win the race today, so I stopped to look at some butterflies.")

Reading into meaning, writing and visual literacy

Objective: To write describing words about Ava.

Success criteria:

- ✓ I can read pages 3 and 4 about Ava.
- ✓ I can talk about Ava to my talk partner.
- ✓ I can draw Ava.
- ✓ I can write words to describe Ava's character on my drawing.



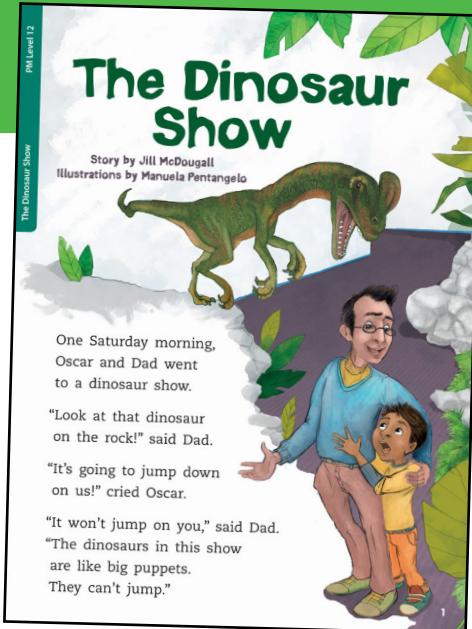
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Proper nouns – Saturday, Oscar, Dad, T-rex

Additional resources: dinosaur web links, books on dinosaurs and Natural History Museums, toy and model dinosaurs

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. Discuss the boy's expression. Why is he being comforted by his dad?

Page 2: Discuss the sign in the picture.

Page 3: How has the boy's expression changed?

Page 4: Compare the pictures of Oscar with his dad at the beginning and the end of the story.

Read 'The Dinosaur Show'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('The Dinosaur Show')
- * Orientation ('One Saturday morning, Oscar and Dad went to a dinosaur show.')
- * Characters (Oscar, Dad)
- * Complication/problem ('That dinosaur looks like it wants to eat me!' cried Oscar.)
- * Resolution ('Dad isn't here with me,' Oscar said, 'so I will have to be brave. That dinosaur can't eat me.')

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To locate and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

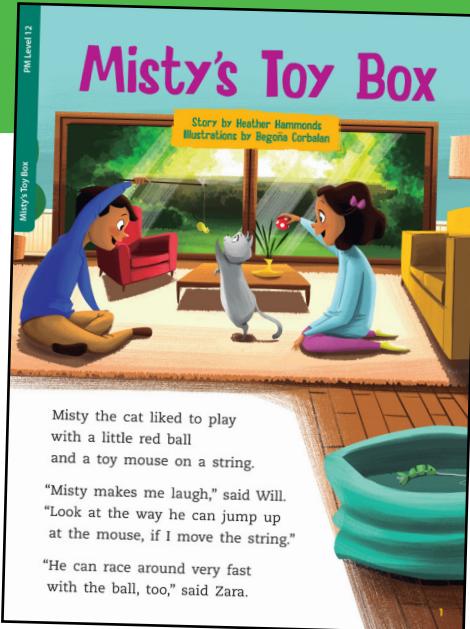
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Pronouns – me, he, I, it, we, she, my, his, they

Additional resources: pet toys and accessories, photos and web links of pets playing with toys

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the cat's toys. What games are the children playing with the cat?

Page 2: Why do you think the children look so worried? What do you think they are saying to their father?

Page 3: Why are the children watching the cat?

Page 4: Discuss the box and the sign. What have the children done for their cat?

Read 'Misty's Toy Box'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('Misty's Toy Box')
- * Orientation ('Misty the cat liked to play with a little red ball and a toy mouse on a string.')
- * Characters (Misty, Will, Zara, Dad)
- * Complication/problem ("Dad," said Will, "Misty has lost a lot of toys...")
- * Resolution ("Let's make Misty a toy box," said Zara.)

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 13

Card 5



Guided Reading Cards

The Swinging Boat

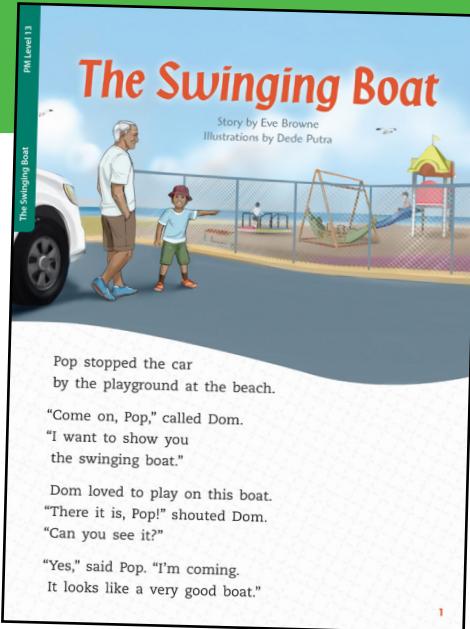
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Suffix 'ing' – swinging, coming, running, laughing, shouting

Additional resources: captain caps, local playground pictures, walk around the playground, friendship stops

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Describe the playground setting. What is unusual about the swing?

Page 2: Why do you think there is a boat in this playground? Why do you think the little boy isn't going over to the playground equipment?

Page 3: What do you think the man is saying to the boys? Why is the boy wearing a captain's cap?

Page 4: Why do you think the big boys gave the cap to the smaller boy?

Read 'The Swinging Boat'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('The Swinging Boat')
- * Orientation ('Pop stopped the car by the playground at the beach.')
- * Characters (Pop, Dom, Ben, Sam)
- * Complication/problem ('Dom looked down. "No," he said. "Big boys don't play with little boys."')
- * Resolution ("Can I play...?", "Yes," said one of the big boys, "but you will have to be the captain."')

Reading into meaning, visual literacy and speaking and listening

Objective: I can design a friendship stop for our school playground.

Success criteria:

- ✓ I can discuss a friendship stop with my talk partner.
- ✓ I can design and draw a friendship stop.
- ✓ I can share it with my group/class and explain how it works.



LEVEL 13

Card 6



Guided Reading Cards

Where Is Teeny?

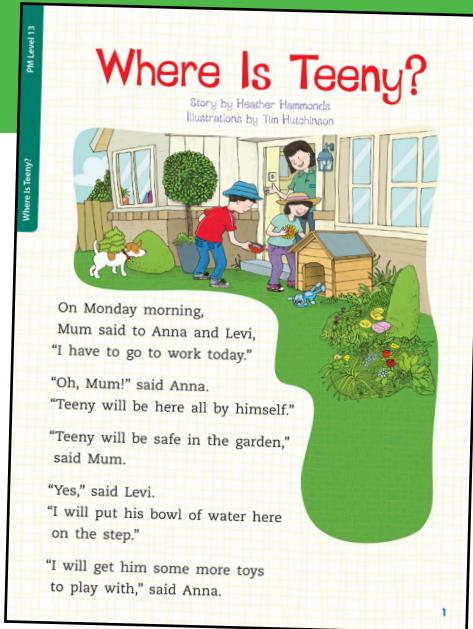
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Proper nouns – Monday, Mum, Anna, Levi, Teeny, Mr Bass, Tess, Lots of Pats

Additional resources: information about pet day care centres, photos of teacher and class pets

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: What do you think the children are doing? How do you think the dog is feeling?

Page 2: What have the children found? What do you think the man is saying to the children?

Page 3: Who do you think the lady in the picture is? What do you think she will do with Teeny?

Page 4: Where do you think the children and their mother are? What do you think will happen with the dog now?

Read 'Where Is Teeny?'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative. For example:

- * Title ('Where Is Teeny?')
- * Orientation ('On Monday morning,...')
- * Characters (Mum, Anna, Levi, Teeny, Mr Bass, Tess)
- * Complication/problem ("Look!" said Anna. "Teeny has got out. There is a hole under the fence.")
- * Resolution ("He can come to our doggy day care," said Tess... "Teeny won't run away from here," said Levi, with a laugh.)

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To locate and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.



LEVEL 13

Card 7



Guided Reading Cards

The Show and Tell Surprise

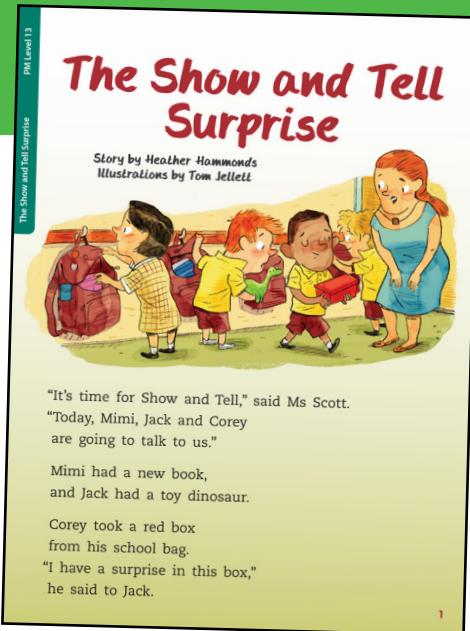
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Common nouns – book, toy dinosaur, box, bag, fossils, rocks

Additional resources: photos of rocks and fossils including sandstone rock and sharp-tooth fossils

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. What are the children doing? Describe the expression on the face of the boy with the red box.

Page 2: What is in the red box?

Page 3: How has the boy's expression changed? Why? What do you think is in his hand?

Page 4: What is the boy holding?

Read 'The Show and Tell Surprise'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative. For example:

- * Title ('The Show and Tell Surprise')
- * Orientation ("It's time for Show and Tell," said Mrs Scott.)
- * Characters (Ms Scott, Mimi, Jack, Corey)
- * Complication/problem ("...but there is room for one more.")
- * Resolution ("It's a sea-snail fossil.")

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.



LEVEL 13

Card 8



Guided Reading Cards

The Lost Doll

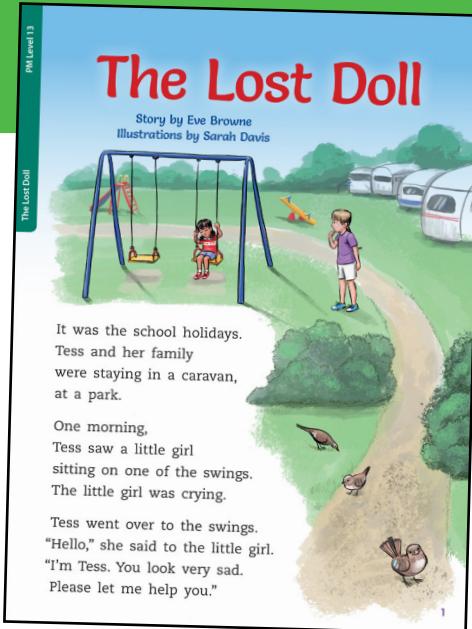
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Contractions – I'm, can't, isn't, let's, don't

Additional resources: photos of caravans, camping grounds

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. Describe the expression on the face of the little girl on the swing. What do you think the other girl will do?

Page 2: Why has the little girl's expression changed?

Page 3: Where are the girls looking? Have they found the doll?

Page 4: What is the mum holding?

Read 'The Lost Doll'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('The Lost Doll')
- * Orientation ('It was the school holidays...')
- * Characters (Tess, Gina, Mum)
- * Complication/problem ('I can't find my new doll.')
- * Resolution ("It was in your sleeping bag.")

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 14

Card 9



Guided Reading Cards

Run, Jump, Squeak!

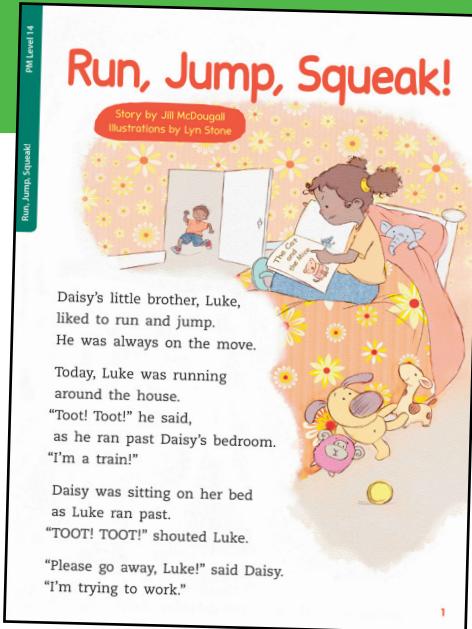
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Suffix 'ing' – running, sitting, getting (double the consonant and add 'ing')

Additional resources: PM Little plays (Green band)

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: What are the children doing? Read the words Daisy is pointing to.

Page 2: Discuss the book Daisy is holding and her thought bubble.

Page 3: What is Luke doing? Why is Daisy clapping?

Page 4: Why is Luke cheering?

Read 'Run, Jump, Squeak!'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('Run, Jump, Squeak!')
- * Orientation ('Today, Luke was running around the house')
- * Complication/problem ('Luke had made her mix up the words!')
- * Resolution ('Daisy was a very good mouse.')

Reading into meaning, writing and visual literacy

Objective: To write describing words about Luke or Daisy.

Success criteria:

- ✓ I can read about Luke or Daisy.
- ✓ I can talk about Luke or Daisy with my talk partner, for example 'he is lively', 'she is hard working'.
- ✓ I can draw Luke or Daisy.
- ✓ I can write words to describe Luke or Daisy's character, on my drawing.



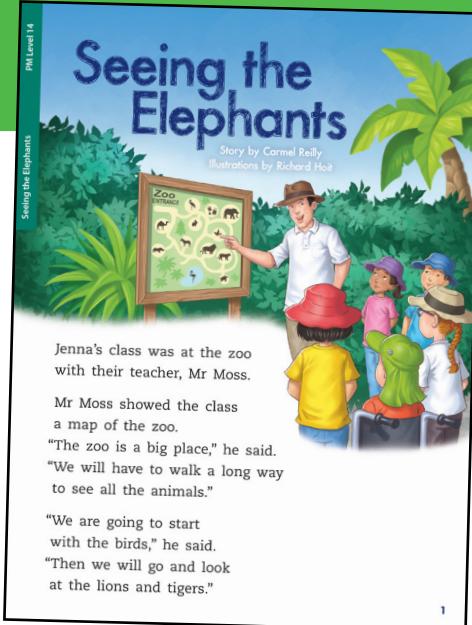
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Common nouns – zoo, animals, birds, lions, tigers, monkeys, elephants, heads, bears, children

Additional resources: map of a zoo

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

- Page 1:** Discuss the setting. What is the teacher showing them? Where will they start?
- Page 2:** How is the little girl feeling?
- Page 3:** Where are they going now?
- Page 4:** What is making the little girl smile?

Read 'Seeing the Elephants'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('Seeing the Elephants')
- * Orientation ('Jenna's class was at the zoo...')
- * Characters (Jenna and her class, Mr Moss, Connor)
- * Complication/problem ("Do I have to go and see the elephants?")
- * Resolution ("I love the elephants...")

Reading into meaning, writing and visual literacy

Objective: To label the map of the zoo.

Success criteria:

- ✓ I can find and copy the map on page 1.
- ✓ I can use the text to write labels for the animals on my map.
- ✓ I can add a new picture and label.

LEVEL 14

Card 11



Guided Reading Cards

Sam and the Scooter

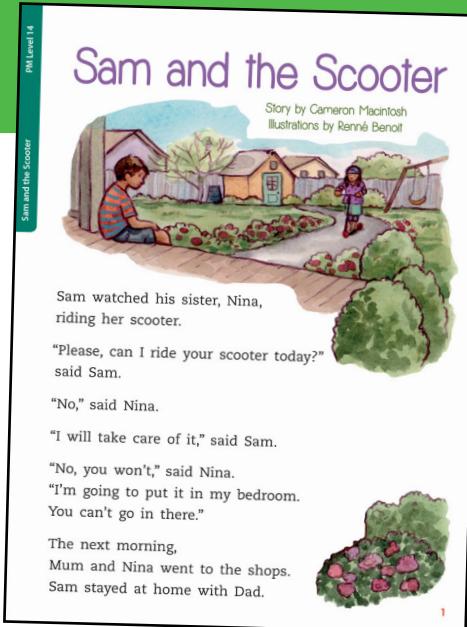
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Words ending 'er' – sister, scooter, flower

Additional resources: a scooter

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. What are the children doing?

Page 2: What has happened to the boy? Describe his expression.

Page 3: What are the boy and the dad doing?

Page 4: How has the boy's expression changed?

Read 'Sam and the Scooter'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('Sam and the Scooter')
- * Orientation ('Sam watched his sister, Nina, riding her scooter.')
- * Characters (Sam, Nina, Mum, Dad)
- * Complication/problem ('Crash! Sam fell into the flower garden.')
- * Resolution ("I will let you ride it...")

Reading into meaning, writing and visual literacy

Objective: To write describing words about Sam or Nina.

Success criteria:

- ✓ I can read about Sam or Nina.
- ✓ I can talk about Sam or Nina with my talk partner for example he is careless, she is cross.
- ✓ I can draw Sam or Nina.
- ✓ I can write words to describe Sam or Nina's character on my drawing.



LEVEL 14

Card 12



Guided Reading Cards

Strawberries for Breakfast

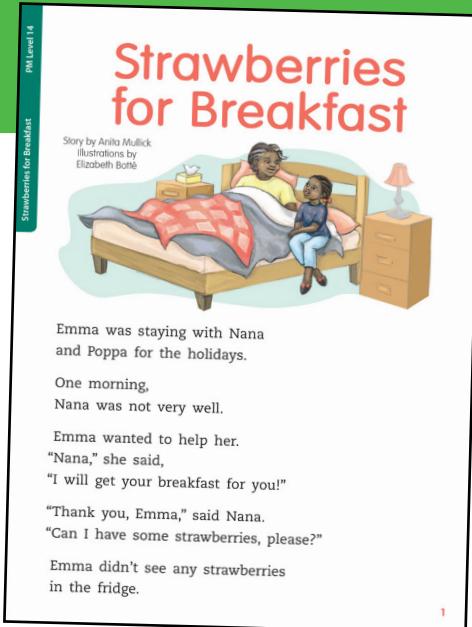
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Plurals – holidays, strawberries (irregular plurals), apples, bananas, eggs, hands

Additional resources: strawberries, pictures of 'pick your own' strawberry farms

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. Have you met the characters before? What do you think Nana is saying to Emma?

Page 2: Why do the characters look disappointed?

Page 3: Discuss the new setting. Why have their expressions changed?

Page 4: How did the little girl make her Nana happy?

Read 'Strawberries for Breakfast'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Title ('Strawberries for Breakfast')
- * Orientation ('Emma was staying with Nana and Poppa for the holidays.')
- * Characters (Emma, Nana, Poppa)
- * Complication/problem ('Emma didn't see any strawberries in the fridge.')
- * Resolution ("Poppa and I picked the strawberries...")

Reading into meaning, writing and visual literacy

Objective: To write describing words about Emma.

Success criteria:

- ✓ I can read about the things Emma did for her Nana.
- ✓ I can talk about Emma with my talk partner for example she is helpful and kind.
- ✓ I can draw Emma.
- ✓ I can write words to describe Emma's character around the picture.



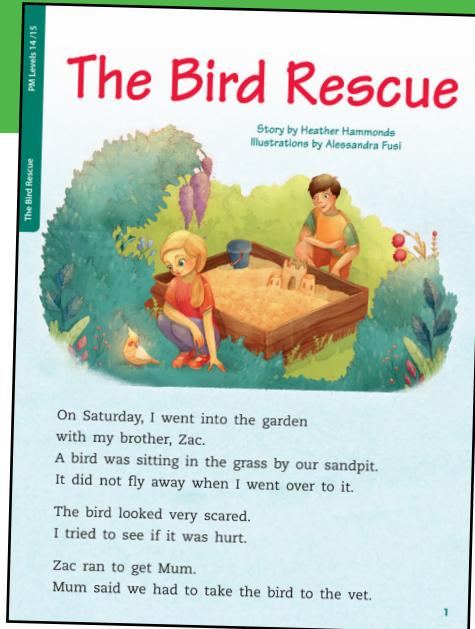
Teacher's Notes

Text type: Recount (Imaginative) **Vocabulary:** Title, Orientation, Sequence of events, Personal comments

Word work: Past-tense verbs – went, looked, scared, ran, picked, found, put, saw, flew, told, liked

Additional resources: web links of a cockatiel

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Recount (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. What are the girl and boy looking at?

Page 2: What are the characters doing? What is the bird wrapped in? Why? What do you notice about the box?

Page 3: Discuss the new setting. Who is holding the bird? Describe the characters' expressions.

Page 4: How have the expressions changed? Who is with the bird?

Read 'The Bird Rescue'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount. For example:

- * Title ('The Bird Rescue')
- * Orientation ('On Saturday, I went into the garden with my brother, Zac...')
- * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'Then')
- * Personal comment ('We all liked Bops.')

Reading into speaking and listening

Before this activity, ensure children have prompt cards to remind them of the features of an imaginative recount.

Objective: To retell the series of events of 'The Bird Rescue'.

Success criteria:

- ✓ I can re-read 'The Bird Rescue'.
- ✓ I can tell:
 - where
 - when
 - who.
- ✓ I can tell the main events, in the correct sequence.
- ✓ I can tell the personal comment.



Guided Reading Cards

How to Make a Herb Garden



Teacher's Notes

Text type: Procedure (Informative) **Vocabulary:** Goal, Materials, Steps

Word work: Plurals – labels, seeds, packets, names, scissors (spelling doesn't change), herbs

Additional resources: materials to make a herb garden such as: gloves, plant pot, plant mix, herb seeds, marker pen, watering can, a selection of herbs

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops

Before reading ('Card walk')

Introduce the text type: Non-Fiction, Procedure (Informative)

Look at the photos:

Page 1: Discuss what the children have made. How is the text arranged on the page?

Pages 2 and 3: Talk about the text organisation, using the photographs describe the step-by-step procedure of what the children are making.

Page 4: Describe the end result.

Read 'How to Make a Herb Garden'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an informative procedure.

For example:

- * Title ('How to make a Herb Garden')
- * Materials ('You will need...')
- * Steps (numbers are used to sequence steps)

Reading into meaning and speaking and listening

Provide group with materials for the herb garden.

Objective: To follow the steps in an informative procedure.

Success criteria:

- ✓ I can re-read the card.
- ✓ I can read the steps and make a herb garden with my reading group.
- ✓ I can help my group explain to the class how we made the herb garden.



Guided Reading Cards

The Car Show

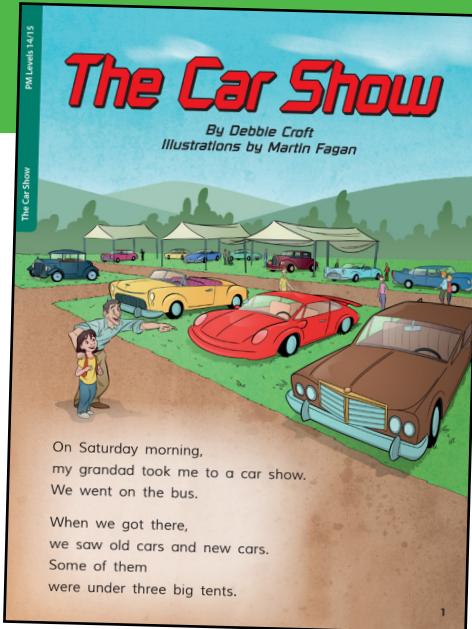
Teacher's Notes

Text type: Recount (Imaginative) **Vocabulary:** Title, Orientation, Sequence of events, Personal comment

Word work: Time connective words – First, Then, After, Next, Last

Additional resources: toy model cars (old and new), web links of car shows

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops and exclamation marks



Before reading ('Card walk')

Introduce the text type: Fiction, Recount (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. What are the tents for?

Page 2: What are the characters doing? What do you think the Grandad is thinking about?

Page 3: What sort of a car is the red one?

Page 4: Why did the characters choose these souvenirs?

Read 'The Car Show'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount. For example:

- * Title ('The Car Show')
- * Orientation ('On Saturday morning, my grandad took me to a car show.')
- * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'First', 'Then', 'After', 'Next', 'Last')
- * Personal comment ('Grandad and I had a good time at the car show.')

Reading into speaking and listening

Before this activity, ensure children have prompt cards to remind them of the features of an imaginative recount.

Objective: To retell the series of events of 'The Car Show'.

Success criteria:

- ✓ I can re-read 'The Car Show'.
- ✓ I can tell:
 - where
 - when
 - who.
- ✓ I can tell the main events, in the correct sequence.
- ✓ I can tell the personal comment.

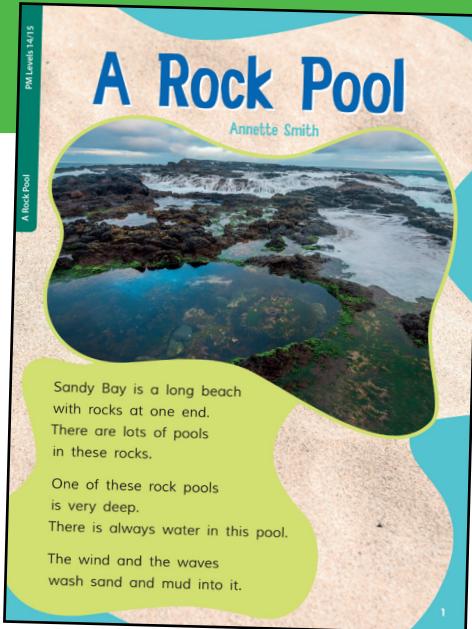
Teacher's Notes

Text type: Description (Informative) **Vocabulary:** Title, General Statement (Macro Group), Description (Micro Group), Evaluation/Conclusion

Word work: Compound words – shellfish, starfish, seagulls, seaweeds

Additional resources: props such as web links, books and pictures of rock pools and sea life within them

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops



Before reading ('Card walk')

Introduce the text type: Non-Fiction, Description (Informative)

Look at the photos:

Page 1: Look closely at the photo. Discuss what you can see in the water.

Page 2: Find the red and blue shapes in the top photo. What do you think they are? What do you think the green shapes are in the bottom photo?

Page 3: Why do you think the seagulls are flying over the water? Locate the two photo inserts. Describe what you see.

Page 4: How many different sea creatures can you find in the photo? What do you think the green plant is?

Read 'A Rock Pool'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an information description.

For example:

- * Title ('A Rock Pool')
- * General statement: *Macro group* ('Sandy Bay is a long beach with rocks at one end. There are lots of pools in these rocks')
- * Description: Details are given to describe the subject (shape, size, colour, number, texture, action/doing statement)
- * The writing is organised into paragraphs where each new paragraph deals with a *micro group* ('Little fish and small sea animals live in this deep pool.')
- * Evaluation/conclusion ('The deep rock pool at Sandy Bay is a good place to see small sea animals and plants.')

Reading into meaning, writing and visual literacy

Before this activity ensure group have an outline template of a rock pool.

Objective: To re-read the card and draw and label a rock pool.

Success criteria:

- ✓ I can find and read the description of the rock pool.
- ✓ I can draw and label the sea life in the rock pool for example shellfish and starfish.
- ✓ I can draw and label the plants that grow in the rock pool for example seaweed.

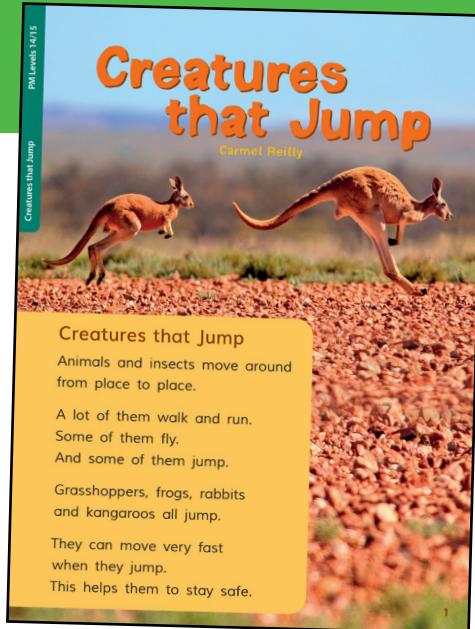
Teacher's Notes

Text type: Information report (Informative) **Vocabulary:** Title, General statement (Macro Group), Description (Micro Group), Evaluation/conclusion

Word work: Word endings – big, bigger, biggest (comparative and superlative adjectives)

Additional resources: web links on creatures that jump

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops



Before reading ('Card walk')

Introduce the text type: Non-fiction, Information report (Informative)

Look at the photos:

Page 1: Discuss how the kangaroos are moving. Locate the heading.

Page 2: Locate the headings. What do you notice about the grasshopper's and frog's legs?

Page 3: Locate the headings. Discuss the creature's similarities and differences.

Page 4: Locate the heading. What helps the grasshopper jump?

Read 'Creatures that Jump'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an information report.

For example:

- * Title ('Creatures that Jump')
- * General statement: Macro group ('Animals and insects move around from place to place.')
- * Description: details are given to describe the subject (shape, size, colour, number, texture, action/doing statement)
- * The writing is organised into paragraphs where each new paragraph deals with one *micro* group with headings
- * Evaluation/conclusion: A summary statement about the subject ('Jumping is the best way...')

Reading into writing

Use the 'Information report' scaffold sheet provided.

Objective: To find and write the features of an information report.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the macro group.
- ✓ I can find and write the micro groups.
- ✓ I can find and write the conclusion.

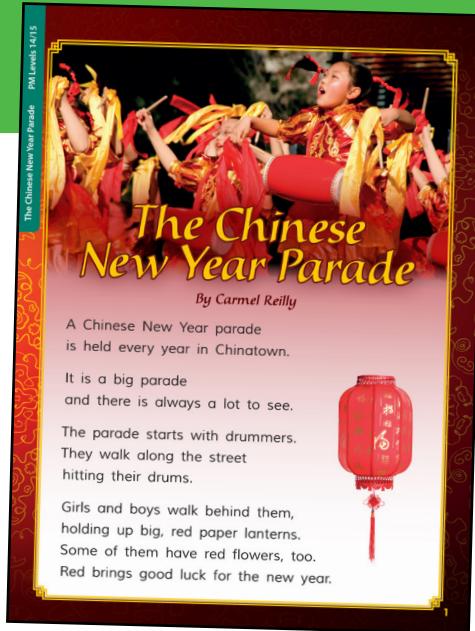
Teacher's Notes

Text type: Description (Informative) **Vocabulary:** Title, Introduction, Characteristics, Evaluation

Word work: Suffix 'er' – drummers, smaller

Additional resources: web links, books and pictures on Chinatown in different countries and Chinese New Year, Chinese artefacts for example paper lanterns, dragons, chopsticks

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops



Before reading ('Card walk')

Introduce the text type: Non Fiction, Description (Informative)

Look at the photos.

Page 1: Locate the Chinese lantern. Have you seen a lantern like this before? Where? What are the children doing?

Page 2: Can you describe the dragon in the photo? Why are the ladies wearing red?

Page 3: Use describing words to discuss the photo. What do you think it is?

Page 4: Describe the meal the family are eating. Have you ever had a meal like this? Where?

Read 'The Chinese New Year Parade'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an information description.

For example:

- * Title ('The Chinese New Year Parade')
- * Introduction/Macro sentence ('A Chinese New Year parade is held every year in Chinatown.')
- * Characteristics: Descriptive sentences chosen from shape, size, colour, number, texture, action ('It is a big parade....', 'Girls and boys walk...', 'Red brings good luck for the new year....', 'It is made from paper and wood...')
- * Evaluation ('My family comes to see the Chinese New Year parade every year')

Reading into meaning, writing and visual literacy

Objective: I can draw and label the dragon on page 2.

Success criteria:

- ✓ I can find and read the description of the dragon on page 2.
- ✓ I can draw and label the dragon.
- ✓ I can describe the dragon to my group/class.



Guided Reading Cards Making a Clay Model Elephant

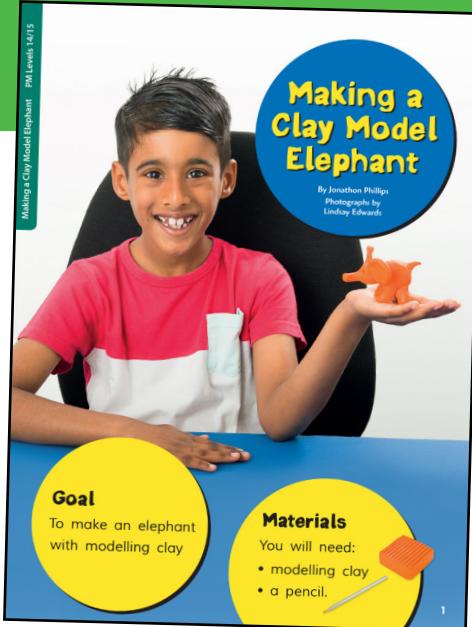
Teacher's Notes

Text type: Procedure (Informative) **Vocabulary:** Goal, Materials, Steps

Word work: Apostrophes (possession) – elephant's head, elephant's back

Additional resources: materials to make clay model, models of animals, modelling clay, play dough and so on

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops



<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Procedure (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Discuss what the boy has made. How is the text arranged on the page?</p> <p>Pages 2 and 3: Talk about the text organisation, using the photographs describe the step-by-step procedure of what the boy is making.</p> <p>Page 4: Describe the end result.</p>
<p>Read 'Making a Clay Model Elephant'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative procedure. For example:</p> <ul style="list-style-type: none"> * Title ('Making a Clay Model Elephant') * Goal ('To make an elephant with modelling clay') * Materials ('You will need...') * Steps (numbers are used to sequence steps)
<p>Reading into meaning and speaking and listening</p>	<p>Objective: To follow the steps in an informative procedure.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can re-read the goal. ✓ I can re-read the steps and make a clay model elephant. ✓ I can explain to the class how I made my clay model elephant.

LEVELS

14/15

Card 20



Guided Reading Cards

At the Play

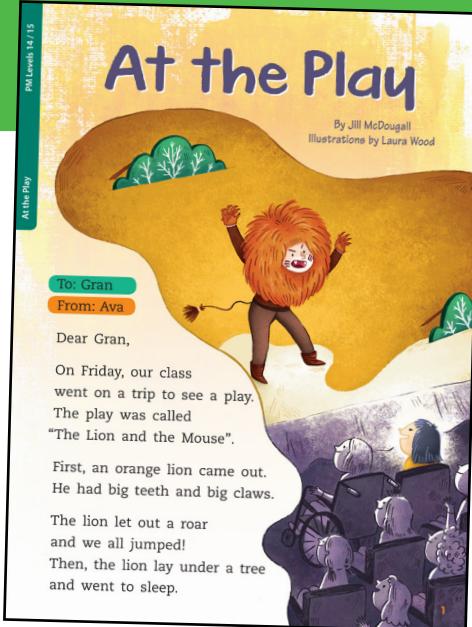
Teacher's Notes

Text type: Recount (Imaginative) **Vocabulary:** Title, Orientation, Sequence of events, Personal comment

Word work: Time connective words – First, Then, Next, At last

Additional resources: a letter, PM book: *The Lion and the Mouse*, a play programme

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks and exclamation marks



Before reading ('Card walk')

Introduce the text type: Fiction, Recount (Imaginative)

Locate the title. Look at the pictures. Discuss characters and locate their names:

Page 1: Discuss the setting. Locate the green and orange text boxes. What do they mean? Discuss emails and letters.

Page 2: What are the little mouse and the lion doing?

Page 3: How is the mouse helping the lion? How has the situation changed?

Page 4: What are the characters and audience doing? Why is there a smiley face at the end of the text?

Read 'At the Play'

Follow the instructions and questions on [page 4](#) of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount. For example:

- * Title ('At the Play')
- * Orientation ('On Friday, our class went on a trip to see a play.')
- * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'First', 'Then', 'Next', 'At last')
- * Personal comment ('I liked the play very much.')

Reading into speaking and listening

Before this activity, ensure children have prompt cards to remind them of the features of an imaginative recount.

Objective: To retell the series of events of 'At the Play'.

Success criteria:

- ✓ I can re-read 'At the Play'
- ✓ I can tell:
 - where
 - when
 - who.
- ✓ I can tell the main events, in the correct sequence.
- ✓ I can tell the personal comment.



Name _____

Today is _____

Narrative

Objective: To find and write the features of a narrative.

Title
Orientation
Characters
Complication/problem
Resolution/solution

Name _____

Today is _____

Information report

Objective: To find and write the features of an information report.

Title			
Macro group			
Micro groups			
Conclusion			