

# Going on holiday

PM Level 1

Magenta

**Text Type** Repetitive

**Running Words** 40



## Preparing for Guided Reading

### Orientation to the Text

- Discuss vehicles and encourage students to share their experiences of travelling.

### Prior Knowledge

- This book features different ways that families go on holiday.

### Key Language Structures

- This book has one sentence on each double-page spread.

## Building the Balanced Reader

### Concepts About Print

- Ensure that one-to-one word matching is secure.
- Make letter and sound links.
- Introduce *We* and *go*. Focus on the different visual patterns and sounds of *We*, *go* and *in*.
- Reinforce the sound of the initial letter of each vehicle and say its name, e.g. *The word van begins with the letter v.*

### Vocabulary

#### Key High-frequency Words

*We, go, in, a*

#### Content Words

*train, bus, car, van, boat, truck, camper-van, plane*

### Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *We* and *go*.
- Use initial sound and picture clues to help decode content words.

### Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

### Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Talk about feelings of anticipation before leaving for a holiday. Read the title page and discuss the articles that might be in the bags.

- **Pages 2–3** Read the text with students. Study the photograph, noting the fact that trains travel on rails.
- **Pages 4–9** Ask students to read the text. Talk about the vehicles – the number of people they can transport and where the luggage can be stored.
- **Pages 10–11** Note the life-jackets. Discuss the reasons for wearing them. Comment on the fact that boats travel on water.
- **Pages 12–15** Discuss the fact that these vehicles are both a form of transport and also holiday homes.
- **Page 16** Have students talk about their own experiences of plane travel.

### Comprehension

- Is there more than one way to travel when going on a holiday? (*Literal*)
- Do some forms of transport require special clothing? (*Inferential*)
- Can children take toys with them on holiday? (*Inferential*)

### Follow-up Activities

- Make a mural background of a road, a railway line, the sea and the sky. On pieces of card, have students paint a vehicle of their choice. Paste these on to the mural. Encourage them to write a matching caption.

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## Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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## Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up