Group/Guided reading

Introducing the story

• Look at the cover and read the title with the children, pointing to the words as you read. Help the children to read the blurb on the back cover and ask them to guess the answer to the question. Ask: What do you think might happen in the story?

• Talk about castles and ask the children to tell you about any they have visited or seen in books or on television.

• This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Reading the story

• Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example qu-ee-n, c-oa-ch.

• On page 4, point to the word knight and help the children to read this word. Sound out the individual sounds in the word kn-igh-t for the children and encourage them to use this information to blend the sounds together. Explain that in this word the grapheme kn is code for the /n/ sound. Ensure that the children know what a knight is; you can use the suits of armour in the illustrations to help your discussion.

• On page 6, encourage the children to sound out and blend the word queen, qu-ee-n. Ask the children if they can think of other words that contain the qu grapheme (e.g. quick, quack, quiz, quit).

• Pause after reading page 9 and ask: Who do you think is shouting ‘I am the king!’? Encourage the children to look closely at the illustration on this page to see if there are any clues as to who the man might be.

• At the end of the story, ask: Why do the visitors think it is a good castle?

Returning to the story

• Ask: How many people wanted to be king? Ask the children to look back at pages 7, 8 and 9 to find out. Look at the pictures on pages 6 and 7 and ask: Who would you like to be, and why?

• Look at the picture on page 13. Ask: Why are the people bowing? If you were one of the visitors, would you bow? Why?

• Return to pages 14–16. Talk about why Biff did not want to tell the visitors that Dad is not the king. Ask: Do you think they should tell the visitors?
Independent reading

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *m-o-a-t*, *t-u-r-r-e-t-s*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - castle
  - knight
  - shouted
  - woman
  If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

- Ask the children to take turns to be Dad and read his words on pages 9 and 11.
- Discuss how the children think a king might speak. Would he speak in a loud, bossy voice, or in a quiet friendly way, for example? Encourage the children to work in pairs or in small groups and to discuss all the characteristics they associate with being a king. Ask them to practise reading Dad’s speech in different ways and to focus on putting lots of expression into their speech.
- Ask each pair or group to decide on which voice they think is the most appropriate for a king.
- Gather the class back together and ask the children to re-read Dad’s words in the voices they decided sounded most like a king. Discuss whether there are any similarities between the voices the groups decided on.

Writing activities

- As a class talk about castles. Discuss the labels you might have in a book about castles, so that the reader knows what everything is. It might be helpful to show the children some examples if you have any available.
- Look at page 1. Ask: *Which parts of the castle can we label?* Scribe a list of the children’s ideas. Where appropriate, encourage the children to use their phonics skills to help you to spell words. Encourage them to look up the spellings in the story to help (e.g. car park, page 2; moat and turrets, page 3).
- Repeat for the pictures on pages 6 and 7. What can the children see and label? (e.g. knight, queen, king, torch, steps).

Cross-curricular suggestion

History – Ask the children to find out about what life was like for the king and queen in a castle in different historical periods, using reference books. Ask them in what ways they think the life of today’s Queen is the same and in what ways they think it might be different.
Bug Hunt

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided Reading

Introducing the story

- Read the cover title and look at the picture. Ask: How are the children feeling? Talk about what they think Biff and Kipper are doing and what they have in the jar.
- Help the children to read the back cover blurb. Remind them to sound out and blend new words, such as ‘h-a-pp-e-n-s’ and ‘j-ar’. Ask the children what they think might happen to the bug in the jar.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the to I put she was you they are went said have out what

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example ch-e-ck, p-e-ck-i-sh.
- Pause at the end of page 1, and ask: What is Biff looking at? What do you think Kipper has found?
- On page 2, help the children to sound out and blend the word soil, s-oi-l. Talk about the grapheme oi and ask the children if they can think of any other words that contain the grapheme oi (e.g. oil, coin, boil, coil, foil).
- On page 8, ask the children to sound out and blend the word peckish, p-e-ck-i-sh. Talk about what the word means and ask them to think about other words that can be used to mean ‘hungry’.
- Pause after reading page 13. Encourage the children to look carefully at the picture, then ask: What do you think will happen next?

Returning to the story

- Return to the beginning of the story. Ask the children if they have been on a bug hunt. What do they like or not like about bugs?
- Re-read page 4. Ask: Why does the lid have holes? Why does the bug need air?
- Look at page 12 and ask: What might Floppy be thinking?
- Look at the picture on page 16. Ask: How does Mum feel? How would you feel if you had nearly had a bug on toast? How do you think the bug feels?
Independent reading

• Introduce the story as in the Introducing the story section above.
• Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
• As they read, encourage the children to sound out and blend new words, for example m-or-n-i-ng, b-u-tt-er.
• Support children with reading tricky words.
• This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  hunt holes insect shouted kitchen toast think let’s
If a word is too difficult, simply read the word for them.
• Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
• For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

• Ask for volunteers to role-play the characters of Mum, Biff, Chip and Kipper. Tell the volunteers that they are going to answer questions about the story from their point of view. Tell the rest of the children in your class that they are going to ask questions about the events of the story to each of the characters in it. Use the hot-seating technique to hold a discussion with each of the characters from the story.
• Encourage children to ask ‘Mum’ questions, e.g. Why did you open the jar? What did you think was in the jar?
• Next, encourage the children to ask ‘Biff’ questions, e.g. Why did you leave the jar on the table? What happened to the bug?
• Then ask ‘Chip’ questions, e.g. Did you really think Mum wanted a bug on toast for breakfast?
• Finally ask ‘Kipper’ questions: What did you think when you found the bug?

Writing activities

• Ask the children to imagine that they have gone on a bug hunt, found a bug and put it in a jar.
• Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask them to draw their bug in a jar. You may want to tell the children to use picture books for reference and discuss what types of bugs they might find in your setting or in their gardens. Alternatively, the children could draw imaginary bugs and make their creatures as weird and wonderful as they can.
• Encourage the children to add labels to their picture to show the features of their bug, for example, if it has wings, how many legs it has, what colour it is. Help the children to write a simple caption underneath, e.g. A bug in a jar.

Cross-curricular suggestion

Science – Provide the children with picture books to research the life cycle of a bug, such as a butterfly.
Stage 3

Mister Haggis

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.
Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

• Look at the cover and read the title with the children, pointing to the words as you read. Ask: Who do you think Mister Haggis is?
• Talk about parrots and how some parrots can be taught to speak. Share any experiences of parrots or similar birds.
• Read the back cover blurb together, encourage the children to sound out and blend any new words. Focus on the word chattering. If appropriate, help the children to sound out and blend the word ch-a-tt-er-i-ng. Talk about what the word means and ask them to think about other words that can be used to mean ‘talking’.
• This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Reading the story

• Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example f-oo-d, s-o-ng.
• After reading pages 2 and 3, point to the grapheme ee in see. Talk about the grapheme ee and ask the children if they can think of any other words that contain the grapheme ee. Ask the children to find a word containing the same grapheme on page 2 (green).
• Pause after reading page 7. Ask: Why do you think Mum doesn’t want to keep the parrot? What do you think will happen next?
• On page 10 help the children to read night-night. Talk about the grapheme igh and draw children’s attention to the fact that it has three letters that are code for one sound. Ask the children if they can think of other words that contain the grapheme igh.
• Ask the children why the man is putting a cover over the parrot. Ask: Why is the man saying night-night to the parrot? Check that the children understand that the cover makes the cage dark so the parrot thinks it is night-time and goes to sleep.

Returning to the story

• Return to page 1. Ask the children how they would feel if they saw a parrot outside. Ask: What would you do?
Re-read the text on page 12 and look at the picture. Ask: Why do you think all the lights are on in the house? What is keeping everyone awake? Talk about how the children think the family would feel about being kept awake all night.

Turn to the last page of the story and talk about what might happen next. Ask: Do you think the man will take his parrot or leave it with the family?

Ask the children if they would like a parrot as a pet, and why.

**Independent reading**

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example k-ee-p, p-a-rr-o-t.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - flew  green  head  poster  stop  last  cover
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

**Speaking, listening and drama activities**

- Discuss the parrot’s name. Do the children think it is funny? If so, why?
- Take turns to think of a different funny name for a parrot and try to make each other laugh. Have a class vote on the funniest name.
- As a class re-tell the story in your own words. Ask the children to think about the parrot in particular and what he says. As a class, or in groups, encourage the children to think of other things that they think the parrot might say. Help them to think about sayings that could be funny or could have helped to find out who he belonged to.

**Writing activities**

- Look together at the poster on page 8. Discuss what it might say (a description of the parrot, when it was found, a contact telephone number). Act as scribe and write the children’s ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask the children to design their own ‘Found’ poster for the parrot. Ask them to draw a picture, and then write ‘Found’ above and a description of the parrot below. They can use the words you have scribed on the board to help them.

**Cross-curricular suggestion**

Science – Research about parrots. Encourage the children to find out about the features of a parrot, the natural habitat they live in and what they eat.
A Walk in the Sun

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta.
Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

• Read the title to the children. Look at the cover picture together. Ask: What is happening in the picture? Where do you think the family might be going? What do you think will happen in this story?

• Read the blurb on the back cover to the children and draw attention to the word right, r-igh-t. Talk about the grapheme igh and draw children’s attention to the fact that it has three letters that are code for one sound. Ask the children if they can think of other words that contain the grapheme igh.

• This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the to I go he we was they all went children said were saw

Reading the story

• Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example f-ar-m, sh-ee-p.

• On page 2, ask the children to sound out and blend the word near, n-ear. Talk about the grapheme ear and ask the children to find another word on page 2 that contains the grapheme ear (hear).

• On page 3, help the children to sound out and blend the word rooster, r-oo-s-t-er. Check that they understand that the grapheme oo makes a single sound. Ask the children to find another word on the page containing the oo grapheme (boots). If appropriate, you may want to discuss the oo grapheme and explain to the children that it is code for /oo/ as in spoon and /oo/ as in cook.

• Pause after reading page 11. Ask: Why is Lee stopping everyone from following the man? What is Lee worried about?

• Pause after reading page 13 and ask: What do you think will happen next?

Returning to the story

• Look at the children’s expressions on page 6. Ask: How do you think they are feeling?

• Return to pages 12 and 13. Talk about walking the countryside. Tell the children that it is advisable to walk carefully and quietly through fields with animals in them. If animals do approach you, carry on quietly and do not run.

Note to teachers: The situation shown in the story is fictitious and should not be one that children will encounter. According to the Wildlife and Countryside Act 1981 it is prohibited to keep bulls on
land which is crossed by a public right of way. However, this could be a good opportunity to talk to the children about The Countryside Code and how to enjoy the countryside responsibly.

- Look at the picture on page 13. Ask: How would you feel if you were the man?
- Look at the picture on page 16. Ask: How do you think the man is feeling now? What do you think he will do next?

Independent reading
- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *c-ow, c-oo-t*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - walk  farmhouse  way  bull  shouted  rooster  past  tree
- If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities
- Write some of the words from the story that contain Phase 3 graphemes on the board. Such as: sheep, barn, cow, horns, oak, near, farm, hear, boots, farmer, haircut, shearing, coat, hair, need, sure, right, beech.
- Explain to the children that they are going to play a game. Instruct the children that you are going to call out a sound and they should try to find the word that contains that sound.
- Call out: Give me an /ee/! Invite a child to point to a correct word on the board and to read out the word. If necessary, prompt the children by reading each of the words on the board so that they can listen out for the correct sound.
- Continue in this way with other Phase 3 sounds (*oa*, *or*, *ar*, *ow*, *air*, *ear*).

Writing activities
- As a class discuss what happened in the story. Focus in particular on the end of the story and how we last see the man sat in the tree with the bull standing beneath him. Tell the children that you are going to work together to write the next episode in the story.
- Ask the children to give you suggestions for what happens next in the story. Act as scribe for the children and write down their ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Work as a class to choose one scenario for what happens next and help the children to think about the events, the characters involved, what might be said etc. and write the text for the scenario on the board.
- Ask the children to each draw a picture to accompany your continuation of the story and help them to write a simple sentence to accompany it. They can use the text written on the board as a starting point.
Introducing the story

- Look at the cover and read the title with the children, pointing to the words as you read. Ask: Which grapheme is in both words? Help the children to identify ee as /ee/ in green and sheets.
- Read the blurb on the back cover with the children. Encourage them to use their phonics skills to read words where appropriate and read more difficult words to them. Ask: What colour do you think the sheets were before they turned green? What do you think happens in the story?
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

the to no he was all my her said so do there out went oh here

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example t-u-r-n, d-ow-n.
- On page 1, help the children to read the word washing, w-a-sh-i-ng. Explain to the children that in this word the grapheme a is code for the /o/ sound. Encourage them to use this information to sound out and blend the word.
- Pause after reading page 13. Draw attention to Mum and Dad’s expressions on pages 12 and 13. Ask: How do you think they feel about the green sheets? Would you like green sheets? What do you think they will do next?
- On page 15, help the children to read the word school. Sound out the individual sounds for the children and encourage them to blend the sounds together. Explain that in this word the grapheme ch is code for the /k/ sound.
- After reading page 16, look at the picture and ask: Why is Biff’s PE kit light green? What happened to it? Return to page 11 so that the children can check their answer.

Returning to the story

- Return to page 3 and take turns to read Dad’s words, giving emphasis to the words in italics. Ask: Why is Dad shouting and in a hurry? Look carefully at the pictures on pages 5 and 6 for a clue.
- Look at page 11 again and ask: What made the washing go green? Look at the colour of Biff’s shorts on page 7 and ensure that the children understand that the colour ran out of Biff’s shorts and dyed the white things green.
- Look at the picture on page 16. Ask: How does Biff feel about having a pale green PE kit that is different to the rest of the class?
Independent reading
- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example d-ear, g-oo-d.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  washing machine shouted shorts PE green mean think school
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities
- Talk about other things that might have gone wrong with the washing. For example, everything shrinking, everything getting torn by something being put into the washing machine by mistake, something being left in the pocket of a piece of clothing and being washed by accident, the washing machine flooding the kitchen floor or everything turning a bright colour.
- Discuss how Mum, Dad and Biff would feel if these things happened.
- Talk about any times the washing has gone wrong in the children’s homes. Ask: How did you feel? How did your parent/carer feel?

Writing activities
- Together write a class version of the story using one of the ideas discussed in the Speaking, listening and drama activity above.
- Work as a class to create new text for the story based on the different events and how Mum, Dad and Biff would feel. Act as scribe to write the new sentences for pages 11 to 16 on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask them to create a new page 11 showing what happens in the washing machine, drawing a picture and adding a sentence. They can copy the sentence from the board or create their own, as appropriate. Alternatively, they may want to create new pages 12 and 13 to show Mum and Dad’s reaction to what happens.

Cross-curricular suggestion
Art and design – Provide the children with small bits of a torn sheet and a variety of paints or dyes (as appropriate for use in your setting). Encourage mixing colours and then dipping the material into various mixes to see what colour the material becomes.
Road Burner

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta. Teaching notes written by Liz Miles.

Group/Guided reading

Introducing the story

- Look at the cover and help the children to read the title. Encourage them to sound out and blend the words. Talk about the grapheme **oa** and ask the children if they can think of other words that contain the grapheme **oa** (e.g. goat, coat, boat, toad).
- Talk about the cover picture and Nadim’s car. Ask: Why do you think the car is called the ‘Road Burner’?
- Ask the children what they think will happen in the story.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example: **p-o-ck-e-t**, **z-oo-m**.
- On page 1, help the children to read the word **birthday**. Tell the children any sounds that they may not have learned at this stage. Encourage them to use this information to sound out and blend the word, **b-i-r-th-d-ay**. If the word is too difficult, read the word for them.
- Pause at the end of page 5 and ask why Chip is finding the Road Burner hard to steer. Ask the children if they have ever played with a remote control car. Did they enjoy it? Was it easy to steer?
- On page 9, ask the children to sound out and blend the word **hear**, **h-e-a-r**. Talk about the grapheme **ear** and ask the children if they can think of any other words that contain the grapheme **ear**.
- Pause after reading page 11. Ask: What do you think Nadim’s plan is?
- After reading page 13, look at the picture and talk about the Road Burner. Ask the children to describe it and the noise it might make.
Returning to the story

- Ask the children to re-tell the story in their own words, using the pictures as prompts.
- Return to page 9 and re-read the text. Ask: *Why didn’t the man stop?* Encourage the children to look at the picture for more information. (He is wearing earphones so can’t hear.)
- Look at pages 14 and 15. Talk about what the children might have done if Nadim’s Road Burner had not been fast enough. Ask: *What would you do?*
- Return to page 16 and re-read the text. Ask: *How do you think the man felt to have his wallet back? How do you think Nadim feels?*

Independent reading

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *t-ur-n, g-oo-d.*
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:
  - *birthday, fast, past, wallet, stop, plan, sent, scooter, thank*
  - If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

- Talk about the name ‘Road Burner’. Ask: *What does it mean? Is it a good or a bad name for a fast car?* Ask the children for their opinions and reasons.
- Ask the children for ideas of other names for fast cars. Explain that they can make up a word. Prompt with words that suggest speed (e.g. *Road Zoomer, Road Whizzer*). Alternatively, they could name it after a fast-moving animal, such as *The Cheetah or The Leopard.*
- Discuss which are the best ideas and why.

Writing activities

- On the board write the text from page 14: *The scooter was fast but the Road Burner was faster.* Ask the children to think of things that might be faster than the Road Burner. List their ideas on the board.
- Rewrite the sentence: *The Road Burner is fast but the ___ is faster.* Write one of their suggestions in the gap.
- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask them to draw one of their suggestions going faster than the Road Burner and to write a sentence underneath, following the sentence you scribed.

Cross-curricular suggestion

Art and design – Ask the children to draw a design for their own toy car, adding all the essential components.