Guided Reading Notes

Phonic and vocabulary coverage

Curriculum correlation
English Early Years Foundation Stage

Activities focus on key skills

Developing comprehension
- Would children like to be able to shrink when they play with their own friends? What sort of things would they be able to do if they were tiny? (visualizing, empathizing)
- Ask the children to find instances in the story where the reader can infer that the characters are tiny. Refer them to how the characters are able to go inside the small snow den and skate on the sheet of ice. (deducing, inferring, drawing conclusions)
- Ask them to close their eyes and imagine what it would be like to this size and doing these things. (visualizing)

Developing vocabulary
- Draw children’s attention to some of the onomatopoeic words in the text, e.g. Brrrr (p.6), WHOOSH (p.7), THUMP (p.16), whooping and whizzed (p.17). Talk about the effect of using onomatopoeia and the way the author has placed some words in capital letters.
- Encourage children to consider the /s/ phoneme which occurs frequently in this text, making the link between the sounds in snow, slipping, sliding and ice. Comment on the onomatopoeic effect of using this phoneme and compose simple sentences to illustrate this.

Correlation to the latest UK curricula

Foundation Phase Framework for Wales

Scottish Curriculum for Excellence

Northern Ireland Primary Curriculum

Assessment points drawn from the Oxford Reading Criterion Scale: Assessment Standard 0:

1. Can the children sequence the important parts of a story that is known to the reader in order? (R)
2. Can the children use developing GPC knowledge to sound and blend simple VC and CCVC words? (READ)
3. Can the children talk about the main points and key events in a text e.g. main story setting, events, principle character? (R)
4. Can the children recognize language patterns in stories, e.g. repeated phrases, rhyme, alliteration? (A)

Assessment points drawn from the Oxford Reading Criterion Scale:

Reading and talking
- Enjoy exploring events and characters in stories and other texts, making my thoughts in different ways (LIT 0-10):
- Enjoy exploring events and characters in stories and other texts, making my thoughts in different ways (LIT 0-15):
- Enjoy exploring events and characters in stories and other texts, making my thoughts in different ways (LIT 0-25):
- Enjoy exploring events and characters in stories and other texts, making my thoughts in different ways (LIT 0-30):

Reading
- Develop confidence, when appropriate, in becoming more able to work together and use what I have been helped to read and write
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Talking and listening
- Develop social use of language through: observing modelled language and that sounds are represented by letters and that phonemes are represented by graphemes (written letters) (Reading strategy) (A)
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Talking and listening
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Activities taken from Oxford Level 8 (Purple Book Band): Buildings

Developing comprehension
- In pairs, ask the children to retell the moment Cat is pulled through the X-gate, one as a third-person narrator and the other in the first-person as Cat. How does this difference in perspective affect the story? What are the advantages and disadvantages of each approach? Has the author chosen the most effective voice for this scene? (summarizing, emphasizing)
- Ask the children to discuss how Cat would be feeling at this different points in these chapters.

Developing grammar, punctuation and spelling
- Look together at the words ending in -ent and -est. Try to think of different ways to remember the spellings.
- Discuss as a group, drawing out some of the key mysteries, e.g. the two mysterious dots on Dani’s monitor. How might these mysteries be linked? How do the children think Cat escaped the lava? Challenge the children to justify their opinions.
- (deducing, drawing conclusions)

Before reading
- Ask children to discuss how Cat would be feeling at this different points in these chapters.

Assessment point
- Can the children identify the point of view of some characters and how it impacts on the reader?

Assessment point
- Can the children use quotations and text references to support ideas and arguments? (ORCS Standard 7.18)

Developing fluency
- Look at pages 22–23 and, in pairs, ask the children to retell the story using the pictures for support. (summarizing)
- Ask each pair to choose one of the characters to focus on, spending a few minutes together for children to make their choices. Ask the rest of the group to hot seat each pair in turn about the story; each pair answers questions from their character’s point of view. If necessary, model how to do this first. (questioning, synthesizing, empathizing)
- Focus on the importance of using capital letters and full stops in sentences. When might they replace a one-syllable verb with a short vowel sound and ends in a consonant you need to double the consonant before adding -ed? Discuss the spelling rule: if a one-syllable verb has a short vowel sound and ends in a consonant you need to double the consonant before adding -ed. Explain that this rule can also be applied to adding -ing, -er, -est and -y to words that end in an ‘e’.