

CRACKING COMPREHENSION



Year 1

Teaching and Assessment Guide

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Don't forget to log on to My Rising Stars to access:

- The Interactive Modelling Software
- All teaching notes
- Teaching text questions
- Progress Task sheets for all Assessment Tasks

How to use this resource

Introduce, Listen and Read

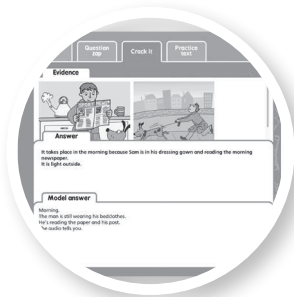
This can be run either as a whole-class, or with an adult-led group.

- 1 Introduce the unit by sharing the 'Key text features'.
- 2 Click on the **Look** tab in the Interactive Modelling Software to access the 'teaching texts'. The initial 'teaching texts' are picture based. Later units have text with audio. In both cases, the **Listening comprehension questions** are shown on the first screen.



Model

- 1 In the **Question zap** tab, click on the first question to open it. Read it aloud.
- 2 **Zap the question:** Teach children how to interpret the question:
"What is being asked?"
"What steps might you take to answer this question?"
Use the on-screen tools to highlight key words in the question. Answers and strategies are supplied in the Teacher's Guide.
- 3 Teach children to identify parts of the image, words, or sentences that may be useful in answering the question. On the **Search** tab, use the on-screen tools to highlight parts of the picture or text. The children can use the scissors tool to 'cut' these out. Click 'Copy to Crack it' to transfer this picture or text to the evidence section of 'Crack it'.
- 4 In the **Crack it** tab, use the copied picture or text in the 'evidence' section to write or orally compose an answer.

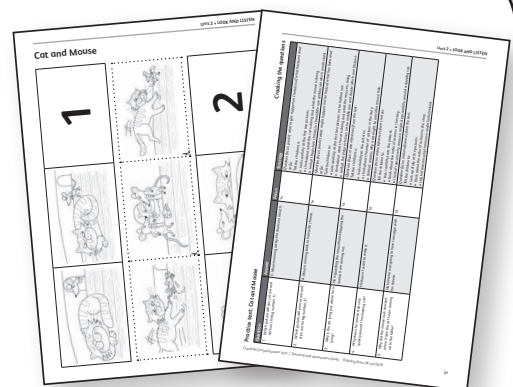


Practise and Apply

In all of the units, the process of using the Practice text exactly mirrors that of the Teaching text. This is so that the children are more familiar with expectations in the Practice text and can therefore work a little more independently. The pace will always be controlled by the teacher, who moves the group or class on to the next question together.

- 1 Revisit the key strategies taught using the Teaching text, and then distribute photocopies of the Practice text, for children to practise answering the questions, applying the strategies taught. (These can be found in the home screen of the Interactive Modelling Software online, or photocopied from the Teacher's Guide.)

Read each question aloud, and allow children time to answer before moving on to the next. Less-confident children might benefit from either working in pairs or revisiting the more familiar Teaching text, before working more independently.



- 2 Display the Practice text tab in the Interactive Modelling Software. Use the strategies suggested in the Teacher's Guide to mark and discuss the children's answers. You may want to let children mark their own work, although you will want to monitor their answers as part of your ongoing assessment procedures.

As children begin working with increasing independence, you can move on to select more texts in other *Cracking Comprehension Year 1* units, or well-known class stories that give additional opportunities to practise the skills and strategies that children found most challenging.



Extend

Children can extend their learning, either through writing (see *Moving into writing*) or through developing further reading pathways (see *Extending reading*). Brief suggestions for both of these routes are included in each unit of the Teacher's Guide. It is anticipated you will use your professional understanding of effective ways to teach reading and writing if you follow the suggestions.

Moving into writing

- Listen again to the story of *Sam and Misty*.
- Ask the children to pretend they are dogs like Misty. Can they show you – just using their faces and their hands – what Misty would look like when she thought Sam was going to take her for a walk? When she saw that there was a space on the sofa beside Sam? When Sam pointed to her basket? When Sam came to the door? When Sam didn't pay her any attention?
- Revisit the same scenarios, but now ask the children to give you words. Write the children's suggestions of happy and sad words in two columns as a word bank.
- Ask pairs of children to choose either the first three pictures or the second three pictures.
- Within their pairs, ask the children to retell the story of their pictures. Let both children in the pair tell the story. Encourage their response partner to suggest new details or information they could add. Remind them to add information about how Misty felt.
- Ask the children to write the part of the story that tells about their three pictures.

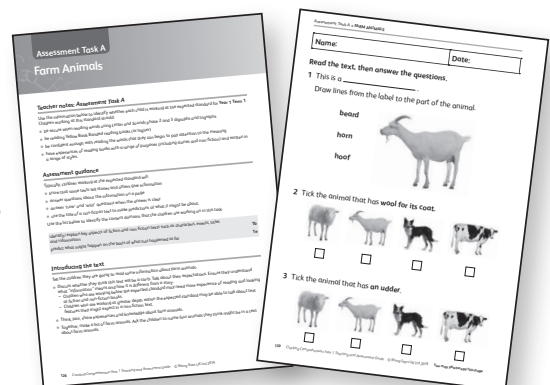
Extending reading

Rosie's Walk – Pat Hutchins
A Bear-y Tale – Anthony Browne
A Ball for Daisy – Chris Raschka

Assess

Termly assessment tasks allow you to monitor children's progress. Introduce the assessment tasks and explain and model what you want the children to do.

- 1 Provide each child with a question sheet.
- 2 Read each question/instruction aloud and give children the opportunity to read the text and record their answer.
- 3 Allow oral responses when they enable you to assess comprehension separately from accuracy or from writing.



Introduction to *Cracking Comprehension*

■ What is *Cracking Comprehension*?

Cracking Comprehension Year 1 will gradually help children to develop the techniques to answer the types of questions asked in the Key Stage 1 national test for reading at the end of Year 2.

Cracking Comprehension offers a complete teaching and learning package to ensure all children make progress through:

- whole-class or group teaching, modelling and practice
- small-group practice, working with a greater degree of independence and familiarity
- individual formative assessment online and in the classroom.

Cracking Comprehension Year 1 comprises both this teacher's guide, and online access to Interactive Modelling Software and printable resources on My Rising Stars at www.risingstars-uk.com. The different components interweave.

The teacher's guide provides photocopiable teaching and practice texts, teaching notes and assessment tasks.

The online access at My Rising Stars provides interactive tools and pupil quizzes for modelling and practice. The Interactive Modelling Software helps teachers and children model key reading skills, and can be followed by the pupil quizzes, when children can practise the skills acquired independently, at home or in small working groups. The online pupil quizzes can be used to track and monitor progress, using the reporting and progress area.

Between them, these components provide you with everything you need for weekly or bi-weekly comprehension lessons.

■ *Cracking Comprehension* and the National Curriculum for English

The progression and structured development of the texts means that *Cracking Comprehension Year 1* addresses all of the statements in the National Curriculum reading section 1 – word reading. The main focus, however, is the reading section 2 – comprehension.

The Year 1 texts create the foundation from which children can progress towards the end-of-Year 2 national tests by explicitly teaching and modelling the comprehension skills needed. The references included on page 146 are those used to identify different

'content domains' of reading in the Y2 national tests together with the NC objectives.

■ What's in it?

Cracking Comprehension Year 1 offers 15 comprehension teaching units and three assessment tasks which address and develop different skills needed for reading.

At this level, the texts children access for comprehension should be slightly easier than those they can decode independently. For this reason, the texts here are carefully organised according to growth in decoding ability (please see the units table on page 146 for reference).

The texts within the first two units do not anticipate that the children will read, but do expect that they are familiar with books and stories. The intention is that we initially separate and teach comprehension skills to enable children to:

- Engage with, and understand, the text.
- Understand questions and identify the information needed.
- Match what they hear with what they can see or read.
- Follow instructions as to how to respond to questions.

In Unit 2, the expectation increases as children also need to:

- Recognise that a sequence of images can show events in a story, rather than each image representing a separate story.
- Demonstrate their understanding of story structure by predicting the most appropriate ending to the story.

In Unit 3, children are expected to read speech bubbles with which they are familiar. From Unit 4 the Book Band level at which they are doing comprehension activities should be easier than their independent and guided reading levels. Units 4–15 gradually teach and extend the skills needed to demonstrate reading comprehension.

By using this structured progression, we can gradually prepare children not just to understand what they are reading, but also to demonstrate their understanding through written answers to comprehension questions. Three optional assessment activities at the back of the book support you in determining whether children are on track to meet expected standards by the end of Year 1.

Listening comprehension

All texts have suggested listening comprehension questions that enable you to probe more deeply into the children's understandings of the text. These questions have three key functions:

- to develop vocabulary, since it is widely accepted that one of the biggest barriers to good comprehension is limited vocabulary;
- to develop the comprehension skills that children will need to call upon;
- to encourage discussion around the text, exploring ideas which are beyond the children's ability to read or record.

By using this structured progression, we can gradually prepare children not just to understand what they are reading, but also to demonstrate their understanding through written answers to comprehension questions.

■ How do I use the teaching units?

The pathway through each *Cracking Comprehension Year 1* unit is flexible, according to the specific needs of you and your children. (See the *How to use this resource* on pages 4–5 for a suggested learning pathway.) Whether you choose to teach a comprehension lesson every day for a week, weekly over a half-term or for a focused half day per half-term is your choice.

■ How do I use the Assessment Tasks?

There are three assessment tasks, all aimed at children in year 1 or in the early stages of reading with comprehension. The tasks provide a range of Assessment for Learning activities to give you some more objective understanding of how the children perform at an isolated task.

The tasks are intended to be used as follows:

- Task A, after Unit 5, at the end of Y1 term 1. It assumes secure knowledge of Letters and Sounds phase 3 graphemes.
- Task B, after Unit 10, at the end of Y1, term 2. It assumes secure knowledge of phase 3 and 4 graphemes and developing familiarity with phase 5

(new ways of pronouncing familiar graphemes and new ways of representing familiar phonemes).

- Task C, after Unit 15, at the end of Y1 term 3. It assumes secure knowledge of phase 5.

The tasks are not tests and are not intended to be carried out in test conditions. They are written for use with a whole class or with small groups of children.

Running the tasks

Each of the tasks comes with its own teacher notes which offer advice for each of the stages. The tasks all follow the same format:

- *Introducing the text.* This is intended to stimulate the children's interest and to engage prior knowledge. This is always a discursive activity.
- *Reading the text.* It is recommended that you begin with shared reading – this task is not primarily intended to test decoding. Distribute sufficient copies of the text so that all children can see it. Children need to be able to read the text without engaging all of their cognitive capacity, or they have nothing in reserve to spend on understanding the text. Reading the text together takes away the anxiety children may have about tricky words and initially introduces them to the language and expectation of the text.
- *Talking about the text.* If you set up the task with a shared conversation, children's confidence in the written task will increase. Questions are suggested to ensure that you model skills for finding answers to questions rather than rehearsing answers to the questions the children will be asked.
- *Answering the written questions.* At this point, ensure that each child has a copy of the text and a copy of the question sheet. The format used for these question sheets is similar to the format used for the related unit so should not be too alarming for the children.

In each of the unit descriptions, indicative behaviours are suggested for children who are working at or below the standards which indicate whether or not the child is on track to meet expected standards at the end of the year. If the outcomes of the assessment reinforce other concerns you have, raise them with your school SENDCO.

The Gingerbread Man/The Three Billy Goats Gruff

Key text features

Both 'texts' are pictures that depict a key incident from a familiar story.

- The Teaching text is a picture of the Gingerbread Man arriving at the river, pursued by a line of people and creatures.
- The Practice text is a picture of the Troll arriving on the bridge to confront Big Billy Goat Gruff.

Reading the Teaching text: *The Gingerbread Man*



- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for children to work from if you wish.
- Introduce the text by asking the children which story this picture is about. [*The Gingerbread Man*] Listen to the audio retelling of the story. Work through the listening comprehension questions. These can also be found on page 11.
- Ask the children: can you tell me the names of all of the people and animals that are chasing the Gingerbread Man in this picture? [*Little Old Woman, cat, dog, Little Old Man, horse, sheep*] And what's that in the doorway? Oh yes, it's a ... [*hen/chicken*]
- Read the teacher's script below aloud to the children. Some of what you read out will be incorrect. The children should mark/cross the parts of the picture (or on screen) to show which bits are wrong. Read slowly, giving them time to mark their picture. Do not read the words in square brackets. These are only there to help you.

Teacher's Script

I'm going to tell you some things about the picture, but I can't see your picture and some of the things I say might be wrong. If I say something and you think it's wrong, I want you to put a cross on the thing that's wrong.

Let's try.

The Gingerbread Man is running away. He's being chased by a lot of people and animals. But one of the animals isn't chasing. She's watching from the farmhouse door. She's a mouse.

Did I say something wrong? Yes – it's not a mouse. It's a hen. Did you put a cross on the hen? Show me. Remember, you don't have to say anything if I make a mistake, you just have to draw a cross on the thing I get wrong.

The Gingerbread Man is running away. Behind him, there's a Little Old Woman, and behind her there's a white and ginger badger. [cat]

The Little Old Man is number five in the line, and in front of him there's a cow. [dog]

The last of the animals chasing the Gingerbread Man is a giraffe. [sheep]

Just behind the Gingerbread Man is a Little Old Woman. She's looking very happy. [sad/cross]

Oh no. The Gingerbread Man has a problem. He can't run any further because there's a busy road [river] in front of him.

But he's not too worried. He can see a rabbit [fox] in front of him. She'll help him to get across.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- What happened next? Can anyone tell me how the story ends?
- What do you think the fox is thinking now? How do you know?

Reading the Practice text: *The Three Billy Goats Gruff*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 13 for the children to use independently or in pairs.
- Ask the following questions:
 - Which story is this picture about? [*The Three Billy Goats Gruff*]
 - Can you tell me the names of all of the animals in the picture? [*Troll, Little Billy Goat Gruff, Middle Sized Billy Goat Gruff and Big Billy Goat Gruff*]
 - Which smaller creatures can you see? [*frogs, snails, birds, fish*]
- Read the script below aloud to the children. Read slowly, giving them time to mark their picture. Don't read the words in square brackets. These are only there to help you.

Teacher's Script

I'm going to tell you some things about the picture, but I can't see your picture and some of the things I say might be wrong. If I say something and you think it's wrong, I want you to put a cross on the thing that's wrong.

Let's try.

Lots of little animals have come to see what's happening. A family of cats is sitting on the bridge.

Did I say something wrong? Yes – it's not a family of cats. It's a family of snails. Did you put a cross on the snails? Show me.

Now listen carefully. You don't have to say anything if I make a mistake, you just have to draw a cross on the thing I get wrong.

Two of the Billy Goats have already crossed the bridge. They are lying down and having a sleep [standing up/watching/eating].

The bridge goes over a busy road [river].

Near the two Billy Goats who have crossed the bridge, there is a group of five [two] birds. One is watching to see what happens.

A fierce tiger [troll] is climbing onto the bridge. It has sharp teeth, claws and three hairs [two long horns] on its head.

Sitting beside Big Billy Goat Gruff are some penguins [frogs]. They usually live in the river, but they have come out to see what's going on too.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Big Billy Goat Gruff is about to walk across the bridge. What happens next?
- Can anyone tell me how the story ends?

Moving into writing

- Listen again to the audio recording of *The Gingerbread Man* while the children look at their pictures.
- Let the children work in pairs. Each child should use their picture to retell part of the story to their response partner.
- Show children the names of the Gingerbread Man and the Fox.
- Let the children work with their response partner to role-play a more extended dialogue between the Gingerbread Man and the Fox. Give both children the opportunity to try out both parts.
- Show the children a speech bubble. If the Gingerbread Man were speaking, what is the most important thing he would say to the Fox? If the Fox were speaking, what is the most important thing he would say to the Gingerbread Man?
- Create a shared word bank of key words that children might need support with spelling.
- Give children speech bubbles to write their ideas in.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the script.

Q1: Who made the Gingerbread Man?

A1: The Little Old Woman

Strategy: The children may know the answer from their own experience of the story. Ask them to listen again to the opening of the story and to raise their hands when they hear the answer to the question, which begins with the word 'Who'. Ask them whether it would be sensible to suggest a place or a time in answer to that question. Identify the fact that the question word 'Who' needs a person or character as the answer.

Q2: What did she use for his eyes?

A2: Currants

Strategy: The children may know the answer from their own experience of the story. Ask them to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question, which begins with the word 'What'. Ask them whether it would be sensible to suggest a person or a time in answer to that question. Identify the fact that the question word 'What' needs a thing as the answer.

Q3: Where did the Gingerbread Man meet the Fox?

A3: At the river

Strategy: The children may know the answer from their own experience of the story. Ask them to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question, which begins with the word 'Where'. Ask them whether it would be sensible to suggest a person or a time in answer to that question. Identify the fact that the question word 'Where' needs a place as the answer.

Extending reading

Retellings of *The Gingerbread Man* and *The Three Billy Goats Gruff*

Each Peach Pear Plum – Janet and Allen Ahlberg

Mixed Up Fairy Tales – Hilary Robinson and Nick Sharratt

Teaching text: The Gingerbread Man

Cracking the questions

Question	Answer	Focus	Strategy
1. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. The Gingerbread Man is running away. Behind him, there's the Little Old Woman, and behind her there's a white and ginger badger.	badger cat	1a 1b	<i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> listen carefully to the story. use your eyes or fingers to point to each of the characters as they are mentioned. cross out any character that is wrong in the script. Check children understand the word 'behind'.
2. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. The Little Old Man is number five in the line, and in front of him there's a cow.	cow dog	1a 1b	<i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> check everything that is read out: is the Little Old Man really number five? Check children understand the words 'in front'.
3. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. The last of the animals chasing the Gingerbread Man is a giraffe.	giraffe chicken	1a 1b	<i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> listen carefully to the story. check whether the script was right. Check children understand the word 'last'.
4. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. Just behind the Gingerbread Man is a Little Old Woman. She's looking very happy.	happy sad/cross	1a 1b	<i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> listen carefully to the story. check whether the description is true for the picture. Check children understand the words 'behind'.
5. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. Oh no. The Gingerbread Man has a problem. He can't run any further because there's a busy road in front of him.	road river	1a 1b	<i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> listen carefully to the story. think about the two pieces of information: (a) busy and (b) road. think about what is the most important thing that might be wrong. Check children understand the words 'in front'.
6. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. But he's not too worried. He can see a rabbit in front of him. She'll help him to get across.	rabbit fox	1a 1b	<i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> listen carefully to the story. look at the picture and think about what he saw and what might happen next.

The Three Billy Goats Gruff



Practice text: The Three Billy Goats Gruff

Cracking the questions

Question	Answer	Focus	Strategy
1. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. Two of the Billy Goats have already crossed the bridge. They are lying down and having a sleep.	sleep standing up/watching/ eating	1a 1b	<p><i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> listen carefully to the story. use your eyes or fingers to point to each of the characters mentioned. cross out any character that is wrong in the script. <p>Check children understand the word 'already'.</p>
2. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. The bridge goes over a busy road.	road river	1a 1b	<p><i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> listen carefully to the story. think about the two pieces of information: (a) busy and (b) road. think about what is the most important thing that might be wrong. <p>Check children understand the word 'over'.</p>
3. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. Near the two Billy Goats who have crossed the bridge, there is a group of five birds. They're watching to see what happens.	five two	1a 1b	<p><i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> listen carefully to the story. check whether the description is true for the picture. <p>Check children understand the word 'near'.</p>
4. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. A fierce tiger is climbing onto the bridge.	tiger troll	1a 1b	<p><i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> listen carefully to the story. think about the two pieces of information: (a) fierce and (b) tiger. think about what is the most important thing that might be wrong. <p>Check children understand the word 'onto'.</p>
5. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. It has sharp teeth, claws and three hairs on its head.	three-long hairs two long horns	1a 1b	<p><i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> listen carefully to the story. check whether the description is true for the picture. <p>Check children understand the words 'claws' and 'horns'.</p>
6. Listen carefully. What is wrong with my sentence? Put a cross on the picture to show me. Sitting beside Big Billy Goat Gruff are some penguins. They usually live in the river, but they have come out to see what's going on too.	penguins frogs	1a 1b	<p><i>Question focus: draw on knowledge of vocabulary to understand texts; identify/explain key aspects of fiction, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> listen carefully to the story. check whether the description is true for the picture. <p>Check children understand the word 'usually'.</p>

Sam and Misty/Cat and Mouse

Key text features

- The 'texts' are both strip cartoons that are divided into sets of three pictures. The third picture of each strip is missing and the children have to select the appropriate picture from a choice of three.
- The Teaching text is *Sam and Misty*.
- The Practice text is *Cat and Mouse*.

Reading the Teaching text: *Sam and Misty*



- Introduce the text by letting the children listen to the audio while they look at the pictures. Work through the listening comprehension questions.
- Talk about the big numbers. What do they think happens in that space? Explain that they will have to choose a picture which fits on the number.
- Talk about how they should choose a picture. Discuss the fact that the picture should show what happens next.
- Access the Teaching text on the Interactive Modelling Software or download individual versions that the children can work from. The children should look at the first story and decide which picture goes into the empty place. They can drag and drop the image or stick the picture in place if they have individual copies. (If working on paper, the children will need access to scissors and glue in order to answer the first two questions. All other questions should be answered orally.) They can then do the same with the second part of the story.
- Ask the children to tell the story in the pictures to a friend. Sample their storytelling to check that they are able to link the pictures.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- What time of day is it? Could it be any other time?
- Why do you think the dog has its lead in its mouth? What does it want?
- How does the man feel? What has the dog done? Where should the dog be?
- What do you think happens next?
- How do you think this story finishes?
- What does Sam want to do now? What does Misty want to do now?
- Who do you think will get what they want? Why do you think that?
- Do you think Misty will be allowed to go for her walk after breakfast?

Reading the Practice text: *Cat and Mouse*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 19 for the children to use independently or in pairs.
- Introduce the title of the text: *Cat and Mouse*. What do the children know about cats and mice? What are their expectations of the text?
- Show them the cartoon strips. Do they think that their expectations are correct?
- Together, create a shared oral text about the first two pictures before the children begin their task.
- The children should look at the first story and decide which picture goes into the empty place. They can then cut and stick the picture in place if they have individual copies. (If working on paper, the children will need access to scissors and glue in order to answer the first two questions. All other questions should be answered orally.)
- They can then do the same with the second part of the story.
- Ask the children to tell the story in the pictures to a friend. Sample their storytelling to check that they are able to link the pictures.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why might the mouse want to come out of the mouse hole?
- Why does the mouse run away when she thinks the cat has seen her?
- Do you think the cat was really sleeping?
- What do you think happens next?
- How do you think the story finishes?

Moving into writing

- Listen again to the story of *Sam and Misty*.
- Ask the children to pretend they are dogs like Misty. Can they show you – just using their faces and their hands – what Misty would look like when she thought Sam was going to take her for a walk? When she saw that there was a space on the sofa beside Sam? When Sam pointed to her basket? When Sam came to the door? When Sam didn't pay her any attention?
- Revisit the same scenarios, but now ask the children to give you words. Write the children's suggestions of happy and sad words in two columns as a word bank.
- Ask pairs of children to choose either the first three pictures or the second three pictures.
- Within their pairs, ask the children to retell the story of their pictures. Let both children in the pair tell the story. Encourage their response partner to suggest new details or information they could add. Remind them to add information about how Misty felt.
- Ask the children to write the part of the story that tells about their three pictures.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the script.

Q1: Is Sam a dog or a man?

A1: A man

Strategy: Ask the children to listen to the beginning of the audio again to hear the opening of the story and to raise their hands when something in the story tells them the answer to their question. Accept sensible answers that are rooted in the audio, e.g. that Sam makes a decision; that Misty is not a man's name; that it tells us that Misty is a dog.

Q2: What kind of morning did Misty want?

A2: A busy morning

Strategy: Ask the children to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question. Can they tell you the words in the audio that give them the information?

Q3: Why do you think Misty is carrying her lead around?

A3: She needs her lead to go for a walk.

Strategy: Ask the children to listen again to the second part of the story and to think about their experience/knowledge of dogs and walks. Explain that they sometimes will need to use their knowledge of the world to answer some questions and, if there isn't an answer in the text itself, then they should use what they know anyway.

Extending reading

Rosie's Walk – Pat Hutchins

A Bear-y Tale – Anthony Browne

A Ball for Daisy – Chris Raschka



Teaching text: Sam and Misty

Cracking the questions

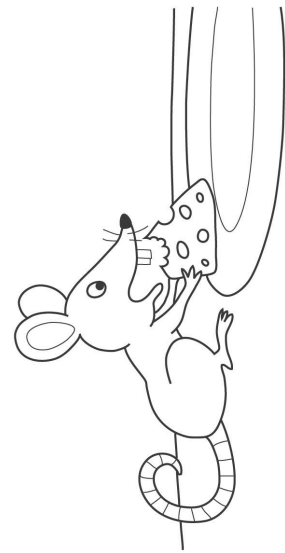
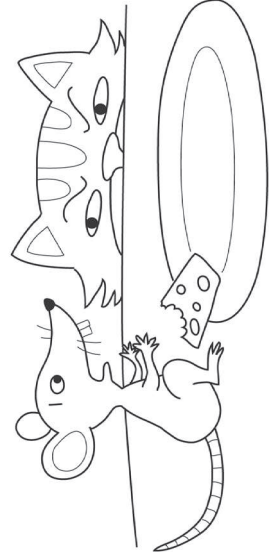
Question	Answer	Focus	Strategy
1. Which picture will you put on the big number 1?	B. Misty is in her basket.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully at the first two pictures. • think about what the man is doing and what he has told the dog to do. • look at the picture choices and decide which one fits best.
2. Which picture will you put on the big number 2?	A. Misty is standing by the front door.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully at the first two pictures in the bottom row. • think about what the man is doing and what the dog is doing. • look at the picture choices and decide which one fits best.
3. What time of day does this story take place? How do you know?	<p>morning</p> <ul style="list-style-type: none"> • The man is still wearing his bedclothes. • He is reading the paper and his post. • The audio tells you. 	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • listen carefully to the story. • look carefully at the pictures. What clues can you see about what time of day it is?
4. Why does Misty jump up onto the sofa?	to get Sam's attention	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • listen carefully to the story. • think about the order of actions in the story. • think of reasons why a dog might bring their lead.
5. Why was Misty happy when she was near the front door and Sam came to her?	She thought he was going to take her for a walk.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • listen carefully to the story. • think about the order of actions in the story. • look at Misty and think about what she wants to happen next.

Cat and Mouse

1



2



Listening Practice Questions

The following practice questions can be asked by you and answered by the children as part of a listening comprehension exercise.

1. Which picture will you cut out and stick on the big number 1?

.....

2. Which picture will you cut out and stick on the big number 2?

.....

3. Why is the cat lying just where he is lying?

.....

4. Why does the mouse step very quietly around the sleeping cat?

.....

5. Why did the mouse look shocked when it saw the cat's ears coming up to the table?

Practice text: Cat and Mouse

Cracking the questions

Question	Answer	Focus	Strategy
1. Which picture will you cut out and stick on the big number 1?	C. Mouse running away. No cheese in mouth.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully at the first two pictures. • think about what the cat is doing and what the mouse is doing. • look at the picture choices in the middle row and decide which one fits best.
2. Which picture will you cut out and stick on the big number 2?	A. Mouse running back to hole with cheese.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully at the first two pictures in the bottom row. • think about what the cat is doing and what the mouse is doing. • look at the picture choices in the middle row and decide which one fits best.
3. Why is the cat lying just where he is lying?	He is guarding the mouse hole/stopping the mouse from coming out.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully at the pictures. • think about the order of actions in the story. • think of reasons why a cat might lie outside a mouse hole.
4. Why does the mouse step very quietly around the sleeping cat?	He doesn't want to wake it.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully to at the pictures. • think about the order of actions in the story. • think of reasons why a mouse might step carefully around a sleeping cat.
5. Why did the mouse look shocked when it saw the cat's ears coming up to the table?	He knew he was going to have to escape with his cheese.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • look carefully at the pictures. • think about the order of actions in the story. • think of reasons why the mouse might look shocked.

Very Little Rapunzel/Bal Puts His Shoes On

Teresa Heapy/Zoe Clarke

Key text features

Both texts are picture books that have dialogue in speech bubbles.

- The Teaching text is *Very Little Rapunzel* by Teresa Heapy.
- The Practice text is *Bal Puts His Shoes On* by Zoe Clarke.

Reading the Teaching text: *Very Little Rapunzel*



- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for children to work from if you wish.
- Introduce the text by asking the children what they know about the story of Rapunzel. (They may know it as the Disney film *Tangled*). If possible, show the children some online images and recap the story.
- Show the children the pictures while you read the teacher's script below. Work through the listening comprehension questions.
- Children will need access to scissors and glue in order to answer the first four questions. All other questions should be answered orally.
- For the first four questions, you may choose to encourage the children to join the correct speech bubble to the picture or to cut it out and stick it on. If so, the children will need colour pencils, the downloaded Teaching text PCM, scissors and glue. All other questions should be answered orally.

Teacher's Script

We're going to begin a story about Very Little Rapunzel.

Very Little Rapunzel lived in a tall tower. She refused to have her hair cut. She sometimes pushed her very long hair out of the window and sometimes pulled it back inside.

At the bottom of the tower, there was a Very Little Prince. He saw the hair being pulled into the tower. "Where has all that hair gone?" he said. "Come on, hair! Come back! Come down!"

"Hello! Come on, climb up!" said Very Little Rapunzel. Very Little Rapunzel let down her hair and the Very Little Prince climbed all the way up.

Very Little Rapunzel and the Very Little Prince tried to have a play. "It's a bit hard to play football."

And then Very Little Rapunzel scratched her head. "Mummy," she said, "my head is all itchy."

"And me!" said the Very Little Prince.

Very Little Rapunzel's mummy had a quick look.

"Oh no!" she said. "You've got nits."

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- What else, apart from playing football, do you think Very Little Rapunzel might have found it hard to do with her long hair?
- What are nits?
- Why did Mummy say “Oh no?”
- Do you think Rapunzel will have her hair cut now? Why, or why not?

Reading the Practice text: *Bal Puts His Shoes On*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 27 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title of the story.
 - How many different kinds of shoes can the children list? (E.g. school shoes, trainers, boots, sandals, etc.)
 - What helps the children decide which shoes they will wear? (E.g. where they are going, what the weather is like, etc.)
- Together, look at the pictures and talk about what you can find out about Bal’s experiences.
- For the first four questions, you may choose to encourage the children to join the correct speech bubble to the picture or to cut it out and stick it on. If so, the children will need colour pencils, the downloaded Practice text PCM, scissors and glue. All other questions should be answered orally.

The children will need to see the pictures and questions while you read the script.

Teacher’s Script

We’re going to listen to a story about Bal. Bal has lots of shoes, but he can’t always decide which ones to put on.

Bal put his sandals on. “It is too cold for sandals,” he said. “Next time, I will wear my shoes.”

Bal put his shoes on. “It is too damp for shoes,” he said. “Next time, I will wear my boots.”

Bal put his boots on. “It is too hot for boots,” he said. “What will I wear next time?”

Bal put his slippers on. “I will keep my slippers on!” he said. “I can always wear my slippers inside the house.”

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Which time of year do you think it was in each of the pictures? How do you know?
- Why was Bal happy when he was wearing his slippers?

Moving into writing

- Show pictures or examples of different types of hats the children might own (e.g. *sun hat, woolly hat, baseball cap, cycle helmet, dressing-up hats*). Talk about when and why they might wear each hat.
- Ask the children to think what would happen if they wore the wrong hat for an activity (e.g. *a cowboy hat for building a snowman; a woolly hat on the beach*). What might a speech bubble say about the hat?
- Encourage the children to draw pictures of themselves wearing the wrong hat.
- Encourage them to think, pair, share their ideas for speech bubbles.
- Ask the children to complete their speech bubbles and stick them on their pictures.

Listening Comprehension: Questions and Answers



Use the Teaching text images (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the script.

Q1: Who are the people in the story?

A1: Very Little Rapunzel, her mummy and the Very Little Prince

Strategy: Ask the children whether they think the names of the characters are in the pictures or the words they hear. How do they know? Let them look and listen to find the answer to the question.

.....

Q2: Where was the Very Little Prince at the beginning of the story?

A2: At the bottom of the tower

Strategy: Ask the children whether they think the answer to the question is in the pictures or the words they hear. How do they know? Let them look and listen to find the answer to the question.

.....

Q3: What do you think will happen next?

A3: Accept answers that relate to the story.

Strategy: Ask the children to listen again while they look at the pictures. There is no right answer – the question asks ‘What do you think ... ?’ – but encourage them to suggest a reason for their idea.

Extending reading

Very Little Red Riding Hood/Very Little Cinderella/Very Little Sleeping Beauty – Teresa Heapy

Big Bad Owl – Steve Smallman

Teaching text: Very little Rapunzel 

Cracking the questions

Question	Answer	Focus	Strategy
1. Listen to the story and look at the pictures. Which of the speech bubbles matches the first picture?	"Come on, hair! Come back! Come down!"	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture? use the modelling software and/or the PCM to match the speech bubble to the picture.
2. Listen to the story and look at the pictures. Which of the speech bubbles matches the second picture?	"Hello! Come on, climb up!"	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture? use the modelling software and/or the PCM to match the speech bubble to the picture.
3. Listen to the story and look at the pictures. What do you think the Very Little Prince will see when he climbs up to the top of the hair?	Accept answers such as: <ul style="list-style-type: none"> Rapunzel her mummy a house in the tower 	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> think about what the Very Little Prince might expect to see. think about what you can see in the pictures. What else might there be?
4. Listen to the story and look at the pictures. Which of the speech bubbles matches the third picture?	"It is a bit hard to play football."	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture? use the modelling software and/or the PCM to match the speech bubble to the picture.
5. Listen to the story and look at the pictures. Why is it a bit hard to play football?	Very Little Rapunzel's hair keeps getting in the way.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. think about what makes playing football so hard. explain your answer using evidence from the text.
6. Listen to the story and look at the pictures. Which of the speech bubbles matches the fourth picture?	"Oh no. You've got nits."	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture? use the modelling software and/or the PCM to match the speech bubble to the picture.

Bal Puts His Shoes On by Zoe Clarke

Can you match the speech bubble to the image?



- ✂

It is too hot for boots!
- ✂

I will keep my slippers on!
- ✂

It is too damp for shoes!
- ✂

It is too cold for sandals!

Listening Practice Questions

The following practice questions can be asked by you and answered by the children as part of a listening comprehension exercise.

1. Listen to the story and look at the pictures. Which of the speech bubbles matches the first picture?

.....

2. Listen to the story and look at the pictures. Which of the speech bubbles matches the second picture?

.....

3. Listen to the story and look at the pictures. Which of the speech bubbles matches the third picture?

.....

4. Listen to the story and look at the pictures. Which of the speech bubbles matches the fourth picture?

.....

5. What can Bal do when he is wearing his slippers?

.....

6. What should Bal do *before* he decides which shoes to put on?

Cracking the questions

Practice text: Bal Puts His Shoes On

Question	Answer	Focus	Strategy
1. Listen to the story and look at the pictures. Which of the speech bubbles matches the first picture?	"It is too cold for sandals!"	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture?
2. Listen to the story and look at the pictures. Which of the speech bubbles matches the second picture?	"It is too damp for shoes!"	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture?
3. Listen to the story and look at the pictures. Which of the speech bubbles matches the third picture?	"It is too hot for boots!"	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture?
4. Listen to the story and look at the pictures. Which of the speech bubbles matches the fourth picture?	"I will keep my slippers on!"	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what is happening. listen to this part of the story again. read the speech bubbles. Which one matches this picture?
5. Listen to the story and look at the pictures. What can Bal do when he is wearing his slippers?	<p>He can do anything inside. Accept answers such as:</p> <ul style="list-style-type: none"> play with his mum. play with the dog. play with his toys. watch TV. 	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture. Think about what Bal is doing. think about what other things he could do when he is wearing his slippers.
6. Listen to the story and look at the pictures. What should Bal do before he decides which shoes to put on?	<p>Accept answers such as:</p> <ul style="list-style-type: none"> Look out of the window to see what the weather is like. Think about what he is going to do. 	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the pictures. Think about why Bal made the wrong choices and the clues Bal could use before he decides which shoes to wear.

Zack's Moon/Tess's Pool

Key text features

The text shows four pictures that tell a story. Each picture is accompanied by a choice of two short texts. The children are asked to read both texts and circle the one they think matches the picture.

- The Teaching text is *Zack's Moon*.
- The Practice text is *Tess's Pool*.

Reading the Teaching text: *Zack's Moon*



- Introduce the text by asking the children about the title.
 - Can they tell you the name of the main character?
 - Can they tell you what the story might be about?
- Access the Teaching text on the Interactive Modelling Software or download individual versions that the children can work from. Without showing the cartoon strip of pictures, let the children listen to the audio. Work through the listening comprehension questions.
- Explain that beside each picture there will be two short texts, called A and B. Tell the children that they will need to read both of the texts and decide which one matches the picture and tells the story. They should choose the correct, matching text, and delete the incorrect text.
- Show each picture with the two texts. Together decide which text to delete and discuss reasons for the choice.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why did Zack get out of bed?
- What did he see when he looked out of the window?
- Why did he need his torch to look at the moon?
- Do you think he really went to the moon?

Reading the Practice text: *Tess's Pool*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 34 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title.
 - Can they tell you the name of the main character?
 - Can they tell you what the story might be about?
- Ask the listening practice questions on page 35.
- Together, look at the pictures and create a story to tell about it.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- How was Tess feeling at the beginning of this story?
- Why did she dig a hole?
- Do you think this was a good idea?
- What other things could Tess have done instead?

Moving into writing

- Listen again to the audio for *Zack's Moon*.
- Use a drama session to extend 'Zack's dream'.
 - What happened when he landed on the moon?
 - What did it feel like to be on the moon? What was Zack wearing? How did he move?
 - Did Zack see any aliens or any other creatures? Was anything growing on the moon?

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: When does this story take place: in the morning, afternoon, bedtime or night time?

A1: Night time/At night

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the story, and to raise their hands when something in the story tells them the answer to the question. Draw their attention to 'When' and point out that 'When' asks for a time, not a person, thing or place.

.....

Q2: What made Zack stop being scared?

A2: The moon/Moonlight/It wasn't dark any more.

Strategy: Ask the children to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question. Draw their attention to 'What' and remind them that 'What' asks for a thing or something happening, not a person or a place.

.....

Q3: Why did Zack dream about going to the moon?

A3: He had been looking at his book./He had seen the moon.

Strategy: Ask the children to listen again to the second part of the story and to think about their experience/knowledge of dreaming. Explain that they sometimes will need to use their knowledge of the world to answer some questions and, if there isn't an answer in the text itself, then they should use what they know anyway. 'Why' questions often ask you to think about what you already know.

Extending reading

Whatever Next! – Jill Murphy

Man on the Moon – Simon Bartram

Cracking the questions



Teaching text: Zack's Moon

Question	Answer	Focus	Strategy
1. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	A. Zack was in bed. It was night and it was dark.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
2. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	B. He got up. The moon was up high.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
3. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	A. Zack got his torch and his book. The moon was in his book.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
4. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	A. Zack will be a man on the moon.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
5. Read all of the sentences you have circled. Do they tell the story? Do they match the pictures?	Yes: if the sentences match the pictures and tell a story, ask children to tell the story to a friend. No: if the sentences do not match the pictures, help children to revisit and correct them.	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at all of the pictures and think about the story they tell. now read all the circled sentences. Do they tell the same story?

Tess's Pool



- A. Tess was in her garden. The sun was too hot.
- B. Tess was in bed. It was night.



- A. Tess got her garden tools. She cut a bunch of flowers.
- B. Tess got her garden tools. She dug and dug until she had a deep pool.



- A. Tess began to fill the deep pool.
- B. Tess put the flowers into a jug.



- A. Tess sat on her chair with the jug of flowers.
- B. Tess put her chair in the pool. Now she was cool.

Listening Practice Questions

1. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.

.....

2. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.

.....

3. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.

.....

4. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.

.....

5. Read all of the sentences you have circled. Do they tell the story? Do they match the pictures?

Practice text: Tess’s Pool

Cracking the questions

Question	Answer	Focus	Strategy
1. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	A. Tess was in her garden. The sun was too hot.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
2. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	B. Tess got her garden tools. She dug and dug until she had a deep pool.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
3. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	A. Tess began to fill the deep pool.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
4. Which sentence tells you about what is happening in this picture? Circle A or B to show your choice. Draw a line through the other text.	B. Tess put her chair in the pool. Now she was cool.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what is happening. read both of the sentences. Which sentence tells you about the picture? read the sentences again to check you have the right answer. Circle A or B to show your choice. draw a line through the other text.
5. Read all of the sentences you have circled. Do they tell the story? Do they match the pictures?	Yes: if the sentences match the pictures and tell a story, ask children to tell the story to a friend. No: if the sentences do not match the pictures, help children to revisit and correct them.	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at all of the pictures and think about the story they tell. now read all the circled sentences. Do they tell the same story?

The Farmyard/Tim's Van

Key text features

The texts are moving towards traditional comprehension, but all of the answers are now multiple choice. The text content is familiar to children through books and their own knowledge of the world.

- The Teaching text is *The Farmyard*.
- The Practice text is *Tim's Van*.

Reading the Teaching text: *The Farmyard*



- Introduce the text by asking the children about the title.
 - Where do they think this story will be set?
 - Which characters would they expect to find? Why?
- Access the Teaching text on the Interactive Modelling Software or download individual versions that the children can work from. Without showing them the text, let the children listen to the audio and work through the listening comprehension questions.
 - Show children the Teaching text and read through it together.
 - Talk about how to show the answer to the questions (*by ticking the box next to the correct answer*).

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- What do you think the farmer was called?
- Why was the farmer in the farmyard?
- Why did she need buckets?
- What does the word “pen” mean where it says “*she put food in the pen for the goats*”?
- Why do you think the farmer puts the hens in a shed? Do you think it is a comfortable shed for hens?

Reading the Practice text: *Tim's Van*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 41 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title.
 - Can they tell you the name of the main character?
 - Can they tell you what the story might be about?
 - Show children the Practice text and read through it together,
 - Talk about how to show the answer to the questions (*by ticking the box next to the correct answer*).

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why did Tim need a van?
- What kind of job do you need a van for?
- What happened to make Tim feel sad? Would it make you feel sad?
- What happened next?
- How did Tim feel? How do you know?
- What does the word “*posh*” mean in the sentence “*He got a posh car*”?
- Why do you think Tim put polish on his car?

Moving into writing

- Look again at *The Farmyard*.
- Ask the children to make a list of all the farm animals they can think of.
- Let small groups focus on one animal each and use books and the internet to find out what the animal eats and how the farmer has to look after it. Ask the children to share what they have found out.
- Give children a page laid out like the Teaching text, with the first box filled in using the text from *The Farmyard*. Tell them they are going to write their own version of the text. They need to think of two animals and write how the farmer looks after them.
- Ask them to talk with a response partner about what they are going to write and draw in each of the other boxes.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: What was the farmer going to do in the farmyard?

A1: Feed the animals.

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the story, and to raise their hands when something in the story tells them the answer to the question. Draw their attention to 'What' and point out that 'What' asks for a thing, not a time, person or place.

.....

Q2: Which animals does the text talk about?

A2: Cows, goats and hens

Strategy: Ask the children to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question. Point out that the question asks for the names of animals, so one animal name will not be enough.

.....

Q3: What is the farmer going to do after she has looked after the animals?

A3: Go to bed.

Strategy: Ask the children to listen again to the second part of the story. What does it tell us about what the farmer is going to do?

Extending reading

Usborne's Farmyard Tales – Stephen Cartright and Heather Amery

Summer at Skylark Farm – Heidi Swan

Appleby Farm – Cathy Bramley

Cars, Trains, Ships and Planes – Dorling Kindersley

Teaching text: The Farmyard 

Cracking the questions

Question	Answer	Focus	Strategy
1. Choose a box to answer the question. The farmer was _____.	in the farmyard ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true. Remind the children that the questions are usually in the same order as the text.
2. Choose a box to answer the question. The farmer had food for the _____.	animals ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the one that is true. Be careful because one of the choices is trying to trick you.
3. Choose a box to answer the question. Did the cows and the sheep get food?	No ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide whether the answer is 'yes' or 'no'. read the text again to check you were right. tick the right answer.
4. Choose a box to answer the question. The farmer put food in the _____ for the goat.	box ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the missing word and decide which is right. read the text again to check you were right. tick the answer that is right. Remind the children that they do not have to read the whole text to answer each question – just the part of the text where they might find the answer.
5. Choose a box to answer the question. The farmer put the hens in the _____.	shed ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true. Remind the children that they do not have to read the whole text from the beginning.
6. Choose a box to answer the question. Now the farmer can go to _____.	bed ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true. Remind the children that they do not have to read the whole text from the beginning.

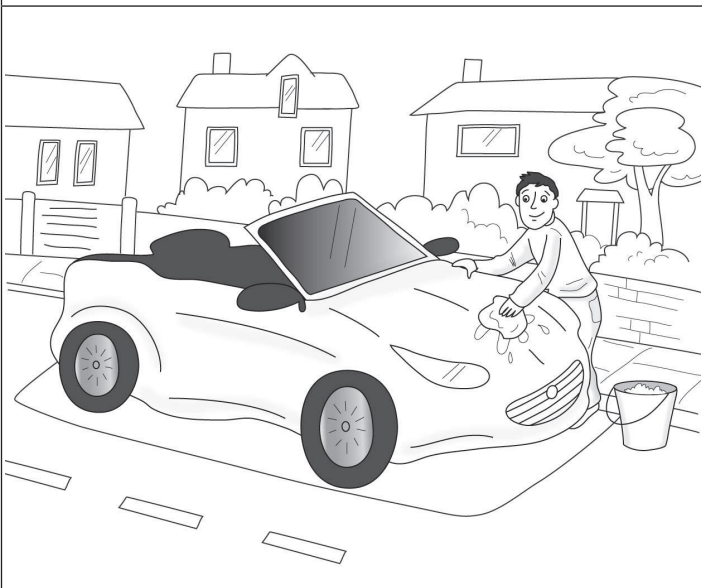
Tim's Van



Tim had a red van for his job.
He put wax on it.



Oh no! The van had a bang
and a bash.
Tim was sad.
He had tears on his cheek.



Then, Tim got a posh car.
He put polish on it.
He was not sad.

Name:

Date:

Tim's Van

Tick ✓ a box to answer each question.

1 The man is _____ .

Tim

Tom

Sam

2 The man had a _____ .

car

van

book

3 Did the van get a bang and a bash?

Yes

No

4 The man was sad. He had _____ .

a long beard

wax in his hair

tears on his cheek

5 Then, Tim got a posh _____ .

chair

van

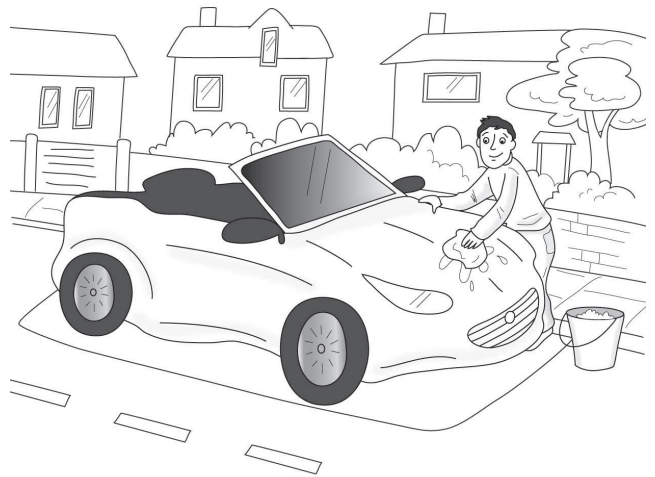
car

6 Tim put _____ on his posh car.

red

wax

polish



Cracking the questions

Practice text: Tim’s Van

Question	Answer	Focus	Strategy
1. Tick a box to answer the question. The man is _____.	Tim ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true. <p>Remind the children that the questions are usually in the same order as the text.</p>
2. Tick a box to answer the question. The man had a _____.	van ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true.
3. Tick a box to answer the question. Did the van get a bang and a bash?	Yes ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide whether the answer is ‘yes’ or ‘no’. read the text again to check you were right. tick the right answer.
4. Tick a box to answer the question. The man was sad. He had _____.	tears on his cheek ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true. <p>Remind the children that they do not have to read the whole text from the beginning.</p>
5. Tick a box to answer the question. Then, Tim got a posh _____.	car ✓	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the way the sentence might end and decide which is true. read the text again to check you were right. tick the answer that is true.
6. Tick a box to answer the question. Tim put _____ on his posh car.	polish ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. read all of the ideas for the missing word and decide which is right read the text again to check you were right. tick the answer that is right. <p>Remind the children that they do not have to read the whole text to answer each question – just the part of the text where they might find the answer.</p>

What Can You See by the Sea?/How Does It Feel?

Lou Kuenzler/Simon Mugford

Key text features

Both texts are non-fiction and contribute to developing the children's vocabulary.

- The Teaching text is *What Can You See by the Sea?* by Lou Kuenzler.
- The Practice text is *How Does It Feel?* by Simon Mugford.

Reading the Teaching text: *What Can You See by the Sea?*



- Introduce the text by asking the children what they think we can see at the seaside. Make a list of all the things the children suggest. Divide your list into different categories. E.g.
 - Things people do (e.g. *build sandcastles, paddle*)
 - Things people buy (e.g. *buckets and spades, ice-cream*)
 - Features of the seaside (e.g. *sand, rocks*)
 - Birds and animals (e.g. *seagulls, fish*)
 - Things you find on the beach (e.g. *seaweed, shells*)
- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software for this unit. You can also download the Teaching text and questions for the children to work from if you wish. Children will need access to the PCM to answer questions 1–4. All other questions should be answered orally.
- Show the children the Teaching text and talk about the pictures together. Can the children identify the creatures and suggest some words to describe them?
- Work through the listening comprehension questions.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- How are cliffs, rocks and rock pools different?
- What do you think these creatures might eat?
- Which of these creatures do you like best? Why?

Reading the Practice text: *How Does It Feel?*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from pages 50–51 for the children to use independently or in pairs.
- Introduce the Practice text by asking the children to shut their eyes and feel all around them. Ask them to suggest words that describe what things feel like (e.g. *hard, soft, squishy*) rather than listing the things they can feel.
- Say some objects aloud and ask the children to suggest describing words for how the things feel (e.g. *a cat, grass, a ball, a candle, a pine cone*).
- Show the children the Practice text and talk about the pictures. Challenge the children to suggest alternative words that could describe each of the objects.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- How are the hot pasta and the wet dog the same?
- Which other words could you use to describe how the bricks feel?
- Which other things can you think of that feel like the pineapple does? Explain your answers.

Moving into writing

- Revisit *How Does It Feel?*
- Create a shared list of words that describe how things feel (e.g. *smooth, prickly, crinkly, dry, cold, hard, sticky, etc.*).
- Encourage groups of children to work together to identify how different objects feel – each group could work with a different selection of objects. Ask them to use sticky notes to label each object and then choose another word to describe how it feels.
- Let the children visit other groups' objects. Encourage them to add alternative describing words to the sticky notes to identify how each of the objects feels.
- Take and print photographs of some of the objects.
- Ask the children to select some of the photographs and write sentences explaining how they feel. As an extension, you could ask the children to select pairs of objects that feel the opposite of one another (e.g. *hard/soft; smooth/prickly*) and to write sentences about each pair using words like *but* or *and*.

Listening Comprehension: Questions and Answers



Use the Teaching text (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the script.

Q1: Which birds and animals does the text talk about?

A1: Puffins, seal, dolphin, crab

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

.....

Q2: Which of the creatures is a bird?

A2: Puffin

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

.....

Q3: Which creature lives in a rock pool?

A3: Crab

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

Extending reading

What Is Sound? – Kay Barnham

What Are Materials? – Kay Barnham

What Is Light? – Kay Barnham

The Seasons – Becky Dickinson

Teaching text: What Can You See by the Sea? 

Cracking the questions

Question	Answer	Focus	Strategy
1. Read the first sentence. Circle the word that you need to finish the sentence.	cliffs	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to themselves, thinking about the missing word. look at all the choices in the question. circle the word or write it on the line.
2. Read the second sentence. Circle the word that you need to finish the sentence.	rocks	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to themselves, thinking about the missing word. look at all the choices in the question. circle the word or write it on the line.
3. Read the third sentence. Circle the word that you need to finish the sentence.	sea	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to themselves, thinking about the missing word. look at all the choices in the question. Circle the word or write it on the line.
4. Read the fourth sentence. Circle the word that you need to finish the sentence.	rock pool	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to themselves, thinking about the missing word. look at all the choices in the question. circle the word or write it on the line.
5. What do the words at the bottom of each box tell you? Choose one . the name of the creature how it moves where it lives what it eats	where it lives ✓	1a	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> look at the words at the bottom of each box, thinking about the information they give. put a tick in the box next to the right answer.
6. Does a seal live in a rock pool?	No ✓	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> think about which picture and sentence they will need to look at. read the sentence to themselves, thinking about the question. put a tick in the box next to the right answer.

Name: _____

Date: _____

How Does It Feel? by Simon Mugford

Write the correct word to complete the sentence.

- 1 Look at the image. Write the correct word to complete the sentence.

The pineapple is _____ .

rough smooth silky



- 2 Look at the image. Write the correct word to complete the sentence.

The pasta is very _____ .

cold hard hot



- 3 Look at the image. Write the correct word to complete the sentence.

The bricks do not bend.

They are _____ .

bendy cold stiff



Name:

Date:

4 Look at the image. Write the correct word to complete the sentence.

The dog is very _____ .

hot rough wet



5 What does the sentence about the pineapple tell you?
Tick **one**.

what the pineapple smells like

what you do with the pineapple

what the pineapple feels like

if you like the pineapple

6 Do bricks bend?

Yes No

Practice text: How Does It Feel?

Cracking the questions

Question	Answer	Focus	Strategy
1. Look at the image. Write the correct word to complete the sentence. The pineapple is _____.	rough	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to yourself thinking about the missing word. look at all the choices in the question. write the word on the line or circle it.
2. Look at the image. Write the correct word to complete the sentence. The pasta is very _____.	hot	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to yourself thinking about the missing word. look at all the choices in the question. write the word on the line or circle it.
3. Look at the image. Write the correct word to complete the sentence. The bricks do not bend. They are _____.	stiff	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to yourself, thinking about the missing word. look at all the choices in the question. write the word on the line or circle it.
4. Look at the image. Write the correct word to complete the sentence. The dog is very _____.	wet	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> look at the picture and think about what it shows. read the sentence to yourself thinking about the missing word. look at all the choices in the question. write the word on the line or circle it.
5. What does the sentence about the pineapple tell you? Tick one . what the pineapple smells like what you do with the pineapple what the pineapple feels like if you like the pineapple	what the pineapple feels like ✓	1a	<i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to: <ul style="list-style-type: none"> look at the words at the bottom of the box, thinking about the information they give. put a tick in the box next to the right answer.
6. Do bricks bend?	No ✓	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> think about which picture you will need to look at. read the question to yourself, thinking about the answer. put a tick in the box next to the right answer.

The Sick Dragon/Skip and the Shark

Key text features

The texts continue to move towards traditional comprehension, with a longer text and a range of question types, including those where the children have to write one-word answers. The Teaching text is a fantasy story; the Practice text is an adventure story.

- The Teaching text is *The Sick Dragon*.
- The Practice text is *Skip and the Shark*.

Reading the Teaching text: *The Sick Dragon*



- Introduce the text by asking the children about the title.
 - Is this going to be a real-life story? How do you know?
 - What do you think might happen in the story?
- Access the Teaching text on the Interactive Modelling Software or download individual versions that the children can work from. Without showing the text, let the children listen to the audio and work through the listening comprehension questions.
 - Show the children the text and read through it together.
 - Talk about how to show the answer for the different question types.
 - When the children do this activity, you can read the questions aloud to them.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why was the king sad at the beginning of the story?
- What was wrong with Carlos?
- What did the vet say he had to do?
- Was she right? Why do you say that?
- Do you think this is a real-life story? Why do you say that?
- How was Carlos different at the end of the story?
- How was the king different?
- What had the vet got that she didn't have at the beginning of the story?

Reading the Practice text: *Skip and the Shark*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from pages 56–57 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title.
 - Can they tell you what the story might be about?
 - What kind of character might Skip be? Is Skip a person or an animal?
 - Is a shark likely to be friendly or not?
 - Show the children the text and read through it together.
 - Talk about how to show the answer for the different question types.
 - When the children do this activity, you can read the questions aloud to them.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why did Jen and Raj go out in the boat?
- How do you think they felt when they didn't see sharks?
- What made the splashing sound?
- How did Raj know that there was a shark in the water?
- Why did the sailor put a ring in the water?
- How did Jen feel at the end?

Moving into writing

- Look again at *The Sick Dragon*.
- Talk about what King Kevin and Carlos can do now that Carlos is well again. What kind of fun and adventures could they have?
- In a drama lesson, explore and develop the children's ideas.
- Let the children share ideas for a story with a response partner. Encourage them to draw their story in a sequence of pictures.
- Let the children use their pictures to tell the story to their response partner.
- Give the children zigzag books so they can write and illustrate their own story about Carlos the dragon.
- Ask them to talk with a response partner about what they are going to write and draw in each of the other boxes.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: Why was King Kevin sad?

A1: His pet dragon was sick.

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the story, and to raise their hands when something in the story tells them the answer to the question. Draw their attention to 'Why', and point out that 'Why' asks for a reason.

.....

Q2: What did Carlos have to do to get better?

A2: Run outside (in the day and at night).

Strategy: Ask the children to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question. Point out that the question begins with 'What', so they will need to talk about a thing or an action in the answer.

.....

Q3: Why did the king give the vet a bag of coins?

A3: To say thank you/To pay her/Because she made Carlos better

Strategy: Ask the children to listen again to the end of the story and to raise their hands when something in the story tells them the answer to the question. Draw their attention to 'Why', and remind them that 'Why' asks for a reason.

Extending reading

Shark in the Park – Nick Sharratt

Lost and Found – Oliver Jeffers

Waiting – Kevin Henkes

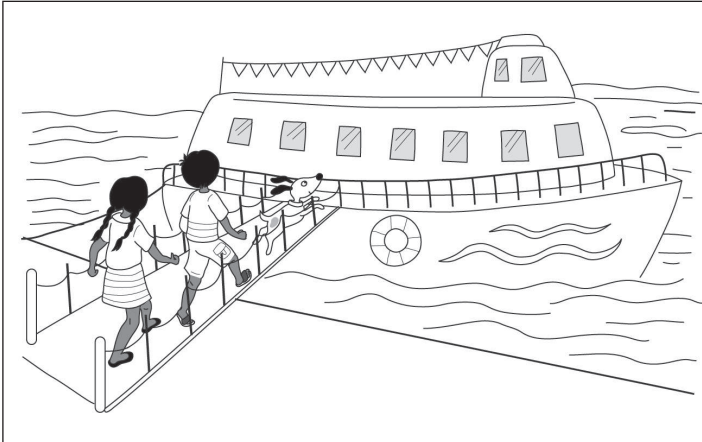
Cracking the questions



Teaching text: The Sick Dragon

Question	Answer	Focus	Strategy
1. Join the boxes. Kevin was a dragon. Karen was a king. Carlos was a vet.	Kevin was a dragon. Karen was a king. Carlos was a vet.	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read all the parts of the question. decide which sentence beginning matches which sentence ending. reread the text to check you are right.
2. How was Carlos? Choose all the things the vet said.	too fat ✓ too much food ✓ too much sleep ✓	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read all the parts of the question. tick three boxes that show what the vet said. reread the text to check you are right.
3. Finish the sentence. The vet said Carlos must _____ in the garden.	run	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read all the parts of the question. decide which is the best word to write on the line. reread the text to check you are right.
4. Finish the sentence. Carlos had to run at _____ too.	night	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right. Remind children that they do not have to read the whole text to answer the question. They just need to read the part where they can find the answer.
5. Finish the sentence. The king gave the vet a bag of _____.	coins	1b	<i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide which is the best word to finish the sentence. reread the text to check you are right.
6. Was the king sad at the end? Choose a box.	No ✓	1c	<i>Question focus: identify and explain the sequence of events in texts.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide whether the answer is 'yes' or 'no'. reread the text to check you are right. tick 'yes' or 'no'.

Skip and the Shark



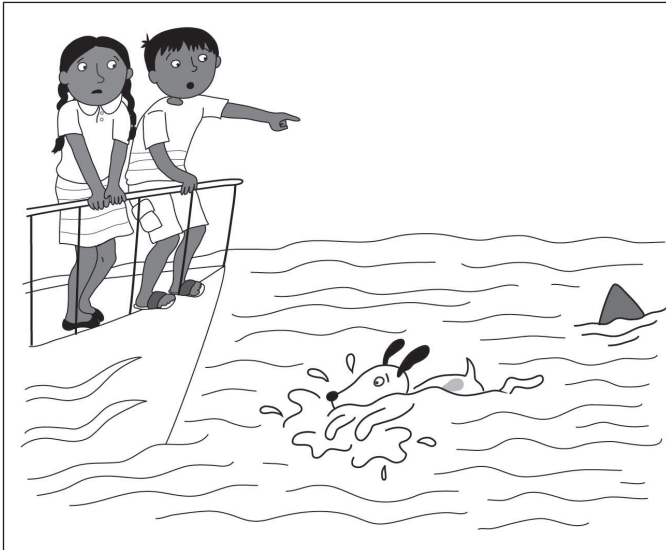
Jen and Raj went on a boat. Skip the dog went with them. They went to look for sharks.



They did not see sharks. There were starfish and little clownfish, but no sharks.



There was a big splash. “Did Skip jump in?” said Jen. “Yes,” said Raj. “Look, there he is.”



“Look. There is a fin!” said Raj. “It has a sharp point so it must be a shark’s fin.”

“Help! The shark will get my dog,” Jen yelled.



Sam the sailor put a ring in the water.

“Tell your dog to swim to the ring,” he said.

Skip swam to the ring. The man got him onto the boat.



“I had a bad fright, Skip,” said Jen. “But the shark did not get you.”

“I am glad,” said Raj.

Name:

Date:

Skip and the Shark

1 Join the boxes.

Jen and Raj were

dog.

Skip was a

sailor.

Sam was a

children.

2 Finish the sentence.

Jen and Raj went to look for _____.

3 Tick **two** kinds of fish they saw.

crabs

clownfish

starfish

big fish

Name:

Date:

4 Finish the sentence.

The shark's fin had a sharp _____.

5 Finish the sentence.

Skip had to swim to a _____.

6 Did the shark get Skip? Tick a box.

Yes No

Practice text: Skip and the Shark

Cracking the questions

Question	Answer	Focus	Strategy
<p>1. Join the boxes.</p> <p>Jen and Raj were dog. Skip was a sailor. Sam was a children.</p>	<p>Jen and Raj were dog. Skip was a sailor. Sam was a children.</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read all the parts of the question. decide which sentence beginning matches which sentence ending. reread the text to check you are right.
<p>2. Finish the sentence.</p> <p>Jen and Raj went to look for _____.</p>	sharks	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which is the best word to finish the sentence. reread the text to check you are right.
<p>3. Tick two kinds of fish they saw.</p>	<p>starfish ✓ clownfish ✓</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read all the parts of the question. tick two boxes that show what kinds of fish they saw. reread the text to check you are right.
<p>4. Finish the sentence.</p> <p>The shark's fin had a sharp _____.</p>	point	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right. <p>Remind children that they do not have to read the whole text to answer the question. They just need to read the part where they can find the answer.</p>
<p>5. Finish the sentence.</p> <p>Skip had to swim to a _____.</p>	ring	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right.
<p>6. Did the shark get Skip? Tick a box.</p>	No ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide whether the answer is 'yes' or 'no'. reread the text to check you are right. tick 'yes' or 'no'.

The Sun and the Stars/Men on the Moon

Key text features

The texts continue to move towards traditional comprehension, with longer texts and a range of question types, including those where the children have to write one-word answers. Both texts are non-fiction and relate to space.

- The Teaching text is *The Sun and the Stars*.
- The Practice text is *Men on the Moon*.

Reading the Teaching text: *The Sun and the Stars*



- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for children to work from if you wish.
- Introduce the text by asking the children about the title.
 - Do you think this is going to be a story or information? How do you know?
 - What do you think this information text will tell you about?
- Without showing the text, let the children listen to the audio. Work through the listening comprehension questions.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- What other information do you know about the sun?
- Why is it important that the sun can keep our planet hot?
- How do we use the sun's light?
- What other information do you know about the stars?

Reading the Practice text: *Men on the Moon*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from pages 65–66 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title.
 - Do you think this is going to be a story or information? How do you know?
 - What do you think this information text will tell you about?

Talk-about questions

Ask these questions after the children have completed the comprehension questions.

- What other information do you know about the moon?
- What other information do you know about the men who go into space?
- Why do they need to wear space suits?
- What does “orbit” mean?
- Why do you think the men were sent to the moon?

Moving into writing

- Reread *The Sun and the Stars*.
- Use information sources (books and the internet) to find information about the moon.
- Begin to write a shared text about the moon, using language like that used in the Teaching text.
- Give the children a template for an electronic fact file about the moon.
 - Encourage the children to find and copy pictures of the moon.
 - They can find out and write about the Apollo missions, or any aspects about space travel that they find interesting.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: What is the name of the planet we live on?

A1: Earth

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the text and to raise their hands when something in the text tells them the answer to the question. Draw their attention to 'What' in the question, and explain that the answers to 'What' questions are usually found in the text.

Q2: Which two planets are closer to the sun than we are?

A2: Mercury and Venus

Strategy: Ask the children to listen again to the relevant part of the text and to raise their hands when they hear the answer to the question. Point out that the question begins with 'Which', and remind them that the answers to 'Which' questions will be found in the text.

Q3: Why is the Morning Star not a good name for the first star we see?

A3: Because it is a planet (or because we see it in the evening or at night)

Strategy: Ask the children to listen again to the end of the text and to raise their hands when something in the text tells them the answer to the question. Draw their attention to 'Why' in the question, and remind them that 'Why' asks for a reason so they have to listen to the text and think about their answer.

Extending reading

Whatever Next! – Jill Murphy

Bright Sky, Starry City – Uma Krishnaswami and Aimee Sicuro

Toys in Space – Mini Grey

How to Catch a Star – Oliver Jeffers

One Giant Leap – the Story of Neil Armstrong – Don Brown

Sun, Moon and Stars – Stephanie Turnbull

Teaching text: The Sun and the Stars 

Cracking the questions

Question	Answer	Focus	Strategy
1. Finish the sentence. We are on a planet called _____.	Earth	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which is the best word to finish the sentence. reread the text to check you are right.
2. Finish the sentence. We get _____ from the sun.	light	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right.
3. Finish the sentence. We cannot go to the sun. It is too _____ and too _____.	far hot	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which are the best two words to write on the line. reread the text to check you are right.
4. Choose yes or no . Mercury is a planet. Mercury is nearer the sun than Earth is. We can go to Mercury.	Yes ✓ Yes ✓ No ✓	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read all the parts of the question. reread each statement and decide whether the answer is 'yes' or 'no'. reread the text to check you are right. tick 'yes' or 'no' for each statement.
5. Finish the sentence. The sun is a _____.	star	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right. <p>Remind children that they do not have to read the whole text to answer the question. They just need to read the part where they can find the answer.</p>
6. Which is the first star you see at night?	Morning Star/Venus	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. decide what the answer is. reread the text to check you are right.

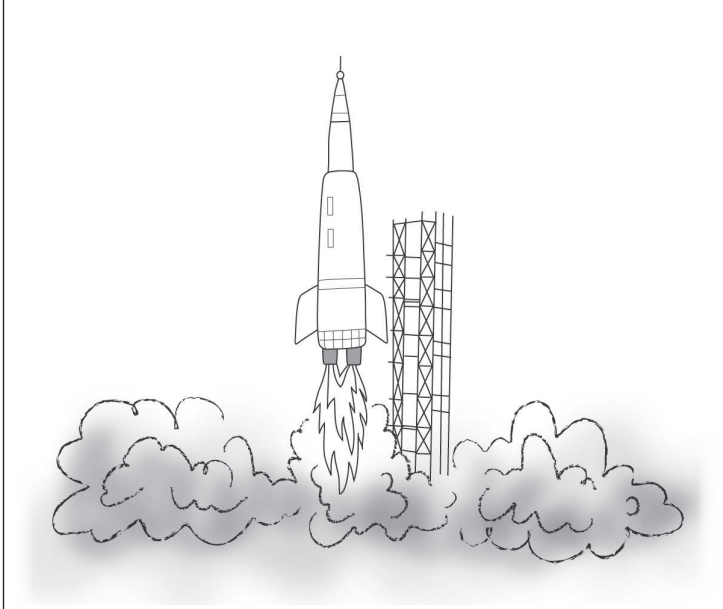
Men on the Moon



The moon is a long way away.

But men have been to the moon.

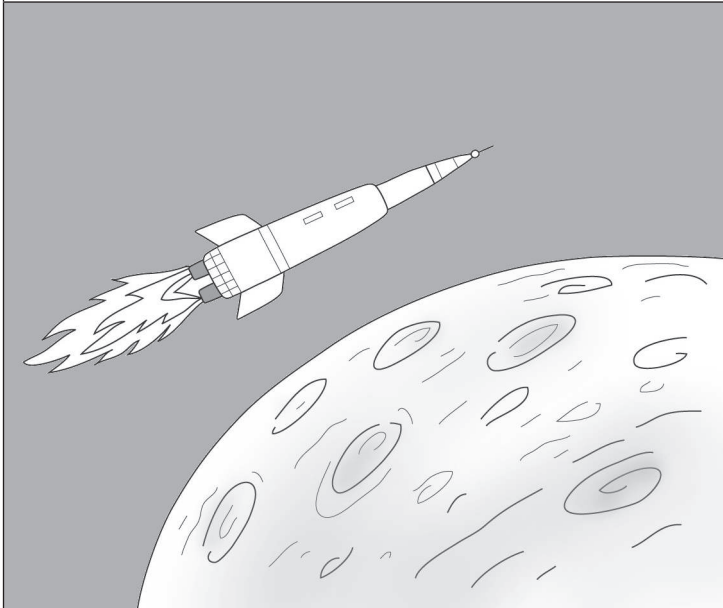
They went in 1969.



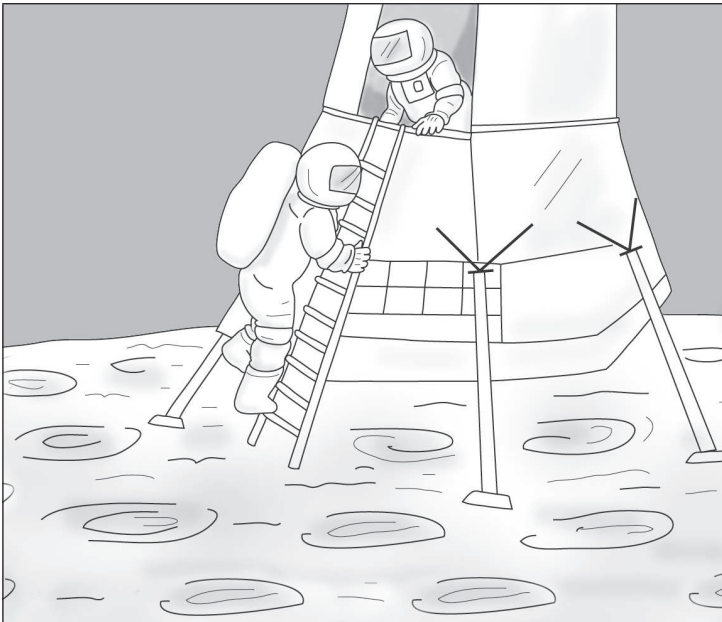
The men got into a rocket.

10 – 9 – 8 – 7 – 6 – 5 – 4 –
3 – 2 – 1

Blast off.

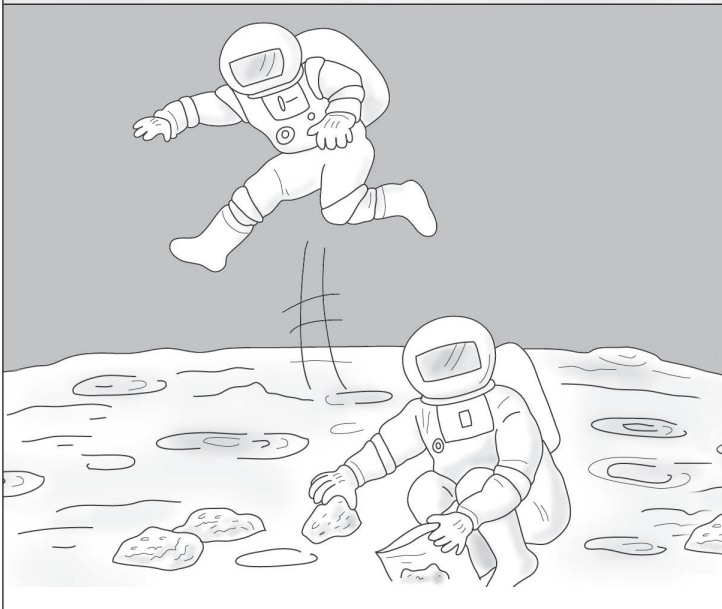


The rocket zoomed up and up. It went into outer space. It went into orbit around the moon.



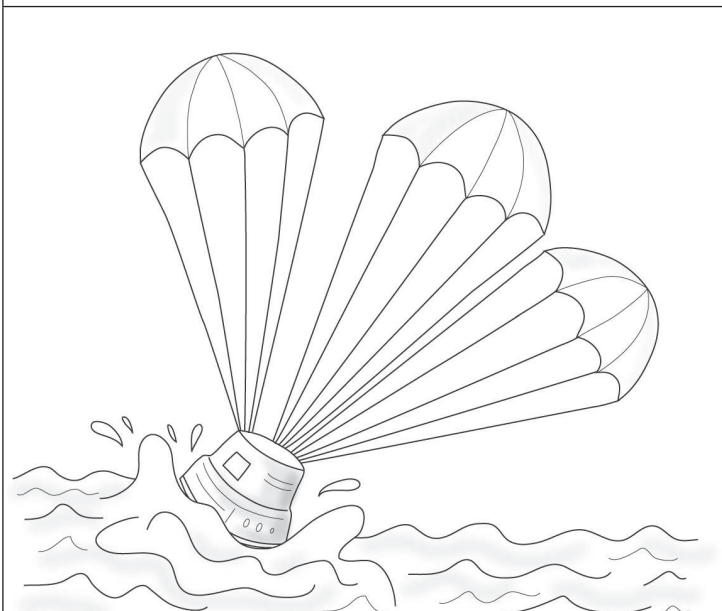
Then, the rocket's landing craft took the men to the moon.

They went down a ladder onto the moon.



The men floated and jumped on the moon.

They picked up rocks to bring back with them.



The landing craft left the moon and went back to the rocket.

The rocket zoomed back. It landed with a splash down into the sea.

Name: _____

Date: _____

Men on the Moon

Finish the sentences.

- 1 Men went to the moon in _____ .
- 2 They got into a _____ . It took off.
- 3 The rocket went into _____ .
Then it went into _____ around the moon.

4 Tick **yes** or **no**.

The rocket landed on the moon.

Yes No

The men went up a ladder to get to the moon.

Yes No

The men picked up rocks from the moon.

Yes No

Finish the sentences.

- 5 The landing craft went back to the _____ .
- 6 What did the rocket splash down into? _____

Practice text: Men on the Moon

Cracking the questions

Question	Answer	Focus	Strategy
1. Finish the sentence. Men went to the moon in _____.	1969 (also accept a rocket)	1b	<i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide which is the best word to finish the sentence. reread the text to check you are right.
2. Finish the sentence. They got into a _____. It took off.	rocket	1b	<i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right.
3. Finish the sentence. The rocket went into _____. Then it went into _____ around the moon.	(outer) space orbit	1b	<i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide which are the best two words to write on the line. reread the text to check you are right.
4. Tick yes or no . The rocket landed on the moon. The men went up a ladder to get to the moon. The men picked up rocks from the moon.	No ✓ No ✓ Yes ✓	1b	<i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> carefully read all the parts of the question. reread each statement and decide whether the answer is 'yes' or 'no'. reread the text to check you are right. tick 'yes' or 'no' for each statement.
5. Finish the sentence. The landing craft went back to the _____.	rocket	1b	<i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide which is the best word to write on the line. reread the text to check you are right. Remind children that they do not have to read the whole text to answer the question. They just need to read the part where they can find the answer.
6. What did the rocket splash down into?	the sea	1b	<i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> carefully read the question. decide what the answer is. reread the text to check you are right.

Night Travels/Goldilocks and the Three Bears

Joe Berger/Abigail Flint

Key text features

Both texts are fiction: one is a fantasy adventure; the other is a retelling of a traditional story.

- The Teaching text is *Night Travels* by Joe Berger.
- The Practice text is *Goldilocks and the Three Bears* by Abigail Flint.

Reading the Teaching text: *Night Travels*



- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software for this unit. You can also download the Teaching text and questions for the children to work from if you wish.
- Introduce the text by reading the first line aloud: “*This summer, Mum and I visited Earth for our holidays.*” Ask questions to establish expectations. E.g.
 - What is Earth? (*Focus on Earth, the planet.*)
 - What kind of people would visit Earth? (*E.g. people, aliens from a different planet or outer space*)
- Talk about the kinds of things the visitors might see. Show the children the Teaching text and talk about the pictures together. Can the children identify the aliens? How do they know they are aliens? Read the text together.
- Work through the listening comprehension questions.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Was dressing up as cats a good idea?
- Why do you think Mum and the little alien were scared?
- What might happen next? Why do you think that?

Reading the Practice text: *Goldilocks and the Three Bears*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 73 for the children to use independently or in pairs.
- Introduce the Practice text by asking the children to briefly tell each other the story of Goldilocks and the Three Bears. The children should know this traditional tale.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- “*The last bowl was perfect.*” What do you think this means? What is “*perfect*” porridge like?
- Which of the chairs do you think looks most comfortable?
- What are the clues in the pictures on the walls that tell you who lives in the house?

Moving into writing

- Revisit *Goldilocks and the Three Bears*.
- Ask the children to work in groups to continue the story.
- In their groups, encourage them to act out the end of the story, each taking a different role. Allow time for them to swap roles so that they are all confident in each of the roles.
- Encourage the children to work with a response partner from a different group. Find and download images of the rest of the story for them to sequence.
- Ask the children to either write about one of the images you found or to write the rest of the story.

Listening Comprehension: Questions and Answers



Use the Teaching text images (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the text.

Q1: Look at the first picture. Who is “I”?

A1: The young alien

Strategy: Encourage the children to use all the clues they have. We know the speaker is an alien and is travelling with Mum.

.....

Q2: Why did the aliens travel at night?

A2: Earth people are afraid of aliens, and they did not want to scare them.

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Encourage them to look and listen to find the answer to the question.

.....

Q3: Why did the aliens decide to dress up as cats?

A3: So they did not scare the Earth people

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Encourage them to look and listen to find the answer to the question.

Extending reading

The String – Tom Knight

The Three Goats and the Troll – Alison Milford

Pirates to the Rescue series – Tom Easton

Teaching text: Night Travels 

Cracking the questions

Question	Answer	Focus	Strategy
1. Dad and I visited Earth. Write Yes or No .	No	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
2. We travelled at night. Write Yes or No .	Yes	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
3. We went to the city at night. Write Yes or No .	No	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
4. We liked the city. Write Yes or No .	Yes	1d	<i>Question focus: make inferences from the text.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • remember that you are not told the answer to the question. You have to read the information you are given and decide what you think the answer is.
5. Choose one . We dressed up as: <input type="checkbox"/> cards. <input type="checkbox"/> carts. <input type="checkbox"/> cars. <input type="checkbox"/> cats.	cats. ✓	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • tick the word that matches the text.
6. "Now Mum was scared." "scared" means the same as which word? Choose one . <input type="checkbox"/> afraid <input type="checkbox"/> sad <input type="checkbox"/> cross <input type="checkbox"/> shouting	afraid ✓	1a	<i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • find "Now Mum was scared" in the text. • think about what the word "scared" means. • look at the choices in the question. Tick the best one.

Goldilocks and the Three Bears

by Abigail Flint



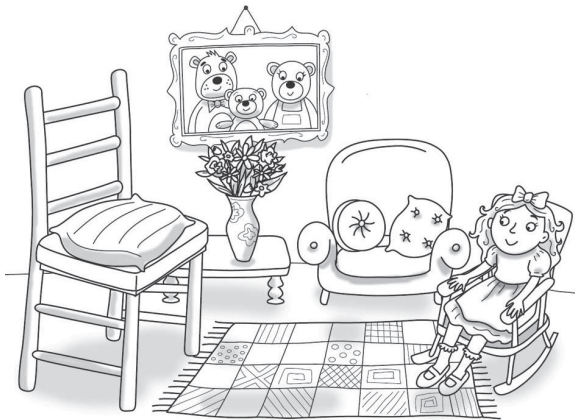
Goldilocks saw three bowls of porridge.

The first bowl was too hot.

The second bowl was too cold.

The last bowl was perfect.

Goldilocks ate it all.



Goldilocks saw three chairs.

The first chair was too high.

The second chair was too low.

The third chair was perfect.

The chair broke.



Goldilocks saw three beds.

The first bed was too hard.

The second bed was too soft.

The last bed was perfect.

Name: _____

Date: _____

Goldilocks and the Three Bears

Use the story and pictures to answer the questions.

1 Goldilocks saw three bowls of corn flakes.

Write **Yes** or **No**. _____

2 The first bowl was too hot.

Write **Yes** or **No**. _____

3 Goldilocks saw three chairs.

Write **Yes** or **No**. _____

4 Goldilocks liked the third chair best.

Write **Yes** or **No**. _____

5 Tick **one**.

Goldilocks saw three:

baths.

birds.

beds.

buds.

Name:

Date:

6 “*The last bed was perfect.*”

“*perfect*” means the same as what?

Tick **one**.

awful

just right

bad

okay

Practice text: Goldilocks and the Three Bears

Cracking the questions

Question	Answer	Focus	Strategy
1. Goldilocks saw three bowls of corn flakes. Write Yes or No .	No	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
2. The first bowl was too hot. Write Yes or No .	Yes	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
3. Goldilocks saw three chairs. Write Yes or No .	Yes	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
4. Goldilocks liked the third chair best. Write Yes or No .	Yes	1d	<i>Question focus: make inferences from the text.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • remember that you are not told the answer to the question. You have to read the information you are given and decide what you think the answer is.
5. Tick one . Goldilocks saw three: <input type="checkbox"/> baths. <input type="checkbox"/> birds. <input type="checkbox"/> beds. <input type="checkbox"/> buds.	beds. ✓	1b	<i>Question focus: identify key aspects of fiction texts, such as characters, events.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • tick the word that matches the text.
6. "The last bed was perfect." "perfect" means the same as what? Tick one . <input type="checkbox"/> awful <input type="checkbox"/> just right <input type="checkbox"/> bad <input type="checkbox"/> okay	just right ✓	1a	<i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • find the sentence "The last bed was perfect" in the text. • think about what the word "perfect" means. • look at the choices in the question. Tick the best one.

North Pole, South Pole/Our Team

Pip Jones/Simon Mugford

Key text features

Both texts are non-fiction and contribute to developing the children's vocabulary and knowledge of the world.

- The Teaching text is *North Pole, South Pole* by Pip Jones.
- The Practice text is *Our Team* by Simon Mugford.

Reading the Teaching text: *North Pole, South Pole*



- What do the children think of when you talk about the North Pole or the South Pole?
Group their responses. E.g.
 - Where these places are
 - How you might get to these places
 - Who and what lives at these places
- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software for this unit. You can also download the Teaching text and questions for the children to work from if you wish.
- Without showing the text, let the children listen to the audio. Work through the listening comprehension questions.
- Show the children the text and look at the pictures. Read through it together.
- Check the children understand that the circular map shows an image of the Earth.
 - Ask if they can identify any features, e.g. land, sea, ice.
 - Show the children where the UK is on the map. Ask them if it is closer to the North Pole or the South Pole.
 - Talk about scale. Explain that from the UK to the North Pole is over 4,000 km and it is over 15,000 km to the South Pole.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- If you lived at the North Pole, what kind of clothes do you think you would need to have? Why?
- Do you think it would be more colourful living at the North Pole or the South Pole? Why?
- Where would you rather live: the North Pole or the South Pole? Why?

Reading the Practice text: *Our Team*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 81 for the children to use independently or in pairs.
- Introduce the text by asking the children to tell you what the word *team* means.
- What do the children do in teams?
- What kind of team might the book be about?

Talk-about questions

Ask these questions after the children have done the comprehension activities.

- Does the child in the text like sports? Explain your answer.
- Why do the football team stretch their arms and legs?
- What does a coach do with a team?

Moving into writing

- Revisit *North Pole, South Pole*. Point out how the text looks at the same thing in two different places.
- Choose a topic about a different time or place you want the children to focus on, comparing it with the time and place they are familiar with.
- Encourage groups of children to consider different aspects of the time/place you want them to compare with their own experience.
- Ask the children to share what they discovered with other groups so that all the children can consider more than one aspect of comparison.
- Encourage the children to work with a response partner to practise saying some sentences comparing the familiar with the unfamiliar.
- Ask the children to write an information report modelled on *North Pole, South Pole*, comparing the two times/places.

Listening Comprehension: Questions and Answers



Use the Teaching text images (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the text.

Q1: Where are the coldest places on Earth?

A1: At the top and the bottom/The North Pole and South Pole

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

.....

Q2: Why can't birds at the South Pole build nests high in trees?

A2: There are no trees at the South Pole.

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

.....

Q3: Polar bears eat fish and seals. Why don't they also eat penguins?

A3: Penguins only live near the South Pole and polar bears only live near the North Pole.

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

Extending reading

Play Outside – Zoë Clarke

Amazing Animation – Ciaran Murtagh

Into the Woods with Barnaby Bear – Lou Kuenzler

Amazing Animal Babies – Kay Barnham

Teaching text: North Pole, South Pole 

Cracking the questions

Question	Answer	Focus	Strategy
<p>1. Where are the poles? Complete the sentence using a word from the text.</p> <p>The North Pole is at the _____ of the world.</p> <p>The South Pole is at the _____ of the world.</p>	<p>The North Pole is at the <u>top</u> of the world.</p> <p>The South Pole is at the <u>bottom</u> of the world.</p>	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look for the sentences in the text. • copy the words from the text into the gaps.
<p>2. Choose one.</p> <p>In the South Pole, birds make nests:</p> <p><input type="checkbox"/> in trees.</p> <p><input type="checkbox"/> under the snow.</p> <p><input type="checkbox"/> on rock.</p>	<p>on rock. ✓</p>	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text.
<p>3. Choose one.</p> <p>In the North Pole, people live:</p> <p><input type="checkbox"/> in towns and cities.</p> <p><input type="checkbox"/> under a blanket of snow.</p> <p><input type="checkbox"/> on boats.</p>	<p>in towns and cities. ✓</p>	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text.
<p>4. Which animals live at the South Pole?</p> <p>Choose two.</p> <p><input type="checkbox"/> Arctic foxes</p> <p><input type="checkbox"/> Penguins</p> <p><input type="checkbox"/> Polar bears</p> <p><input type="checkbox"/> Whales</p>	<p>penguins ✓</p> <p>whales ✓</p>	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. • remember to tick two.
<p>5. Which animals live at the North Pole?</p> <p>Choose two.</p> <p><input type="checkbox"/> icefish</p> <p><input type="checkbox"/> penguins</p> <p><input type="checkbox"/> polar bears</p> <p><input type="checkbox"/> seals</p>	<p>polar bears ✓</p> <p>seals ✓</p>	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. • remember to tick two.
<p>6. Write one thing that is the same at the North Pole and the South Pole.</p>	<p>Accept:</p> <ul style="list-style-type: none"> • They are the coldest places on Earth. • ice • Seals and whales live in the sea. 	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text for something that is the same at both the North Pole and the South Pole.

Our Team by Simon Mugford

School sports

At our school, we play lots of sports. We keep fit by running, jumping and catching.

There are five players in our football team. We work together to play the game.



Training

We work as a team to practise our skills – this is called training.

Before we start training, we stretch our arms and legs. This stops us getting hurt.

If we do get hurt, we must stop playing and get help.

Our coach makes us take breaks and drink lots of water too.

How we play

We kick the ball to each other.

Players score by getting the ball into the other team's net. Our goalkeeper tries to stop the ball going in our net.

The team that scores the most goals wins.



The big match

Our football team is playing in a big match today.

We've trained hard.

We've warmed up.

We'll work together to stop the other team scoring goals.

We have a lot of fun playing in a team.

Name:

Date:

Our Team

Use the story and pictures to answer the questions.

1 How many players are in the football team?

Write a word from the text.

2 Tick **one**.

At school, we:

play lots of sports.

play some sports.

never play sports.

3 Tick **one**.

When we train, we:

eat lots of food.

practise our skills.

run very fast.

Name:

Date:

4 What does our coach make us do when we are training?

Tick **two**.

Drink water.

Get hurt.

Stretch our arms and legs.

Kick the ball hard.

5 How do you win a game?

Tick **two**.

Drink water.

Shout loudly.

Score goals.

Stop the other team scoring goals.

6 Write **one** thing that is good about playing in a team.

Practice text: Our Team

Cracking the questions

Question	Answer	Focus	Strategy
1. How many players are in the football team? Write a word from the text.	five	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look for the sentence in the text. Do not rely on personal experience. • copy the word from the text.
2. Tick one. At school, we: <input type="checkbox"/> play lots of sports. <input type="checkbox"/> play some sports. <input type="checkbox"/> never play sports.	play lots of sports. ✓	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. Do not rely on personal experience.
3. Tick one. When we train, we: <input type="checkbox"/> eat lots of food. <input type="checkbox"/> practise our skills. <input type="checkbox"/> run very fast.	practise our skills. ✓	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells them. • tick the information that matches the text. Do not rely on personal experience.
4. What does our coach make us do when we are training? Tick two. <input type="checkbox"/> Drink water. <input type="checkbox"/> Get hurt. <input type="checkbox"/> Stretch our arms and legs. <input type="checkbox"/> Kick the ball hard.	Drink water. ✓ Stretch our arms and legs. ✓	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. Do not rely on personal experience. • remember to tick two.
5. How do you win a game? Tick two. <input type="checkbox"/> Drink water. <input type="checkbox"/> Score goals. <input type="checkbox"/> Shout loudly. <input type="checkbox"/> Stop the other team scoring goals.	Score goals. ✓ Stop the other team scoring goals. ✓	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. Do not rely on personal experience. • remember to tick two.
6. Write one thing that is good about playing in a team.	Accept: • You work together. • You have a lot of fun.	1b	<i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i> Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text for information. Do not rely on personal experience.

My Big Band/There's a Wise Old Owl

Tony Mitton/Anonymous

Key text features

Both texts are poems with a clear rhyming structure.

- The Teaching text is *My Big Band* by Tony Mitton.
- The Practice text is *There's a Wise Old Owl* by Anonymous.

Reading the Teaching text: *My Big Band*



- Introduce the poem by talking about music bands. Ask the children questions. E.g.
 - Which music bands do you like listening to? Have you ever seen them in concert?
 - Which musical instruments might you see or hear in a band? What kinds of noises do the different instruments make?
- Ask the children to mime playing musical instruments such as the drum, the triangle, the cymbals, the recorder and the guitar. Can children make sounds like the different instruments?
- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for the children to work from if you wish.
- Show the children the poem and talk about the pictures. Talk about the story the pictures tell.
- Read the poem aloud to the children first, and then read it together as a class. Together, discuss the rhyming structure. If necessary, prompt the children to point out the rhyming words or clap the rhythm.
- Work through the listening comprehension questions.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Which of these instruments have you played? Why?
- Is there any way the band could be quieter? What would have to change?

Reading the Practice text: *There's a Wise Old Owl*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 89 for the children to use independently or in pairs.
- Introduce the poem by showing children pictures and, if possible, a video of owls. You may choose to find a video of owls flying at night to reflect the content of the poem.
- Again, read the poem aloud to the children first, and then read it together as a class. Prompt the children to notice the rhyming structure here too. Encourage them to point out the rhyming words or clap the rhythm.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Do you think this is happening during the day or at night? Why?
- Where do you think the owl might be flying to at the end of the rhyme?

Moving into writing

- Revisit *There's a Wise Old Owl*.
- Together, explore some possible actions to accompany each line of this poem – actions help with memory. Encourage the children to learn to recite the poem from memory if possible, with actions.
- Discuss other animals the children might see sitting in a tree (e.g. *squirrel, cat, bird*). Together, rework the first few lines of the poem, changing the words to reflect one of these animals.
- E.g.
There's a long-tailed cat
With a cold wet nose
Two furry ears
And claws for its toes
- Ask the children to draw and write lines for a new poem based on *There's a Wise Old Owl*.

Listening Comprehension: Questions and Answers



Use the Teaching text images (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the text.

Q1: Look at the picture. Can you find the names of the instruments in the poem?

A1: (Will depend on the pictures)

Strategy: Ask the children to name the instruments in each picture and to point to the matching word in the text.

Q2: Can you find a sound word and say which instrument made it?

A2: (Any of the word/instruction pairs from the poem)

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

Q3: Do you think the children in the band were playing quietly? Why do you think that?

A3: Accept reasonable answers. E.g. No – because they were all playing together./Mum said they had to be quiet./they are all noisy instruments.

Strategy: Explain to the children that the answer is not in the poem; they have to think about the information in the poem and then think about what they know from their own lives.

Extending reading

The Koala Who Could – Rachel Bright

The Orchard Book of Nursery Rhymes – Faith Jaques

Oi Frog! – Kes Gray

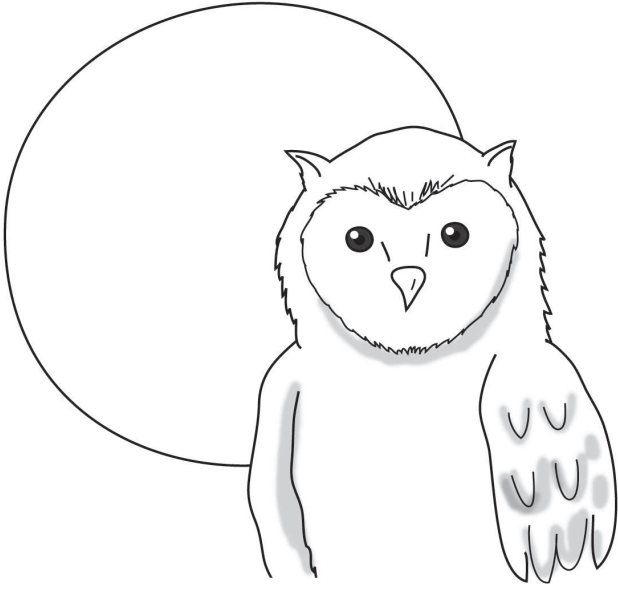

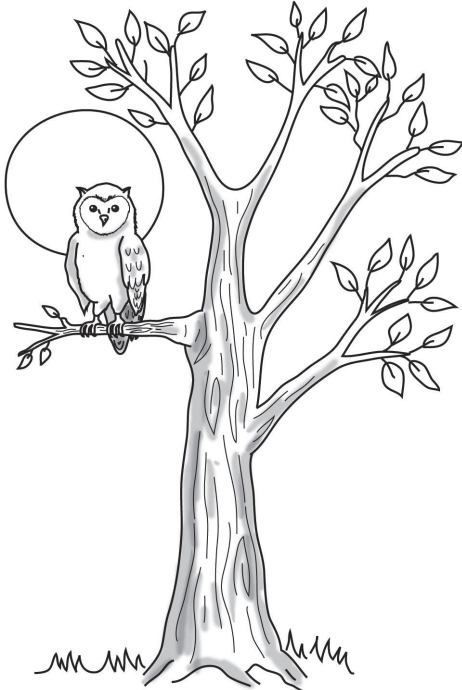

Cracking the questions



Teaching text: My Big Band

Question	Answer	Focus	Strategy
<p>1. Choose one.</p> <p>The triangle went:</p> <p><input type="checkbox"/> tring.</p> <p><input type="checkbox"/> ting.</p> <p><input type="checkbox"/> toot.</p> <p><input type="checkbox"/> tara.</p>	ting. ✓	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the word in the poem. • tick the word you find in the poem.
<p>2. Find the word that completes this sentence.</p> <p>'Whee' went the _____.</p>	whistle	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the sentence in the poem. Fill in the gap using a word from the poem.
<p>3. Find the word that completes this sentence.</p> <p>' _____', went the <i>cymbal</i>.</p>	crash	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the sentence in the poem. Fill in the gap using a word from the poem.
<p>4. Which instruments were in the band?</p> <p>Choose two.</p> <p><input type="checkbox"/> piano <input type="checkbox"/> shaker</p> <p><input type="checkbox"/> violin <input type="checkbox"/> trumpet</p> <p><input type="checkbox"/> drum <input type="checkbox"/> guitar</p>	drum ✓ trumpet ✓	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. • read the poem. Think about what it tells you. • tick the information that matches the text. • remember to tick two.
<p>5. What did Mum say?</p>	"Quiet"	1b	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the sentence in the poem. • write your answer.
<p>6. Write one word or phrase to show how Mum felt.</p>	Accept: • fed up • angry	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about what their mum/dad/carer would say and feel if all this noise was in their house. • read the poem again, thinking about Mum.

There's a Wise Old Owl by Anonymous

	
<p>There's a big-eyed owl With a pointed nose</p>	<p>Two pointed ears And claws for his toes</p>
	
<p>He sits in a tree And looks at you</p>	<p>He flaps his wings And says 'twit-two!'</p>

Name:

Date:

There's a Wise Old Owl

Use the poem and pictures to answer the questions.

1 Tick one.

The owl is:

wax.

wise.

wet.

wooden.

2 Write a word to complete the sentence.

The owl has _____ for his toes.

3 Write a word to complete the sentence.

The owl sits in a _____.

4 Write a word to complete the sentence.

The owl says _____.

Name:

Date:

5 Which parts of the owl are pointed?

Tick **two**.

ears

nose

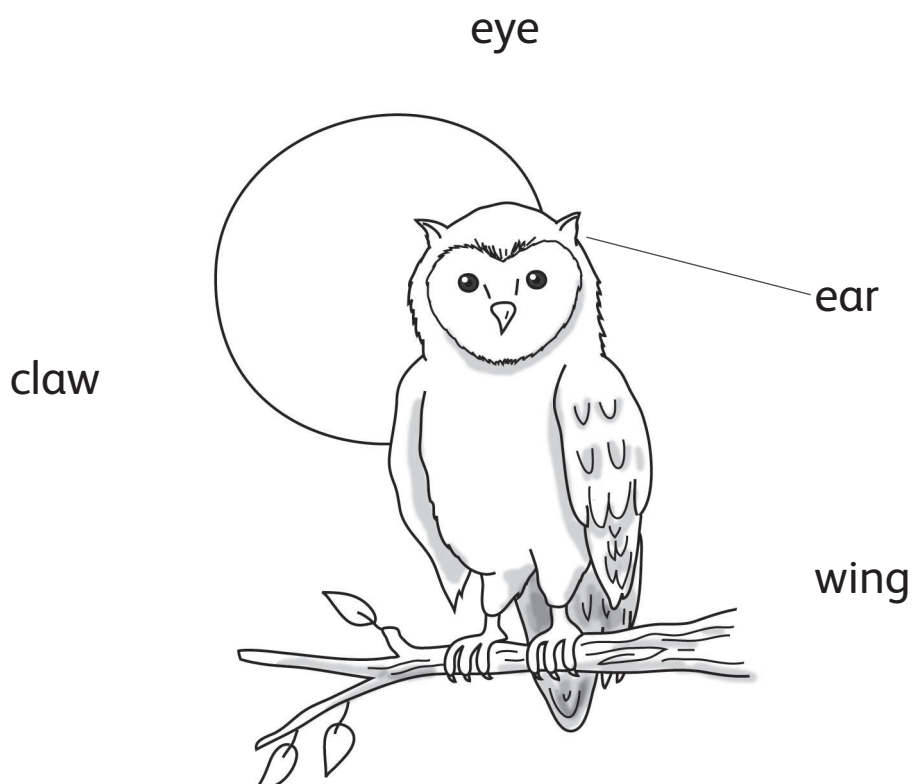
eyes

tail

feet

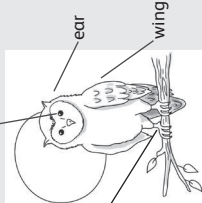
tummy

6 Draw lines to join the words to the owl. One has been done for you.



Practice text: There's a Wise Old Owl

Cracking the questions

Question	Answer	Focus	Strategy
<p>1. Tick one.</p> <p>The owl is:</p> <p><input type="checkbox"/> wax. <input type="checkbox"/> wet.</p> <p><input type="checkbox"/> wise. <input type="checkbox"/> wooden.</p>	wise. ✓	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look for the information in the poem/title. • tick the words you find in the poem/title.
<p>2. Write a word to complete the sentence.</p> <p>The owl has _____ for his toes.</p>	claws	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the information in the poem. Fill in the gap using a word from the poem.
<p>3. Write a word to complete the sentence.</p> <p>The owl sits in a _____.</p>	tree	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the information in the poem. Fill in the gap using a word from the poem.
<p>4. Write a word to complete the sentence.</p> <p>The owl says _____.</p>	"twit-two"	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the information in the poem. Fill in the gap using a word from the poem.
<p>5. Which parts of the owl are pointed?</p> <p>Tick two.</p> <p><input type="checkbox"/> ears <input type="checkbox"/> eyes</p> <p><input type="checkbox"/> feet <input type="checkbox"/> nose</p> <p><input type="checkbox"/> tail <input type="checkbox"/> tummy</p>	nose ✓ ears ✓	1b	<p><i>Question focus: identify key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • tick the information that matches the poem. • remember to tick two.
<p>6. Draw lines to join the words to the owl. One has been done for you.</p>		1a	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • look at the words around the picture. • scan the poem for each of the words. • draw a line between each word and the owl's body part.

Minibeasts in the Garden or Park/ Minibeasts in the Pond

Key text features

The texts continue to move towards traditional comprehension, with fewer illustrations and a range of question types, most of which ask the children to write short answers. Both texts are non-fiction information texts about common minibeasts.

- The Teaching text is *Minibeasts in the Garden or Park*.
- The Practice text is *Minibeasts in the Pond*.

Reading the Teaching text: *Minibeasts in the Garden or Park*

- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for children to work from if you wish.
- Introduce the text by asking the children about the title.
 - What is a minibeast? (*A small creature*) Have you seen any? (*E.g. insects, spiders, snails, etc.*)
 - What do you think this text might be about?
 - Which minibeasts would you look for in a garden or park?
- Without showing the text, let the children listen to the audio. Work through the listening comprehension questions.
- Show the children the text and read it through together.
- Talk about how to show the answer for the different question types.
- Most children should be able to do the activity independently.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Is this text fiction or non-fiction? How do you know?
- Why do you think it starts by telling you what a minibeast is?
- How is a bee the same as a butterfly?
- How is a spider different from a daddy-long-legs (or crane fly)? Which is an insect?
- Why do you think gardeners don't like slugs and snails?
- What did you learn when you read this text?

Reading the Practice text: *Minibeasts in the Pond*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 97 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title.
 - What is a minibeast? [*A small creature*] Have you seen any that like ponds? [*E.g. dragonflies, frogs, tadpoles, etc.*]
 - What do you think this text might be about?
 - Which minibeasts might you find in a pond?
- Emphasise the safety aspects of looking in or near water, and stress the need for adult supervision.
- Show the children the text and read it through together.
- Talk about how to show the answer for the different question types.
- Most children should be able to do the activity independently.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Have you ever seen minibeasts in or near a pond?
- How are dragonflies and butterflies the same?
- What is the difference between a frog and a toad? What is the same?
- What is the difference between a garden snail and a pond snail? What is the same?
- Which pond minibeast would you most like to see?
- Why is it so important to be with an adult if you want to look for minibeasts in or near a pond?

Moving into writing

- Take some minibeast identification books outside with you and do a minibeast hunt in the school grounds. Ask the children to sketch the creatures they find.
- Back in class, ask the children to find out more about the minibeasts they saw.
- Reread *Minibeasts in the Garden or Park* and talk about the text structure: introduction, followed by headings and short paragraphs.
- Ask the children to plan their text with a response partner. Provide writing frames if necessary.
- Once the children have spoken their planned text aloud, let them decide whether to handwrite their text or to use a computer.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: What is a minibeast?

A1: A small animal

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the text and to raise their hands when something in the text tells them the answer to the question. Remind them that the answers to 'What' questions are usually found in the text. Also remind them that questions are usually asked in the order in which the answers are found in the text.

.....

Q2: How can you tell if a minibeast is an insect or not?

A2: Insects have six legs.

Strategy: Ask the children to think about where in the text they are likely to find the answer. Listen again to that part of the text and ask the children to raise their hands when they hear the answer to the question.

.....

Q3: Why should you have an adult with you when you look for minibeasts?

A3: Because some minibeasts sting

Strategy: Ask the children to think about where in the text they are likely to find the answer. Listen again to that part of the text and ask the children to raise their hands when they hear the answer to the question. Remind the children that 'Why' questions need to be answered with an explanation. Tell the children that they need to see if there is an answer in the text before they use their own knowledge of the world; if there is an answer in the text, they should use that.

Extending reading

Mad about Minibeasts! – Giles Andreae and David Wojtowycz

Let's Look for Minibeasts – Caz Buckingham and Andrea Pinnington

Twist and Hop, Minibeast Bop! – Tony Mitton and Guy Parker-Rees



Teaching text: Minibeasts in the Garden or Park

Cracking the questions

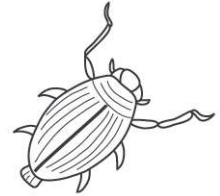
Question	Answer	Focus	Strategy
1. Write the names of three insects that live in gardens and parks.	Any three of ants, flies, bees, butterflies, ladybirds.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. scan the text, looking for the names of three insects. copy the names of the insects.
2. Label these pictures to show how an insect grows.	larva, pupa (correctly labelled)	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. look at the pictures. scan the text for words that name each stage in how an insect grows. write the words in the spaces.
3. Find the spider.	spider picture (with eight legs) ticked	1a	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to choose the right picture.
4. How do most spiders catch their food?	They spin sticky webs/in webs.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.
5. What is the bottom side of a slug called?	the foot	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.
6. What helps slugs and snails to slide over rough ground?	They make a sticky slime.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.

Minibeasts in the Pond

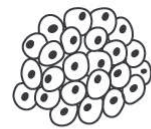
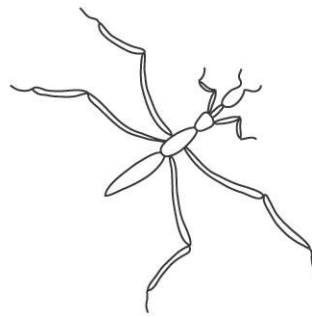
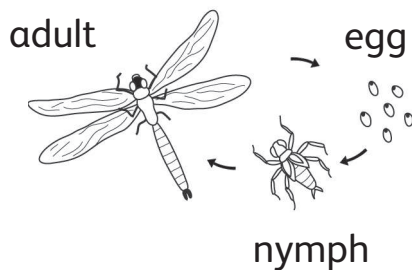
Minibeasts are very small animals. You can find them outside in a garden, a park, a wood or a pond. There are many different kinds of minibeasts.

Insects

Insects all have six legs. Many insects live in ponds. Water boatmen, whirligig beetles and pond skaters are all insects that live in ponds. Some flying insects, like dragonflies, live in ponds when they are larvae.

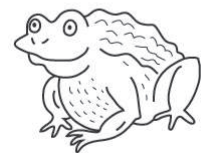


Life cycle of a pond insect



Frogs and toads

Frogs and toads are minibeasts. Frogs live in ponds. Toads don't live in ponds, but they need to live near ponds to lay their eggs. Frogs and toads both lay their eggs in a sticky jelly in ponds. Tadpoles hatch from the eggs. They grow into frogs or toads.



Pond snails

Some snails live in rivers and ponds. Like land snails, pond snails have hard shells that protect them. They can pull their soft bodies inside their shells if they think danger is near. Pond snails eat tiny plants, called algae, as well as dead plants. They help to keep ponds clean and fresh.



You **must** have an adult with you if you go near a pond to look for minibeasts. If you catch a minibeast, you should always let it go again.

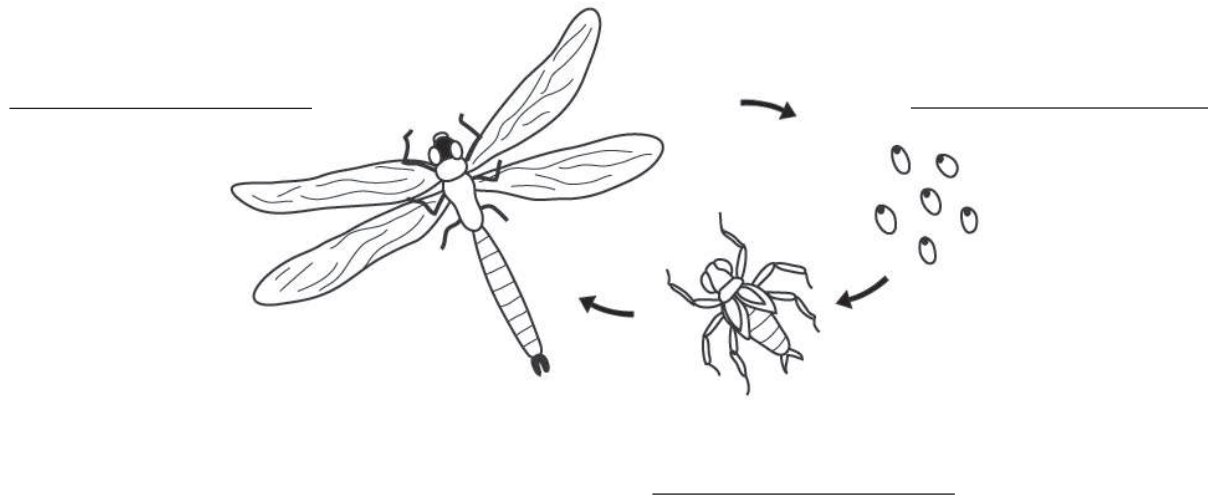
Name:

Date:

Minibeasts in the Pond

1 Write the names of **three** insects that live in ponds.

2 Label these pictures to show how a pond insect grows.



3 Circle the frog.



Name:

Date:

4 What hatches from a toad's egg?

5 What does a pond snail do if it thinks danger is near?



6 Why do people like to have pond snails in their ponds?

Practice text: Minibeasts in the Pond

Cracking the questions

Question	Answer	Focus	Strategy
1. Write the names of three insects that live in ponds.	water boatmen, whirligig beetles, pond skaters	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. scan the text, looking for the names of three insects. copy the names of the insects.
2. Label these pictures to show how a pond insect grows.	egg, nymph, adult (correctly labelled)	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. look at the pictures. scan the text for words that name each stage in how an insect grows. write the words in the spaces.
3. Circle the frog.	frog (in pond) circled	1a	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to choose the right picture.
4. What hatches from a toad's egg?	a tadpole	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.
5. Why does a pond snail do if it thinks danger is near?	It pulls its body inside its shell.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.
6. Why do people like to have pond snails in their ponds?	They help to keep ponds clean.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.

Lion's Lunch/The Lion and the Mouse

Key text features

The texts continue to move towards traditional comprehension. The illustrations are supportive of, but not integral to, the text. There is a range of question types, most of which ask the children to write some slightly longer answers. Both texts are familiar fables that feature talking animals and have a moral.

- The Teaching text is *Lion's Lunch*.
- The Practice text is *The Lion and the Mouse*.

Reading the Teaching text: *Lion's Lunch*



- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for children to work from if you wish.
- Introduce the text by asking the children about the title.
 - Does this sound like a story or an information text? Why?
 - It is a story. Have you heard a story with a title like this before? What do you remember about it?
 - Explain that this story is a retelling, so the writer has heard the story and has written it again using their own words and adding their own details.
 - What kinds of creatures would you expect to find in this story?
- Without showing the text, let the children listen to the audio.
 - Show the children the text and read through it together.
 - Talk about how to show the answer for the different question types.
 - Most children should be able to do the activity independently.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why do you think Lion did not go and get his own lunch?
- Do you think the other animals were kind to Lion, or were they silly?
- Do you think Lion will have any lunch today? Why?
- What will happen if Lioness tries to trick the animals again?

Reading the Practice text: *The Lion and the Mouse*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 105 for the children to use independently or in pairs.
- Introduce the text by asking the children about the title.
 - Does this sound like a story or an information text? Why?
 - It is a story. Have you heard a story with a title like this before? What do you remember about it?

- Explain that this story is a retelling, so the writer has heard the story and has written it again using their own words and adding their own details.
- What kinds of creatures would you expect to find in this story?
- Show the children the text and read through it together.
- Talk about how to show the answer for the different question types.
- Most children should be able to do the activity independently.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Why did Lion laugh when Mouse spoke to him?
- Why do you think he decided to let Mouse go?
- Why did Mouse decide to help Lion?
- What could Mouse do to help Lion that Lion couldn't do himself?
- What can we learn from this story?

Moving into writing

- Reread *The Lion and the Mouse*.
- Give the children A3 paper divided into six sections. Ask them to think about how they would divide the story up into five or six sections.
- Encourage them to work with a response partner to agree what to draw in each section so that they create a storyboard of the story.
- Ask them to work with a different response partner. Each child should use the storyboard to tell their partner their version of the story. Ask the response partner to say one thing that was done well and one thing that could be improved.
- Ask the children to write their version of the story in their own words.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: What did Lioness say she was going to do for Lion?

A1: Get him some lunch.

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the story, and to raise their hands when something in the story tells them the answer to the question. Remind them that the answers to 'What' questions are usually found in the text. Also remind them that questions are usually asked in the order in which the answers are found in the text.

Q2: Which was the first animal that Lioness sent to visit Lion?

A2: Zebra

Strategy: Ask the children to think about where in the text they are likely to find the answer. Listen again to that part of the text and ask the children to raise their hands when they hear the answer to the question. Remind them that the answer to 'Which' questions will usually be found in the text, so they will need to listen carefully to find the answer and choose from different animals.

Q3: Which was the last animal that Lioness tried to get to visit Lion?

A3: Fox

Strategy: Ask the children to think about where in the text they are likely to find the answer. Listen again to that part of the text and ask the children to raise their hands when they hear the answer to the question. Remind them that the answer to 'Which' questions will usually be found in the text, so they will need to listen carefully to find the answer and choose from different animals.

Extending reading

The Lion and the Mouse – Jerry Pinkney

The North Wind and the Sun – Brian Wildsmith

The Fox and the Crow – Mairi Mackinnon and Rocio Martinez

Cracking the questions



Teaching text: Lion's Lunch

Question	Answer	Focus	Strategy
1. Who went to get some lunch for Lion?	Lioness	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • find information in the text that will help you to answer the question. • write the answer.
2. Match what Lioness said to each of the animals.	<p>Zebra — Lion needs his friends to visit him.</p> <p>Deer — Lion is feeling sick.</p> <p>Fox — Lion is not feeling very well.</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all the parts of the question carefully. • scan the text, looking for the answer to each part of the question separately. • when you know each answer, draw a line to join up the information.
3. What did Fox see outside Lion's cave? What did he <i>not</i> see?	<p>He saw footprints going into the cave.</p> <p>He did not see footprints coming out.</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read both parts of the question carefully. • decide where you will find the answer to the first part of the question. Read that part of the text and write the answer. • decide where you will find the answer to the second part of the question. Read that part of the text and write the answer.
4. Why did Fox run away?	<p>He did not want to be Lion's lunch./He knew he was being tricked.</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about where you will find information in the text that will help you to answer the question. • reread that part of the text and write the answer.
5. Which animal do you think was the cleverest? Why?	<p>Fox.</p> <p>He would not be tricked./He looked before he did anything./He thought about what he knew.</p> <p>Or:</p> <p>Lioness.</p> <p>She knew how to trick some of the animals.</p>	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. Note that the words 'do you think' mean that the answer is not written in the text. You have to work out what you think • think about where you will find ideas in the text that will help you to answer the question. • reread that part of the text and write what you think.
6. How did Lioness plan to get Lion's lunch? Choose one .	<p>She planned to trick the other animals so Lion could eat them. ✓</p>	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all the parts of the question carefully. • reread the text, thinking about Lioness's plan. • reread all the choices in the question again and tick the best answer.

The Lion and the Mouse

One day, Lion put his big foot down on a mouse. “Now I have got you,” he said. “I will have you for my lunch.”

“Oh, please don’t eat me, Lion,” said Mouse. “If you let me go, I will help you.”

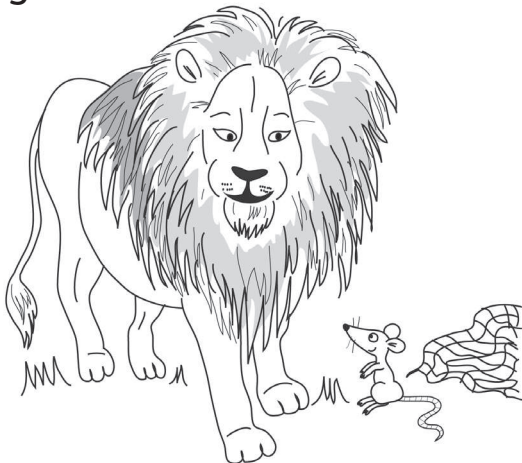


“How can you help me?” laughed Lion. “I am big and strong, and you are so small.” He laughed and laughed. Then he took his paw off the mouse and Mouse ran away.

The next day, Lion was trapped in a hunter’s net. He roared and roared, but he couldn’t get out. Then he heard a small voice.



“You helped me, Lion,” said Mouse. “Now I will help you.” Mouse took the net in her sharp little teeth. She bit the net and tore it and chewed it. At last there was a big hole in the net and Lion got out.



“Thank you, Mouse,” he said. “Even though you are little, you could help me. You saved my life.”

Name:	Date:
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The Lion and the Mouse

Use the text and pictures to answer the questions.

1 What did Lion catch for his lunch?

2 Why did Lion let it go? Tick **one**.

He wasn't hungry because he had eaten his lunch.

It was too small and he wanted something bigger.

It made him laugh.

3 Why did Lion roar?

4 How did Mouse help Lion?

5 Why do you think the Lion said “*thank you*” to Mouse?

Name:

Date:

6 Draw lines to show who did what in the story.

Lion

caught Lion in a net.

Mouse

let Mouse go.

Hunters

helped Lion to get free.

Practice text: The Lion and the Mouse

Cracking the questions

Question	Answer	Focus	Strategy
1. What did Lion catch for his lunch?	a mouse	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • find information in the text that will help you to answer the question. • write the answer.
2. Why did Lion let it go? Tick one.	It made him laugh. ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all the parts of the question carefully. • decide which part of the text you will need to reread to find the answer. • reread all the choices in the question again and tick the best answer.
3. Why did Lion roar?	He was trapped in a hunter's net.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • find information in the text that will help you to answer the question. • write the answer.
4. How did Mouse help Lion?	She made a hole in the net.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • find information in the text that will help you to answer the question. • write the answer.
5. Why do you think the Lion said "thank you" to Mouse?	She saved his life.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. Note that the words 'do you think' mean that the answer may not be written in the text. You have to work out what you think. • think about where you will find ideas in the text that will help you to answer the question. • reread that part of the text and write what you think.
6. Draw lines to show who did what in the story.	<p>Lion — caught Lion in a net.</p> <p>Mouse — let Mouse go.</p> <p>Hunters — helped Lion to get free.</p>	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all parts of the question carefully. • scan the text, looking for the answer to each part of the question separately. • when you know each answer, draw a line to join up the information.

New Clothes for Alex/A Bun for Barney

Mary Dickinson/Joyce Dunbar

Key text features

The texts continue to move towards traditional comprehension. The illustrations are supportive of, but not integral to, the text. There is a range of question types, most of which ask the children to write some slightly longer answers. The texts describe real-life situations. Although the main character in *A Bun for Barney* is a bear, his situation is one that children will relate to.

- The Teaching text is an extract from *New Clothes for Alex* by Mary Dickinson.
- The Practice text is *A Bun for Barney* taken from *Barney the Bear* by Joyce Dunbar.

Reading the Teaching text: *New Clothes for Alex*



- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software. You can also download the Teaching text and questions for children to work from if you wish.
- Introduce the text by asking the children about their experience of buying clothes.
- Ask the children to predict what the story might be about from the title.
 - Can they tell you who might be in the story?
 - Can they tell you where the story might be set?
- Without showing the text, let the children listen to the audio.
- Show the children the text and read through it together.
- Talk about how to show the answer for the different question types.
- Most children should be able to do the activity independently.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- When did Alex start complaining?
- Do you think he looked carefully at all the clothes Mum showed him?
- Why do you think Mum wanted Alex to have some new clothes?

Reading the Practice text: *A Bun for Barney*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 113 for the children to use independently or in pairs.
- Introduce the title of the story: *A Bun for Barney*.
- Explain that Barney the Bear has a bun and other creatures want some of it. Ask the children what they would do in that situation. Would they share the bun or keep it to themselves?

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Was Barney looking forward to eating his bun?
- Can you remember the description of the bun from the text? Would you like a bun like that?
- Barney gave the wasp a cherry. Do you think the other wasps will leave him alone too? What do you think might happen?

Moving into writing

- Reread *New Clothes for Alex*.
- Ask the children to work in pairs to explore the dialogue in the story. Give them highlighters. Ask them to highlight Alex's words in one colour and his mother's words in another.
- Then, ask them to reread the extract as a playscript.
- Back together again, ask the children to tell you some words to describe Alex (e.g. grumpy, cross, angry) and some words to describe his mum (e.g. angry, fed up).
- Ask the children to choose one of the characters to write about. Ask them to explain why the character felt this way. Encourage the children to use words from your list in their writing. Remind them to use capital letters and full stops, and to remember finger spaces. They could write a diary entry written by one of the characters after the shopping day or add speech-bubble text to pictures of the characters.

Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: Who are the characters in this story?

A1: Alex and his mother/Mum

Strategy: Ask the children to listen to the beginning of the audio to hear again the opening of the story and to raise their hands when something in the story tells them the answer to the question. Remind them that the answers to 'Who' questions are people or characters. Also remind them that questions are usually asked in the order in which the answers are found in the text.

.....

Q2: What did Mum do that surprised Alex?

A2: She growled back at him.

Strategy: Ask the children to think about where in the text they are likely to find the answer. Listen again to that part of the text and ask the children to raise their hands when they hear the answer to the question. Remind them that the answer to 'What' questions will usually be found in the text and it will probably be an object or an action.

.....

Q3: Did they find clothes that Alex liked? How do you know?

A3: No, because Alex would not look at any of the clothes. / Yes, because problems are usually solved in stories.

Strategy: Point out that this is a two-part question. The answer to a 'Did' question is usually either 'Yes' or 'No', but the second part is a 'How' question, which needs to be answered with an explanation.

Ask the children to think about where in the text they are likely to find the answer. Listen again to that part of the text and ask the children to raise their hands when they hear the answer to the question.

Extending reading

My Two Grannies – Floella Benjamin

The Sports Day – Nick Butterworth and Mick Inkpen

Poppy and Max and Too Many Muffins – Sally Grindley

Alfie and the Big Boys – Shirley Hughes

Big Bad Bun – Jeanne Willis

Teaching text: New Clothes for Alex 

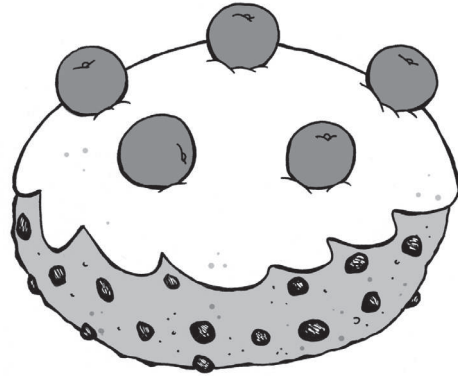
Cracking the questions

Question	Answer	Focus	Strategy
1. Alex said he wanted to go home. Why? Choose one .	There were too many people. ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all the parts of the question carefully. • decide which part of the text you will need to reread to find the answer. • reread all the choices in the question again and tick the best answer.
2. Alex gave his mother his very fierce monster stare. What did she do next?	She growled back at him.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • scan the text for the words “very fierce monster stare” and carefully read the next sentences, thinking about the answer.
3. Which clothes did Mum and Alex look at? Choose three .	Any three of T-shirts, sweaters, shoes or trousers.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all the parts of the question carefully. • scan the text, looking for the names of clothes. • check whether the clothes are listed in the question.
4. What was in the last window they looked at?	Trousers	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • decide which part of the text you will need to read. • find information in the text that will help you to answer the question. • write the answer.
5. Did Alex like shopping for clothes? How do you know?	No. He wanted to go home./He said he would not wear the clothes./ He said he did not like anything.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read both parts of the question carefully. • write ‘yes’ or ‘no’ to answer the first part of the question. • reread the text to find a reason for your answer.
6. Do you think Alex will find clothes he likes? Explain your answer.	Accept an answer with a reasonable explanation. E.g. Yes, because stories have happy endings. No, because he is not even looking at the clothes.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. Note that ‘do you think’ means that the answer might not be in the text. • think about what you know about Alex • reread the text again, thinking about the question. • write ‘yes’ or ‘no’ followed by an explanation.

A Bun for Barney by Joyce Dunbar

Barney the Bear had a bun.
It was an iced currant bun
with five cherries on.

Barney said, “An iced currant
bun with five cherries on will
go down nicely in my tum.”
And he settled down to eat
his bun.



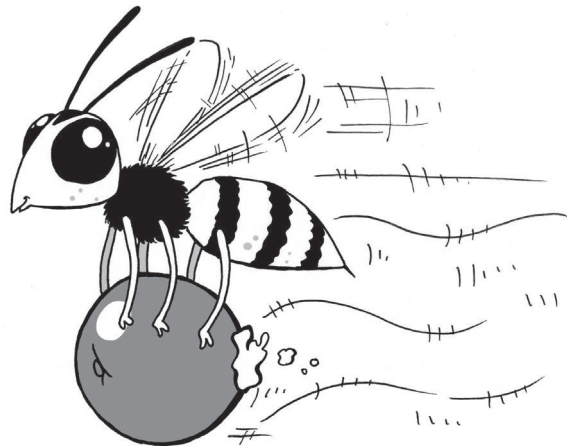
But before he could take a
bite a wasp came whizzing
and buzzing.

“Will you please go away,”
said Barney, “and leave me
to eat my bun.”

But the wasp buzzed louder
and said, “Yes, if you give
me a cherry.”

So Barney gave the wasp
a cherry.

“Oh well,” he said with
a sigh, “an iced currant
bun with four cherries on
is better than a bun with
none.”



Name:

Date:

A Bun for Barney

1 What was Barney's bun like? Tick the best answer.

It was an iced bun.

It was a currant bun.

It was an iced currant bun with cherries on.

It was an iced bun with cherries on.

2 Barney settled down to eat his bun. What came whizzing and buzzing?

3 What did Barney do in this text? Tick **three**.

He settled down.

He ate a bun.

He ate a cherry.

He had a bun.

He asked a wasp to go away.

4 What did Barney give the wasp to make it go away?

Name:

Date:

5 Does Barney like buns? How do you know?

6 Do you think Barney will get to eat his bun? Explain your answer.

Practice text: A Bun for Barney

Cracking the questions

Question	Answer	Focus	Strategy
1. What was Barney's Bun like? Tick the best answer.	It was an iced currant bun with cherries on. ✓	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read all the parts of the question carefully. • decide which part of the text you will need to read to find the answer. • reread all the choices in the question again and tick the best answer.
2. Barney settled down to eat his bun. What came whizzing and buzzing?	a wasp	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • decide which part of the text you will need to read. • find information in the text that will help you to answer the question.
3. What did Barney do in this text? Tick three .	He settled down. ✓ He had a bun. ✓ He asked a wasp to go away. ✓	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • carefully read all the parts of the question. • scan the text, looking for the actions named in the question. • tick each action when you spot it.
4. What did Barney give the wasp to make it go away?	a cherry	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • decide which part of the text you will need to read. • find information in the text that will help you to answer the question.
5. Does Barney like buns? How do you know?	Yes. He said it would go down nicely in his tum./He wanted to be left alone to eat it./He gave the wasp a cherry so it would leave him alone to eat it.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read both part of the question carefully. • write 'yes' or 'no' to answer the first part of the question. • reread the text to find a reason for your answer.
6. Do you think Barney will get to eat his bun? Explain.	Accept an answer with a reasonable explanation. E.g. Yes, because stories have happy endings. No, because the wasp might come back to get another cherry.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. Note that 'do you think' means that the answer might not be in the text. • think about what you know about Barney in this story. • reread the text again, thinking about the question. • write 'yes' or 'no' followed by an explanation.

Forest School/Summer Coat, Winter Coat

Ciaran Murtagh/Zoe Clarke

Key text features

Both texts are non-fiction and contribute to developing the children's vocabulary and knowledge of the world.

- The Teaching text is *Forest School* by Ciaran Murtagh.
- The Practice text is *Summer Coat, Winter Coat* by Zoe Clarke.

Reading the Teaching text: *Forest School*



- Ask the children what they know about Forest School, if anything.
 - Do they go to Forest School/have they done it at school or another centre?
- Ask the children to think, pair, share some of the things they might find if they went for a walk outside (e.g. *sticks, leaves, feathers, stones, snail shells, plants, minibeasts*).
- Access a full-colour version of the Teaching text and questions on the Interactive Modelling Software for this unit. You can also download the Teaching text and questions for the children to work from if you wish.
- Share the text with the children and talk about the images. Can children identify what the children are doing in each picture? What might they be finding out?
- Work through the listening comprehension questions.

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- Which of the activities that the children in the text did would you most like to do? Why?
- Do you think children need special clothes to do Forest School?
- What other activities do you think children could do at Forest School? Why would these be fun?

Reading the Practice text: *Summer Coat, Winter Coat*

- Access the Practice text on the modelling software or download a version that the children can work from. The Practice text can also be photocopied from page 121 for the children to use independently or in pairs.
- Introduce the text by asking the children to tell you how their summer coats are different from their winter coats.
- Talk about animals' coats. What does this mean? (E.g. *hair, fur, feathers*)
 - How might an animal's summer coat be different from its winter one?

Talk-about questions

Ask these questions after the children have completed the comprehension activities.

- What do animals' winter coats need to do that summer coats don't do?
- What can you tell about animals whose coats turn white for the winter?
- Do you think *all* animals have a different coat in winter? Why?

Moving into writing

- Ask the children to think about playtime.
 - What kinds of activities can they do?
 - Who is there to help them?
 - Who do they do the activities with?
- Revisit the *Forest School* text. Point out that the text is divided into short topics, each comprising one or two sentences.
- Let the children work with a response partner to practise saying some sentences for a text about playtime at your school.
- Ask the children to write a text, modelled on *Forest School*, about playtime at your school

Listening Comprehension: Questions and Answers



Use the Teaching text images (either on the modelling software or downloaded) to answer the following listening comprehension questions together. The children will need to see the pictures while they listen to the audio or hear you read the text.

Q1: Where might Forest Schools take place?

A1: Outside, in a garden, park, playground, wood or forest

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

.....

Q2: Why might you look inside an old tree trunk?

A2: To look for minibeasts

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

.....

Q3: What can we use to build a shelter?

A3: Sticks

Strategy: Ask the children whether they think the answer to the question is in the pictures or the writing. How do they know? Let them look and listen to find the answer to the question.

Extending reading

Toys from 100 Years Ago – Isabel Thomas

World Book Day – Anne Glennie

My Super Senses – Isabel Thomas

Flower Power – Judith Heneghan

Question	Answer	Focus	Strategy
<p>1. Choose one. If you want to “get close to nature”, you have to:</p> <p><input type="checkbox"/> go outside. <input type="checkbox"/> read a book.</p> <p><input type="checkbox"/> go for a drive. <input type="checkbox"/> stay inside.</p>	go outside. ✓	1a	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • look for the words “get close to nature” and carefully read the sentence. • look at the choices in the question and decide which one is best.
<p>2. Who tells the group what we are going to be doing today?</p>	the leader	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about where in the text you will find the information. • carefully read the text. Write the words from the text.
<p>3. Write two places that the book tells you to hunt for minibeasts.</p>	Accept any two of: <ul style="list-style-type: none"> • under stones • under leaves • up high • way down low • inside tree trunks 	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about where in the text you will look for the information. • carefully read the text. Write two places from the text.
<p>4. What is the first thing to do when you help to build a shelter?</p>	Clear some space.	1c	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • carefully read the text. Write the words from the text.
<p>5. Why might a leader light a fire? Choose one.</p> <p><input type="checkbox"/> to cook food <input type="checkbox"/> to look nice</p> <p><input type="checkbox"/> to keep warm <input type="checkbox"/> to make light</p>	to keep warm ✓	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about where in the text you will look for the information. • carefully read the text. Think about what it tells you. • tick the box that explains the information given in the text.
<p>6. Match the tools with what they help us do.</p> <p>cutters tap</p> <p>hammers snap</p> <p>pointed sticks dig</p>	<p>cutters — tap</p> <p>hammers — snap</p> <p>pointed sticks — dig</p>	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about where in the text you will look for the information. • carefully read the text. Join the tools to their actions.

Summer Coat, Winter Coat by Zoe Clarke

What's the weather like outside?

If it's cold and windy you will need a coat. Some animals have coats too, but they are not like yours.

Some animals change their coats when the seasons change. Just like you, they wear a different coat when it's cold.



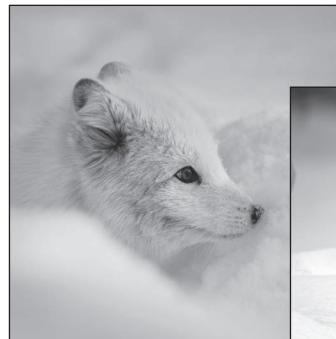
Mountain goats have a short, hairy coat in the summer, which keeps them cool.

In the winter, their hair grows long and thick to keep them warm. In the spring, their long coat falls off.

Some animals have coats that turn white in winter.

The Arctic fox and snowshoe hare both have brown summer coats.

Their white winter coats are thick and warm. This colour helps the fox and hare to stay safely hidden in the snow.



A ptarmigan's feathers change colour when the seasons change.

In winter, it grows a white feather coat on its body and feet. The thick feathers on its feet make a snow shoe. This helps the bird walk on snowy ground.

Name:

Date:

Summer Coat, Winter Coat

Use the text and pictures to answer the questions.

1 “*when the seasons change*”

What is a season?

Tick **one**.

a nice place to visit

a time of year

something you do

something you see

2 When do animals wear a different coat?

3 Write **two** things about a mountain goat’s summer coat.

4 What colour is an Arctic fox’s coat *before* it turns white?

Name:

Date:

5 Why do some animals grow a different coat in winter?

Tick **one**.

They want to look good.

They need to keep warm.

So they know it is winter.

6 Draw a line from each animal to show how their coats change in winter.

mountain goat

fur goes white

Arctic fox

gets feathery feet

ptarmigan

hair gets long and thick

Practice text: Summer Coat, Winter Coat

Cracking the questions

Question	Answer	Focus	Strategy
1. "when the seasons change" What is a season? Tick one . <input type="checkbox"/> a nice place to visit <input type="checkbox"/> a time of year <input type="checkbox"/> something you do <input type="checkbox"/> something you see	a time of year ✓	1a	Question focus: draw on knowledge of vocabulary to understand texts. Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • look for the words "when the seasons change". • carefully read the sentence with the words. • look at the choices in the question and decide which one is best.
2. When do animals wear a different coat?	"when it is cold" Also accept: <ul style="list-style-type: none"> • when it is hot 	1b	Question focus: explain key aspects of non-fiction texts, such as titles and information. Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for the information. • carefully read the text and think about what it tells you. • write the words from the text.
3. Write two things about a mountain goat's summer coat.	Accept any two of: <ul style="list-style-type: none"> • It is short. • It is hairy. • It keeps them cool. 	1b	Question focus: identify key aspects of non-fiction texts, such as titles and information. Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for the information. • carefully read the text and think about what it tells you. • write the words from the text. Don't forget to write two things.
4. What colour is an Arctic fox's coat before it turns white?	brown	1c	Question focus: identify the sequence of events in texts. Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for the information. • carefully read the text and think about what it tells you. • write the words from the text.
5. Why do some animals grow a different coat in winter? Tick one . <input type="checkbox"/> They want to look good. <input type="checkbox"/> They need to keep warm. <input type="checkbox"/> So they know it is winter.	They need to keep warm. ✓	1d	Question focus: make inferences from the text. Tell the children to: <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for the information. • carefully read the text and think about what it tells you. • tick the information that explains the information given in the text.

<p>6. Draw one line from each animal to show how their coats change in winter.</p> <p>mountain goat fur goes white Arctic fox gets feathery feet ptarmigan hair gets long and thick</p>	<p>1b</p>	<p>mountain goat fur goes white Arctic fox gets feathery feet ptarmigan hair gets long and thick</p>
<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will find it. • carefully read the text. Think about what it tells you. • join the animals to how their coats change. 		

Farm Animals

Teacher notes: *Assessment Task A*

Use the information below to identify whether each child is working at the expected standard for **Year 1 Term 1**. Children working at this standard should:

- be secure when reading words using *Letter and Sounds* phase 2 and 3 digraphs and trigraphs
- be reading Yellow Book Banded reading books (or higher)
- be confident enough with reading the words that they can begin to pay attention to the meaning
- have experiences of reading books with a range of purposes (including stories and non-fiction) and written in a range of styles.

Assessment guidance

Typically, children working at the expected standard will:

- know that some texts tell stories and others give information
- answer questions about the information on a page
- answer ‘how’ and ‘why’ questions when the answer is clear
- use the title of a non-fiction text to make predictions of what it might be about.

Use the list below to identify the content domains that the children are working on in this task.

identify/ explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	1b
predict what might happen on the basis of what has happened so far	1e

Introducing the text

Tell the children they are going to read some information about farm animals.

- Discuss whether they think this text will be a story. Talk about their expectations. Ensure they understand what “*information*” means and how it is different from a story.
 - Children who are working below the expected standard may need more experience of reading and looking at fiction and non-fiction books.
 - Children who are working at greater depth within the expected standard may be able to talk about text features they might expect in a non-fiction text.
- Think, pair, share experiences and knowledge about farm animals.
- Together, make a list of farm animals. Ask the children to name four animals they think might be in a text about farm animals.

Reading the text

- Begin with a shared reading of the text, introducing some of the text features and explaining how to read captions and labels. Talk about the function of the arrows pointing from the text to the picture.
- Let the children read the text to a response partner.
- Ask the children if there were any words they didn't know before they read the text.
 - All of the words in this text should be decodable by children who are reading securely at phase 3.
 - Children who are working below the expected standard may not be able to decode the less familiar words.
 - Those who are working at greater depth within the expected standard may be able to suggest new labels they could write for these animals.

Talking about the text

- Compare the children's predictions about which animals might be in the text to the reality of the text.
- Ask the children to look at the picture of two of the animals. Ask them to tell you something that is the same about them and something that is different.
- Ask the children questions about the text, such as the following.
 - Which animal stays with the farmer at night? Where do you think it sleeps? Why?
 - Which animals have hooves? How do you know?
 - Which animal has a coat of wool? How do you know?
- Ask response partners to talk about the text and to ask each other questions.
- Ask the children whether there was anything they didn't understand.
 - Children who are working below the expected standard may not be able to respond to questions about what they have read, even if they can repeat the words.

Answering the written questions

Distribute copies of the text and the task sheet. Ask the children to write their names.

Tell the children that you will all answer the questions together. You will tell them what they need to do and then they can have a go. Emphasise that they *are* allowed to use words and information from the text in their answer.

1. This is a _____.

Draw lines from the label to the part of the animal. (1b)

Ask the children to write the name of the animal on the line.

They should then read the labels and draw lines joining the words to the correct part of the animal. Remind them to look at the text to find the information they need.

Children who are working below the expected standard may need additional help to locate the name of the animal on the page. See whether they can finish the sentence orally and tell you what each of the labels refers to.

2. Tick the animal that has wool for its coat. (1b)

Read the question aloud to the children and model finding and recording the information requested.

Children who are working below the expected standard may need additional help to find the information requested on the page. Point out the emboldened text. Can they read it? Can they match it to words in the non-fiction text? Can they answer the questions orally?

3. Tick the animal that has an udder. (1b)

Ask the children to work independently to answer the question.

Children who are working below the expected standard may need additional help to find the information requested on the page. Point out the emboldened text. Can they read it? Can they match it to words in the non-fiction text? Can they answer the questions orally?

4. Tick the animal that can run and bark. (1b)

Ask the children to work independently to answer the question.

Children who are working below the expected standard may need additional help to find the information requested on the page. Point out the emboldened text. Can they read it? Can they match it to words in the non-fiction text? Can they answer the questions orally?

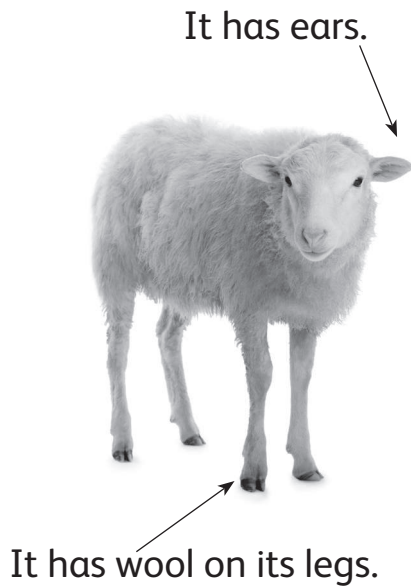
5. Draw lines to show where the animals spend the night. (1b)

Read the whole question to the children. Together, model and complete the box on the left, joining the animals to the place they spend the night.

Ask the children to complete the right-hand box themselves.

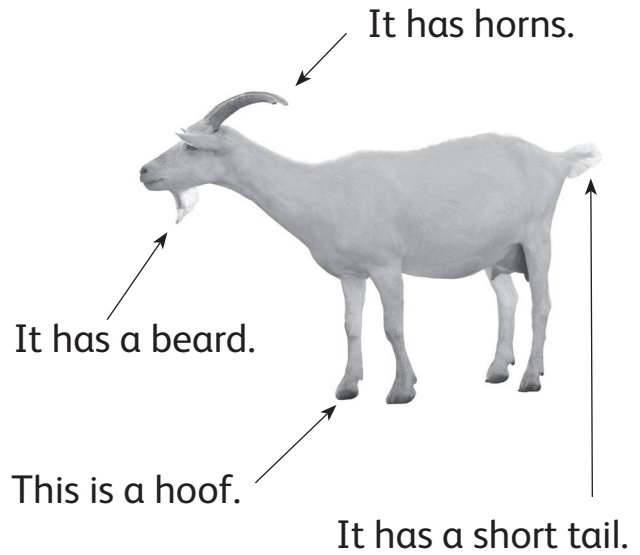
Sheep

Sheep have coats of wool.
They go into a pen at night.



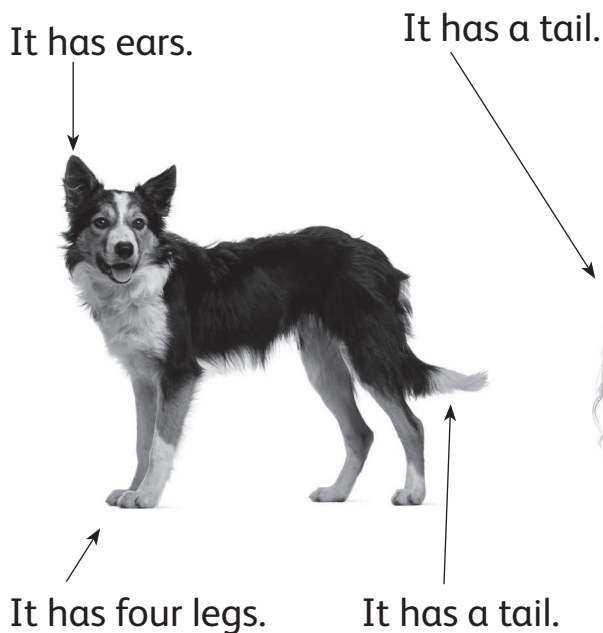
Goat

Goats go *maaa*.
They go into a shed at night.



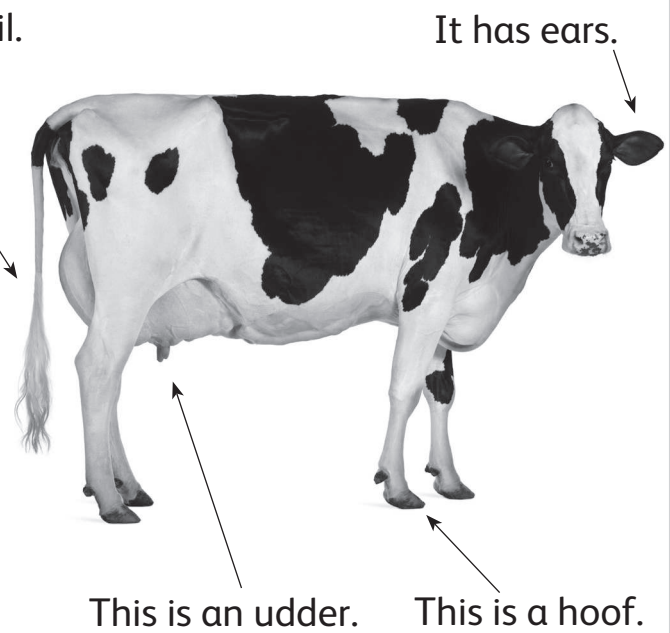
Dog

Dogs can run and bark.
They are with the farmer at night.



Cow

Cows go *moo*.
They go to the barn at night.



Name:	Date:
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Read the text, then answer the questions.

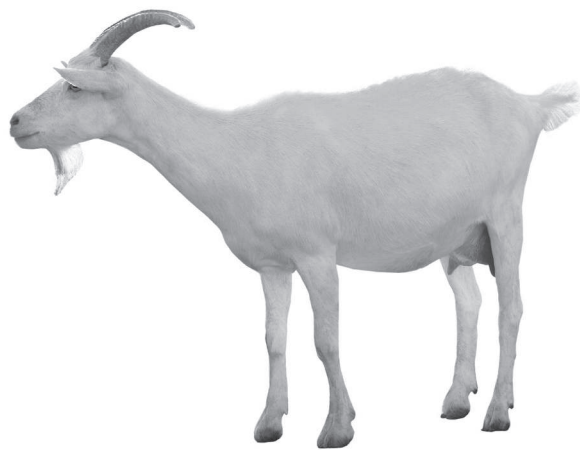
1 This is a _____ .

Draw lines from the label to the part of the animal.

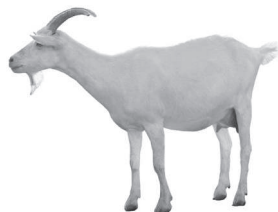
beard

horn

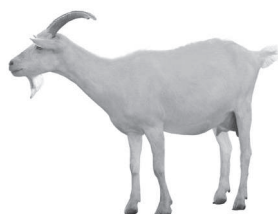
hoof



2 Tick the animal that has **wool** for its coat.



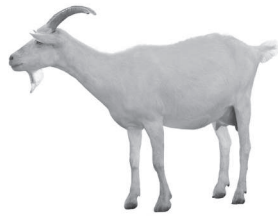
3 Tick the animal that has an **udder**.



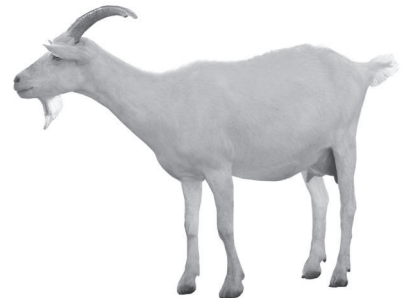
Name:

Date:

4 Tick the animal that can run and bark.



5 Draw lines to show where the animals spend the night.



in a shed

in a pen

with the farmer



in a barn



Martha's Night

Teacher notes: *Assessment Task B*

Use the information below to identify whether each child is working at the expected standard for **Year 1 Term 2**. Children working at this standard should:

- be secure when reading words using *Letter and Sounds* phases 2, 3 and 4 graphemes and be developing some knowledge and skills in phase 5
- be confident in reading Blue Book Banded reading books (or higher)
- with support, know when meaning has been lost and reread the text to repair understanding when asked to do so
- be confident enough with reading the words that they can pay increased attention to the meaning
- have experiences of reading texts with a range of purposes (including stories and non-fiction) and written in a range of styles. They can talk about what they like about a text.

Assessment guidance

Typically, children working at the expected standard will be able to:

- know that events are linked in a story
- find specific pieces of information in response to questions
- answer 'how' and 'why' questions when the answer is clear
- know whether an event happened before or after another event
- answer simple 'how' or 'why' questions that explore a character's motivations and feelings.

Use the list below to identify the content domains that the children are working on in this task.

identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	1b
make inferences from the text	1d

Introducing the text

Tell the children they are going to read a story about a little girl who is camping in her garden.

- Discuss the children's experiences and knowledge of camping. Have any of them ever been inside a tent?
- Think, pair, share experiences or knowledge of tents, dens and other temporary structures.
 - Children who are working below the expected standard may need support to stay on topic and to limit their conversations to tents and camping.
 - Those who are working at greater depth within the expected standard may be able to predict the kinds of events that might happen in a story about camping.

Reading the text

- Begin with a shared reading of the text, introducing the characters and vocabulary, and clarifying the relationship between the pictures and the texts.
- Let the children read the text to a response partner.

- Ask the children if there were any words they didn't know before they read the text.
 - All of the words in this text should be decodable by children who are reading securely at phase 4.
 - Children who are working below the expected standard may not be able to decode the less familiar words, nor read all of the common exception words.
 - Those who are working at greater depth within the expected standard may be able to reproduce and spell some of these trickier words.

Talking about the text

- Compare the children's predictions about what might happen with the events in the story.
- Ask the children to look at the first picture and the last picture and tell you what has changed. Can some of them also tell you what happened in between these pictures?
- Ask the children questions about the text, such as the following.
 - Do you think this story takes place in summer or winter? Why?
 - Do you think Martha was looking forward to sleeping in the tent at the beginning of the story?
- Ask response partners to talk about the text and to ask each other questions.
- Ask the children whether there was anything they didn't understand.
 - Children who are working below the expected standard may not be able to respond to the story as a whole; they may only be able to talk about each individual frame of the story.
 - Children who working at greater depth within the expected standard may be able to use the pictures to retell the story to each other, perhaps adding in extra details.

Answering the written questions

Distribute copies of the text and the task sheet. Ask children to write their names.

Draw their attention to question 4. Explain that they need to join the dots to show the beginning and end of sentences about the text.

Tell the children that they can try as much of the task as they feel able to. Emphasise that they are allowed to use words and information from the text in their answers.

1. Dad and Martha went to sleep in a _____ . (1b)

Write the word from the text to finish the sentence.

Children who are working below the expected standard may need additional help to locate the word 'tent' on the page. See whether they can finish the sentence orally, using just the pictures.

Children who are working at greater depth within the expected standard may be able to write the word from memory, segmenting it to spell. Encourage them to check the spelling with the word on the page.

2. In the night, Martha felt a _____ on her _____. (1b)

Write two words from the text to finish the sentence.

Children who are working below the expected standard may need additional help to locate the words 'drip' and 'hand' on the page. See whether they can finish the sentence orally, using just the pictures.

Children who are working at greater depth within the expected standard may be able to write the words from memory, segmenting them to spell. Encourage them to check the spelling with the word on the page

3. Tip was Martha's _____. Pickles was Martha's _____. (1b)

Write two words from the text. These exact sentences are not in the text, and nor are they adjacent to each other, so the question is slightly more stretching.

Children who are working below the expected standard may need support in relating the sentences in the question to those in the text.

Children who are working at greater depth within the expected standard may be ready to be taught to scan the text for the names of the animals.

4. Join the dots.

(1b)

Join the dots to complete the sentences. The information is found in three different chunks of text.

Children who are working below the expected standard may need support in tackling this question, both in terms of its layout and the reading required. Support them with finding one piece of information at a time.

Children who are working at greater depth within the expected standard may be quickly able to locate the passages of text they will need to read in order to find the answer.

5. In the end, Martha went to get into her bed because _____.

(1d)

Finish the sentence using information from the text. This question may stretch many children because it requires a level of inferential thought but, more importantly, it needs the children to identify information and then organise their thoughts into a sentence.

Children who are working below the expected standard may need support in tackling this question. They may be able to demonstrate understanding orally but there may be some difficulty in organising the words to make a sentence.

Children who are working at the expected standard may need to work with a response partner to agree the way they want to word the sentence.

Children who are working at greater depth within the expected standard may be quickly able to locate the information in the text and then reshape it in their answer.

Martha's Night



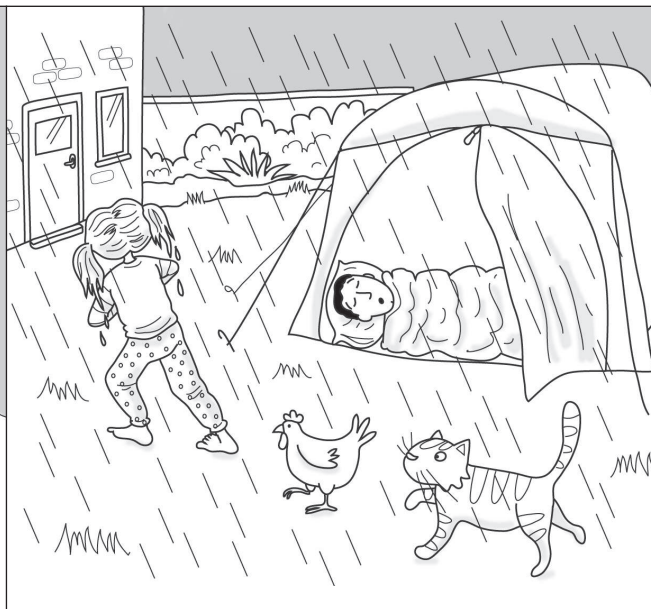
“It will be hot tonight,” said Dad.
 “Let’s sleep in a tent.”
 Martha said, “But I think there will be a storm.”
 “No,” said Dad. So they put up the tent.

In the night, Martha felt a drip on her hand. She got up and went out of the tent. There was a storm and it was raining. Her feet got wet.



Martha felt a scratch on her left leg. She bent down. It was Tip, the cat.

She felt a peck on her right leg. It was Pickles, the chicken.
 “Ow, Pickles. That hurt!” she said.



Then she trod on a stick. It had a thorn on it. Her foot began to bleed.

“I will not sleep the rest of the night in the garden,” she said.

“It is too wet and there are things that hurt me. I am going to get into my bed.”

Name:

Date:

Read the text, then answer the questions.

1 Dad and Martha went to sleep in a _____ .

2 In the night, Martha felt a _____
on her _____ .

3 Tip was Martha's _____ . Pickles was
Martha's _____ .

4 Draw lines to show what happened.

Tip hurt Martha's • _____ • foot.

Pickles hurt Martha's • _____ • right leg.

The thorn hurt Martha's • _____ • left leg.

5 In the end, Martha went to get into her bed because
_____ .

Are You New to Newts?

Teacher notes: *Assessment Task C*

Use the information below to identify whether each child is working at the expected standard for **Year 1 Term 3**. Children working at this standard should:

- read accurately by blending sounds in words containing grapheme-phoneme correspondences that have been taught
- be confident in reading Green or Orange Book Banded reading books (or higher)
- be able to make simple inferences and predictions based on what they have read
- be able to self-monitor when reading to show awareness that what they have read doesn't make sense, and reread the text to correct the error
- be able to talk about texts with a range of purposes (including stories and non-fiction) and written in a range of styles. They can talk about what they like and dislike about a text.

Assessment guidance

Typically, children working at the expected standard will be able to:

- find specific pieces of information in response to questions, even when the information is presented in different formats
- explain their understanding of a text clearly
- refer to the text to recite the main points in sequence
- link events in a text and answer questions about the order of events.

Use the list below to identify the content domains that the children are working on in this task.

identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	1b
identify and explain the sequence of events in texts	1c

Introducing the text

Tell the children they are going to read an information text called *Are You New to Newts?*

- Discuss the children's prior knowledge of newts. Do any of them know what a newt is? Show them images from the text or from other non-fiction sources (such as a book or the internet).
- Ask them what kind of information they would expect in a text called *Are You New to Newts?*
 - Children who are working below the expected standard may need support in distinguishing between stories and information texts.
 - Those who are working at greater depth within the expected standard may be able to predict the kinds of information the text might contain.
- Think, pair, share words to describe the newts they are shown.

Reading the text

- Begin with a shared reading of the text, introducing the layout. Discuss the headings and talk about how they can help you to find information quickly. If the children are unfamiliar with diagrams to show life cycles, explain what they represent.
- Let the children read the text to a response partner.
- Ask the children if there were any words they didn't know before they read the text.
 - All of the words in this text should be decodable by children who are reading securely at phase 5.
 - Children who are working below the expected standard may not be able to decode the less familiar words, nor read all of the common exception words.
 - Those who are working at greater depth within the expected standard may be able to blend and read some of the less familiar words.

Talking about the text

- Compare the children's predictions about what might be included in the text with the information given. Were their predictions accurate?
- Ask the children questions about the text, such as the following.
 - How are newts and frogs the same? How are they different?
 - Where do newts live in the summer? Why do they need to be in water in the summer?
 - Where do newts live in the autumn? What do they eat?
 - Why do you think all the headings are questions?
- Ask response partners to talk about the text and to ask each other questions.
- Ask the children whether there was anything they didn't understand.
 - Children who are working below the expected standard may not be able to respond to the text as a whole, and may not make links between different pieces of information.
 - Children who are working at greater depth within the expected standard may be able to use the headings to move swiftly around the text to find answers and ask their own questions.

Answering the written questions

Distribute copies of the text and the task sheet. Ask children to write their names.

You should use your professional judgement to determine which of the children should work independently, who might work in pairs and who you want to work with as a guided group.

Look together at the task sheet and talk about how they should answer each of the questions.

- Questions 1 and 2 need single-word answers.
- Questions 3 and 4 need to have a box ticked.
- Questions 5 and 6 need a few words or a short sentence.

Tell the children that they can try as much of the task as they feel able to. Emphasise that they should use words and information from the text in their answers.

1. Which animal do newts look like?

(1b)

Children who are working below the expected standard may need additional help to understand which part of the text to look at. Remind them that most questions are in the same order as the text.

Children who are working at greater depth within the expected standard may be able to write the word from memory, segmenting it to spell. Encourage them to check the spelling with the word on the page.

2. When do newts come out to eat? (1b)

Write the word from the text to answer the question.

Children who are working below the expected standard may need additional help to understand which part of the text to look at. Remind them that most questions are in the same order as the text.

Children who are working at greater depth within the expected standard may be able to write the answer from memory. Encourage them to check their answer with the text.

3. How do newts keep their eggs safe? Tick one. (1b)

Reread the text, reread all the options, then tick a box.

Children who are working below the expected standard may need support in reading some of the words in the options. They may be confused by having different options to choose from. Show them how to read the text first, then compare the information they have just read with the options.

Children who are working at greater depth within the expected standard may easily find the relevant information by looking at the headings and remembering which option to choose.

4. In this text, what is a larva? Tick one. (1b)

This question is about developing vocabulary. The children should look for the word “larva” in the text, reread all the options and tick a box.

Children who are working below the expected standard may need support in learning to scan for a word. Teach them to look for a pattern of letters in the word.

Children who are working at greater depth within the expected standard may be quickly able to scan the text, locate the word and understand its meaning.

5. Look at the life cycle. What happens *after* the adult newt? (1c)

The question expects an answer that is more than one word, but isn’t necessarily a full sentence. There are several different possible answers to the question. The children are asked to find information in a diagram and record their answer in a linear text.

Children who are working below the expected standard may need support in tackling this question. First check that they understand how to read the life cycle. Then ask them to work orally to find the answer to the question. They may need help in phrasing their answer.

Children who are working at the expected standard may need to work with a response partner to agree the way they want to word their answer.

Children who are working at greater depth within the expected standard may be quickly able to locate the information in the text and then independently reshape it in their answer.

6. Write *one* way in which an adult newt is different from a newly hatched newt. (1c)

The question expects an answer that is more than one word, but isn’t necessarily a full sentence. There are several different possible answers to the question. The children are asked to find information, then organise their ideas to reword and record their answer.

Children who are working below the expected standard may need support in tackling this question. They may be able to demonstrate understanding orally but there may be some difficulty in organising the words to make a sentence.

Children who are working at the expected standard may need to work with a response partner to agree the way they want to word the sentence.

Children who are working at greater depth within the expected standard may be quickly able to locate the information in the text and then reshape it in their answer.

Are You New to Newts?

You have probably seen a frog, but have you ever seen a newt? They look a bit like little dragons.

Where do newts live?

In the summer, newts live in ponds. For the rest of the year, they live under logs and rocks. Newts rest in the daylight and come out at night to eat.

What do newts eat?

Newts eat animals that are smaller than they are, such as insects and worms. In the summer, they also eat frog tadpoles.

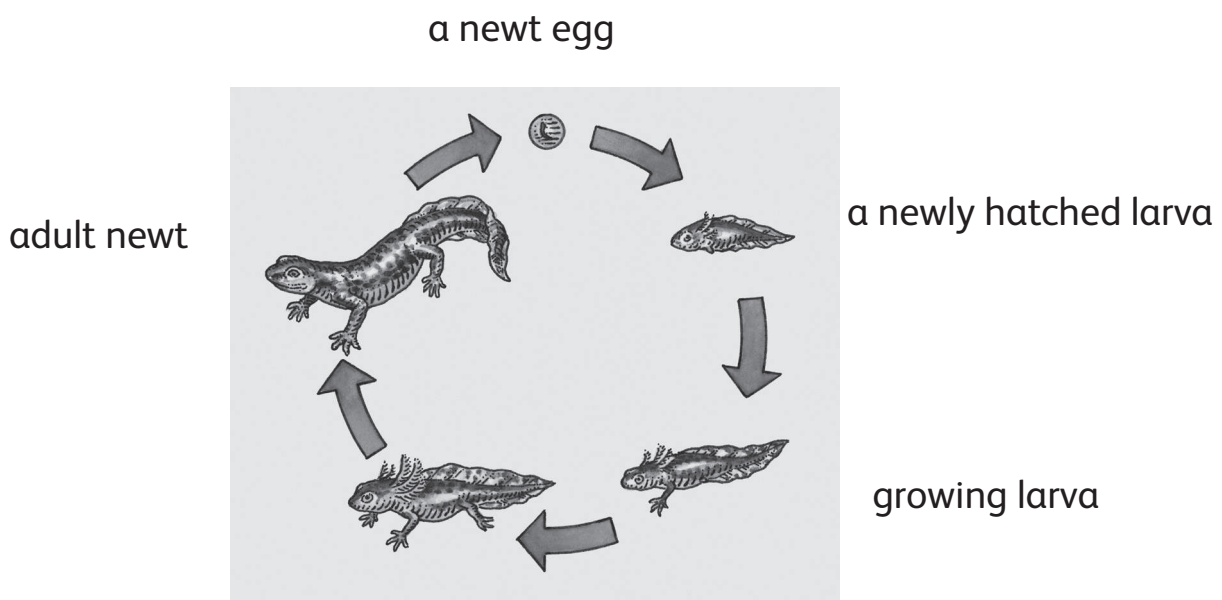
How are newts born?

A newt lays two or three eggs every day in the summer, until it has laid about 200 eggs. They lay their eggs in pond water. They wrap each egg up in a leaf to keep it safe.

How do newts grow?

A newly hatched larva has a head like the adult newt, but its body looks more like a tadpole. As the larva grows, its arms and legs appear and the fin on its tail starts to disappear.

Life cycle of a newt



Read the text, then answer the questions.

1 Which animal do newts look like?

2 When do newts come out to eat?

3 How do newts keep their eggs safe? Tick **one**.

They sit on their eggs to keep them warm.

They lay their eggs in mud at the bottom of ponds.

They wrap each of their eggs in its own leaf.

They lay their eggs in jelly so animals won't like the taste.

4 In this text, what is a larva? Tick **one**.

a caterpillar a young insect

a young frog a young newt

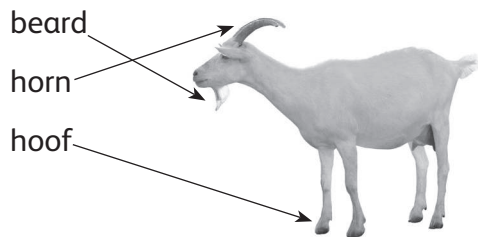
5 Look at the life cycle. What happens after the adult newt?

6 Write **one** way in which an adult newt is different from a newly hatched newt.

Children should be awarded 1 mark for each question answered correctly.

Assessment Task A: Farm Animals

1. Lines should be drawn to show:



2.



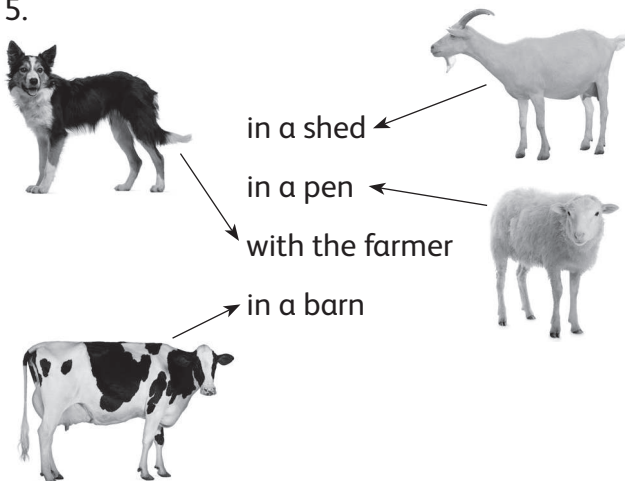
3.



4.



5.



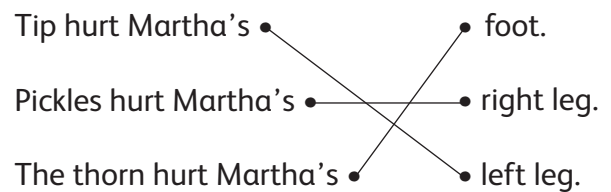
Assessment Task B: Martha's Night

1. Dad and Martha went to sleep in a tent.

2. In the night, Martha felt a drip on her hand.

3. Tip was Martha's cat. Pickles was Martha's chicken.

4. Join the dots.



5. In the end Martha went to get into her bed because:

it was too wet and there were things that hurt her.

she couldn't sleep.

or something similar.

Assessment Task C: Are you New to Newts?

1. dragons

2. at night/night time

3. They wrap each of their eggs in its own leaf.

4. a young newt

5. Answers should acknowledge that adult newts lay eggs and the life cycle begins again.

6. Answers may include: it is bigger, it has legs, it has a longer body, it has scales, it is thicker. Award marks for those suggestions that make sense where the children have looked closely at the life cycle image.

CONTENT DOMAIN COVERAGE

Reference	Description	National Curriculum content domain
1a	draw on knowledge of vocabulary to understand texts	2a – drawing on what they already know or on background information and vocabulary [provided by the teacher]
1b	identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	4 – explain clearly their understanding of what is read [to them] 2b – retrieving and recording information and identifying key details from fiction and non-fiction
1c	identify and explain the sequence of events in texts	2c – discussing the significance of the title and events
1d	make inferences from the text	2d – making inferences on the basis of what is being said and done
1e	predict what might happen on the basis of what has been read so far	2e – predicting what might happen on the basis of what has been read so far

Unit	Letters and Sounds Phase	Book Band	Features
1	1	Lilac	'Look and Listen'
2	2	Pink	These texts teach the comprehension skills of finding information, sequencing and predicting without requiring children to read. (Content domains 1b, 1c and 1e)
3	3 – developing	Pink	
4	3 – secure	Red	
5	4 – developing	Red	Children select simple sentences to match a picture. (Content domains 1a, 1b and 1d)
6			
7	4 – secure		
8	5 – developing	Yellow	Appropriate text with one-word or multiple choice answers. (Content domains 1a, 1b, 1c and 1d)
9		Yellow	
10			
11			
12	5 – secure	Blue	Appropriate text with multiple choice and short answer questions (content domain 1b)
13		Blue	
14			
15			
12	5 – secure	Green	Appropriate text with a range of layouts for short-answer questions (Content domains 1a, 1b, 1c, 1d and 1e)
13		Green	
14			
15			

Teach and Practice											
	Look and Listen			Book Band Red			Book Band Yellow				
Content domain	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9		
	The Gingerbread Man (Teaching text)	The Three Billy Goats Gruff (Practice text)	Sam and Misty (Teaching text) Cat and Mouse (Practice text)	Very Little Rapunzel (Teaching text) Bal Puts His Shoes On (Practice text)	Zack's Moon (Teaching text) Tess's Pool (Practice text)	The Farmyard (Teaching text) Tim's Van (Practice text)	What Can You See by the Sea? (Teaching text) How Does It Feel? (Practice text)	The Sick Dragon (Teaching text) Skip and the Shark (Practice text)	The Sun and the Stars (Teaching text) Men on the Moon (Practice text)	Night Travels (Teaching text) Goldilocks and the Three Bears (Practice text)	
1a draw on knowledge of vocabulary to understand texts	✓	✓					✓	✓		✓	✓
1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
1c identify and explain the sequence of events in texts				✓	✓	✓		✓			
1d make inferences from the text			✓	✓						✓	✓
1e predict what might happen on the basis of what has been read so far			✓	✓							

CONTENT DOMAIN COVERAGE

												Assessment Tasks				
Book Band Blue				Book Band Green								A	B	C		
Unit 10		Unit 11		Unit 12		Unit 13		Unit 14		Unit 15						
North Pole, South Pole (Teaching text)																
Our Team (Practice text)																
My Big Band (Teaching text)																
There's a Wise Old Owl (Practice text)			✓													
Minibeasts in the Garden or Park (Teaching text)			✓													
Minibeasts in the Pond (Practice text)			✓													
Lion's Lunch (Teaching text)																
The Lion and the Mouse (Practice text)																
New Clothes for Alex (Teaching text)																
A Bun for Barney (Practice text)																
Forest School (Teaching text)																
Summer Coat, Winter Coat (Practice text)																
												Farm Animals				
													Martha's Night			
														Are You New to Newts?		
																1a
✓												✓	✓	✓		1b
															✓	1c
		✓											✓			1d
								✓	✓			✓				1e

Notes

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