

EXPLORERS 3

TEACHER'S NOTES

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MACMILLAN ENGLISH EXPLORERS

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Introduction

The *Macmillan English Explorers* reading programme introduces, teaches and develops essential reading skills, and gives continuity at each age level. The programme contains a balance of whole class teaching, shared reading and individual activities. This approach is based on the educational principles in the National Literacy Framework in UK schools and has been adapted for use with children whose first language is not English.

Macmillan English Explorers is designed to meet the needs of teachers and children. It has been researched, trialled and tested. The reading books use authentic natural language. They are specially written to include important high frequency words (words which appear regularly in all reading material). Children are introduced to useful content words in carefully chosen vocabulary groups, topics and settings.

Macmillan English Explorers will help children enjoy reading, and will encourage reading as a habit. A variety of text types provide mystery, suspense, adventure, emotion, classic stories, poetry and include some non-fiction pages. The enjoyable stories will make children use their imagination and motivate them. They also teach moral values such as friendship and respect.

Macmillan English Explorers has been specially written to help:

- develop fluency
- build up and extend vocabulary
- develop word recognition skills
- comprehension
- teach correct pronunciation
- children use their imagination
- offer opportunities for writing.

The reading series does the following:

- controls the use of language to make sure that the stages are clearly graded, and gently increase in difficulty
- uses beautiful illustrations and photographs to support the texts
- encourages class, group, paired and individual reading
- provides suggestions to students on how to read well
- provides the teacher with all the support needed to make sure the children are successful. This includes:
 - detailed teaching notes
 - the stories on audio cassette and CD, read by a native speaker
 - Comprehension and Vocabulary Workbooks which provide activities to practise and develop a range of reading skills.

Explorers

The authors

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Richard Brown, B.Ed (Hons) taught full time in primary schools for nine years before becoming an advisory teacher for literacy. He is now a freelance writer of educational resources, specialising in literacy for the primary years, and is a successful children's author.

Gill Munton

Gill gained a degree in Art History and then trained as a primary school teacher. She has worked in primary literacy publishing since the 1970s and is now a full-time writer. Gill has written reading scheme books, children's stories and non-fiction for many publishing companies.

The components

Reading books	Audio cassette/CD	Support material
Explorers 3 The Elephant's Child The Magic Flute A Yeti in Town The Camcorder Thief	Stories on audio cassette/CD	Explorers 3 Comprehension and Vocabulary Workbooks (one to support each reading book)
Explorers 4 Robin Hood and His Merry Men The Adventures of Odysseus Dan Tries to Help Escape From the Fire	Stories on audio cassette/CD	Explorers 4 Comprehension and Vocabulary Workbooks (one to support each reading book)
Explorers 5 The Secret Garden Five Children and It The Bronze Bust Mystery A Fishy Business	Stories on audio cassette/CD	Explorers 5 Comprehension and Vocabulary Workbooks (one to support each reading book)
Explorers 6 The Railway Children Treasure Island Danger on Misty Mountain Time Twist	Stories on audio cassette/CD	Explorers 6 Comprehension and Vocabulary Workbooks (one to support each reading book)

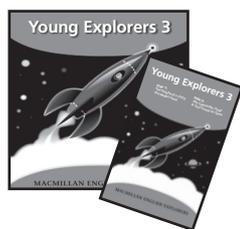
Reading Books



Each *Explorers 3* reading book contains:

- a *How to read well* section with advice for students on an effective reading approach
- a highly-illustrated, motivating story
- a poem related to the theme of the story
- a non-fiction section related to the theme of the story

Audio cassette/CD



The four *Explorers 3* stories are provided on a single audio cassette and CD. All the stories are read by native English speakers, at an appropriate pace for children to follow.

Comprehension and Vocabulary Workbooks



There is a separate Comprehension and Vocabulary Workbook to support each of the *Explorers 3* reading books. Each Workbook includes 23 activities which practise:

- vocabulary recognition
- spelling
- comprehension
- writing
- literary appreciation

The workbooks are written so as to be accessible to **all** children in the class, so that they can be used **independently**, without teacher support. This makes them ideal for use at home. The comprehension activities in the Workbooks focus on literal understanding. This means that the questions have clear answers, for ease of marking. (A number of more open-ended questions, requiring inferential understanding, critical thinking, expression of personal opinions and justification of answers, are included in the lesson notes for each story chapter.)

Teacher's Notes Introduction

The Teacher's Notes include a practical introduction to *Explorers*. This includes:

- a description of the *Explorers* components
- an example of a typical *Explorers* lesson
- advice on how to teach reading, including
 - how to introduce and teach new vocabulary
 - how to develop context skills
 - how to develop comprehension skills
- a list of suggested Extension Activities
- a guide to assessment
- a glossary of terms used in the Teacher's Notes Introduction and Lesson Notes.

Lesson Notes

The Teacher's Notes Lesson Notes explain clearly how to use the reading books in class, and when to use the Comprehension and Vocabulary Workbooks. There is a story summary at the beginning of the lesson notes for each book, followed by chapter-by-chapter teaching notes, including a vocabulary list for each chapter and suggested comprehension questions. There are notes to support the teaching of the poem and non-fiction section that follow each story, and also suggestions for review and follow-up activities for use after finishing each book.

Further support material

Also included in the Lesson Notes are:

- a full glossary of new vocabulary introduced in the reading books
- a photocopiable handout – *The Wonderful World of Words* – which supports the teaching and learning of new vocabulary

How to teach reading

Step 1 Modelled reading

Read a chapter of the text aloud to the class. Do not stop to explain any words while you are reading. This first reading gives the children the gist of the text and provides a model for how to read it in terms of phrasing, intonation and expression. (You may wish to pre-teach any essential vocabulary before this stage.)



Step 2 Shared reading

Ask the whole class and/or individuals to repeat short sections of the text (a paragraph or page) after you, to practise their reading skills.



Step 3 Guided reading

Read the text in small parts, phrases or sentences. Help the children to read and understand any unfamiliar words. Ask the children questions to help them focus on the text and to check their understanding. Encourage them to make use of any illustrations to improve their understanding of the text's meaning. Draw their attention to the role of punctuation. Finally, ask the class and/or individuals to read the section of text aloud again.



Step 4 Independent and paired reading

Ask the children to read the chapter (or whole story) on their own, or in pairs. This may be done in class or at home.

A typical reading lesson

One lesson is usually a chapter in the reading book. Read this description of a typical lesson before you read the lesson notes for the reading book you are using.

Using the audio cassette/CD

How and when you use the audio cassette/CD will depend on your own circumstances and preferences. However, we suggest that you **read** the text to the class before they hear it on the audio cassette/CD. Reading the text to the children will help your relationship with them and you can be more flexible than a recording. You can make the story come alive and use the illustrations. You can decide when to stop, to ask questions, to repeat, to encourage the children to predict, to explain meaning etc.

- The audio cassette/CD uses the exact words that are in the book. It is a good model, spoken by a native speaker.
- You can listen to the audio cassette/CD yourself before the lesson to check pronunciation and intonation.
- When you are working through the text together in class, you can play the audio cassette/CD, for children to listen and follow the words in their books. The recording reinforces what you have read to the class.
- It is useful for the children to listen to the audio cassette/CD on their own, either in class or at home, while they follow the text in their books.

Preparation before the lesson

- Read the pages in the reading book several times. Look at the way the text is arranged on the page and look at how the pictures are used to support and explain the story. Make sure you know the vocabulary and understand the story.
- Listen to the audio cassette/CD to give you more confidence. This will also help you with pronunciation, intonation and emphasis.
- Decide how you will present the story. Will you sit down, walk round the class or stand at the front?

During the lesson

Before reading

- When you introduce a new reading book to the class, make the children interested in it and excited about it. Show the children the book cover and read the title together. Ask the children to predict:
 - what the story is about
 - who the characters are and what they will do
 - where the story happens.
- Brainstorm anything the children already know about the topic. Elicit the words for the things the children can see on the cover and elicit other vocabulary the children know. Introduce and explain anything relevant to the theme of the book which you think might help children understand the story better.

- If you have already started the book and this is a second or third lesson, ask the children to talk about:
 - the characters they have met so far
 - where the story takes place
 - what has happened so far.
- You may wish to teach new vocabulary, especially important content words, before the children look at the pages (see *Introducing new vocabulary* on page 13). The list of active vocabulary given at the beginning of each chapter's lesson notes includes suggestions for interesting features of the vocabulary that you can discuss with the class.
- Read the chapter title and look at the illustrations. Talk about what the characters are doing. Discuss some of the background detail. Ask children to predict what they think the chapter is going to be about.

During reading

Step 1 Modelled reading:

- demonstrates fluent and expressive oral reading and reading for enjoyment
- motivates children and helps them to appreciate the value of reading
- allows children to hear vocabulary and grammar in context
- introduces the children to the patterns of language and the structure of stories, and helps them to use their imaginations

- 1 Open the pages of the reading book you are going to read to the class.
- 2 Explain that the children don't need to understand every word the first time they hear the passage.
- 3 Make sure the children can hear and see you clearly. Make sure they are looking at the correct page.
- 4 Ask children to do the following as they listen and follow the text:
 - watch your gestures and listen to how your voice changes
 - match parts of the illustration to what they are hearing, pointing if they wish
 - try to predict what will happen next in the story
- 5 Read the passage slowly and clearly. As you read, make sure all the children are following the text in their books.
- 6 Bring the story to life for the children. There are several ways you can do this:
 - vary the speed, tone, and volume of your voice
 - use different voices when different characters speak
 - make sound effects from time to time
 - make regular eye contact with the children
 - use hand and body gestures
 - mime facial expressions to help convey meanings and feelings.

7 Use the illustrations:

- Point to the parts of the illustration mentioned in the text as you read.
 - Give the children time to look at the illustrations.
- You may wish to play the audio cassette/CD of the section of the reading book you are teaching. You can use the audio cassette/CD at any point in the lesson where you feel it will be useful.

Step 2 Shared reading:

- is an opportunity for you to read the passage again
- allows the children to read along with you in a safe way, without you stopping to ask questions or to teach specific things

- 1 Read the text a paragraph at a time and ask the class or individual children to read it with you or repeat it after you.

Step 3 Guided reading:

- shows the children how to use ways of understanding the text and encourages them to learn from you
- helps the children learn how to work out unknown words, learn new vocabulary, develop phonic knowledge, and develop ways of understanding the text

- 1 Read the text aloud to the class in small sections – a sentence or paragraph at a time.
- 2 Help the children to understand each part of the text as you read. When there is a word the children do not know, explain to the class how to work out the pronunciation and meaning.
- 3 Ask the class, or individuals, to read the sections of text again to practise their new reading skills.

Guided reading suggestions

- Draw attention to any new vocabulary you taught before reading, so that children can see how the words are used in context.
- Repeat any problem word and ask the class to listen to its pronunciation. Can they guess its meaning?

Strategies for working out an unknown word:

- Can the children sound the word out?
- If so, have they heard the word before?
- If not, read the complete sentence again. Does it give any clues to the meaning of the word?
- Read the next sentence. Does this help to clarify the word's meaning?
- If there are pictures on the page, look at them to see if they help.

- Regularly ask questions which elicit understanding of the text:
 - Use a range of *wh* questions, i.e. *who, what, when, why, where, how*. The *Stage 1 comprehension questions* in the lesson notes are intended for this purpose. (See pages 18/19 for further help and ideas).
 - Ask more open-ended questions which require children to infer meaning, give their own opinions, talk about the author's style etc. The *Stage 2 comprehension questions* in the lesson notes are intended for this purpose. (See pages 17/18 for further help and ideas).
- Ask the children to guess from the illustrations, and from your gestures and tone of voice, whether a particular character is angry, happy, sad etc.
- During the reading, check any predictions about the story made at the end of the previous lesson.
- Draw attention to the spelling of words, punctuation and grammatical features of the text:
 - Point out any common spelling patterns in words in the text (see page 23).
 - Draw attention to the punctuation marks on the page. Discuss why they are there and how they help the reader.
 - Point out any examples of:
 - recurring language
 - interesting language structures or grammar patterns
 - time markers, for example, words like *first, next* etc.
 - Discuss any special use of language:
 - interesting descriptive adjectives or adverbs
 - interesting features of the text, like words in bold print
 - onomatopoeic words like *BANG!*
- Ask the children to re-tell this part of the story in their own words.

Always give the children plenty of time to think, to work out meanings and to understand the text. They need to develop their own reading strategies. Praise them regularly.

Step 4 Independent/paired reading:

- is an opportunity for the children to read the whole story
- allows the children to practise and reinforce what they have learnt.

Independent or paired reading is best done at the end of a chapter or complete story. Ask the children to read the chapter or story again alone (this may be done in class or at home) or in pairs (with a partner in class, or with a parent or older brother or sister at home). If you feel they need extra help, the children can read along with the story on the audio cassette/CD.

After reading

The following suggestions provide some ideas for practising, consolidating and reinforcing what the children have learnt in the reading book.

- Use the ideas from the *After reading* section that ends each chapter's lesson notes.
- Tell the children to do the related Comprehension and Vocabulary Workbook page, if appropriate.
- Let the children take their reading books home to re-read the chapter or story. It is important that they have as many opportunities as possible to practise their reading. Encourage the children to follow the *How to read well* notes (on the inside cover of each reading book). It is good to involve parents, so that they can see how their child is getting on.
- Always give the children an opportunity to predict what they think might happen next in the story.
- When the class have finished the reading book, you could try some of the suggested follow-up activities (at the very end of the lesson notes) with them.

Introducing new vocabulary

Lists of new vocabulary are provided at the beginning of the lesson notes for each chapter of each story. These are divided into:

Active vocabulary

These are essential words that should be specifically taught and learnt by the children. These are best taught before reading a chapter.

Passive vocabulary

These are words that may be unfamiliar and should be explained in context during reading to ensure children understand their meanings. However, it is not necessary to spend a long time on them or to devise specific activities to teach them to the children.

Teaching a word

- Write the word on the board. Say the word clearly and ask the children to repeat it. If some children already know the word, ask them to explain it.
- If possible, show an example or demonstrate the word. If it is a noun, have an example or picture of the object to show the children, or draw one on the board. If it is a verb, mime the action. If neither is appropriate, explain the meaning in words.
- Make up a sentence containing the word in context to reinforce the meaning.
- Help the children look up the word in a dictionary to practise dictionary skills.

The active vocabulary list in each chapter's lesson notes includes comments on any interesting features of the new words to point out to children.

Ideas for practising new words

- Write the new words randomly on the board. Ask the class to put them in alphabetical order.
- Write some words and meanings on the board for children to match correctly.
- Make wordcards for the words you have taught. Hold them up one at a time. Tell the children to say each word as it is shown and give its meaning. You can make this into a competitive game by dividing the class into two teams and giving each team in turn a wordcard to read. The team that recognises the most words wins.
- Write the words on the board. Make up some oral sentences but leave out the words that you have just taught. Ask the children to supply the correct missing word to complete each sentence.
- Write the words on the board. Ask the class to study them carefully. Ask them to close their eyes and rub out one of the words. Ask *Which word is missing? What does it mean?*

Introduction

- Look at the spelling of a word. Identify any common letter pattern (for example, *slight*). Elicit from children any other words they know that contain the same letter pattern (for example, *light, fight, might, right, sight, tight, bright, fright, flight*). Ask children to spell these words, and write them on the board as they do so. Discuss their meanings, and ask children to think of sentences that use each word correctly.
- Play class 'hangman' with the set of words.
- Make up wordsearch or crossword puzzles with the words hidden in them.
- Provide each child with the photocopiable *The Wonderful World of Words* sheet. Ask them to keep a record of the new words in each chapter, and their meanings. Children can stick these in their copybooks or keep them in a file.

For most chapters, there is a page in the Comprehension and Vocabulary Workbook with activities designed to practise and reinforce the active vocabulary for that chapter.

Word recognition and spelling

Individual words are the building blocks of reading. Children need to be able to recognise words automatically. If they do not recognise a word immediately, they need to be able to 'decode' it (work out what it says). Good spelling skills help in this process. A good speller is usually a good reader.

The lesson notes for each story chapter include suggestions for how to use words from the reading book texts to help children develop an awareness of all the following aspects of word recognition and spelling:

Phonics

Phonics is the connection between the sounds of English and the ways the sounds are written down. A good phonic knowledge is an important reading and spelling skill.

There are just over 40 sounds (phonemes) which together make up every word in the English language. Some phonemes are single letter sounds. For example, the word *cat* is made up of three phonemes: *c-a-t*. Some phonemes are made up of two or more letters which together make a single sound. For example, the word *sheep* is made up of three phonemes: *sh-ee-p*.

We need to teach children to:

- **hear** and identify the separate sounds that make up a spoken word
- **learn the letters** (or combinations of letters) that represent different phonemes
- **pronounce** English words correctly by making these sounds themselves
- **read** words by separating them into phonemes or sounds. This is sometimes called *sounding out* words.
- **spell** words by putting the correct phonemes together. This is sometimes called *word building*.

Rhyming

Making sets of rhyming words is good for spelling. For example, if we begin with the word *shower* we can change the 'sh' to 'p' (to make *power*), or to 'fl' (to make *flower*), or to 't' (to make *tower*) and so on.

The same sound can be made by different letter patterns

Although rhyming words often end with the same letter pattern, children need to be aware that some words containing **different** letter patterns may also rhyme. For instance: *new, through; said, red*.

The same letter patterns can be pronounced differently

A particular letter pattern may not sound the same in all words. For instance, in *sweat* and *meat*, the 'ea' pattern is pronounced very differently.

Homophones

Homophones are words that sound alike, but have different meanings, such as *sail / sale; aloud / allowed; shore / sure*.

Syllables

The ability to hear how we can break words down into syllables is a useful skill. For example, *man-age* has two syllables, *es-tab-lish* has three, *in-for-ma-tion* has four.

Visual letter patterns

Children need to be encouraged to look carefully at words and remember their visual image. They need to be helped to recognise common letter patterns in words, and to learn other words which contain the same letter pattern. For example, if the text contains the word *care* it is helpful to introduce other 'are' words such as *stare* and *share*.

Words within words

One useful and fun activity is to look for smaller words 'hiding' inside longer words, for example *cat* in *catch* or *scatter*.

Root words

It is helpful if children understand the idea of 'root' words (words from which longer words may be formed). For example, *growing*, *grown* and *grows* all have the same root word *grow*.

Prefixes and suffixes

Another valuable skill is to understand the way words are put together and be able to identify their separate 'parts'. Help children recognise common prefixes and suffixes and understand the way they alter the meaning of the 'root' word. For example, *happy* / *unhappy*; *appear* / *disappear*; *quick* / *quickly*; *music* / *musical*.

Dictionary skills

Children need to know how to use a dictionary effectively to check the meaning and spelling of unknown words.

Spelling rules

There are many spelling rules that children can be introduced to through reading. Below are just a few:

- how to double the final consonant in some words when we add a suffix beginning with a vowel (for example *run* / *running*)
- how to drop the 'magic e' when we add a suffix beginning with a vowel (for example *make* / *making*)
- how to make the plural of certain nouns (for example *shelf* / *shelves*)
- how to change the 'y' to 'i' when we add a suffix beginning with a consonant to a word ending with a consonant + 'y' (for example *happy* / *happily*)
- where silent letters occur (for example *write*, *knee*, *lamb*)
- how 'i' usually comes before 'e' except after 'c' (so we have *piece* but *ceiling*)
- how 'c' and 'g' often make a soft sound when they are followed by 'e', 'i' or 'y' (for example in *prince*, *circle*, *icy*, *page*, *giant* and *gymnast*)

Comprehension skills

Introduction

When we are reading, we use two things to help us understand the text:

- what we can see on the page – the print, the punctuation and the pictures
- what we know – our background knowledge about language and the world.

Comprehension may be considered as a range of skills, moving from the easy to the difficult in terms of the demands they place on the reader. Skilful questioning by you (and use of the activities in the Workbook) will help elicit different types of comprehension.

The following categories provide a helpful framework for ensuring a comprehensive coverage of essential comprehension skills.

Stage 1 comprehension

This involves *literal comprehension*. This relates to the children's understanding of the ideas and information clearly given in the text. Stage 1 comprehension activities ask the children to recognise or remember:

- the names of characters; the time or place in the story
- the order in which things in the story happen
- the reasons given for what happens

Stage 2 comprehension

This involves thinking beyond the literal level. Stage 2 comprehension activities ask the children to use their thinking skills and imagination to understand ideas not specifically given in the printed text. They involve:

- a) *inferential comprehension* (using ideas and information not in the text, but understood from intuition and personal experience)
- b) *evaluative comprehension* (using thinking skills, intuition and experience to give personal opinions)
- c) *appreciative comprehension* (including aspects of literary appreciation)

At this early stage, children may be asked:

- why they think a character is behaving in a particular way
- to predict what might happen next
- to decide whether the story could really happen or whether it is fantasy
- to decide whether the character was right or wrong; good or bad
- to talk about how the text makes them feel, for example happy, or sad
- to consider why the characters behave like they do or why things in the story happen
- to express opinions about the author's style, use of words, etc.

Teaching comprehension

Stage 1 comprehension

At all stages of reading, it is important for children to develop good literal comprehension skills. A range of Stage 1 (literal comprehension) questions are included in the *During reading* section of the lesson notes for each *Explorers 3* reading book chapter. These may be used as a basis for class discussion and/or may be set as written questions for the whole class.

For each reading book chapter there is a page in the Comprehension and Vocabulary Workbook that presents a Stage 1 comprehension activity.

Stage 2 comprehension

Children should also be asked more open-ended, challenging questions that encourage them to make inferences and offer their personal opinions about a text. Suggestions for Stage 2 comprehension questions are included in the *After reading* section of the lesson notes for each chapter. These may be used as a basis for class discussion and/or may be set as written questions (for example, to stretch the more able children in the class).

Extension activities

In any class, there are children who are better readers, or who work more quickly than others. It is often a challenge to provide these children with additional worthwhile activities. Here are a few suggestions for extension activities that you can ask them to do to support their reading work. The activities can be used with any book.

Comprehension

Write your own questions

- Write some questions of your own about what you have read for a friend (or the class) to answer.

[Specify the number of questions, perhaps 5, or 10. Ensure there is an opportunity for the child to try out his or her questions.]

Write a character sketch

- Write what we can learn about a character:
 - a) from the way the character behaves.
 - b) from something the character says (or the way he or she says something).

Draw a character

- Draw a picture or poster of one of the characters. Under it, write a physical description of the character.

What next?

- Write a paragraph about what you think will happen next in the story.

How did you feel?

- How did you feel when you were reading the chapter? Did you feel excited, or worried, or amused, or frightened? Explain how you felt and what made you feel that way.

Be an author!

- Choose one of the characters from the chapter. Re-write the text as if **you** were that character.

Write a story timeline

- When you have finished the story, take a long strip of paper and make a 'timeline' of what happened. Think of the main events in the story, and write each one, in the correct order, on your timeline.

Write a letter (or postcard) from a character

- Imagine you are one of the characters in the story. Write to a friend and tell him or her what has happened to you so far.

Make a cartoon strip

- Draw 6–8 picture boxes (or frames). Draw a picture of each main event in the chapter in a different frame. You can also include speech bubbles and a sentence under each frame.

Design a book jacket

- Design a different book jacket (cover) for the book. Choose a different title if you like. Include the name of the author. Remember to write a book blurb for the back cover, telling others about the book.

Write a playscript

- Rewrite a chapter (or part of a chapter) as a playscript.

Grammar and punctuation

Parts of speech

- Find and write [*a set number of*] nouns [*or pronouns, verbs, adjectives, adverbs, prepositions*] used in the chapter text.

Singular or plural?

- Make two lists – ‘singular nouns’ and ‘plural nouns’. Find and write words from the chapter in each list. [*This may be extended to include pronouns, too.*]

Punctuation check-up

- Search the chapter carefully for punctuation marks. How many full stops [*commas, question marks, exclamation marks, speech marks*] can you find in the chapter?

How was it said?

- Find and list all the different verbs in the chapter which show someone is ‘speaking’, for example *said, shouted* or *replied*.

Types of sentence

- Find and write [*a set number of*] questions from the chapter. [*You could specify statements, or exclamations instead.*]

Spelling and vocabulary

Search for the pattern

- List any words you can find in the chapter that contain particular letter patterns [*provide a few specific letter patterns, such as ‘ough’, ‘ea’, or ‘tion’*]

Sounding out the syllables

- Find and write any words in the chapter that have [*a set number of*] syllables.

Words in hiding

- In the word *because*, you can find four smaller words – *be*, *cause*, *use* and *us*. Find as many small words ‘hiding’ inside each of these words as possible. [*provide some story words*]

Prefix and suffix searches

- How many words can you find that end with ‘ing’? [*set different suffixes, such as ‘ed’ or ‘ful’*]
- Can you find any words with prefixes, such as *unhappy*?

Two in one

- Can you find any compound words (words made from two or more smaller words, like *toothbrush*) in the chapter?

Soft letters

- Can you find any words in the chapter that begin with (or contain) a soft ‘c’ or ‘g’ (as in *city* or *giant*)?

Seeing double

- Write a list of words from the chapter that contain either double vowels or double consonants.

Dictionary definitions

- Use a dictionary. Look up the following words and write their definitions. [*Provide a list of story words.*]

Alphabetical order

- Find [*a set number of*] words in the chapter beginning with [*a particular letter*] and write them correctly in alphabetical order.

A to Z

- Find a word in the chapter beginning with each letter of the alphabet. There will not be a word for every letter – but see how far you can get!

What’s missing?

- Look at these words from the chapter [*provide some story words, with certain letters missing*] and fill in the missing letters correctly.

How many different words can you make?

- Choose a long word from the chapter. See how many different words you can make from it using only the letters it contains. You can use the letters in any order but you cannot use each letter more than once (unless it appears more than once in the word you have chosen!)

Assessment

Regular assessment of reading is important because:

- it helps you look at the children's progress
- it allows you to compare how individual children are progressing
- it gives you information to help with future teaching and to help you decide which skills to focus on
- it gives you evidence of the children's achievement
- it gives you information to use for discussion with the child, parents or other teachers (especially useful at the beginning of a new school year).

Assessment can be carried out:

- *informally* – In everyday classroom activities, you will have the opportunity to listen to the children's reading in a general way and notice any difficulties.
- *formally* – By focusing on one particular skill, such as reading aloud, answering comprehension questions, or phonic skills, you can check progress in more detail.

Reading skills check list

The check list on the following pages shows important skills that children are expected to acquire at this stage of reading. It is impossible to specify exactly when each skill should be achieved. This depends on many things, including a child's individual personality and ability, the amount of experience he or she has had of reading and speaking English, and the teaching that they have received.

The check list is arranged in skill sections. It is a good idea to use the list regularly to help check the progress of the children in your class.

Reading skills check list

Word recognition and spelling skills

Use of context

- Guesses unknown words without use of context
- Uses picture cues to help read unknown words
- Uses sentence context to help read unknown words
- Uses background knowledge to tackle unknown words
- Tackles unknown words, using a variety of strategies

Word analysis

- Able to read short phonically-regular CVC words such as *cat*, *big*
- Understands that two or more letters may make one sound
- Knows common endings: ng (*king*); ll (*bell*); ck (*duck*)
- Knows sound of consonant digraphs (ch, sh, th, wh, ph)
- Knows about magic e words for example, *hat + e = hate*
- Shows ability to word-build using phonemes
- Knows sound of long vowel phonemes:
 - ai (*rain*); ay (*day*)
 - ee (*tree*); ea (*neat*)
 - y (*cry*); igh (*high*)
 - oa (*boat*); ow (*slow*)
 - oo (*school*); ew (*new*)
- Knows sound of following phonemes:
 - ar (*car*)
 - er (*teacher*); ir (*bird*); ur (*nurse*)
 - or (*sport*); aw (*draw*); au (*saucer*)
 - oy (*boy*); oi (*boil*)
 - oo (*book*)
 - ea (*head*)
- Knows about silent letters k (*knife*); w (*write*); b (*lamb*); l (*walk*); t (*listen*)
- Knows about soft c (*city, face, icy*) and soft g (*page, engine, gym*)
- Knows about compound words (when two or more smaller words make a longer word, for example, *foot+ball=football; rain+bow=rainbow*)
- Can hear and tap out syllables in words, for example *fan-tas-tic*
- Recognises rhyming words
- Is aware of common word endings, as in *helpful, comfortable, famous*
- Identifies and reads contractions, for example *they're*
- Is aware of common prefixes at the beginning of words, such as *unhappy, disappear*
- Is aware that some words may have suffixes added to the end of them, for example *help, helps, helping, helped, helper, helpful, helpless*

Dictionary skills

- Able to use simple dictionary to look up meanings and spellings of words

Comprehension skills

- Activates and relates background knowledge to help comprehension
- Recognises and recalls specific details stated in text
- Able to sequence the order of events or actions
- Recognises cause and effect
- Able to reorganise information or details
- Able to make and confirm predictions
- Infers reasons for character's behaviour
- Expresses personal feelings about the text
- Empathises with characters
- Able to re-tell main gist of story read to him/her
- Recognises and uses punctuation to help comprehension

Appreciation of and response to fiction books

- Concentrates and listens attentively when story being read
- Self-corrects when makes a mistake in reading
- Reads text aloud with fluency, expression and understanding
- Enjoys talking about stories
- Willing to ask own questions about text
- Identifies story structures: beginning, middle, end
- Notices, and takes into account, punctuation marks when reading
- Understands role of author and illustrator
- Willing to express personal opinions about texts and illustrations
- Enjoys reading aloud with others
- Enjoys reading aloud on own
- Confident when reading unfamiliar texts at appropriate level
- Has clear idea of likes and dislikes
- Able to talk about characters
- Able to talk about plot
- Able to talk about settings
- Able to talk about author's style

Glossary of terms

This glossary contains explanations of some of the technical words used in the Teacher's Book. It also contains explanations of non-technical words that may be unfamiliar.

compound word a word formed from two other words, for example *seaside*

context the other words in a sentence which gives a word meaning

contraction making a word shorter, usually using an apostrophe, for example *I'm, he's*

controlled vocabulary specially chosen words, which are recycled and repeated throughout a book

CVC word a word which is made up of a consonant-vowel-consonant, for example *dog*

digraph when two letters appear together and make a single sound, for example *chop* (consonant digraph), *moon* (vowel digraph).

gist the main ideas in a piece of writing or speaking

high frequency words words that appear frequently in all reading material

homonyms words spelled and pronounced the same, but with different meanings

homophones words that sound the same, but are spelled differently, such as *sure* and *shore*

onomatopoeia a word which sounds like what it describes, for example *buzz, hiss, bang*

phonemes the sounds (or different letter combinations) in English

phonically regular word words such as *cat* and *sheep* that can be pronounced, read and spelled correctly by using phonic rules

phonics the understanding of the link between the sounds of English and the ways these sounds are written down

picture clues details in a picture that help us understand the text by providing clues to context and meaning

prefix a group of letters that can be added to the beginning of a word to change its meaning, for example *happy – unhappy*

reading strategy When we read, we use a combination of reading strategies, for example word recognition, phonics (using letter sounds), contextual (using knowledge of meaning gained from the context of the text), grammatical knowledge etc.

recurring language specially chosen words and structures which are used regularly throughout a book to reinforce them

sounding out words separating words into phonemes or sounds during reading

suffix a group of letters that can be added to the end of a word. There are two types of suffix:

- 1 suffixes which change the tense or status of the word, for example from present to past *walk – walked*; from singular to plural *lady – ladies*.
- 2 suffixes which change the type of word, for example from noun to adjective *colour – colourful*.

time marker words like *first, next, then*

word building spelling words by putting the correct phonemes together