

Guided Reading Card

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England

Scotland

Wales

Northern Ireland



Look Outside

Book Band Red C

RR Level 5

Text Type Explanation

Length 12pp (78 words)

Letters and Sounds Phase 3

Reception, term 3

Phonics Bug Up to Unit 12

High-frequency words you, we, all, are, she, what

Summary

This book has information on what you might see, if you look outside at different times of the year.

Text features: photographs, picture glossary

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25	Reading [Demonstrate] an understanding when talking with others about what they have read.	R t3, Making Inferences Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where the answer is clearly signposted.
EYFS ELG 03, p.24	Spoken Language [Use] past, present and future forms accurately when talking about events [...]	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
EYFS ELG 10, p.25	Writing [Write] simple sentences which can be read by themselves and others. [...]	R, Handwriting and Presentation [Leave] spaces between words and/or word-like clusters in their writing.

Key

EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors

PCM

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Session 1: Reading

Before Reading

Phonics for Reading

Ask the children to say the sounds

b	g	r	ow	ee	c	l	ear
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Blend the sounds and read the words.

now .. _	green .. _ .	brown .. _ .	clear .. _
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The children may need help with the following words:
outside, what, spring, leaves, autumn, snow



Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Ask children what they see on the cover.
- Share pages 2 and 3. Identify the seasons and read the question with the group.
- Look at each window on the following pages. Discuss what the children can see. Check children understand that the seasons are changing.

During Reading

While the children read, ask them to think about the main question.

Main question: **Why do you think people do different things in different seasons? (R t3, Making Inferences)**

Additional prompts to help you sample the children's reading:

- Title page: Discuss what the girl is doing in this picture.
- Pages 4–5: Talk about where the children are and ask why they might be going outside in the spring. (It becomes warmer in the spring.) Discuss what they are doing outside.
- Pages 8–9: Look at how the leaves have changed in autumn and ask children why Anna might be clearing them up.
- Pages 10–11: Look at what the children are making. Ask how we know they like the snow. (The word *fun* tells us. They are smiling in the picture.)

After Reading

Discuss the main question as a group. Ask children:

- How did the seasons change?
- What did the people do in each season?
- How did their clothes change? Why do you think they were wearing different clothes in each season?



Session 2: Spoken Language & Writing

Phonics for Writing

- Use magnetic letters to segment words related to the senses.
- Use words that include familiar digraphs and trigraphs (e.g. *f-ee-l*, *h-ear*) and support children to blend adjacent consonants (e.g. *s-m-e-l-l*).

Spoken Language

Ask children which season it is. Tell them they are going to look outside and ask them to make predictions about what they will see. Look through a window and identify things that are typical of the season. Go outside and discuss the weather and other aspects of the season, encouraging the children to use their senses to explore. Ask the children to say a sentence about what they see, hear, smell or feel. **(R, Planning)**

Writing

Give the children the PCM and ask them to recall aspects of their environment in the current season. Children draw a picture of their environment including typical aspects of the current season. They write a sentence about something they see, hear, smell or feel related to the season. Remind the children to leave spaces between each word. **(R, Handwriting and Presentation)**

Making Links

Plan an outdoor activity related to the season and the children's current interests. This could be a teddy bears' picnic, collecting autumn leaves to make a collage, building a snow animal or finding signs of spring.



Look Outside

Curriculum for Excellence

Book Band Red C

RR Level 5

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Phonics Bug Up to Unit 12

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Summary

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LIT 0-07a / LIT 0-16a / ENG 0-17a	Reading <i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i>	R t3, Making Inferences Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where the answer is clearly signposted.
LIT 0-10a	Spoken Language <i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i>	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
LIT 0-26a	Writing <i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i>	R, Handwriting and Presentation [Leave] spaces between words and/or word-like clusters in their writing.

PCM

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Session 1: Reading

Before Reading

Phonics for Reading

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During Reading

While the children read, ask them to think about the main question.

Main question: **Why do you think people do different things in different seasons? (R t3, Making Inferences)**

Additional prompts to help you sample the children's reading:

- Title page: Discuss what the girl is doing in this picture.
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After Reading

Discuss the main question as a group. Ask children:

- How did the seasons change?
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Session 2: Spoken Language & Writing

Phonics for Writing

- Use magnetic letters to segment words related to the senses.
- Use words that include familiar digraphs and trigraphs (e.g. *f-ee-l*, *h-ear*) and support children to blend adjacent consonants (e.g. *s-m-e-l-l*).

Spoken Language

Ask children which season it is. Tell them they are going to look outside and ask them to make predictions about what they will see. Look through a window and identify things that are typical of the season. Go outside and discuss the weather and other aspects of the season, encouraging the children to use their senses to explore. Ask the children to say a sentence about what they see, hear, smell or feel. **(R, Planning)**

Writing

Give the children the PCM and ask them to recall aspects of their environment in the current season. Children draw a picture of their environment including typical aspects of the current season. They write a sentence about something they see, hear, smell or feel related to the season. Remind the children to leave spaces between each word. **(R, Handwriting and Presentation)**

Making Links

Plan an outdoor activity related to the season and the children's current interests. This could be a teddy bears' picnic, collecting autumn leaves to make a collage, building a snow animal or finding signs of spring.



Look Outside

Welsh National Curriculum

Book Band Red C

RR Level 5

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Reception, term 3

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Summary

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Curriculum Reference	Objectives	Progression Map Objective
Reception, RC3, p.21	Reading Relate information and ideas from a text to personal experience.	R t3, Making Inferences Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where the answer is clearly signposted.
Reception, OS3, p.14	Spoken Language Talk about things from their experience and share information.	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
Reception, WMPRI, p.23	Writing Mark make or write in response to [...] personal experiences.	R, Handwriting and Presentation [Leave] spaces between words and/or word-like clusters in their writing.

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During Reading

While the children read, ask them to think about the main question.

Main question: **Why do you think people do different things in different seasons? (R t3, Making Inferences)**

Additional prompts to help you sample the children's reading:

- Title page: Discuss what the girl is doing in this picture.
- Pages 4–5: Talk about where the children are and ask why they might be going outside in the spring. (It becomes warmer in the spring.) Discuss what they are doing outside.
- Pages 8–9: Look at how the leaves have changed in autumn and ask children why Anna might be clearing them up.
- Pages 10–11: Look at what the children are making. Ask how we know they like the snow. (The word *fun* tells us. They are smiling in the picture.) Relate the text and pictures to children's own experience of snow.

After Reading

Discuss the main question as a group. Ask children:

- How did the seasons change?
- What did the people do in each season?
- How did their clothes change? Why do you think they were wearing different clothes in each season?
- Discuss children's personal experience of the seasons.



Session 2: Spoken Language & Writing

Phonics for Writing

- Use magnetic letters to segment words related to the senses.
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Spoken Language

Ask children which season it is. Tell them they are going to look outside and ask them to make predictions about what they will see. Look through a window and identify things that are typical of the season. Go outside and discuss the weather and other aspects of the season, encouraging the children to use their senses to explore. Ask the children to say a sentence about what they see, hear, smell or feel. **(R, Planning)**

Writing

Give the children the PCM and ask them to recall aspects of their environment in the current season. Children draw a picture of their environment including typical aspects of the current season. They write a sentence about something they see, hear, smell or feel related to the season. Remind the children to leave spaces between each word. **(R, Handwriting and Presentation)**

Making Links

Plan an outdoor activity related to the season and the children's current interests. This could be a teddy bears' picnic, collecting autumn leaves to make a collage, building a snow animal or finding signs of spring.



Look Outside

Northern Ireland Curriculum

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Foundation R12	Reading Listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils.	R t3, Making Inferences Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where the answer is clearly signposted.
Foundation T&L 4.8	Spoken Language Describ[e].	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
Foundation W3	Writing Understand that writing is a means of communication and can be used for different purposes, for example, <i>writing messages for others to read.</i>	R, Handwriting and Presentation [Leave] spaces between words and/or word-like clusters in their writing.



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During Reading

While the children read, ask them to think about the main question.

Main question: **Why do you think people do different things in different seasons? (R t3, Making Inferences)**

Additional prompts to help you sample the children's reading:

- Title page: Discuss what the girl is doing in this picture.
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Spoken Language

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Making Links

Plan an outdoor activity related to the season and the children's current interests. This could be a teddy bears' picnic, collecting autumn leaves to make a collage, building a snow animal or finding signs of spring.