

## **Guided Reading Card**

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**England**

**Scotland**

**Wales**

**Northern Ireland**



# Marian to the Rescue

## English Curriculum

**Book Band** Purple A

**RR Level** 19

**Genre** Historical fiction

**Length** 24pp (566 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** furniture,  
daring, soldiers, booed, Sheriff

## Plot Summary

Robin's new friend Marian is so lively that his mum wants to send her home! When the Sheriff's men try to arrest Robin's mum, however, it is Marian who saves the day.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18	<b>Reading</b> Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	<b>Y2 t2, Making Inferences</b> Participate in discussions about books [...] making simple inferences on [...] what characters do.
Y2, RC, p.18	<b>Spoken Language</b> Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
Y2, WC, p.21	<b>Writing</b> Read aloud what they have written with appropriate intonation to make the meaning clear.	<b>Y2, Evaluating, Editing and Performing</b> Can read aloud what they have written with appropriate intonation to make the meaning clear.



PCM

Key

RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing – composition, National Curriculum in England (2013)

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# Session 1: Reading

## Before Reading

### Phonics for Reading

(Able to read the high-frequency words 'don't,' 'can't' and 'didn't,' and can point out the parts of the words that are irregular or unusual.)

Write 'you are' on a flipchart and ask children to read the words. Can they suggest how this is shortened when we speak? Model writing 'you're' on the flipchart and read it together. Ask children to identify which letter is missing and what has been put in its place. Write contractions from the story on the flipchart (e.g. *they're, didn't, wasn't, it's, won't, we're, don't, can't, that's*). Ask the children to read the words, focusing on and talking about the unusual or difficult parts of these words.

### Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children heard of Robin Hood before? Encourage their comments and questions about him as they look through the book.
- Ask children if they think this will be a fiction or a non-fiction book. How do they know?
- What sort of characters do children think the soldiers and the Sheriff will be in this story? Can they give reasons for their opinions?

### During Reading

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

Main question: **How do Mum's feelings about Marian change during the story? (Y2 t2, Making Inferences)**

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

- Page 3: What does Mum think of Marian when they first meet?
- Pages 5–6: How does Marian make a mess?
- Page 7: How do you think Mum feels?
- Page 8: Which words does the author use to show that Mum is not keen to take Marian to the park with Robin?
- Page 15: Why does the crowd boo?
- Pages 16–17: Is Marian scared of the soldiers? Can you explain how you know?
- Page 17: What would you think of Marian now if you were Mum?
- Page 22: What does Mum feel glad about now?

## **After Reading**

Discuss the main question with the group, encouraging them to refer to the text. Draw out their ideas about how Mum might feel at different points and support their explanations of how and why her feelings change. At the end of the story, do children think Mum will let Marian come to the house again?

### **Quick Finishers**

Make a *Wanted* poster to help the Sheriff capture Mum, Marian or Robin.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Ask children to find the picture of Marian on page 10 and identify the words the author has used to describe her. (*daring, noisy*)

Ask children to identify the suffixes that have been added to these words ('-ing' and '-y'). Can they identify the root words ('*dare*', '*noise*')? Can children explain what happens when the suffixes are added?

### Spoken Language

Organise children into groups of three. Explain that they will be Robin, Mum or Marian and assign them roles. Ask children to act out the beginning of the story, when Marian is daring and noisy; the middle, when they are escaping from the Sheriff's men; and the end, when they are safely home.

As they act out each part, freeze-frame the action and ask children to say what they are thinking and feeling, in role as their character. **(Y2 t3, Personal Response and Evaluation of Text)**

### Writing

Using the understanding gained from the Reading and Spoken Language activities, children use the PCM to write sentences showing what Mum thinks about Marian at different points in the story. Ask children to read their writing aloud to the group with clarity and expression. **(Y2, Evaluating, Editing and Performing)**

### Making Links

Provide children with resources for them to investigate whether Robin Hood was a real or a fictional character. Organise a debate when children can present arguments for and against the proposal that Robin Hood was real.



## Marian to the Rescue

### Curriculum for Excellence

**Book Band** Purple A

**RR Level** 19

**Genre** Historical fiction

**Length** 24pp (566 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** furniture,  
daring, soldiers, booed, Sheriff

### Plot Summary

Robin's new friend Marian is so lively that his mum wants to send her home! When the Sheriff's men try to arrest Robin's mum, however, it is Marian who saves the day.

Curriculum Reference	Objectives	Progression Map Objective
ENG 1-19a	<b>Reading</b> I can share my thoughts about [...] characters [...], recognise the writer's message [...] and comment on the effective choice of words and other features.	<b>Y2 t2, Making Inferences</b> Participate in discussions about books [...] making simple inferences on [...] what characters do.
ENG 1-03a	<b>Spoken Language</b> I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
LIT 1-22a	<b>Writing</b> I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.	<b>Y2, Evaluating, Editing and Performing</b> Can read aloud what they have written with appropriate intonation to make the meaning clear.



PCM

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# Session 1: Reading

## Before Reading

### Phonics for Reading

(Able to read the high-frequency words 'don't,' 'can't' and 'didn't,' and can point out the parts of the words that are irregular or unusual.)

Write 'you are' on a flipchart and ask children to read the words. Can they suggest how this is shortened when we speak? Model writing 'you're' on the flipchart and read it together. Ask children to identify which letter is missing and what has been put in its place. Write contractions from the story on the flipchart (e.g. *they're, didn't, wasn't, it's, won't, we're, don't, can't, that's*). Ask the children to read the words, focusing on and talking about the unusual or difficult parts of these words.

### Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children heard of Robin Hood before? Encourage their comments and questions about him as they look through the book.
- Ask children if they think this will be a fiction or a non-fiction book. How do they know?
- What sort of characters do children think the soldiers and the Sheriff will be in this story? Can they give reasons for their opinions?

### During Reading

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

Main question: **How do Mum's feelings about Marian change during the story? (Y2 t2, Making Inferences)**

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

- Page 3: What does Mum think of Marian when they first meet?
- Pages 5–6: How does Marian make a mess?
- Page 7: How do you think Mum feels?
- Page 8: Which words does the author use to show that Mum is not keen to take Marian to the park with Robin?
- Page 15: Why does the crowd boo?
- Pages 16–17: Is Marian scared of the soldiers? Can you explain how you know?
- Page 17: What would you think of Marian now if you were Mum?
- Page 22: What does Mum feel glad about now?

## **After Reading**

Discuss the main question with the group, encouraging them to refer to the text. Draw out their ideas about how Mum might feel at different points and support their explanations of how and why her feelings change. At the end of the story, do children think Mum will let Marian come to the house again?

### **Quick Finishers**

Make a *Wanted* poster to help the Sheriff capture Mum, Marian or Robin.





## Session 2: Spoken Language & Writing

### Phonics for Writing

Ask children to find the picture of Marian on page 10 and identify the words the author has used to describe her. (*daring, noisy*)

Ask children to identify the suffixes that have been added to these words ('-ing' and '-y'). Can they identify the root words ('*dare*', '*noise*')? Can children explain what happens when the suffixes are added?

### Spoken Language

Organise children into groups of three. Explain that they will be Robin, Mum or Marian and assign them roles. Ask children to act out the beginning of the story, when Marian is daring and noisy; the middle, when they are escaping from the Sheriff's men; and the end, when they are safely home.

As they act out each part, freeze-frame the action and ask children to say what they are thinking and feeling, in role as their character. **(Y2 t3, Personal Response and Evaluation of Text)**

### Writing

Using the understanding gained from the Reading and Spoken Language activities, children use the PCM to write sentences showing what Mum thinks about Marian at different points in the story. Ask children to read their writing aloud to the group with clarity and expression. **(Y2, Evaluating, Editing and Performing)**

### Making Links

Provide children with resources for them to investigate whether Robin Hood was a real or a fictional character. Organise a debate when children can present arguments for and against the proposal that Robin Hood was real.



# Marian to the Rescue

## Welsh National Curriculum

**Book Band** Purple A

**RR Level** 19

**Genre** Historical fiction

**Length** 24pp (566 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** furniture,  
daring, soldiers, booed, Sheriff

## Plot Summary

Robin's new friend Marian is so lively that his mum wants to send her home! When the Sheriff's men try to arrest Robin's mum, however, it is Marian who saves the day.

Curriculum Reference	Objectives	Progression Map Objective
RS8	<b>Reading</b> Respond appropriately to books, considering what they read in terms of content, ideas, presentation, organisation and the language used.	<b>Y2 t2, Making Inferences</b> Participate in discussions about books [...] making simple inferences on [...] what characters do.
OS12	<b>Spoken Language</b> Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
WS6	<b>Writing</b> Begin to write in a conventional way, communicating by using words, phrases and short sentences, linked to familiar patterns.	<b>Y2, Evaluating, Editing and Performing</b> Can read aloud what they have written with appropriate intonation to make the meaning clear.



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# Session 1: Reading

## Before Reading

### Phonics for Reading

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Write 'you are' on a flipchart and ask children to read the words. Can they suggest how this is shortened when we speak? Model writing 'you're' on the flipchart and read it together. Ask children to identify which letter is missing and what has been put in its place. Write contractions from the story on the flipchart (e.g. *they're, didn't, wasn't, it's, won't, we're, don't, can't, that's*). Ask the children to read the words, focusing on and talking about the unusual or difficult parts of these words.

### Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children heard of Robin Hood before? Encourage their comments and questions about him as they look through the book.
- Ask children if they think this will be a fiction or a non-fiction book. How do they know?
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### During Reading

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

Main question: **How do Mum's feelings about Marian change during the story? (Y2 t2, Making Inferences)**

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

- Page 3: What does Mum think of Marian when they first meet?
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## **After Reading**

Discuss the main question with the group, encouraging them to refer to the text. Draw out their ideas about how Mum might feel at different points and support their explanations of how and why her feelings change. At the end of the story, do children think Mum will let Marian come to the house again?

### **Quick Finishers**

Make a *Wanted* poster to help the Sheriff capture Mum, Marian or Robin.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Ask children to find the picture of Marian on page 10 and identify the words the author has used to describe her. (*daring, noisy*)

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### Spoken Language

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R8	<b>Reading</b> Use a range of comprehension skills, both oral and written, to interpret and discuss texts.	<b>Y2 t2, Making Inferences</b> Participate in discussions about books [...] making simple inferences on [...] what characters do.
T&L 7	<b>Spoken Language</b> Take part in a range of drama activities to support activity based learning across the curriculum.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
W6	<b>Writing</b> Write for a variety of purposes and audiences.	<b>Y2, Evaluating, Editing and Performing</b> Can read aloud what they have written with appropriate intonation to make the meaning clear.



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