

## **Guided Reading Card**

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**England**



**Scotland**



**Wales**



**Northern Ireland**



# Oceans

**Book Band** Blue A

**RR Level** 9

**Text Type** Explanation

**Length** 16pp (158 words)

**Letters and Sounds** Phase 5

**Year 1, term 2**

**Phonics Bug** Up to Unit 18

**High-frequency word** very

## Summary

The oceans in this book are amazing places to visit. Read all about what they are like and learn which creatures you can find there.

**Text features:** captions, contents, index, main headings, photographs

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11	<b>Reading</b> [Discuss] the significance of the title and events.	<b>Y1 t2, Making Inferences</b> Link events in a book, in order to answer questions about why or how events take place.
Y1, WC, p.14	<b>Spoken Language</b> [Say] out loud what they are going to write about.	<b>Y1, Planning</b> [Compose] a simple sentence orally to their partner before writing it.
Y1, WC, p.14	<b>Writing</b> [Discuss] what they have written with the teacher or other pupils.	<b>Y1, Evaluating, Editing and Performing</b> [Make] simple changes to add description to their writing.



### Key

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

Provide three toys of different sizes for the session. Write the words *deep* and *small* and support children to read them. Ask children to find the smallest toy. Discuss what has been added to the word *small* to make the word *smallest*. Add '-est' to *small* and read the new word together as a group. Repeat until all children are confident with reading *small* and *smallest*. Ask whether adding '-est' to the word *deep* makes a real word. Discuss the meaning of this word and write it for children to read.

#### Walkthrough



- Read the title of the book. Ask what children notice about the cover.
- Invite children to share any knowledge and experiences of oceans that they have visited or seen in programmes, films or books.
- Encourage children's questions and comments as you look through the pictures.

## During Reading

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

Main question: **Why do the oceans all have different creatures living in them? (Y1 t2, Making Inferences)**

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

Pages 2–3: After these pages you may wish to turn back to the contents for children to choose sections to read as the book does not have to be read from beginning to end.

Pages 6–7: Ask children where and why the crab digs a hole.

Pages 8–9: Talk about which fish likes warm water.

Pages 12–13: Ask children to find and point to the word that describes the polar bear's fur.

## After Reading

Do the quiz together as a group, emphasising how each ocean is different so different creatures live there. Discuss the main question as a group. Ask children to:

- Find the ocean that is the smallest, the biggest and/or the deepest.
- Recall the names of all five oceans.

### Quick Finishers

Children copy the names of the oceans and draw a picture to illustrate each one.



## Session 2: Spoken Language & Writing

### Sounds after Reading

Provide magnetic letters and a magnetic board. Ensure there are the correct letters to make *fantastic* and some additional letters. Spread the letters out on a table. Tell children they are going to learn to write the word, *fantastic*. Say and count each phoneme in the word. Agree that there are nine phonemes and tell the children that there are also nine letters. Choose a volunteer to say the word slowly and clearly. Invite children to select the correct letter each time until they have correctly made the word.

### Spoken Language

Set up a hot-seating activity with the adult in role as a person who does not want to visit the ocean. Encourage children to work together to ask questions and try to persuade the person that the ocean is a fantastic place to visit. Use the book for support to help them plan their ideas with a partner before taking the hot-seat.

**(Y1, Planning)**

### Writing

Give the children the worksheet and invite them to design a poster to encourage people to visit the ocean. As the group are working, choose individual children and support them in adding more detail and description to their poster. Invite children to discuss their posters with the rest of the group. **(Y1, Evaluating, Editing and Performing)**

### Making Links

Make the Arctic Ocean in a water tray with polar bears, boats and ice. Support children to research what else they might find there.



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ENG 1-17a	<b>Reading</b> To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.	<b>Y1 t2, Making Inferences</b> Link events in a book, in order to answer questions about why or how events take place.
LIT 1-09a	<b>Spoken Language</b> <i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i>	<b>Y1, Planning</b> [Compose] a simple sentence orally to their partner before writing it.
LIT 1-24a	<b>Writing</b> I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.	<b>Y1, Evaluating, Editing and Performing</b> [Make] simple changes to add description to their writing.



PCM

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### Before Reading

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#### Walkthrough



- Read the title of the book. Ask what children notice about the cover.
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## During Reading

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Main question: **Why do the oceans all have different creatures living in them? (Y1 t2, Making Inferences)**

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## After Reading

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- Find the ocean that is the smallest, the biggest and/or the deepest.
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## Session 2: Spoken Language & Writing

### Sounds after Reading

Provide magnetic letters and a magnetic board. Ensure there are the correct letters to make *fantastic* and some additional letters. Spread the letters out on a table. Tell children they are going to learn to write the word, *fantastic*. Say and count each phoneme in the word. Agree that there are nine phonemes and tell the children that there are also nine letters. Choose a volunteer to say the word slowly and clearly. Invite children to select the correct letter each time until they have correctly made the word.

### Spoken Language

Set up a hot-seating activity with the adult in role as a person who does not want to visit the ocean. Encourage children to work together to ask questions and try to persuade the person that the ocean is a fantastic place to visit. Use the book for support to help them plan their ideas with a partner before taking the hot-seat.

**(Y1, Planning)**

### Writing

Give the children the worksheet and invite them to design a poster to encourage people to visit the ocean. As the group are working, choose individual children and support them in adding more detail and description to their poster. Invite children to discuss their posters with the rest of the group. **(Y1, Evaluating, Editing and Performing)**

### Making Links

Make the Arctic Ocean in a water tray with polar bears, boats and ice. Support children to research what else they might find there.



# Oceans

## Welsh National Curriculum

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Y1, RC2, p.21	<b>Reading</b> Identify information related to the subject of a text.	<b>Y1 t2, Making Inferences</b> Link events in a book, in order to answer questions about why or how events take place.
Y1, OS7, p.14	<b>Spoken Language</b> Adopt a role using appropriate language.	<b>Y1, Planning</b> [Compose] a simple sentence orally to their partner before writing it.
Y1, WL2, p.24	<b>Writing</b> Use specific words which relate to the topic of their writing.	<b>Y1, Evaluating, Editing and Performing</b> [Make] simple changes to add description to their writing.



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### Quick Finishers

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### Making Links

Make the Arctic Ocean in a water tray with polar bears, boats and ice. Support children to research what else they might find there.



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## Northern Ireland Curriculum

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<b>Foundation</b> R10	<b>Reading</b> Select and use books for specific purposes.	<b>Y1 t2, Making Inferences</b> Link events in a book, in order to answer questions about why or how events take place.
<b>Foundation</b> T&L 4.11	<b>Spoken Language</b> Taking part/ contributing to group oral language activities.	<b>Y1, Planning</b> [Compose] a simple sentence orally to their partner before writing it.
<b>Foundation</b> W4	<b>Writing</b> Share their writing with others.	<b>Y1, Evaluating, Editing and Performing</b> [Make] simple changes to add description to their writing.

PCM



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