

Guided Reading Card

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England

Scotland

Wales

Northern Ireland



Thunderbirds Are Go: Fireflash

English Curriculum

Book Band Purple A

RR Level 19

Genre Action

Length 24pp (565 words)

Letters and Sounds Phase 6

Year 2, term 2

Phonics Bug Up to Unit 30

Interest words hypersonic, puzzled, oxygen, cockpit, cloaking device, hijacked

Plot Summary

Kayo is a passenger on the new hypersonic plane, Fireflash, when she realises the plane is in terrible danger. With quick-thinking and some help from International Rescue, she lands the plane and saves the passengers.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18	Reading [Answer] and [ask] questions.	Y2 t2, Literal Comprehension Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.
Y2, WC, p.21	Spoken Language [Plan] or [say] out loud what they are going to write about.	Y2, Planning [Compose] sentences by rehearsing what they want to say out loud before writing.
Y2, WVGP, p.22	Writing [Use] expanded noun phrases to describe and specify [...].	Y2, Grammar and Vocabulary for Accuracy [Expand] simple noun phrases within a sentence [...], for example, by adding adjectives.

Key

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

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

WVGP = Writing – vocabulary, grammar and punctuation, National Curriculum in England (2013)



PCM

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Session 1: Reading

Before Reading

Phonics for Reading

Ask the group if they will help a puppet or soft toy to read a difficult word. Write *hijacked* with lines to mark the syllables: *hi/jack/ed*. Ask volunteers to decode each syllable and place sound buttons. Work as a group to blend the syllables together to read the word. Discuss the meaning of the word *hijacked*, using examples that will not scare children.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Look at the first page and talk about the characters. Ask children if they have seen these characters before and discuss any prior knowledge children have. What do they think the PODs are? Are there different types of PODs?
- As they look through the pictures, invite comments and questions about the story. Encourage predictions about what is happening.
- Look at pages 19–23. Discuss and identify the different Thunderbirds and their pilots.

During Reading

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

Main question: **How does Kayo save the passengers?**

(Y2 t2, Literal Comprehension)

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

- Pages 2–3: Discuss what sort of plane Fireflash is and the meaning of the word *hypersonic* (5–10 times the speed of sound). Talk about where the passengers are going.
- Pages 6–11: Ask children why the other passengers don't help Kayo. Ask how she knows the Captain is actually The Hood.
- Page 12: Have children find and copy one word that means The Hood has *taken control* of Fireflash.
- Pages 18–23: Ask children why Kayo is trying to land the plane. Ask how many Thunderbirds help her.

After Reading

Discuss the main question with the children and challenge them to summarise how Kayo saves the passengers. Encourage them to use vocabulary from the text. At the end, Scott says the passengers owe their lives to Kayo, even though it was Virgil in Thunderbird 2 who put the plane safely on the runway. Invite children to discuss this. Ask them to say if they agree with Scott, giving reasons for their answers.

Quick Finishers

Children design a super-fast plane and write a caption to describe it.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to recall how the passengers described the plane at the beginning of the story (*amazing*). Challenge them to say how many syllables are in the word (three) and then say the word out loud, emphasising each syllable, to check. Working with a partner, children write *amaze* and *amazing*. Invite a volunteer to explain the rule.

Spoken Language

Ask children to work with a partner and describe what happened at key points in the story. In a circle, take turns to say a sentence about a part of the story. Encourage children to add adjectives to describe the nouns used and to speak in complete sentences. Rehearse each sentence until the group are happy with it, before moving on to the next child's turn. **(Y2, Planning)**

Writing

Share the PCM and encourage the children to draw pictures of four different events in the story. Invite them to write a caption to go with their picture. Remind them to write complete sentences and use adjectives to expand the nouns. Model this if needed. **(Y2, Grammar and Vocabulary for Accuracy)**

Making Links

Present children with pictures and information on some of the fastest, stealthiest, most interesting and/or most bizarre aircraft in the world. Provide models for play, or have children make models of the aircraft.



Thunderbirds Are Go: Fireflash

Curriculum for Excellence

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ENG 1-17a	Reading [...] I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.	Y2 t2, Literal Comprehension Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.
LIT 1-09a	Spoken Language <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>	Y2, Planning [Compose] sentences by rehearsing what they want to say out loud before writing.
LIT 1-26a	Writing [...] I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	Y2, Grammar and Vocabulary for Accuracy [Expand] simple noun phrases within a sentence [...], for example, by adding adjectives.



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Ask the group if they will help a puppet or soft toy to read a difficult word. Write *hijacked* with lines to mark the syllables: *hi/jack/ed*. Ask volunteers to decode each syllable and place sound buttons. Work as a group to blend the syllables together to read the word. Discuss the meaning of the word *hijacked*, using examples that will not scare children.

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After Reading

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Quick Finishers

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Session 2: Spoken Language & Writing

Phonics for Writing

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Spoken Language

Ask children to work with a partner and describe what happened at key points in the story. In a circle, take turns to say a sentence about a part of the story. Encourage children to add adjectives to describe the nouns used and to speak in complete sentences. Rehearse each sentence until the group are happy with it, before moving on to the next child's turn. **(Y2, Planning)**

Writing

Share the PCM and encourage the children to draw pictures of four different events in the story. Invite them to write a caption to go with their picture. Remind them to write complete sentences and use adjectives to expand the nouns. Model this if needed. **(Y2, Grammar and Vocabulary for Accuracy)**

Making Links

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Thunderbirds Are Go: Fireflash

Welsh National Curriculum

Book Band Purple A

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Y2, RC3, p.21	Reading Explain relevant details from texts.	Y2 t2, Literal Comprehension Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.
Y2, OS4, p.14	Spoken Language Build on previous experience, speaking confidently and making themselves clear by: <ul style="list-style-type: none">– organising what they say– choosing words deliberately– including relevant detail.	Y2, Planning [Compose] sentences by rehearsing what they want to say out loud before writing.
Y2, WMPR3, p.23	Writing Write text which makes sense to another reader, which may include details and pictures.	Y2, Grammar and Vocabulary for Accuracy [Expand] simple noun phrases within a sentence [...], for example, by adding adjectives.



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R8	Reading Use a range of comprehension skills, both oral and written, to interpret and discuss texts.	Y2 t2, Literal Comprehension Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.
T&L3	Spoken Language Listen to, interpret and retell, with some supporting detail, a range of oral and written texts.	Y2, Planning [Compose] sentences by rehearsing what they want to say out loud before writing.
W1	Writing Participate in modelled, shared, guided and independent writing [...].	Y2, Grammar and Vocabulary for Accuracy [Expand] simple noun phrases within a sentence [...], for example, by adding adjectives.



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