

Guided Reading Card

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England

Scotland

Wales

Northern Ireland



Amazing Trees

Book Band Green A

RR Level 12

Text Type Explanation

Length 16pp (232 words)

Letters and Sounds Phase 5

Year 1, term 3

Phonics Bug Up to Unit 22

High-frequency words

their, called, your, here, very

Summary

This book provides information on trees. Some are very small, others are very tall but they are all amazing!

Text features: contents, labels, photographs, picture index

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11	Reading [Link] what they read or hear read to their own experiences.	Y1 t3, Personal Response and Evaluation of Text Select a favourite part of a book and [say] why [it] is their favourite, giving reasons [...].
Y1, RC, p.11	Spoken Language [Make] inferences on the basis of what is being said and done.	Y1 t3, Making Inferences Participate in discussion about books, drawing simple inferences based on things said and done.
Y1, WC, p.14	Writing [Say] out loud what they are going to write about.	Y1, Grammar and Vocabulary for Impact [Include] vocabulary specific to the topic.



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

Write *out* and *about* on the board and ask a volunteer to add the sound buttons. Encourage the group to check they are correct and then ask children to blend and read each word.

Play 'Just a Minute': Set a timer and see how many words with the 'ou' grapheme the group can think of before time is up.

Check the words are spelled correctly and that they include 'ou'.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the contents with the children. Ask them what they most want to find out about.
- Ask children if they are looking forward to reading this book and, if so, what makes them want to read it.
- Share page 6 and discuss where the tree on this page can be found. Encourage children to locate where they live and to share any names of continents and/or oceans they may know.

During Reading

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

Main question: **Which is your favourite part of this book?**

(Y1 t3, Personal Response and Evaluation of Text)

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

Pages 2–3: Ask children which tree they would most like to see (the tiny tree or the enormous one).

Pages 4–5: Support the children to blend and read *leaves* and *branches*.

Pages 6–7: Ask children why there is a hole in the tree. Ask how they think people made the hole.

Pages 8–9: Ask children if they think the 'bottle' tree has a good name. Encourage them to explain why or why not.

After Reading

Discuss the main question as a group. Ask the children to:

- Choose their favourite page and say why they like it. Encourage them to refer to the text in their answers and model this for them if they struggle.
- Re-read their favourite page to the group, with appropriate expression to make the meaning clear.
- Ask questions about the trees.

Quick Finishers

Children write questions about the trees in the book, using the illustrations and text for support. Remind them to use a capital letter and a question mark when they write their questions.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to write *root* and *branch* on their whiteboards and check their own spelling. Check they understand that these words are singular. Ask the children if the trees had one root/branch or more. Ask children what the plurals of these words are. Ask them to say each plural clearly (to hear the difference between -s and -es) and then ask them to make the words on their whiteboards plural.

Spoken Language

Organise the children into pairs. Select pages in the book with interesting facts and allocate a double page to each pair. Children work with their partner to prepare a short statement about the trees to present to the group. Encourage the children to ask and answer questions. **(Y1 t3, Making inferences)**

Writing

Introduce the PCM and recap the parts of a tree, using the text to support recall and for help with spelling if needed. Children draw a tree and write labels to show what each part of the tree is called. **(Y1, Grammar and Vocabulary for Impact)**

Making Links

Go for a walk to find out which trees are growing in the local environment. Take photographs of the trees and display them with labels and captions in the classroom.



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Curriculum for Excellence

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LIT 1-11a / LIT 2-11a	Reading <i>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.</i>	Y1 t3, Personal Response and Evaluation of Text Select a favourite part of a book and [say] why [it] is their favourite, giving reasons [...].
LIT 1-07a	Spoken Language <i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i>	Y1 t3, Making Inferences Participate in discussion about books, drawing simple inferences based on things said and done.
LIT 1-24a	Writing <i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</i>	Y1, Grammar and Vocabulary for Impact [Include] vocabulary specific to the topic.



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Before Reading

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After Reading

Discuss the main question as a group. Ask the children to:

- Choose their favourite page and say why they like it. Encourage them to refer to the text in their answers and model this for them if they struggle.
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- Ask questions about the trees.

Quick Finishers

Children write questions about the trees in the book, using the illustrations and text for support. Remind them to use a capital letter and a question mark when they write their questions.



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Phonics for Writing

Ask children to write *root* and *branch* on their whiteboards and check their own spelling. Check they understand that these words are singular. Ask the children if the trees had one root/branch or more. Ask children what the plurals of these words are. Ask them to say each plural clearly (to hear the difference between -s and -es) and then ask them to make the words on their whiteboards plural.

Spoken Language

Organise the children into pairs. Select pages in the book with interesting facts and allocate a double page to each pair. Children work with their partner to prepare a short statement about the trees to present to the group. Encourage the children to ask and answer questions. **(Y1 t3, Making inferences)**

Writing

Introduce the PCM and recap the parts of a tree, using the text to support recall and for help with spelling if needed. Children draw a tree and write labels to show what each part of the tree is called. **(Y1, Grammar and Vocabulary for Impact)**

Making Links

Go for a walk to find out which trees are growing in the local environment. Take photographs of the trees and display them with labels and captions in the classroom.



Amazing Trees

Welsh National Curriculum

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Y1, RS1, p.19	Reading Choose reading materials and explain what the text is about and why they like it.	Y1 t3, Personal Response and Evaluation of Text Select [a] favourite part of a book and [say] why [it] is their favourite, giving reasons [...].
Y1, OS6, p.14	Spoken Language Speak audibly, conveying meaning to listeners beyond their friendship group.	Y1 t3, Making Inferences Participate in discussion about books, drawing simple inferences based on things said and done.
Y1, WMPR5, p.23	Writing Write words, phrases and simple sentences and read back own attempts.	Y1, Grammar and Vocabulary for Impact [Include] vocabulary specific to the topic.



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After Reading

Discuss the main question as a group. Ask the children to:

- Choose their favourite page and say why they like it. Encourage them to refer to the text in their answers and model this for them if they struggle.
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Spoken Language

Organise the children into pairs. Select pages in the book with interesting facts and allocate a double page to each pair. Children work with their partner to prepare a short statement about the trees to present to the group. Encourage the children to ask and answer questions. **(Y1 t3, Making inferences)**

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Introduce the PCM and recap the parts of a tree, using the text to support recall and for help with spelling if needed. Children draw a tree and write labels to show what each part of the tree is called. **(Y1, Grammar and Vocabulary for Impact)**

Making Links

Go for a walk to find out which trees are growing in the local environment. Take photographs of the trees and display them with labels and captions in the classroom.



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Foundation R7	Reading Share a range of books with adults/ other pupils.	Y1 t3, Personal Response and Evaluation of Text Select a favourite part of a book and [say] why [it] is their favourite, giving reasons [...].
Foundation T&L 3.4	Spoken Language [Initiate and join in] conversations in pairs or groups.	Y1 t3, Making Inferences Participate in discussion about books, drawing simple inferences based on things said and done.
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>	Y1, Grammar and Vocabulary for Impact [Include] vocabulary specific to the topic.



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Spoken Language

Organise the children into pairs. Select pages in the book with interesting facts and allocate a double page to each pair. Children work with their partner to prepare a short statement about the trees to present to the group. Encourage the children to ask and answer questions. **(Y1 t3, Making inferences)**

Writing

Introduce the PCM and recap the parts of a tree, using the text to support recall and for help with spelling if needed. Children draw a tree and write labels to show what each part of the tree is called. **(Y1, Grammar and Vocabulary for Impact)**

Making Links

Go for a walk to find out which trees are growing in the local environment. Take photographs of the trees and display them with labels and captions in the classroom.