

Guided Reading Card

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England

Scotland

Wales

Northern Ireland



City Shapes and Other Poems

Book Band Green

RR Level 12, 13, 14

Genre Poetry

Length 16pp (236 words)

Letters and Sounds Phase 5

Year 1, term 3

Phonics Bug Up to Unit 27

High-frequency words day,
houses, their, people

Plot Summary

A collection of poems about skylines, landscapes, and all the shapes and colours around us.

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11	Reading [Link] what they read or hear read to their own experiences.	Y1 t3, Range of Texts Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.
Y1, WC, p.14	Spoken Language [Say] out loud what they are going to write about.	Y1, Planning In response to a drawing or a story, [...] say two simple related sentences (with or without a conjunction) aloud to themselves before writing them.
Y1, WVGP, p.15	Writing [Join] words and [join] clauses using and.	Y1, Grammar and Punctuation for Accuracy [Use] 'and' to join words or simple sentences.



Key

RC = Reading – comprehension, National Curriculum in England (2013) WC = Writing – composition, National Curriculum in England (2013)
WVGP = Writing – vocabulary, grammar and punctuation, National Curriculum in England (2013)

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Session 1: Reading

Before Reading

Phonics for Reading

Prepare cards with the words *bridge* and *castle* on them, with sound buttons to support reading. Organise the group into two teams and allocate one card to each team. One child from each team looks at the word (without showing it to the other children) and sounds out each phoneme (sound) for the rest of the team to blend aurally and guess the word. If they are unable to identify the word, the other team can guess. Use the cards to practise blending and reading each word before reading the book.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Share pages 2 and 3 and tell children that this poem is set at the beginning of the day. Have children identify in the picture the different places listed in the poem on page 3.
- On pages 6 and 7, discuss the shapes of the flags and check children understand what they would look like if they were not waving in the wind.
- While looking through pages 10–13, encourage children to notice the contrast in the settings and discuss the details in the different pictures.

During Reading

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

Main question: **Which shapes are all around us? (Y1 t3, Range of Texts)**

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

- Pages 2–3: Encourage children to identify the different shapes in the cityscape.
- Pages 4–5: Re-read the shape names and ask children to find each shape in the pictures.
- Pages 8–9: Encourage children to identify the question on page 9 and to answer it.
- Pages 14–16: Discuss the shapes in the background of the picture and through the girl's window. Invite the children's comments and questions as they read.

After Reading

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

- Discuss the shapes in the poems and where they were found, identifying different features of the environments, e.g. *the windows were square, the kite was a diamond*.
- Suggest which shapes they might see in their own homes and environments, including their classroom and the school playground.

Quick Finishers

Children choose their favourite poem and write or draw their ideas for their own poem, using their chosen poem as a model.



Session 2: Spoken Language & Writing

Phonics for Writing

Begin the session by introducing a puppet or soft toy, who lives in a house in the city. Encourage the children to write *house* and *city* and show them to the toy, correcting any incorrect spelling patterns. Ask the children to tell the toy where they live (e.g. *My flat is in the city.*) and write a list.

Spoken Language

Begin the session by saying a colour and asking children to provide rhyming words, e.g. *pink* rhymes with *sink* and *think*, *blue* with *glue*, *tissue* and *stew*, *green* with *seen* and *bean*.

Organise children into a circle. Each child starts a sentence with *My house/flat is ...* They choose a colour and end the sentence with a rhyme, e.g. *My flat is red and it has a bunk bed.*

(Y1, Planning)

Writing

Provide children with the PCM. Children draw the street where they live. Support them to write a rhyming sentence about their picture, using 'and' to join words or clauses. **(Y1, Grammar and Punctuation for Accuracy)**

Making Links

Organise a shape hunt for the class around the school and local area to identify shapes in the buildings and in nature.



City Shapes and Other Poems

Curriculum for Excellence

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ENG 1-19a	Reading I can share my thoughts about structure, [...] recognise the writer's message and [...] comment on the effective choice of words and other features.	Y1 t3, Range of Texts Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.
ENG 1-03a	Spoken Language I am exploring how [...] choice of words are used to engage others, and I can use what I learn.	Y1, Planning In response to a drawing or a story, [...] say two simple related sentences (with or without a conjunction) aloud to themselves before writing them.
ENG 1-31a	Writing Having explored the elements which writers use in different genres, I can use what I learn to create my own [...] poems [...] and [/or] settings.	Y1, Grammar and Punctuation for Accuracy [Use] 'and' to join words or simple sentences.



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Quick Finishers

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Making Links

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City Shapes and Other Poems

Welsh National Curriculum

Book Band Green

RR Level 12, 13, 14

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Letters and Sounds Phase 5

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houses, their, people

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Y1, RC4, p.21	Reading Use personal experience to support understanding of texts.	Y1 t3, Range of Texts Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.
Y1, OS10, p.15	Spoken Language Use alliteration and rhyme.	Y1, Planning In response to a drawing or a story, [...] say two simple related sentences (with or without a conjunction) aloud to themselves before writing them.
Y1, WHGPS3, p.25	Writing Begin to use connectives to expand a point.	Y1, Grammar and Punctuation for Accuracy [Use] 'and' to join words or simple sentences.

PCM

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Northern Ireland Curriculum

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Foundation R6	Reading Develop visual discrimination and memory.	Y1 t3, Range of Texts Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.
Foundation T&L 2.4	Spoken Language [Identify and generate] rhymes.	Y1, Planning In response to a drawing or a story, [...] say two simple related sentences (with or without a conjunction) aloud to themselves before writing them.
Foundation W6	Writing Observe the teacher modelling specific writing strategies.	Y1, Grammar and Punctuation for Accuracy [Use] 'and' to join words or simple sentences.

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