**KS1 Guided Reading Planning Format**

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| **Date:**  | **Staff:** |
| **Group: Year 2**  | **Text:** *There’s No Dragon in This Story* by Lou Carter |
| **Main Learning Objective (linked to reading skill and content domain):** I can make inferences. |
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| **1a****Draw on knowledge of vocabulary to understand texts** | **1b****Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information** | **1c****Identify and explain the sequence of events in texts** | **1d****Make inferences from the text** | **1e****Predict what might happen on the basis of what has been read so far** |
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| Multiple choice | Ranking / ordering | Matching | Labelling | Find and copy | Short response | Open-ended response |
| 30-50% | 30-60% | 5-15% |
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| **Key Questions (linked to Learning Objective and Content Domains)** | **Next Steps for Learning** |
| **Session 1: Pre-Read 1 (with TA or independently as a group)*** **Text Introduction Discussion Points**
	1. Look at the book cover and read the title. Who knows what a **dragon** is? Can children recognise any traditional tale characters?
	2. What do children think the book might be about?
	3. Read the blurb together – were we correct in our predictions?
* **Experiences and Subject Knowledge**
	1. Look at images of the fairy/traditional tale characters from the text. Have we ever read books with them in before? Who can remember what happens?
	2. What do we know about dragons? Have we read any books with dragons in?
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| **Session 2: Pre-Read 1 (with TA or independently as a group)*** **Key Vocabulary**
1. captured
2. knight
3. huff
4. hero
5. Whoops-a-daisy
6. disgusting
* **Independent Reading**

Children, whilst reading the extract, focus on writing any vocabulary down that they are unsure about or think is central to the text. (If children are with a TA then these can be discussed before the end of the session). Children also write down any questions that they have that they would like to find the answer to (inference). |  |
| **Session 3: Guided Read (with teacher)****Focus:** Infer* **Discussion of the children’s pre-reading**
1. Discuss together what children thought of the text.
2. What are their likes and dislikes?
3. Can they find any links to other texts they have read?
4. Can they retell what happened in the text?

**Explore the vocabulary identified in the pre-read.**1. Help children to understand the words that they were unsure of by using various techniques – reading within context, discussion, dictionaries etc) 2a
2. Discuss with children those words that they have identified to be key/central to the text and why. 2g

**Discuss the questions that the children have created.**1. Have any questions been asked more than once by different children?
2. Can we answer any of the questions that have been asked?
* **Introduce gem, the image of the gem and what infer means.**
* **Inference activity:**

 Look at objects together – can we infer which characters they belong to?* **Responding to the Text (mixture of pair and group discussion with some written modelling by teacher):**
1. Look at pages 3 and 4. How did dragon feel? Why? Angry/frustrated because he wanted to a hero instead of the villain.
2. Why do you think the characters didn’t want dragon’s help? They were scared/ doesn’t belong.
3. How did dragon feel after all the characters said “No!”? Why? Upset/rejected. Reasoning will vary – try to link to children’s own experiences.
4. Why do you think the dragon doesn’t want to be in ‘Jack in the Beanstalk’? Because he’s scared of the giant.
5. How do the other characters feel when the giant blows out the sun? How do we know? Angry/annoyed because the text says things like ‘get off my hair’.
* **Close**

 Review the questions that were asked in the pre read – can we answer any more questions?  |  |
| **Session 4: Comprehension - Single Skill Focus – Reading Gem**1. How do you think Dragon felt when the giant blew out the sun? Why? Angry/annoyed/scared/relieved – dependent on reasoning.2. Do you think Dragon was brave to try and be the hero? Why? Answers will vary.3. How do you think Dragon felt when he fixed the sun? Tick one. Happy. Upset 🞏Worried 🞏Happy 🞏Angry 🞏4. The fairy tale characters all shouted ‘Hurrah!’ when Dragon fixed the sun. What does this tell you about how they felt? That they were glad/relieved.5. Why do you think Dragon was with the Three Billy Goats at the end of the book? Answers will vary but should relate to the idea that the dragon is allowed in the story at the end. |  |
| **Session 5: Comprehension - Mixed Skill Focus – Treasure Chest**1. Look at page 4. Find and copy the word that means the same as **disgusting**. icky2. Sequence the order in which the dragon spoke to the characters. Number them one to four.

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| 4 | Jack |
| 1 | Gingerbread Man |
| 3 | Little Red Riding Hood |
| 2 | Goldilocks |

3. What did the giant do to the sun? He blew it out.4.How does the dragon feel after he saves the sun? Why? Like a hero; brave; helpful etc because the other characters thank him etc.5. What do you think Dragon will do next? Why? Answers will vary. Focus on justification.**Ensure answers are reviewed and children have chance to improve answers in response to feedback.**  |  |
| **Opportunities for Reading for Pleasure*** Encourage children to find texts that have links to this story, e.g. traditional tales; tales with a twist. How many different versions can we find? What is the same? Different?
* Children can access the range of linked texts in the book area
* Opportunity to read during registration and DEAR time
* Story time every day
* Text-based literacy
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