

Guided Reading Card

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England

Scotland

Wales

Northern Ireland



King Pip and the Wish

Book Band Red A

RR Level 3

Genre Fantasy

Length 12pp (79 words)

Letters and Sounds Phase 3

Reception, term 3

Phonics Bug Up to Unit 8

High-frequency words was, he, she, my, you, will

Plot Summary

King Pip wants a pal. He wishes by the wishing well and a troll, a dragon and a monster come along. At last, King Pip finds a friend!

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25	Reading [Read] and understand simple sentences. [...]	R t3, Prediction Make simple, plausible suggestions about what will happen next in a book they are reading.
EYFS ELG 03, p.24	Spoken Language [Develop] their own narratives and explanations by connecting ideas or events.	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
EYFS ELG 10, p.25	Writing [Write] simple sentences which can be read by themselves and others. [...]	R, Grammar and Punctuation for Accuracy When writing a sentence rehearsed orally with an adult, [leave] spaces between most words.

Key

EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors.



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Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds.

k **ng** **w** **sh** **ll** **i**



2. Blend the sounds and read the words.

king

wishing

will

The children may need help with the following words:
said, troll, dragon, monster, too, wants

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the story. Ask children what they can see on the cover. Discuss any stories or films they know of that include a wish or wishes.
- Share pages 2 and 3. Check children understand what the wishing well is.
- Share pages 4 to 9. Identify all the different characters that come along and invite the children's comments and questions.

During Reading

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

Main question: **Will King Pip's wish come true? (R t3, Prediction)**

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

Title page: Ask the children to think about wishes. Talk about what King Pip might wish for.

Pages 2–3: Ask children whether they have ever been lonely and wished for a friend.

Pages 4–5: Discuss whether children think the troll would be a good friend and why or why not.

Pages 6–7: Ask children if they think King Pip and the dragon will be friends.

Pages 8–9: Ask children if they think King Pip will ever find a pal.

After Reading

Discuss the main question as a group. Ask children:

- Can you remember all of the characters who came past the wishing well? Who were they?
- What things might King Pip do with his new pal?
- Which character in the story would you most like for a friend and why?



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to think of things they like to do or play with and choose appropriate related words for them to segment, e.g. *run, hop, skip, book, quiz*. Ask children to segment each word and then to write the words on their individual whiteboards.

Spoken Language

Ask children to imagine what they would like to do if they had the monster for a pal. Children share their ideas with a partner and then feedback their favourite activity to the group. In pairs, children role-play the chosen activities, taking turns to be the monster. **(R, Planning)**

Writing

Share the PCM with the children and ask them to draw a picture of themselves with the monster. Encourage children to write a sentence to say what they and the monster are doing together. Remind them to leave spaces between words. **(R, Grammar and Punctuation for Accuracy)**

Making Links

Arrange children in a circle. Ask each child to say in turn what they like to do with their friends. Encourage children to speak in complete sentences.



King Pip and the Wish

Curriculum for Excellence

Book Band Red A

RR Level 3

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Plot Summary

King Pip wants a pal. He wishes by the wishing well and a troll, a dragon and a monster come along. At last, King Pip finds a friend!

Curriculum Reference	Objectives	Progression Map Objective
LIT 0-19a	<p>Reading</p> <p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i></p>	<p>R t3, Prediction</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p>
LIT 0-02a / ENG 0-03a	<p>Spoken Language</p> <p><i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</i></p>	<p>R, Planning</p> <p>Guided by an adult, [...] orally rehearse a sentence before writing.</p>
LIT 0-09b / LIT 0-31a	<p>Writing</p> <p><i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i></p>	<p>R, Grammar and Punctuation for Accuracy</p> <p>When writing a sentence rehearsed orally with an adult, [leave] spaces between most words.</p>



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The children may need help with the following words:
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Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the story. Ask children what they can see on the cover. Discuss any stories or films they know of that include a wish or wishes.
- Share pages 2 and 3. Check children understand what the wishing well is.
- Share pages 4 to 9. Identify all the different characters that come along and invite the children's comments and questions.

During Reading

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

Main question: **Will King Pip's wish come true? (R t3, Prediction)**

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

Title page: Ask the children to think about wishes. Talk about what King Pip might wish for.

Pages 2–3: Ask children whether they have ever been lonely and wished for a friend.

Pages 4–5: Discuss whether children think the troll would be a good friend and why or why not.

Pages 6–7: Ask children if they think King Pip and the dragon will be friends.

Pages 8–9: Ask children if they think King Pip will ever find a pal.

After Reading

Discuss the main question as a group. Ask children:

- Can you remember all of the characters who came past the wishing well? Who were they?
- What things might King Pip do with his new pal?
- Which character in the story would you most like for a friend and why?



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to think of things they like to do or play with and choose appropriate related words for them to segment, e.g. *run, hop, skip, book, quiz*. Ask children to segment each word and then to write the words on their individual whiteboards.

Spoken Language

Ask children to imagine what they would like to do if they had the monster for a pal. Children share their ideas with a partner and then feedback their favourite activity to the group. In pairs, children role-play the chosen activities, taking turns to be the monster. **(R, Planning)**

Writing

Share the PCM with the children and ask them to draw a picture of themselves with the monster. Encourage children to write a sentence to say what they and the monster are doing together. Remind them to leave spaces between words. **(R, Grammar and Punctuation for Accuracy)**

Making Links

Arrange children in a circle. Ask each child to say in turn what they like to do with their friends. Encourage children to speak in complete sentences.



King Pip and the Wish

Welsh National Curriculum

Book Band Red A

RR Level 3

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Letters and Sounds Phase 3

Reception, term 3

Phonics Bug Up to Unit 8

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Curriculum Reference	Objectives	Progression Map Objective
Reception, RC4, p.21	Reading Predict an end to stories.	R 13, Prediction Make simple, plausible suggestions about what will happen next in a book they are reading.
Reception, OS7, p.14	Spoken Language Contribute to role-play activities using relevant language.	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
Reception, WMPRI, p.23	Writing Mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences.	R, Grammar and Punctuation for Accuracy When writing a sentence rehearsed orally with an adult, [leave] spaces between most words.



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said, troll, dragon, monster, too, wants

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the story. Ask children what they can see on the cover. Discuss any stories or films they know of that include a wish or wishes.
- Share pages 2 and 3. Check children understand what the wishing well is.
- Share pages 4 to 9. Identify all the different characters that come along and invite the children's comments and questions.

During Reading

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

Main question: **Will King Pip's wish come true? (R t3, Prediction)**

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

Title page: Ask the children to think about wishes. Talk about what King Pip might wish for.

Pages 2–3: Ask children whether they have ever been lonely and wished for a friend.

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After Reading

Discuss the main question as a group. Ask children:

- Can you remember all of the characters who came past the wishing well? Who were they?
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Session 2: Spoken Language & Writing

Phonics for Writing

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Spoken Language

Ask children to imagine what they would like to do if they had the monster for a pal. Children share their ideas with a partner and then feedback their favourite activity to the group. In pairs, children role-play the chosen activities, taking turns to be the monster. **(R, Planning)**

Writing

Share the PCM with the children and ask them to draw a picture of themselves with the monster. Encourage children to write a sentence to say what they and the monster are doing together. Remind them to leave spaces between words. **(R, Grammar and Punctuation for Accuracy)**

Making Links

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King Pip and the Wish

Northern Ireland Curriculum

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Reception, term 3

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Curriculum Reference	Objectives	Progression Map Objective
Foundation R7	Reading Share a range of books with adults/ other pupils.	R t3, Prediction Make simple, plausible suggestions about what will happen next in a book they are reading.
Foundation T&L 3.6	Spoken Language [Adopt or assume] a role relevant to context.	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
Foundation W2	Writing Talk about the ideas represented in their drawings.	R, Grammar and Punctuation for Accuracy When writing a sentence rehearsed orally with an adult, [leave] spaces between most words.

PCM

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Spoken Language

Ask children to imagine what they would like to do if they had the monster for a pal. Children share their ideas with a partner and then feedback their favourite activity to the group. In pairs, children role-play the chosen activities, taking turns to be the monster. **(R, Planning)**

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Share the PCM with the children and ask them to draw a picture of themselves with the monster. Encourage children to write a sentence to say what they and the monster are doing together. Remind them to leave spaces between words. **(R, Grammar and Punctuation for Accuracy)**

Making Links

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