

## **Guided Reading Card**

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**England**

**Scotland**

**Wales**

**Northern Ireland**



# King Pip and the Dark Wood

**Book Band** Red B

**RR Level** 4

**Genre** Fantasy

**Length** 12pp (89 words)

**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 9

**High-frequency words** was, he, you, me, look, now

## Plot Summary

King Pip gets lost in the wood and asks for help. None of the animals can help him, until he meets a bug with a light.

Curriculum Reference	Objectives	Progression Map Objective
<b>EYFS</b> ELG 09, p.25	<b>Reading</b> [Read] and understand simple sentences.	<b>R t3, Literal Comprehension</b> Answer simple literal questions about one point in the text of a book they have read.
<b>EYFS</b> ELG 03, p.24	<b>Spoken Language</b> [Develop] their own narratives and explanations by connecting ideas or events.	<b>R, Planning</b> Guided by an adult, [...] orally rehearse a sentence before writing.
<b>EYFS</b> ELG 10, p.25	<b>Writing</b> [Write] simple sentences which can be read by themselves and others. [...]	<b>R, Grammar and Vocabulary for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.



**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.

<b>l</b>	<b>igh</b>	<b>w</b>	<b>d</b>
<b>n</b>	<b>t</b>	<b>ee</b>	<b>oo</b>



2. Blend the sounds and read the words.

<b>light</b> · _ _ ·	<b>wood</b> · _ _ ·	<b>need</b> · _ _ ·
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The children may need help with the following words:  
*lost, dark, owl, help, said*

### 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. Check that they recognise King Pip.
- Share pages 2 and 3. Encourage children to notice details in the pictures and invite their comments and questions. Ask children where King Pip is.
- Share pages 4 to 11. Identify all the different animals that come along.

## During Reading

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

Main question: **How does King Pip get out of the wood? (R 13, Literal Comprehension)**

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

- Title page: Encourage children to share their experiences of visiting wooded areas.
- Pages 2–3: Discuss what has happened to King Pip in the wood.
- Pages 4–5: Ask children what the owl said to King Pip.
- Pages 10–11: Ask children which creature said they could help King Pip. Point out the bug's shining tail and prompt children to think about why the bug can help.

## After Reading

Discuss the main question as a group. Ask children:

- Can you remember all of the animals that King Pip met?
- Which animals didn't help King Pip? Why do you think those animals didn't help?
- How did the bug help King Pip?



## Session 2: Spoken Language & Writing

### Phonics for Writing

Ask children to think of the animals that were in the wood (a fox, a rabbit, an owl and a bug). Encourage children to think of other animals that King Pip could have met, e.g. a cat, a dog, an ant. Choose suitable animals from their suggestions and ask children to segment and write the name of each animal on individual whiteboards. Correct any errors and discuss strategies for segmenting accurately.

### Spoken Language

Encourage children to imagine they are lost in a wood and to think about which animals they would ask for help. Children share their ideas with a partner and then feedback their ideas to the group. In pairs, children role-play the encounter between a lost person and an animal that helps. **(R, Planning)**

### Writing

Share the PCM with the children and ask them to draw a picture of themselves in the wood with an animal to help them find their way home. Remind children of their role-play and encourage them to write a sentence saying how the animal helps them. Remind them to leave spaces between words. Have children read their sentence to a partner when they have finished. **(R, Grammar and Vocabulary for Impact)**

### Making Links

Organise a class visit to a wood and go for a walk. Discuss safety with the class and check they understand they should not be alone in the wood. Collect items to take back to school and make a collage to document the walk. See how many animals children can spot.



# King Pip and the Dark Wood

## Curriculum for Excellence

**Book Band** Red B

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**Genre** Fantasy

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**Letters and Sounds** Phase 3

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**Phonics Bug** Up to Unit 9

**High-frequency words** was, he, you, me, look, now

### Plot Summary

King Pip gets lost in the wood and asks for help. None of the animals can help him, until he meets a bug with a light.

Curriculum Reference	Objectives	Progression Map Objective
LIT 0-19a	<b>Reading</b> <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i>	<b>R 13, Literal Comprehension</b> Answer simple literal questions about one point in the text of a book they have read.
LIT 0-01c	<b>Spoken Language</b> <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i>	<b>R, Planning</b> Guided by an adult, [...] orally rehearse a sentence before writing.
LIT 0-26a	<b>Writing</b> <i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i>	<b>R, Grammar and Vocabulary for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.



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## Session 1: Reading

### Before Reading

#### Phonics for Reading

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2. Blend the sounds and read the words.

<b>light</b> · _ ·	<b>wood</b> · _ ·	<b>need</b> · _ ·
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The children may need help with the following words:  
*lost, dark, owl, help, said*

### 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. Check that they recognise King Pip.
- Share pages 2 and 3. Encourage children to notice details in the pictures and invite their comments and questions. Ask children where King Pip is.
- Share pages 4 to 11. Identify all the different animals that come along.

## During Reading

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Main question: **How does King Pip get out of the wood? (R 13, Literal Comprehension)**

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

- Title page: Encourage children to share their experiences of visiting wooded areas.
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## After Reading

Discuss the main question as a group. Ask children:

- Can you remember all of the animals that King Pip met?
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## Session 2: Spoken Language & Writing

### Phonics for Writing

Ask children to think of the animals that were in the wood (a fox, a rabbit, an owl and a bug). Encourage children to think of other animals that King Pip could have met, e.g. a cat, a dog, an ant. Choose suitable animals from their suggestions and ask children to segment and write the name of each animal on individual whiteboards. Correct any errors and discuss strategies for segmenting accurately.

### Spoken Language

Encourage children to imagine they are lost in a wood and to think about which animals they would ask for help. Children share their ideas with a partner and then feedback their ideas to the group. In pairs, children role-play the encounter between a lost person and an animal that helps. **(R, Planning)**

### Writing

Share the PCM with the children and ask them to draw a picture of themselves in the wood with an animal to help them find their way home. Remind children of their role-play and encourage them to write a sentence saying how the animal helps them. Remind them to leave spaces between words. Have children read their sentence to a partner when they have finished. **(R, Grammar and Vocabulary for Impact)**

### Making Links

Organise a class visit to a wood and go for a walk. Discuss safety with the class and check they understand they should not be alone in the wood. Collect items to take back to school and make a collage to document the walk. See how many animals children can spot.



# King Pip and the Dark Wood

## Welsh National Curriculum

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**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 9

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King Pip gets lost in the wood and asks for help. None of the animals can help him, until he meets a bug with a light.

Curriculum Reference	Objectives	Progression Map Objective
Reception, RC2, p.21	<b>Reading</b> Identify information from a text using visual features and words.	<b>R t3, Literal Comprehension</b> Answer simple literal questions about one point in the text of a book they have read.
Reception, OS7, p.14	<b>Spoken Language</b> Contribute to role-play activities using relevant language.	<b>R, Planning</b> Guided by an adult, [...] orally rehearse a sentence before writing.
Reception, WS&O1, p.24	<b>Writing</b> Begin to sequence words, signs or symbols appropriately.	<b>R, Grammar and Vocabulary for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.



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### Making Links

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# King Pip and the Dark Wood

## Northern Ireland Curriculum

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**Letters and Sounds** Phase 3

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**Phonics Bug** Up to Unit 9

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King Pip gets lost in the wood and asks for help. None of the animals can help him, until he meets a bug with a light.

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<b>Foundation</b> R3	<b>Reading</b> Sequence stories in reasonable detail using appropriate language.	<b>R t3, Literal Comprehension</b> Answer simple literal questions about one point in the text of a book they have read.
<b>Foundation</b> T&L 3.4	<b>Spoken Language</b> [Initiate and join in] conversations in pairs or groups.	<b>R, Planning</b> Guided by an adult, [...] orally rehearse a sentence before writing.
<b>Foundation</b> W4	<b>Writing</b> Share their writing with others.	<b>R, Grammar and Vocabulary for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.



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