

Guided Reading Card

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England

Scotland

Wales

Northern Ireland



Senses

Book Band Yellow A

RR Level 6

Text Type Discussion text

Length 16pp (107 words)

Letters and Sounds Phase 4

Year 1, term 1

Phonics Bug Up to Unit 12

High-frequency words your, what

Summary

This book will make you want to use your senses. Find out all about how we see, hear, smell, taste and touch.

Text features: contents, captions, labels, photographs, speech bubbles

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11	Reading [Discuss] word meanings, linking new meanings to those already known.	Y1 t1, Vocabulary Development With support, begin to show a more independent understanding of some familiar and less familiar words and phrases [...]
Y1, WC, p.14	Spoken Language [Compose] a sentence orally before writing it.	Y1, Planning [Compose] two simple related sentences (with or without a conjunction) orally to themselves before writing them.
Y1, WVGP, p.15	Writing [Join] words and [join] clauses using 'and'.	Y1, Grammar and Punctuation for Accuracy [Join] words and simple clauses using 'and'.

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

Write *milk*, *plums*, *sandwich*, *lemons*, *clown* and *blocks* for children to see. Each child chooses a word from the list and copies it down, placing sound buttons. Point to the words in the list, one at a time, and invite the children who have the word to blend and read it to the group. Cross the words off as you go. Continue until you have read all of the words.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book and discuss what children can see on the cover.
- Invite children to name the parts of the body at the start of each section (eyes, ears, nose, tongue, hands) and point to each part on their own bodies.
- Encourage discussion about what different parts of the body are used for.

During Reading

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

Main question: **Does this book help us understand what the word *senses* means? (Y1 t1, Vocabulary Development)**

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

Page 4: Read the list of objects and encourage children to point to each object in the picture.

Page 6: Ask which animal is saying *quack*. Point to the speech bubbles and talk about how they show the sounds in the pictures.

Page 13: Ask children what they would choose to eat.

Page 16: Encourage children to find all the soft things in the bedroom.

After Reading

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

- Recall which parts of the body and which senses they learnt about, referring to the book to help them.
- Name all of their senses.
- Answer the main question, giving examples and relating them to the book. Model this for them if needed.

Quick Finishers

Children draw a picture for each of our senses and write captions to describe them.



Session 2: Spoken Language & Writing

Sounds after Reading

Prepare pictures before the session and place them around the room or outdoor space: a crab, a tree, a clown, a chimp, a starfish and a frog. If possible, provide binoculars to look through at the pictures or children could use their hands and pretend. Invite volunteers to write the words as the objects are spotted.

Spoken Language

Organise children to sit in a circle to play a game. Taking turns around the circle, pass around the real or pretend binoculars. When they have the binoculars, children say a place and something to see there using the rhyme: *I went to the ___ and what did I see? I saw a ___ looking at me!* Write place names and object names on cards for children to copy when they write.

(Y1, Planning)

Writing

Give the children the worksheet. Rehearse the sentence they are going to write using the place and object cards from the spoken language session, e.g. *I went to the beach and I saw a crab.* Children write their sentences and draw a picture on the worksheet. **(Y1, Grammar and Punctuation for Accuracy)**

Making Links

Organise a 'senses table' with objects for children to explore. Add captions to encourage children to sort the objects and labels for them to write. If possible, enable children to photograph their work and make video clips of them describing the objects.



Senses

Curriculum for Excellence

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LIT 1-16a	Reading <i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</i>	Y1 t1, Vocabulary Development With support, begin to show a more independent understanding of some familiar and less familiar words and phrases [...]
LIT 1-02a	Spoken Language <i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</i>	Y1, Planning [Compose] two simple related sentences (with or without a conjunction) orally to themselves before writing them.
LIT 1-26a	Writing <i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i>	Y1, Grammar and Punctuation for Accuracy [Join] words and simple clauses using 'and'.



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Give the children the worksheet. Rehearse the sentence they are going to write using the place and object cards from the spoken language session, e.g. *I went to the beach and I saw a crab.* Children write and read back their sentences and draw a picture on the worksheet.

(Y1, Grammar and Punctuation for Accuracy)

Making Links

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Welsh National Curriculum

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Y1, RRA2, p.21	Reading Explore language, information and events in texts.	Y1 f1, Vocabulary Development With support, begin to show a more independent understanding of some familiar and less familiar words and phrases [...]
Y1, OS5, p.14	Spoken Language Use an increasing range of appropriate vocabulary in play and structured activities.	Y1, Planning [Compose] two simple related sentences (with or without a conjunction) orally to themselves before writing them.
Y1, WMPR5, p.23	Writing Write words, phrases and simple sentences and read back own attempts.	Y1, Grammar and Punctuation for Accuracy [Join] words and simple clauses using 'and'.

PCM

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(Y1, Grammar and Punctuation for Accuracy)

Making Links

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Foundation T&L 4.11	Spoken Language Taking part/ contributing to group oral language activities.	Y1, Planning [Compose] two simple related sentences (with or without a conjunction) orally to themselves before writing them.
Foundation W1	Writing Distinguish between drawing and writing.	Y1, Grammar and Punctuation for Accuracy [Join] words and simple clauses using 'and'.



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(Y1, Planning)

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(Y1, Grammar and Punctuation for Accuracy)

Making Links

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