

Guided Reading Card

Click the relevant link below to load the Guided Reading Card for your curriculum.

England

Scotland

Wales

Northern Ireland



Welcome to the Circus

English Curriculum

Book Band Turquoise A
RR Level 17
Text Type Report
Length 24pp (415 words)
Letters and Sounds Phase 6

Year 2, terms 1–2
Phonics Bug Up to Unit 30
Interest words stunts, stilt,
trapeze, flexible, pyramid,
tightrope

Summary

This book welcomes you to the Big Top and tells you about exciting circus acts. You will learn how to balance, paint your face like a clown, and make your own stilts.

Text features: contents, headings, numbered instructions, photographs, text boxes

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18	Reading Participate in discussion about books, poems and other works [...] taking turns and listening to what others say.	Y2 t1, Personal Response and Evaluation of Text Explain how a story, poem or non-fiction topic makes them feel.
Y2, RC, p.18	Spoken Language Explain and discuss their understanding of books [...].	Y2 t2, Range of Texts Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read [...].
Y2, WC, p.21	Writing Develop positive attitudes [...] and stamina [...] by: writing for different purposes.	Y2, Text Structure and Purpose Writing shows some features appropriate to the purpose, across a wider range of texts.

Key
RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing – composition, National Curriculum in England (2013)

Download cards for other curricula from:
<http://mybugclub.pearson.com>



Session 1: Reading

Before Reading

Phonics for Reading

Identify alternative spellings of the consonant sound /sh/

Write the word 'show'. Ask the children to read the word and identify the sound at the beginning (/sh/). Which letters make this sound? ('sh').

Now look at the word 'special'. Help the children to read this by breaking it up into syllables (spe/cial). Ask them to look at the second syllable 'cial' and to identify which sound can be heard at the beginning of this (/sh/). Can the children tell you which letters make this sound?

Explain that 'c(i)' is one of several other ways of spelling the /sh/ sound. Give the children other words ending in 'cial' (e.g. official) and ask them to read the words by sounding them out and blending the sounds together.

Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children in the group ever been to a circus or seen one on television? Encourage them to share their experiences.
- Look for pictures of children as you go through the book and consider how their lives might be similar to or different from the lives of children in the group.
- Is this book fiction or non-fiction? How do you know? How many features of information texts can you find?

During Reading

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

Main question: **What is your favourite circus activity described in the book? (Y2 t1, Personal Response and Evaluation of Text)**

Additional prompts to help you sample children's reading:

- Pages 4–5: What do the stilt walkers stand on? (steps on long poles)
- Page 8: What has been used as a text box on this page? (a juggling ring) Why has the author chosen this?
- Pages 10–11: Why could it be very dangerous to be a trapeze artist?
- Pages 12–13: Which words has the author used to show what kinds of special skills acrobats have?
- Pages 14–15: What do clowns never do?
- Pages 16–17: How do you think you would feel if you were walking on a tightrope? What is the highest you have ever been?
- Pages 16–17: How does the picture help you understand what tightrope walkers do?
- Pages 18–23: Which of these activities would you most like to try and why?

After Reading

Discuss the main question with the group, encouraging the children to share their impressions of the performers described in the book. Referring to the text and pictures, summarise the key aspects of each performer's role and ask children to choose their favourite. Children explain their choices to the group.

Quick Finishers

Using the instructions on pages 20–21, children draw a picture of their face painted as a clown.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to find the names of each type of performer in the text. Explain that what they do has been changed to a noun (*tightrope walker*) by adding an 'er' suffix, e.g. *tightrope walk/tightrope walker*. Ask children to find more examples in the text (*performer*, page 2; *stilt walker*, page 4; *juggler*, page 8).

Spoken Language

Talk to the children about the type of text this is (non-fiction). How has the writing been organised and presented (e.g. text boxes, photographs, numbered instructions)? How do these features help them as readers? (Y2 t2, Range of Texts)

Writing

Using the PCM, children make a poster to encourage people to visit the circus. Support them in using vocabulary that will make the acts sound appealing and exciting. **(Y2, Text Structure and Purpose)**

Making Links

Provide children with resources to follow instructions on pages 18–19 to learn how to balance. Use these balancing skills in PE or in circus role-play activities. Plan a circus theme day for the class.



Welcome to the Circus Curriculum for Excellence

Book Band Turquoise A

RR Level 17

Text Type Report

Length 24pp (415 words)

Letters and Sounds Phase 6

Year 2, terms 1–2

Phonics Bug Up to Unit 30

Interest words stunts, stilt, trapeze, flexible, pyramid, tightrope

Summary

This book welcomes you to the Big Top and tells you about exciting circus acts. You will learn how to balance, paint your face like a clown, and make your own stilts.

Text features: contents, headings, numbered instructions, photographs, text boxes

Curriculum Reference	Objectives	Progression Map Objective
ENG 1–19a	Reading I can share my thoughts [...] and comment on the effective choice of words and other features.	Y2 t1, Personal Response and Evaluation of Text Explain how a story, poem or non-fiction topic makes them feel.
ENG 1–03a	Spoken Language I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others [...].	Y2 t2, Range of Texts Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read [...].
LIT 1–28a/LIT 1–29a	Writing I can convey information, describe events or processes, share my opinions or persuade my reader [...].	Y2, Text Structure and Purpose Writing shows some features appropriate to the purpose, across a wider range of texts.



Download cards for other curricula from:

<http://mybugclub.pearson.com>



Session 1: Reading

Before Reading

Phonics for Reading

Identify alternative spellings of the consonant sound /sh/

Write the word 'show'. Ask the children to read the word and identify the sound at the beginning (/sh/). Which letters make this sound? ('sh').

Now look at the word 'special'. Help the children to read this by breaking it up into syllables (spe/cial). Ask them to look at the second syllable 'cial' and to identify which sound can be heard at the beginning of this (/sh/). Can the children tell you which letters make this sound?

Explain that 'c(i)' is one of several other ways of spelling the /sh/ sound. Give the children other words ending in 'cial' (e.g. official) and ask them to read the words by sounding them out and blending the sounds together.

Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children in the group ever been to a circus or seen one on television? Encourage them to share their experiences.
- Look for pictures of children as you go through the book and consider how their lives might be similar to or different from the lives of children in the group.
- Is this book fiction or non-fiction? How do you know? How many features of information texts can you find?

During Reading

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

Main question: **What is your favourite circus activity described in the book? (Y2 t1, Personal Response and Evaluation of Text)**

Additional prompts to help you sample children's reading:

- Pages 4–5: What do the stilt walkers stand on? (steps on long poles)
- Page 8: What has been used as a text box on this page? (a juggling ring) Why has the author chosen this?
- Pages 10–11: Why could it be very dangerous to be a trapeze artist?
- Pages 12–13: Which words has the author used to show what kinds of special skills acrobats have?
- Pages 14–15: What do clowns never do?
- Pages 16–17: How do you think you would feel if you were walking on a tightrope? What is the highest you have ever been?
- Pages 16–17: How does the picture help you understand what tightrope walkers do?
- Pages 18–23: Which of these activities would you most like to try and why?

After Reading

Discuss the main question with the group, encouraging the children to share their impressions of the performers described in the book. Referring to the text and pictures, summarise the key aspects of each performer's role and ask children to choose their favourite. Children explain their choices to the group.

Quick Finishers

Using the instructions on pages 20–21, children draw a picture of their face painted as a clown.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to find the names of each type of performer in the text. Explain that what they do has been changed to a noun (*tightrope walker*) by adding an 'er' suffix, e.g. *tightrope walk/tightrope walker*. Ask children to find more examples in the text (*performer*, page 2; *stilt walker*, page 4; *juggler*, page 8).

Spoken Language

Talk to the children about the type of text this is (non-fiction). How has the writing been organised and presented (e.g. text boxes, photographs, numbered instructions)? How do these features help them as readers? (Y2 t2, Range of Texts)

Writing

Using the PCM, children make a poster to encourage people to visit the circus. Support them in using vocabulary that will make the acts sound appealing and exciting. **(Y2, Text Structure and Purpose)**

Making Links

Provide children with resources to follow instructions on pages 18–19 to learn how to balance. Use these balancing skills in PE or in circus role-play activities. Plan a circus theme day for the class.



Welcome to the Circus

Welsh National Curriculum

Book Band Turquoise A

RR Level 17

Text Type Report

Length 24pp (415 words)

Letters and Sounds Phase 6

Year 2, terms 1–2

Phonics Bug Up to Unit 30

Interest words stunts, stilt, trapeze, flexible, pyramid, tightrope

Summary

This book welcomes you to the Big Top and tells you about exciting circus acts. You will learn how to balance, paint your face like a clown, and make your own stilts.

Text features: contents, headings, numbered instructions, photographs, text boxes

Curriculum Reference	Objectives	Progression Map Objective
RS7	Reading [...] being able to talk about characters, events, language and information as they predict events and explore meaning.	Y2 t1, Personal Response and Evaluation of Text Explain how a story, poem or non-fiction topic makes them feel.
OS7	Spoken Language Build on previous experience, speak confidently, and make themselves clear by choosing words deliberately.	Y2 t2, Range of Texts Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read [...].
WS8	Writing Organise and present [...] writing [...] incorporating [...] characteristics of forms that are used.	Y2, Text Structure and Purpose Writing shows some features appropriate to the purpose, across a wider range of texts.



Download cards for other curricula from:

<http://mybugclub.pearson.com>



Session 1: Reading

Before Reading

Phonics for Reading

Identify alternative spellings of the consonant sound /sh/

Write the word 'show'. Ask the children to read the word and identify the sound at the beginning (/sh/). Which letters make this sound? ('sh').

Now look at the word 'special'. Help the children to read this by breaking it up into syllables (spe/cial). Ask them to look at the second syllable 'cial' and to identify which sound can be heard at the beginning of this (/sh/). Can the children tell you which letters make this sound?

Explain that 'c(i)' is one of several other ways of spelling the /sh/ sound. Give the children other words ending in 'cial' (e.g. official) and ask them to read the words by sounding them out and blending the sounds together.

Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children in the group ever been to a circus or seen one on television? Encourage them to share their experiences.
- Look for pictures of children as you go through the book and consider how their lives might be similar to or different from the lives of children in the group.
- Is this book fiction or non-fiction? How do you know? How many features of information texts can you find?

During Reading

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

Main question: **What is your favourite circus activity described in the book? (Y2 t1, Personal Response and Evaluation of Text)**

Additional prompts to help you sample children's reading:

- Pages 4–5: What do the stilt walkers stand on? (steps on long poles)
- Page 8: What has been used as a text box on this page? (a juggling ring) Why has the author chosen this?
- Pages 10–11: Why could it be very dangerous to be a trapeze artist?
- Pages 12–13: Which words has the author used to show what kinds of special skills acrobats have?
- Pages 14–15: What do clowns never do?
- Pages 16–17: How do you think you would feel if you were walking on a tightrope? What is the highest you have ever been?
- Pages 16–17: How does the picture help you understand what tightrope walkers do?
- Pages 18–23: Which of these activities would you most like to try and why?

After Reading

Discuss the main question with the group, encouraging the children to share their impressions of the performers described in the book. Referring to the text and pictures, summarise the key aspects of each performer's role and ask children to choose their favourite. Children explain their choices to the group.

Quick Finishers

Using the instructions on pages 20–21, children draw a picture of their face painted as a clown.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to find the names of each type of performer in the text. Explain that what they do has been changed to a noun (*tightrope walker*) by adding an 'er' suffix, e.g. *tightrope walk/tightrope walker*. Ask children to find more examples in the text (*performer*, page 2; *stilt walker*, page 4; *juggler*, page 8).

Spoken Language

Talk to the children about the type of text this is (non-fiction). How has the writing been organised and presented (e.g. text boxes, photographs, numbered instructions)? How do these features help them as readers? (Y2 t2, Range of Texts)

Writing

Using the PCM, children make a poster to encourage people to visit the circus. Support them in using vocabulary that will make the acts sound appealing and exciting. **(Y2, Text Structure and Purpose)**

Making Links

Provide children with resources to follow instructions on pages 18–19 to learn how to balance. Use these balancing skills in PE or in circus role-play activities. Plan a circus theme day for the class.



Welcome to the Circus

Northern Ireland Curriculum

Book Band Turquoise A

RR Level 17

Text Type Report

Length 24pp (415 words)

Letters and Sounds Phase 6

Year 2, terms 1–2

Phonics Bug Up to Unit 30

Interest words stunts, stilt, trapeze, flexible, pyramid, tightrope

Summary

This book welcomes you to the Big Top and tells you about exciting circus acts. You will learn how to balance, paint your face like a clown, and make your own stilts.

Text features: contents, headings, numbered instructions, photographs, text boxes

Curriculum Reference	Objectives	Progression Map Objective
R11	Reading Express opinions and give reasons based on what they have read.	Y2 t1, Personal Response and Evaluation of Text Explain how a story, poem or non-fiction topic makes them feel.
T&L 1	Spoken Language Participate in talking and listening in every area of learning.	Y2 t2, Range of Texts Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read [...].
W2	Writing Understand and use a range of vocabulary by investigating and experimenting with language.	Y2, Text Structure and Purpose Writing shows some features appropriate to the purpose, across a wider range of texts.



Download cards for other curricula from:

<http://mybugclub.pearson.com>



Session 1: Reading

Before Reading

Phonics for Reading

Identify alternative spellings of the consonant sound /sh/

Write the word 'show'. Ask the children to read the word and identify the sound at the beginning (/sh/). Which letters make this sound? ('sh').

Now look at the word 'special'. Help the children to read this by breaking it up into syllables (spe/cial). Ask them to look at the second syllable 'cial' and to identify which sound can be heard at the beginning of this (/sh/). Can the children tell you which letters make this sound?

Explain that 'c(i)' is one of several other ways of spelling the /sh/ sound. Give the children other words ending in 'cial' (e.g. official) and ask them to read the words by sounding them out and blending the sounds together.

Walkthrough



Talk about the front and back covers of the book. Read the title and blurb and encourage predictions:

- Have children in the group ever been to a circus or seen one on television? Encourage them to share their experiences.
- Look for pictures of children as you go through the book and consider how their lives might be similar to or different from the lives of children in the group.
- Is this book fiction or non-fiction? How do you know? How many features of information texts can you find?

During Reading

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

Main question: **What is your favourite circus activity described in the book? (Y2 t1, Personal Response and Evaluation of Text)**

Additional prompts to help you sample children's reading:

- Pages 4–5: What do the stilt walkers stand on? (steps on long poles)
- Page 8: What has been used as a text box on this page? (a juggling ring) Why has the author chosen this?
- Pages 10–11: Why could it be very dangerous to be a trapeze artist?
- Pages 12–13: Which words has the author used to show what kinds of special skills acrobats have?
- Pages 14–15: What do clowns never do?
- Pages 16–17: How do you think you would feel if you were walking on a tightrope? What is the highest you have ever been?
- Pages 16–17: How does the picture help you understand what tightrope walkers do?
- Pages 18–23: Which of these activities would you most like to try and why?

After Reading

Discuss the main question with the group, encouraging the children to share their impressions of the performers described in the book. Referring to the text and pictures, summarise the key aspects of each performer's role and ask children to choose their favourite. Children explain their choices to the group.

Quick Finishers

Using the instructions on pages 20–21, children draw a picture of their face painted as a clown.



Session 2: Spoken Language & Writing

Phonics for Writing

Ask children to find the names of each type of performer in the text. Explain that what they do has been changed to a noun (*tightrope walker*) by adding an 'er' suffix, e.g. *tightrope walk/tightrope walker*. Ask children to find more examples in the text (*performer*, page 2; *stilt walker*, page 4; *juggler*, page 8).

Spoken Language

Talk to the children about the type of text this is (non-fiction). How has the writing been organised and presented (e.g. text boxes, photographs, numbered instructions)? How do these features help them as readers? (Y2 t2, Range of Texts)

Writing

Using the PCM, children make a poster to encourage people to visit the circus. Support them in using vocabulary that will make the acts sound appealing and exciting. **(Y2, Text Structure and Purpose)**

Making Links

Provide children with resources to follow instructions on pages 18–19 to learn how to balance. Use these balancing skills in PE or in circus role-play activities. Plan a circus theme day for the class.