

Guided Reading Card

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

England

Scotland

Wales

Northern Ireland



Spot the Shape

Book Band Yellow B

RR Level 7

Text Type Discussion text

Length 16pp (137 words)

Letters and Sounds Phase 4

Year 1, term 1

Phonics Bug Up to Unit 12

High-frequency words help, have, some, out, where

Summary

This book will take you travelling to many exciting and distant places with our explorers. Join them, searching for shapes along the way.

Text features: questions, speech bubbles, text boxes

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11	Reading [Draw] on what they already know or on background information and vocabulary provided by the teacher.	Y1 t1, Literal Comprehension Answer questions about information on a selected page.
Y1, WC, p.14	Spoken Language [Compose] a sentence orally before writing it.	Y1, Planning [Compose] a simple sentence orally to their partner before writing it.
Y1, WVGP, p.15	Writing [Begin] to punctuate sentences using [...] a full stop [...].	Y1, Grammar and Punctuation for Accuracy [Begin] to punctuate sentences, knowing that a full stop comes at the end of a piece of writing.



Key

RC = Reading – comprehension, 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

On cards, write 'e', 'x', 'p', 'l', 'or' and 'er'. Hide the cards for children to find. This activity could take place outdoors. Tell children how many cards they need to find and encourage them to search. When all of the cards have been retrieved, work together as a group to arrange the cards into the word *explorer*. Blend the phonemes together and read the word.

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.
- Check children have understood that the characters are explorers and invite them to share their questions and ideas.
- As you work through the book, draw children's attention to the shapes at the top of each double page and explain that they will be looking for them as they read.

During Reading

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

Main question: **What do the explorers find? (Y1 t1, Literal Comprehension)**

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

Pages 2–3: Discuss what the explorers are using to plan their trip.

Pages 4–5: Ask children where the explorers spotted the coins and the ship.

Pages 12–13: Discuss where the explorers are and what they have found.

Pages 14–15: Talk about why the explorers can see across the land.

After Reading

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

- Find the shape in each picture.
- Recall where the explorers went and what they saw.
- Find details in the text and point to the words that give them those details, e.g. find the colour of the coins on page 5 and point to the word *silver*.

Quick Finishers

Children draw a picture of one of the places that the explorers visited and write labels to show what they found there.



Session 2: Spoken Language & Writing

Sounds after Reading

Say the word *fins* and ask the children to segment the word and say each sound. Ask children to have a go at writing *fins*, then work with a partner to place sound buttons and read the word to check they have written it correctly. Repeat this with the words *coins* and *tent*.

Spoken Language

Prepare two-dimensional shapes that children can draw around: a circle, a triangle, a square and a rectangle. Organise the children into pairs and give a shape to each pair. In their pairs, children use the shape to draw a picture and then work together to construct a sentence about their picture. Pairs then take turns to present their ideas to the group, showing their picture and saying their sentence together. **(Y1, Planning)**

Writing

Give the children the worksheet. Ask them to choose a shape and draw a picture of something that has the shape in it. They can use the two-dimensional shapes from the spoken language session if they wish. Support children to write a sentence about their picture, making sure they use a full stop at the end.

(Y1, Grammar and Punctuation for Accuracy)

Making Links

Provide shapes cut from paper, card and fabrics for children to make shape collage pictures. Select pictures from different environments, for example, mountains, seaside and islands for children to use as their backgrounds.

Organise a shape hunt outdoors for the group or the class.



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Curriculum for Excellence

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ENG 1-19a	<p>Reading</p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.</p>	<p>Y1 t1, Literal Comprehension</p> <p>Answer questions about information on a selected page.</p>
LIT 1-09a	<p>Spoken Language</p> <p><i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i></p>	<p>Y1, Planning</p> <p>[Compose] a simple sentence orally to their partner before writing it.</p>
LIT 1-22a	<p>Writing</p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p>	<p>Y1, Grammar and Punctuation for Accuracy</p> <p>[Begin] to punctuate sentences, knowing that a full stop comes at the end of a piece of writing.</p>



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Welsh National Curriculum

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Y1, RC3, p.21	Reading Recall details from information texts.	Y1 t1, Literal Comprehension Answer questions about information on a selected page.
Y1, OS2, p.14	Spoken Language Talk about things they have made or done, explaining the process.	Y1, Planning [Compose] a simple sentence orally to their partner before writing it.
Y1, WHGPS2, p.25	Writing Use capital letters and full stops with some degree of consistency.	Y1, Grammar and Punctuation for Accuracy [Begin] to punctuate sentences, knowing that a full stop comes at the end of a piece of writing.



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Foundation T&L 3.4	Spoken Language Initiating and joining in conversations in pairs or groups.	Y1, Planning [Compose] a simple sentence orally to their partner before writing it.
Foundation W6	Writing Observe the teacher modelling specific writing strategies.	Y1, Grammar and Punctuation for Accuracy [Begin] to punctuate sentences, knowing that a full stop comes at the end of a piece of writing.



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