

## **Guided Reading Card**

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

**England**

**Scotland**

**Wales**

**Northern Ireland**



# We Can Do It!

**Book Band** Red A

**RR Level** 3

**Text Type** Explanation

**Length** 12pp (70 words)

**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 8

**High-frequency words** you,  
this, we

## Summary

The children all want to be able to do exciting things at school but struggle on their own. Luckily, they discover that they can succeed with team work.

**Text features:** photographs, speech bubbles, text, title page

Curriculum Reference	Objectives	Progression Map Objective
<b>EYFS</b> ELG 09, p.25	<b>Reading</b> [Demonstrate] an understanding when talking to others about what they have read.	<b>R t3, Personal Response and Evaluation of Text</b> When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
<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, [they] can 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 Punctuation for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.

### Key

EYFS = Early years foundation stage profile. This document covers the scale points for Reading, Language for communication and thinking (LCT) and Writing (2008), Primary National Strategies.



**Download cards for other curricula from:**

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



# Session 1: Reading

## Before Reading

### Phonics for Reading

1. Ask the children to say the sounds.

**a l o ng**

2. Blend the sounds and read the words.

**along**

Children may need help with the following words:

*help, walk, skip, do*



### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about what the children on the cover are doing.
- Look through the pages and share ideas about what each child is trying to do. Ensure children notice that the children in the pictures are working together as a team.
- Pause at page 12. Discuss how the children in the picture are feeling.

## During Reading

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

Main question: **What do you like most about this book? (R 13, Personal Response and Evaluation of Text)**

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

Pages 2–3: Talk about how one boy is helping the other.

Pages 6–7: Ask children how they think the girl feels when her friends help her.

Pages 8–9: Ask what the children did to help this time.

Page 11: Talk about why the girl can skip now.

## After Reading

Discuss the main question as a group. Ask children:

- What was your favourite part of this book? Can you say why?
- Was there anything you didn't like?
- Can you find the page you would most like to read again?



## Session 2: Spoken Language & Writing

### Phonics for Writing

Organise children into two groups and give each child a slip of paper. Allocate *run* to one group and *hop* to the other but don't let either group know the other's allocation. The two groups write their words on their slips of paper, fold them up and swap with the other group. One group performs their allocated action. The other group watches and names the action. They open the papers together to see if they were right. The groups then swap roles to perform and guess the second action.

### Spoken Language

If possible, take children outside. Place two cones a distance apart and invite children to move between them in an interesting way, e.g. hopping, skipping, crawling. As they move between the cones, they say *I can ...* and describe their chosen action, e.g. *I can hop*. **(R, Planning)**

### Writing

Share the worksheet with the children and ask them to draw a picture of themselves doing something active. Children can use their action from the spoken language session, or choose a new one. Encourage children to write a sentence beginning *I can*. Remind them to sound out their words carefully, offering support where needed. Ask children to read their sentence to a partner. **(R, Grammar and Punctuation for Impact)**

### Making Links

Organise some outdoor team challenges. For example: have a group of children carry an egg on a blanket; pass a bucket of water along a line without spilling it. Take photographs of the children's team challenges to create a *We Can Do It!* display.



# We Can Do It!

## Curriculum for Excellence

**Book Band** Red A

**RR Level** 3

**Text Type** Explanation

**Length** 12pp (70 words)

**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 8

**High-frequency words** you,  
this, we

### Summary

The children all want to be able to do exciting things at school but struggle on their own. Luckily, they discover that they can succeed with team work.

**Text features:** photographs, speech bubbles, text, title page

Curriculum Reference	Objectives	Progression Map Objective
LIT 0-01b / LIT 0-11b	<b>Reading</b> <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i>	<b>R t3, Personal Response and Evaluation of Text</b> When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
LIT 0-10a	<b>Spoken Language</b> <i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i>	<b>R, Planning</b> Guided by an adult, [they] can orally rehearse a sentence before writing.
LIT 0-21b	<b>Writing</b> <i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i>	<b>R, Grammar and Punctuation for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.

PCM

**Download cards for other curricula from:**

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



# Session 1: Reading

## Before Reading

### Phonics for Reading

1. Ask the children to say the sounds.

**a l o ng**

2. Blend the sounds and read the words.

**along**

Children may need help with the following words:

*help, walk, skip, do*



### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about what the children on the cover are doing.
- Look through the pages and share ideas about what each child is trying to do. Ensure children notice that the children in the pictures are working together as a team.
- Pause at page 12. Discuss how the children in the picture are feeling.

## During Reading

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

Main question: **What do you like most about this book? (R 13, Personal Response and Evaluation of Text)**

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

Pages 2–3: Talk about how one boy is helping the other.

Pages 6–7: Ask children how they think the girl feels when her friends help her.

Pages 8–9: Ask what the children did to help this time.

Page 11: Talk about why the girl can skip now.

## After Reading

Discuss the main question as a group. Ask children:

- What was your favourite part of this book? Can you say why?
- Was there anything you didn't like?
- Can you find the page you would most like to read again?



## Session 2: Spoken Language & Writing

### Phonics for Writing

Organise children into two groups and give each child a slip of paper. Allocate *run* to one group and *hop* to the other but don't let either group know the other's allocation. The two groups write their words on their slips of paper, fold them up and swap with the other group. One group performs their allocated action. The other group watches and names the action. They open the papers together to see if they were right. The groups then swap roles to perform and guess the second action.

### Spoken Language

If possible, take children outside. Place two cones a distance apart and invite children to move between them in an interesting way, e.g. hopping, skipping, crawling. As they move between the cones, they say *I can ...* and describe their chosen action, e.g. *I can hop*. **(R, Planning)**

### Writing

Share the worksheet with the children and ask them to draw a picture of themselves doing something active. Children can use their action from the spoken language session, or choose a new one. Encourage children to write a sentence beginning *I can*. Remind them to sound out their words carefully, offering support where needed. Ask children to read their sentence to a partner. **(R, Grammar and Punctuation for Impact)**

### Making Links

Organise some outdoor team challenges. For example: have a group of children carry an egg on a blanket; pass a bucket of water along a line without spilling it. Take photographs of the children's team challenges to create a *We Can Do It!* display.



# We Can Do It!

## Welsh National Curriculum

**Book Band** Red A

**RR Level** 3

**Text Type** Explanation

**Length** 12pp (70 words)

**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 8

**High-frequency words** you,  
this, we

### Summary

The children all want to be able to do exciting things at school but struggle on their own. Luckily, they discover that they can succeed with team work.

**Text features:** photographs, speech bubbles, text, title page

Curriculum Reference	Objectives	Progression Map Objective
Reception, RA1, p.21	<b>Reading</b> Show an interest in books and other reading materials and respond to their content.	<b>R t3, Personal Response and Evaluation of Text</b> When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
Reception, OS5, p.14	<b>Spoken Language</b> Use appropriate, increasing vocabulary in and through play activities.	<b>R, Planning</b> Guided by an adult, [they] can orally rehearse a sentence before writing.
Reception, WMPR4, p.23	<b>Writing</b> Orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning.	<b>R, Grammar and Punctuation for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.



**Download cards for other curricula from:**

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



# Session 1: Reading

## Before Reading

### Phonics for Reading

1. Ask the children to say the sounds.

**a l o ng**

2. Blend the sounds and read the words.

**along**

Children may need help with the following words:

*help, walk, skip, do*



### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about what the children on the cover are doing.
- Look through the pages and share ideas about what each child is trying to do. Ensure children notice that the children in the pictures are working together as a team.
- Pause at page 12. Discuss how the children in the picture are feeling.

## During Reading

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

Main question: **What do you like most about this book? (R 13, Personal Response and Evaluation of Text)**

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

Pages 2–3: Talk about how one boy is helping the other.

Pages 6–7: Ask children how they think the girl feels when her friends help her.

Pages 8–9: Ask what the children did to help this time.

Page 11: Talk about why the girl can skip now.

## After Reading

Discuss the main question as a group. Ask children:

- What was your favourite part of this book? Can you say why?
- Was there anything you didn't like?
- Can you find the page you would most like to read again?



## Session 2: Spoken Language & Writing

### Phonics for Writing

Organise children into two groups and give each child a slip of paper. Allocate *run* to one group and *hop* to the other but don't let either group know the other's allocation. The two groups write their words on their slips of paper, fold them up and swap with the other group. One group performs their allocated action. The other group watches and names the action. They open the papers together to see if they were right. The groups then swap roles to perform and guess the second action.

### Spoken Language

If possible, take children outside. Place two cones a distance apart and invite children to move between them in an interesting way, e.g. hopping, skipping, crawling. As they move between the cones, they say *I can ...* and describe their chosen action, e.g. *I can hop*.

**(R, Planning)**

### Writing

Share the worksheet with the children and ask them to draw a picture of themselves doing something active. Children can use their action from the spoken language session, or choose a new one. Encourage children to compose orally and then write a sentence beginning *I can*. Remind them to sound out their words carefully, offering support where needed. Ask children to read their sentence to a partner. **(R, Grammar and Punctuation for Impact)**

### Making Links

Organise some outdoor team challenges. For example: have a group of children carry an egg on a blanket; pass a bucket of water along a line without spilling it. Take photographs of the children's team challenges to create a *We Can Do It!* display.



# We Can Do It!

## Northern Ireland Curriculum

**Book Band** Red A

**RR Level** 3

**Text Type** Explanation

**Length** 12pp (70 words)

**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 8

**High-frequency words** you,  
this, we

### Summary

The children all want to be able to do exciting things at school but struggle on their own. Luckily, they discover that they can succeed with team work.

**Text features:** photographs, speech bubbles, text, title page

Curriculum Reference	Objectives	Progression Map Objective
<b>Foundation</b> R12	<b>Reading</b> Listen to a range of stories, poems and non-fiction texts read to them by adults/ other pupils.	<b>R t3, Personal Response and Evaluation of Text</b> When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
<b>Foundation</b> T&L 5.3	<b>Spoken Language</b> Focused experiences to introduce or generate vocabulary.	<b>R, Planning</b> Guided by an adult, [they] can orally rehearse a sentence before writing.
<b>Foundation</b> W4	<b>Writing</b> Share their writing with others.	<b>R, Grammar and Punctuation for Impact</b> [Write] a simple rehearsed sentence and [...] read back what they have written.

**PCM**

**Download cards for other curricula from:**

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



# Session 1: Reading

## Before Reading

### Phonics for Reading

1. Ask the children to say the sounds.

**a l o ng**

2. Blend the sounds and read the words.

**along**

Children may need help with the following words:

*help, walk, skip, do*



### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about what the children on the cover are doing.
- Look through the pages and share ideas about what each child is trying to do. Ensure children notice that the children in the pictures are working together as a team.
- Pause at page 12. Discuss how the children in the picture are feeling.

## During Reading

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

Main question: **What do you like most about this book? (R 13, Personal Response and Evaluation of Text)**

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

Pages 2–3: Talk about how one boy is helping the other.

Pages 6–7: Ask children how they think the girl feels when her friends help her.

Pages 8–9: Ask what the children did to help this time.

Page 11: Talk about why the girl can skip now.

## After Reading

Discuss the main question as a group. Ask children:

- What was your favourite part of this book? Can you say why?
- Was there anything you didn't like?
- Can you find the page you would most like to read again?



## Session 2: Spoken Language & Writing

### Phonics for Writing

Organise children into two groups and give each child a slip of paper. Allocate *run* to one group and *hop* to the other but don't let either group know the other's allocation. The two groups write their words on their slips of paper, fold them up and swap with the other group. One group performs their allocated action. The other group watches and names the action. They open the papers together to see if they were right. The groups then swap roles to perform and guess the second action.

### Spoken Language

If possible, take children outside. Place two cones a distance apart and invite children to move between them in an interesting way, e.g. hopping, skipping, crawling. As they move between the cones, they say *I can ...* and describe their chosen action, e.g. *I can hop*. **(R, Planning)**

### Writing

Share the worksheet with the children and ask them to draw a picture of themselves doing something active. Children can use their action from the spoken language session, or choose a new one. Encourage children to write a sentence beginning *I can*. Remind them to sound out their words carefully, offering support where needed. Ask children to read their sentence to a partner. **(R, Grammar and Punctuation for Impact)**

### Making Links

Organise some outdoor team challenges. For example: have a group of children carry an egg on a blanket; pass a bucket of water along a line without spilling it. Take photographs of the children's team challenges to create a *We Can Do It!* display.