

## **Guided Reading Card**

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**England**



**Scotland**



**Wales**



**Northern Ireland**



# Stop That Dog!

## English Curriculum

**Book Band** Purple A

**RR Level** 19

**Genre** Familiar setting

**Length** 24pp (568 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** pleaded, barbecue, wailed, heap, announcement, delicious

## Plot Summary

The Sharma family visits a summer fair and enter their dog, Puff, in a race. Puff runs off and gets into all sorts of trouble. When the family catches him, Arun is keen for Puff to compete in a race and has a cunning plan to make sure he makes it to the finish line!

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18	<b>Reading</b> Explain and discuss their understanding of books [...].	<b>Y2 t2, Personal Response and Evaluation of Text</b> With some support, explain and discuss their understanding of books [...] in simple terms.
Y2, RC, p.18	<b>Spoken Language</b> Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
Y2, WVGP, p.22	<b>Writing</b> Learn how to use: [...] statement, question, exclamation, command.	<b>Y2, Text Structure and Purpose</b> Can use different sentence forms (statement, question, exclamation, command) in their 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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PCM

## Session 1: Reading

### Before Reading

#### Phonics for Reading

(Identify alternative spellings of the vowel sound /e/ where it appears individually anywhere in words (e.g. beginning, middle, or at the end.)

Write the words *breath*, *heading*, *reached* and *eating* on a flipchart and read them together as a group.

Ask children to find the digraph 'ea' in each word and explain that they represent a different sound in these words. Using sound buttons, identify the phonemes then blend and read the words with the group.

#### Walkthrough



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

- Identify the setting and attractions at the fair with the group. Which attraction would they most like to try?
- Children share their experiences of visiting similar events and compare them with the setting in the book.
- Do children in the group have dogs that sometimes get into mischief? If so, what do they do?

#### During Reading

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

Main question: **How does the author make the story funny?**  
(Y2 t2, Personal Response and Evaluation of Text)

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

Pages 2–3:        What do you notice about the dogs and their owners?

- Page 7: What is Puff running towards?
- Page 8: Which phrase has the author used to show how fast Puff is moving?
- Pages 12–13: How does Puff escape from Arun?
- Pages 18–19: How is the family feeling now? How do you know?
- Pages 22–23: Which part of the race did you like best and why?
- Page 24: What sort of ending has the author chosen for this story?  
Do you think the rest of the day will go smoothly for the family? Can you explain why or why not?

## After Reading

Discuss the main question with the group, focusing on the way humour has been created. Children look back through the story and choose the part they found the funniest. Take turns to describe this part of the story to the group. Referring to both pictures and the text, encourage children to say how the author has made them laugh.

### Quick Finishers

Look at the illustrations of dogs and their owners. Draw a picture of yourself and a dog that looks just like you.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Write *very* on the flipchart, asking children to suggest how it should be spelled. Give children whiteboards and marker pens. Working with a partner, children look through the book to find and note down as many words ending in 'y' as they can in a set time. Working together as a team, children list these words on a flipchart. If appropriate, allocate points for the number of words written correctly.

### Spoken Language

Look closely at pp. 14–15, focusing on the different characters. As a group, identify the characters' feelings and ask children to imagine what they are thinking. Turn to pp. 12–13 and recap the action in this part of the story.

Children work in pairs to act out the events on the helter skelter. Freeze-frame the action and ask children, in role as Arun or Puff, to say what they are thinking and feeling. **(Y2 t3, Personal Response and Evaluation of Text)**

### Writing

Using the PCM, children write thought bubbles to show what Arun and Puff might be thinking when they are at the top of the helter skelter. Encourage them to use different forms (statement, question, exclamation, command). **(Y2, Text Structure and Purpose)**

### Making Links

Children use books and the internet to find out about summer fair activities. They design and label a summer fair programme of events.



# Stop That Dog!

## Curriculum for Excellence

**Book Band** Purple A

**RR Level** 19

**Genre** Familiar setting

**Length** 24pp (568 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** pleaded, barbecue, wailed, heap, announcement, delicious

### Plot Summary

The Sharma family visits a summer fair and enter their dog, Puff, in a race. Puff runs off and gets into all sorts of trouble. When the family catches him, Arun is keen for Puff to compete in a race and has a cunning plan to make sure he makes it to the finish line!

Curriculum Reference	Objectives	Progression Map Objective
ENG 1–19a	<b>Reading</b> I can share my thoughts about structure, [...] and comment on the effective choice of words and other features.	<b>Y2 t2, Personal Response and Evaluation of Text</b> With some support, explain and discuss their understanding of books [...] in simple terms.
LIT 1–07a	<b>Spoken Language</b> I can show my understanding [...] by responding to and asking different kinds of questions.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
LIT 1–26a	<b>Writing</b> I can select ideas [...] and use words which will be interesting and/or useful [...].	<b>Y2, Text Structure and Purpose</b> Can use different sentence forms (statement, question, exclamation, command) in their writing.



PCM

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## Session 1: Reading

### Before Reading

#### Phonics for Reading

(Identify alternative spellings of the vowel sound /e/ where it appears individually anywhere in words (e.g. beginning, middle, or at the end.)

Write the words *breath*, *heading*, *reached* and *eating* on a flipchart and read them together as a group.

Ask children to find the digraph 'ea' in each word and explain that they represent a different sound in these words. Using sound buttons, identify the phonemes then blend and read the words with the group.

#### Walkthrough



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

- Identify the setting and attractions at the fair with the group. Which attraction would they most like to try?
- Children share their experiences of visiting similar events and compare them with the setting in the book.
- Do children in the group have dogs that sometimes get into mischief? If so, what do they do?

#### During Reading

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

Main question: **How does the author make the story funny?**  
(Y2 t2, Personal Response and Evaluation of Text)

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

Pages 2–3:        What do you notice about the dogs and their owners?

- Page 7: What is Puff running towards?
- Page 8: Which phrase has the author used to show how fast Puff is moving?
- Pages 12–13: How does Puff escape from Arun?
- Pages 18–19: How is the family feeling now? How do you know?
- Pages 22–23: Which part of the race did you like best and why?
- Page 24: What sort of ending has the author chosen for this story?  
Do you think the rest of the day will go smoothly for the family? Can you explain why or why not?

## After Reading

Discuss the main question with the group, focusing on the way humour has been created. Children look back through the story and choose the part they found the funniest. Take turns to describe this part of the story to the group. Referring to both pictures and the text, encourage children to say how the author has made them laugh.

### Quick Finishers

Look at the illustrations of dogs and their owners. Draw a picture of yourself and a dog that looks just like you.





## Session 2: Spoken Language & Writing

### Phonics for Writing

Write *very* on the flipchart, asking children to suggest how it should be spelled. Give children whiteboards and marker pens. Working with a partner, children look through the book to find and note down as many words ending in 'y' as they can in a set time. Working together as a team, children list these words on a flipchart. If appropriate, allocate points for the number of words written correctly.

### Spoken Language

Look closely at pp. 14–15, focusing on the different characters. As a group, identify the characters' feelings and ask children to imagine what they are thinking. Turn to pp. 12–13 and recap the action in this part of the story.

Children work in pairs to act out the events on the helter skelter. Freeze-frame the action and ask children, in role as Arun or Puff, to say what they are thinking and feeling. **(Y2 t3, Personal Response and Evaluation of Text)**

### Writing

Using the PCM, children write thought bubbles to show what Arun and Puff might be thinking when they are at the top of the helter skelter. Encourage them to use different forms (statement, question, exclamation, command). **(Y2, Text Structure and Purpose)**

### Making Links

Children use books and the internet to find out about summer fair activities. They design and label a summer fair programme of events.



# Stop That Dog!

## Welsh National Curriculum

**Book Band** Purple A

**RR Level** 19

**Genre** Familiar setting

**Length** 24pp (568 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** pleaded, barbecue, wailed, heap, announcement, delicious

### Plot Summary

The Sharma family visits a summer fair and enter their dog, Puff, in a race. Puff runs off and gets into all sorts of trouble. When the family catches him, Arun is keen for Puff to compete in a race and has a cunning plan to make sure he makes it to the finish line!

Curriculum Reference	Objectives	Progression Map Objective
RS8	<b>Reading</b> Respond appropriately to [...] content, ideas, presentation, organisation and the language used.	<b>Y2 t2, Personal Response and Evaluation of Text</b> With some support, explain and discuss their understanding of books [...] in simple terms.
OS12	<b>Spoken Language</b> Adopt a role, making aconscious use of movement,gesture and speech [...].	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
WS8	<b>Writing</b> Organise and present [...] writing [...] incorporating [...] characteristics of forms [...].	<b>Y2, Text Structure and Purpose</b> Can use different sentence forms (statement, question, exclamation, command) in their writing.



PCM

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## Session 1: Reading

### Before Reading

#### Phonics for Reading

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Ask children to find the digraph 'ea' in each word and explain that they represent a different sound in these words. Using sound buttons, identify the phonemes then blend and read the words with the group.

#### Walkthrough



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#### During Reading

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

Main question: **How does the author make the story funny?**  
(Y2 t2, Personal Response and Evaluation of Text)

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

Pages 2–3:        What do you notice about the dogs and their owners?

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Do you think the rest of the day will go smoothly for the family? Can you explain why or why not?

## After Reading

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### Quick Finishers

Look at the illustrations of dogs and their owners. Draw a picture of yourself and a dog that looks just like you.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Write *very* on the flipchart, asking children to suggest how it should be spelled. Give children whiteboards and marker pens. Working with a partner, children look through the book to find and note down as many words ending in 'y' as they can in a set time. Working together as a team, children list these words on a flipchart. If appropriate, allocate points for the number of words written correctly.

### Spoken Language

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### Making Links

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## Northern Ireland Curriculum

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R8	<b>Reading</b> Use a range of comprehension skills, both oral and written, to interpret and discuss texts.	<b>Y2 t2, Personal Response and Evaluation of Text</b> With some support, explain and discuss their understanding of books [...] in simple terms.
T&L 1	<b>Spoken Language</b> Participate in talking and listening in every area of learning.	<b>Y2 t3, Personal Response and Evaluation of Text</b> With support, use empathy to help them understand characters and their motivation.
W6	<b>Writing</b> Write for a variety of purposes and audiences.	<b>Y2, Text Structure and Purpose</b> Can use different sentence forms (statement, question, exclamation, command) in their writing.



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### Making Links

Children use books and the internet to find out about summer fair activities. They design and label a summer fair programme of events.