



Reading

Between the Lines

Teaching inference and deduction for EYFS and KS1

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Reading Between the Lines

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Introduction

What is this resource for?

There has been a lot of focus in recent years on the teaching and learning of phonics. However, phonics is only one part of reading. Readers also have to make sense of the words that they decode – comprehending the meaning of the actual words and sentences as well as ‘reading between the lines’. Making inferences is a sophisticated skill. It involves not only understanding the explicit text, but also filling in the gaps in the text using existing knowledge of the world.

In the Ofsted document *Getting them Reading Early – Guidance and training for inspectors* (2011), it is made clear that inspectors are looking for evidence of the teaching of all areas of reading. The document suggests inspectors question the following areas: ‘higher-order reading skills, such as inference, appreciation of an author’s style, awareness of themes, similarity and differences between texts.’ Inference therefore, is as important as any other area of reading.

This resource focuses on the teaching of inference and deduction. The texts in this resource are not about decoding and the children may need support to read them, for example, you can read the texts aloud to them. It is simple and easy to use and can be used throughout Key Stage 1. It can be used on an interactive whiteboard for a whole class activity or to support small, guided reading groups. Using the resources will help provide evidence for the following Assessing Pupil Progress Reading Assessment Focuses (AFs):

- AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text;
- AF3 – deduce, infer or interpret information, events or ideas from texts;
- AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level;
- AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader.

Using this resource

It can often be very difficult to teach inference to less able readers because they cannot access challenging texts. Texts that support the teaching of ‘reading between the lines’, or inference and deduction, don’t normally appear until later in the book bands, for example, turquoise level (NC level 1A). The use of photographs as a first approach in this resource means all children can develop these important comprehension skills. This resource contains 32 units (nearly one per week of the academic year). Each unit contains one photograph and two texts.

Text 1 provides a story or explanation about the photograph that uses inference to give information (there are hints, but the author doesn't explicitly say what is happening); Text 2 is an alternative text which makes the story really obvious. There is little or no inference and the simplicity of the text provides a good comparison with Text 1.

The texts are written to support the teaching of inference and deduction and will probably need to be read to the children. The point of the exercise is not for the children to decode the texts but to understand and answer questions about it.

These texts and photographs can all be printed or shown on an interactive whiteboard.

Choose one photograph or text per week to use either in guided reading or in a whole class activity. It is recommended that this activity is carried out weekly so that the children learn how to use the resources and become more confident. With regular use the activity should be done within about 20 minutes or during a guided reading session.

To use the resource in Year 1, begin by studying the photographs with the children to see what information is explicit and which is inferred. Teach children how to 'read between the lines' by asking them to explain what is happening in the photograph and then discussing alternative stories or explanations.

Year 2 children can begin to learn how to 'read between the lines' using the two texts in each unit. Use Text 1 to see how a writer can give you information by inferring things or dropping hints. Encourage children to discuss what they think is happening and to back up their ideas using evidence from the text.

Children then compare Text 1 and Text 2 to see which is more effective. By comparing the texts children will begin to understand the power a writer has to choose words and give information to the reader using inference. It is important that in each year group the children are given the opportunity to express their own opinions about what is happening in the photograph or story.

Where the questions require the retrieval of specific words or themes from the text, prompts have been added after the questions in italics to enable teachers to find the information quickly and explain it simply. Simpler questions and those involving speculation are left unanswered. The 'prompts' are not to be read out to the children.

Lesson structure

In Year 1 start by showing children an photograph. The units are not sequential and can be taught in any order. Show children the photograph and allow several minutes for them to look at it carefully and discuss what is happening. Then work through the questions.

In Year 2 start by showing children the text (don't show the photograph in the first instance). Ask them to read it or read it to them. Give the children a few minutes to talk about what they've read or heard then work through the questions. When you have read the questions, show the photograph to the children. Discuss whether the photograph is what they expected. Does it change the way they would want to answer the questions?

Each unit has suggested follow up activities that you can give to the children to support your assessment. See Appendices 1 – 3 for more ideas.

Writing and assessment

The texts can also be used to teach aspects of writing. Appendix 4 provides guidance on how to do this as well as providing an index of writing tools that can be used to demonstrate different aspects of writing, for example adverbs, connectives and speech marks.

It can be difficult to find evidence to support some of the AFs in Assessing Pupil Progress (APP). However, because the children aren't expected to decode the texts themselves, this resource allows you to focus on one of the AFs. For example, by sharing a photograph or text and working through the suggested teacher questions you should be able to find evidence to show how well a child is able to select relevant information or talk about the effect a text has on them. For this purpose, a suggested guided reading assessment sheet to record evidence is included (see Appendix 5).

Unit 1



Year 1 – Using the photograph

Questions

Who can you see in the photograph? Do you know for certain that they are boys? How?

What else can you see?

Can you tell where the children are?

Who do you think they are? Do you think they are related?

What do you think they are doing? How do you know from the picture?

How do you think they are feeling? How can you tell?

Why do you think that the children are sitting in that way?

What do you think happened before this photograph was taken?

What do you think will happen next?

Suggested follow up activity:

Ask children to draw a picture of what they would do outside on a sunny day. How does this make them feel?

Year 2 – Reading texts

Text 1

Ben slumped down with his head on his knees while his big brother Sam heaved a heavy sigh behind him. The holidays were meant to be fun, but they still had another four weeks of this!

The grass was damp from the last of the rain but the sun beat down overhead. Through the still, sticky heat came the sound of a cricket match in a nearby field. There was nothing else on the horizon but fields and trees. Sam looked around and shook his head.

Questions

Who are the children in the text? How do you know?
What are they doing? How can you tell?

Ask the children to try and copy the description of the body language and see how they feel.

How are the boys feeling? How does the author show this in the text? For example, the author has not used the words 'sad' or 'bored' in the text. What words have been used? *(Example words and phrases: slumped, heavy sigh, another four weeks of this, still, sticky, nothing else, shook his head.)*

Does the author show us why the boys are feeling this way?

How does the author tell us the time of year?

What do you think the boys had been doing before this part of the story?

What do you think they will do next?

Year 2 – Reading texts

Text 2

The boys were bored. They were visiting their Grandpa's farm and had nothing to do. They sat in the middle of a field wishing something interesting would happen.

The summer holidays were meant to be fun, but they still had another four weeks of being bored!

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Does the way you feel about the boys change when you read Text 2? Why?

What facts do you learn from Text 2 that aren't clear in Text 1? *(Example answers: The boys are visiting their Grandpa's farm, it is the summer holidays, the boys are in a field, they are brothers or cousins as they have the same Grandpa.)*

Both texts contain an exclamation mark. How does this affect the texts? *(In both texts, it shows that the boys are annoyed/frustrated in their boredom.)*

Both texts contain an exclamation mark. How does this affect the texts?

Count the describing words in Texts 1 and 2. Which text has more?

What kind of words could the author use to describe the body language of the boys if they were happy and having fun?

Suggested follow up activity:

Ask children to draw a picture or cartoon strip of what is happening in the story using Text 1. When they have finished they can compare it to the photograph and discuss the differences/ similarities between the two. How did the author show what the photograph would look like using words?

Unit 2



Year 1 – Using the photograph

Questions

Who or what can you see in the photograph?

Do you know for certain that the people are children? How do you know?

What are they doing?

How do you think they are feeling? What else would you need to see or hear to know how they are really feeling?

Where do you think the children are? What clues are there in the photograph?

Who do you think they are? How can you tell?

What do you think the two children behind the girl are doing? How do you know from the photograph?

How do you think the girl at the front of the photograph is feeling? How can you tell?

What or who do you think the girl at the front of the photograph is looking at?

Why do you think she has that expression on her face?

What do you think will happen next?

What would you do if you were her?

Suggested follow up activity:

Ask children to draw a picture of something they are scared of.

Year 2 – Reading texts

Text 1

Suddenly the silence was shattered. Johanna jumped out of her skin as the door was thrown open and slammed against the wall.

The girls sitting in front of her turned round. They looked first behind her, then directly at Johanna and started sniggering.

Johanna didn't need to turn round to know who had just walked in. With a sense of dread, she slowly turned towards the door, then shivered. Sure enough, there *she* was.

Questions

How many people are in the story?

Who are the people in the text? How do you know?

What are they doing? How can you tell from the text?

Who is Johanna?

Where do you think the story takes place? What makes you think this?

How is Johanna feeling? How does the author show this in the text? *(Example answers: She jumped out of her skin; with a sense of dread; shivered.)*

Does the author tell us why the girl is feeling this way?

Who do you think has just walked in through the door?

The person who comes through the door is only described as '*she*'. Why doesn't the author use the person's name? *(To increase suspense/mystery).*

What do you think will happen next?

Year 2 – Reading texts

Text 2

Johanna was scared of the girl who had just walked in. She had been picking on Johanna for weeks. She had no one to talk to about it. In fact, the other children thought it was funny.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Which text provides more information?

How does the author show us the way the girl feels in Text 1? Does Text 2 show you how she feels?

Who else might be at the door?

What do you think she should do about this person?

Suggested follow up activity:

Ask the children to imagine that the story was about someone else coming through the door that Johanna liked. How could the author describe the body language and reactions of the characters in the story to show it was someone nice coming in?

Unit 3



Year 1 – Using the photograph

Questions

How many people are standing in the water?

Do you know for certain that it's a girl in the photograph? How can you tell?

What is happening?

What do you think the girl is doing? How do you know this from the photograph?

How do you think she's feeling? How can you tell?

Where do you think the water is coming from? What makes you think this?

What do you think happened before this photograph was taken?

What do you think will happen next?

What would you do if you were the girl?

Suggested follow up activity:

Print off the photograph and give each child a copy. Ask them to draw what is going on around the photograph (see Appendix 3 for an example).

Year 2 – Reading texts

Text 1

“If he does that one more time I’m telling Mum,” thought Emma, wiping her eyes. She thought about getting him back but decided that would just make things worse.

She gritted her teeth and clenched her fists. It was bad enough going on holiday with him, but to have to put up with his stupid behaviour every day was too much to bear.

Before he could do it again Emma stormed out of the water, grabbed her towel and marched back to the tent.

Questions

Who is the girl in the text?

What is she doing?

How is the girl feeling? How does the author show this in the text? (*Example answers: thought about getting him back; gritted her teeth and clenched her fists; bad enough; too much to bear.*)

Does the author show us why the girl is feeling this way?

Who is the girl with? How do you know?

What do you think has happened to make Emma so angry?

Who do you think is the person she is referring to and what is the ‘stupid behaviour’?

What do you think Emma will do next?

What would you do if you were Emma?

Year 2 – Reading texts

Text 2

It was the first time Emma had been on holiday with her step-brother and he was really winding her up. He kept picking on her and making her cross. When he splashed her face she'd had enough and went to tell Mum all about it.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

What factual information is only revealed in Text 2?

(The 'villain' is Emma's step-brother.)

Does the way you feel about Emma change when you read Text 2? Why?

How does the author of Text 1 show us that Emma is angry without using the word 'angry'?

Which version of events do you prefer reading and why?

What do you think might happen after Emma storms back to the tent?

Suggested follow up activity:

Ask the children to write an alternative ending to the story. What else might Emma have done when her step-brother splashed her?

Unit 4



Year 1 – Using the photograph

Questions

Who can you see in the photograph? Do you know for sure that it's a boy? How?

Can you tell who he is from the photograph? How old do you think he is?

What can you see in the photograph to tell you what he is doing?

What do you think the boy is doing?

How do you think he is feeling? How can you tell?

Are there any clues in the photograph that explain why he's in the air?

What do you think will happen next?

What do you think is going on around the photograph?

Suggested follow up activity:

Ask the children to write a sentence or draw a picture to show how the boy in the photograph is feeling.

Year 2 – Reading texts

Text 1

Just before it all went wrong, Thomas shouted to his Mum at the top of his voice, “I can fly!”

Everyone stopped munching their hotdogs and burgers and watched with eyes like saucers. It seemed like he really was flying.

Then he wasn't anymore.

Some ran as fast as they could, dropping food and drinks behind them, while others stood rooted to the spot, too shocked to move.

Questions

What happens in the story?

How does the author show us that people are shocked or surprised?

Why do you think the author tells you right at the start of Text 1 that something bad is going to happen? How does that make you feel?

What do you think Thomas is doing that makes him seem like he is flying?

What do you think happens to Thomas?

Do you think Thomas is OK? How can you tell from the text?

What do you think they should do next?

Now show the photograph.

How useful is the photograph in telling us what happens?

Why?

Year 2 – Reading texts

Text 2

Thomas loved jumping on the trampoline but at the family barbecue he started to mess around. He jumped too high and fell off. The other people in the garden went to help him.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

What additional information do you find out from reading Text 2?

Which version of events do you think matches the photograph best? Why?

Suggested follow up activity:

Discuss with the children what they wouldn't have known if they'd only read Text 1.

Unit 5



Year 1 – Using the photograph

Questions

Who can you see in the photograph? How do you know for sure that it's a man?

What is the man in the photograph doing?

What else can you see in the photograph?

What do you think is happening? How do you know from the photograph?

How do you think the man is feeling? How can you tell?

What do you think the man can see?

What do you think will happen next?

How does this photograph make you feel?

Suggested follow up activity:

Ask children to write a sentence or draw a picture of something that makes them angry.

Year 2 – Reading texts

Text 1

It seemed to happen in slow motion. First there was a flash of something red in front of them then all he could hear was Dad, shouting at the top of his voice.

The car screeched as Dad slammed his foot on the pedal. It seemed to take forever to stop.

When he finally opened his eyes he could see they'd had a lucky escape but he could also tell that Dad wasn't feeling very lucky.

Questions

Who are the people in the story?

Where are they? How are they related? Which words tell you this? *(It is a father and son, because the main character is referred to as 'he' and the other character is Dad.)*

How does the author make you think that something bad has happened?

Which words or phrases show you how Dad is feeling? *(Dad, shouting at the top of his voice; Dad wasn't feeling very lucky.)*

Which words or phrases tell you how the person in the back is feeling? *(It seemed to happen in slow motion; It seemed to take forever to stop.)*

What do you think has happened?

Which words does the author use to describe the sounds in the story? How does this help you understand what is happening?

Year 2 – Reading texts

Text 2

Dad was driving Robert to school when a car pulled out in front of them and they nearly crashed.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

What additional information do you find out from reading Text 2? (*The name of the person in the back. where they are going*)

In Text 1 the author describes the incident as happening ‘in slow motion’? What do you think this means?

Which version of events sounds scarier? How has the author made it scary?

Suggested follow up activity:

Show children the photograph from this unit. If you had only seen the photograph instead of reading the texts what wouldn't you have known?

Unit 6



Year 1 – Using the photograph

Questions

Who or what can you see in the photograph? How can you tell that it's a man?

What is the man doing? How can you tell?

Is there anyone else with the man? How do you know?

Who do you think the man is? Are there any clues?

Why is he doing this? Can you tell from the photograph?

Do you think he is doing something good or bad? Why?

What do you think will happen next?

Suggested follow up activity:

Ask the children to write a sentence or draw a picture to show what will happen next.

Year 2 – Reading texts

Text 1

Sally stood in the car park with red eyes and a runny nose waiting for the man's response.

“Don't worry, we'll have him out in no time at all,” he replied calmly.

With a sigh of relief Sally once more looked into the car. “It's going to be okay,” she said reassuringly.

The man rummaged through his toolbox until he found the right screwdriver. Then he set to work while the whimpers continued from inside the car.

Questions

How many people are in the story? How do you know? What are they doing? How can you tell from the text? Which words tell you how Sally is feeling? Are there any other reasons why she might have red eyes and a runny nose?

Is the man doing something wrong or helping? How can you tell from the text?

Who or what else might be inside the car? How do you know?

What do you think might happen next?

Year 2 – Reading texts

Text 2

Sally had accidentally locked her dog in the car and lost her keys. Sally and the dog were both very upset. A man came to help them.

Questions

What is the difference between Text 1 and Text 2?
Which text do you think is more interesting? Why?
What are the different ways that Text 1 and Text 2 tell you how Sally is feeling? Which is more interesting?
In Text 1 how does the author show you that the man is helping Sally?

Now show the photograph.

What other explanations might there be for what is going on in the photograph?
How would the story be different if you wrote it from the point of view of the man or the dog?

Suggested follow up activity:

Ask the children if they have ever been locked in somewhere or out of somewhere? How did it feel? Imagine how you would feel if you couldn't find the keys to your house.

Unit 7



Year 1 – Using the photograph

Questions

How many people can you see in the photograph?

Where are they? How can you tell?

What else do you know from the photograph?

How do you think the people in the photograph are feeling? How can you tell?

What are they doing? How do you know?

What is the weather like? What clues are there in the photograph?

If the weather was different how might the photograph be different?

What do you think the people might be doing?

What do you think will happen next?

How does this photograph make you feel?

Suggested follow up activity:

Ask the children to help make a list of other things you can do in the sea.

Year 2 – Reading texts

Text 1

“Sharks? Yeah right!” laughed Anna.

“It’s true!” said Johnny, trying to look serious. “There are loads of them around here”. He flashed a smile at Anna who shook her head smiling.

“Quick, race you back to the beach then!” Anna shouted.

They both ran back, splashing and giggling.

Only the man on the shore with his dog could see it wasn’t a joke.

Questions

How many people are there in this story?

Have they come to the beach together?

Are Anna and Johnny really worried about sharks? How do you know?

What else do you know from the text?

How does the author show you that Anna and Johnny are joking? What words or phrases show this? (*“Yeah right!” laughed Anna; “It’s true!” said Johnny, trying to look serious.*)

What is the man with the dog doing? How do you know?

Do you think there really is a shark in the water?

What do you think will happen next?

If you could see this happening what would you do?

Year 2 – Reading texts

Text 2

Two people were splashing and joking in the sea but they didn't realise that there was a shark behind them.

Questions

What is the difference between Text 1 and Text 2?
Which text do you think is more interesting? Why?
Text 1 contains lots of speech marks and Text 2 does not.
What does the direct speech in Text 1 help you to understand about the characters? *(The speech marks help you to understand that they know each other well, like joking together.)*
Does Text 2 help you to understand this?
Why is the man with the dog important to Text 1? *(He introduces an atmosphere of danger and suspense.)*

Now show the photograph.

What other explanation might there be to show what is happening in the photograph?
If you were the author how would the story end?

Suggested follow up activity:

Ask the children to write about what will happen next in the story.

Unit 8



Year 1 – Using the photograph

Questions

Who can you see in the photograph? How do you know that they are girls?

Where was the photograph taken?

What are the girls doing?

Can you tell how they are feeling from the photograph? What would you need to see or hear to know how they are really feeling?

Who do you think the girls are? How can you tell?

What do you think the girl in the middle of the photograph is doing and saying?

How are the two girls at the sides of the photograph feeling? How can you tell?

What might the girls be talking about?

Would you like to be there with them? Why/Why not?

Why do you think they are together?

Suggested follow up activity:

Play *Chinese Whispers* with the children.

Year 2 – Reading texts

Text 1

Tamsin cupped her hand and leant in to Ella.
“OK, the cake’s decorated, Mum’s ready to light the candles. Shall we take Shanice downstairs now?” she whispered.

Ella smiled and nodded, getting up and smoothing down her clothes.

“Right girls, let’s go and get some cookies,” she said to the others.

Shanice and the others followed her excitedly out of the room, not knowing about the treat that was waiting for them downstairs.

Questions

How many people are in the story? Can you tell?

Where does the story take place? How do you know?

What are they doing? How can you tell from the text?

Who is Shanice? Can you tell from the text?

In the first paragraph, why does it say ‘she whispered’, instead of ‘she said’?

Why do you think they are going to take Shanice downstairs?

What do you think will happen when the girls go downstairs?

Do you think they are going to have cookies?

How do you think Shanice will feel when she goes downstairs?

Do you think the girls are being nice or nasty? How do you know?

Year 2 – Reading texts

Text 2

The girls were having a party for Shanice's ninth birthday. They were surprising her with a birthday cake.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Which text provides more information?

Which text tells you more about the relationship between the girls?

Would you know from Text 1 that it's Shanice's birthday?

Now show the photograph.

What other explanation might there be to explain what is happening in the photograph?

Suggested follow up activity:

Ask the children to write about a surprise they have had.

Unit 9



Questions

Who can you see in the photograph? Can you tell whether it's an adult or child, or a man or woman?

Where was the photograph taken?

What is the person doing?

How is the person in the photograph feeling? How can you tell?

Why is the person sitting like this?

What do you think happened before this photograph was taken?

What do you think will happen next?

What would you do if you saw a friend sitting like this?

Suggested follow up activity:

Ask the children to tell the person next to them what they would do if their friend was feeling sad.

Year 2 – Reading texts

Text 1

She shouted his name again. Her heart was racing and she started to sweat. She came out of the empty building again and looked around frantically.

Yelling his name again her voice cracked and her face crumpled.

Flopping down on the step she put her head in her hands and let her hair fall over her face.

She gave in to despair, and now tiny drops of water ran down her face and fell on the pavement below.

Questions

How do you know that there is a female in the story?
Is it a woman or a girl? Are there any clues to her age?
What is she doing?

Look at the words ‘frantically’ in the first paragraph and ‘flopping’ in the second. What does this tell you about the person’s actions?

How is the person feeling? How does the author show this in the text? Write a list of words or phrases that help you to know what the person feels like.

(Example answers: She shouted; her heart was racing; she started to sweat; frantically; voice cracked; face crumpled; flopping down; head in her hands; despair.)

Why do you think the woman might be feeling this way?
Whose name do you think is she shouting?

Year 2 – Reading texts

Text 2

Sophie was looking round an old ruin with her uncle. After climbing down an old tower she couldn't see her uncle anywhere. She searched the whole ruin twice calling out for him but he didn't answer. After a while she decided that he had gone and panicked.

Questions

What is the difference between Text 1 and Text 2?
Which text do you think is more interesting? Why?
What emotions do you feel when you read Text 1?
Do you feel the same emotions when you read Text 2?
How old do you think Sophie is when you read Text 2? Why do you think Sophie's uncle might leave without her? If the photograph could show you more of the scene, what do you think you would see?

Suggested follow up activity:

Write about what might happen next.

Unit 10



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What are the children doing?

What else can you see in the photograph?

What do you think each child is doing? How do you know from the photograph?

Why is the boy at the front on the right doing something different from the others?

What is the little boy next to him doing?

What do you think the children are supposed to be doing?

Do you think there's anyone else in the room with them?

How do you think the boy that's working is feeling?

Suggested follow up activity:

Ask the children to write a sentence or draw a picture of the things they like the most in class.

Year 2 – Reading texts

Text 1

I tried to stop it from happening again. Every Literacy lesson was the same.

Frustration built inside me and I began to feel hot, my face blushing red. I twisted my body as far as I could to hide my work, but I knew Elijah was craning his neck to get a better view.

“Why are you hiding it from me?” he teased.
I didn’t know what to do.

Questions

How many people are there in the story?

Who are they?

What are they doing? How can you tell?

Who is telling this story? How does the person telling the story feel? Why?

What is Elijah trying to do? Why has the author chosen the word ‘teased’ when Elijah speaks?

What do you think Elijah is trying to look at?

If someone was copying or distracting you what would you do?

What would you advise the boy telling this story to do?

Year 2 – Reading texts

Text 2

Elijah always copied his classmate. He did it because he was stuck and found the work difficult. His classmate was cross about it.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Text 1 refers to different body parts. What are they and why has the author done this?

Who is Text 2 mainly about?

Text 2 says that Elijah copied because he was stuck. Do you think that Elijah is naughty or not?

Do you think the boy narrating Text 1 is kind or not?

Suggested follow up activity:

Ask the children to discuss why you should never copy someone else's work.

Unit 11



Year 1 – Using the photograph

Questions

What can you see in the photograph?

Where is the tent?

What time of day is it? How do you know?

Do you think that there's anybody in the tent? What makes you think that?

Where are the lights coming from?

Do you think this is a campsite? How do you know?

Why might someone have put their tent up here?

What do you think might be happening inside the tent?

How many people do you think might be camping?

Would you like to camp there?

Suggested follow up activity:

Ask the children to draw a picture or write a sentence about a holiday.

Year 2 – Reading texts

Text 1

Despite the warm night air, Mum shivered and pulled her sleeping bag around her. The silence was deafening. She had tried to switch off the lamp twice already, but something was stopping her. Each time she reached out her hand she paused, breathing more quickly.

Winston peeped through half-shut eyes at what Mum was doing. It seemed as though she didn't want to turn out the light. Listening to a distant howl he felt his skin turn ice-cold as he realised that his mum was feeling the same way he was.

Questions

Who are the people in the text? How do you know?

What are they doing? How can you tell from the text?

How are Mum and Winston feeling? How has the author shown this in the text? *(Example answers: Mum shivered; the silence was deafening; something was stopping her; breathing more quickly; Winston peeped; he felt his skin turn ice cold.)*

Does the author tell you why they are feeling this way?

It says 'something was stopping her'. Do we know what this might be?

Where do you think Mum and Winston might be?

Why might they be scared?

Do you think that there is anyone else with them? Who might this be?

What do you think they should do next?

Year 2 – Reading texts

Text 2

Winston and his Mum were on holiday in Australia. They had decided to have a real adventure and camp in the outback where there weren't many people around. When night came it was much scarier than they thought it would be.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Which one is scarier? Why?

The author explains in Text 1 that the weather is warm but describes the characters as feeling cold. Why do you think the author has written this?

How does Text 2 make you feel? Why?

What else would you like to know about in Text 2?

Why do you think that Winston is so frightened when he realises his mum is so scared?

How would you feel?

What would you do?

Suggested follow up activity:

Ask the children to suggest ways they could help the people in the story to feel better about their holiday.

Unit 12



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

How do you know it's a woman?

Where is she? How can you tell?

What do you think the woman is doing? How can you tell?

What is she looking at?

Where do you think the woman might be going?

How do you think she might be feeling?

What do you think she has in her suitcase? Why might she have these things?

Suggested follow up activity:

Ask the children to draw a picture of what will happen next in the story.

Year 2 – Reading texts

Text 1

Eliza struggled with her luggage as she got off the train. She got to a nearby bench and checked she had all her belongings with her.

With a sigh she looked up and down the platform nervously, searching for her sister. She was nowhere to be seen. This was not like her sister. She was always so reliable, always early for appointments and always kept her word.

She reached for her phone then remembered the battery had died a few hours back.

Suddenly Eliza caught sight of something that made her stomach turn and panic rise in her chest. The sign on the other platform! What on earth was she going to do now?

Questions

Who is the person in the text?

Where is she? How do you know?

Is she with anyone? How do you know? How is Eliza feeling? Which words does the author use to show this in the text? ? *(Example answers: with a sigh; something... made her stomach turn and panic rise in her chest.)*

Does the author show you why the girl is feeling this way?

Can you identify the point at which her feelings change?

(Last paragraph, beginning 'Suddenly'.)

What do you know about Eliza's sister?

What do you think she sees that makes her panic?

What do you think she will do next?

What would you do if you were her?

Year 2 – Reading texts

Text 2

Eliza was going to visit her family in Devon. She got off the train but couldn't see her sister who was supposed to pick her up.

She sat on a bench to wait but realised she had got off at the wrong station. Her sister was supposed to be meeting her at the *next* stop. What was she going to do now?

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

What do you do as a reader when you don't have all the information in the text?

Are you more or less worried about Eliza after reading Text 2? Why? Which words tell you about her emotions?

The author gives you some information about Eliza's sister. How is this useful in setting the scene?

Suggested follow up activity:

Show children the photograph for this unit. What other story might there be about the photograph?

Unit 13



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What is she doing? How do you know?

What does she have in her hand and what is she doing with it?

How do you think the woman is feeling? What makes you think that?

Who could be standing next to her? Why do you think that?

Are there any other reasons why she might be dressed this way?

What would you say to her if you were there?

What do you think will happen next?

Are people always sad when they cry?

Suggested follow up activity:

Ask children to draw and write a caption for a picture about something that has made them cry.

Year 2 – Reading texts

Text 1

She dabbed her eyes carefully so that she didn't smudge her make-up. Everyone fussed around her. They'd been making a fuss all day, first about the dress, now this.

"I'm OK, honestly," she protested as people smiled at her sympathetically. She tried to smile back but found tears welled up again.

"I'm OK," she repeated but her mum knew better. *She* stood fuming, shaking her head and pacing up and down the hotel steps while she looked up the road for the car.

Questions

How many people are there in the story?

Who are they?

What are they doing? How can you tell?

What else do you know from reading the text?

Do you think the person in the story is 'OK'? How can you tell?

How is Mum feeling? How do you know?

Why is '*She*' in the last paragraph written in italics?

(The italics are to emphasize the difference between the mum's reaction and her daughter's.)

What do you think has happened to make the people in the story upset or angry?

Now show the photograph.

Does the photograph change what you think is happening in the text? How?

How do you think the woman in the photograph is feeling?

What do you think will happen next?

Year 2 – Reading texts

Text 2

The bride was upset because the groom was late for the wedding. People were looking around and waiting for him to arrive. They felt angry that he'd made them all wait and nervous that he wasn't going to turn up.

Questions

Which text is more interesting to read and why?

Find all the words from the two texts which show us the characters are feeling angry or upset.

Which of these words describe how you think the bride is feeling? Upset; worried; happy; sad; embarrassed; excited?

How does Text 1 make you feel? Does Text 2 make you feel the same or different? Why?

Do you think the groom will ever turn up?

Suggested follow up activity:

Ask the children to list as many words as they can to show someone is feeling angry or upset.

(If they get stuck prompt them to think about their body language or facial expressions when they are upset or angry.

Can they describe those?)

Unit 14



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

Is it a boy or girl? How do you know?

What is he/she doing?

How do you think the child is feeling? How do you know?

Where do you think he/she might be? How can you tell?

Why do you think the child is upset/in a bad mood?

What do you think happened before this photograph was taken?

What would you do if you saw someone like this in the playground?

Suggested follow up activity:

Ask the children to talk about a time when someone they know was sulking. What happened in the end?

Year 2 – Reading texts

Text 1

The sun beat down making him feel even more hot and bothered. His bottom lip wobbled as he realised what a silly situation he'd got himself into.

The others had given up saying sorry and he knew that they weren't going to ask him to join in again.

They ran off, bouncing the ball and yelling directions to one another. Now he was stuck, staring at the sky with his chin glued to his fist, listening to the others laughing and joking.

Questions

How many people are there in the text? Who are they?

What is the boy in the story doing?

What are the others doing?

How is the boy feeling? How has the author shown this by describing his body language?

Why is he feeling like this?

What have the others done?

Why do you think the others have apologised? What might have happened?

What do you think the boy should do now?

What would you say to him if he were one of your friends?

Year 2 – Reading texts

Text 2

The boy was sulking because he had been pushed over during a game.

The others had apologised but he carried on sulking anyway.

Now he wished that he'd just got on with the game. He was bored, but too proud to admit it.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

In Text 1 the author describes the boy as being 'stuck, staring at the sky with his chin glued to his fist.' What do you think this means?

What game do you think they might have been playing?

Do you feel differently about the boy when you read Texts 1 and 2? Why?

What alternative story might there be to explain what is happening in the photograph?

Suggested follow up activity:

Ask the children to write a different story for what is happening in the photograph.

Unit 15



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What is he doing? How do you know?

What else can you see in the photograph?

How do you think the boy is feeling? How can you tell?

What do you think happened just before this photograph was taken? What makes you think this?

What do you think will happen next?

What would you do if you saw a classmate in school doing this?

Suggested follow up activity:

Ask the children to describe a time when they hurt themselves.

Year 2 – Reading texts

Text 1

Clutching desperately at his shin, the boy screwed up his face and opened his mouth in a silent scream. No sound came. He could just make out the sound of heavy footsteps and concerned questions, but he couldn't hear what they were saying. All he knew was a thunderous rush of blood to his head and a sharp pain in his leg.

Before he knew it he was gently rolled on to a stretcher and something cold was making his leg feel a tiny bit better. He knew, however, this was going to be the last game for a while.

Questions

Who is the boy in the text?

What is he doing?

How is the boy feeling? How do you know?

How has the author shown us that the boy is in pain?

What are the other people doing? What makes you think this?

Why can't he hear the other people?

How do you think the boy was hurt?

It says it was 'going to be the last game for a while'. What game do you think he means?

Now show the photograph.

How does the photograph change the story for you?

Year 2 – Reading texts

Text 2

The boy was playing football when he fell over and hurt his leg badly. The people watching the game had to put the boy on a stretcher to carry him off the pitch.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

How much information do you get in Text 2 about the boy's injury?

What important fact do you find out at the start of Text 2 that isn't included in Text 1? (*He is playing football.*)

Does it need to be mentioned for you to understand what is happening?

What does the author mean by 'a silent scream' and 'a thunderous rush of blood to his head'?

What other words does the author of Text 1 use to show you that the boy is in pain? (*Example answers: Clutching desperately at his shin; a sharp pain in his leg.*)

Are there any other explanations for the photograph? Think about games of football you may have seen on TV.

Suggested follow up activity:

Make up a role play where one person is the boy and one person is the referee. What decisions does the referee have to make?

Unit 16



Year 1 – Using the photograph

Questions

Who or what can you see in the photograph?

What are they doing?

Can you tell why they are doing this? Why not?

Zoom in on one of the facial expressions in the photograph.

How do you think this person is feeling? How can you tell?

When do you think this photograph was taken? How do you know?

Why do you think all the people have candles?

When might you light candles?

Suggested follow up activity:

Draw a picture of a time when you've had candles.

Year 2 – Reading texts

Text 1

The man from the electricity company waited for everyone to be quiet before he spoke. “We’re sorry, but it’s taking longer than we expected,” he explained. “We’ll have everything sorted before you know it.”

The people around him didn’t look convinced and grumbled to one another. From the crowd someone shouted, “It’s not good enough!”

He looked over to where the voice had come from and saw an angry face which looked quite sinister by the flickering light of the candles.

There was silence for a second then everyone joined in the shouting.

Questions

How many people are there in the story?

How are the people feeling? How can you tell?

What else do you know from reading the text?

Why do you think the man from the electricity company apologises?

Why do you think the other man is shouting?

Why does the author use the words ‘explained’ and ‘shouted’ instead of using ‘said’?

What do you think might have happened?

Why might the people be so angry?

How can the man from the electricity company make things better?

Year 2 – Reading texts

Text 2

The people all lit candles because there was a power cut in their street so they didn't have any lights. They had been waiting a long time for the electricity to come back on and were feeling cross. They crowded round the man from the electricity company for some answers.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

In Text 1, whose point of view is being described, the electricity man or the crowd? (*From the electricity man's point of view.*)

Is Text 2 written from anyone's point of view? Why do you think that? (*It is not from anyone's point of view.*)

Have you ever experienced a power cut? What happened?

Suggested follow up activity:

Ask the children to draw a picture or write a list of things that wouldn't work in their house if there was a power cut.

Unit 17



Year 1 – Using the photograph

Questions

What can you see in the photograph?

What time of year was this photograph taken? How do you know?

What time of day does it show?

Where is the light coming from?

Where do you think this photograph was taken?

If you went closer to the light, what do you think you would see?

Why do you think there is a light in the middle of a forest in winter?

Suggested follow up activity:

Ask the children to draw a picture or write a sentence to explain where the light is coming from.

Year 2 – Reading texts

Text 1

“There’s no such thing as UFOs,” laughed Tobias, as they made patterns in the snow.

As he looked up, he saw that his friend hadn’t been lying about the strange glow. He stared, transfixed by the slow pulse and the beautiful blue shimmer on the snow.

“Stop staring!” his friend whispered urgently. But Tobias wasn’t listening. He was heading straight for the light.

Questions

Who is in the story?

What are they doing?

What else do you know from reading the text?

What can Tobias see?

Why do you think Tobias thinks his friend is lying?

Why does he change his mind?

Why do you think Tobias stops listening?

How does this story make you feel?

Do you think it really is a UFO?

What else could make the light that you can see in the photograph?

What do you think will happen next?

Year 2 – Reading texts

Text 2

Tobias' friend thought he saw a UFO. He showed Tobias where it was. Tobias didn't believe him, but when they got there he was puzzled by the light and set off to have a better look.

Questions

Think about Texts 1 and 2.

Which text do you think is more interesting? Why?

What does the author mean by 'whispered urgently'?

How does the author of Text 1 tell you that there is a light?

Which text makes it seem more likely that the boys have seen a UFO?

What would you do if you saw a UFO?

Suggested follow up activity:

Ask the children to draw a picture of a UFO or alien and label it.

Unit 18



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

Is it definitely a woman? How can you tell?

What is she doing?

How is the woman feeling? How do you know?

What are the other people doing?

What do you think will happen next?

What would you say to this woman if you were in the crowd watching her?

Suggested follow up activity:

Ask the children to talk about a time when they found something hard but knew they had to carry on.

Year 2 – Reading texts

Text 1

“I can’t stop now,” she thought to herself.
Every muscle in her body seemed to tell her just that,
but she was determined to prove she could do it.

Sweat poured down her face and her muscles
screamed in pain but she knew she couldn’t give up,
not after all the effort she’d put into training.

With one last effort, she put her chin down on her
chest, gritted her teeth and pushed with all the energy
she had left.

Questions

Who is the person in the text?
Do you know what she’s doing?
What else do you know from reading the text?
How is the woman feeling? How has the writer shown this
in the text?
Why does she say, “I can’t stop now”?
What do you think the person in the story is doing?

Now look at the photograph.

Does seeing the photograph change the story for you?
What other information do you think the author could have
included in the text?

Year 2 – Reading texts

Text 2

The woman is in a wheelchair race. She's trying to get to the finish line as fast as she can. She is very tired.

Questions

What is the difference between Text 1 and Text 2?
Which text do you think is more interesting? Why?
Which text do you think gives you more information?
(Example answers: Sweat poured down her face; her muscles screamed in pain.) How does the author tell us in Text 2?
(She is very tired.)
What would you say to the woman in the photograph if you were there?
How would you report this if you were reading the news?

Suggested follow up activity:

Ask the children to think about a sporting moment they have seen or taken part in and tell the person next to them about it.

Unit 19



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What are they doing?

How are the people feeling? How do you know?

Do you think they know each other? Why do you think this?

Where are they? What makes you think this?

What do you think happened before this photograph was taken?

What do you think will happen next?

Suggested follow up activity:

Ask the children to write a sentence about a time when they fell out with a friend. What did they do to make friends again?

Year 2 – Reading texts

Text 1

From behind the door I spied on Mum and Dad. They were sitting in the same position they'd been in the last time I looked.

I tiptoed back up the hall so they didn't know I'd been listening, then came down again noisily.

They both sat up quickly as I walked in the room and smiles appeared on their faces.

"Is everything all right?" I asked.

They both nodded but the smiles had faded already.

Questions

Who are the people in the text?

What are they doing?

Where are they? How do you know?

What else do you know from reading the text?

How are Mum and Dad feeling?

What happened when the person telling the story went into the room?

Why do you think Mum and Dad are behaving like this?

What do you think might happen next?

Year 2 – Reading texts

Text 2

Mum and Dad weren't talking. They had had an argument. Even when I walked into the room they only smiled at me for a moment and then went back to sulking.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Which text do you think tells you more about Mum and Dad?

Which text tells you more about the child in the story?

How old do you think the child is? How do you think the child feels about the argument?

Suggested follow up activity:

Ask the children what they would say to the people in the photograph?

Unit 20



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What else can you see in the photograph?

What are the children in the photograph doing? How do you know?

Where do you think the photograph was taken?

What time of year do you think it was when the photograph was taken? How do you know?

Why do you think the children are painting this wall?

What do you think they will do next?

Suggested follow up activity:

Ask the children to draw a picture or write a sentence about something they help with at home.

Year 2 – Reading texts

Text 1

Bobby's arms ached and his neck felt scratchy from too much sun. Sweat rolled down his face and he stopped to wipe his brow. He sighed but he felt good inside. He looked around at the others. They were all working hard.

He turned to his sister and said, "Come on let's get this finished, we don't have much time."

She nodded and smiled. It was hard work but it felt good.

Questions

Who is in the story?

How are they feeling? How can we tell from the text?

Why does Bobby sigh?

What do you think they are doing?

Who are 'the others' that Bobby looks at?

Why do you think that working hard might feel good?

Year 2 – Reading texts

Text 2

Bobby lived with his family in Spain. Their house was damaged in a storm and Mum and Dad had worked hard to mend the damage. Last weekend, Bobby suggested to his four brothers and sisters that they should do some painting to help their Mum and Dad as a surprise. When Mum and Dad went out to shop, Bobby and his brothers and sisters set to work.

Questions

What's the difference between Text 1 and 2?
Which one gives you more information?
Which one tells you about how Bobby is feeling? Can you find specific words or phrases to show you this?
Have you ever done something nice as a surprise for someone else?
Which text tells you more about Bobby's family?
What do you think will happen next?

Suggested follow up activity:

Ask the children to draw and label an area of their school they would like to improve.

Unit 21



Year 1 – Using the photograph

Questions

What can you see in the photograph?

What are the children doing?

What is inside the box? Can you tell? Why not?

How do you think the girl is feeling? How can you tell?

How is the boy feeling? How do you know?

What do you think is in the box?

Why do you think she has opened the box?

What do you think will happen next?

If you were to open a box what would be inside it to make you pull that face?

Suggested follow up activity:

Ask the children to draw a picture of what they think is inside the box.

Year 2 – Reading texts

Text 1

Excitedly, she tore off the paper.
Inside was a pink box. She smiled at her brother,
touched by this gesture.

Carefully, so she could enjoy the surprise, she lifted the
lid. She froze, her body rigid, then, with a yelp, she
dropped the box.

Turning quickly, she was out of the kitchen in seconds.
But as she looked back at his smirk, she stopped and
began to plan her revenge.

Questions

Who is in the story?

What else do you know from reading the text?

Why does the girl drop the box?

How does she feel at the start of the story? How do you
know? *(Example answers: Excitedly; she smiled at her brother.)*

Does this change at the end?

How does the author show you the way the girl feels about
her brother? *(Example answer: First: she smiled at him; then in the
last paragraph: she began to plan her revenge.)*

What do you think has happened?

Why do you think her brother smirked?

What do you think the girl might have planned as revenge?

What would make you run away like that?

Year 2 – Reading texts

Text 2

The girl thought that her brother had bought her a nice present, but inside the box there was a spider.

The girl started to think how she could get her brother back.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

How do you feel about the characters in the text?

How has the author used description of body language to show how the characters are feeling?

What's the difference between a 'yelp' and a 'squeal'?

What's the difference between a 'smirk' and a 'grin'?

Which text do you prefer and why?

Apart from a spider, what else do you think might make the girl react in the same way?

Suggested follow up activity:

In Text 1 it says the girl has started to 'plan her revenge'. Ask the children to write what they think she will do.

Unit 22



Year 1 – Using the photograph

Questions

Who can you see in the photograph? Do you know for sure that they are boys? How?

Can you tell who they are from the photograph? How could you find out?

What else can you see in the photograph?

Can you tell where the children are?

What are they doing? How do you know?

How do you think they are feeling? How can you tell?

Would you like to do this? Why not?

Why do you think they are doing this?

What do you think will happen next?

Suggested follow up activity:

Ask the children to describe a time when they lost something.

Year 2 – Reading texts

Text 1

Frantically the boys pulled open bags. The smell was disgusting but they were too worried to notice it.

“Don’t just sit here,” shouted Matt. “Mum’ll be home in less than an hour and we have to find it.”

But Simon wasn’t listening. He was looking at a small shiny object on the edge of the grass.

“Please let that be it,” he prayed.

Questions

Who are the people in the story? How do you know?

What are they doing? How can you tell from the text?

What else do you know from reading the text?

How is Matt feeling? How does the writer show this in the text? *(Example answer: He is anxious: He says: ‘Don’t just sit there’; ‘we have to find it’.)*

What are the boys trying to do?

What do you think they are looking for? Where are the clues in the story to tell you what it might be?

How do you think they lost it?

What do you think will happen if Mum comes back and they haven’t found it?

Year 2 – Reading texts

Text 2

The boys had to find Mum's ring before she got home, otherwise they'd be in big trouble.

They were searching through the bin bags to see if it was there.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Does the way you feel about the boys change when you read Text 2?

Now you know what the boys are looking for does this change your ideas about Text 1? How?

Why do you think the author used the word 'frantically'?

Now show the photograph.

What other explanation might there be to explain what the boys in the photograph might be doing?

Suggested follow up activity:

Ask the children to write a different story for what is happening in the photograph.

Unit 23



Year 1 – Using the photograph

Questions

What can you see in the photograph?

Who can you see?

What are the children doing? How can you tell?

What do you think the girl is doing? Why?

How do you think she is feeling? How can you tell?

Where was the photograph taken?

Who are the other people in the photograph?

What do you think will happen next?

Would you like to do this? Why/Why not?

Suggested follow up activity:

Ask the children to act out the kinds of noises they would hear if they were there?

Year 2 – Reading texts

Text 1

Vanessa's hands burned and her legs ached, but she wasn't going to let go.

She looked at the sneering face on the other end of the rope and felt more determined than ever.

No way. She wasn't going to let her win, not after the way she'd treated her at school this year. So much for being a friend!

Questions

Who are the people in the text?

How is Vanessa feeling? How do you know?

What is making her hands burn?

Who is Vanessa looking at? How can you tell?

Why is the person at the other end sneering?

How is Vanessa feeling? What has made her feel this way?

What advice would you give Vanessa?

How do you feel about Vanessa when you read this story?

Year 2 – Reading texts

Text 2

A girl called Vanessa was playing tug of war against some other children. One of the girls on the other team had been mean to Vanessa.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think was more interesting? Why?

Which text gives you more information?

How does the author show us that Vanessa doesn't like the person opposite her?

Why is it important as a reader to know how characters are feeling?

Suggested follow up activity:

Ask the children to discuss what they *wouldn't* have known if they had only seen the photograph or read Text 1.

Unit 24



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What else can you see in the photograph?

What is happening?

How do you think the boy is feeling? How can you tell?

What is making him feel this way?

Do you think that the boy is by himself? What clues are there to support your idea?

What do you think his mum or dad might say to him?

What do you think will happen next?

What would you do if you were the boy?

Suggested follow up activity:

Ask the children to draw and label their least favourite food. What words can they think of to describe it?

Year 2 – Reading texts

Text 1

Jake slumped on the table with a huff and a frown. His knife clattered to the floor making Mum put her own cutlery down and turn his way.

When his mum spoke to him he refused to look up. He knew what she was going to say and it didn't make any difference to the taste of the green mush on his plate.

Questions

What do you know for a fact by reading this text?

Who is in the story?

What else do you know from reading the text?

How is Jake feeling? How does the author show this in the text? *(Example answers: He is fed up/stubborn. The text says: Jake slumped on the table with a huff and a frown.)*

Does the author show us why the boy is feeling this way?

What do you think the 'green mush' might refer to?

What do you think Mum is saying?

What advice would you give Jake?

Year 2 – Reading texts

Text 2

Jake was sulking because he didn't want to eat his cabbage.

Questions

What is the difference between Text 1 and Text 2?
Which text do you think is more interesting? Why?
How does the author show us the way the boy is feeling without using dialogue? How does this help the reader?
What do you think Jake might say to his mum?
What do you think might happen next?
What would make you pull that face at the dinner table?
Do you think that Jake is right not to eat his dinner if he doesn't like it?

Suggested follow up activity:

Put the children in pairs and ask them to act out the conversation between Jake and his Mum.

Unit 25



Year 1 – Using the photograph

Questions

What can you see in the photograph?

What is the person doing?

What time of day was the photograph taken?

Where do you think the photograph was taken?

Where do you think the person in the small boat is going? What makes you think this?

What else can you tell about the person or the ship from looking at the photograph?

Where might the ship have come from? Why do you think this?

What do you think you might find on the ship?

What would you do if you were the man in the photograph?

Suggested follow up activity:

Ask the children if they know any stories about ships or pirates. Ask them to tell any stories that they remember.

Year 2 – Reading texts

Text 1

Standing as still as a statue, he rubbed his eyes and looked again.

He could just make something out through the bright morning sun, but he was sure he was mistaken.

He squinted into the light and, sure enough, it was still there.

He looked back to the shore but there was no one else in sight. Surely this couldn't be real?

Questions

What do you know to be fact from the text?

How many people are in the story?

Do you know where the story takes place? How do you know?

When does the story take place? How has the author told you this?

How does the man feel?

What do you think the man has seen?

Now show the photograph.

How does the photograph change your ideas about the story?

This part of the story ends with a question. Why do you think the author has done this? (*Create suspense / draw attention to the strangeness of what is happening.*)

Year 2 – Reading texts

Text 2

A man in a rowing boat couldn't believe his eyes when he saw a huge sailing ship.

Questions

What is the difference between Text 1 and Text 2?
Which text do you think is more interesting? Why?
How did the author use description of body language to give you information?
In Text 1 how does the author show us that the man is surprised? (*Standing as still as a statue, he rubbed his eyes and looked again.*)
Which of these words describe how the man feels in Text 1? Puzzled; happy; sad; worried; surprised. What about Text 2? Would you choose the same words?
Would you like to get on the ship?

Suggested follow up activity:

Ask children to write a story about what happens next.

Unit 26



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

How do you know it's a man?

What is he doing?

How does the man feel? How can you tell?

What is he looking at?

Can you tell who he is talking to? Why not?

Who do you think the man is speaking to on the phone?

What do you think he and the other person are saying?

Suggested follow up activity:

Put children in pairs and ask them to act out a conversation on the phone that they think might be happening in the photograph.

Year 2 – Reading texts

Text 1

“Two, nil?” he exclaimed suddenly, banging his fist on the desk and knocking over his coffee cup. His colleagues turned and looked over with curious stares and watched as he angrily mopped up the spillage with a hankie.

When he saw their glances, he cupped his hand round the receiver and whispered to his friend, “I can’t talk now, I’m at work. I’ll phone you for all the details when I’ve finished.”

Questions

Who is the man in the text?

Who are the other people?

What is he doing?

Who is he talking to?

Is the person on the phone a child or an adult? How can you tell from the text?

How is he feeling? What words has the author used to show this in the text? *(Example answers: exclaimed suddenly; banging his fist; angrily.)*

Does the author show us why the man is feeling this way?

Why does the man begin by speaking in a loud voice, but then changes to a quiet voice?

Why does he say he can’t talk?

What do you think has happened?

Year 2 – Reading texts

Text 2

Andy's friend phoned to say his favourite football team had just lost. Andy was angry, but he was at work so he couldn't really stop and talk about it.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

List the facts that you know from Text 2, for example, *the man is a football fan*.

What facts do you know from Text 1?

How does the author show you the way the man feels in Text 1 and in Text 2?

Why do people get cross when their teams lose?

Suggested follow up activity:

Ask the children to write about five things that make them angry.

Unit 27



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What are they doing?

What is at the front of the photograph?

Where was this photograph taken? What clues are there?

Are there any hints to show you who the people are?

What do you think the empty wheelchair could be showing us?

What do you think happened before this photograph was taken?

What do you think will happen next?

Suggested follow up activity:

Ask the children to describe a time when they have helped someone.

Year 2 – Reading texts

Text 1

“See?” Jessica cried triumphantly. “I told you I could do it.”

The nurse looked at her with a smile and squeezed her arm in encouragement.

“Just a bit further,” said the doctor. “You’re doing really well.”

She wobbled again and clutched the nurse’s arm but smiled as she managed another step.

Questions

How many people are in the story?

What clues are there to show what might be happening?

(Example answers: Doctor; nurse.)

How is Jessica feeling? How do you know?

Jessica says, “I told you I’d do it”. What do you think she’s talking about.

How is the nurse feeling? How do you know?

Year 2 – Reading texts

Text 2

A lady is learning to walk again after an operation. She has managed to get out of her wheelchair and is being helped by the doctor and nurse.

Questions

What is the difference between Texts 1 and 2?

Which one makes you feel more interested in the lady in the story? Why does it make you feel that way? (*Example answers: Text 1 uses- the lady's name, direct speech; tells you more about how people interact.*)

Which text tells you why Jessica is in a wheelchair?

Can you find words in either text to tell you how the doctor and nurse are feeling? Which text tells you more?

What other explanation might there be to explain what is happening in the photograph?

Suggested follow up activity:

Ask children to describe how they felt when they managed to do something for the first time, for example, ride a bike.

Unit 28



Year 1 – Using the photograph

Questions

Who can you see in the photograph? Do you know for certain that they are children? How?

What are they doing?

What else can you see in the photograph?

Look at the things the children are wearing. What does this tell us about what they are doing?

How many girls are in the photograph?

Where do you think this photograph was taken? How can you tell?

How do you think the two people at the front are feeling?

What do you think might happen next?

Suggested follow up activity:

Ask the children to talk to a partner about a sport they enjoy taking part in or watching.

Year 2 – Reading texts

Text 1

They weren't very friendly at first. I don't think they wanted a girl in their club. But the day this photo was taken was very special to me.

All of them shook my hand, or nodded as I took my place, and they stayed to watch until the end. They really made me feel part of the team. I returned home feeling ten feet tall anyway.

Questions

Who are the people in the story?

Who is narrating this story? How does this change the way you read the story?

What does it mean by 'they weren't very friendly at first'?

Did this change? Which sentence makes you start to think that things got better? (*But the days this photo was taken was very special to me.*)

What do you think the girl is doing?

Now show the photograph.

Does the photograph change your idea about what is happening in the story? Why/Why not?

Year 2 – Reading texts

Text 2

Suzi was taking her first test in karate. The boys hadn't been very friendly at first but now they were all good friends with Suzi.

Questions

What information do we know from Text 2 that we didn't know from Text 1?

Which words in Texts 1 and 2 show us how the boys were behaving towards the girl?

What does it mean when she says she felt 'ten feet tall'?

Suzi is narrating Text 1 herself. Does Text 2 have a narrator? Do you prefer to hear the story told by the main character? What are the advantages/disadvantages? (*The narrator can be biased/have a narrow point of view.*)

The author has given us lots of information without any dialogue. What kinds of things do you think were said before she started her test?

Suggested follow up activity:

Ask children to write or act out a conversation between the girl and one of the boys at the club.

Unit 29



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What are they doing? How can you tell?

What else can you see?

Where are the people in the photograph? What clues are there to show this?

Where are they going?

Can we tell why they are running? What do you think the reason might be?

Where do you think they are going?

What do you think will happen next?

Suggested follow up activity:

Ask children to draw a photograph of what the people in the story might be running away from.

Year 2 – Reading texts

Text 1

The noise echoed through the corridor making them pick up pace. With each new sound the children screamed.

Behind them doors were shoved open, furniture was knocked over and there was the sound of smashed glass being crunched underfoot.

“Walk sensibly,” the teacher shouted when she saw the children charging like a herd of gazelles. When she saw what was heading down the hall though, even she broke into a run!

Questions

Who is the story about?

What is happening in the story?

What else do you know from reading the story?

Where do you think this story takes place? How do you know?

What do you think is happening?

How are the people in the story feeling? How do you know?

What made the teacher break into a run?

What do you think they are running away from? Would the story be more scary if you knew?

Year 2 – Reading texts

Text 2

The children were running away from a panther that had escaped from the zoo.

When the teacher saw it she ran away too.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Which text is more scary? Why?

What do you know from Text 2 that you wouldn't have known from Text 1? (*They are running from a panther.*)

What do you think might happen next?

From reading Text 1 only, what would you think was chasing the children?

Why do you think the author of Text 1 has compared the children to a herd of gazelles?

Suggested follow up activity:

Ask the children to write the story from the point of view of one of the children running away.

Unit 30



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

What makes you think that they know one another?

Can you tell where they are from the photograph?

What are they doing?

Can you tell how the man and boy are feeling from the photograph?

What else would you need to see or hear to know how they are really feeling?

Who do you think they are? How can you tell?

Are there any clues to show us why the man is hugging the boy?

What do you think happened before this photograph was taken?

What do you think will happen next?

Why do you think the man is hugging the boy?

Suggested follow up activity:

Ask children to draw a picture of or write about someone that is special to them.

Year 2 – Reading texts

Text 1

You made me so proud that day. I knew how hard it was for you but when I collected you and gave you that big hug I could feel the relief in you and I knew you were going to be okay.

As we walked home you told me all about the other children you'd met. You told me about the fun things you'd done, you even sang me a song you'd learned and you finally agreed you'd go back the following day. It was a huge relief to me because I worried about you all day that day.

Questions

Who are the people in the story?

What else do you know from reading the story?

Who is telling the story? Do you think they are talking about something that has just happened, or that happened a long time ago?

How is the storyteller feeling? How has the author shown this in the text?

Can we tell who the person referred to as 'you' is?

Where do you think the person is going back to the following day?

What do you think has made the narrator so proud?

Year 2 – Reading texts

Text 2

The man gave his son a hug after collecting him from his first day at school. As they walked home they talked about how it went.

Questions

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

Which text tells us more information about the boy?

What words help us to understand how the father feels about his son in Text 1? What about Text 2?

Text 1 is being told by the father to the son. How do you think the boy would describe his own day?

Suggested follow up activity:

Ask children to write about their first day at school / in your class. How did they feel?

Unit 31



Year 1 – Using the photograph

Questions

What can you see in the photograph?

What are the people doing?

What else can you tell from the photograph?

Are there any clues to show where the photograph was taken?

How are the people in the photograph feeling? How do you know?

Do you think they are friends? How can you tell?

What do you think the girls in the photograph are doing?

What do you think they are going to do with all the things on the floor?

Why are some of the things blue and others pink? What might that tell us?

Suggested follow up activity:

Ask the children to draw a picture of a present they've received that was special to them.

Year 2 – Reading texts

Text 1

Keandra and Crystyna looked around at the sea of presents. Smiling proudly they shook their heads at one another, taking in the scale of the job they'd just completed.

They packed away the scissors and sticky tape, cleared up the scraps of paper on the floor and collected their things together.

Now for the fun part!

They went off to collect their red outfits and false beards.

Questions

What do you know to be fact from the story?

How many people are in the story?

How are they feeling? How do you know?

What do you think the 'job' is that they've just finished?

What do you think the 'fun part' is? What clues are there in the text?

What do you think they are going to do next?

Would you like to help them?

Year 2 – Reading texts

Text 2

Two girls were helping to wrap presents for the Santa's Grotto in the shopping centre in town. Next they were going to dress up as Santa and hand out gifts!

Questions

Did you like Text 1 or Text 2 best? Why?
What would you expect the photograph that went with these texts to look like?
Can you think of five words to describe the girls' characters? Why?
Which of the two texts tells you more about the girls' personalities?

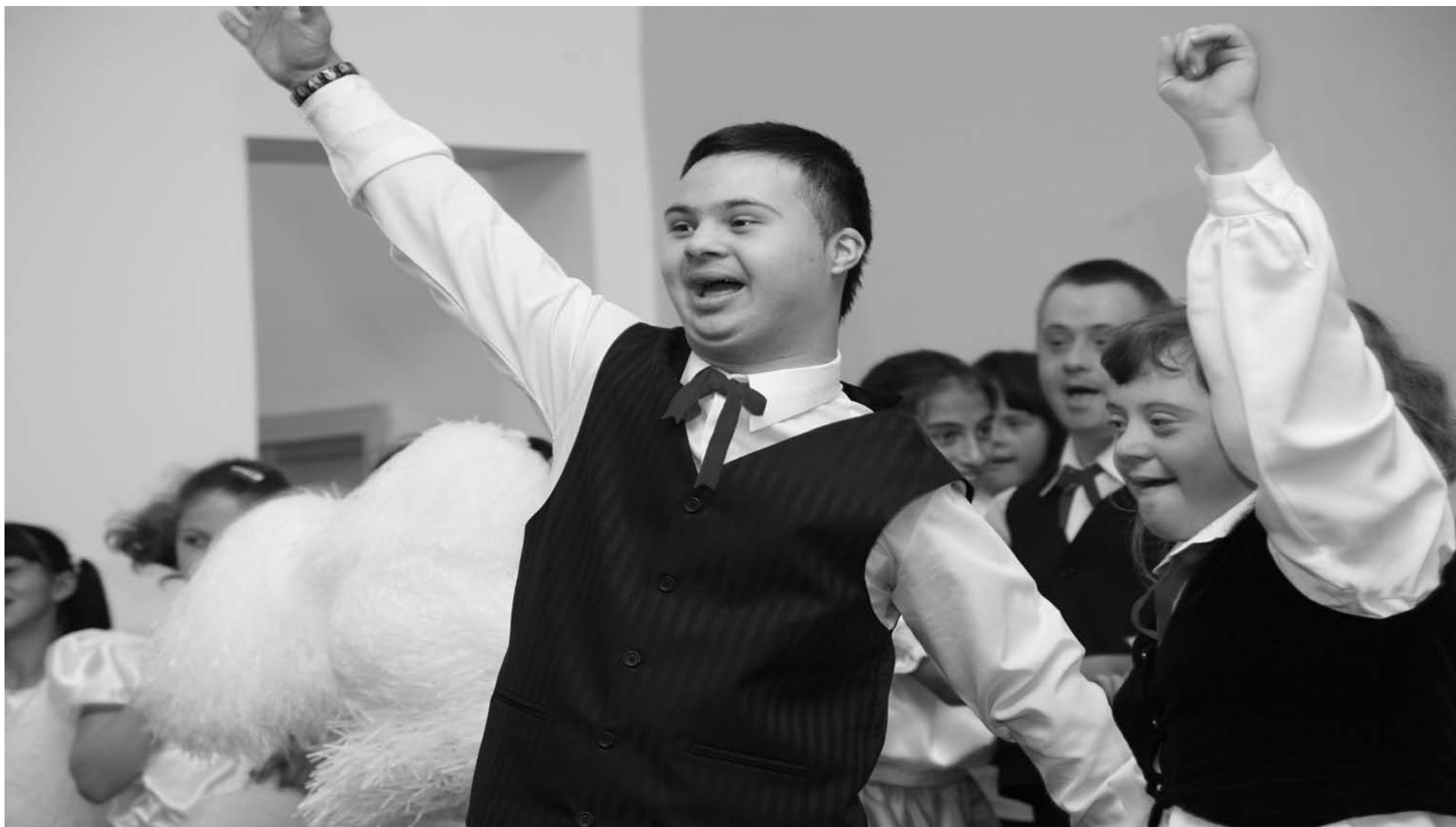
Now look at the photograph.

What else could the girls be doing in the photograph?

Suggested follow up activity:

Ask the children to discuss ideas for what other things could be happening in the photograph.

Unit 32



Year 1 – Using the photograph

Questions

Who can you see in the photograph?

Can you tell who they are from the photograph?

Can you tell where they are from the photograph? Why/Why not?

What are they doing?

How are the people in the photograph feeling? How do you know?

What can you tell from the things they are wearing?

What sounds do you think you'd be able to hear if you were there?

Would you like to join in? Why/Why not?

Suggested follow up activity:

Ask children to write about a time when they were celebrating.

Year 2 – Reading texts

Text 1

Joe punched the air and the cheerleaders screamed excitedly.

They'd done it! And it had all gone perfectly. He looked around at the others and grinned.

After weeks of practice, lots of tears and sore arms and legs they'd finally done it. He could still hear the thunderous applause now.

Questions

Who are the people in Text 1? What have they been doing?

How can you tell from the text?

How does the author show us that something special has happened?

Why do you think they've had sore arms and legs?

What is 'thunderous applause'?

What do you think will happen next?

Year 2 – Reading texts

Text 2

The class had just finished a dance show for their parents. It had been a success and they were all pleased.

Questions

Think about Text 1 and Text 2. Which text do you think is more interesting? Why?

Which text gives you more information? List the facts introduced by each text.

Compare the two phrases: 'Joe punched the air,' and 'they were all pleased'. Which one tells you more about how the people are feeling?

Have you ever performed on stage? How did you feel before? How did you feel when it was all over?

How would the story be different if it hadn't gone well?

What sort of words would you expect to find in Text 1?

Suggested follow up activity:

Ask the children to write about how Joe and his friends were feeling *before* they went on stage.

Appendix 1: Independent work using a photograph

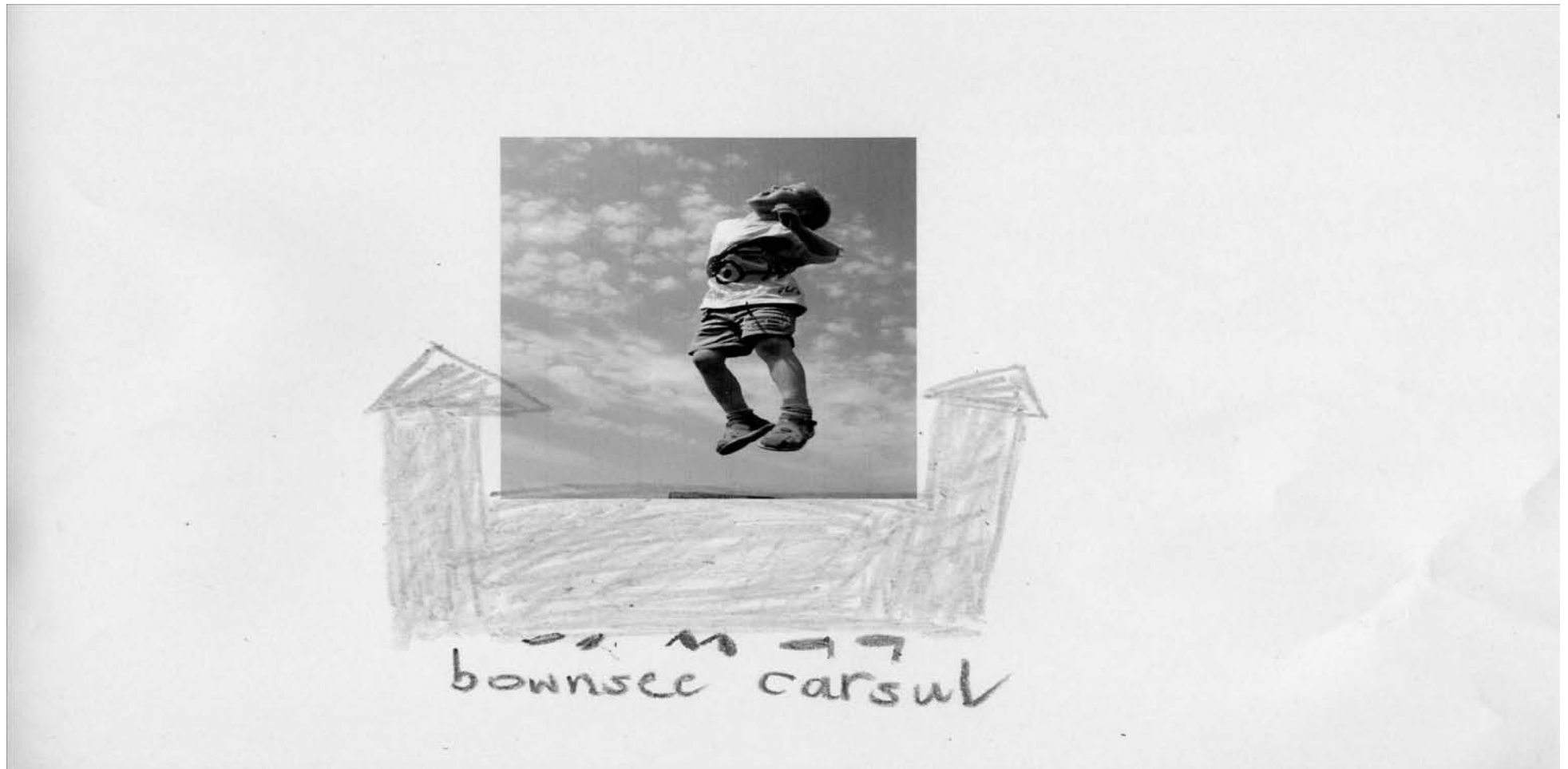
Insert photograph here:	What do you know for a fact by looking at the photograph?
	What do you think is happening using evidence from the photograph?
	What do you think is happening around the photograph? What will happen next? What would you do?

Appendix 2: Independent work using a text

Insert text here:	What do you know for a fact by reading the text?
	What do you think is happening? Please show how you know this from the text for example what words give you this clue?
	What do you think is going on? What will happen next? What would you do?

Appendix 3: Examples of children's work

Below are two examples of the independent work children can do around the photographs. This shows how children can interpret the photograph and explain the story by adding in their own information.





Appendix 4: Using the texts to teach writing

Children need lots of experience of language before they can use it themselves. When we teach children about a certain aspect of grammar or a particular writing style it's useful to have a bank of examples to draw on. This way, children can begin to comment on an author's style and to make links between their reading and writing.

The texts in this resource use a variety of text types, grammatical features and styles that can be shared with the children. By making these ideas and features explicit in children's reading you can help them to start using them by themselves in their own writing.

Below is a list of some specific examples where particular features have been used.

Language/ grammar feature	Where to find examples.	Language/ grammar feature	Where to find examples.
adverbs	Unit 9, Text 1 Unit 15, Text 1 Unit 17, Text 1 Unit 21, T1 (<i>Sentence starting with an adverb</i>) Unit 22, T1 (<i>Sentence starting with an adverb</i>)	exclamation marks	Unit 1, Texts 1 and 2 (<i>emphasis</i>) Unit 4, Text 1 (<i>showing the tone of voice</i>) Unit 23, Text 1 (<i>emphasis</i>)
commas in lists	Unit 29, Text 1 Unit 31, Text 1	italics	Unit 13, Text 1
commas for phrases	Unit 2, Text 1 Unit 4, Text 1 Unit 14, Text 1 Unit 21, Text 1	personal pronouns	Unit 2, Text 1 (<i>written in the third person</i>), Unit 10, Text 1 (<i>written in the first person</i>), Unit 28, Text 1 (<i>written in the first person</i>), Unit 30 Text 1 (<i>written in the first person</i>)

connectives	Unit 3, Text 1 (<i>but</i>) Unit 19, Texts 1 and 3 (<i>but</i>) Unit 27, Text 1 (<i>and, but</i>) Unit 30, Text 1 (<i>and, but, because</i>)	questions and question marks	Unit 12, Text 1 (<i>rhetorical question</i>) Unit 25, Text 1 (<i>rhetorical question</i>) Unit 26, Text 1
description	Unit 1, Text 1 (<i>describing body language to infer someone's feelings</i>) Unit 9, Text 1 (<i>describing body language to infer someone's feelings</i>)	sentence openers showing time	Unit 4, Text 1 Unit 15, Text 1 Unit 32, Text 1
dialogue and speech marks	Dialogue is used throughout the units. Below are some examples: Unit 3, Text 1 (<i>for thoughts</i>) Unit 6, Text 1 Unit 7, Text 1 (<i>shows dialogue that is split</i>)	verbs	Unit 8, Text 1 (<i>alternative for 'said'</i>) Unit 9, Text 1 (<i>starting a sentence with a verb</i>) Unit 13, Text 1 (<i>alternatives for 'said'</i>) Unit 25, Text 1 (<i>starting a sentence with a verb</i>)

Appendix 5: Guided reading record sheet

Date:	Group/names:
Unit/text number:	Assessment focus: AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text; AF3 – deduce, infer or interpret information, events or ideas from texts; AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level; AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader.
Name:	Evidence:
Next steps:	