

## Guided Reading Plan

<b>Group:</b>	<b>Teacher:</b>	<b>Date:</b>
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<b>Text:</b>	<b>Flash the Dog Dives In! SESSION 1</b>	<b>2014 Curriculum</b>	<b>Year 3</b>
<b>Pages:</b>	<b>Chapters 1 - 4</b>	Suggested Year Group:	
<b>Publisher/ISBN:</b>	<b>Pearson Bug Club</b>	<b>(Pre 2014 curriculum)</b>	<b>Low 3</b>
<b>Author of book:</b>	<b>Jim Eldridge</b>	Session aimed at children who are working at:	

Assessment Focus READING	Curriculum 2014 links READING	Questions	Notes from Guided Reading Session						
AF4	Identify how language, structure, and presentation contribute to meaning.	Look at the front and back covers, asking children to explain how the author and illustrator have made it look appealing to children. Turn to the inside front cover and read the information about the illustrator to the children. Discuss (briefly) the work of an illustrator and this importance of the pictures in making books exciting for children.							
AF3	Draw inferences from actions, and justify inferences with evidence.	Read chapter 1 to the children, modelling good expressive reading. Discuss what has happened and why it has happened (children may have read other books in the series or should be able to infer the action from the words). Do any of the children have a dog? Would they take it to watch a play? Why/why not?							
AF3	Predict what might happen from details stated and implied	Ask children to predict what might happen in the rest of the story, based on the events so far, the title and the blurb. Ask them to write a short paragraph explaining their prediction so they can refer to it in the next session.							
AF1	Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Read chapter 2 with individual children reading sections aloud to the rest of the group. Note their accuracy and ability to self-correct if required.							
AF2 AF3	Identify main ideas drawn from more than one paragraph... Draw inferences...	Ask the children why Miss Evans has called Hack to her office. How does she know that Flash has something to do with Jack?							
AF4	Identify how language, structure, and presentation contribute to meaning.	Look back to pages 12 and 13 and discuss how the illustrator has presented the pictures on this page - make links to comic books and how the short series of pictures shows the action that is being described in the text. Do the children think this is effective?							
AF5	Discuss words and phrases that capture the reader's interest and imagination	Re-read the text on pages 12-13 and ask children to identify the words and phrases that have been used to add excitement and interest for the reader, e.g. 'teeth clenched', 'brief struggle', 'stumbled backwards'.							

**Follow up Independent Work:** AF1/AF2 - Children read chapters 3 and 4 independently, writing a brief summary of each chapter on the associated worksheet.