

Guided Reading Plan

Group:	Teacher:	Date:
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Text:	Wicked Baba Yaga - SESSION 1	2014 Curriculum	Year 3
Pages:	Pages 3 - 17 (Play 1)	Suggested Year Group:	
Publisher/ISBN:	Pearson Bug Club	(Pre 2014 curriculum)	Secure 3
Author of book:	Sarah Shillman	Session aimed at children who are working at:	

Assessment Focus READING	Curriculum 2014 links READING	Questions	Notes from Guided Reading Session						
AF7	Increase their familiarity with a wide range of books, including fairy stories...	Before opening the book, look at the front and back covers. Discuss children's thoughts about the picture. Can they think of a traditional tale that it might be similar to? (e.g. Hansel and Gretel). Discuss this story briefly.							
AF4	Identify how language, structure, and presentation contribute to meaning	Tell the children that this is a playscript. Before opening, ask them to identify the key features of this type of text - what will they expect to see in the text in terms of layout etc?							
AF7	Identify conventions in a wide range of books	Turn to page 3 and look at the pictures and names of the characters - ask children what the purpose of this page is? Assign a character to each child.							
AF1	Apply their growing knowledge of root words, prefixes and suffixes...	Read the play with individual children reading the parts they have been assigned. Note their use of expression in helping to bring the characters to life.							
AF1 AF7	Listen to and discussing a wide range of plays... Increase their familiarity with a wide range of books...	Ask the children to discuss their first impressions of the story. Is it similar to Hansel and Gretel? Are there other stories they can liken it to? How do they feel towards Baba Yaga?							
AF5	Discuss words and phrases that capture the reader's interest	Look back at the words Anya speaks on page 6 - discuss how these words are different to how they might be written in a story, e.g. they are explaining to the audience what is happening and what she is doing. Do they think this is effective? Challenge children to find other examples of this in the text, e.g. page 7, Gate on page 8, BY on page 16.							
AF3	Draw inferences such as inferring characters' feelings...	Skim back through the story and focus on the words that the servant is saying - discuss how the servant is feeling at each point of the story and why - how do the words she speaks help reader's infer the feelings?							

Follow up Independent Work: AF2/AF3 - using the associated worksheet, children choose either the gate or tree from the story and design a costume that a person could wear if they were playing that part.