



# A sweetcorn salad

Non-fiction  
Set 5 Book 2

Text by Gill Munton

Developed by Ruth Miskin



# Glossary of terms



**Fred Talk:** *Fred is a puppet who can only say and read words in pure sounds; he cannot say the whole word. He never adds 'uh' after a consonant sound e.g. fuh, luh, muh. (A slight 'uh' cannot be helped when saying the sounds b, d, g, j, w and y)*

**Grapheme:** *One letter or one group of letters used to write one sound e.g. The sound 'f' can be written with the grapheme f (fun) ff (huff) ph (photo) The sound 'igh' can be written with the grapheme igh (night) or i (kind) or ie (tie)*

**Green words:** *Words made up of the graphemes listed in the sound boxes on page 4*

**Red words:** *Common words with a grapheme not listed in the sound boxes; e.g. said*

**Challenge words:** *Topical words particular to this non-fiction text*

**Syllables:** *Chunks within long words*

**Root:** *The part of the word that gives the most meaning*

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# How to use this book



*Follow the advice, in italics, given for you on each page.*

*Support the children as they read the text that is shaded in cream.*

**Praise the children at every step!**

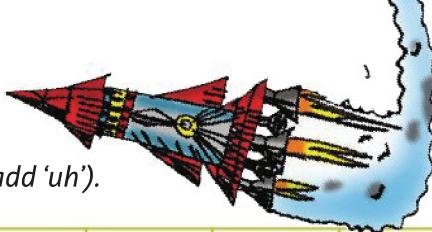
*Detailed guidance is provided in the Read Write Inc. Phonics Handbook.*

## 9 reading activities

*Children:*

- 1 Practise reading the speed sounds.**
- 2 Read the green, red and challenge words for the non-fiction text.**
- 3 Listen as you read the introduction.**
- 4 Discuss the vocabulary check with you.**
- 5 Read the non-fiction text.**
- 6 Re-read the non-fiction text and discuss the ‘questions to talk about’.**
- 7 Re-read the non-fiction text with fluency and expression.**
- 8 Answer the questions to ‘read and answer’.**
- 9 Practise reading the speed words.**

# Speed sounds



**Consonants** Say the pure sounds (do not add 'uh').

f ff	l <b>ll</b>	m <b>mm</b>	n nn	r <b>rr</b> wr	s <b>ss</b> se	v ve	z zz <b>se</b>	sh	th	ng nk
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b bb	c k <b>ck</b>	d <b>dd</b>	g gg	h	j g ge	p pp	qu	t tt	w wh	x	y	ch tch
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**Vowels** Say the vowel sound and then the word, eg 'a', 'at'.

at	hen head	in	on	up	day	see happy	high find	blow no
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zoo	look	car	for door snore	fair	whirl	shout	boy spoil
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Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

## Green words

Read in Fred Talk (pure sounds).

sort fork jar large scoop spoon chop cheese  
green next bright salad cress first bowl them add  
stir pick way

Read in syllables.

swe <u>e</u> t` cor <u>n</u>	→	swe <u>e</u> t <u>c</u> orn	a` dult	→	adult
yell` ow	→	yellow	past` a	→	pasta
carr` ot	→	carrot	yumm` y	→	yummy

Read the root word first and then with the ending.

cut	→	cut <u>i</u> ng	dress	→	dress <u>i</u> ng	cook	→	coo <u>k</u> ed
sh <u>e</u> ll	→	sh <u>e</u> lled	bow	→	bow <u>s</u>	ch <u>u</u> n <u>k</u>	→	ch <u>u</u> n <u>k</u> s

## Red words

the to great you of some  
any now into want your

# A sweetcorn salad



## Introduction

*Do you like sweetcorn? Do you like salads? Have you ever prepared something to eat? In this book you'll see how to make a sweetcorn salad – healthy and yummy!*

Written by Gill Munton

# Vocabulary check

Discuss the meaning (as used in the non-fiction text) after the children have read the word.

## definition

**shelled**

*with the shell taken off*

**radishes**

*hot-tasting vegetable that you eat raw*

**dressing**

*a kind of sauce that you put on salad*

**scoop**

*take out with a spoon*

## Punctuation to note:

First Chop      *Capital letters that start sentences*

.                  *Full stop at the end of each sentence*

!                  *Exclamation marks to show that something is very important*

:                  *Colon to show that a list is next*

•                  *Bullet point to show each thing in a list*

This is the way to mix up a great salad.

Ask an adult to  
help you with  
the cutting.



Salad is  
good for you!



## You will need:

- a can of bright yellow sweetcorn
- 2 eggs (cooked and shelled)
- pasta bows (cooked)
- some chunks of cheese



- a carrot
- radishes or nuts (any sort)
- fresh green cress
- a jar of garlic salad dressing.



1 First, scoop the sweetcorn into a large bowl.



2 Chop up the eggs and tip them in.

3 Next, add the pasta bows and the cheese.



4 Cut up the  
carrot and put  
it in the bowl.

5 Now add the radishes or nuts and stir them in with a large spoon.

6 Add the cress.



7 Tip some salad dressing into the bowl and mix up the salad.

8 If you want, add more cress on top.



9 Now pick up your fork! Yummy!



# Questions to talk about



Re-read the page. Read the question to the children. Tell them whether it is a **FIND IT** question or **PROVE IT** question.

## FIND IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find the answer

## PROVE IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find your evidence
- ✓ Explain why

Page 9:	FIND IT	What should an adult help you to do?
Page 11:	FIND IT	What can you use instead of radishes?
Pages 12–13:	FIND IT	What do you add after the eggs?
Page 13:	FIND IT	What do you do with the carrot before you put it in the bowl?
Page 15:	FIND IT	What is the last thing you put on top of the salad?
Page 16:	PROVE IT	Why do you need a fork?
Page 16:	PROVE IT	Do you think you would enjoy the salad? (Why? Why not?)

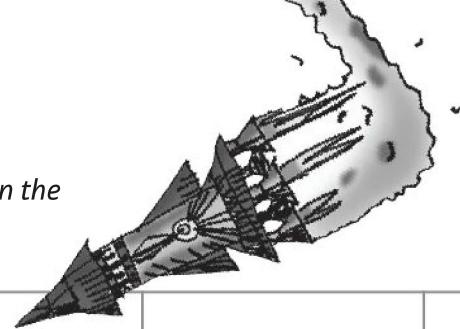
## Questions to read and answer ★★

(Children complete without your help.)

- 1 Salad is **good** / **bad** / **cooked** for you.
- 2 You will need pasta **bowls** / **bows** / **chunks**.
- 3 You will need some **shelled** / **fresh** / **bright green** cress.
- 4 The eggs must be cooked and **shelled** / **filled** / **scooped**.
- 5 Stir in the radishes with a **spoon** / **carrot** / **bowl**.

# Speed words

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



shelled	chunks	more	need	yummy
for	want	sort	spoon	cook
fork	you	cooked	sweetcorn	bright
scoop	or	pick	cheese	cutting



# A sweetcorn salad

## Set 5: Yellow Non-fiction

- 1 In the park
- 2 A sweetcorn salad
- 3 Fun at the fair
- 4 A model bird
- 5 A mouse in the house



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