

Green Sheets

C = Language comprehension
W = Word recognition

Group/Guided reading

Introducing the story

- W** Help the children to read the title. Encourage them to sound out and blend the words. Talk about the grapheme **oa** and ask the children if they can think of other words that contain the grapheme **oa** (e.g. goat, coat, boat, toad).
- C** (*Clarifying*) Talk about Nadim's car. Ask: *Why do you think the car is called the 'Road Burner'?*
- C** (*Prediction*) Ask the children what they think will happen in the story.
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
the to go he we me was you they went it's children said out saw called

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where

necessary. Praise and encourage them as they read.

- W On page 101-①, help the children to read the word *birthday*. Tell the children any sounds that they may not have learned at this stage. Encourage them to use this information to sound out and blend the word, *b-ir-th-d-ay*. If the word is too difficult, read the word for them.
- C (Clarifying) Pause at the end of page 102-③ and ask why Chip is finding the Road Burner hard to steer. Ask the children if they have ever played with a remote control car. Did they enjoy it? Was it easy to steer?
- W On page 103-⑥, ask the children to sound out and blend the word *hear*, *h-ear*. Talk about the grapheme "ear" and ask the children if they can think of any other words that contain the grapheme "ear".
- C (Prediction) Pause after reading page 103-⑦. Ask: *What do you think Nadim's plan is?*
- C (Questioning, Imagining) After reading page 104-⑨, look at the picture and talk about the Road Burner. Ask the children to describe it and the noise it might make.

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- C (Summarising) Ask the children to re-tell the story in their own words, using the pictures as prompts.
- C (Clarifying) Return to page 103-⑥ and re-read the text. Ask: *Why didn't the man stop?* Encourage the children to look at the picture for more information. (He is wearing earphones so can't hear.)
- C (Connecting) Look at page 104-⑩. Talk about what the children might have done if Nadim's Road Burner had not been fast enough. Ask: *What would you do?*
- C (Analysing) Return to page 105-⑪ and re-read the text. Ask: *How do you think the man felt to have his wallet back? How*

do you think Nadim feels?

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

W As they read, encourage the children to sound out and blend new words, for example *p-o-ck-e-t*, *z-oo-m*, *t-ur-n*, *g-oo-d*.

W Support children with reading challenge words:
birthday fast past wallet stop plan sent scooter thank

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

Objectives Take turns in speaking; extend their ideas in the light of discussion.

- Talk about the name 'Road Burner'. Ask: *What does it mean? Is it a good or a bad name for a fast car?* Ask the children for their opinions and reasons.
- Ask the children for ideas of other names for fast cars. Explain that they can make up a word. Prompt with words that suggest speed (e.g. *Road Zoomer*, *Road Whizzer*). Alternatively, they could name it after a fast-moving animal, such as *The Cheetah* or *The Leopard*.
- Discuss which are the best ideas and why.

Writing activities

Objective To substitute and extend patterns from reading through language play.

- On the board write the text from page 104-⑩: The scooter was fast but the Road Burner was faster. Ask the children to think of things that might be faster than the Road Burner. List their ideas on the board.
- Rewrite the sentence: The Road Burner is fast but the ____ is faster. Write one of their suggestions in the gap.
- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask them to draw one of their suggestions going faster than the Road Burner and to write a sentence underneath, following the sentence you scribed.

Cross-curricular suggestion

Art and design –Ask the children to draw a design for their own toy car, adding all the essential components.