

Year 3 Literacy Support

Materials for teachers working in
partnership with teaching assistants

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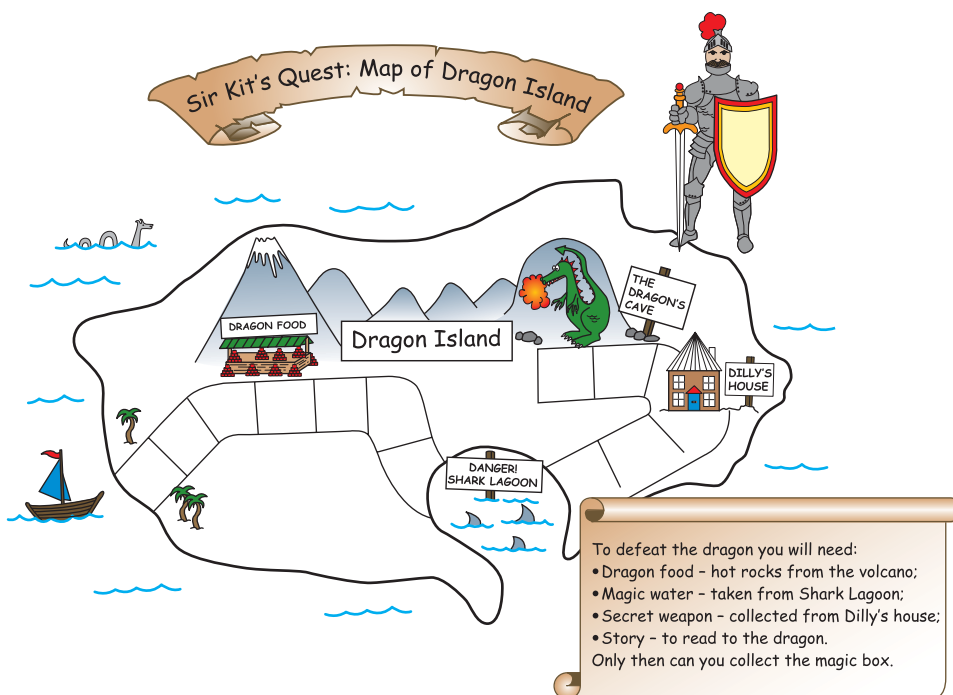
Materials for teachers working in partnership
with teaching assistants

**Headteachers,
Literacy
Coordinators,
Year 3 teachers
and teaching
assistants**

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Introduction

This file contains materials for the Year 3 Literacy Support programme.

The appendix contains a pack of materials to support a screening process and some advice to help identify the intervention group.

The 64 literacy support sessions outlined in this file are designed to revisit key literacy objectives from the Primary Framework for Years 2 and 3. The aim of the intervention is to ensure that in the third term of Year 3, all children are working at the appropriate objectives and are able to participate fully in whole-class sessions with their peers. The sessions are organised into three modules. An overview of objectives for the programme can be found on pages 12–14.

Intervention support for literacy in Year 3

The Primary National Strategy aims to raise standards for all children and advocates a systematic approach to teaching based on three ‘waves’ of tailored support. Schools can use a ‘waves’ approach to plan, design and tailor effective and appropriate provision for all children.

This approach was reviewed as part of the ‘Independent review of the teaching of early reading’ Jim Rose (2006):

For many children incipient reading difficulties can be prevented, or nipped in the bud, by thorough, early assessments of their performance, the information from which is then used to adjust and tailor work more closely to their needs. These adjustments can often be made effectively so that the children continue to be taught in their regular settings and classes. Where this is not in their best interests, however, the arrangements for intervention advocated by the Primary National Strategy remain sound advice. That is to say, work should be adapted within the classroom, further support in small groups should be provided for those who need it, and individual programmes should be provided for those with the greatest need, some of whom will have special educational needs.

■ **Wave 1 – The effective inclusion of all children in daily ‘quality first teaching’**

In the context of literacy this means the provision of a rich language curriculum that fosters all four interdependent strands of language: speaking, listening, reading and writing and provides access for all children to high quality phonic work. Quality first teaching includes a blend of whole-class, group and individual work.

■ **Wave 2 – Wave 1 plus additional, time-limited, tailored intervention support**

Wave 2 provision is designed to increase rates of progress and secure learning for groups of pupils which puts them back on course to meet or exceed age related expectations. This usually takes the form of a tight, structured programme of small group support, carefully targeted and delivered by teachers or teaching assistants who have the skills to help pupils achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help pupils apply their learning in mainstream lessons and should therefore be fully compatible with mainstream practice.

■ **Wave 3 – Wave 1 plus increasingly individualised programmes, based on independent evidence of what works.**

Wave 3 interventions are highly personalised to meet the individual needs of small numbers of children experiencing significant literacy difficulties and include specifically targeted approaches for children identified as requiring SEN support .

Aims of Year 3 Literacy Support (Y3LS)

Year 3 Literacy Support (Y3LS) is one of a range of ‘wave 2’ interventions developed by the National Strategies to help schools support children so that they can make progress and, wherever possible, catch up with their peers. These programmes have a number of common features.

- They depend upon a close working partnership between the class teacher and the teaching assistant.
- They operate in the context of dedicated time for the discrete teaching of literacy.
- Their use is dependent on the assessment of progress against key objectives for literacy and mathematics.
- They are designed for children who, with additional support, can work at age-related expectations within the Primary Framework.
- They follow a structured programme.

- This intervention programme is aimed at children in Year 3 who have already had access to high quality systematic teaching of phonics during Early Years Foundation Stage and Key Stage 1. Typically, they will have achieved level 2c in reading at the end of Key stage one and they are on the verge of a breakthrough to fluent reading and confident writing. They need the additional support of a small group setting where they can build their confidence and practise and apply the skills they have already been taught.
- In line with the Primary Framework, 2006, these materials reflect the fact that Year 3 is a significant year in moving the emphasis in teaching from word recognition to language comprehension as children acquire secure and automatic decoding skills. In Y3LS sessions children are supported in applying their decoding skills automatically as they read more widely and with greater fluency. They have regular opportunities to build up 'reading miles' as they read with the teacher and teaching assistant and as they read texts independently.
- At the end of the Y3LS programme, children's progress is assessed. Although the intervention is time-limited, the teacher and teaching assistant will continue to build on what the children have learned :

It is important that the gains made through intervention work should be sustained and built upon after it is no longer deemed necessary for children to have the support of an intervention programme.

Independent review of the teaching of early reading:
Jim Rose (2006)

Overview of Year 3 Literacy Support

- Year 3 Literacy Support is an intervention programme for Year 3, planned in two-week blocks for the teacher and teaching assistant to work in partnership to raise attainment. The programme runs for 16 weeks, starting in the second half term of the year.
- Throughout the year, all children receive Quality First Teaching.
- Before screening for Year 3 Literacy Support, the teacher will have identified and addressed any gaps in learning for the class to ensure that the majority is working at age-related objectives.
- Towards the end of the first half term, the school identifies those children who will benefit from a more intensive programme of support. (Research indicates that currently this may be about 20% of an average class, that is, a group of approximately six children.)
- To identify the target group, schools use the programme's screening material, together with assessment information from the school's own procedures for tracking individual children's attainment. Where appropriate, this will include information from assessments for special educational needs (SEN) and children learning English as an additional language (EAL).

- In addition to Quality First Teaching, the identified group receives a planned programme of support, including lessons from the teacher and teaching assistant, independent tasks and optional supplementary homework (for the target group or the whole class).
- By term 3, it is expected that most children in the group will no longer need additional support, although some may need either continuing group support to consolidate their progress or individual support as part of the school's Wave 3 provision.

Quality First Teaching

Good literacy teaching is the most effective way of raising children's achievement. The key features of Quality First Teaching in Year 3 are:

- daily, discrete literacy teaching for all children (Wave 1 provision);
- curriculum and child targets for each term: visible, monitored and assessed;
- regular shared reading to:
 - enrich;
 - improve fluency and response;
 - provide models for writing;
- effective regular guided reading;
- regular shared writing:
 - based on literacy objectives from the Primary Framework;
 - using the shared writing model from Grammar for Writing (DfEE 0107/200);
 - supported by guided sessions and opportunities for independent writing;
- systematic teaching of spelling;
- extra support for children where needed in order to hold them in alongside their peers, for example additional guided reading sessions, use of Year 3 Literacy Support intervention (Wave 2 provision);
- tailored support for children with specific needs in literacy (Wave 3 provision);
- literacy in other areas of the curriculum
 - application of skills across the curriculum, particularly non-fiction writing;
 - regular opportunities for application, e.g. independent reading, handwriting, reading extended fiction and non-fiction at home and at school

At the beginning of the year, the teacher and teaching assistant will have assessed whether the class is working at age-related expectations. They will have planned to address any identified areas of weakness for the class through their target setting and teaching. The use of planned work by the teaching assistant will support this.

Roles and responsibilities

The successful implementation of the Year 3 Literacy Support programme requires a working partnership between the class teacher and the teaching assistant.

- The class teacher delivers the weekly guided reading or guided writing for the children in the group, as shown in the planning format.
- The teaching assistant delivers the additional literacy sessions.
- The class teacher uses the progress checks and guided reading/writing sessions to monitor progress and ensure that books are selected at the instructional level of difficulty.
- The class teacher uses the weekly teachers' notes to promote the transfer of new learning from the intervention sessions to the whole class literacy sessions

Planning format for a two-week block

	First week of block	Second week of block
Mon	1. Guided reading – Class teacher Introducing theme of this block and targets (5 min) Guided reading: Demonstrating/monitoring specific reading strategies (15 min) Introduce the independent reading task Independent task (could be completed on Wednesday) Independent reading (10–20 min): children continue to read from the guided text or other text at same level (to be completed by Thursday)	5. Demonstration writing – Class teacher Demonstration writing: using the plan from Friday's session; teaching points around sentence level objectives (18 min) Reinforcing targets for this block of work (2 min) Independent task (could be completed on Wednesday) Spelling activities (20 min): games and routines for learning and checking words for this block (to be completed by Thursday)
Tue	2. Intervention session – Teaching assistant Word level (5 min): introducing spellings for this block; focus on a spelling convention Reading enrichment (13 min): responding to the guided reading text and supporting comprehension through speaking and listening activities, drama, etc. Review (2 min): what have we done today to help meet our targets?	6. Intervention session – Teaching assistant Sentence level (5 min): activity to reinforce teaching point from guided writing session Supported writing (13 min): children begin their own writing, using elements of supported composition as further scaffold Review (2 min): what have we done today to help meet our targets?
Thu	3. Intervention session – Teaching assistant Word level (5 min): activities to explore the convention Returning to the guided text (13 min): identifying specific information, summarising, note making, preparing for independent writing Review (2 min): what have we done today to help meet our targets?	7. Intervention session – Teaching assistant Word level (8 min): spelling test – dictating sentences to check high frequency words Supported writing (10 min): children work independently on writing started on Tuesday; teaching assistant monitors and offers support Review (2 min): what have we done today to help meet our targets?
Fri	4. Intervention session – Teaching assistant Word level (5 min): activities to explore the tricky bits in high frequency words Planning for writing (13 min): introducing the writing task, making links with reading, discussion and oral rehearsal Review (2 min): what have we done today to help meet our targets?	8. Intervention session – Teaching assistant Word level (5 min): review of independent spelling strategies based on children proofreading and correcting their own written work Supported writing (8 min): focusing on revising and improving independent writing, using CFSS (capital letters, full stops, sense, spelling) Reviewing targets (7 min): assessment of progress each child has made against targets for this block

Notes:

- Each block of work follows this plan, except the last block of Module 3. Details of the revised plan can be found at the beginning of the session notes for that block.
- The group needs to have another guided reading session during week 2 of each block, with either the teacher or teaching assistant. Notes to support an additional session are included in the 'Summary notes for teacher' with each block of work.
- Although five minutes is allocated for working on spellings in each intervention session, it is important to note that these children may also need additional time within whole class literacy sessions for looking at the tricky bits in high frequency words. They could also make their own word lists in dictionary form.

Running the programme

Screening and selection

The screening and selection process takes place during the first half of the autumn term (for details, see Appendix, page 333: Screening materials). Groups of up to six children are identified and parents and carers are informed.

Warm-up sessions

Once children have been selected, it is suggested that teaching assistants have some time with the group before the programme starts. There are notes for three sessions which will last for about 20 minutes each. The sessions should be run immediately prior to the planned start of the intervention programme with the targeted group of children. They are designed to help the teaching assistant become familiar with the group and to introduce various activities and ways of working during the programme.

Guided reading and writing

The teacher retains overall responsibility for guided reading and writing for the group by:

- planning then teaching guided reading and writing sessions with the group at least once a week;
- selecting the guided reading text for the teaching assistant to use during the second week of each block;
- using the progress checks at the end of each module of the intervention programme.

Key features of the programme

Assessment for learning

Children's active involvement in the setting of targets and tracking of progress is a key aspect of the programme. During the guided reading session (week 1) and guided writing session (week 2) the class teacher involves the children in setting targets for the two-week block. These are revisited during each intervention session and reviewed in a mini-plenary at the end of each two-week block.

Motivation and engagement

In order to engage children's interest and support the sustaining of motivation over the period of the intervention, the programme has been constructed around a 'quest' theme. The lead character, Sir Kit, who is introduced through a story used in weeks 1 and 2 of Module 1, must overcome a series of challenges in his quest to defeat a dragon who guards a secret treasure.

There is much in the materials to appeal to boys. In Module 1 there is a focus on reading and writing non-fiction, helping them to develop their skills and read more widely as they grow in confidence. There are regular opportunities for them to discuss what they have read and work collaboratively as they share ideas.

Promoting independence

The intervention programme is specifically designed to promote independent learning and to support the development of a more sustained capacity to read and write without support and over a reasonable period of time. Examples of provision for independence within the programme include:

- the inclusion of independent tasks which enable the children to revisit and practice skills and experiences, such as rereading familiar books at the appropriate book band level;
- regularly undertaking independent writing and progressing towards producing a complete story in 'chapters' by the end of Module 3;
- using independent strategies for remembering, tackling and checking spelling.

Alignment with PNS literacy resources

- Bickler, Baker and Hobsbaum (2000) *Bookbands for Guided Reading*, second edition, UK Reading Recovery National Network, ISBN 085473628X: the programme is designed to move children from the purple to the white levels;
- Work on spelling is based on the systematic spelling programme for Years 2 and 3 as set out in the *Year 2 and Year 3 Planning Exemplification and Spelling Programme* (DfES 0493-2003). (Revised version due to be published during 2007);
- There are references in the screening materials to *Grammar for Writing* (DfEE 0107/200), *Speaking, Listening and Learning at Key Stages 1 and 2* (DfES 0623-2003G) and Bickler, Baker and Hobsbaum (2003) *Bridging Bands for Guided Reading*, UK Reading Recovery National Network, ISBN 0854736905.

Monitoring progress

At the end of each of the three modules, it will be productive for the class teacher and teaching assistant to review the progress of individual children. To support this review, a set of three progress checks has been included in the intervention materials. The purpose is to check progress not only in terms of the acquisition of key skills covered in the intervention sessions, but most importantly in terms of the ability of the children to apply these skills in context and independently.

Links with whole-class teaching

The Year 3 Literacy Support programme provides additional opportunities for children to consolidate key literacy objectives. Teachers are provided with notes each week to help them make better links between their whole-class teaching and the work being done by the intervention group. Although this group will be working at a different level, teachers should make opportunities to make these links into the whole-class sessions.

The Year 3 Literacy Support text focuses and outcomes are designed to stand alone. The main emphasis is on helping children to consolidate key areas of learning from Year 2 and Year 3 and to transfer what they are learning to their independent reading and writing.

Resources and preparation

Before beginning the programme, it will be necessary to prepare resources using the Resource PCMs and have some equipment, resources and books available for regular use in the group sessions. See pages 18–38 for resource list and resource PCMs.

Warm-up sessions are provided to help introduce the programme and some preparation is needed before starting these. See pages 39–54.

Details of the preparation needed for each session can be found at the beginning of each two-week block of work throughout the programme.

Objectives: Module 1 (6 weeks)

Focus: Fiction and non-fiction (non-chronological reports) Book band: Purple 2c		
Strand:	Year	Objective:
1. Speaking	Y2	<ul style="list-style-type: none"> ■ Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
2. Listening	Y2	<ul style="list-style-type: none"> ■ Listen to others in class, ask relevant questions and follow instructions
5. Word recognition: decoding (reading) and encoding (spelling)	Y2	<ul style="list-style-type: none"> ■ Read independently and with increasing fluency longer and less familiar texts ■ Know how to tackle unfamiliar words that are not completely decodable ■ Read high and medium frequency words independently and automatically
6. Word structure and spelling	Y2	<ul style="list-style-type: none"> ■ Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
	Y3	<ul style="list-style-type: none"> ■ Read and spell less common alternative graphemes including trigraphs ■ Spell high and medium frequency words
7. Understanding and interpreting texts	Y2	<ul style="list-style-type: none"> ■ Draw together ideas and information from across a whole text, using simple signposts in the text ■ Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points ■ Use syntax and context to build their store of vocabulary when reading for meaning
	Y3	<ul style="list-style-type: none"> ■ Identify and make notes of the main points of section(s) of text
9. Creating and shaping texts	Y2	<ul style="list-style-type: none"> ■ Draw on knowledge and experience of texts in deciding and planning what and how to write ■ Maintain consistency in non-narrative, including purpose and tense
10. Text structure and organisation	Y2	<ul style="list-style-type: none"> ■ Use planning to establish clear sections for writing
11. Sentence structure and punctuation	Y2	<ul style="list-style-type: none"> ■ Write simple and compound sentences and begin to use subordination in relation to time and reason ■ Compose sentences using tense consistently (present and past)

Objectives: Module 2 (4 weeks)

Focus: Narrative (stories with familiar settings) Book band: Gold 2b		
Strand:	Year	Objective:
1. Speaking	Y3	<ul style="list-style-type: none"> ■ Sustain conversation, explain or give reasons for their views or choices
2. Listening	Y3	<ul style="list-style-type: none"> ■ Follow-up others' points and show whether they agree or disagree in [whole-class] discussion
5. Word recognition: decoding (reading) and encoding (spelling)	Y2	<ul style="list-style-type: none"> ■ Read independently and with increasing fluency longer and less familiar texts ■ Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters ■ Read and spell less common alternative graphemes including trigraphs
6. Word structure and spelling	Y3	<ul style="list-style-type: none"> ■ Spell high and medium frequency words ■ Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling and how they assist in decoding long complex words ■ Spell unfamiliar words using known conventions including phoneme/grapheme correspondence and morphological rules
7. Understanding and interpreting texts	Y3	<ul style="list-style-type: none"> ■ Infer characters' feelings in fiction and consequences in logical explanations ■ Use syntax, context and word structure to build their store of vocabulary as they read for meaning
8. Engaging with and responding to texts	Y3	<ul style="list-style-type: none"> ■ Share and compare reasons for reading preferences, extending the range of books read
9. Creating and shaping texts	Y3	<ul style="list-style-type: none"> ■ Select and use a range of technical and descriptive vocabulary
10. Text structure and organisation	Y3	<ul style="list-style-type: none"> ■ Group related material into paragraphs
11. Sentence structure and punctuation	Y3	<ul style="list-style-type: none"> ■ Show relationships of time, reason and cause through subordination and connectives ■ Compose sentences using adjectives, verbs and nouns for precision, clarity and impact ■ Clarify meaning through the use of exclamation marks and speech marks

Objectives: Module 3 (6 weeks)

Focus: Narrative (traditional stories) Book band: White 2a		
Strand:	Year	Objective:
1. Speaking	Y3	■ Sustain conversation, explain or give reasons for their views or choices
3. Group discussion and interaction	Y3	■ Use the language of possibility to investigate and reflect on feelings, behaviour and relationships
4. Drama	Y3	■ Use some drama strategies to explore stories or issues
6. Word structure and spelling	Y3	■ Spell high and medium frequency words ■ Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling and how they assist in decoding long complex words ■ Spell unfamiliar words using known conventions including phoneme/grapheme correspondence and morphological rules
7. Understanding and interpreting texts	Y3	■ Infer characters' feelings in fiction and consequences in logical explanations ■ Use syntax, context and word structure to build their store of vocabulary as they read for meaning ■ Explore how different texts appeal to readers using varied sentence structures and descriptive language
8. Engaging with and responding to texts	Y3	■ Share and compare reasons for reading preferences, extending the range of books read ■ Empathise with characters and debate moral dilemmas portrayed in texts
9. Creating and shaping texts	Y3	■ Make decisions about form and purpose, identify success criteria and use them to evaluate their writing ■ Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved ■ Select and use a range of technical and descriptive vocabulary
10. Text structure and organisation	Y3	■ Signal sequence, place and time to give coherence
11. Sentence structure and punctuation	Y3	■ Compose sentences using adjectives, verbs and nouns for precision, clarity and impact ■ Clarify meaning through the use of exclamation marks and speech marks

Outline: Module 1 (6 weeks)

Text type: Fiction and non-fiction (non-chronological reports)

Outcomes: Message; two complete non-chronological reports on different subjects

Book band: Purple 2c

Block	Objectives Years 2 & 3	Child's targets	Notes
A (2 weeks)	Strand 2: Listening Y2 Bullet point 1 Strand 5: Word recognition Y2 Bullet points 1, 3, 5 Strand 6: Word structure and spelling Y2 Bullet points 1, 2; Y3 Bullet point 1 Strand 7: Understanding and interpreting texts Y2 Bullet point 4; Y3 Bullet point 1 Strand 9: Creating and shaping texts Y2 Bullet point 1 Strand 11: Sentence structure and punctuation Bullet points 1, 2	Reading: I can blend phonemes to read new words. Writing: I can write information in complete sentences. Sentence: In my sentences I usually put capital letters and full stops in the right places. Word: I can spell the words <i>going</i> and <i>having</i> and I can spell words correctly when I add 'ing'.	Text: <i>The Journey to Dragon Island</i> (text supplied) Focus for writing: message from Sir Kit
B (2 weeks)	Strand 1: Speaking Y2 Bullet point 3 Strand 5: Word recognition Y2 Bullet points 1, 3, 5 Strand 6: Word structure and spelling Y2 Bullet points 1, 2; Y3 Bullet point 1 Strand 7: Understanding and interpreting texts Y2 Bullet points 1, 3, 4; Y3 Bullet point 1 Strand 9: Creating and shaping texts Y2 Bullet points 1, 3 Strand 11: Sentence structure and punctuation Bullet points 1, 2	Reading: I can check that what I read makes sense. Writing: I think through my sentences before I write and check whether I need to make them better. Sentence: I can write a sentence that has two ideas. Word: I can spell the words <i>liked</i> and <i>played</i> and I can spell words correctly when I add 'ed'.	Text: (<i>What are?..</i>)Volcanoes by Claire Llewellyn, Heinemann First Library, ISBN 0431023824 Focus for writing: non-chronological report on volcanoes
C (2 weeks)	Strand 1: Speaking Y2 Bullet point 3 Strand 5: Word recognition Y2 Bullet points 1, 3, 5 Strand 6: Word structure and spelling Y2 Bullet points 1, 2; Y3 Bullet point 1 Strand 7: Understanding and interpreting texts Y2 Bullet points 1, 3, 4; Y3 Bullet point 1 Strand 9: Creating and shaping texts Y2 Bullet points 1, 3 Strand 10: Text structure and organisation Y2 Bullet point 1 Strand 11: Sentence structure and punctuation Bullet points 1, 2	Reading: I can read a passage of text and then tell you the main point. Writing: I can write a non-chronological report that has a heading, introduction, description, conclusion, some special vocabulary. Sentence: I can reread what I have written to make sure that I have chosen all the correct words. Word: I can spell the words <i>they</i> and <i>there</i> and I can spell words ending in 'le'.	Text: <i>Really Wild: Sharks</i> by Claire Robinson, Heinemann Library, ISBN 0431028761 Focus for writing: non-chronological report on sharks

Outline: Module 2 (4 weeks)

Text type: Narrative (stories with a familiar setting)

Outcomes: Elements of a story about familiar story characters in a new setting: two pieces of writing, one to describe the setting and one piece of dialogue

Book band: Gold 2b

Block	Objectives: Years 2 & 3	Child's targets	Notes
A (2 weeks)	Strand 1: Speaking Y3 Bullet point 3 Strand 5: Word recognition Y2 Bullet points 1, 2, 4 Strand 6: Word structure and spelling Y3 Bullet points 1, 2, 3 Strand 7: Understanding and interpreting texts Y3 Bullet points 2, 4 Strand 9: Creating and shaping texts Y3 Bullet point 4 Strand 10: Text structure and organisation Y3 Bullet point 2 Strand 11: Sentence structure and punctuation Y3 Bullet points 2, 3	Reading: I can use expression when I read to make it sound interesting. Writing: I can write a description of a place that tells you what it's like, using complete sentences. Sentence: I can connect two ideas in a sentence by using words like <i>if</i> , <i>so</i> and <i>because</i> . Word: I can spell the words <i>was</i> and <i>wanted</i> and other words that have the sound 'w-o'.	Text: <i>Dilly the Dinosaur</i> by T. Bradman, Egmont, ISBN 0749746823 and <i>Dilly and the Goody-Goody</i> by T. Bradman, Blue Bananas: Egmont, ISBN 1405202491 Focus for writing: describe a new setting to open a story about a familiar character
B (2 weeks)	Strand 1: Speaking Y3 Bullet point 3 Strand 2: Listening Y3 Bullet point 1 Strand 5: Word recognition Y2 Bullet points 1, 2, 4 Strand 6: Word structure and spelling Y3 Bullet points 1, 2, 3 Strand 7: Understanding and interpreting texts Y3 Bullet points 2, 4 Strand 8: Engaging with and responding to texts Bullet point 1 Strand 9: Creating and shaping texts Y3 Bullet point 4 Strand 11: Sentence structure and punctuation Y3 Bullet points 1, 2, 3	Reading: I can say what I think of a story and show you how I know by using some of the words and phrases from the story. Writing: I can write a conversation between two characters. Sentence: I can write sentences in the first person and in the past tense. Word: I can spell the words <i>were</i> and <i>are</i> and words with the prefixes 'un' and 'dis'.	Text: <i>Dilly the Dinosaur</i> by T. Bradman, Egmont, ISBN 0749746823 and <i>Dilly and the Goody-Goody</i> by T. Bradman, Blue Bananas: Egmont ISBN 1405202491 Focus for writing: write dialogue for familiar characters

Outline: Module 3 (6 weeks)

Text type: Narrative – traditional tales

Outcomes: Child's own version of a traditional tale 'published' as a complete book

Book band: White 2a

Block	Objectives: Year 3	Child's targets	Notes
A (2 weeks)	Strand 1: Speaking Bullet point 3 Strand 4: Drama Bullet point 2 Strand 6: Word structure and spelling Bullet points 1, 2, 3 Strand 7: Understanding and interpreting texts Bullet points 2, 4, 5 Strand 9: Creating and shaping texts Bullet points 1, 2, 4 Strand 11: Sentence structure and punctuation Bullet point 2	Reading: I can tell you the main point of the story and show you how I know by talking about things that happen in the story. Writing: I plan my writing carefully by thinking about what I want to say and collecting ideas. Sentence: I can choose different adjectives to make my sentences more interesting. Word: I can spell the words <i>could</i> and <i>didn't</i> and I can spell compound words.	Text: <i>Jack and the Beanstalk</i> retold by Margaret Nash, Heinemann Storyworlds, ISBN 0435114247 Focus for writing: planning story; write setting and introduce characters
B (2 weeks)	Strand 1: Speaking Bullet point 3 Strand 4: Drama Bullet point 2 Strand 6: Word structure and spelling Bullet points 1, 2, 3 Strand 7: Understanding and interpreting texts Bullet points 2, 4 Strand 8; Engaging with and responding to texts Bullet point 2 Strand 9: Creating and shaping texts Bullet points 1, 2, 4 Strand 11: Sentence structure and punctuation Bullet points 2, 3	Reading: I can talk about what characters do and show you how I know using some words and phrases from the story. Writing: I can write so that it begins to sound like a story and show you where I have written about characters and setting. Sentence: I can write sentences in the third person and the past tense when I am telling a story. Word: I can spell the words <i>friend</i> and <i>said</i> and I can spell adjectives ending in 'er', 'est' and 'y'.	Text: <i>The Two Giants</i> retold by Mary Dickinson, Heinemann Storyworlds, ISBN 0435114239 Focus for writing: middle of story, development of plot
C (2 weeks)	Strand 1: Speaking Bullet point 3 Strand 4: Drama Bullet point 2 Strand 6: Word structure and spelling Bullet points 1, 2, 3 Strand 7: Understanding and interpreting texts Bullet points 4, 5 Strand 8; Engaging with and responding to texts Bullet point 1 Strand 9: Creating and shaping texts Bullet points 1, 2, 4 Strand 10: Text structure and organisation Bullet point 1 Strand 11: Sentence structure and punctuation Bullet point 2	Reading: I can read to myself for 15 minutes. Writing: I can write a complete story with a beginning, middle and end. Sentence: I can check my own writing to make sure that it has capital letters, full stops, makes sense, and is spelt correctly. Word: I can spell the words <i>saw</i> and <i>because</i> and I can change nouns from singular to plural.	Text: <i>Big Bo Peep</i> by Jonathan Allen Ginn, Lighthouse, ISBN 0602301009 Focus for writing: end of a story, revising and presenting

Getting ready to run the programme

It will be necessary to have the following resources available for the group sessions:

- 6 x A4 plastic poppa wallets
- 1 x pack of 25 punched plastic wallets
- 6 x magnetic whiteboards
- 6 x dry erase markers
- 6 x j-cloths
- 6 x highlighter pens
- 12 x acetate sheets
- 6 x fine point permanent marker pens (for acetate)
- 1 x pack of sticky tack
- 1 x inkpad
- 1 x 'CFSS' rubber stamp
- 1 x pack of sticky notes
- 1 x pack of approximately 50 plastic counters
- Whiteboard or flipchart
- Long-armed stapler
- Reward stickers, e.g. stars (to use when children have achieved targets)
- *Book Bands for Guided Reading* (3rd edition) ISBN 085473687X
- *Bridging Bands for Guided Reading* ISBN 0854736905
- 6 copies of each of these titles:
 - *What are Volcanoes?* By Claire Lewellyn Heinemann First Library ISBN 0431023824
 - *Really Wild Sharks* by Claire Robinson Heinemann Library ISBN 0431028761
 - *Dilly the Dinosaur* by Tony Bradman Egmont ISBN 0749746823
 - *Dilly and the Goody-Goody* by Tony Bradman Egmont ISBN 1405202491
 - *Jack and the Beanstalk* by Margaret Nash Heinemann Storyworlds ISBN 0435114247
 - *The Two Giants* by Mary Dickinson Heinemann Storyworlds ISBN 0435114239
 - *Big Bo Peep* by Jonathan Allen Ginn Lighthouse ISBN 0602301009

The resources that follow are used throughout the programme. They need to be prepared in advance using the Resource PCMs listed below.

Resource PCM 1: Sir Kit's Quest

Make a copy for each child's Quest folder. You will read the story to them as part of the warm-up sessions and refer to it throughout the programme.

Resource PCM 2: Map of Dragon Island

Make an A3 copy for each child's Quest folder. The map is referred to throughout the programme and is also used as the board for the spelling game that the children play in each block.

Make an additional copy to display in the area where you are working. The map could be coloured in or decorated and then used to check Sir Kit's progress regularly.

Resource PCM 3: Children's timetable

Make a copy for each child's Quest folder.

Resource PCM 4: Spelling poster

This can be enlarged and displayed in the area where you are working.

Resource PCM 5: Writing flap card

Prepare one for each child's Quest folder. Copy and, if possible, laminate the card so that it can be used for each block of work. Trim off the margin on the left-hand side. Fold down the line between the first and second columns so that the words to learn can be hidden by the flap. If cards are laminated, always use dry-wipe markers and wipe off words when finished.

Resource PCM 6: Zoom card

Copy onto card for each child and then prepare using the instructions on the PCM.

Resource PCM 7: Reading journal

There are six pages to make up into a booklet. Copy page 7b on the reverse of 7a and so on. Fold the pages in half and staple them. Prepare one reading journal for each child and place it in their Quest folder.

Resource PCM 8: Spelling journal

There are four pages to make up into a booklet. Copy page 8b on the reverse of 8a and so on. Fold the pages in half and staple them. Prepare one spelling journal for each child and place it in their Quest folder.

Sir Kit's Quest

Chapter 1: The Quest Begins

There was once a knight called Sir Kit. His job was to serve the king. He had to slay dragons, rescue princesses, make the king's cocoa and so on. The problem was that although Sir Kit was kind and brave he was always getting in a muddle and getting things wrong.

One day the king had written Sir Kit a note asking him to get rid of a three-headed monster that was lurking in the palace garden. Sir Kit didn't read the note properly. He thought he had to go for a ride around the palace garden on the monster. The king was not very happy when he saw Sir Kit riding through his best flower beds on the monster's back.

On another day Sir Kit was supposed to be making a shopping list for the king. He wrote in such a hurry and made so many mistakes that the king ended up with all the wrong things. Instead of 1 pint of milk, 1 bag of sugar and a pack of cocoa he ended up with 1 pair of mittens, 1 big sausage and a piece of cheese.

The king was furious and summoned Sir Kit to the throne room.

"Sir Kit, you are getting into too many muddles. I have decided to send you on a quest. You must go to Dragon Island. If you can find the magic box guarded by the dragon all your problems will be solved." The king handed Sir Kit a map.

"Thank you your majesty. I promise I won't let you down this time," said Sir Kit, bowing low.

"The voyage is dangerous and I will want to know that you have arrived safely," said the king. "Send me a message in this magic bottle." The king gave Sir Kit a beautiful multi-coloured bottle which he tucked carefully into his pocket. Then Sir Kit bowed again and left the throne room.

As soon as he was outside the door, Sir Kit opened up the map. There was a picture of the island and a set of instructions for defeating the dragon.

"Oh dear, this is going to be difficult," he mumbled to himself. "I must make sure that I follow all the instructions carefully. I do hope that I can manage to complete my quest."

Can you help Sir Kit write a message to send to the king?

Chapter 2: The Volcano

After a long and exciting voyage across wide oceans full of sea monsters, Sir Kit finally arrived at Dragon Island. He pulled his boat up onto the sandy beach and wrote his message for the king. He pushed it into the magic bottle and threw it out to sea.

"Well at least I have managed to do the first task," he said to himself. "But I have a feeling that it is going to get more difficult now." He sat under a palm tree and consulted the map. "Hmmm ... it looks as though I should start by going to the volcano for dragon food. But I thought volcanoes were dangerous. Will it be safe to go so close I wonder? I need some information."

Can you help Sir Kit with information about volcanoes?

Sir Kit made his way to the volcano. It was a long hot walk. As he got closer he could see what looked like a market stall. And as he got closer still he could read the sign 'Dragon Food'. He was still worrying about being near the volcano when a friendly voice shouted from behind a huge pile of stones,

"Don't worry. This volcano is dormant. It hasn't erupted for years. Now how can I help you?"

"Oh thank goodness for that," said Sir Kit, breathing a sigh of relief. "I need to buy some dragon food please."

A small goblin appeared from behind the pile of rocks. He was holding out a large stone.

"Certainly Sir. Here is a piece of the finest dragon food. This is fresh from the volcano. I collected it myself just this morning."

Sir Kit paid the goblin, loaded the dragon food into his backpack and checked the map.

"Well that's the first part of the quest completed. Now what do I need to do next?" Sir Kit studied the map and then gulped loudly.

"Oh no, I've got to get the magic water from Shark Lagoon. I think sharks eat people, don't they. What am I going to do?"

Chapter 3: Sharks

Sir Kit walked on across the island until he reached Shark Lagoon. He stood by the shore and watched the sharks' fins moving around in the water. The water wasn't very deep and he could see huge grey-brown fish swimming near the surface with their mouths wide open. The sharks looked very fierce and Sir Kit was terrified.

"How am I going to get the magic water? I need to know whether it is safe."

Can you give Sir Kit the information that he needs about sharks?

Sir Kit studied the report about sharks that had suddenly appeared in his hands. This was exactly what he needed to know! These sharks wouldn't hurt him because they were basking sharks. He waded into the water and filled a bottle with the magic water.

"Well that wasn't too bad," he said happily to himself. "Let's see what I need to do next."

He looked at the map and set off along the shore to his next destination – Dilly's House.

Chapter 4: The Secret Weapon

Sir Kit trudged along the path and eventually saw a house. It looked quite ordinary from the outside but he could hear a strange noise coming from inside. It sounded like an enormous roaring sound.

Sir Kit gulped and reminded himself that he was brave and fearless. What on earth was he going to see when he went into the house?

Can you describe Dilly's house?

Sir Kit sat down to talk to Dilly. "My sword will be useless because the dragon will just melt it with his fire. I need a secret weapon to defeat the dragon," he explained. "Do you think you will be able to help me?"

Dilly smiled and nodded. "I've got just what you need. You can borrow my super-water-soaker. All you need to do is fill it with magic water and fire it at the dragon's mouth. You'll soon be able to put out its fire for good. Let me tell you about the last time I went to see that dragon."

Can you tell Dilly's story?

Sir Kit enjoyed Dilly's story so much that he would have liked to stay longer. He knew he had to get on with the next part of his quest so he sadly waved goodbye and set off up the road.

Chapter 5: The Dragon's Cave

The journey to the cave was long and hard. Sir Kit had to climb steep cliffs and make his way through dark valleys. Eventually he saw smoke coming from a large cave. This must be the place. He crept close enough to see that the dragon was fast asleep, snoring loudly. As the dragon snored his mouth opened, and flames and smoke came shooting out.

"This is my chance," Sir Kit whispered. He aimed the secret weapon and fired the magic water straight into the dragon's mouth. Immediately the flames went out and the dragon woke up with a cough and a splutter. To Sir Kit's amazement, the dragon began to speak.

"Who dares disturb the dragon's rest? What do you want?" Sir Kit stepped forward bravely and demanded the magic box. But the dragon swished its spiky tail and lashed out with its huge claws.

"Please don't hurt me," said Sir Kit, "I have brought you some delicious food. It is fresh from the volcano." He put the dragon food on the ground and the dragon gobbled it up hungrily.

"Now please can I have the magic box?"

"I will not give up my treasure so easily. First you must read me a story that will amaze and delight me. Only then can you have the magic box."

Sir Kit looked around desperately. "But there are no books here. How can I read to you?"

"No," sighed the dragon, "I burnt them all up in a temper one day. You will just have to write me a new story."

"Oh no, what shall I do? I'm useless at stories. I need some help," cried Sir Kit.

Can you write a story for Sir Kit to read to the dragon?

Sir Kit read the story to the dragon. At the end the dragon smiled happily. "Oh thank you so much. I just love stories. Now you can have the magic box."

Sir Kit took the magnificent box from the dragon. It was gold, encrusted with precious stones. It glinted in the sun. Sir Kit smiled happily to himself. Now he had completed his quest and he could go back to the king.

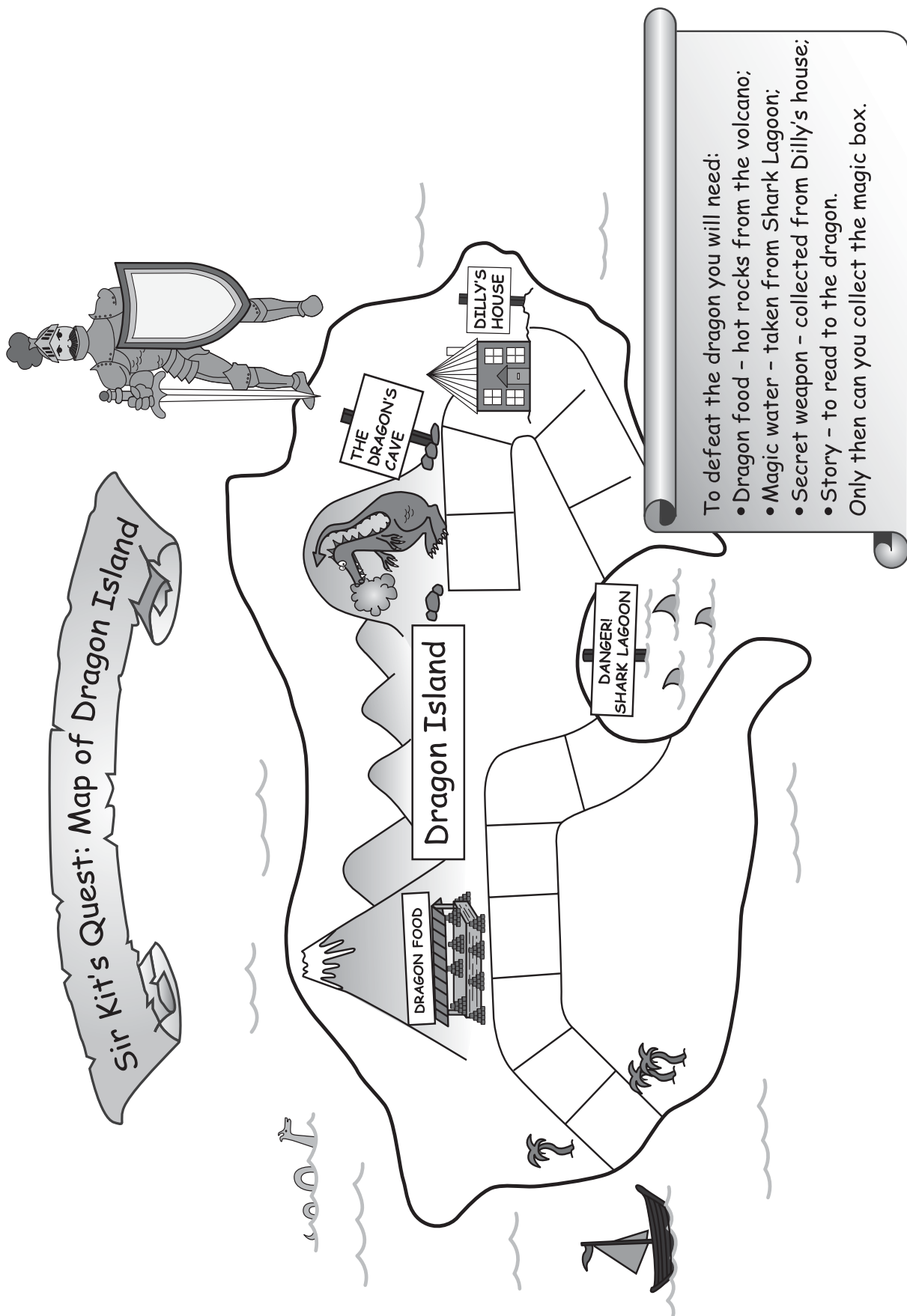
Chapter 6: The Quest Ends

The journey home again seemed to take no time at all. Soon Sir Kit was standing in the throne room before the king once more.















"I've done it your majesty! I've completed my quest. Here is the magic box. I have not opened it yet and I can't wait to see how it will solve all my problems."

The king smiled at Sir Kit. "Well done, good knight. But you don't need to open the box, you have already solved your problems. You have followed all the instructions and not got muddled once. Now you will be able to do everything I ask you to."

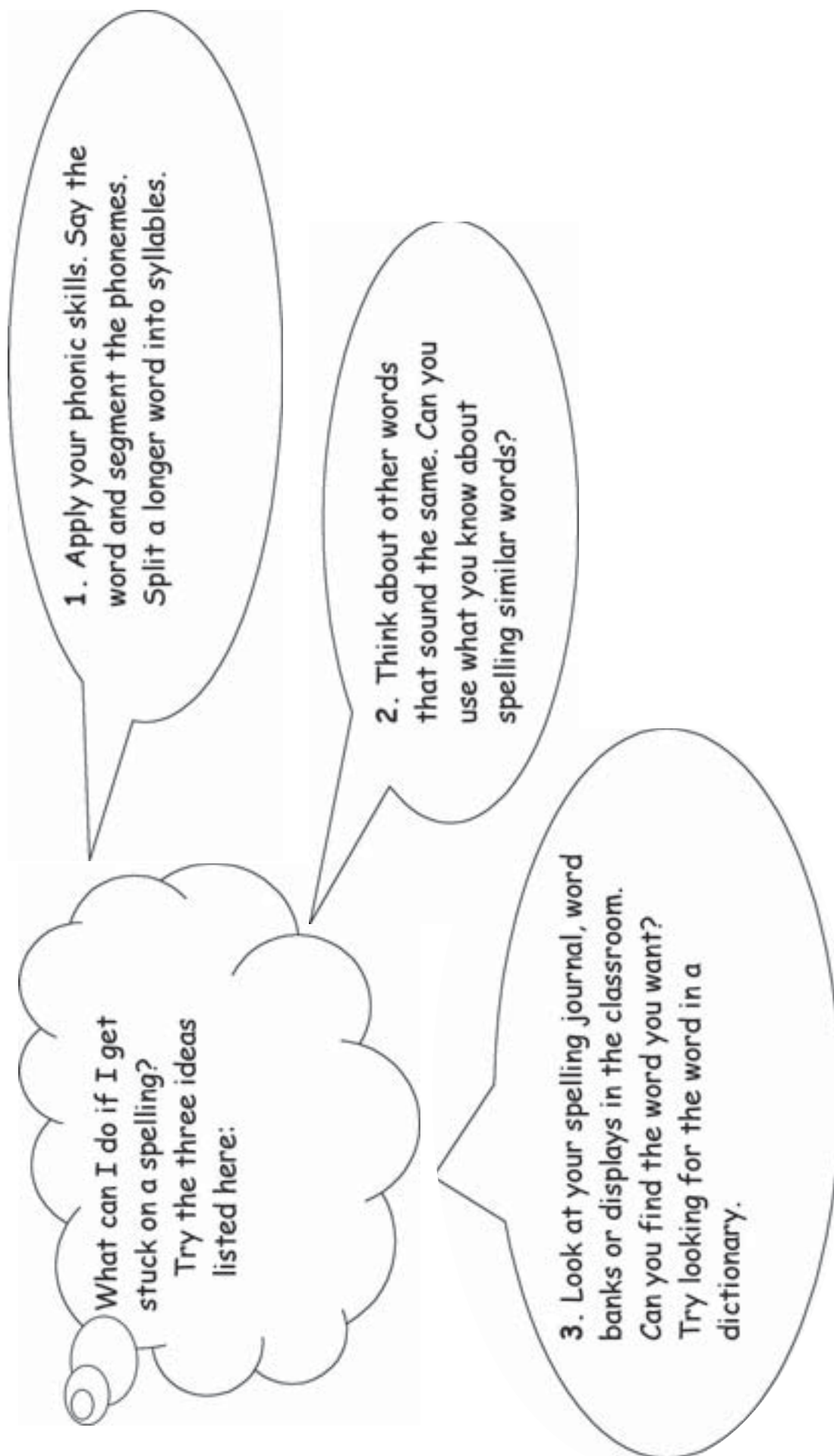
And the king was right. Sir Kit served him without any muddles for the rest of his days. He kept the magic box on a pillow by his bed to remind him of his quest. And what was inside? Well, that remains a mystery to this very day.



Each block of work lasts for two weeks

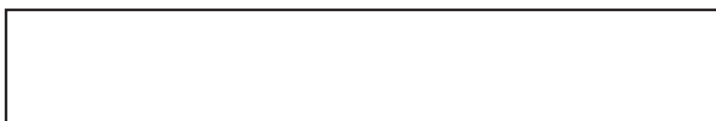
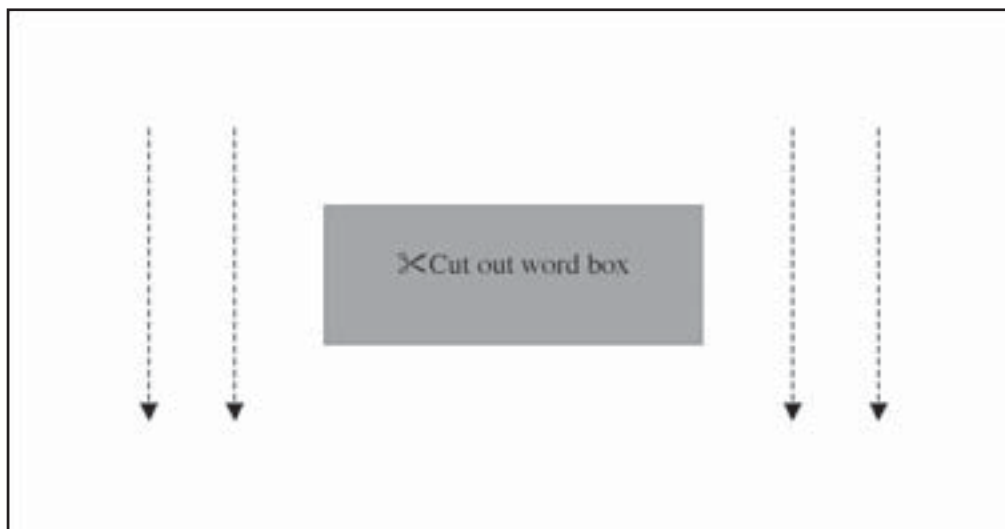
Week 1	Quest session	Week 2	Quest session
Mon	Guided reading with the teacher 	Mon	Demonstration writing with the teacher 
	Independent reading 		Independent spelling <input checked="" type="checkbox"/>
Tue	QUEST GROUP with the teaching assistant Spelling detectives investigate  Reading and responding 	Tue	QUEST GROUP with the teaching assistant Sentence level work  Supported writing 
Thu	QUEST GROUP with the teaching assistant Spelling detectives check  Reading and writing 	Thu	QUEST GROUP with the teaching assistant Spelling test <input checked="" type="checkbox"/> Supported writing 
Fri	QUEST GROUP with the teaching assistant Spelling detectives explore  Planning for writing 	Fri	QUEST GROUP with the teaching assistant Checking and improving writing  Reviewing targets 

Things to do before asking for help



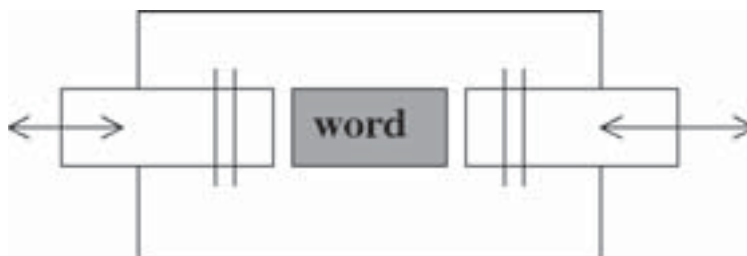
Fold flap to cover words	Word	1st attempt	2nd attempt

Fold here

Main card**Sliding strips**

To make the zoom card:

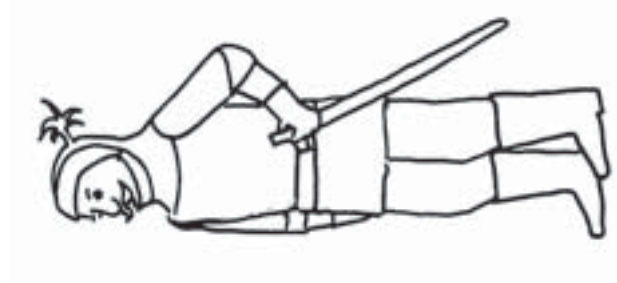
- Copy onto thin card
- Cut out the main card and the two sliding strips
- Cut down the arrows to make slits for the sliding strips
- Cut out the shaded word box in the middle.



strips can zoom in to look at the tricky bit of the word.

Name: _____

My Reading Journal



Reading review

My favourite 'Quest' book is:

The sort of book I would like to read next is:

What is my attitude to reading?

Tick three things that you like about reading:

I like to find out new information.

I like to read stories about my favourite characters.

I enjoy reading funny stories, poems or jokes.

I like working out new words while I am reading.

I like reading quietly to myself.

I like reading the same book as other people and then talking about it.

I like reading books linked to TV programmes or films.

I like books with puzzles that you can work out.

Write any other ideas here:

Module 3 Block C

Title:

Task: Read silently for 15 minutes.

Who is the hero?

Who is the villain?

Does the hero trick the villain or catch the villain out?

Find the part of the story where the hero gets the better of the villain. Write down the page number:

Module 3 Block B

Title: The Two Giants

Task 1: Before you start reading, think about what will happen in the story. Will Shaya find a way to get the magic finger?

Task 2: Now read from page 14 to the end of the book. Was your prediction right?

What is my attitude to reading?

Tick three things that you find hard about reading:

I find it hard to work out new words.

I make too many mistakes and then I get in a muddle.

I often find that what I read doesn't make sense.

I find it hard to concentrate when I am reading.

I find it hard to read quickly so I get fed up with the book I am reading.

I can't choose books that I enjoy.

I can't find anything new that I want to read.

I can't read in my head.

Write any other ideas here:

Module 1 Block A

Title: The Journey to Dragon Island

Task: Read through the story again to the end.

Write down any words that were hard to understand:

Write down words to describe Sir Kit:

Module 3 Block A

Title: Jack and the Beanstalk

Task: Read the rest of the story.

Who is the hero?

Who is the villain?

Does the hero trick the villain?

Find the part of the story where the hero gets the better of the villain. Write down the page number:

Module 2 Block B

Title: Dilly and the Goody-Goody

Task: Carry on reading from page 26 to page 39.
Challenge: TRY READING RIGHT TO THE
END!

What have you enjoyed in this story?

Is there anything that you have not enjoyed in this story?

Module 1 Block B

Title: What are Volcanoes?

Task: Read pages 2-9 again. Then read on to page 13.

Write down any words that were hard to understand:

Write one interesting fact that you found out from this book:

Think of something you would like to know more about. Make up a question:

Module 1 Block C

Title: Really Wild Sharks

Task: Read pages 4-11 again. Then read on to page 15.

Write down any words that were hard to understand:

Look back at pages 14-15. Name two things that help sharks to catch their food:

Module 2 Block A

Title: Dilly and the Goody-Goody

Task 1: What do you think will happen when Dilly meets somebody really good? Write your ideas before you start reading:

How to play the Spelling game

Play this game with your Spuddy.

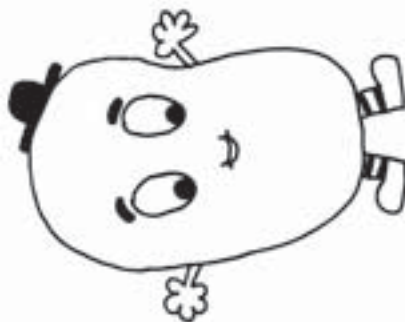
You will need: 2 game boards (Map of Dragon Island) 2 sets of word cards 2 counters

The object of the game is to get as close to the dragon's cave as possible by spelling words correctly.

1. Each player places their set of cards face down in front of them.
2. The first player takes the top card from their set and reads out the word.
3. The second player tries to spell the word. If their spelling is correct that player may move their counter one space.
4. Correct cards are removed from the pile, incorrect cards are placed at the bottom of the pile.
5. The second player now takes a card from their set and reads out the word.
6. The first player tries to spell the word and moves their counter if it is correct.
7. Play continues until all the word cards have been tried.
8. The winner is the player who has made the most progress around their board.

Name: _____

My Spelling Journal



My Spuddy is: _____

How to do the CFSS check

- When you have finished your writing there are four things that you need to check. If you follow these instructions you will know exactly what to do to be sure that your writing is clear and is as good as you can possibly make it.
- Stamp 'CFSS' on your work, and tick off each letter when you have checked that thing.
- You can do the CFSS check with your Spuddy. Take it in turns to read and check each thing on your work.

My personal spelling list (continued)

Word:

This is how I remember it:

My personal spelling list

Word:

This is how I remember it:

Instructions for the CFSS check

C is for capital letters

- Read through the work.
- Check that there are capital letters after every full stop. Check names.
- Make changes if you need to.

F is for full stops

- Read the work out loud.
- Your partner holds up a full stop sign every time they hear the end of a sentence.
- Make sure that you have got full stops at the end of every sentence.

S is for spellings

- Read through the work and look out for any spelling mistakes.
- Have a go at correcting all the spelling mistakes that you can.
- Underline any words that you are not sure of.

S is for sense

- Read the work out loud again to your partner.
- Is there anything that doesn't make sense?
- Is there anything that you could change to make the meaning clearer?
- Make the changes and read it again.

Memory strategies

These strategies will help you to learn words.

You can choose the ones that are most helpful for the word you are learning.

1. Syllables and phonemes

- Say the word and count the syllables.
- Segment the phonemes in each syllable.
- Think about which letters represent each phoneme.

2. Word roots

- Find the word root.
- Check whether the root has been changed when new letters have been added, e.g. because of a prefix or suffix or a change of tense.
e.g. **smiling** = **smile** + **ing**

3. Similar words (analogy)

- Think of similar words that you already know.
- Look for a letter string that you recognise from another word, e.g. **come**, **home**, **some**.

Memory strategies

4. Handwriting

- Practise writing the word in joined-up writing.
- You will get used to the direction and movement of your pencil when you are writing.

The last one is only for emergencies!

5. Mnemonics

- Make up a sentence to help you remember the order of the letters in the word.

e.g. big elephants can always understand small
elephants = because

My spelling tips

Do you have your own way to remember a word? Write it here:

Warm-up sessions

Introduction

These notes are designed to help you plan three sessions with the group before you start the programme. The aim is for the children to understand the purpose of the group and the type of activities they will be doing each week. It is expected that each session will take no longer than 20 minutes and that the sessions will be run by the teaching assistant.

Suggested content

Session 1: Introduce the story *Sir Kit's Quest*, the programme as a whole and the children's target cards.

Session 2: Introduce the reading journals. Children think about their strengths and weaknesses as readers.

Session 3: Look at the programme's routines for checking writing and learning spellings: CFSS routine, spelling game, Spuddy (spelling buddy).

Resources needed for each session

Session 1

- Quest folder for each child. This contains all the resources they will need to use in the Quest sessions and is a place to keep their work
- *Sir Kit's Quest*
 - children's copies in their Quest folders (Resource PCM 1)
 - teaching assistant's copy with notes (Warm-up PCM 1)
- Map of Dragon Island (Resource PCM 2, enlarged to A3)
- Children's timetable in their Quest folders (Resource PCM 3)
- Programme overview (Warm-up PCM 2, enlarged to A3)
- Target flap card for each child (Module 1 Block A PCM 1)
Make a copy for each child. Use the two pages to produce a two-sided copy. Fold the card down the centre and make cuts along the dotted lines dividing each section. The children can lift the flap to see the target they are working on

Session 2

- Reading journals (Resource PCM 7 booklet in each child's Quest folder)
- Copies of the guided reading books to be used during the Quest programme
- Sir Kit's reading journal (Warm-up PCM 3)

Session 3

- Spelling journal (Resource PCM 8 booklet in each child's Quest folder)
- Word cards (Warm-up PCM 5)
- Writing flap cards (Resource PCM 5)
- Zoom card (Resource PCM 6)
- Map of Dragon Island/Spelling game board (Resource PCM 2)
- Sir Kit's writing (Warm-up PCM 4)
- CFSS stamp

Warm-up session 1

Introduce the idea of the group	<p>Welcome children to the Quest group. <i>We will be working together as a group for the next 16 weeks.</i></p> <p><i>Do you know what a 'quest' is?</i> Take an idea from one child.</p> <p><i>A quest is like a search. In old stories characters were often sent on quests (like Shrek and Donkey being sent to find Princess Fiona in 'Shrek 1').</i></p> <p><i>You are called the 'Quest Group' because you are on a mission to find out how to improve your reading and writing.</i></p> <p>Introduce the Quest folders. Give each child their own folder and explain that they will be using these for all the work they do in the group. Talk through the contents of the folder.</p>
Introduce the theme	<p><i>I am going to start reading a story about a knight who has to go on a quest. We will be doing things in the group to help him meet the challenges he faces at each stage of his quest.</i></p> <p>Read <i>Sir Kit's Quest</i> chapter 1 (Resource PCM 1) and finish by asking the question: <i>Can you help Sir Kit send a message back to the king?</i></p> <p>Explain that the children will be reading more about Sir Kit and helping to write the message during their first block of work.</p> <p>Show the map of Dragon Island (Resource PCM 2) (children can look at the copies in their Quest folders). <i>This map shows the different tasks that Sir Kit has to do. What sorts of problems might he have?</i></p> <p>Give a little time for children to look at the map and then ask for suggestions.</p>
Talk through the timetable	<p><i>Now I will show you what we will do in the Quest group over a two-week block of work.</i></p> <p>Display the timetable (Resource PCM 3) (children can look at their own copies in the Quest folder). Ask some questions to help children understand the timetable:</p> <p><i>How many times will we meet each week?</i> 4 times.</p> <p><i>When will the teacher be leading the session?</i> Mondays.</p> <p><i>Can you spot when most of the reading is done?</i> Reading in the first week, and writing in the second week each time.</p> <p><i>You will be learning to spell some words that have tricky bits. Look for the 'eye' symbols in the first week. Can you find out when you will have a spelling test?</i> (Thursday, week 2).</p>
Introduce the target cards	<p>Give each child their own copy of Target flap card 1 (Module 1 Block A PCM 1) and talk briefly about how they will be used.</p> <p><i>You are going to have targets to work for when you do each block of work. At the end of the two weeks we will look at the targets and decide whether you have achieved each one. Then you will get stickers to put on the cards.</i></p> <p><i>Have a look at these targets. Which ones will be the most challenging?</i> Give time for the children to look and give their ideas.</p>
Look at the programme overview	<p>Display the programme overview (Warm-up PCM 2). <i>Look at this chart. It shows all the different things that you will be doing in the Quest group.</i></p> <p><i>You know that the first challenge is to write a message for Sir Kit, but can you see what the next challenge will be?</i> Writing about volcanoes.</p> <p><i>Can you see that you will be doing some reading and writing in each block of work to help you meet the challenge each time?</i> Point to another example, e.g. reading about sharks and then writing a report.</p> <p><i>By the end you will be writing a whole story for Sir Kit to read to the dragon!</i> Point to the section for Module 3 on the programme overview.</p>
Finish the session	<p><i>What are you looking forward to about the Quest group?</i> Take some suggestions (and tell them that you are looking forward to working with them).</p> <p><i>We will have two more warm-up sessions before we start on the quest. Next time I will be telling you a bit more about reading in the Quest group.</i></p>

Warm-up session 2

Introduce the reading journals	<p><i>In this session we are going to be thinking about reading because one of the aims of the Quest programme is to help you improve as readers. Look back at the timetable to remind children about reading they will be doing.</i></p> <p><i>You will be given some time to read independently in each block of work and then make some notes in your reading journals.</i></p> <p>Look together at the reading journals (Resource PCM 7). Draw attention to the type of questions the children will be answering and notes they will be making about the books that they read.</p> <p>Show children some (or all, if possible) of the books they will be reading during the programme. <i>The work we do in the Quest group will help you to read all these different books.</i></p> <p><i>Now we are going to think about the things we like about reading and the things that are hard.</i></p>
Discuss the children's attitude to reading	<p>Display Sir Kit's reading journal entry (Warm-up PCM 3) and explain. <i>Sir Kit has thought about himself as a reader and ticked three sentences that are true in each list.</i> Read through the ticked statements.</p> <p><i>Now we know that Sir Kit likes reading funny things and information but he often gets in a muddle and can't concentrate.</i></p> <p>Explain that they will now think about themselves as readers. Turn to the first two pages in the reading journal, 'My attitude to reading', and read through the statements as the children follow.</p> <p><i>Think about which three sentences best describe your attitude to reading.</i> Support the children as they decide which sentences to tick.</p> <p><i>You can add other information about your reading if you want to.</i> Give time for this, supporting individuals as necessary.</p>
Finish the session	<p><i>At the end of the Quest programme we will have a look at these pages again. I wonder whether your attitude to reading will have changed?</i></p> <p>Reassure children that they will be doing lots of things to help them improve as readers.</p> <p><i>In the last warm-up session we will find out about spelling.</i></p>

Warm-up session 3

<p>Introduce spelling detectives</p>	<p><i>In this session we are going to think about spelling because that is something else you will work on when you come to the Quest group.</i></p> <p>Refer to the children's timetable (Resource PCM 3) to remind them about the different activities and routines they will be using to develop their spellings.</p> <p><i>Look for the eye symbol in the first week of the block.</i> Explain that they will be spelling detectives, investigating a spelling rule, checking to see how it works and then exploring the tricky bits in words.</p> <p><i>Can you see what type of spelling activities you will do in the second week of the block?</i> Explain that they will have time to learn and practise their words and then they will be tested in the Quest session on Thursday. <i>Once you have learned your new words you will need to check that you are spelling them correctly in your own writing.</i></p> <p>Look together at the front cover of the children's spelling journals (Resource PCM 8). You will each have a Spuddy (spelling buddy) to work with. <i>You will do spelling activities together and help each other check spellings in your own writing.</i> Help each child choose a Spuddy and write their name on the front of the spelling journal.</p>
<p>Practise independent spelling activities</p>	<p>Explain that now you are going to help them learn what they will have to do independently. Give each child a set of word cards (Warm-up PCM 5) and explain that you are going to go through three activities to help them learn these words.</p> <p>Look, say, cover, write, check – Look at each word in turn and practise the routine: write the words onto the writing flap cards; read the first word out loud and say each letter; cover the word with the flap and try to remember it; have a go at writing the word in the '1st attempt' box; lift the flap and check the word; if it is wrong repeat the process, otherwise go on to the next word.</p> <p>Zoom Cards – <i>Which words did you find difficult to spell just now?</i> Show the children how they can use the zoom card to zoom in on the part of the word that they found difficult. Ask them to close their eyes, visualise the word and then have another go at writing it.</p> <p>Spelling board – ask the children to take the map of Dragon Island (Resource PCM 2) out of their Quest folders. Explain that this is also used as a board for the spelling game they play in each block of the programme. Go through the rules for the spelling game (as shown on the back of their spelling journals) and give them time to begin playing it using the words used earlier.</p>
<p>Demonstrate the CFSS check</p>	<p><i>We are going to learn a routine to follow when we want to check our written work carefully. It is called the CFSS check.</i> Look together at the first two pages of the spelling journal. <i>These pages explain the CFSS check.</i></p> <p>Look at the CFSS checklist in their spelling journals to explain what CFSS stands for (Capital letters, Full stops, Spelling and Sense).</p> <p>Display Sir Kit's writing (Warm-up PCM 4, with a corrected version for reference) and stamp it with 'CFSS'. <i>We will check Sir Kit's writing using the CFSS check so that I can show you how it works.</i></p> <ol style="list-style-type: none"> 1. Read the work out loud. The children hold up a full stop sign whenever they think you have reached the end of a sentence. Give each child a copy of the work and ask them to put in any full stops that have been missed out. 2. Now the children need to think about where the capital letters should be, read through and make changes where necessary. Tick off 'C' and 'F' on the CFSS list. 3. Next ask the children to check the writing for any spelling mistakes. They should see whether they can correct mistakes, or just underline them if they are not sure of the spelling. Now tick off the first 'S'. 4. Finally read it all through again. Ask: Is there anything that doesn't make sense? Is there anything they could change to make the meaning clearer? Tick off the final 'S'.
<p>Finish the session</p>	<p><i>These activities and routines will help you to learn more about spelling and then you will get more and more confident when you are doing your own writing.</i></p> <p><i>This is the last warm-up session – now we are ready to start the Quest sessions.</i></p>

Notes on the story

The story introduces the character that will run throughout the programme. In the first warm-up session the teaching assistant reads the story and looks at the Map of Dragon Island. The children will get an overview of the whole programme and the different things they will be asked to do.

Chapter 1: The Quest Begins

There was once a knight called Sir Kit. His job was to serve the king. He had to slay dragons, rescue princesses, make the king's cocoa and so on. The problem was that although Sir Kit was kind and brave he was always getting in a muddle and getting things wrong.

One day the king had written Sir Kit a note asking him to get rid of a three-headed monster that was lurking in the palace garden. Sir Kit didn't read the note properly. He thought he had to go for a ride around the palace garden on the monster. The king was not very happy when he saw Sir Kit riding through his best flower beds on the monster's back.

On another day Sir Kit was supposed to be making a shopping list for the king. He wrote in such a hurry and made so many mistakes that the king ended up with all the wrong things. Instead of 1 pint of milk, 1 bag of sugar and a pack of cocoa he ended up with 1 pair of mittens, 1 big sausage and a piece of cheese.

The king was furious and summoned Sir Kit to the throne room.

"Sir Kit, you are getting into too many muddles. I have decided to send you on a quest. You must go to Dragon Island. If you can find the magic box guarded by the dragon all your problems will be solved." The king handed Sir Kit a map.

"Thank you your majesty. I promise I won't let you down this time," said Sir Kit, bowing low.

"The voyage is dangerous and I will want to know that you have arrived safely," said the King. "Send me a message in this magic bottle." The King gave Sir Kit a beautiful multi-coloured bottle which he tucked carefully into his pocket. Then Sir Kit bowed again and left the throne room.

As soon as he was outside the door, Sir Kit opened up the map. There was a picture of the island and a set of instructions for defeating the dragon.

"Oh dear, this is going to be difficult," he mumbled to himself. "I must make sure that I follow all the instructions carefully. I do hope that I can manage to complete my quest."

Children's question: *Can you help Sir Kit write a message to send to the king?*

Notes for teaching assistant (TA): **Module 1 Block A** focuses on reading about Sir Kit's voyage and identifying the main events. The children will be able to retell the main events and write their own messages for the king.

Chapter 2: The Volcano

After a long and exciting voyage across wide oceans full of sea monsters, Sir Kit finally arrived at Dragon Island. He pulled his boat up onto the sandy beach and wrote his message for the King. He pushed it into the magic bottle and threw it out to sea.

"Well at least I have managed to do the first task," he said to himself. "But I have a feeling that it is going to get more difficult now." He sat under a palm tree and consulted the map. "Hmmm ... it looks as though I should start by going to the volcano for dragon food. But I thought volcanoes were dangerous. Will it be safe to go so close I wonder? I need some information."

Children's question: *Can you help Sir Kit with information about volcanoes?*

Notes for TA: **Module 1 Block B** focuses on reading about volcanoes and finding out about the advantages and disadvantages of living close to volcanoes.

The children will be able to give Sir Kit the information that he needs.

Sir Kit made his way to the volcano. It was a long hot walk. As he got closer he could see what looked like a market stall. And as he got closer still he could read the sign 'Dragon Food'. He was still worrying about being near the volcano when a friendly voice shouted from behind a huge pile of stones,

"Don't worry. This volcano is dormant. It hasn't erupted for years. Now how can I help you?"

"Oh thank goodness for that," said Sir Kit, breathing a sigh of relief. "I need to buy some dragon food please."

A small goblin appeared from behind the pile of rocks. He was holding out a large stone.

"Certainly Sir. Here is a piece of the finest dragon food. This is fresh from the volcano. I collected it myself just this morning."

Sir Kit paid the goblin, loaded the dragon food into his backpack and checked the map.

"Well that's the first part of the quest completed. Now what do I need to do next?" Sir Kit studied the map and then gulped loudly.

"Oh no, I've got to get the magic water from Shark Lagoon. I think sharks eat people, don't they. What am I going to do?"

Chapter 3: Sharks

Sir Kit walked on across the island until he reached Shark Lagoon. He stood by the shore and watched the sharks' fins moving around in the water. The water wasn't very deep and he could see huge grey-brown fish swimming near the surface with their mouths wide open. The sharks looked very fierce and Sir Kit was terrified.

"How am I going to get the magic water? I need to know whether it is safe."

Children's question: *Can you give Sir Kit the information that he needs about sharks?*

Notes for TA: **Module 1 Block C** focuses on reading about sharks and finding out about different types of shark. The children will be able to tell Sir Kit whether it is safe to go into the magic water.

Sir Kit studied the report about sharks that had suddenly appeared in his hands. This was exactly what he needed to know! These sharks wouldn't hurt him because they were basking sharks. He waded into the water and filled a bottle with the magic water.

"Well that wasn't too bad," he said happily to himself. "Let's see what I need to do next."

He looked at the map and set off along the shore to his next destination – Dilly's House.

Chapter 4: The Secret Weapon

Sir Kit trudged along the path and eventually saw a house. It looked quite ordinary from the outside but he could hear a strange noise coming from inside. It sounded like an enormous roaring sound.

Sir Kit gulped and reminded himself that he was brave and fearless. What on earth was he going to see when he went into the house?

Children's question: *Can you describe Dilly's house?*

Notes for TA: **Module 2 Block A** focuses on describing a familiar character in a new setting. The children will read a story about Dilly the Dinosaur and then write imaginatively about Dilly's house on Dragon Island.

Sir Kit sat down to talk to Dilly. "My sword will be useless because the dragon will just melt it with his fire. I need a secret weapon to defeat the dragon," he explained. "Do you think you will be able to help me?"

Dilly smiled and nodded. "I've got just what you need. You can borrow my super-water-soaker. All you need to do is fill it with magic water and fire it at the dragon's mouth. You'll soon be able to put out its fire for good. Let me tell you about the last time I went to see that dragon."

Children's question: *Can you tell Dilly's story?*

Notes for TA: **Module 2 Block B** focuses on a recount of an adventure told in the first person. The children will imagine Dilly going to the dragon and putting out its fire with the water-squirter. This is written as though Dilly is telling the story himself.

Sir Kit enjoyed Dilly's story so much that he would have liked to stay longer. He knew he had to get on with the next part of his quest so he sadly waved goodbye and set off up the road.

Chapter 5: The Dragon's Cave

The journey to the cave was long and hard. Sir Kit had to climb steep cliffs and make his way through dark valleys. Eventually he saw smoke coming from a large cave. This must be the place. He crept close enough to see that the dragon was fast asleep, snoring loudly. As the dragon snored his mouth opened, and flames and smoke came shooting out.

"This is my chance," Sir Kit whispered. He aimed the secret weapon and fired the magic water straight into the dragon's mouth. Immediately the flames went out and the dragon woke up with a cough and a splutter. To Sir Kit's amazement, the dragon began to speak.

"Who dares disturb the dragon's rest? What do you want?" Sir Kit stepped forward bravely and demanded the magic box. But the dragon swished its spiky tail and lashed out with its huge claws.

"Please don't hurt me", said Sir Kit, "I have brought you some delicious food. It is fresh from the volcano." He put the dragon food on the ground and the dragon gobbled it up hungrily.

"Now please can I have the magic box?"

"I will not give up my treasure so easily. First you must read me a story that will amaze and delight me. Only then can you have the magic box."

Sir Kit looked around desperately. "But there are no books here. How can I read to you?"

"No," sighed the dragon, "I burnt them all up in a temper one day. You will just have to write me a new story."

"Oh no, what shall I do? I'm useless at stories. I need some help," cried Sir Kit.

Children's question: *Can you write a story for Sir Kit to read to the dragon?*

Notes for TA: **Module 3 Blocks A, B and C** focus on writing a complete story and presenting it as a small book. The children will read traditional tales and then write one of their own using similar characters and settings. They will have a finished book to read to the dragon at the end of the module.

Sir Kit read the story to the dragon. At the end the dragon smiled happily. "Oh thank you so much. I just love stories. Now you can have the magic box."

Sir Kit took the magnificent box from the dragon. It was gold, encrusted with precious stones. It glinted in the sun. Sir Kit smiled happily to himself. Now he had completed his quest and he could go back to the king.

Note for TA: The final chapter is designed to be read at the end of the programme. The group can discuss the contents of the box, and you could produce a decorated box filled with sweets or some other treat to celebrate the fact that you have all finished the programme.

Chapter 6: The Quest Ends

The journey home again seemed to take no time at all. Soon Sir Kit was standing in the throne room before the king once more.

"I've done it your majesty! I've completed my quest. Here is the magic box. I have not opened it yet and I can't wait to see how it will solve all my problems."

The king smiled at Sir Kit. "Well done, good knight. But you don't need to open the box, you have already solved your problems. You have followed all the instructions and not got muddled once. Now you will be able to do everything I ask you to."

And the king was right. Sir Kit served him without any muddles for the rest of his days. He kept the magic box on a pillow by his bed to remind him of his quest. And what was inside? Well, that remains a mystery to this very day.

Module	Challenge	What will you be doing?	What are the targets?
Module 1 Block A	Can you help Sir Kit write a message to send to the king?	<ul style="list-style-type: none"> ■ Reading a story about Sir Kit. ■ Writing a message for Sir Kit to send back to the king. 	<p>Reading: I can read new words by blending phonemes. Writing: I can write information in complete sentences. Sentence: In my sentences I usually put capital letters and full stops in the right places. Word: I can spell the words <i>going</i> and <i>having</i> and I can spell verbs correctly when I add 'ing'.</p>
Module 1 Block B	Can you help Sir Kit with information about volcanoes?	<ul style="list-style-type: none"> ■ Reading a book about volcanoes. ■ Writing about living near volcanoes. 	<p>Reading: I can check that what I read makes sense. Writing: I think through my sentences before I write and check whether I need to make them better. Sentence: I can write a sentence that has two ideas. Word: I can spell the words <i>liked</i> and <i>played</i> and I can spell verbs correctly when I add 'ed'.</p>
Module 1 Block C	Can you give Sir Kit the information that he needs about sharks?	<ul style="list-style-type: none"> ■ Reading a book about sharks. ■ Writing a report about two types of shark. 	<p>Reading: I can read a passage of text and then tell you the main point. Writing: I can write a non-chronological report that has: a heading, introduction, description, conclusion, some special vocabulary. Sentence: I can reread what I have written to make sure that I have chosen all the correct words. Word: I can spell the words <i>they</i> and <i>there</i> and I can spell words ending in 'le'.</p>
Module 2 Block A	Can you describe Dilly's house?	<ul style="list-style-type: none"> ■ Reading a 'Dilly the Dinosaur' story. ■ Writing a setting for a new Dilly story. 	<p>Reading: I can use expression when I read to make it sound interesting. Writing: I can write a description of a place that tells you what it is like, using complete sentences. Sentence: I can connect two ideas in a sentence using words like <i>if</i>, <i>so</i>, <i>because</i>. Word: I can spell the words <i>was</i> and <i>wanted</i> and other words which have the sounds 'w-o'.</p>
Module 2 Block B	Can you tell Dilly's story?	<ul style="list-style-type: none"> ■ Reading a 'Dilly the Dinosaur' story. ■ Writing a story about Dilly. 	<p>Reading: I can say what I think of a story and show you how I know by using some of the words and phrases from the story. Writing: I can write a conversation between two characters. Sentence: I can write sentences in the first person and in the past tense. Word: I can spell the words <i>were</i> and <i>are</i> and words with the prefixes 'un' and 'dis'.</p>

Module	Challenge	What will you be doing?	What are the targets?
Module 3 Block A	Can you write a story for Sir Kit to read to the dragon?	<ul style="list-style-type: none"> ■ Reading some traditional tales. ■ Writing your own version of a traditional tale and making it into a book. 	<p>Reading: I can talk about what characters do and show you how I know using some words and phrases from the story.</p> <p>Writing: I plan my writing carefully by thinking about what I want to say and collecting ideas.</p> <p>Sentence: I can write sentences in the third person and the past tense when I am writing a story.</p> <p>Word: I can spell the words <i>could</i> and <i>didn't</i> and I can spell compound words.</p>
Module 3 Block B			<p>Reading: I can tell you the main point of the story and show you how I know what it is by talking about things that happen in the story.</p> <p>Writing: I can write so that my work begins to sound like a story and show you where I have written about characters and setting.</p> <p>Sentence: I can choose different adjectives to make my sentences more interesting.</p> <p>Word: I can spell the words <i>friend</i> and <i>said</i> and I can spell adjectives ending in 'er', 'est' and 'y'.</p>
Module 3 Block C			<p>Reading: I can read to myself for 15 minutes.</p> <p>Writing: I can write a complete story with a beginning, middle and end.</p> <p>Sentence: I can check my own writing to make sure that it has capital letters, full stops, makes sense and is spelt correctly (CFSS).</p> <p>Word: I can spell the words <i>saw</i> and <i>because</i> and I can change nouns from singular to plural.</p>

What is my attitude to reading?

Tick three things that you like about reading:

- I like to find out new information. ✓
 - I like to read stories about my favourite characters.
 - I enjoy reading funny stories, poems or jokes. ✓
 - I like working out new words while I am reading.
 - I like reading quietly to myself.
 - I like reading the same book as other people and then talking about it. ✓
 - I like reading books linked to TV programmes or films.
 - I like books with puzzles that you can work out.
-

Tick three things that you find hard about reading:

- I find it hard to work out new words.
- I make too many mistakes and then I get in a muddle. ✓
- I often find that what I read doesn't make sense. ✓
- I find it hard to concentrate when I am reading. ✓
- I find it hard to read quickly so I get fed up with the book I am reading.
- I can't choose books that I enjoy.
- I can't find anything new that I want to read.
- I can't read in my head.

My day

Tday was awful becos I had to go and see the king

he said I had to go on a kwest becos I have made

to many mistakes. I am a bit scared becos I've got

to go to Dragon Island and find a magic box. I am

just packing my case but I don't no what to take

becos I don't know what the weather is like if

it is hot or cold or wet.

My day

Today was awful because I had to go and see the king.

He said I had to go on a quest because I have made too many mistakes. I am a bit scared because I've got to go to Dragon Island and find a magic box. I am just packing my case but I don't know what to take because I don't know **whether the weather will be hot, cold or wet.**

Spelling corrections are underlined.

Additional full stop and capital letter in **bold**.

Alternative final sentence to improve sense in **bold**.

away	going
come	they
went	

away	going
come	they
went	

away	going
come	they
went	

away	going
come	they
went	