

## Reading Planning Autumn 2: Dinosaurs

<p><b>Year 1</b></p>	
<p><b>Word Reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ol style="list-style-type: none"> <li>1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>2. being encouraged to link what they read or hear to their own experiences</li> <li>3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>4. recognising and joining in with predictable phrases</li> <li>5. learning to appreciate rhymes and poems, and to recite some by heart</li> <li>6. discussing word meanings, linking new meanings to those already known</li> </ol> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:               <ol style="list-style-type: none"> <li>1. drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>2. checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>3. discussing the significance of the title and events</li> <li>4. making inferences on the basis of what is being said and done</li> <li>5. predicting what might happen on the basis of what has been read so far</li> </ol> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>
<p><b>Year 2</b></p>	
<p><b>Word Reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:               <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>				
<p><b>Working Below the Expected Standard (Pre Key Stage Standard 4)</b></p> <p>1.Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>2.read accurately by blending the sounds in words with up to five known graphemes</p> <p>3.read some common exception words</p> <p>4.read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence</p> <p>5.talk about the events in the story and link to their own experience</p> <p>6.retell some of the story</p>		<p><b>Working Towards the Expected Standard</b></p> <p>1. can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>2. can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p> <p>3.can read many common exception words.</p> <p>4. In a book closely matched to the GPCs as above, can read aloud many words quickly and accurately without overt sounding and blending.</p> <p>5.In a book closely matched to the GPCs as above, can sound out many unfamiliar words accurately.</p> <p>6.In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences.</p>		<p><b>Working At the Expected Standard</b></p> <p>1. can read accurately most words of two or more syllables</p> <p>2. can read most words containing common suffixes</p> <p>3. can read most common exception words</p> <p>4. In age-appropriate books, can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>5. In age-appropriate books, can sound out most unfamiliar words accurately, without undue hesitation.</p> <p>6. In a book that they can already read fluently, can check it makes sense to them, correcting any inaccurate reading.</p> <p>7. In a book that they can already read fluently, can answer questions and make some inferences.</p> <p>8. In a book that they can already read fluently, can explain what has happened so far in what they have read.</p>		<p><b>Working at Greater Depth</b></p> <p>1. In a book they are reading independently, make inferences.</p> <p>2. In a book they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far.</p> <p>3.In a book they are reading independently, make links between the book they are reading and other books they have read.</p>
Autumn 2	Day 1	Day 2	Day 3	Day 4	Day 5	
	Activate Thinking	Vocabulary Focus	Link ideas	Retell	Answer questions	

## Reading Planning Autumn 2: Dinosaurs

	Introduce Text/ Reading		Talk for Reading - skills focus	Talk for Reading - skills focus	Apply
<p>Week 1</p> <p>1e. Predict what might happen on the basis of what has been read so far.</p>	<p>Before Reading: Look at the front cover. Can you tell me the title of the book? The title of the book is 'Dinosaurs'. What sort of text do you think this will be? Example answer: I think this is going to be a story about dinosaurs. Example answer: I think this is going to be an information book about dinosaurs.</p> <p>Read the blurb. Do you still think this text will be a .....? Find the word that tell you this. I think this will be an information/non-fiction book because it says 'fact-filled book' in the blurb. Tell me the two facts that the blurb says you will find in this book. You will find out which dinosaurs were meat-eaters and why plant-eaters had such long necks.</p> <p>If this is a non-fiction text, what sort of features can you expect to see? Example answer: Contents page, facts, glossary, pictures, labels and an index page.</p> <p>Scan the text from start to finish, asking questions to draw out understanding of the contents and index page, glossary, photographs and illustrations, captions and labels. (For a full list of questions, refer to the Prior Reading Prompts Sheet). p.1 When did dinosaurs live? Dinosaurs lived on the Earth over 200 million years ago. What does the word 'extinct' mean? How do you know? Extinct means no longer living. I looked it up in the glossary. p.3 What is the sub-heading on this page? What information does it tell us? The sub-heading on this page is 'On Land'. It tells us information about the dinosaurs that lived on the land. Tell me one fact you have remembered from this section.</p> <p>• Various answers. Look at page 4. Can you predict what information you might find in this section? You might find out about dinosaurs that lived in the sea. Use the contents page to find the 'In the Air' section. How many teeth did the Pterodactyl have? Pterodactyls had around 90 teeth. p.6 Find the word that means 'only eats meat'. carnivore</p>	<p>Children complete the Fact-Finders Activity Sheet using the How to Be a Fact-Finder Poster for support. Children will need a copy of the Dinosaurs eBook PDF. Challenge! Children select the non-fiction text they would most like to read and explain why.</p>	<p>Re-read pages - up to 6. Children draw pictures to accompany one of the sections on the Remembering the Facts Activity Sheet. Challenge! Children write one question that they would like to find out the answer to in the book.</p>	<p>Re-read pages 1-6. Answer VIPRS questions</p> <p>V- find and copy the word that means only eats plants? P- Which Dinosaurs do you think are carnivores? Herbivores? Why? R- when did the dinosaurs go extinct? Pg 1 Which dinosaur lived in the sea? Pg 4 How many teeth do Pterodactyls have? Pg 5 S - Order the headings - which came first? Land, Sea and Air, Dinosaur Diets, All about Dinosaurs</p>	<p>Prior reading questions - exploring features of non-fiction texts.</p>
<p>Week 2</p> <p>1b. Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p>	<p>Read up to pg 17.</p> <p>p.7 What is another word for a plant-eater? Another word for plant-eater is herbivore. How did the herbivores develop to reach the tallest branches? Herbivores developed long necks to reach the tallest branches.</p> <p>p.8 Can you find the name of a herbivore? Diplodocus, Brachiosaurus, Iguanodon, Apatosaurus</p> <p>p.9 Why is this section called 'Meet the Carnivores'? This section is called 'Meet the Carnivores' because it is all about dinosaurs that were carnivores. What does 'predator' mean? How did you find out? 'Predator' means an animal that hunts and kills other animals. I found out by looking in the glossary.</p> <p>The author asks you a question in the box. How does the look of the box give you a clue? The question is in a box that looks like a cheetah, which is the answer to the question.</p> <p>p.10 What is the name of the dinosaur in the 'Did you know...?' box?</p>	<p>Children complete the Dinosaur Alphabet Activity Sheet.</p>	<p>Children rate the facts on the 'Factastic' Rating Activity Sheet. Challenge! Children think of one idea or feature they would add to improve the text.</p>	<p>Re-read pages 7-17. Answer VIPRS questions</p> <p>V - Which word is used to describe carnivores jaws? R - how long is a t-Rex tooth? Name 2 features of a triceratops Name a herbivore, carnivore and omnivore. S - sequence the dinosaurs - t-Rex, triceratops, Stegosaurus, ankylosaurs, from the spikes, spines, horns and tails section.</p>	<p>Phonics mini reader comprehension</p>

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	<p>Compsognathus</p> <p>p.11 Can you find a question on this page? Which dinosaurs were omnivores? Can you think of any that are omnivores? Find and name two foods that omnivores ate. Any two from the following: plants, eggs, insects, small mammals and reptiles.</p> <p>p.13 What information do you think will be in the 'Spikes, Tails, Horns and Scales' section? I think this section will have information about what the dinosaurs looked like.</p> <p>What did the dinosaurs become better at over time? Dinosaurs became better at surviving/hunting for food/catching prey.</p> <p>p.16 Which features can you see on this page that help you to understand the information about the Stegosaurus? I can see illustrations, labels and arrows.</p> <p>What can you tell me about Triceratops? Find the words/ sentence that backs up what you have just said. Answers will vary.</p> <p>p.16 What were the plates on the back of the Stegosaurus made of? The plates were made of bone.</p> <p>I would like to find about the Tyrannosaurus rex. Where would I find this information? How do you know this? You would find this information on page 16. I looked in the index.</p> <p>What have you found out about the bite of the Tyrannosaurus rex? Where did you find this information? I have found out that the bite of a Tyrannosaurus rex was three times as strong as the bite of a great white shark.</p> <p>Deeper Reading:</p> <p>Tell me one fact you have found out today. Answers will vary.</p> <p>Why do you think the author has included a question at the top of each page? I think the author has included a question on each page because the information will answer it if you keep reading.</p> <p>Which dinosaur did you think was the scariest/most dangerous? Why? Answers will vary.</p>				
<p>Week 3</p> <p>Draw on knowledge of vocabulary to understand texts.</p>	<p>Blurb Recap:</p> <p>Find the words that tell you what sort of book this is. Fact-filled eBook.</p> <p>Can you think of another name for a fact text? An information/non-fiction text.</p> <p>Before Reading:</p> <p>Some of the words in the text are in bold. Why? Some of the words are bold because they are new words about dinosaurs.</p> <p>Where can you find out what these new words mean? You can find out what they mean in the glossary.</p> <p>p.18 What does the word 'palaeontologist' mean? A palaeontologist is a scientist who studies plant and animal fossils to find out about the past.</p> <p>p.19 What do the dinosaur remains tell us about them? Can you remember two? Any two of the following: where they lived; when they lived; how they looked; how they moved; what they ate.</p> <p>p.20 Where was the Allosaurus fossil found? The Allosaurus fossil was found in America.</p> <p>p.21 Which words tell you what Mary Anning is famous for? The words 'fossil-finder' tells me what Mary Anning is famous for.</p> <p>p.21 Look in the 'Did you know...?' box. What is the name given to</p>	<p>Children complete the Glossary Activity Sheet. Children refer to copies of the Glossary for support if needed.</p> <p>Challenge!</p> <p>Children recall new words and their meanings in pairs.</p>	<p>Children complete the What I Have Learned Activity Sheet.</p> <p>Challenge!</p> <p>Children sum up the eBook in three sentences.</p> <p>Use the prompts on the sheet for help.</p>	<p>Complete quiz on page 25-26 using VIPRS skills.</p>	<p>Phonics mini reader comprehension</p>

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	<p>the beaches and cliffs where Mary Anning found her fossils? The beaches and cliffs where Mary Anning found her fossils are called.. Can you find anything on this page that backs up this answer? The map backs up this answer.</p> <p>p.22 Find the word that describes what sort of fossil-hunter she was. The word 'excellent' describes what sort of fossil-hunter she was.</p> <p>p.23 How many dinosaur fossils have been found with wings, feathers and beaks? More than 20 different dinosaur fossils with wings, feathers and beaks have been found. The quiz is completed in the Deeper Reading section. p.29 What is the index page for? The index page tells us where important words are in the book. What do you notice about the order of the words? Why do you think this is? They are in alphabetical order. This is to help you find the words more easily.</p> <p>Deeper Reading:</p> <p>p.30 Work through the quiz questions on page 30 and 31. Discuss misconceptions. This non-fiction text is called a non-chronological report - does it matter what order you read the sections in? Why? It doesn't matter what order you read the sections in because each one is about something different.</p> <p>Can you explain one fact about dinosaurs in your own words? Answers will vary.</p>				
<p>Week 4 Predict what might happen on the basis of what has been read so far.</p>	<p>Front Cover: What do you think this book will be about? • I think this book will be about a collar that belongs to the dog. What is the title of this book? • A Christmas Collar.</p> <p>What do you notice about the words 'Christmas' and 'collar' in the title? Why do you think the author used them? • Example answer: 'Christmas' and 'collar' both start with /c/ and are alliterative. I think the author has used them to make the title sound catchy.</p> <p>What is a collar? Where can you find the meaning if you don't know? • A collar is a loop that is put around an animal's neck. It sometimes has a tag on it to tell people who the animal belongs to. We could look in a dictionary to find out the meaning.</p> <p>Who is the main character? • The main character is a dog.</p> <p>How is the dog feeling? Why do you think that? • Example answer: I think the dog is feeling very happy because it is smiling and its tail is up in the air.</p> <p>After Reading the Blurb: What time of year do you think the story is set in? Why do you think that? • I think the story is set in winter because it is called 'A Christmas Collar' and Christmas is in December.</p> <p>What does the phrase 'more to the Christmas collar than meets the eye' mean? • Example answer: The phrase 'more to the Christmas collar than meets the eye' means that there is something special or unusual</p>	<p>Children complete the Dazzling Descriptions Activity Sheet. (For Part A, children will need scissors to cut out their decorations. These can then have string or wool attached before being hung up.) Challenge! Children generate a full sentence including an expanded noun phrase with at least 3 adjectives.</p>	<p>Comprehension: Children complete the Predict Activity Sheet, saying what they think will happen in the story. Challenge! Children discuss their predictions with a friend and talk about how they are the same/different.</p>		<p>Phonics mini reader comprehension</p>

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	<p>about it.            Can you find any other words in the blurb that back this idea up?            • The author uses the words 'special' and 'magical' to tell us that the collar is magic and that maybe this is going to be a very special adventure.            Deeper Reading:            Do you think people would still choose to read this book if there wasn't a picture on the front cover? Why or why not?            • Example answer: Yes, I think they would because people get very excited about Christmas and so might want to read the book just from the title.            Have you read any other books about Christmas? Can you tell me about one of them?            • Example answer: Yes, I have read lots of books about Christmas, like 'The Jolly Christmas Postman'.            What sort of texts were they - fiction or non-fiction?            • Example answer: I have read stories (fiction) and poems.</p>				
<p>Week 5            Make inferences from the text.</p>	<p>Read up to pg 12.            p.1 How do you think Mila is feeling on her dog walk? Why?            • Example answer: I think Mila is feeling very happy because she is smiling in the picture.            Do you think the object she has seen in the snow is worrying her or making her excited?            • I think the object she has seen in the snow is making her excited because she says, "Wow! What's that?"            p.2 Is Mila going to keep the collar for her dog? Find the words to back up what you are saying.            • No, I don't think Mila is going to keep the collar for her dog because the text says 'to keep it safe until they could find the owner.'            p.4 How do you think Lumi is feeling at this point? Find the words or illustration to back this up.            • Example answer: I think Lumi is surprised and scared because she looks shocked in the illustration.            p.5 Look at the illustrations (and AR). Do Lumi's feelings change on this page? Why do you think that?            • Example answer: I think Lumi starts to enjoy flying as she is smiling in one of the illustrations.            p.6 Who do you think Lumi is going to come 'nose to nose with' on the next page?            • Example answer: I think she is going to come 'nose to nose with' a reindeer because I can make out the shape of one in the sky.            p.7 Why do you think the reindeer is shocked when he sees Lumi?            • Example answer: I think the reindeer is shocked when he sees Lumi because Lumi is a dog and dogs can't fly! He is used to reindeer flying and pulling Santa's sleigh.            p.8. What do you think the reindeer means when he says, "We've got a lot of work to do before you can go back to bed."?            • Example answer: I think the reindeer means that Lumi has got to help Santa deliver presents to all the children around the world.            p.9 Look at the illustrations (and AR). I wonder where Lumi and the reindeer have landed. Can you tell me your ideas?            • Example answer: I think Lumi and the reindeer have landed at the</p>	<p>Children complete the Hear Is a Homophone Activity Sheet, using the Hear Is a Homophone Cards for Part A. Challenge! Children guess two pairs of homophones from some clues and use them in their own sentences.</p>	<p>Comprehension: Children complete the In My Opinion Activity Sheet. Challenge! Children explain what they would do if they were Santa and they had realised that Dasher was missing.</p>	<p>VIPRS questions</p>	<p>Phonics mini reader comprehension</p>

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	<p>North Pole. I think this because I can see Santa in his sleigh with all the presents ready. I can see elves carrying presents.</p> <p>p.10 Where do you think Lumi and the other reindeer are going now?</p> <ul style="list-style-type: none"> <li>• I think Lumi and the other reindeer are going to take Santa around the world to deliver the presents.</li> </ul> <p>p.12 How do you think Santa is feeling on the illustration? Why do you think this?</p> <ul style="list-style-type: none"> <li>• Santa looks worried because Dasher is missing. He looks very surprised or panicked.</li> </ul> <p>Deeper Reading:</p> <p>At the start of the story, Mila picks up the collar and puts it on Lumi. Do you think she did the right thing or the wrong thing? Explain why you think this. Can you think of something else she could have done with it instead?</p> <ul style="list-style-type: none"> <li>• Example answer: I think she did the right thing to keep it safe. If she left it there, it might have got covered by the snow and been lost forever. She could have put it on a wall for the owner to see it if they came back to look for it. Maybe she should have handed it in to the police.</li> </ul> <p>Look at the AR on p.1. How do you think Mila feels about the weather? Do you like this kind of weather?</p> <ul style="list-style-type: none"> <li>• Example answer: I think she feels excited because you don't get snow every day. I like to play in it and build snowmen.</li> </ul> <p>Look at the illustration and AR on p.12 that shows Santa in the chimney. What do you think has happened to Santa?</p> <ul style="list-style-type: none"> <li>• Example answer: I think Santa got tangled up in the Christmas tree lights when he was delivering presents. He's trying hard to get back out of the chimney!</li> </ul>				
<p>Week 6</p> <p>Draw on knowledge of vocabulary to understand texts.</p> <p>Identify and explain the sequence of events in texts.</p>	<p>Read from 13 to end</p> <p>p.13 How does the author describe Lumi's adventure?</p> <ul style="list-style-type: none"> <li>• The author describes her adventure as 'surprising'.</li> </ul> <p>p.14 The author explains that the magical collars call the reindeer 'into action'. Can you explain what that means in your own words?</p> <ul style="list-style-type: none"> <li>• It means that the collars make the reindeer start work.</li> </ul> <p>p.14 Where do you think Dasher is?</p> <ul style="list-style-type: none"> <li>• I think Dasher is in the woods where Lumi found the collar.</li> </ul> <p>p.15 Find the words that tell us that Lumi led the way for Santa and the reindeer.</p> <ul style="list-style-type: none"> <li>• The words that tell us that Lumi led the way are "Follow me!" she said, and guided Santa and his reindeer to the woods.'</li> </ul> <p>p.16 How did Lumi find the spot where Mila had found the collar?</p> <ul style="list-style-type: none"> <li>• Lumi found the spot by sniffing the ground.</li> </ul> <p>p.6 Who do you think Lumi is going to come 'nose to nose with' on the next page?</p> <ul style="list-style-type: none"> <li>• Example answer: I think she is going to come 'nose to nose with' a reindeer because I can make out the shape of one in the sky.</li> </ul> <p>p.17 What does the word 'bounding' mean? Why did the author use it in this sentence?</p> <ul style="list-style-type: none"> <li>• The word 'bounding' means running or rushing. The author used it in this sentence to show that Dasher was rushing to see Santa. She was probably excited to see Santa.</li> </ul>	<p>Children complete the Super Suffixes Activity Sheet. Challenge! Children write sentences with the new words they have made.</p>	<p>Comprehension: Children complete the New Vocabulary Activity Sheet. Challenge! Children use the Vocabulary Cards to think of three questions about the words from the story for a friend to answer.</p>	<p>Where does the story start?</p> <ul style="list-style-type: none"> <li>• The story starts in the woods.</li> </ul> <p>Who do you meet first?</p> <ul style="list-style-type: none"> <li>• We meet Mila and Lumi first.</li> </ul> <p>What is the main event at the start of the story?</p> <ul style="list-style-type: none"> <li>• The main event at the start of the story is when Mila finds a collar lying in the snow.</li> </ul> <p>What happens next?</p> <ul style="list-style-type: none"> <li>• Mila puts it on Lumi and they go home. That night, Lumi starts to fly.</li> </ul> <p>What is Santa's dilemma (problem)?</p> <ul style="list-style-type: none"> <li>• Santa's dilemma is that he doesn't know where Dasher is and if he will be able to deliver all the presents without her!</li> </ul> <p>What happens in the resolution part of the story (how is the problem solved)?</p> <ul style="list-style-type: none"> <li>• Lumi guides Santa back to the woods to find Dasher.</li> </ul> <p>How does the story end?</p> <ul style="list-style-type: none"> <li>• The story ends with Santa taking Lumi home and delivering presents for Mila and her family. The family wake up on Christmas to find the presents.</li> </ul> <p>Can you think of an alternative present for Lumi at the end of the story? Why have you chosen this?</p> <p>Example answer: An alternative present for Lumi would be a</p>	<p>Children complete at least one of the Interesting Vocabulary Bookmarks. Challenge! Children write a sentence on a whiteboard and a friend writes the same sentence but substitutes the target word for one with the same meaning.</p>

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	<p>p.18 Are Dasher and Santa pleased to see each other? Find the words to back this up.</p> <ul style="list-style-type: none"> <li>• Yes, Dasher and Santa are pleased to see each other. Words to back this up are 'said Santa with glee' and 'the reindeer nuzzled into his chest.'</li> </ul> <p>p.19 How did the collar fall off?</p> <ul style="list-style-type: none"> <li>• The collar fell off when Dasher was racing through the woods with her brothers.</li> </ul> <p>p.20 Why does Santa say, "Cringling crackers!" when he looks at his watch?</p> <ul style="list-style-type: none"> <li>• I think Santa says, "Cringling crackers!" when he looks at his watch because he is surprised by how late it is.</li> </ul> <p>p.21 What does the author mean by 'Lumi's face lit up with joy'?</p> <ul style="list-style-type: none"> <li>• The author means that she was very pleased.</li> </ul> <p>p.22 Find the word in the text to show how Lumi feels as she creeps back into her bed. Can you think of another way of saying this?</p> <ul style="list-style-type: none"> <li>• Lumi feels 'exhausted' as she creeps back into her bed. Another way of saying this is 'very tired'.</li> </ul> <p>p.24 Why do you think Lumi got something 'extra special' from Santa?</p> <ul style="list-style-type: none"> <li>• I think Lumi got something 'extra special' from Santa because she was so helpful.</li> </ul> <p>Deeper Reading:</p> <p>Can you think of an alternative title for the book? Can you explain why you have chosen that?</p> <ul style="list-style-type: none"> <li>• Example answer: I think an alternative title could be 'Lumi the Flying Dog' because Lumi is the main character.</li> </ul> <p>Look at the illustration and AR on p.21. The text says that Lumi's face 'lit up with joy'? How do you think you would feel if you got to ride in the sleigh? What interesting words or phrases would you use to describe the feeling?</p> <ul style="list-style-type: none"> <li>• Example answer: I would feel over the moon. I would be overwhelmed with excitement.</li> </ul> <p>Look at the illustration and AR on p.24. Pick three words to describe how Lumi feels about her 'extra special' present.</p> <ul style="list-style-type: none"> <li>• Example answer: delighted, content, grateful.</li> </ul>			<p>new collar. I have chosen this because I think it would remind Lumi of her special night helping Santa.</p> <p>Can you find any time words/phrases in the story?</p> <ul style="list-style-type: none"> <li>• Just as, before she knew it, when, suddenly, after, until, eventually, then, all of a sudden.</li> </ul> <p>Deeper Reading:</p> <p>What do you think is the most important part of this story? Why? Example answer: I think the most important part of the story is when Lumi shows Santa the way back to Dasher because Lumi is kind and brave to do it. Lumi helps to solve the problem in the story.</p> <p>What is your favourite part of the story? Why?</p> <ul style="list-style-type: none"> <li>• Example answer: My favourite part of the story is when it says Lumi comes 'nose to nose with a reindeer' because I think this is very funny.</li> </ul> <p>What do you think will happen next in the story?</p> <ul style="list-style-type: none"> <li>• Example answer: I think that the next day, Lumi will take Mila back to the woods and they will meet Dasher and some other reindeer there.</li> </ul> <p>Children complete the Story Sequencing Activity Sheet, working in pairs or in a group to order the Story Sequencing Cards (cut out and mixed up in advance by an adult).</p> <p>Challenge! Children cut out and order the sentences to retell the story.</p>	
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