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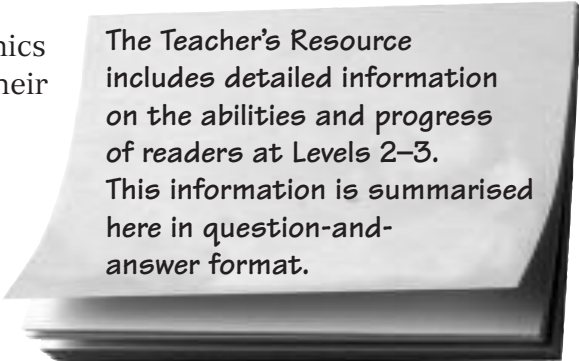
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What is involved in moving from Level 2 to Level 3 in reading?

Q How do I recognise a Level 2 reader?

A Level 2 covers an unusually wide range of achievement.

➔ In **the lower reaches of Level 2**, readers still have to work at the mechanics of reading and tend to rely heavily on their memories. Their grasp of phonics may well be basic and incomplete. They like familiar books and repetition because this gives them the sensation of fluency. They work best when they have support on hand, and they nearly always read aloud to give voice to the decoding process.



The Teacher's Resource includes detailed information on the abilities and progress of readers at Levels 2-3. This information is summarised here in question-and-answer format.

➔ Readers in **the middle range of Level 2** are able to attempt their own solutions when they get stuck, using phonics, context, picture clues and sight vocabulary. The process may be slow, but it allows readers to tackle unknown words and unfamiliar texts. Readers at this level demonstrate short runs of fluency when they recognise familiar phrases and repetitions, but there is a stop-and-start feel about their reading which is not unlike the early stages of learning a musical instrument. Pupils at this level often read aloud in their heads, so you will see their lips moving.

➔ At **the upper reaches of Level 2**, readers are able to read simple books independently. Their purchase on phonics is more secure and they have an increasing sense of which strategy will work best when they get stuck: sometimes they pause to look ahead and see where they are going; sometimes they look at initial letters and context and guess at a word; sometimes they do a full sound-by-sound breakdown. They are usually able to read silently, especially when re-reading.

Q How well do Level 2 readers understand what they are reading?

A Pupils' appreciation of literature at Level 2 is well ahead of their reading capability, and this is particularly true of the older reader.

A typical secondary pupil working at Level 2 will be familiar with popular genres such as science fiction, thriller, romance, fantasy and detective genres, stock storylines and characters. When Level 2 readers hear fiction, it is clear that they are stimulated by intriguing storylines and responsive to the patterns of language. But when they try to read independently, the force of the themes, language and events is limited by the pace of decoding.

➔ Level 2 readers find non-fiction texts more difficult, because they are less predictable and formulaic. More positively, many boys at this level are motivated by non-fiction because it releases them from the empathetic processes of narrative which they see as



'girly'. Factual photographs feel more comfortable than fictional illustrations which are reminiscent of infant reading schemes.

Q What does a Level 2 reader have to achieve in order to progress to Level 3?

A The progress of pupils over Level 2 is principally about acquiring strategies in order to enable them to uncover meaning and build confidence and fluency. In order to do this, the Level 3 reader needs to increase their repertoire of sight vocabulary, reading experience, skills and strategies, and apply them to more complex texts. They must learn to choose the most efficient strategy for cracking a new word or guessing at its meaning, and to scan ahead to see the structure of a longer sentence.

Q How do I recognise a Level 3 reader?

A If Level 2 readers are discovering a range of strategies for reading, then Level 3 readers are deploying them smartly. Because they are more fluent, they have an increasing capacity for self-checking and accuracy. The mechanics of reading are coming under control, so that for simple texts, they can spend more of their mental energies responding to the meaning and engaging in imaginative participation.

Q How well do Level 3 readers understand what they are reading?

A In contrast to Level 2 readers, pupils working at Level 3 have acquired sufficient skill to process text with relative fluency, and as long as the text does not trip them up too often on complex vocabulary and taxing sentence structures, they have spare mental capacity to devote to imaginative response.

Q What does a Level 3 reader have to achieve in order to progress to Level 4?

A Imaginative participation is core to the development of Level 3 readers. They interact with the text, asking questions, making judgements, empathising and sympathising. The reader at the end of Level 3 is undergoing a mental rehearsal of the text. They are close to being able to read between the lines, using inference and deduction to fill out the implied and hidden meanings of the text.

Q Why do some pupils get stuck at Level 3?

A Pupils at Level 3 have attained a certain amount of independence in their reading, and sometimes they don't receive further teaching as a result. For some pupils, even in infants, this does work. But it is reasonably safe to assume that if they reach secondary schools still at Level 3, this method has already failed. For these pupils, independent reading is not enough – something more is needed. This scheme attempts to reach these pupils by combining teaching with texts.

Two informal tests are provided for initial assessment, covering five key skills.

Test 1 covers:

A: The Reading Experience

B: Responding to Reading

C: Reading Strategies

Test 2 covers:

D: Finding What You Need

E: Literature

TEST 2

Tarantula

Tarantulas are big hairy spiders that live in warm places such as jungles and deserts. They have large heads and jaws, and bodies that can spin silk like other spiders. They are hairy all over. They have 8 legs with 2 tiny claws at the end of each one. Each leg has 7 small moving parts. Tarantulas can grow to be the size of a big dinner plate.



Hunting

Tarantulas do not spin webs to catch their food like other spiders. They run to catch their food. They hunt at night. They have fangs and use them to grab small animals such as frogs and bugs, and even birds. They crush their prey with their jaws or they can inject venom that makes the flesh melt. They then suck it in. Sometimes they grind their food into a ball and cover it with silk to keep it for later. But no tarantula has ever killed a human being.

i u n

- There are 800 types of tarantula.
- They can be kept as pets.
- They can hiss.
- They have 8 eyes.
- They sleep for most of the day.
- They lay 500–1000 eggs once a year.
- They can live for over 30 years.
- They use their hairs to feel and smell.

hat t i a tarantula ites u

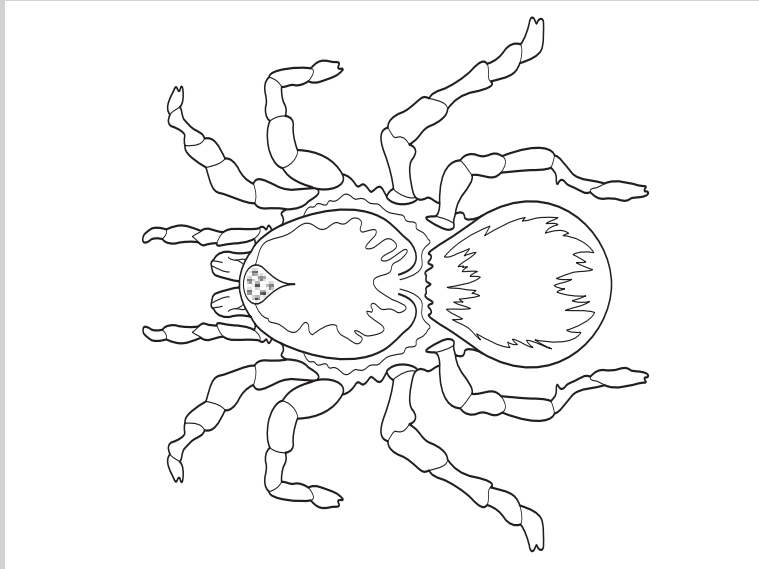
The bite will swell up and itch, then fade away. Clean the bite with soap and water. Pick out any small hairs, as these cause itching. Use antiseptic.



The H Teachers es ur e: e el 2 →

uesti ns a ut tarantulas

- 1 Label the body parts.



What did you find out about the hair of the tarantula?

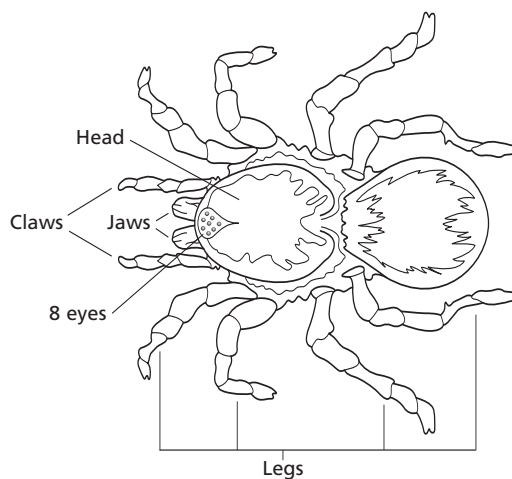
Make notes no more than 15 words about the way a tarantula kills its prey.

uesti ns a ut s

- Where do you find the contents list in a book?
- 5 What do you use a book index for?
- Give 3 ways of checking that a book is a good choice for you.
- Write a review of a book, film or TV programme.

Test 2: Mark scheme

Question 1: Label the body parts (3 marks)



- Half a mark for each label provided

Question 2: What did you find out about the hair of the tarantula? (2 marks)

- Give half a mark for each of:
 - they are hairy all over
 - they use hair to feel
 - they use hair to smell
 - the hairs are itchy when they get on the skin

Question 3: Make notes (no more than 15 words) about the way a tarantula kills its prey (3 marks)

- 1 mark for the use of a helpful format or diagram such as a flow chart
- 2 marks for getting in the main information: chase – grab – crush or use venom – suck in or save

Question 4: Where do you find the contents list in a book? (1 mark)

- 1 mark for near the beginning of a book

Question 5: What do you use a book index for? (1 mark)

- 1 mark for looking up topics to see where they are in the book

Add up the marks out of ten for Questions 1–5.
This is the score for **Section D: Finding What You Need.**

The score for each section can be entered in the record of progress, so that you can identify each pupil's strengths and weaknesses.



Question 6: Give 3 ways of checking that a book is a good choice for you (3 marks)

- 1 mark for studying the cover – title, pictures, blurb, etc.
- 1 mark for browsing and sampling paragraphs to get a feel for the language
- 1 further mark for any other sensible suggestion, e.g. asking other people for a recommendation, consulting a review or asking a librarian

Question 7: Write a review of a book, film or TV programme (7 marks)

- 1 mark for each of these features:
 - it gives key facts about it, e.g. title, author
 - it says what sort of story or text type it is, e.g. horror, true life
 - it indicates the subject matter or plot
 - it comments on the style, language or telling of it
 - it identifies something positive about it
 - it identifies something less pleasing
 - it gives a clear recommendation

Add up the marks out of ten for Questions 6 and 7.
This is the score for **Section E: Literature**.

Laminated on card, these target cards look and feel like credit cards. Hand them out to pupils for their reference. There is one for each masterclass in the Pupil's Book (A1, A2, etc.).

Target cards

The H Teacher's resource: level 2 →

<p>1</p> <ul style="list-style-type: none"> To see what you read To spot clues the writer gives me To imagine what happens 	<ul style="list-style-type: none"> To use clues to say how a story will end To work out what will happen next To guess how the characters will behave 	<ul style="list-style-type: none"> To put yourself in someone else's shoes To think how people feel To understand what makes them tick
<ul style="list-style-type: none"> To use your past experience when you read To remember other books when you read To make guesses based on experience 	<p>5</p> <ul style="list-style-type: none"> To think about what you read To ask yourself questions about what you read To be an active reader 	<ul style="list-style-type: none"> To find clues and put them together To see things you are not told in so many words To build up a picture of what is happening
<ul style="list-style-type: none"> To sound out tricky words To tackle tricky letter clusters To tackle tricky vowel sounds 	<ul style="list-style-type: none"> To break long words into easy bits To work out a word from the content To work out what parts of a word mean 	<ul style="list-style-type: none"> To look at the shape of longer sentences To see the main meaning of long sentences To chunk up long sentences for easier reading
<p>1</p> <ul style="list-style-type: none"> To find the kind of book you need To check if a book can give you what you need To find the part of the book you need 	<p>11</p> <ul style="list-style-type: none"> To see at a glance what a page is about To see how pages are laid out To find the main points on a page 	<p>1</p> <ul style="list-style-type: none"> To decide what to keep as notes To make your notes short To choose a good way to show your notes
<p>1</p> <ul style="list-style-type: none"> To choose books that are right for you To read and use book covers To sample the story when you find a book 	<p>1</p> <ul style="list-style-type: none"> To say what you think about books To explain your opinions To write good book reviews 	<p>15</p> <ul style="list-style-type: none"> To think what test questions are from you To find answers to test questions To explain your answers to test questions

Teaching plans for the Pupil's Book

The five sections of the Pupil's Book constitute approximately 6 hours of teaching each, though the pace of delivery is flexible. Although the Pupil's Book is aimed at pupils with low reading ages, it does cover a number of objectives from the current year. These are listed below.

These aims are reproduced in simpler terms on target cards, for your pupils' reference.

C Reading Strategies

Aims of this unit of work

- To develop phonics for use with longer and more complex words
- To develop strategies for working out the meaning of unfamiliar words
- To develop strategies for making sense of longer and more complex sentences

Objectives addressed (by year)

Year 7 objectives

Wd1 Vowel choices knowledge

Wd16 Unfamiliar words

Sn3 Boundary punctuation

Year 8 objectives

Wd1a Vowel choices

Wd10 Analogy

Wd1d Prefixes & suffixes

Wd6d Sounds & syllables

Wd6f Word formation

Wd6g Analogy

Wd7a Word families

Wd7b Unfamiliar words

Year 9 objectives

Wd4d Apply

Wd1c Word endings

Delivery

The unit is organised in three masterclasses of around 2 hours each:

Masterclass 7: Sounding out words you don't know

Masterclass 8: Working out words you don't know

Masterclass 9: Reading longer sentences

Total: 6 hours

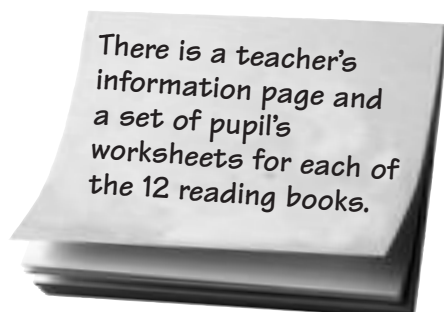


The H Teacher's Resource: Level 2 →



This book traces the life of Martin Luther King and highlights his main achievements, as well as catching personal glimpses of his private life.

- B : Using your experience
 - B : Reading like a detective
 - : Working out words you don't know
 - 1 : Finding information
 - 12: Making notes
 - 1 : Answering test questions
-
- Sheet .1: Reading instructions
 - Sheet .2: Map of the United States
 - Sheet .3: Timeline
 - Sheet . : Wall poster
 - Atlas containing states and cities in the United States
-
- There are opportunities to go beyond the text here to research:
 - the history of slavery
 - the life and work of Gandhi
 - the life and work of John F. Kennedy
 - the subsequent history of black emancipation
 - film footage of King's 'I have a dream' speech
 - There are also opportunities to explore in drama:
 - Rosa Parks and the bus strike





heet .1

Reading instructions

u ill nee :

heet .2 Map of the nited tates

heet .3 Timeline

heet . all poster

tlas containing states and cities in the nited tates

e re rea ing

- discuss hat you already kno about Martin uther ing.
- discuss hat you already kno about the history of black people in merica.

ea ages an 2 an l at the i ture n age

- ind 2 things the picture tells you that the ords do not.

ea u t age

- ork out hat these ords mean by looking at their parts and the ay they are used. heck in the dictionary after ards.
 - ▶ *civil war*
 - ▶ *segregate*
 - ▶ *divinity*
- ind out here labama is and mark it on the map of merica on heet .2. se an atlas. ook in the inde for labama.
- discuss hat you kno about andhi. o you kno any other people ho have fought against segregation



Education

- Work out the meaning of the words
 - ▶ *tyrant*
 - ▶ *ardent*
 - ▶ *racists*
- Discuss why you think the bus companies gave in.
- What were the reasons behind the hate?
- Find Birmingham and mark it on the map of the United States.

Education

- Find Washington and Dallas and mark them on the map of the United States.
- Discuss what you already know about John F. Kennedy.
- Discuss what Martin Luther King meant by
 - ▶ the sons of slaves and the sons of slave owners
 - ▶ the table of brotherhood

Education

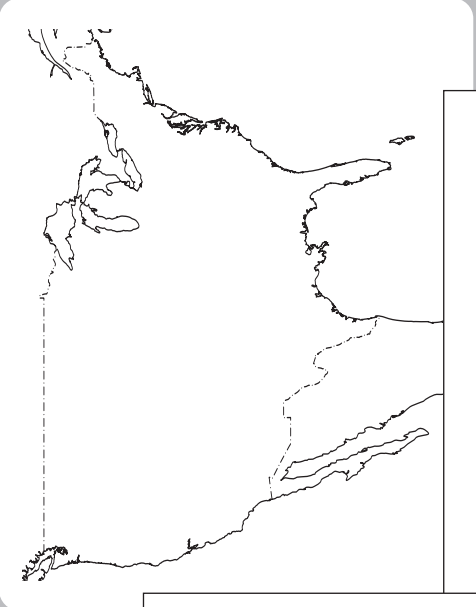
- Find Memphis and mark it on the map of the United States.
- The mule cart as a symbol of his humble beginnings. The table of brotherhood as a symbol of peace between the races. What symbol stands for an important idea. Can you find other symbols in the book?

Interpreting

- Mark the important dates on the timeline on sheet 3.
- Look back at the photographs and discuss what more they tell you about Martin Luther King.
- Write 25 to 30 words on the Martin Luther King wall poster on sheet 4. Tell people what he did to make us proud of him.


Level 2: Martin Luther King ●●●●●●●●

heet .2



The HRP Teacher's Resource: Level 1 2 → 3

heet .3



Level 2: Martin Luther King ●●●●●●●●

WALL POSTER Sheet 4.4

MARTIN LUTHER KING
1929–1968

