Collins READ ON

Teacher Guide

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William Collins's dream of knowledge for all began with the publication of his first book in 1819. A self-educated mill worker, he not only enriched millions of lives, but also founded a flourishing publishing house. Today, staying true to this spirit, Collins books are packed with inspiration, innovation and practical expertise. They place you at the centre of a world of possibility and give you exactly what you need to explore it.

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ACKNOWLEDGEMENTS

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Introduction

What is *Read On*?

Read On aims to support students in Key Stage 3 (KS3) who find reading difficult. The series includes a range of high-interest fiction and non-fiction texts for students with lower reading ages. Each book contains a double-page of activities designed to challenge readers' understanding of the text.

In addition, this Teacher Guide contains:

* session plans for each text to support guided group reading sessions
* additional reading, writing, poetry, web-based and film-related activity ideas linked to each text for homework or independent work
* guidance on assessment to help teachers monitor students' reading progress
* self-assessment guidance for students to monitor their own progress
* general advice on supporting struggling readers.

Progression in reading skills

The *Read On* series is designed to support the development of reading skills for students who are working below their chronological age in literacy. As part of the reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. However, the *Read On* guidance continues to refer to current National Curriculum levels, *where appropriate*, to support schools through the period of transition. The four bands of texts within *Read On* are suitable for students reading at the following National Curriculum levels:

* Green: between Level 3c and 3b – RA approx 8.6 to 9.0
* Yellow: between Level 3b and 3a – RA approx 9.0 to 9.6
* Blue: between Level 3a and 4c – RA approx 9.6 to 10.0
* Purple: between Level 4c and 4a – RA approx 10.0 to 11.0.

Through a variety of reading, writing, drama and speaking and listening activities, the guided group sessions focus on the following aspects:

* language, including word recognition
* comprehension of text, including inference and deduction
* understanding writers' use of language and their viewpoints
* providing a purpose for reading and developing enjoyment of reading

The *Read On* texts

The *Read On* books are designed to motivate struggling readers at KS3.

* They are written by outstanding teen fiction authors.
* The chosen themes and topics are engaging and age-appropriate for young teenagers, both boys and girl alike.
* The books are designed to be real, individual books, not a reading scheme, with bespoke illustrations and layouts to appeal to 11 to 14 year olds.
* Books are of an achievable length to help students see themselves as successful readers.

Using the resources

The *Read On* texts are designed to be used mainly as a resource for group, guided, or paired reading. Each text is supported by series of session plans, available further on in the Teacher Guide, providing step-by-step guidelines for adults delivering guided group sessions. The session notes are designed to be used either by a teacher or teaching assistant. Each session provides a clear, consistent, structured approach following the same format:

* **Overview**
* **Prepare**
* **Read**
* **Challenge**
* **Review**

For further detail on how to use the notes for guided group reading sessions, see pp. 12–14.

Guidance on the teaching of reading

The importance of teaching reading

Being able to read fluently and confidently is an essential skill that all children need to learn in order to be successful in life. At primary school, the teaching of reading and writing has always been a key priority, starting with the development of communication, language and literacy in the Early Years. It is expected that the majority of students, by the end of Year 6, will have mastered the skills to enable them to be confident, expressive and fluent readers and to be 'secondary ready'.

In reality, however, there are still many who are not reaching 'expected' levels and who find it hard to cope with the reading challenges they face at secondary school. These students can often:

- lack confidence with reading
- struggle to decode unfamiliar words
- become dependent on others to help them with reading
- fail to comprehend what they read
- struggle to use inference and deduction
- lack the experience of practising reading on a regular basis
- become disengaged with the reading materials on offer
- see reading as a chore rather than as a tool for learning or a source of pleasure.

Where children are experiencing any of the above, it is essential that they are given opportunities to continue developing basic skills within a positive reading environment, where the purpose and enjoyment of reading are stressed.

Using the guidance

When starting secondary school, some students will still have gaps in their learning and others may have difficulty recalling or applying the skills they have learned. For this reason, consistent reinforcement of the skills, where necessary, is an important part of the guided group reading sessions.

Often, one of the challenges secondary teachers and support staff face is that the opportunities for them to develop the understanding and knowledge of how to teach reading skills *directly* are limited. The guidance in this section therefore aims to support staff delivering the guided group sessions by providing an information reference. It will be particularly useful for any literacy non-specialists who may be delivering the guided sessions.

It is intended that teaching staff use the guidance as a reference by referring to any of the sections about the teaching of reading as and when they feel it appropriate. However, this guidance will be particularly useful for the **Read** section within each of the guided group sessions, where specific strategies are reinforced throughout the reading of the texts.

The strategies focused on are:
- word recognition
- comprehension of text, including inference and deduction
- creating a positive reading environment.

The skills of reading

The overarching skills that students need to master in order to read a text successfully are as follows:

- word recognition (converting printed words to spoken words)
  - recognise letters and know their associated name and sound
  - blend sounds together to make a word
  - recognise words that are used frequently

and

- language comprehension (understanding the meaning), e.g.
  - use language patterns to read and understand new words
  - understand the use of punctuation and how it impacts on reading
  - understand what they read
  - use inference and deduction to develop understanding.

This suggests that word recognition and language comprehension are the two key components to reading. A common model of reading based upon this theory is known as the simple view of reading.

The simple view of reading

The simple view of reading uses a quadrant diagram to show how the two key components of reading – word recognition and language comprehension – impact on the ability to become a fluent and successful reader. Although the two are related, they require specific kinds of teaching. Once a reader has learned to decode a word, their level of comprehension will depend not only on recognition of the word, but also on broader language concepts such as vocabulary, grammar and making inferences. It is important to recognise the balance between the two elements – word recognition and comprehension.
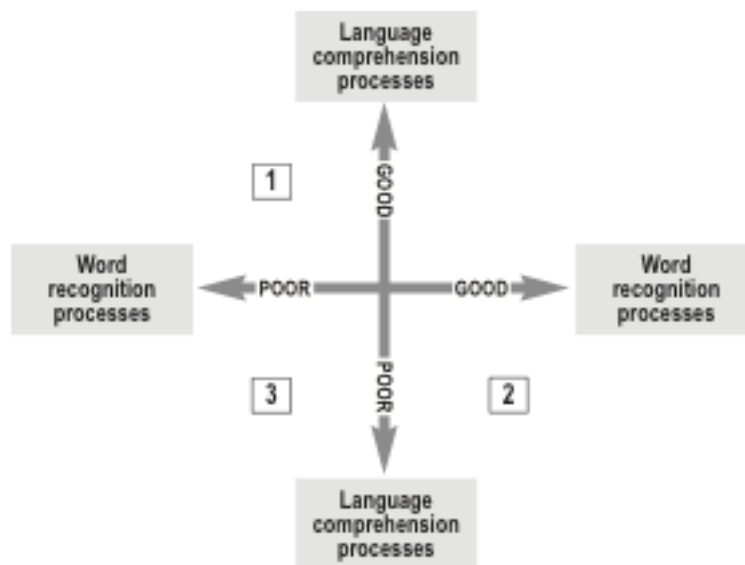
The simple view of reading diagram adapted from: *Teaching struggling readers*, National Strategies (2010) [Originally drawn from an Appendix to the Rose report]

The model suggests that students who struggle with reading fall into one of the following quadrants:

1. good comprehension, poor word recognition
2. good word recognition, poor comprehension
3. poor word recognition and poor comprehension.

Teachers need to know in which quadrant students' difficulties lie in order to be able to focus on the appropriate teaching strategies. The use of accurate assessment will support this and teachers can use the guidance given on pp. 24–32 to help them make decisions about students' difficulties.

Assessing reading progress

Introduction

Good assessment of progress in reading is crucial in enabling teachers to demonstrate:

- where a student is in their learning
- where they need to go to next and why
- how they can get there.

It also enables students themselves to know where they are in their learning and what their next steps are for improvement.

The guidance within the *Read On Teacher Guide* aims to support teachers with both formative and summative aspects of assessment and includes the following:

- suggestions for how to use teacher assessment to support placement and as a focus for the learning targets
- guided group reading records
- self-assessment sheets
- running records for initial benchmarking and assessment on completion of a set of texts.

> As part of the reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. Schools will have increased freedom to develop their own systems for assessment and accountability. However, alongside other measures of attainment, the *Read On* guidance continues to make reference to current National Curriculum levels, *where appropriate*, in order to support schools through the period of transition.

Determining the starting point for reading

Teachers will be using a variety of information to determine an overall picture of a student's reading ability when they enter KS3. This could include:

- KS2 SAT reading data
- teacher assessment data from previous school
- reading age data
- other diagnostic data, e.g. CAT data.

Using this data alongside the National Strategies *English Progression Map Guide* descriptions may provide a useful starting point (available at www.tes.co.uk/teaching-resource/Progression-map-guide-Reading-6107856/). The map describes how students generally make progress in key aspects of their reading, aligned to National Curriculum levels. The appropriate descriptions to consider are as follows:

- **Budding reader** (likely to be working within the current National Curriculum Level 2)

  These readers are in the process of learning the basic skills needed for reading. They have a basic grasp of phonics, although they may struggle with some vowel digraphs. They are beginning to acquire strategies to read and work out the meaning of unfamiliar words that have regular patterns but may still need support in choosing the most appropriate one to use. They are likely to be more confident when reading familiar texts where they can rely on recognising key words on sight.

  These readers are learning to construct the meaning of simple texts. They are able to make plausible inferences, express some likes and dislikes about texts, and can notice and say something about a text's basic features. When reading aloud, they are likely to take account of simple punctuation to read with some expression.

- **Developing reader** (likely to be working at low Level 3 within the current National Curriculum)

  These readers are beginning to master the basic techniques of reading and, as a result, are developing greater fluency and accuracy. Their reading experience has provided them with a range of strategies which they are able to use to establish the meaning of unfamiliar words. They have an increasing range of words that they

recognise on sight and they are developing the capacity to hear their errors and self-correct.

As a result of this, pupils at this stage are moving beyond decoding and are beginning to read more purposefully for meaning. They are able to engage with the literal meaning of straightforward texts, identify obvious points and make straightforward comments based on a single point of reference. They can sometimes refer to parts of a text when answering a question.

- **More secure developing readers** (likely to be working at high Level 3 within the current National Curriculum

  More secure developing readers have a growing range of strategies to support their reading and are able to apply them to longer and more complex texts. They are increasingly confident in their reading of new and unfamiliar vocabulary, and they are tackling extended sentences, often scanning ahead to see where they end and how they are structured.

  These readers are also beginning to engage with the imaginative world of fiction texts they encounter and take an interest in the range of information with which they are presented in non-fiction. They are beginning to play a more active role as a reader, asking questions, speculating and making judgements, even empathising and sympathising with characters and situations. They are able to identify some basic features of language and text organization, and also show some understanding of why a text has been written

- **Competent reader** (likely to be working within current National Curriculum Level 4)

  Pupils who are becoming competent readers have secured sufficient reading strategies, such as phonics, contextual cues, word-attack skills and sense of grammar, to tackle new and unfamiliar texts, with confidence, on their own. While they may still read hesitantly on occasion, they possess sufficient self-help strategies to hear their errors and self-correct when necessary. They not only scan ahead to tackle longer, complex sentences; they are also beginning to look beyond the sentence to paragraphs, chapters and whole-text layout. Pupils at this stage read for meaning and are willing participants in the imaginative world of the text, visualising, empathising and making judgements about what they read. Private reading can be a rewarding and self-sustaining activity for them, worthy of the time and energy they invest in it. They see what reading has to offer them.

The *English Progression Map Guide* provides a useful overview of where a student is in their reading.

Ongoing assessment of reading

Teachers will be tracking ongoing pupil progress in a variety of ways. One of the tools many schools currently continue to use is Assessing Pupils' Progress (APP). This is a structured approach that enables teachers to track progress using day-to-day observation and periodic assessment. The process values the professional judgement of teachers in determining the level at which a student is working and their next steps.

For schools using APP, it is often one of the main tools used in making a decision about the level at which a pupil is currently working. APP can, therefore, be used as a starting point for placement within the *Read On* series. The four sets of texts within *Read On* are suitable for assessing students reading at the following current National Curriculum levels:

- Green: between Level 3c and 3b
- Yellow: between Level 3b and 3a
- Blue: between Level 3a and 4c
- Purple: between Level 4c and 4a.

APP has also been used as a starting point to consider the learning targets for each of the *Read On* session plans. In order to develop a comprehensive approach to reading, the targets cover all the Assessment Foci applied in APP:

- AF1 – use a range of strategies, including accurate decoding of text, to read for meaning
- AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- AF3 – deduce, infer or interpret information, events or ideas from texts
- AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

- AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
- AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
- AF7 – relate texts to their social, cultural and historic traditions.

In addition to the original APP statements, the learning targets for each Assessment Focus have been updated to include some of the new curriculum objectives for English from the 2014 Programmes of study for key stage 2 and key stage 3. The **Skills summary chart** on pp. 17–19 provides an overview of these targets.

Not all schools use APP as an approach, and many will be phasing out its use with the removal of National Curriculum levels. However, an alternative tool will need to be used to supply criteria to assess against in a similar way. Further support for initial placement of a student can be provided by using the **Running records** (see below) or by assessing the pupils' **Reading age**.

Assessing Reading age

Reading age (RA) is a measure of reading ability expressed in number of years and months. For example, if a pupil who has a reading age of 9.0, this suggests their reading ability is at the same level as the 'average' 9 year old. It is possible to *roughly* equate reading ages the current National Curriculum levels. However, teachers should note this is not an exact science and is simply a starting point for reference. The reading age equivalents for the *Read On* levels are as follows:

- Green: between Level 3c and 3b – RA approx 8.6 to 9.0
- Yellow: between Level 3b and 3a – RA approx 9.0 to 9.6
- Blue: between Level 3a and 4c – RA approx 9.6 to 10.0
- Purple: between Level 4c and 4a – RA approx 10.0 to 11.0.

There are a number of commercial diagnostic tools available that can be used to assess reading age. Therefore, it may be appropriate to use such an assessment as another way of supporting initial placement on *Read On*.

Guided group reading records

The **Guided group reading records** (see example on p. 24) can be used by the adult during the guided group session to note down any significant comments related to the learning. There is a separate record for each title in the *Read On* series; you will find them in a folder in the Teacher Guide materials you have downloaded.

The record is intended to be used over the three sessions that are linked to one text. Comments can be made both about individuals' learning and about the learning of the group as a whole.

This formative, ongoing assessment during the guided sessions should include observation of:

- levels of engagement and independence
- progress in decoding and comprehension skills
- achievement of targets
- any areas of difficulty.

Following the observations, the adult can evaluate the overall effectiveness of the learning for specific individuals and the group. This will enable them to decide on the next steps for the students and how this impacts on planning the next session. The adult may also comment on the effectiveness of the **Additional challenges**, if used.

Self-assessment sheets

Providing opportunities for students to self-evaluate helps them to engage with their learning and have ownership over ensuring their own progress. For all of the texts in *Read On*, there is a **Self-assessment sheet** listing the targets for each of the three sessions. As part of the **Review** section in all of the guided group sessions, students evaluate whether they have met the targets. They record their response on the self-assessment sheet (*Yes, Partly* or *No*).

Crucially, the evaluation includes a group discussion around the evidence that students have used to make the decision about their targets. This is also recorded on the **Self-assessment sheet**. With support from the adult where necessary, students then consider how they can improve their learning next time.

An example of a **Self-assessment sheet** completed by a student is provided on p. 25 Although the **Self-assessment sheet** provides a good opportunity for students to record their own evaluations in writing, it is the quality of the discussion and evidence of judgements that will provide the real learning opportunities, rather than the completion of the sheet.

Running records

Running records use a form of assessment known as 'miscue analysis'. This aims to diagnose difficulties in reading based on the errors an individual makes when reading aloud. **Running records** are agreed to be an effective way of evidencing the progress students make in developing reading strategies.

There are seven running records for *Read On* books across the four levels (see pp. 30–36). The records can be used in the following ways;

- to assess the level of text difficulty for an individual student to support initial placement (along with other forms of teacher assessment, as noted above)
- to analyse a student's particular strengths and difficulties in using a range of reading strategies
- as a benchmark assessment before starting a set of texts
- as one piece of evidence of a student's progress, specifically in AF1, following a series of guided reading sessions (to compare against the benchmark assessment).

Further information on using the **Running records** is provided on pp. 26–27.

Learning targets	Resources	Attack words
• Read a text aloud and use at least two different ways to work out tricky words (AF1) • Find information in a non-fiction text (AF2) • Identify the main features of non-fiction texts (AF4)	• *Zombie Wasps* text, pp.1–15 • **Worksheet 1** (cut into separate writing strips), Teacher Guide p.69 • Zombie *Wasps* **Self-assessment sheet**, Teacher Guide p.71 • **Non-fiction summary sheet**, Teacher Guide p.16	» **abdomen** » **scientist** » **paralyses** » **legend** » **species**

Prepare

1 Share the learning targets with students and discuss. Check their understanding of *main features* and *non-fiction* by giving examples.

2 Read the book title and discuss the cover illustration. Ask students what they think the content might be about.

3 Read the blurb on the back cover. Ask the students to answer the questions. Ask if they can name any large, weird or fierce insects that may be included in the text.

4 Read the "Attack words" and discuss the best strategy to use for decoding each word. Highlight the following:

   • *abdomen* – break into syllables
   • *scientist* – silent *c*
   • *paralyses* – *ly* makes /lie/ sound
   • *legend* – soft /g/ sound
   • *species* – *ie* makes long /e/ sound.

5 Check students' understanding of word meanings. If they are unfamiliar with any word, provide an example of a relevant sentence containing the word, e.g. *Abdomen is another word for belly.*

Read

1 Ask students to take turns to read the text up to the end of *p.15*.

2 Make the following points during reading.

   • *p.2, TARANTULA!* is written in capitals and with an exclamation mark. Model reading this with the appropriate expression.
   • *p.2.* Explain how question marks are used in the opening paragraph to engage readers.
   • *p.3.* Where there are diagrams with labels, discuss the most appropriate order for reading these.
   • *p.3.* Discuss why the words on the *Scare Scale* might be read from bottom (*Not scared at all!*) to top (*Terrified*) and refer to arrow direction as evidence.
   • *p.6.* Explain that *Alien* is written in italics as it is the name of a commercial film.
   • *p.7, larva* and *paralyses* are in bold green type. Explain how this directs the reader to a glossary box lower down.

3 Summarise the text, highlighting the most interesting facts.

Challenge

1 Ask students the following questions to prompt them into finding information in the text.

   • What are the three parts of an insect's body? *(p.3)*
   • If you saw a tarantula, where would you be on the Scare Scale? *(p.3)*

   • Why should you keep out of the way of the Asian giant hornet? *(p.4)*
   • How does the zombie wasp get its name? *(pp.6,7)*
   • How does the Tarantula hawk moth catch its prey? *(p.8)*
   • What do you think of the way Justin Schmidt developed his *Pain Index*? *(p.9)*
   • What is most impressive about the Hercules moth? *(p.10)*

2 Ask students to discuss how they know this is a non-fiction text and to identify what the main features of a non-fiction text are. Ensure the following are noted:

   • contents page
   • headings and sub-headings
   • glossary
   • photographs
   • diagrams with labels
   • text boxes.

   Give each pair of students one of the cut-out writing strips from **Worksheet 1** (excluding the last one). Tell them they are going to find examples of their feature in the text. Model an example, using the "Contents page" strip. Then ask students to complete the "Example" box on their strip with details from their example.

3 Ask each pair to read out what they have written. After each one, ask the group to identify how the feature helps the reader to understand or find their way around the text. Following the discussion, ask each pair to develop their sentence to explain how the feature helps. Tell them to rehearse their sentence in their pairs before writing on the strip.

4 Ask students in turn to say what they think of the text so far. Tell them to revisit their initial views of the title and to rethink why the author has used it. Highlight the association with zombies, e.g. in horror films, and how such a title might be appealing to readers in their age group. Ask them to consider what they thought was the most interesting fact so far. As a group, agree on one interesting fact.

Review

1 Remind students of the learning targets and ask them to self-assess against each target using the *Zombie Wasps* **Self-assessment sheet**.

2 Ask students, as a group, to give a verbal summary of the text read so far. Then use the **Non-fiction summary sheet** to record the title of the text and the most interesting facts in this section, as agreed above. The topic will be returned to later.

3 Ask students to share their summary with someone else before the next session, e.g. a parent or friend.

Zombie Wasps

Zombie Wasps • Session 2

Learning targets

- Read a text aloud and use at least two different ways to work out tricky words (AF1)
- Use the main features to find information in a text (AF2)
- Understand how writers make readers react in different ways to texts (AF6)

Resources

- *Zombie Wasps* text, *pp.16–27*
- **Worksheet 1** (several copies of blank strip)
- Whiteboards and pens
- *Zombie Wasps* **Self-assessment sheet**, Teacher Guide p.71
- **Non-fiction summary sheet**, Teacher Guide p.16

Attack words

» **thousands**
» **colony**
» **individual**
» **experiment**
» **dangerous**

Prepare

1 Share the learning targets with students and discuss. Check their understanding of *understand how writers make readers react in different ways*. Revisit any appropriate strategies for achieving targets discussed in the previous review session.

2 Review the text so far by referring back to the summary from the end of Session 1.

3 Read the "Attack words" and discuss the best strategy to use for decoding each word. Highlight the following:
   - *thousands – ou* makes /ow/ sound
   - *colony – y* makes short /i/ sound
   - *individual* – break into syllables
   - *experiment* – break into syllables
   - *dangerous – ou* makes short /u/ sound.

4 Check students' understanding of word meanings. Where they are unfamiliar with any word, provide an example of a sentence containing the word, e.g. *Ants live together in a colony.*

Read

1 Ask students to take turns to read the text from *p.16* up to the end of *p.27*.

2 Make the following points during reading.
   - *pp.16–17.* The *Size Scale* goes across the double-page spread so information on each creature should be read in order along the arrow.
   - *pp.16–17.* Compare the sizes of the words *BIG* and *HUGE*, and the effect created.
   - *p.18, But what about an army of thousands?* Explain use of question to get readers thinking.
   - *p.25, banana-like*. Comment on use of the hyphen.
   - *p.26, Read all about it!* Use of phrase commonly associated with newspaper sellers.

3 Summarise the text, highlighting the most interesting facts.

Challenge

1 Revisit students' writing strips from Session 1 and remind them of the features of non-fiction text they identified. Ask students as a group to quickly find another example of each one in *pp.16–27*.

2 Revisit *pp.1–27* and ask students to identify any other non-fiction features not listed previously (this may include scales, maps, lists, highlighted words, newspaper extracts). For each one identified, discuss how it helps the reader to understand and be interested in the text. Ask students to work in pairs and choose one of the new features identified. Give each

pair a blank feature strip from the bottom of **Worksheet 1**. Model completing one before asking students to complete their own.

3 Ask students the following questions to prompt them to find information in the text by using different features.
   - How can we use the diagram on *pp.16–17* to find out the size order of the bugs?
   - What are the different features of non-fiction text used in the information on ants? *(pp.18–19)*
   - What kind of information does the author include in the *Did you know?* boxes? *(pp.19,21,23,25)*
   - Why does the author include a newspaper report in the text? *(p.26)*
   - Why do you think the designer chose the particular photographs on *p.27*?

4 Follow up the previous question about the photographs on *p.27* by asking students what their initial reaction was when they saw the first photograph. Use prompt questions, e.g. Did it surprise you? Did it make you feel uncomfortable or shocked? Explain why. Discuss how writers will often try to make readers react in different ways. Ask students to write a sentence about their reaction. Provide a sentence starter: *When I first saw the photograph ...* and model an example first.

5 Look at the following sections of the text, and ask students to work in pairs to discuss their initial reaction to each one and why they think the author included it.
   - *p.2*, paragraph starting with *But look at your garden ...* (e.g. it makes the topic more real).
   - *p.3*, the *Scare Scale* (e.g. it gives us a way of measuring and comparing how scary we think some of the creatures in the text might be).
   - *p.22 and 23*, large photograph of bullet ant (e.g. … because it's so large, it makes it look like a monster!).

6 Ask students if they know of any other large or dangerous bugs that they predict might be included in the last part of the text.

Review

1 Remind students of the learning targets and ask them to self-assess against each target using the *Zombie Wasps* **Self-assessment sheet**.

2 Ask students, as a group, to give a verbal summary of the text read so far and use the **Non-fiction summary sheet** to record the most interesting facts in this section.

3 Ask students to share their summary with someone else before the next session, e.g. a parent or friend.

Zombie Wasps

Learning targets	Resources	Attack words
• Read a text aloud and use at least two different ways to work out tricky words (AF1) • Find information in a non-fiction text (AF2) • Identify the main topic of a book and explain why the author chose it (AF6)	• *Zombie Wasps* text, *pp.28–39* • Whiteboard and pen • *Zombie Wasps* **Self-assessment sheet**, Teacher Guide p.71 • **Non-fiction summary sheet**, Teacher Guide p.16	» **camouflage** » **ambush** » **romantic** » **opponent** » **terrifying**

Prepare

1 Share the learning targets with students and discuss. Check their understanding of *topic*. Revisit any appropriate strategies for achieving targets discussed in the previous review session.

2 Review the text so far by referring back to the summary from the end of Session 2.

3 Read the "Attack words" and discuss the best strategy to use for decoding each word. Highlight the following:

- *camouflage* – *ou* makes short /o/ sound; soft /g/
- *ambush* – break into syllables
- *romantic* – break into syllables
- *opponent* – initial *o* makes short /o/ sound
- *terrifying* – *y* makes long /i/ sound.

4 Check students' understanding of word meanings. Where they are unfamiliar with any word, provide an example of a sentence containing the word, e.g. *The soldiers waited to ambush their enemy by the side of the road.*

Read

1 Ask students to take turns to read the text from *p.28* up to the end *(p.37).*

2 Make the following points during reading.

- *p.32, How romantic.* Use of short, minor sentence to show that the author means exactly the opposite.
- *p.36, really.* Model how the italicised word should be read with expression to emphasise the point.
- *p.37*, your. Written in italics to emphasise it is the reader's personal viewpoint the author wants.

3 Encourage students, as a group, to give a brief verbal summary of the text highlighting the most interesting facts. Record the summary on the **Non-fiction summary sheet**.

Challenge

1 Ask students to work in pairs to complete the activities in the **Reader challenge**, *pp.38–39*. Prompts:

- **Word find** – 1 *crush*. 2 *mound*. 3 *background*.
- **Text sense** – 4 To blend in with their background to hide from enemies. 5 Anywhere dry and warm, such as sheds, garages or cardboard boxes. 6 Fiddleback spider, Violin spider, Brown fiddler. 7 So it can see its prey from any direction while its body remains still. 8 Check students give reasons.
- **Your views** – Check that students give reasons for their views.
- **Spell it** – Focus on *sc* spelling pattern. Explain how you can still hear the separate sounds for *s* and *c*.

Ask students for further examples of words with similar spelling patterns.

- **Try it** – Ask pairs who won the game and to give examples of some of the bug names they remembered.

2 Ask students to think about the characteristics and habits of the bugs that the author describes. Write them in a list on a whiteboard. Examples might include:

- what they look like
- size
- where they can be found
- what they eat
- how they kill their prey
- how dangerous they are.

Explain that these represent *some* of the content of the text. Ask students to give some more examples of the content, e.g. *Scare Scale*, *Pain Index*, newspaper article, examples of films, camouflage, the story of Mantis boxing.

3 Revisit the fact files on *pp.12* and *33*. Ask students to identify the content covered in each one. Ask them to choose an interesting bug from the text and make their own fact file using two or three of the characteristics and habits listed above. When completed, students can ask a partner to read their fact file and to cross-check with the text that the information is accurate.

4 Revisit the meaning of *topic* and ask students to use their knowledge of the content to agree on the main topic of the text. Record this in the appropriate box on their **Non-fiction summary sheet**. Refer back to the title again and ask students why they think the author chose this particular bug for the title. Point out that the zombie wasps are only one part of the content but that many readers would find their life cycle particularly interesting.

5 Ask students what they think the author's main purpose was for writing the text. Use question prompts, e.g. Is it to give information? Is it to scare the reader? Why? As a group, agree the main purpose and students record this in the last box on their **Non-fiction summary sheet**.

Review

1 Remind students of the learning targets and ask them to self-assess against each target using the *Zombie Wasps* **Self-assessment sheet**. Discuss examples of how students could use the skills they have learned in other contexts.

2 Ask students to identify any of the targets they feel they need to work on further and discuss strategies for achieving this.

Zombie Wasps

Zombie Wasps • Additional challenges

Prepare

These additional challenges are optional and can be used after the above three sessions as one of the following:

- part of a fourth guided group session
- independent activities for students to do in class
- homework activities (independent or to share with a friend/parent).

Re-read the text

Ask students to do the following.

1   Re-read the story on their own.
2   Share the story with a friend or family member. Then check their understanding by asking them the questions in the **Reader challenge** *(pp.38–39)*.

Links with writing

Ask students to select from these tasks.

1   Choose the bug from the text that you find the most interesting. Write about why you chose it.
2   Re-read the newspaper article on *p.26*. Write about why you think the bees attacked the man and his wife.
3   Design a poster to advertise *The Savage Bees* film from *p.27*.
4   Write about your own scary bug. First decide what it looks like, its size, where it lives, what it eats and how it catches its prey.
5   Design some "Top Trumps" cards for some of the bugs in the text. Using **Worksheet 2** (Teacher Guide p.70), add pictures to your cards and give each bug a rating from 1 to 10 for its strength and danger to humans. Include a card for your own bug, if you have written about one.

Links with the topic

Ask students in pairs to go to the following web link, look through the photographs of insect camouflage and discuss the questions that follow.

www.environmentalgraffiti.com/featured/amazing-insect-camouflage/14128

- Which insects have you heard of?
- Which insects were the most difficult to see?
- Which insects do you think would be better at catching their prey?

Try it out

Ask students to go into their own garden, a friend's garden or a public space where they are likely to find insects and do the following tasks.

- See how many different insects you can spot.
- Write down a list of the ones you know and make a tally chart.
- Draw or describe any insects you don't know and share with a friend to see if they know what it is.

Further research

Ask students to go to one of the following web links and find some more interesting facts about a bug that they didn't know of before.

- www.bugfacts.net/insects.php
- http://science.discovery.com/nerdabout/top-ten/bugs/bugs.html

If appropriate, based on the information they find, ask them to add a "Top Trumps" card to their set for their new bug.

Zombie Wasps

Features of a non-fiction text

Feature:	Example from *Zombie Wasps*:	How it helps the reader to understand the text:
Contents page		
Headings and sub-headings		
Glossary		
Photographs		
Diagrams with labels		
Text boxes		

"Top Trumps" cards – *Zombie Wasps*

Bug:

Picture:

Size:

Number of legs:

Strength rating:

Danger rating:

Bug:

Picture:

Size:

Number of legs:

Strength rating:

Danger rating:

Bug:

Picture:

Size:

Number of legs:

Strength rating:

Danger rating:

Bug:

Picture:

Size:

Number of legs:

Strength rating:

Danger rating:

"Top Trumps" cards – *Zombie Wasps*

Zombie Wasps

Zombie Wasps • **Self-assessment sheet**

Name:

Session 1 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least two different ways to work out tricky words		
Find information in a non-fiction text		
Identify the main features of non-fiction texts		
One way I can improve my learning next time is:		

Session 2 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least two different ways to work out tricky words		
Use the main features to find information in a text		
Understand how writers make readers react in different ways to texts		
One way I can improve my learning next time is:		

Session 3 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least two different ways to work out tricky words		
Find information in a non-fiction text		
Identify the main topic of a book and explain why the author chose it		
One way I can improve my learning next time is:		
One way I can apply my learning is:		

Zombie Wasps