



Tara Binns High-flying Pilot

Book band: Copper

When Tara Binns opens up her costume box, she is transported to a fantasy world where she is the pilot of a plane! Tara has to safely land the plane in a storm and get the passengers to safety.

Skills focus

- 2a Give/explain the meaning of words in context
- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- 2e Predict what might happen from details stated and implied
- Reading aloud with fluency and expression

Guided reading session

Skills focus

- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- 2e Predict what might happen from details stated and implied

You will need

- Multiple copies of Collins Big Cat *Tara Binns High-flying Pilot*
- Flipchart or whiteboard
- Reading Journals

Tune in

Look at the front cover of the book together.

Ask: What is the title? Explore children's understanding of 'pilot'. (*someone who flies a plane*)

Write the word 'predict' on the flipchart or whiteboard. Ask children to say the word. Remind them that when we predict what might happen, we make a guess, based on what we already know. Tell children that they are going to use their prediction skills as they read the story.

Ask: What type of book do you think this is? Fiction or non-fiction? (*fiction*)

Challenge children to justify their responses.

Ask children to turn to pages 2 and 3.

Ask: How is the book organised? (*in chapters*)

Read the text on these pages aloud, using appropriate expression. Explore any unfamiliar vocabulary and support children in working out the meaning of words from their context.

Focus on the ellipsis and the final sentence of page 3.

Ask: Do you think Tara has had other adventures? If necessary, demonstrate how to make connections with earlier clues, for example, 'Tara smiled with excitement'; 'with the outfit came an adventure'; 'What will I be today?'

Ask children to turn to Chapter 2 (page 4). Explain that you will read this chapter aloud and they should listen to find out what happens next to Tara and how she is feeling. Read pages 4 to 7. Discuss children's responses to the chapter.

Ask children to discuss with their Reading Partner what they predict will happen next. Take feedback from the discussion. Encourage them to support predictions with reasons and evidence.

If necessary, prompt children to think about what is likely to happen in general terms.

Ask: If Tara discovered flying a plane was easy, would there be a story to tell? So, what might happen?

Heads together

Ask children to read Chapter 3 (pages 8 to 13) quietly to themselves. They can then discuss with their Reading Partner what has happened and what they predict will happen next. Take feedback, challenging children to give reasons for their predictions.

Ask:

- Can you recall the exciting point in this chapter? (*when Tara had to make up her mind about what to do*)
- Is there another exciting point? (*the end of the chapter when the light starts flashing*)

Explain that the author has introduced this so that the reader stays interested in the story and wonders what will happen next.

Ask: What do you predict will happen next? Ask children to record their predictions in their Reading Journals.

Wrap up

Recap the story so far, checking that children realise that Tara has entered a fantasy world.

Return to page 9.

Ask: Why do you think Tara was worried when she saw what had happened on the island? (*She realised that it was a powerful storm and thought that it might damage the plane.*)

Draw children's attention to the penultimate sentence on page 11.

Ask: What do you think this means? (*They were relying on her to get them to safety.*)

Remind children that they have been predicting what will happen in the story.

Ask: What do we need to think about when we predict? (*what has happened so far, clues the author has given us, other stories we have read, and what is likely to happen*)

Explain that making predictions is an important part of reading, because it helps us to understand and make connections with our own experiences.

Independent reading sessions

Skills focus

- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- 2e Predict what might happen from details stated and implied
- Reading aloud with fluency and expression

You will need

- Multiple copies of Collins Big Cat *Tara Binns High-flying Pilot*
- Reading Journals
- Resource sheet: Role on the wall for *Tara Binns High-flying Pilot*



You are reading *Tara Binns High-flying Pilot*.

Talk with your Reading Partner about what has happened so far. Discuss the predictions you recorded in your Reading Journals.

Turn to page 14 and read Chapter 4.

Discuss these questions with your Reading Partner and write your ideas in your Reading Journal:

- Why was Ayesha nodding at the beginning of the chapter?
- How do you think Tara was feeling at the end of the chapter?
- What do you predict will happen next?



You are reading *Tara Binns High-flying Pilot*.

Talk with your Reading Partner about what has happened so far.

Reread the predictions you made in your Reading Journals.

Turn to page 18 and read Chapter 5 quietly. Concentrate on using the events, punctuation and dialogue to help you read with expression.

Choose a section of the chapter and read it to your Reading Partner, using as much expression as possible. Ask your Reading Partner what they think you did well and how you could improve.

What do you think Tara will find in the wooden chest? Write your prediction in your Reading Journal.



You are reading *Tara Binns High-flying Pilot*.

Talk with your Reading Partner about what has happened so far.

Reread the predictions you made in your Reading Journals.

Turn to Chapter 6 on page 22. Read pages 22 and 23.

Was your prediction about what Tara found in the chest correct?

What do you think is bothering Tara?

Read to the end of Chapter 6 on page 27.

Discuss these questions with your Reading Partner and write your ideas in your Reading Journal:

- Why do you think that Tara said people on the other island were unlucky?
- What do you think about Tara's idea?
- How do you predict the story will end?



You are reading *Tara Binns High-flying Pilot*.

Talk with your Reading Partner about what has happened so far.

Reread the predictions you made in your Reading Journals.

Turn to page 28 and read Chapter 7.

How close was your prediction to what actually happened at the end of the story?

Work with your Reading Partner. Record your ideas of what Tara is like on a copy of Resource sheet: Role on the wall for *Tara Binns High-flying Pilot*.

Vocabulary boost session

Skills focus

- 2a Give/explain the meaning of words in context

You will need

- Multiple copies of Collins Big Cat *Tara Binns High-flying Pilot*
- Reading Journals
- Resource sheet: Focus word cards for *Tara Binns High-flying Pilot*

Vocabulary table

Focus word	Brief explanation	Example sentence	Definition
learning	finding out about new things	Leo is learning to ride his bike.	If you are learning something, you are gaining new knowledge.
worrying	being anxious	Sam was worrying about going to a new school.	If you are worrying about something, you are thinking about problems or bad things that might happen.
deciding	making up your mind about something	Izzy found it hard deciding which ice cream to have.	When you are deciding something, you are making up your mind.
landing	something coming down to earth	The drone was slowly landing.	If something is landing, it is coming down to the ground.
discovering	finding	Ellie was discovering that she couldn't dance.	If you are discovering something, you are finding out about it.

Tune in

Ask children to summarise the main events in the story.

Ask children to turn to pages 30 and 31.

Ask: What do you think is the purpose of these pages? (*They summarise the story.*)

Trace Tara's journey, reading the labels aloud. As you read each focus word, use information from the vocabulary table above to give a brief explanation of its meaning.

Write the focus words on the flipchart or whiteboard and go through the vocabulary boost process, elaborating on the meaning of each word by using it in a sentence and then giving children a definition.

Challenge children, working with their Reading Partner, to use each focus word in a sentence.

Ask children to record the focus words, definitions and sentences in their Reading Journals.

Heads together

Ask children to work with their Reading Partner. Challenge them to come up with a sound effect or facial expression for each focus word. You could demonstrate by making a worried face for the word 'worrying'.

Hand out the focus word cards from the resource sheet, giving each child three or four cards. Give each child the opportunity to present their sounds or expressions. Encourage the rest of the group to guess which focus word is being presented by holding up the appropriate card.

Ask: Which sounds or expressions were the best? Why?

Wrap up

Check children's understanding of the word meanings by asking individuals to choose one focus word and use it in a sentence.

Ask children to identify their favourite focus word and challenge them to use it as much as possible both at home and at school.



Name: _____

Focus word cards for *Tara Binns High-flying Pilot*

learning	worrying	deciding	landing	discovering
learning	worrying	deciding	landing	discovering
learning	worrying	deciding	landing	discovering
learning	worrying	deciding	landing	discovering



Name: _____

Role on the wall for *Tara Binns High-flying Pilot*

Label the picture with adjectives to describe Tara's *appearance* around the outside, and adjectives to describe her *character* with arrows that point to the inside of Tara.

