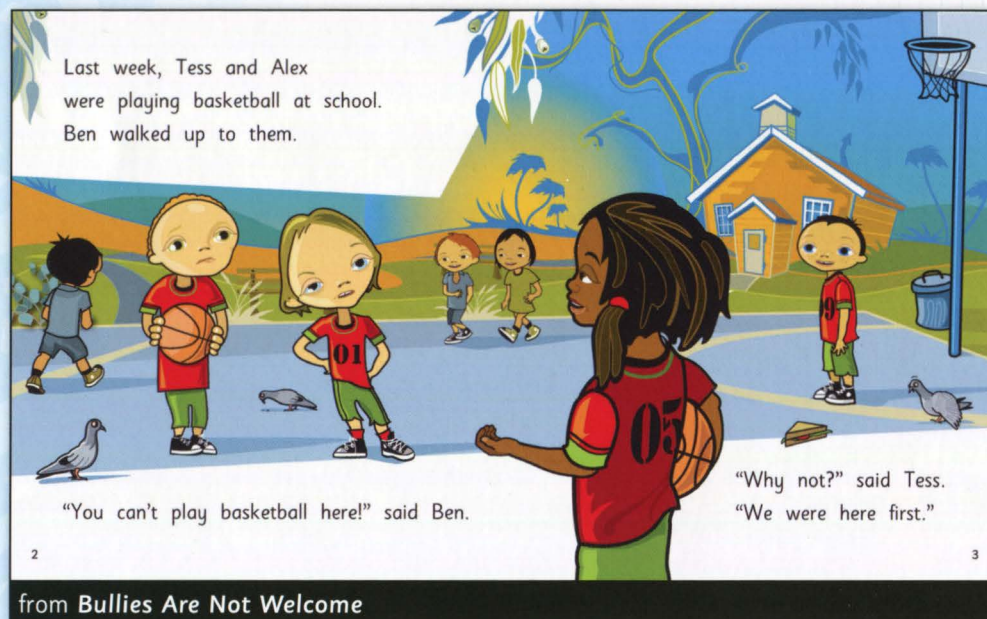


RESEARCH

Additional words from the **Oxford Wordlist** introduced in the guided reading texts for the Early stage of the reader:

about	fast	loved	someone
always	favourite	lunch	something
an	find	make	started
another	five	more	still
asked	food	morning	Sunday
be	footy	movie	swimming
beautiful	games	movies	take
because	gave	much	thank
best	go	name	thing
bike	going	night	time
birthday	great	now	together
bought	happily	off	took
but	head	once	tried
buy	here	only	TV
by	his	or	until
called	horse	our	us
chips	how	park	very
come	if	party	wanted
coming	I'm	people	watch
day	its	playground	watched
did	it's	playing	well
didn't	jumped	really	what
do	just	Saturday	where
dogs	know	scary	will
don't	last	school	would
every	long	shops	
everyone	lot	slide	



text placement varies

direct speech follows oral language structures

new vocabulary introduced with increased frequency and reinforcement of vocabulary from lower levels

Meaning

ASK What were Tess and Alex doing at school?

ASK What is the name of the bully?

ASK Why does Tess think she and Alex should be able to play basketball here?

Structure

ASK Which words in the first sentence on page 2 tell you when this story took place?

ASK Which words in the first sentence on page 2 tell you where this story took place?

SAY Find the contraction on page 2. Expand this word into two words.

SAY Find the compound word. What are the two smaller words that make up this word?

Visual

SAY Find the words 'were' and 'here'. Which three letters are the same?

ASK Which letter is different in these two words?

SAY Draw shape boxes for these two words. How are they different?

Last week, Tess and Alex were playing basketball at school. Ben walked up to them.

"You can't play basketball here!" said Ben.

"Why not?" said Tess. "We were here first."

High frequency word	Order in Oxford Wordlist*
and	3
to	4
we	9
said	22
were	26
you	31
at	32
up	47
play	60
school	65
them	81
not	90
playing	128
first	145
last	193
walked	286
why	298
here	302

READING THE VISUALS

ASK Do you think Tess is afraid of Ben? How can you tell?

ASK Why do you think Ben's friend is looking so worried?

ASK Apart from telling them they can't play basketball, what else is Ben doing to suggest they should move away?

SAY Look at the pigeon heading towards the sandwich on the ground. What do you think it will do with the sandwich?

STRATEGIES REQUIRED BY THE READER

- Check against at least two of the cueing systems: Does it make sense? Does it look right?
- Re-read to fix mistakes
- Break words into chunks or syllables and use analogies to problem-solve unknown words
- Use "skip and return" strategy
- Make links to prior knowledge to assist in understanding
- Adapt reading strategies to different text types
- Select books according to purpose for reading
- Use more complex grammatical knowledge to help predict unknown words and assist with meaning
- Adjust reading rate and phrasing according to text type and complexity of text

STRATEGY SUPPORT

The Teaching Version scaffolds and guides the teacher through the guided reading session.

Stage of reader:	Early
Text level:	7
Word count:	126
Text type:	Narrative
Theme:	Values
Key visual communicator:	illustrations
Purpose of the visuals:	to enrich and support the narrative structure