

## During reading routine

- 1 Ask children to read each double-page spread aloud in a choral fashion, tracking under each word as they read with their finger.
- 2 Provide guidance and instruction as required, including error correction. Tune in to individual children as they read and support them when they make a mistake or get stuck on a word. Model as needed and ask students to echo.
- 3 Stop the group at the end of each double-page spread. Explore the pictures to extend comprehension and check for understanding by asking a question.

## Key reading behaviours

- Track with finger – children should point underneath each word as they read it. Only when children are more experienced readers (after completing the Little Learners Love Literacy® teaching sequence) will they progress to track with their eyes only.
- Sound out and blend unfamiliar words.
- Re-read sections to improve fluency and comprehension.
- Use punctuation to improve fluency through expression/intonation.

## Why choral reading?

Choral reading is our preferred technique for reading decodable books in a small group because every child is actively engaged in reading aloud throughout the session. Teachers can tune in to individual children and hear their ability to decode unfamiliar words and also hear their accuracy, speed and expression (fluency). Teachers also have the option to read along as a model, and to fade out and listen. Research tells us that silent reading is only appropriate for increasingly fluent, older readers who have already mastered the alphabetic code.

## Why not round robin?

A round robin approach is where children take turns reading. When children listen to another child read, they are hearing a model from a developing reader, not a proficient reader. The reading will often be slow and not fluent. If the reading isn't fluent, children might find it hard to comprehend the text in the book. Children also lose attention while waiting for their turn to come around. Small group time is precious – make the most of it by keeping children actively participating and engaged.



## Supporting children when they get stuck

With Little Learners Love Literacy®, children have one reliable strategy for reading unfamiliar words – decoding. All our decodable books follow our teaching sequence, ensuring children are never asked to read something that is too hard or they have not been taught how to decode yet.

Support children if they are stuck, or if they read a word incorrectly, by:

- asking them to sound out the word and then blend the sounds together to say the word
- using the *Speed Sounds and Chants Mini Set* cards to remind them of a grapheme-phoneme correspondence by doing the chitter chatter chant
- helping children to break up longer words into syllables, for example 'fantastic' can be broken into three syllables: fan-tas-tic. Decode each syllable, one at a time. Then say each syllable to read the whole word.
- not giving children the word unless it is a Heart Word
- re-reading – after children have successfully decoded the word, go back to the start of the sentence (or page) and read again.

Teachers have the option to provide support for individuals in the group or use the example as a teaching point for all the group to guide them to improve. In a small group context, take the opportunity to decode the word as a group before re-reading the sentence together. The extra practice will benefit all and it will help keep your group together.

Each set of small group reading notes includes word reading prompts – words children might need support with, or words children would benefit from decoding again. Choose these as suits your group, they are ideas only.

## Developing fluency

Fluent readers are accurate decoders; they also demonstrate automatic recognition of mapped words, allowing them to read at a natural rate. A fluent reader reads with expression – using punctuation, grammar, vocabulary and text features as their cue. Fluency develops from effective word reading instruction, modelling and lots of practice.

Suggested fluency teaching points are supplied in the small group reading notes. If your small group needs support with improving fluency, you might consider the following tips:

- Remind all children to track with their fingers under the words as they read from left to right. Skipping words is very common and results in children not fully comprehending the text. Children losing their place and skipping a line of text is also very common.
- Take notice of punctuation – pauses, intonation, and volume can be indicated by an exclamation mark, comma, ellipsis, speech marks and so on.

- Take notice of typography – use of bold fonts, italics, colour, capital letters and speech bubbles, for example, may impact how a word or sentence should be read.
- Re-read sentences or passages to improve fluency, including expression – model this first and ask children to echo you.
- Use the prompts provided in the small group reading notes to guide you.

## Checking for understanding

Suggested questions are supplied in the small group reading notes. Questions should be specific. Make sure this is a quick 'stop and check' so that you don't lose the momentum of reading the book. You'll want to make sure you finish the book and children achieve success during the session.

Focus grapheme-phoneme correspondences on each double-page spread are highlighted

There are a small number of non-decodable interest words (topic-related words) in some books. These are flagged for the teacher and are to be told to students.

Support reading Heart Words featured on the page

Words students may need support decoding using new phonic knowledge or skills

Fluency teaching suggestions, focussing on prosody

Vocabulary check with definition and question to check for understanding

**Word reading**  
You and play are Heart Words. You has two sounds - /y/ /u/, you. Play has three sounds - /p/ /l/ /ə/. Sound out and blend to read the word quiz together - /kw/ /iz/. Quiz.  
Discuss the interest word stink. Read the word together.

**Comprehension**  
What is the first question in the quiz? (Do stink bugs have ten legs?)

**Fluency**  
What punctuation does the author use at the end of the quiz question? (a question mark) Model reading with your voice going up at the end of the sentence before asking children to read it again. There are more questions in the book you can practise this with!

**Vocabulary**  
What other words could you use instead of stink? (smell bad, pong)

**Comprehension**  
How many legs do stink bugs have? (six)  
Do bats have cubs? (no)

Small group reading notes for Stage Plus 4: A Quiz For the Kids

Comprehension questions relating to the text and the images – mostly literal, sometimes inferential

## During reading

### Read and enjoy the book

- Ask children to read each double-page spread out loud, tracking their finger under each word as they read.
- 'Tune in' to individual children as they read. Support them if they are stuck by asking them to sound out and then blend the sounds together to read the word. You can support children by doing a chitter chatter chant from the *Speed Sounds and Chants* cards if they struggle to recall a letter-sound correspondence. The chitter chatter chant for **sh** is *shed shop, /sh/*. When they have read the word, go back and re-read the sentence together.
- Adjust your instruction and guidance depending on the needs of your group. For example, you may need to ask the group to re-read sentences for fluency (accuracy, pace and prosody) and comprehension, paying close attention to punctuation. Or you may need to focus on isolating words and decoding them as a group using a mini whiteboard (or *Speed Sounds and Chants* cards if children are struggling).
- Stop the group at the end of each double-page spread to check for understanding, including vocabulary. Explore the pictures to extend comprehension.

### Some ideas for discussion

**Highlighted** words include the Stage 6 focus grapheme **sh**.



What has gills, lots of fins, no hands and cannot live on land? **A fish!**

Hello, I am Tash and I am a fish WIZ!

Let me astonish you with some fantastic fish facts.

#### Word reading

**What** and **with** are Heart Words. **What** has three sounds - /w/o/t/, what. **With** has three sounds - /w/i/th/, with.

Read the word *astonish* together. Break it into three syllables: a-ston-ish. Decode each syllable and then say them together to read the word.

#### Vocabulary

What does *wiz* mean? What other word could you use instead? (*expert*)

What are gills and fins? (*They are parts of a fish - we'll learn more about them later in this book.*)

#### Comprehension

Who is Tash? (*a fish wiz*)



There are hundreds and hundreds and hundreds of fish on the planet. Some fish live in fresh water.

Some fish live in the sea.

#### Word reading

Support children with the interest words *water* and *sea*. Treat them like Heart Words.

Sound out and blend to read the word *fresh* together - /f/r/esh/, *fresh*.

#### Vocabulary

What other word could you use instead of *planet*? (*Earth, world*)

#### Comprehension

How many fish are there on the planet? (*a lot*)  
What are the two types of water that fish live in? (*fresh and sea*)



All fish have gills and fins. Fins help fish to swim. Gills let the fish live in water.

#### Word reading

Support children with the interest word *water*. Treat it like a Heart Word.

Sound out and blend to read the word *gill* together - /g/i/l/, *gill*.

#### Vocabulary

What are gills and fins? (*fish body parts*)  
Can you point to them in the illustration?

#### Comprehension

What do gills and fins do? (*Fins help fish to swim and gills enable them to breathe in water.*)



#### Dot and dash fish

On the hunt for snacks, they dash in and out of the coral. Quick as a flash!

#### Word reading

Sound out and blend to read the word *flash* together - /f/l/ash/, *flash*. Remember that **sh** is a digraph - two letters, one sound.

Break the word *coral* into two syllables (*co-ral*) and sound out and blend to read each syllable - /k/o/, *co-* /r/a/, *ral*. Say the syllables together to read the word *coral*. Adjust pronunciation - /k/o/r/ah/.

#### Vocabulary

What is *coral*? (*an underwater living structure*)  
Where do you find coral?

#### Comprehension

What are dot and dash fish doing in the coral? (*looking for food*)



#### Boxfish

Boxfish love coral, too, but they do not like stress. If a fish swims up to attack, they will shock it with lots of snot and rush off!

#### Word reading

Sound out and blend to read the word *shock* together - /sh/ock/, *shock*. There are two digraphs in this word (**sh**, **ck**).

Split the compound word *boxfish* into two words (*box-fish*) and sound out and blend to read each word before putting them together to read the whole word.

#### Vocabulary

What other words could you use for *shock*? (*surprise, startle, stun*)

#### Comprehension

What does a boxfish do when under attack? (*shock it with snot*)



#### Parrotfish

Parrotfish crush up and scoff down bits of coral all day!

At dusk, to keep the bugs off, they nap in a tent of snot!

#### Word reading

**Keep** is a Heart Word. It has three sounds - /k/ee/p/, *keep*.

Break the word *parrotfish* into syllables to read it. Read /p/ah/, *pa* - /r/o/, *rot* - /f/i/sh/, *fish*. Put three syllables together to read the word - *parrotfish*.

#### Vocabulary

What does *scoff* mean? (*to eat quickly*)

What is a *parrot*? (*a tropical bird*)

Does this fish look like a parrot?

#### Comprehension

What does a parrotfish nap in? (*a snot tent*) Why? (*to keep bugs away*)

## Stage 6: The Tricks of the Forest Speed Words

along	hanging	that
ash	king	thing
branch	patches	this
chanting	phasmid	thrush
elephant	singing	when
flash	song	whiff
fresh	squelch	whip

## Stage 6 More after reading activities



### Speed Words

Refer to the *Speed Words* page for the book. Encourage children to sound out each word until they can read it automatically. They can do this activity with a partner, too.

Children could also play *Read and Grab Word Game Box 4*, working with the Stage 6 word sets.



### Word sort

Print the *Speed Words* PDF and cut out the words. Ask children to sort the words into groups as follows:

**Fantastic Fish** – words with /sh/ at the beginning, (shock, shrimp); /sh/ in the middle (snapshot); /sh/ at the end (astonish, batfish, boxfish, crush, dash, fish, flagfish, flash, fresh, frogfish, rush, Tash).

**Chill Out** – words with /ch/ at the beginning: (champ, chat, check, chicken, chill, chip, chomp, chuck, chum); /ch/ at the end (bench, bunch, crunch, lunch, much, munch, scrunch, such); /tch/ at the end (catch, cluch, ditch, fetch, notch, patch, sketch, stretch, switch).

**Sloths** – words with an unvoiced /th/: (depths, moth, Seth, sloth, thick, think, thrill, thrust, thud); words with a voiced /th/: (that, then, this, with).

**Ring That Bell!** – words with the vowel sound /a/: (bang, clang, gang); words with the vowel sound /i/: (ding, king, ping, ring, sing, swing, thing, ting); words with the vowel sound /o/: (dong, long, song, strong); words with the vowel sound /u/: (rung).

**The Tricks of the Forest** – initial sound: /ph/ (phasmid); /wh/ (when, whiff, whip); /ch/ (chanting); /th/ (that, thing, this, thrush).

Children can write their word lists in their books.

### Partner reading

- Give children a copy of the *Speed Words* PDF. Partner A points to words and Partner B reads them. Partner A ticks the words that their partner can read before they swap. They could choose one or two of these words and write them in a sentence for extension if they finish quickly.
- Children can also re-read the book with their partner, taking it in turns to read a page each.
- Select Stage 6 cards from Tim's Quiz for partners to play.



### Word detective

Children re-read the book and find the following:

**Fantastic Fish:** all the words containing **sh**

**Chill Out:** all the words containing **ch**

**Sloths:** all the words containing **th**

**Ring That Bell!** all the words containing **ng**

**The Tricks of the Forest:** all the words containing **ph** and **wh**

Children then write a list of those words in their *My Word Detective Book* (pages 4–7). They can highlight or circle the letters in each word in their list. They can use the book as a personal dictionary for writing activities.

