



Bug Club

This is your free
sample of **Epic Adventures**
guided reading card.



Epic Adventures

Book Band Green B

RR Level 13

Text Type Biography

Length 16pp (238 words)

Letters and Sounds Phase 5

Year 1, term 3

Phonics Bug Up to Unit 25

High-frequency words called, their, could

Summary

Join Christopher Columbus and Neil Armstrong on their epic adventures. Find out where they went and what they discovered there.

Text features: captions, index, main headings, photographs, sub-headings

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11	Reading [Participate] in discussion about what is read to them, [...].	Y1 t3, Personal Response and Evaluation of Text Select favourite part of a book and talk about why that part is their favourite, [...].
Y1, WC, p.14	Spoken Language [Compose] a sentence orally before writing it.	Y1, Planning [Say] out loud what they are going to write about [...] and write [...] in a [...] planning frame [...].
Y1, WC, p.14	Writing [Sequence] sentences to form short narratives.	Y1, Text Structure and Purpose [Sequence] three or more related sentences to form a short narrative [...] about events from their own imagination or from their reading.



Key
RC = Reading – comprehension, National Curriculum in England (2013) WC = Writing – composition, National Curriculum in England (2013)

Session 1: Reading

Before Reading

Phonics for Reading

Write the words *Christopher* and *spaceship*. Work as a group to place sound buttons and then ask volunteers to say the phonemes. Blend the phonemes together to read the words and clap the syllables. Challenge children to say how many syllables there are in each word.

Walkthrough

Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about the pictures and ask children if they have read any other non-fiction books about adventures.
- Discuss the title and the meaning of the word *epic* (heroic and impressive).
- Look through the pages, inviting children’s comments and questions.

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During Reading

While the children read, ask them to think about the main question.

Main question: **What was the most exciting adventure?**
(Y1 t3, Personal Response and Evaluation of Text)

Additional prompts to help you sample the children's reading:

Pages 4–5: Ask children which person travelled the longest time ago.

Pages 6–7: Ask children what the spaceship was called.

Pages 8–9: Discuss which food children would rather eat.

Pages 10–11: Ask children who ran out of water.

After Reading

Discuss the main question as a group. Ask children to:

- Decide which adventure they thought was the most exciting.
- Take turns to explain their ideas to the groups, using details and information from the text.
- Listen to their peers and ask appropriate questions.

Quick Finishers

Using pages 2 and 3 as a model, children draw a picture of themselves doing the job they would like to have one day. They should write their name and their chosen job.



Session 2: Spoken Language & Writing

Sounds after Reading

Provide a soft toy and ask children to help it write *ship* and *space*. Help children to check their spelling is correct by placing sound buttons when they read. Challenge children to put the words together to make one word (*spaceship*).

Spoken Language

Organise children into two groups. Allocate a ship adventure to one group and a rocket adventure to the other. Children role-play their chosen adventure and then present their roleplay to the other group. Use a simple planning sheet with the following headings: Who is the adventurer? Where will they go? How will they get there? What will happen? Work together as a group to plan ideas for an adventure story. **(Y1, Planning)**

Writing

Recap the children's ideas for an adventure story, using the plan from the spoken language session. Share the worksheet with the group and invite children to write their story. Encourage them to write their ideas in sequences of sentences. **(Y1, Text Structure and Purpose)**

Making Links

Set up a rocket roleplay area for children to imagine flying to the moon. Provide books to support their ideas and help them to plan their games. Organise opportunities for role-play writing, for example, a diary.



Epic Adventures Curriculum for Excellence

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Curriculum Reference	Objectives	Progression Map Objective
LIT 1-11a / LIT 2-11a	Reading <i>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.</i>	Y1 t3, Personal Response and Evaluation of Text Select favourite part of a book and talk about why that part is their favourite, [...].
LIT 1-10a	Spoken Language <i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</i>	Y1, Planning [Say] out loud what they are going to write about [...] and write [...] in a [...] planning frame [...].
LIT 1-20a / LIT 2-20a	Writing <i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i>	Y1, Text Structure and Purpose [Sequence] three or more related sentences to form a short narrative [...] about events from their own imagination or from their reading.



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Session 1: Reading

Before Reading

Phonics for Reading

Write the words *Christopher* and *spaceship*. Work as a group to place sound buttons and then ask volunteers to say the phonemes. Blend the phonemes together to read the words and clap the syllables. Challenge children to say how many syllables there are in each word.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about the pictures and ask children if they have read any other non-fiction books about adventures.
- Discuss the title and the meaning of the word *epic* (heroic and impressive).
- Look through the pages, inviting children's comments and questions.

During Reading

While the children read, ask them to think about the main question.

Main question: **What was the most exciting adventure?**
(Y1 t3, Personal Response and Evaluation of Text)

Additional prompts to help you sample the children's reading:

Pages 4–5: Ask children which person travelled the longest time ago.

Pages 6–7: Ask children what the spaceship was called.

Pages 8–9: Discuss which food children would rather eat.

Pages 10–11: Ask children who ran out of water.

After Reading

Discuss the main question as a group. Ask children to:

- Decide which adventure they thought was the most exciting.
- Take turns to explain their ideas to the groups, using details and information from the text.
- Listen to their peers and ask appropriate questions.

Quick Finishers

Using pages 2 and 3 as a model, children draw a picture of themselves doing the job they would like to have one day. They should write their name and their chosen job.



Session 2: Spoken Language & Writing

Sounds after Reading

Provide a soft toy and ask children to help it write *ship* and *space*. Help children to check their spelling is correct by placing sound buttons when they read. Challenge children to put the words together to make one word (*spaceship*).

Spoken Language

Organise children into two groups. Allocate a ship adventure to one group and a rocket adventure to the other. Children role-play their chosen adventure and then present their roleplay to the other group. Use a simple planning sheet with the following headings: Who is the adventurer? Where will they go? How will they get there? What will happen? Work together as a group to plan ideas for an adventure story. **(Y1, Planning)**

Writing

Recap the children's ideas for an adventure story, using the plan from the spoken language session. Share the worksheet with the children. Demonstrate and involve children in writing the story. Then invite children to write their own ideas in sequences of sentences. **(Y1, Text Structure and Purpose)**

Making Links

Set up a rocket roleplay area for children to imagine flying to the moon. Provide books to support their ideas and help them to plan their games. Organise opportunities for role-play writing, for example, a diary.



Epic Adventures

Welsh National Curriculum

Book Band Green B

RR Level 13

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Curriculum Reference	Objectives	Progression Map Objective
Y1, RRA1, p.21	Reading Express a view about the information in a text.	Y1 t3, Personal Response and Evaluation of Text Select favourite part of a book and talk about why that part is their favourite, [...].
Y1, OS3, p.14	Spoken Language Include some detail and some relevant vocabulary to extend their ideas or accounts.	Y1, Planning [Say] out loud what they are going to write about [...] and write [...] in a [...] planning frame [...].
Y1, WMPRI, p.23	Writing Write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences.	Y1, Text Structure and Purpose [Sequence] three or more related sentences to form a short narrative [...] about events from their own imagination or from their reading.



Session 1: Reading

Before Reading

Phonics for Reading

Write the words *Christopher* and *spaceship*. Work as a group to place sound buttons and then ask volunteers to say the phonemes. Blend the phonemes together to read the words and clap the syllables. Challenge children to say how many syllables there are in each word.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Talk about the pictures and ask children if they have read any other non-fiction books about adventures.
- Discuss the title and the meaning of the word *epic* (heroic and impressive).
- Look through the pages, inviting children's comments and questions.

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During Reading

While the children read, ask them to think about the main question.

Main question: **What was the most exciting adventure?**
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Additional prompts to help you sample the children's reading:

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After Reading

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- Take turns to explain their ideas to the groups, using details and information from the text.
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Quick Finishers

Using pages 2 and 3 as a model, children draw a picture of themselves doing the job they would like to have one day. They should write their name and their chosen job.



Session 2: Spoken Language & Writing

Sounds after Reading

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Writing

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Making Links

Set up a rocket roleplay area for children to imagine flying to the moon. Provide books to support their ideas and help them to plan their games. Organise opportunities for role-play writing, for example, a diary.



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Northern Ireland Curriculum

Book Band Green B

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Foundation R1	Reading Read with some independence.	Y1 t3, Personal Response and Evaluation of Text Select favourite part of a book and talk about why that part is their favourite, [...].
Foundation T&L 3.5	Spoken Language Working in different groupings.	Y1, Planning [Say] out loud what they are going to write about [...] and write [...] in a [...] planning frame [...].
Foundation W5	Writing See themselves and the teacher as 'writers'.	Y1, Text Structure and Purpose [Sequence] three or more related sentences to form a short narrative [...] about events from their own imagination or from their reading.



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Walkthrough



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Making Links

Set up a rocket roleplay area for children to imagine flying to the moon. Provide books to support their ideas and help them to plan their games. Organise opportunities for role-play writing, for example, a diary.

**That's the end of
your free sample.**

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