



<b>Book talk</b> A short introduction to the book, which might include: <ul style="list-style-type: none"> <li>• Read the title</li> <li>• What or who can you see on the cover of the book?</li> <li>• What do you think the book might be about?</li> </ul>	Where do you think this story might be set? Have you ever sat around a camp fire? What do you think will happen?
<b>Phonics focus</b> <ul style="list-style-type: none"> <li>• Revisit and review some of the phonemes that the children will encounter in the text</li> </ul>	<b>/ar/, /oo/, /ow/, /or/</b>
<b>Blending focus</b> <ul style="list-style-type: none"> <li>• Ask the children to blend and read some of the words that they will encounter in the book</li> <li>• Practise blending words containing adjacent consonants and long vowel phonemes</li> <li>• Practise blending polysyllabic words, first 'chunking' them and then reading them quickly</li> </ul>	<b>archer brown sprinted fortress Nott/ing/ham</b>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Discuss the meanings of any words in the text that the children might be unfamiliar with</li> </ul>	<b>band</b> – a small group <b>skint</b> – to have no money <b>erected</b> – built
<b>Common exception words</b> <ul style="list-style-type: none"> <li>• Quick recall of common exception words</li> </ul>	<b>do, out, what, when</b>
<b>Independent reading</b> The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.	
<b>Reading fluency</b> Modelling expression and fluency: on pages 2 and 9, the teacher should model and the children practise saying these sentences with expression.	
<b>Comprehension</b> Page 4: What was Robin good at? Page 9: Why do Robin's men decide to set a trap? Page 16: How does Robin help the people of Nottingham?	

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