




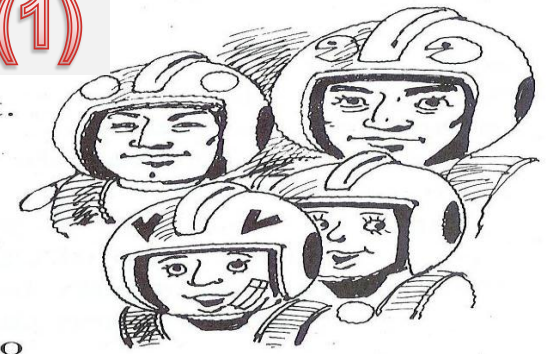
| Dys-phonetic/visual preference |  | Mixed preferences  | Dys-eidetic/auditory preference |  |
|---|--|--|---|--|
| Visual strategies Visual programmes Animations | | Combination approaches Letter names+sounds to mastery Phonic drill, flash cards | Auditory strategies Letter names and sounds to mastery Phonic drills and skills | |
| Flash card words and pictures Multi sensory opportunities | | Multi sensory opportunities Coloured paper + overlays | Hands on word building + sound buttons Coloured vowels Syllabification | |
| Extra lessons Contextualised text (TCP-QR) Syllabification using colour | | Extra lessons Paired reading Syllabification – tearing words | Paired reading Peer tutoring Lip reading Contextualised text | |
| Repetition and over learning Grapheme/phoneme correspondence to automaticity Plastic letters, sand tray | | Contextualised text ICT “read back” Visual and auditory stimuli | Multi sensory opportunities Repetition and over learning for automaticity Extra lessons | |
| Paired reading Peer tutoring Syllabification – tearing words | | Enlarged print “Friendly fonts” Sand paper letters | Coloured paper. Overlays etc “Talking computers” Hands on syllabification | |

“Hard Thinking/Easy Reading” Task (1)

The space craft ‘Eagle’ has crashed on the Purple Planet.

‘What a place to end up,’ groans Captain East. ‘We’re in danger if we stay here. The whole place is alive with volcanoes. Our power units are damaged so we can’t radio for help. We must put on our space-suits and breathing packs and walk to one of the bases.’

‘But which one?’ asks Kim. ‘We’ve only enough oxygen to last for two days so we won’t be able to turn back once we’ve set out.’



A map of the Purple Planet showing the routes Captain East could take.



Bank of suggested words for practising reading and spelling

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity (words in *italics* are from the list of 100 high-frequency words).

Words using set 1 GPC

For ** see next page

| |
|------------|
| <i>at</i> |
| sat |
| pat |
| tap |
| sap |
| [a*, as**] |

Words using sets 1 and 2 GPCs

| (+i) | (+n) | (+m) | (+d) |
|-------------|-----------|------|------------|
| <i>it</i> | <i>an</i> | am | <i>dad</i> |
| <i>is**</i> | <i>in</i> | man | sad |
| sit | nip | mam | dim |
| sat | pan | mat | dip |
| pit | pin | map | din |
| tip | tin | Pam | did |
| pip | tan | Tim | Sid |
| sip | nap | Sam | <i>and</i> |

Words using sets 1–3 GPCs

| (+g) | (+o) | (+c) | (+k) |
|------|------------|------------|------|
| tag | <i>got</i> | <i>can</i> | kid |
| gag | <i>on</i> | cot | kit |
| gig | <i>not</i> | cop | Kim |
| gap | pot | cap | Ken |
| nag | top | cat | |
| sag | dog | cod | |
| gas | pop | | |
| pig | God | | |
| dig | Mog | | |

Words using sets 1–4 GPCs

| (+ck) | (+e) | (+u) | (+r) |
|--------|------------|------------|--------|
| kick | <i>get</i> | <i>up</i> | rim |
| sock | pet | <i>mum</i> | rip |
| sack | ten | run | ram |
| dock | net | mug | rat |
| pick | pen | cup | rag |
| sick | peg | sun | rug |
| pack | met | tuck | rot |
| ticket | men | mud | rocket |
| pocket | neck | sunset | carrot |

Teach that 'ck' together stands for the same sound as 'c' and 'k' separately – ck never comes at the beginning of a word, but often comes at the end or near the end.

*The indefinite article 'a' is normally pronounced as a schwa, but this is close enough to the /a/ sound to be manageable.

Bank of suggested captions for practising reading

Captions with sets 1–4 words

| | |
|----------------|----------------|
| pat a dog | dad and nan |
| a cat in a hat | a nap in a cot |
| a sad man | a kid in a cap |
| a pin on a map | a tin can |
| pots and pans | cats and dogs |

Captions with sets 1–4 words + *to, the*

| | |
|------------------|----------------------|
| a red rug | rats on a sack |
| get to the top | a pup in the mud |
| socks on a mat | run to the den |
| a cap on a peg | mugs and cups |
| a run in the sun | an egg in an egg cup |

Captions, instructions and signs with sets 1–5 words + *to, the, no, go*

| | |
|--------------------|-------------------------|
| a hug and a kiss | a cat on a bed |
| on top of the rock | to the top of the hill |
| a bag of nuts | get off the bus |
| to huff and puff | no lid on the pan |
| go to the log hut | pack a pen in a bag |
| a hot hob | a doll in a cot |
| sit back to back | a cat and a big fat rat |
| a duck and a hen | |

The captions are included to provide a bridge between the reading of single words and the reading of books. They enable children to use and apply their decoding skills on simple material fully compatible with the word-reading level they have reached. This helps them to gain confidence and begin to read simple books.

Torrey Canyon seabed returns to normal after oil spill

The Torrey Canyon is the largest shipwreck in British waters, and as she sits a long way from shore amongst the same hazardous rocks that she ran on to, its not the easiest wreck to get to. On Saturday, 18 March 1967, she ran aground carrying over 119,000 tonnes of crude oil, which gushed out into the pristine Atlantic waters.

She had run into one of the infamous Seven Stones rock pinnacles, which lay 15 nautical miles west from Lands End and seven nautical miles from the Scilly Isles, which make it a hard wreck to reach

Wildlife disaster



Using the wrong charts

There was no single identifiable cause for the world's largest super tanker to run aground on the well-known and well-charted rocks. But at time of the disaster the skipper was using small scale charts more suited to ocean navigation and had plotted a shorter than normal route, in effect cutting a corner, and it was the ship's cook who was on watch in the bridge.

The Royal Navy steps in



A decision was made at the time to bomb the wreck and its oil slick in an attempt to burn the oil. The Royal Navy were rallied and they led the bombing runs dropping 62,000lbs of bombs, 5,200 gallons of petrol, 11 high-powered rockets and an undisclosed amount of napalm on the wreck and the surrounding waters,

sinking the ship, but not really dispersing the oil. But 25% of the bombs dropped missed the enormous stationary target.

The big clean up



So in a desperate, fast and furious 11 days they managed to make the beaches clean by collecting tonnes of the crude and dumping it into a disused quarry. Much of the oil has been removed and processed for use, but each time a large amount of oil is taken from the quarry, more seeps up from the sediment below and so the process has to start again.

Bio-remediation gives hope



But there is hope - both for Guernsey and for future oil spill clean up campaigns. The Guernsey team are using a process called bio-remediation in the quarry, which uses naturally-occurring bacteria which eat oil as a food source. These micro-organisms

are pumped into the oily water 24-hours a day and it is hoped that in a year all of the oil will have been eaten.

| | |
|--------------------|-----------------------------|
| Cargo | 119,000 tons of crude oil |
| Oil slick | 270 square miles |
| Impact on beaches | 130km of beaches affected |
| Impact on sea life | 15,000 sea birds killed |
| Naval contribution | 62,000lbs of bombs |
| Clean up | 10,000 gallons of detergent |
| | |

1. When did the Torrey Canyon run aground?
2. What was the ship carrying?
3. Give two reasons why the ship may have gone aground?
4. How did the Navy help?
5. Describe the scene during the bombing of the wreck
6. How successful was the Navy's efforts in dispersing the oil?
7. How long did it take to clean up the beaches?
8. What process is giving hope for the future?
9. How is bio-remediation working in the quarry?

“Comprehension through Choices” Task



About the dragon

The dragon lives in a dark cave. There are lots of poisonous snakes in the cave. The cave is very wet. It is very warm. The cave has many tunnels and passages.

The dragon breathes fire. It sits on a big pile of gold. It often sleeps during the day.

The dragon has wings. It is covered with hard scales. These can only be cut with a magic sword.

The dragon took your friend to his cave. He is tied up at the back of the cave. You must go and rescue him. You must try not to wake up the dragon.

What to do

Which of these things would you take with you to rescue your friend? Give a reason for your choice.

- | | |
|-----------------------|-------------------------------|
| 1 A thick jumper | 9 A black mac |
| 2 A torch | 10 A gun |
| 3 A big sack | 11 A rope |
| 4 A wheel barrow | 12 A magic sword |
| 5 A map of the cave | 13 A pair of wellington boots |
| 6 A fire extinguisher | 14 A pair of sandals |
| 7 A mirror | 15 A warm black coat |
| 8 A sharp knife | |

What to do next

Write a story about rescuing your friend.
Use the map on page 34 to help you.

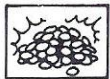
The Dragon's Cave

What to do

Are these sentences true or false or is there not enough evidence?

- 1 There are two piles of gold.
- 2 The bats are very big.
- 3 The water on the right is very deep.
- 4 All the snakes are in the snake pit.
- 5 There is only one way into the dragon's den.
- 6 Your friend is asleep.
- 7 Your friend is at the back of the dragon's den.
- 8 The snake pit is on the right.
- 9 There are three fires.

• KEY •



gold



diamonds



fire



water (less than 1 m. deep)



water (more than 2 m. deep)



your friend is here



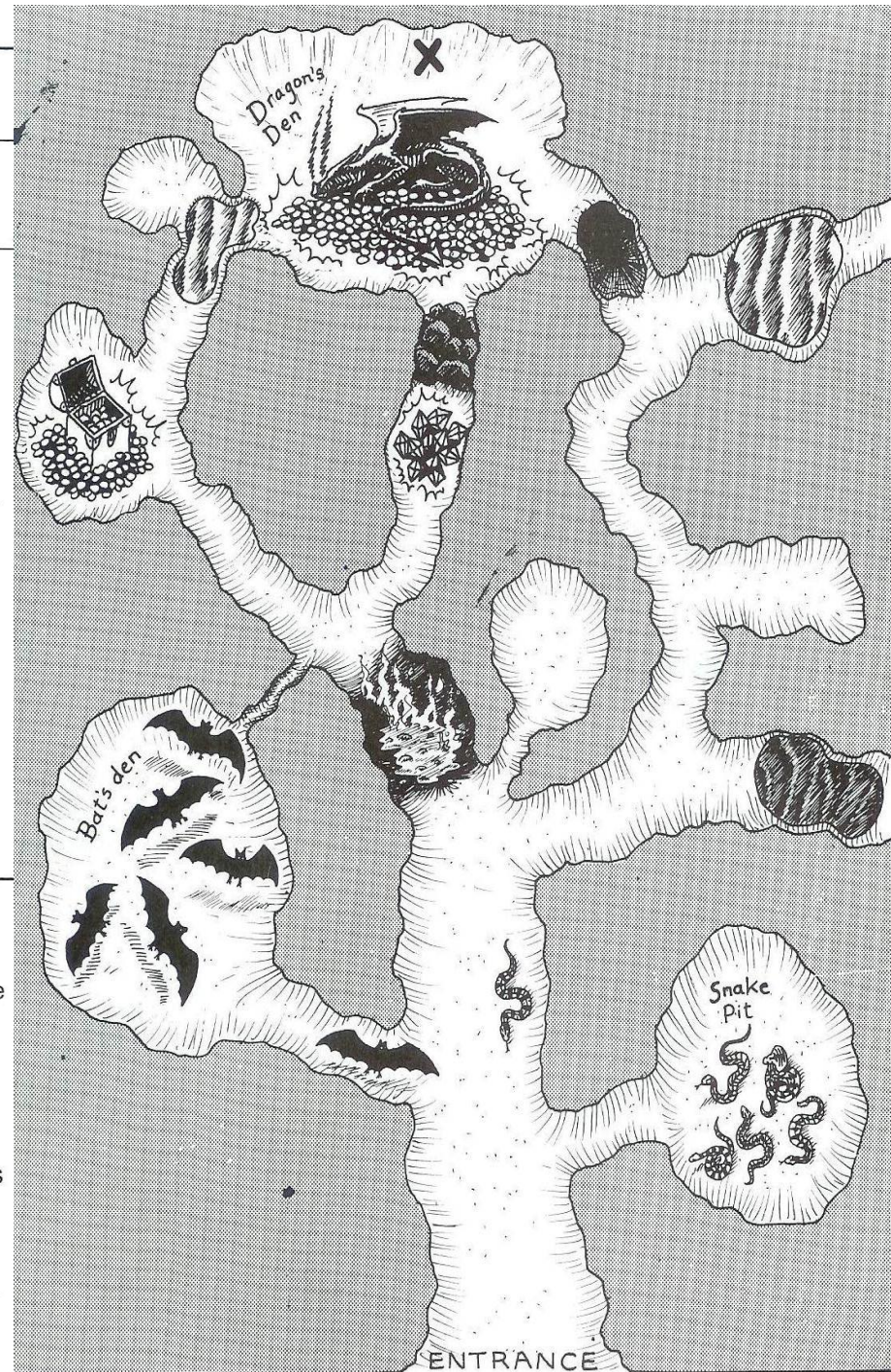
vampire bats

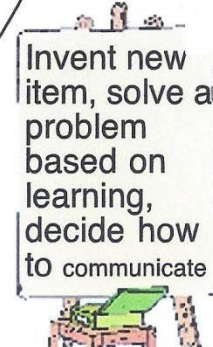
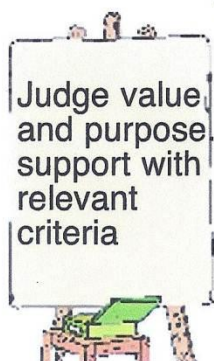
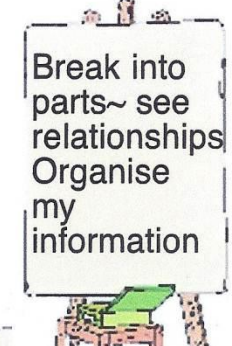
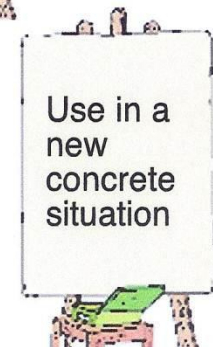
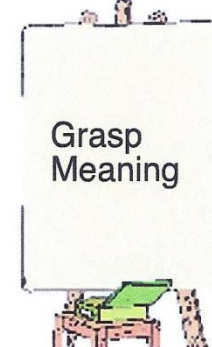
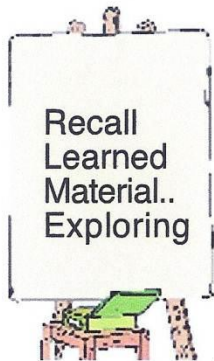


poisonous snakes



60 m. drop.





DRACULA'S CASTLE

What opportunities can you create to demonstrate the skills of synthesis, analysis, evaluation and inference for students who think much faster than they read?

up there. They may let us stay there.

I'll take you to the master.

It smells strange, Andy!

Sorry to trouble you Sir, but...

No trouble at all. You see, we were expecting you.

On my island

Congratulations!

Operation Island Survival

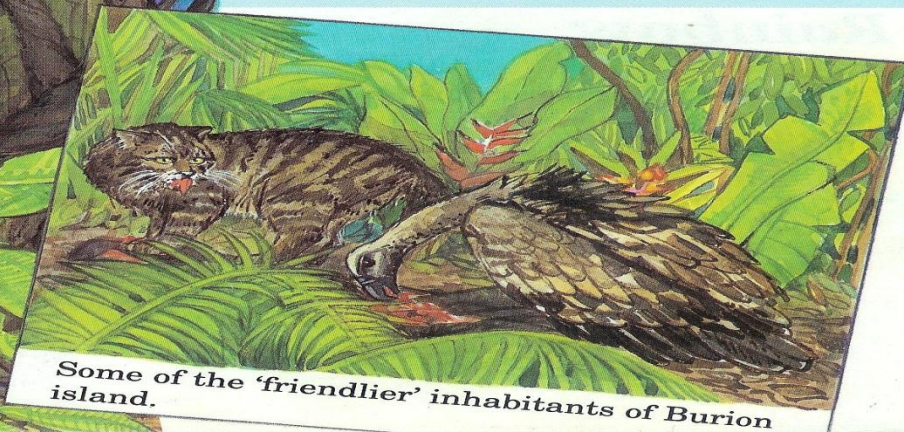
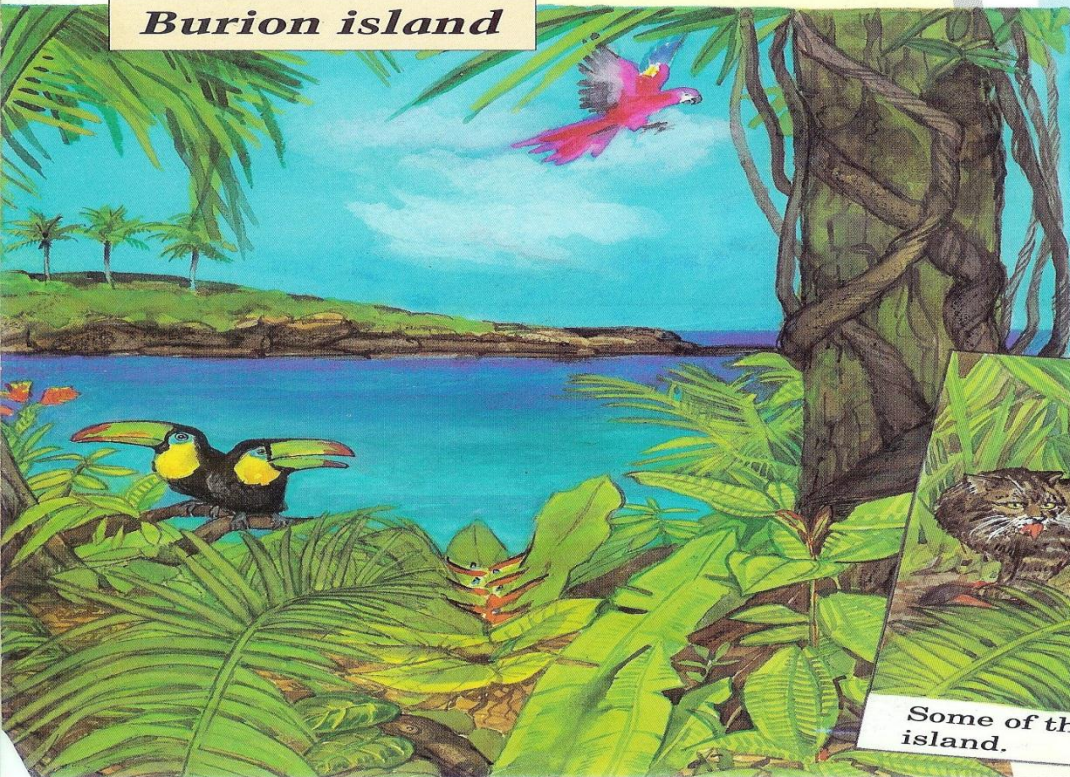
You have been selected as one of a small group of people your age to take part in Operation Island Survival. For one month you and your companions will live together on an uninhabited island to show just how resourceful, brave and fit the young people of this country are. You will make decisions, have adventures and then describe the things that happen to you.

Burion island

You have the chance to decide which of these three islands your group will live on.

- 1 Study all the information carefully.
- 2 For each island make two lists: one of the good points; the other of the bad points.
- 3 Look at your lists and decide which of the islands you think the team should choose.
- 4 Write a short explanation of why you have chosen that island.
- 5 Now think about what the whole island is like and draw a map showing its main features. Use the information on these pages and add other details of your own.

Travel to the deserted island of Burion and you will enter a tropical paradise. The island boasts an abundance of wild life – you will see animals, birds and fish that you have never dreamed of in a setting of luxurious vegetation. But beware! All is not as it seems. Many of the animals are hostile to humans; for example, poisonous snakes and fierce mountain cats. Many of the exotic fruits may provide a wonderful meal for the traveller, but some contain a deadly poison. And – to cap it all – there is no source of drinking water on the island – unless you are clever enough to find some way of catching and storing the rain when it falls, which it does almost every day.



Some of the 'friendlier' inhabitants of Burion island.