

Introduction

Aim

The aim of the **LCP Non-fiction reading cards** is to offer children the opportunity to practise skills identified in the National Literacy Strategy non-fiction reading objectives* and to present them with attractive and interesting material across a range of genres and cross-curricular subject areas.

The cards primarily address text-level objectives for each year group and focus specifically on reading comprehension of non-fiction texts. The cards are designed to encourage talk and develop listening and speaking skills.

There is also an emphasis on research and enquiry. The themes reflect multicultural and global issues and have been chosen so that they are likely to appeal to both girls and boys from a wide variety of social and cultural backgrounds.

Level

The cards are differentiated and colour-coded according to three levels of reading ability within each box: **easy - red**; **medium - yellow**; **difficult - blue**.

The boxes correspond with National Curriculum reading levels as follows:

- **Reception box:** Working towards Level 1; Level 1.
- **Box 1:** Working towards Level 1; Levels 1 and 2.
- **Box 2:** Working towards Level 1; Levels 1, 2, 3 and 4.
- **Box 3:** Levels 1, 2, 3 and 4.
- **Box 4:** Levels 2, 3, 4 and 5.
- **Box 5:** Levels 2, 3, 4 and 5.
- **Box 6:** Levels 3, 4, 5 and 6.



Content

Box

There are three copies of each of the fifty A4 laminated reading cards.

There are also six additional cards for the teacher:

A contents;

B and **C** introduction (including a photocopiable teacher's record card, so that the teacher can keep a record of which cards each child has read);

D table showing the National Literacy Strategy objectives, cross-curricular links, and (where appropriate) links to specific QCA units for each card;

E record card (photocopiable), so that each child can make comments on how easy, difficult or enjoyable he or she found each card;

F assessment card (photocopiable), that the teacher can fill in for each child.

All the cards also appear in PDF format on the enclosed CD-ROM.

Reading cards

There is a main text on the front of each of the reading cards.

The main text is followed by **talk time**, where there are open-ended questions, which are designed to stimulate a personal response to the issues raised and encourage children to think about the card's theme. The questions encourage discussion between two to six people. Talk time questions that are preceded by a **highlighter** require children to refer back to the text and are suitable for prompting children's written responses.

The **AMAZING** box contains an interesting fact related to the card's theme. This should appeal to the children's sense of wonder and fascination for the remarkable.

*Some of the National Literacy Strategy objectives will require teachers to provide other non-fiction materials. The objectives require children to make comparisons between types of text or between books published by different publishers. While the cards can go a considerable way towards achieving this, some NLS objectives specifically require children to browse through a selection of library books or websites and discuss their features and their differences and similarities.

The reverse side of each card carries *Boris Bug's things to do* box. This contains activities and challenges that are designed to enable children to pursue the main theme still further. The activities are mainly practical in nature, so that all children can succeed, whatever their levels of literacy. However, there is usually at least one writing task, so that children can also develop their writing skills through the cards. The writing task may be used in a separate English session or as homework. Many of the Boris Bug activities would make ideal homework or extension challenges.

Sid Spider's things to find out box also offers further challenge, but focuses upon research skills, for example, finding out more about a theme. This allows for a very natural way to integrate ICT into literacy lessons, as much of the research may be conducted online. Specific websites have not been included because it is difficult to monitor the quality and currency of particular sites; instead, key words and phrases have been given which can be used to trigger investigation. If online research is not possible for any reason, the children may refer to library books, atlases or other sources of information.

Key words are those items of vocabulary that relate specifically to the theme of the main text. These words have been listed alphabetically and can be used for spelling and word-level work or to develop dictionary skills. Children can look them up, explore their definitions and use them in their own sentences.

Coco Caterpillar's cartoon corner helps to develop children's visual literacy. This section contains cartoons, jokes or puzzles that are related to the main theme of each card. They are designed to be enjoyed and shared and will encourage pair work and oral confidence.

How to use the *LCP Non-fiction reading cards*

Individual use

You can use the cards on a regular basis as a means of developing individual reading skills. Decide which colour level is appropriate for each child. Put the cards of each colour into three baskets or boxes. Three groups of children can then choose their cards at the same time. Or, if children are seated in literacy-levelled groups, you may distribute a selection of cards to each group. The children can keep individual records of the cards that they have read on the reading record card (card E) on which they can also make comments regarding their enjoyment and understanding of the card and theme.

Guided group use

Once you have discussed and modelled a feature of non-fiction writing, explain that the children are going to choose or be given a non-fiction reading card. In small groups of four to six, ask them to read the main text on the front of the card and to make a note of anything that they find interesting or think important. After the reading, ask the groups to discuss the talk time questions for a specific time (e.g. five or ten minutes) and then ask them to write down the answers to the questions identified by the pen symbol.

If time allows, ask them to read the reverse side of the card. You could suggest that they start with *Coco Caterpillar's cartoon corner* and then choose one of the activities e.g. from *Boris Bug's box*, to carry out either in school or at home. You could then ask them to follow the research challenges in *Sid Spider's box* either on the Internet, in the school library, or at home, as appropriate. Finally, you could use the key words box as a basis for developing spelling or dictionary skills.

Whole-class use

When a card seems helpful to teach or reinforce a particular genre or reading skill, you may use the CD-ROM and project the card onto a whiteboard.

If you wish to introduce the theme in a relaxed and enjoyable way, you may start with *Coco Caterpillar's cartoon corner* before moving into a brief discussion of the theme or non-fiction genre, which will enable you to see how much the children already know.

To foster a spirit of enquiry, it is a good idea to gather questions from the children that they may have about the theme. Let the children write their questions on slips of paper or on a flipchart or board. If necessary, you may choose to write up their questions for them. Use these questions to steer children's discussion or research or return to them later to see whether they have been answered through the text.

Where a card addresses a theme that complements the syllabus or scheme of work for a particular subject, you may wish to use that card to address the National Curriculum requirements for that subject, for example, reading a map (geography) or a time line (history). Card D will indicate these links.

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Extension and enrichment material

You may use the box of cards as a resource bank for those children in each year group who have finished their work before the rest of the class. These children can choose a card, read it with another child and discuss the talk time questions. Alternatively they can work individually and choose one or more discussion questions or research prompts to answer in their English books or in a special non-fiction book.

Homework

Another potential use for the cards is as a basis for topic-based book bags. You could put a single copy of each card into a reading wallet or book bag, together with one or two non-fiction books on the same theme. A cassette of the main text of the card and/or one of the non-fiction books could provide an aural model of non-fiction writing, which would be especially helpful to children who have English as an additional language. You could arrange for older classes to make such tapes for the younger classes and develop their own oral skills in a purposeful way.

You could also include artefacts such as maps, experiment equipment, toys, games, photos, brochures, etc. as a way of bringing the card's theme alive for the children.

By taking a card home each week, the children can build up their non-fiction reading skills in a manner that may encourage parental involvement. Each child can keep a non-fiction diary, scrapbook, notebook or file, which can serve as a record of his or her progress through the cards and his or her discoveries about each theme.

Differentiation

If you are unsure whether a card is at the correct level for a child, you can ask him/her to read the words in the key words box. If the child is uncertain of more than five of the words, the card is likely to be too challenging and should only be given to the child if there is some adult support, for example, a learning assistant or a parent helper.

Children who have English as an additional language

You may need to give those children who have English as an additional language cards from an earlier box. You may also need to give them extra vocabulary support, so you will find it useful to always have a picture or photographic dictionary on hand to illustrate vocabulary items.

It is advisable to include the child who has English as an additional language within a small-group discussion, as he or she will benefit from hearing language used, even if he or she cannot yet contribute fully to the discussion.

Children requiring extension material

The faster-working child may benefit from the open-ended nature of the cards. If the most able readers in the class start on the medium level cards and find these unchallenging, they can move to the higher level without delay. When they exhaust these cards, they can use cards from a higher **LCP Reading Cards** box. As there are three copies of each card, it is unlikely that this will interfere with your colleagues' use of their cards.

You may choose to use the cards primarily as extension or enrichment material. Able children can work independently while the rest of the class is meeting or reinforcing a genre or non-fiction feature in which they are already competent.

The use of cards to encourage home-based activities and research may suit able children and appeal to parents who look to school for increased challenge and stimulus.

Children with learning difficulties

You may need to give those children who struggle with reading simpler cards from an earlier **LCP Reading Cards** box. You may also need to help them read each card and understand the talk time questions.

You will enable them to develop their thinking and extend their range of vocabulary if you encourage them to discuss the questions with a peer or an adult helper. The practical nature of some of the activities on the reverse of each card means that children who find the writing tasks too daunting may still participate in the card's follow-up and lead to something that they can share with the rest of the class.



Mozart

Wolfgang Amadeus Mozart was a very famous composer of music. He lived long ago, in the 18th century, in Austria.

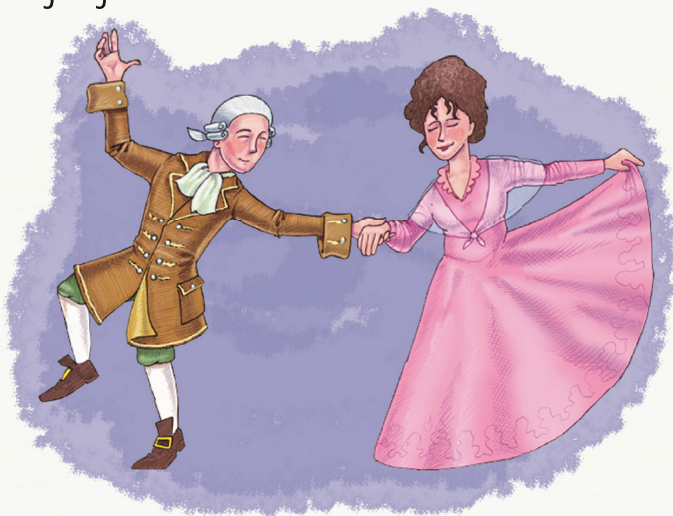
From a very early age, Mozart could play music. He listened to his sister, Nannerl, play the piano. Soon he too played the piano. He listened to his father play the violin, then he played the violin. He taught himself.

He played better than most grown-ups. People came from far and wide to hear him. He played for kings and queens, princes and princesses.

When he was just five years old, Mozart wrote his first piece of music. He could write musical notes even before he could write words. He wrote over 600 pieces of music. He even wrote music for children. Can

you sing 'Twinkle, twinkle, little star'? Then you can sing one of Mozart's tunes!

Mozart was very famous, but he was not rich. Once, he and his wife had to dance to keep warm. They were too poor to pay for firewood.



Mozart died when he was still young. We do not even know where his grave is, but people are still enchanted by his music.

AMAZING!

Mozart had a very good memory. He could remember any piece of music, even if he had only seen or heard it once.



talk time

- Which musicians do you like? What instruments do they play?
- Think about your three favourite songs or pieces of music. Find out what your friends' favourite songs are.
- Do you think it is a good idea for children to learn a musical instrument. Why?
- ✎ Which nursery rhyme did Mozart write some music for?
- ✎ How did Mozart learn to play the piano and violin?
- ✎ How did Mozart and his wife stay warm one winter?



Boris Bug's things to do

- Mozart travelled to many countries to play music. Imagine you are Wolfgang. Write a postcard to your mother telling her all about one of your concerts.
- Make a list of things that would surprise Mozart about music today.
- Listen to a piece of music that Mozart wrote. Which instruments can you hear?
- Mozart was born in Salzburg, Austria. Find it in an atlas. Find the countries Mozart would have travelled through to reach England.



Sid Spider's things to find out

Find out the name of one of **Mozart's operas** and what it is about.

Find out why nobody knows **where Mozart is buried**.



Write an invitation!

Imagine you are a rich person who lived at the same time as Mozart. The young musician is coming to play his own music at your home. Make up an invitation card to send to your friends, telling them all about the concert. Make sure you include some interesting facts about Mozart.

Count and Countess Schnitzel invite you to a music concert to be given by the child prodigy, Wolfgang Amadeus Mozart. He comes all the way from Salzburg and wrote his first piece of music at the age of five. He will be playing a programme of his own music and will be accompanied by his sister, Nannerl.

When: 17 April 1763 at 8 pm

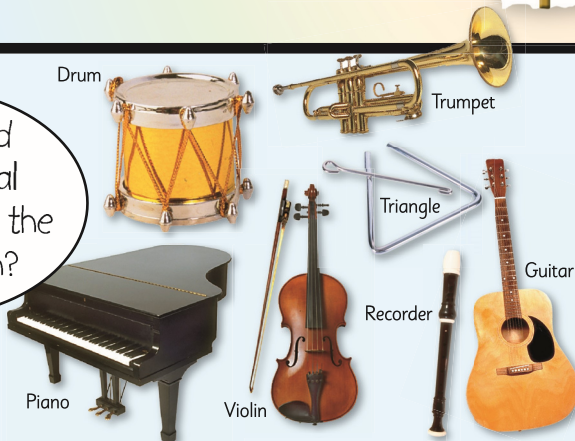
Where: Grand Hall, Schnitzel Castle

Key words

- Austria
- music
- composer
- musician
- concert
- piano
- famous
- tune
- instrument
- violin



Can you find these musical instruments in the word search?



h	v	n	t	e	p	m	u	r	t
i	t	r	i	a	n	g	l	e	u
e	n	t	l	p	s	u	o	c	m
k	u	i	g	s	v	i	n	o	l
w	r	p	l	h	e	t	n	r	s
o	d	v	e	o	p	a	s	d	j
d	r	u	m	k	i	r	b	e	c
g	s	f	w	p	n	v	e	r	t

Coco Caterpillar's puzzle corner

