

Frogmore Infant School

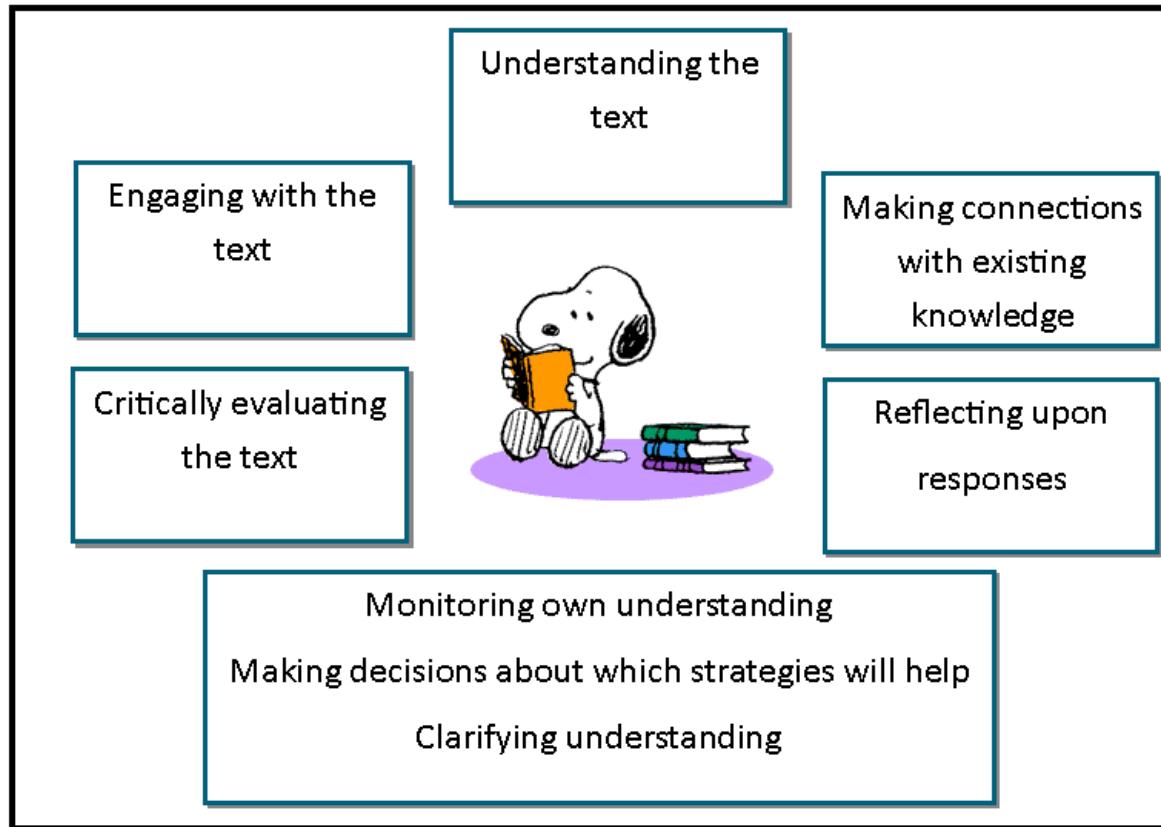


Guidelines for the Teaching of Reading Comprehension

Happy readers, great readers

What is reading comprehension?

Making meaning from texts



We use the following reading criteria progression to ensure children make outstanding progress and reach age related expectations:

Year R

Understanding and Interpreting Texts	Engaging with and responding to texts
<p>Understanding and Interpreting Texts</p> <ul style="list-style-type: none"> Know that print carries meaning Read from left to right, top to bottom Say and apply new words found in reading in talk and writing Recognise story openings and characters Orally sequence main events Understand that non-fiction texts contain information about real things Retell stories in the correct sequence Use language patterns in retellings Use context clues (e.g., illustrations, word placement) to determine or clarify the meanings of unfamiliar words in age appropriate texts 	<p>Engaging with and responding to texts</p> <ul style="list-style-type: none"> Listen attentively to stories, songs, rhymes and poems Anticipate, and join in, repeated patterns in stories and rhymes Make relevant comments and ask questions about texts heard Use language from reading in role play and in relating experiences Answer 'how' and 'why' questions about stories Enjoy a range of books.

• Begin to understand that different words can describe the same general action (e.g. go, walk)	
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	Motivation	Vocabulary Language for effect	Respond and explain	Select and retrieve	Monitor and summarise	Infer	Predict	Clarify
Y1	Listen to and discuss a wide range of contemporary and classic poetry, stories, and non-fiction beyond that they can read independently Understand both the books they can	Discuss word meanings, linking new meanings to those already known Recognise and join in with predictable phrases	Understand difference fiction and non fiction Use book related words e.g. title, author, illustrator, story, fairy story, poem etc Explain clearly their understanding of what is read to them	Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say Find key points in a story/key facts in non fiction text Answer questions- literal, inference, evaluative	Check the text makes sense to them as they read and correct inaccurate reading Recall main points of a narrative in correct sequence	Discussing the significance of the title and events Making inferences on the basis of what is being said and done Drawing on what they already know or on background information and vocabulary provided by the teacher	Predict what might happen on the basis of what has been read so far	Develop an understanding by drawing upon what they already know or provided background info Link what they read or hear read to their own experiences
Y2	already read accurately and fluently and those they listen to Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, and consider their particular characteristics Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Recognise simple recurring literary language in stories and poetry Discuss alternative words/synonyms and impact on effect for reader Discuss favourite words and phrases Identify rhyming and alliterative words	Explain and discuss their understanding of books Explaining what has happened so far in what they have read Discuss sequence of events in books and how items of information are related	Answer questions (literal, inference, evaluative responsive) in a range of formats Discuss the sequence of events in books and how items of info are related Explore non-fiction books that are structured in different ways Checking that the text makes sense to them as they read and correcting inaccurate reading Making links between the book they are reading and other books they have read Understand how to use alphabetically ordered texts to retrieve information	Explain and discuss their understanding of books Explaining what has happened so far in what they have read Discuss the sequence of events in books and how they are related	Draw on what they already know or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Answering and asking inference/evaluative questions Understand cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour; why certain dates are commemorated annually)	Make a plausible prediction about what might happen on the basis of what has been read so far	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Check the text makes sense to them as they read and correcting inaccurate reading

We use a range of approaches to foster effective comprehension:

- 1. Modelling of reading strategies and skills**
- 2. Pre-reading approaches**
- 3. Questioning using the three levels of comprehension**
- 4. Extending questioning into dialogic talk**
- 5. Using rich reading texts**

Modelling

Pupils are introduced to a range of strategies that support comprehension. Effective modelling fosters meta-cognition. Pupils are able to see reading processes that are automatic for a mature reader.

Designing a think aloud	Strategies to model	
Process	Strategies	What the strategy involves
1. Name the strategy, skill, or task you wish to model.	Predicting	Making a logically plausible guess as to what will happen next.
2. State the purpose of the strategy, skill, or task.	Questioning	Asking questions to expose different layers of meaning.
3. Explain when the strategy or skill is used.	Clarifying	Checking how specific words and phrases have been understood.
4. Use analogies to link prior knowledge to new learning.	Summarising	Stating the main events, actions, or ideas in the text.
5. Demonstrate how the skill, strategy, or task is completed.	Thinking aloud	Reading a few sentences or a paragraph and verbalising what has been understood. Then repeating this activity across a text.
6. Alert learners to errors to avoid.	Noting the text structure	Highlighting the main linguistic features of a specific text-type.
7. Assess the use of the skill.	Visualising	Developing a visual image of a written text.

Pre-reading

- Pre-reading opportunities allow pupils to explore a text before a guided reading session enabling focus on comprehension skills in session rather than decoding
- Pre-reading may involve work to familiarise pupils with the context of a text, teach key vocabulary or allow for independent exploration before a guided session

Suggestions of pre-reading approaches					
Tiny texts	Which words game-from looking at the front cover and title, which words	Annotated front covers	Role play and small world of traditional tales before reading	Prediction through the sequencing of images	Text marking -pupils annotate the text for: <ul style="list-style-type: none"> • Questions for clarification • Predictions • Unfamiliar or interesting vocabulary

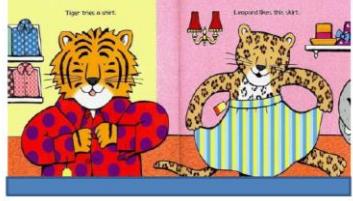
	will you find in the book and why?				<ul style="list-style-type: none"> Text structure Author's use of language
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Questionning

- Engaging pupils in rich discussion and dialogue through focused questioning improves inference and wider comprehension
- There are three levels of comprehension and questioning (Tennent et al, 2016):

Comprehension	Literal	Inference	Evaluative/ responsive
Questioning	Exposition- looking questions	Exploration- clue questions	Expansion- thinking questions





Looking - Which clothes are the animals trying on?

Clue - Where are the animals? How do you know?

Thinking - Have you ever tried clothes on in a shop? What was it like? Why do we try clothes on before we buy them?

Language for effect focus

- How does the author describe the winter activities that Lexie hates? (looking)
- Can you describe Lexie's character in your own words? (clue)
- What does 'ironically' mean? Why did the author use this word? Can you think of another instance that might be described as ironic? (thinking)



Language for effect focus

- What does the cat call his master? (looking)
- How do we know that the carriage was pulled by horses? (clue)
- The author says that the King was 'delighted' with his gift. Have you ever been delighted with a gift? Can you use this word in a sentence? (thinking)



	Comprehension				inference	language for effect	themes and conventions
	clarify	monitor & summarise	select & retrieve	respond and explain			
Exposition – literal questioning (looking questions)	What do these words mean?	What happened: - first - before - after?	What happened after . . .?	<i>Literal questions here should lead to an explanation of what is imagined/visualised. These looking questions still require the reader to elaborate and make inferences - Who is...? Where is...? What is the character like? What can she hear? These should build towards deeper thinking.</i>	What language/words have been used to...?	Can you find extracts that deal with the theme of...?	
	Which words describe...?	What do we know about...?	How many . . .?		What techniques has the author used?	Which conventions of genre X has the writer used? (Compare with exploration question – 'based on what you know so far, which genre do you think the book fits?')	
	Which words are: - nouns - verbs - adjectives - adverbs?	Can you recall/sequence the main events?	Who was it that . . .?		How does the writer describe...?		
	Can you list the parts...?	What are they key events/points/ideas?	Who spoke to..?		What is a...?		
	What has happened?		Can you select...?		What are the parts or features of...?		
	What were the main ideas?		Where is the word that means...?				
	Who was the key character?		How was . . .?				
	What are the meanings of these words...?		How did...happen?				
	List three words to describe...		What examples can you find...?				
Exploration – inference/deduction based on the text. (clue questions)	What do you think was meant by...?	How does...react to... and why?	Can you usefrom the text to...? Why did . . . changes occur?	<i>Based on what you know, what is your view of the character? Based on what you know so far, where/when do you think the book is set? What parts/words would you select to show X? What kind of person was...? How did...react? What does this tell us about them? Can you predict the outcome of...? What clues does the writer give to the setting/time period etc. Based on what you have read so far, what will happen next?</i>	How could you describe...?	How does the phrase/word....make you feel about?	What big ideas are there in the text?
	Why is...significant?	Describe the relationship between...?	What are some of the problems of . . .?		How do you know...?	What does the writer want us to think/feel about...?	What is the writer suggesting about X?
	How did the writer use/portray/show/present...?	What do you know about (chosen character)?	What were some of the motives behind . . .?		Why did...?	What does the structure of the text/paragraph/sentence suggest?	How is the theme of X presented within the text?
	What is the function of...?	What do we learn about...?	What was the problem with . . .?		What were some of the motives behind . . .?	Can you add to the writer's description of...?	What are the writer's views on X?
		What was the underlying theme of..?	What facts would you select to show...?		What kind of person was...?	Can you describe the character in your own words?	What was the underlying theme of..?
			What evidence can you find to support...?		How did character x react in that way?		
			Can you identify different parts?		What clues does the author give us about character x's life before the story?		
			Can you select the most....examples of...?				

<p>Expansion – evaluative/opinion questions, often linked to experience of the wider world. (thinking questions)</p>	<p>Can you make links between...?</p> <p>How has the writer used...?</p> <p>What/how would you improve?</p> <p>Which...is most powerful?</p> <p>Which is your favourite/least favourite...?</p> <p>What do you think about...?</p>	<p>How would you organise...to show...?</p> <p>What is it like to be...?</p> <p>Can you explain what must have happened when...?</p> <p>How is . . . similar to...?</p> <p>What were some of the motives behind...?</p> <p>What do you think was the turning point in the...?</p> <p>How effective are . . .?</p> <p>What do you think about...?</p>	<p>Can you make use of the facts to...?</p> <p>What effect does the choice of nouns/verbs/ repetition etc. have on you the reader?</p> <p>Which... would you like to improve?</p> <p>Why? How?</p>	<p>Is this similar / different to a text you know?</p> <p>How would you have used...?</p> <p>What questions would you ask the characters about...?</p> <p>How would you show your understanding of...?</p> <p>What did X make you think of?</p> <p>How did X make you feel?</p> <p>What would you have said/done...?</p> <p>How is...related to...?</p> <p>If . . . happened, what might the ending have been?</p> <p>How was this similar to..?</p> <p>What do you see as other possible outcomes?</p> <p>How is . . . similar to . . .?</p> <p>Why did the author write this story?</p> <p>What changes to . . . would you recommend?</p> <p>How effective are..?</p> <p>What do you think about..?</p> <p>What is your opinion of...?</p>	<p>How would you solve...using what you've learned...?</p> <p>What approach would you use to...?</p> <p>What would result if...?</p> <p>Can you make use of the facts to...?</p> <p>Do you think that is how the writer wants you to feel?</p> <p>What does the writer do to make you think/feel that?</p> <p>Which events could have happened . . .?</p> <p>Why do you think...?</p> <p>What is the theme?</p> <p>What was the problem with . . .?</p> <p>How might other readers respond to...?</p> <p>Why is your interpretation different to...?</p> <p>Do you think this interpretation is justified?</p> <p>Imagine you are a character...</p> <p>Solve the problem in the story.</p>	<p>In the text, the writer uses... Can you use...to...?</p> <p>Can you make connections to...?</p> <p>Why did the writer choose to...?</p> <p>How does the writer use ... to...?</p> <p>How do the words present...as...?</p> <p>Do you know another instance where . . .?</p> <p>What did you think of the way the writer...?</p> <p>Which ... do you think is most effective in...?</p> <p>Compare the impact of ...</p> <p>How would you improve/change....?</p> <p>Do you think this interpretation is justified?</p> <p>Imagine you are a character...</p> <p>Solve the problem in the story.</p>	<p>Is this similar / different to a text you know?</p> <p>Do you know another instance where . . .?</p> <p>Could this have happened in..?</p> <p>How is...related to...?</p> <p>Why did the author write this story?</p> <p>If . . . happened, what might the ending have been?</p> <p>How was this similar to..?</p> <p>What do you see as other possible outcomes?</p> <p>How is . . . similar to . . .?</p> <p>Can you distinguish between..?</p> <p>What changes to . . . would you recommend?</p> <p>How effective are..?</p> <p>What do you think about..?</p> <p>Would this text be better as poetry/prose/a letter/an article etc.?</p> <p>Would this text be better if the writer had...?</p> <p>Do you agree with the writer's view on?</p>
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Dialogic talk

- The National Curriculum requirements for reading require pupils to participate in discussions. Rules for effective discussions are agreed with and demonstrated for pupils with the expectation that everyone takes part. Pupils are helped to consider the opinions of others.
- Dialogic strategies support effective discussion:



- Talk stems support pupils in discussions and help to develop a wider repertoire of dialogic strategies e.g.

<i>In my opinion...</i>	<i>I agree and would like to add that...</i>	<i>Could you explain...?</i>
<i>Building on what __ said...</i>	<i>Is there evidence that...?</i>	<i>I can make a link to...</i>
<i>Another point of view could be...</i>	<i>I disagree because...</i>	<i>Have you considered...?</i>
<i>Do you think that...?</i>	<i>Is that similar to....?</i>	<i>What if...?</i>

- We recognise the importance of modelling discussions and dialogic questioning and use a range of teaching techniques to support this:
 - **Marking conversation:** "That's an important point."
 - **Keeping the channels open:** "Did everyone hear what she just said?"
 - **Keeping everyone together:** "Who can repeat . . . ?"
 - **Challenging students:** "That's a great question, Rebecca. What do the rest of you think?"
 - **Revoicing:** "So are you saying that . . . ?"
 - **Asking students to explain or restate:** "Who disagrees or agrees, and why?"
 - **Linking contributions:** "Who can add on to what he said?"
 - **Pressing for accuracy:** "Where can we find that?"
 - **Building on prior knowledge:** "How does this connect . . . ?"
 - **Pressing for reasoning:** "Why do you think that?"
 - **Expanding reasoning:** "Take your time. Say more."
 - **Recapping:** "What have we discovered?"

Using rich reading tasks

- Reading tasks allow children to extend their learning in an independent context, crucial for AfL and excellent evidence of the application of skills.
- Tasks link to questioning and previously modelled skills.
- See examples of activities to develop comprehension skills below:

Vocabulary and language for effect

For children to have a deep and long lasting understanding of the vocabulary they are learning, it is important that they are taught word learning strategies and knowledge that they can apply independently. It is vital that we inspire children to develop an interest and love of words, their meanings and how they are built. We make word meanings explicit and clear using pupil friendly explanations. We get pupils actively involved with thinking about a word and using the meaning right away. We use a range of strategies to improve children's vocabulary:

- Read widely and often e.g. class texts, guided reading, topic reading; talk to children about vocabulary/discuss/clarify/explain
- Teach Tier 2 words

• Tier 1 (anchor words)	Tier 2 (Goldilocks words)	Tier 3 (Step on words)
Nouns: Verbs: Adjectives: Concepts:	Nouns: Verbs: Adjectives: Concepts:	Nouns: Verbs: Adjectives: Concepts:

- Use known words to explain meaning/capture the essence of the word and how it is used, child friendly definitions
- Use a rich and varied vocabulary in all areas of the curriculum and unpick words/phrases with the children
- Be explicit to children that words that are related in meaning are often related in spelling and that clues to the structure of words can be clues to their meaning e.g. hopefully, hopeless, hopeful
- Use a range of activities to develop vocabulary e.g.

Pointless	<p>In pairs or small groups, the children write down as many e.g. modes of transport as they can think of in two minutes. You may then ask the groups to snowball with another group adding items to their list.</p> <p>ii) You read a list of modes of transport prepared earlier. If they have items on your list they can have one point (i.e. limousine, horse and cart, cruise liner). If they have any of the last 5 items on your list (more obscure answers like rickshaw, penny farthing, junk, steamer), they can have 2 points. If they have an item on their list that you hadn't thought of, they can have 5 points.</p> <p>By broadening this language, children are able to select the exact word to enhance their own vocabulary</p>
Word Bingo	<p>In pairs, the children are provided with 12 cards, each with a word on it. They then choose 9 of these to place face-up in a 3 x 3 grid. You have the definitions for these words on your sheet of paper. You might use this activity to boost vocabulary in a certain genre or curriculum area. For example, you might be writing reports about the formation of rivers in the following half term. The cards would have useful language e.g. tributary, converge, catchment, meander. You then read out the definitions and if they think they have this word they turn it over. Once they have three in a</p>

	row, either horizontally, diagonally or vertically, they call out 'bingo'. After you have verified they have the correct words, ask them to put one that either you or they choose, into a sentence.									
Zone of Relevance	<p>Children have words on cards (probably between 10–20), many of which are synonyms or could equally be relevant to the stimulus. Finally, you provide each group with an archery style target board which you can find on royalty free picture websites.</p> <p>Some of the words on the cards are relevant to the stimulus and others less so. Some words may not be relevant at all. The groups need to place the most relevant vocabulary into the centre and as they become less relevant they are placed further out into the circle. Words not relevant at all are placed outside of the target. In order to gain the maximum learning opportunities, children need to justify why one word is placed further to the centre than another. It is the justification where the learning really takes place. They are faced with synonyms which encourage debate as they could all be relevant, but some more than others.</p>									
Same/different	Provide the children with synonyms and in groups they need to decide, what's the same and what's different. For example you might use words like 'delighted and happy', 'excited and enthusiastic'. The discussion arising from this will be invaluable. Encourage the children to put the words into sentences when justifying their opinion. Like all of these activities, they need good models from you to begin with.									
Circle the words	Highlight or circle words that are unknown, discuss meaning in context of text									
Pictowords	<p>Draw a picture to best represent word meaning</p> 									
Quality storage	<table border="0"> <tr> <td>Opposite Attack fight</td> <td>Syllables: 'Say and clap' Res/ist/ance</td> <td>meaning Don't fight back</td> </tr> <tr> <td>pictoword</td> <td>resistance</td> <td>Similar words/synonyms avoid</td> </tr> <tr> <td>sentence They offered no resistance.</td> <td>Same root Resisted, resister</td> <td></td> </tr> </table>	Opposite Attack fight	Syllables: 'Say and clap' Res/ist/ance	meaning Don't fight back	pictoword	resistance	Similar words/synonyms avoid	sentence They offered no resistance.	Same root Resisted, resister	
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sentence They offered no resistance.	Same root Resisted, resister									
Which word goes with...?	<p>Children match words with sentence e.g. which word goes with <u>vain</u>?</p> <p>Which sentence best matches the word? For <u>strange</u>- a dog that meows or a fish that swims</p> <p>Does <u>delicate</u> mean something small and easily broken or something big and heavy</p>									
Which would you...?	<p>Which would you rather <u>anticipate</u>- your birthday or a dentist appointment?</p> <p>Which of these three things might be <u>extraordinary</u>?</p>									

	If any of these sentences that I say are examples of people <i>clutching</i> something, say <i>clutching</i> - Holding on tightly to a purse, softly petting a cat's fur etc Would you prefer to <i>budge</i> a sleeping lion or a sleeping lamb? Why?
Finish the sentence	I wanted to eat just of morsel of green beans because...
Yes/no	The trunk of a tree is delicate. After eating a morsel of bread you are full.
ReadWriteInc power words	See Appendix 1

See also 'Pre-teaching vocabulary' leaflet

Respond and explain

- Complete a 'Tell me' square e.g. likes, dislikes, questions, connections, characters, setting etc
- Label the features of a nonfiction book and tell me what they do
- Looking for clues in text and illustrations and explaining
- Questions around what is read/visualised

Select and retrieve

- Activate prior knowledge. This reminds me of..., it make me think of...
- Completing information in tables, diagrams
- Add a sentence
- Write 3 questions you would like to ask character during reading and after reading the text
- Complete single bubble map for information relevant to character or event
- Complete double bubble to explore sims and difs/ investigate relationships between characters/events/information
- Put yourself in the character's shoes.. what could I see/hear/taste/feel/smell?
- Role on the wall
- Conscience alley
- Hot seating
- Use of tiny texts... tell me.....characters/actions/setting
- Draw character based on information gathered from the text
- Draw a map of journey in test
- I didn't understand... so... This is a tricky word because...
- Freeze frame key events from a story
- Book to book/book to world/ book to self
- Asking and answering questions – why, where, who, when, what?

- Give 2 things.....

Connections	Memorable words and phrases
Likes/dislikes	Queries?

Ensure answers are based on clues from the text or illustrations.

Monitor and summarise

Effective summarising involves children in evaluating a text and deciding which elements of it are most significant.

- Summarise what a section is about- pick the best sentence, picture etc.
- Place pictures in the correct order to show what happened in a story
- Draw key features in story and add a headline
- Plot the story structure- story map
- Reorder jumbled text. Is there only one possible sequence? Why?
- This was mostly about...The problem of the story is...

Infer

The research evidence reviewed suggested that, in order to be good at inferring, pupils need to:

- be an active reader who wants to make sense of the text
- monitor comprehension and repair misunderstandings
- have a rich vocabulary
- have a competent working memory

Inferring skills are also facilitated by:

- having a wide background knowledge

The Importance of WHY!!

Process of hypothesis

SAGE (see, what already know, guess, explain answer)



- sharing the same cultural background as that assumed by the text

Why is the dog running?

S= what can you see... the dog is running

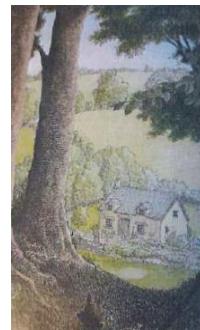
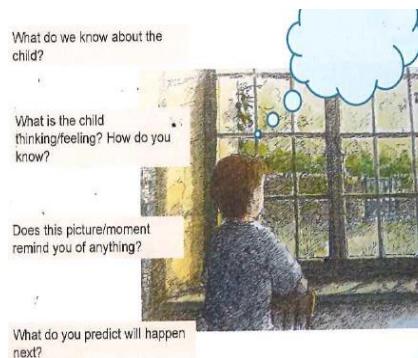
A= dogs run after things/dogs chase balls

G= someone has thrown a ball for the dog

E= I think the dog is chasing a ball because sometime people throw things for the dog to fetch

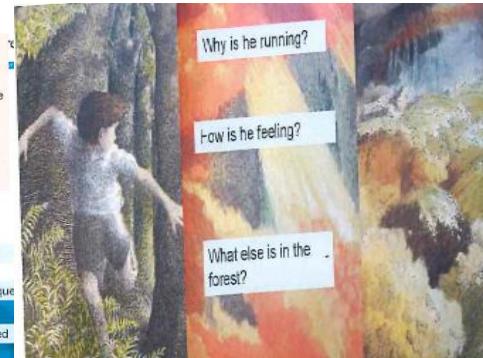
In order to answer a why question, children need to know how to explore the scenario they have been given (whether is it verbal, visual or written).

- Whole class teaching and modelling- read aloud and think aloud e.g. use of background knowledge
- Spot the mistakes to check that reading makes sense
- Cloze activities– working out missing words using contextual and syntactic cues
- Use a feelings grid to show how a character's emotions change during the story
- Use of preparation sheets
- Use of slow reveal activities:



Best of 3?

safe quaint idyllic
overlooked rural picturesque
private hidden isolated



Predict

- Importance of teacher modelling during shared reading
- Stopping to predict makes readers pay more attention when they begin to read, give reasons for predictions, look for evidence in the text and revise predictions if necessary. Look for evidence in the text to support/confound predictions
- Questions I might ask before reading the whole text?
- What if?.... How might the story be different if....The bears lived in a flat with no upstairs?
- I think ... will happen because...I think I will learn... because...
- Use of tiny texts e.g.



The stranger was wearing old-fashioned soccer gear, just like the clothes Willy remembered his dad wearing.



The captain threw Willy his kit and he put it on. Then the awful thought struck him... HE HAD FORGOTTEN HIS BOOTS!

There was something curiously familiar about the stranger which made Willy want to see him again. But he was never there.

Only the goalkeeper to beat. The keeper was huge and the net looked tiny. Could Willy do it?



On Friday night, Willy went through his usual bedtime routine. He went slowly upstairs counting every step (still sixteen), washed his face and hands very thoroughly, brushed his teeth for exactly four minutes, put on his pyjamas (the top first, with four buttons fastened), used the lavatory, and dived into bed before the flushing stopped (phew!).



He ran and chased and harried, but no-one passed the ball to him. He was never picked for his team.



What can we find out about:

- The characters?
- The setting?
- The events?
- The themes (i.e. what the story is trying to teach us)?

Appendix 1
RWInc Power Words

Colour	Book title	Power words
Green	On the bus	racket, din, hullabaloo, ear-splitting
	My dog Ned	limp, shuffle, hobble, glum, miserable
	Six fish	huge, vast, enormous, explode
	The spell	furious, glee, up to mischief
	Black Hat Bob	snatch, grasp, rascal, rogue
	Tug, tug	annoyed, haul
	Chips	disappear, annoyed, grumpy
	The web	crunch, chomp, crush, in a fix
	Pip's pizza	reek, whiff, delicious
	Stitch the witch	bliss, delight, gladness
	We can all swim	glide, paddle, gracefully
	What am I?	jet-black, pounce, leap, spring
Purple	Ken's cap	enormous, vast, massive, stylish
	A bad fox	slink off, sneak away, soaking, drenched
	Big Blob and Baby Blob	embarrassed, furious, hot and bothered, full of mischief, a pest
	Tim and Tom	plunge, leap, rush, dart, dash
	Tag	blasted off, zoomed off, horrified, shook like a leaf
	Elvis	repair, patch up, speedy, nimble
	Flip Frog and the bug	juicy, delicious, moth-watering, crunchy, gobble
	Red Ken	sticky, slimy, slippery, leaps, soars
	Billy the kid	grumpy, crouch, squat
	In the bath	in a rage, exasperated, splatter
	Hens	without stopping, ceaselessly, search, hunt
	Puppets	fasten, join, brilliant
Pink	Scruffy Ted	tatty, grubby, heaps of, plenty
	Tab the cat	nip, peck, alarming, interest
	In the sun	blasts, bellows, crashes, twisty, salty
	The dressing up box	mysterious, exciting, disguise
	Tab's kitten	search, anxious, frantic, over the moon, overjoyed
	Sanjay stays in bed	grumble, sigh, mutter, dreary, bored stiff
	The greedy green gremlin	hoot with laughter, creep, full of mischief, sneaky
	In the night	shook with fright, cold with horror, clammy with fear, safe and sound, relieved
	Snow	crunches, fluffy, skid, slip, creep, pad

	So cool!	fabulous, amazing, leap with joy, shriek with delight
	Jay's clay pot	beautiful, wonderful, colourful
	Bats	timid, shy, frightening, alarming
	Playday	jump for joy, bounce about, delight/delighted, surprise
	I think I want to be a bee	creep, sneak, hunt, crouch, flit
	A bad fright	foul, horrid, ghastly, up to tricks
	Follow me!	thoughtful, glum, over the moon
	Too much!	down in the dumps, scrawny, vast, enormous
	A good cook?	disaster, delicious, scent, whiff
	Come on Margo!	fabulous, massive, tatty, smart, plenty
	My sort of horse	glossy, shaggy, crunch, munch
	Haircuts	scruffy, untidy, grubby, smart, stylish
	My best shirt	grubby, tatty, squish, smear, sling/slung
	Look out!	scuttle, creep, dart, dash
	Hunt the tortoise	frantic, alarmed, panic, search, seek out
	Jam tarts	stinky, crispy, crunchy, delicious, sparkling
	Jim's house in 1874	different, servants, scullery, mangle
	The duckchick	shocked, alarmed, plunged, shook like a leaf, yelled
	Off sick	miserable, down in the dumps, moody, bounce/bouncing, full of glee
	Tom Thumb	the size of, as small as, gigantic, massive, enormous
	The gingerbread man	sneaked away, sprinted, ran like the wind, plodded, cunning, crafty
	Robin Hood	immense/immensely, gigantic, massive, plunge, confident
	Lost	mischief, leap, pounce, bounce
	Do we have to keep it?	squeal with delight, gurgle, chuckle, wail, howl
	Danny and the Bump-a-lump	terrifying, rustle, scuttle, creep, lurk
	Grow your own radishes	smear, smeared, dribbling, delicious, sweet, scrumptious
	The foolish witch	scrumptious, mouth-watering, stumble/stumbling, weary/wearily, desperate/desperately
	In the park	zoom, slide, scramble
	A mouse in the house	scuttle, scurry, chomp, alert, twitching
	Barker	gobble, attack, ruin
	The poor goose	scornful, insult, ignore, miserable, triumphant, thoughtful
	Hairy Fairy	disaster, despair, embarrassed
	King of the birds	quarrel, argue, gorgeous, dull, ordinary
	Our house	massive, heap, cramped, poky, overcrowded
	The jar of oil	elated, devastated, terrible, foolish, despair
	Jade's party	delicious, exciting
	Jellybean	perfect, amazing, slimy
	A box full of light	like lightening, as quick as a bullet, gloom/gloomy, pitch black, dim, murky
	The hole in the hill	beg, demand, pity, entice

	On your bike	wobble, worried, proud, difficult
	At the seaside	predator, spicy, sticky
Grey	Rex to the rescue	minute, freedom, different
	The lion's paw	terrified/terror, horrified/horror, punishment, courageous
	I dare you	cramped, crammed, squeezed
	Looking after a hamster	scuttle, scurry, clamber, entice
	How silly!	ridiculous, nonsense, sensible, embarrassing/embarrassed
	Wailing Winny's car boot sale	useless, foul, horrible, vile, mouldy
	Toad	loathsome, hideous, slimy, deceitful
	Andrew	disappear, terrified, horrified, scanned
	Dear Vampire	terrifying, horrifying, frightening, blood-curdling
	Vulture culture	cloak-like wings, scavenger, capture, colony
	A celebration on planet Zox	light-headed, burning up, sweaty, aching all over
	A very dangerous dinosaur	ferocious, devious, dangerous, deadly
	The invisible clothes	proud, humiliated, embarrassed
	A job for Jordan	support, important, persuade
	A place in space: the Moon	weightless, gravity, bounce, glide