

Frogmore Infant School

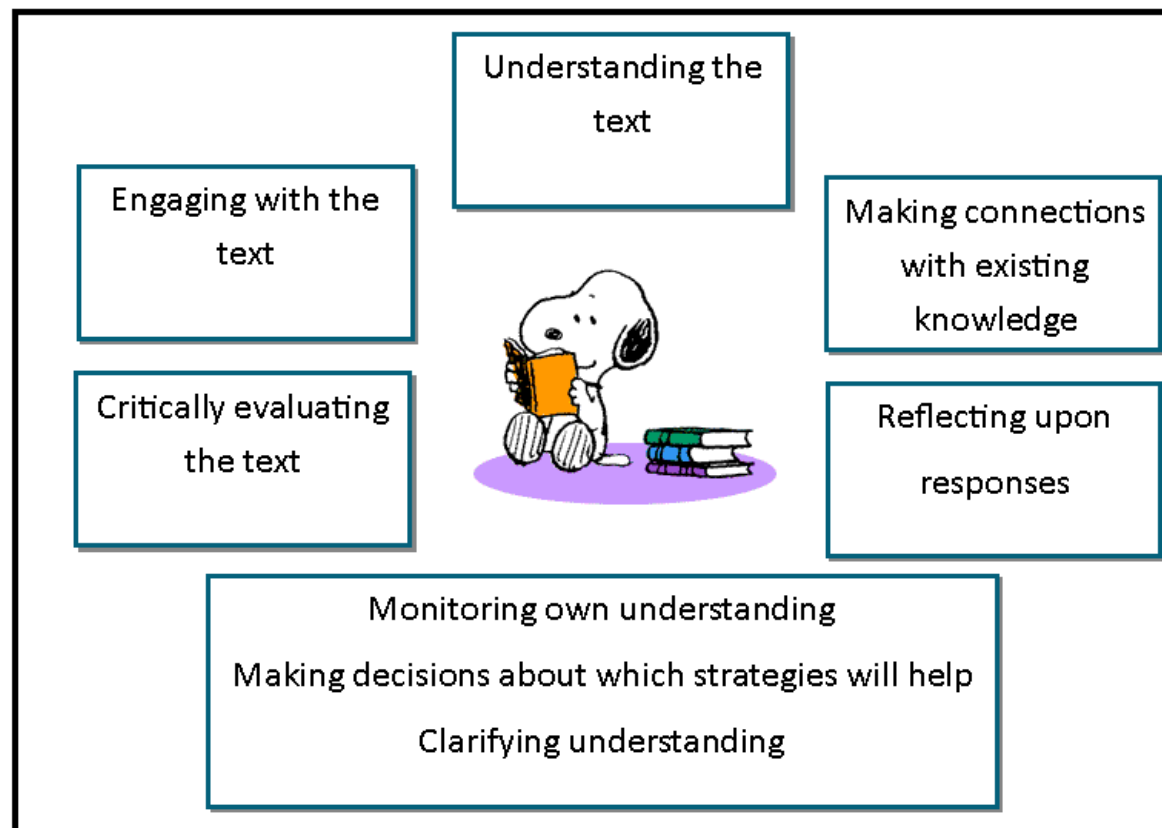


Guidelines for the Teaching of Reading Comprehension

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 |
|--|---|
| <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 | <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)

| | 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 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 | 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 | | 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 |
|--|------------------------------------|--|--|--|--|

Questioning

- 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 |





Tiger tries a shirt.

Leopard tries this skirt.


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 . . . ? How many . . . ? Who was it that . . . ? Can you name the...? Who spoke to...? Can you select...? Where is the word that means...? How was . . . ? How did...happen? What examples can you find...? | <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 techniques has the author used? | Which conventions of genre X has the writer used? <i>(Compare with exploration question – ‘based on what you know so far, which genre do you think the book fits?’)</i> | |
| | Which words are: - nouns - verbs - adjectives - adverbs? | What do we know about...? Can you recall/sequence the main events? What are they key events/points/ideas? | | | How does the writer describe...? | | |
| | Can you list the parts...? | | | | What is a...? | | |
| | What has happened? | | | | What are the parts or features of...? | | |
| | What were the main ideas? | | | | | | |
| | Who was the key character? | | | | | | |
| | What are the meanings of these words...? | | | | | | |
| | List three words to describe... | | | | | | |
| | 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? | Based on what you know, what is your view of the character? | How could you describe...? |
| Why is...significant? | | Describe the relationship between...? | | | How do you know...? | | |
| How did the writer use/portray/show/present...? | | What do you know about (chosen character)? | What are some of the problems of . . . ? | Based on what you know so far, where/when do you think the book is set? | Why did...? | What is the writer suggesting about X? | |
| What is the function of...? | | What do we learn about...? | What were some of the motives behind . . . ? | What parts/words would you select to show X? | What were some of the motives behind . . . ? | How is the theme of X presented within the text? | |
| | | What was the underlying theme of...? | What was the problem with . . . ? | Why do you think character x...? | What kind of person was...? | What are the writer’s views on X? | |
| | | | What facts would you select to show...? | Why did character x react in that way? | How did...react? What does this tell us about them? | What was the underlying theme of...? | |
| | | | What evidence can you find to support...? | What clues does the author give us about character x’s life before the story? | Can you add to the writer’s description of...? | | |
| | | | Can you identify different parts? | | Can you predict the outcome of...? | Can you describe the character in your own words? | |
| | | | Can you select the most....examples 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? | | |

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

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:

| Add a new point | Build on someone else's point | Challenge someone else's point |
|---|--|---|
|  |  |  |

- 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 | 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. 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. By broadening this language, children are able to select the exact word to enhance their own vocabulary |
| Word Bingo | 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 |

| | |
|--------------------------|---|
| | 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 text
- 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

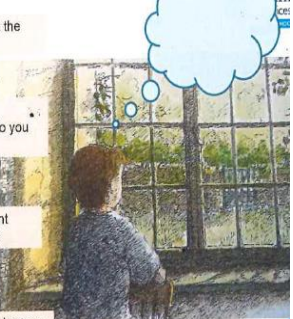
A= dogs run after things/dogs chase balls

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:

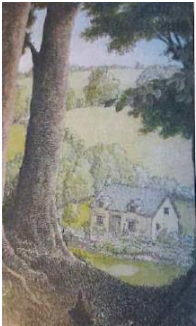


What do we know about the child?

What is the child thinking/feeling? How do you know?

Does this picture/moment remind you of anything?

What do you predict will happen next?



Describe where the story takes place.

What kind of place do you think this is?


Does it remind you of anywhere you have been?

Who do you think lives there?

Who do you think is looking through the woods?

Best of 3?

| | | |
|------------|--------|-------------|
| safe | quaint | idyllic |
| overlooked | rural | picturesque |
| private | hidden | isolated |



Why is he running?

How is he feeling?

What else is in the forest?

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.



Willy stared at them with wonder. When he looked up, there was no-one there.

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 |
| Orange | 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 |
| Yellow | 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 |
| Blue | 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 |

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| | 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 |