

PROJECT X HERO ACADEMY

Evaluation
Pack

The series

- ✓ Matched to the Letters and Sounds phonics sequence
- ✓ Finely levelled to Oxford Levels for clear progression
- ✓ Free teacher resources available on Oxford Owl
- ✓ 78 fully decodable student books



OXFORD

PROJECT X HERO ACADEMY



A new fully decodable superhero series for Years F–3

Project X Hero Academy is a new series designed to motivate young readers and turn them into reading superheroes. *Hero Academy* comprises 78 fiction books that are fully decodable and matched to the Letters and Sounds phonics sequence. *Project X Hero Academy* was developed to align with the English National Curriculum, however the correlations between the English and Australian education curricula make this series suitable for use in Australian schools. Within the teacher resources you may find references to the English National Curriculum; student resources do not include references to curriculum stages so this will not impact students' use of the series within Australia.

About this Teacher Evaluation Pack

Inside this pack you will find select pages from teacher resources to help prompt class discussion, activities to support reading and writing, and advice on engaging students, carers and parents. These implementation resources are available to adopting Australian schools for free on Oxford Owl.

Free teacher resources for this series include:

- a guide to progression with Oxford Levels
- guided reading notes for each title in the *Hero Academy* series
- phonics charts listing grapheme–phoneme correspondences
- high-frequency decodable words and common high-frequency exception words for each book
- support for assessment of the focus grapheme–phoneme correspondences
- guidance for teachers that covers the reading process, feedback on reading, engaging students and carers, and development of phonic skills
- activity sheets, BLMs for use in class a knowledge progress checker
- templates for *Hero Academy* name badges, superhero masks, superhero puppets, and bookmarks.

The series

Hero Academy is made up of 78 student books, 2 Companion texts and full teaching support on Oxford Owl.



78 student books



2 Companion texts



Free digital guided reading notes

Enrol your pupils into Hero Academy!

The overarching theme of superheroes in this series taps into children's imagination and enthusiasm. Importantly, it is a theme that's motivating for boys who are starting out on their reading journey and in developing the habit of reading for pleasure.

In order to introduce **Hero Academy** to your class and stimulate pupils' interest in the new characters, consider the following ...

- Have a hero-themed registration, e.g. ask children to practise their favourite superhero/power pose when their name is called; have themed name badges; or start the day with a superhero quiz or fact.
- Discuss superheroes that children already know. Tease out what heroes have in common: what specific talents, skills or strengths they have; what they wear; what special gadgets and machines they use; how they overcome baddies and make sure everyone is safe.
- Find out what superpowers children would have if they could choose their own and why.
- Show the class the **Hero Academy** Companions, which are perfect for generating talk.
- Show pictures of the characters the children will meet and introduce them. This information can be found in the Companions and on page 2 in the reading books.
- Store the books in a distinctive **Hero Academy** container or place, e.g. a small suitcase, a box with the **Hero Academy** badge on it, or a particular book shelf.



Reading areas (or book corners)

Your class and corridor reading areas are a great starting point for inspiring pupils, and there are many things that you could provide to enhance the theme, spur children's imagination, and encourage lots of speaking and listening around the topic of superheroes. For example:

- Display pictures of the characters they will meet in the books.
- Scribe selected children's comments to add to the display.
- As the pupils progress in their reading of the books, additional information can be displayed alongside the character portraits to build up character profiles.



Remember that reading areas should:

- ♥ be comfortable, purposeful spaces that invite participation by pupils,
- ♥ be organized, where books are stored for easy retrieval,
- ♥ be regularly reviewed and updated with the pupils as appropriate,
- ♥ reflect current interests of pupils,
- ♥ contain focus displays to encourage independent choice,
- ♥ evidence children's responses to books and reading: likes, dislikes, favourite books and characters.

Adult modelling of reading area behaviours is particularly important in Reception/Primary 1. This is where you explicitly and implicitly demonstrate to your pupils:

- ♥ how reading is a valued activity for all,
- ♥ the wide variety of texts – fiction, non-fiction, magazines, comics, catalogues, brochures – that you want the pupils to experience,
- ♥ how reading can be an individual or a social, group experience,
- ♥ how books are stored and handled for ease of retrieval and return,
- ♥ that 'book talk' with others is key to reading enjoyment and to good comprehension of what has been read.

Role play

Role play encourages purposeful speaking and listening between pupils and between adults and pupils. Here are some suggestions of what you could provide or make:

- ♥ simple cloaks or vests in a variety of colours to indicate the different hero characters – make a smaller one for Slink! These can be made from fabric or old t-shirts with the arms cut off and the front cut down. If you don't have the fabric available, you could ask children to put on their own 'invisible' cloak every time they read a **Hero Academy** story,
- ♥ **Hero Academy** name badges to attach to costumes – see the *Hero Academy name badges* photocopiable master.
- ♥ a set of ears and a collar for Slink.
- ♥ individual masks can be made using a basic template – see the *Superhero masks* photocopiable master ,
simple stick puppets to re-enact stories
- ♥ – see the *Simple superhero puppets* photocopiable master.



Reading superheroes

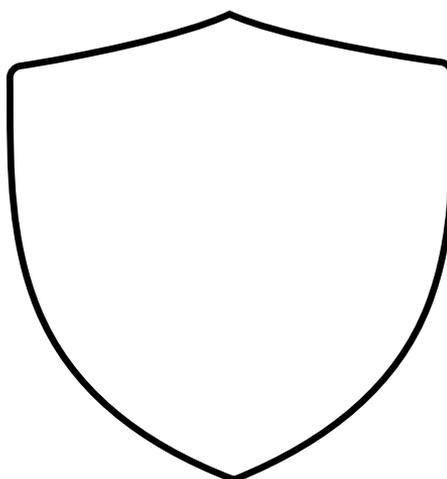
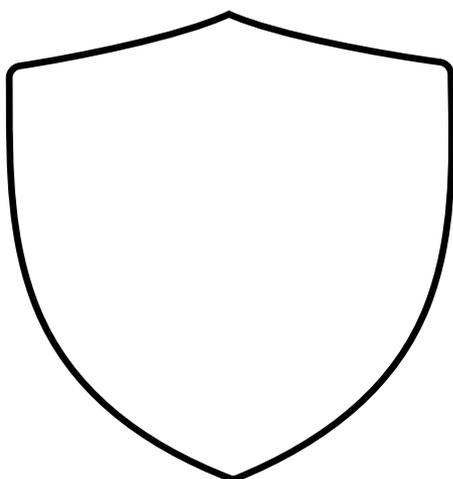
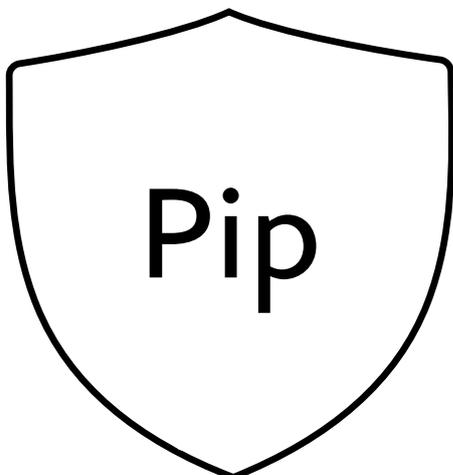
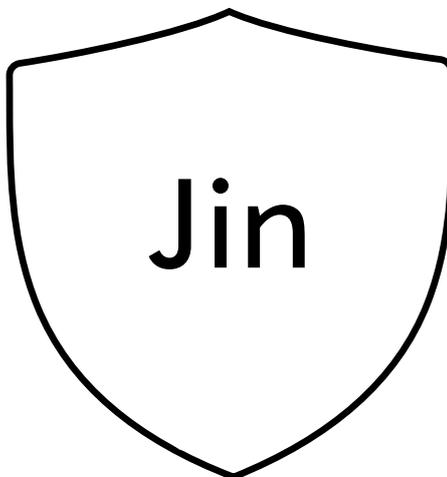
- Make some 'This superhero is reading' cloaks for your book area or for children to wear in other indoor or outdoor learning areas.
- Get the children to make their own superhero bookmarks – Provide badges/cards/medals for good reading, completing a book etc. These could be awarded in a Key Stage or whole-school assembly as recognition of children's emerging reading skills. They could be mentioned in a regular home-school newsletter, or recorded and displayed in a special assembly book. This will act as a key motivator to keep children on their reading journey.



Hero Academy name badges

Teacher notes

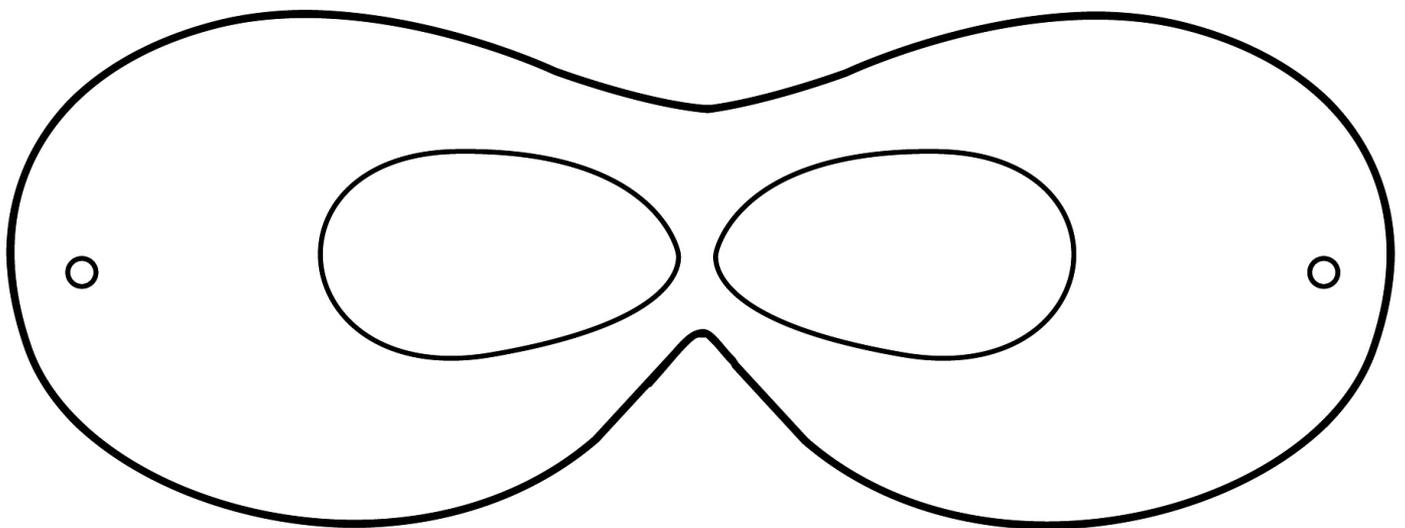
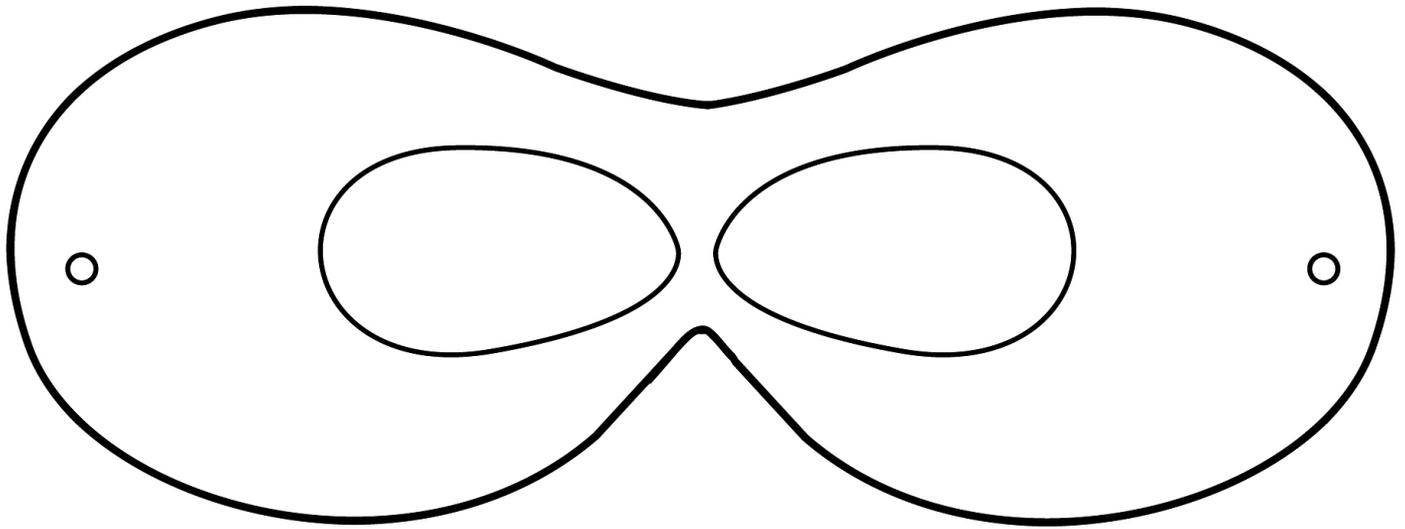
Photocopy the character name badges below on to card. Introduce them to pupils as they meet the characters in the **Hero Academy** stories. Attach a simple fastener to the back of the badges. Children can choose which character they will be during role play or while reading. Keep the badges in a special container in the reading area or role play area. There are blank name badges for other character names they come across, or children could make their own superhero name badge.



Superhero masks

Teacher notes

Photocopy the mask templates below on to card or trace them on to felt fabric, and ask children to decorate them. Fasten using elastic.



Superhero bookmarks

Teacher notes

Photocopy the bookmark templates below on to thick card. Ask children to colour them in. A thick rubber band or piece of elastic can be added to secure the bookmark to the book.

**HERO
ACADEMY**

Name:



I can *Boost* my reading
with Pip!

**HERO
ACADEMY**

Name:



Swoop into a book
with Jin!

**HERO
ACADEMY**

Name:



Have a reading *Sprint*
with Ben!

**HERO
ACADEMY**

Name:



Curl up and read with
Combat Cat!

Activities to support reading (and writing)



In addition to the direct teaching and practising of reading, teachers need to offer activities and experiences to sustain and stimulate children's interest in reading and promote their independence. **Hero Academy** provides a theme that is easily accessible for young children, given that they have just started school themselves – just as the characters in the stories have.

The following play-based suggestions, linked to the themes and characters in **Hero Academy**, can be adapted for both indoor and outdoor provision. They have been devised to offer a variety of learning opportunities to practise and consolidate learning.

Ask me! labels

Occasionally, when children have read a **Hero Academy** book, give them an 'ask me' label, like the example shown, to encourage them to talk about what they have read. All adults, including parents and carers, can then start up a conversation where the child is the expert, deciding what is the important element of the story for them. The child can wear the label for the day and one could also be attached to their *Reading journey record*. These are also referenced for use after the guided reading sessions.

Story maps

Retelling and sequencing of what has been read is an important early reading skill and requires practice. At Reception/Primary 1, the **Hero Academy** books provide a simple story map on the last page of each book to support this. Encourage children to use these to retell the story to their peers, other adults or reading buddies.

Read aloud again

Rereading known texts builds self-confidence in a reader. This can be rereading to an adult or an older child. Alternatively, children could try using simple digital recording devices, such as tablets; these give another purpose and a different audience, which can be motivating for some children. These recordings can then be shared with others, including parents and carers as appropriate.

You might like to set up an area in the classroom or as part of outdoor provision where children can reread books independently, recording as they do so. A few classroom toys could provide the audience.



Name:

I'm reading Hero Academy books.

Let's talk about

.....



Date:

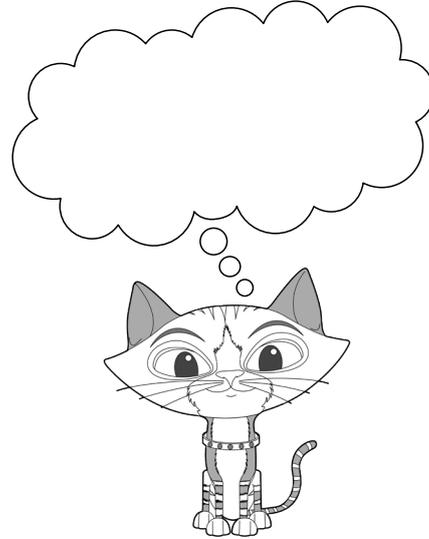
Retell the story ...



Slink's super-vocabulary

Display some words from the *Developing vocabulary* section of the inside cover notes of each **Hero Academy** book in a prominent position in your classroom or reading area. Gradually build up the display. Make sure children understand the meaning of the words. Refer to them regularly and model their use, articulating the words clearly. Ensure children reread them, and encourage children to use the words in their role play and independent writing.

Have a 'Slink thinks' session where children read the word/s that Slink is thinking (*Slink Thinks* BLM on page 11). Children then say the words aloud and use them in a phrase or sentence – adult modelling of this is important. For example, in the Oxford Level 1+, Pink Book Band story *Pip's Prank*, children begin to understand that a 'prank' means to play a trick on someone, as Pip does to Ben in the story. After seeing the word written down in isolation and articulating the word aloud several times, it begins to be part of the child's known words. Putting the word into self-generated phrases then secures it as part of their working vocabulary.



High-frequency word practice

High-frequency words need lots of practice to be automatically read 'without undue hesitation' (as it states in the National Curriculum in England). This is because it supports fluent reading leading to comprehension as decoding skills and energies are used for unfamiliar words only. Quick recognition comes with regular practice of seeing, reading and saying the word in isolation and in seeing, reading and saying the word within a phrase or sentence.

Sets of simple high-frequency word flashcards can be used for a variety of activities with class, groups or individual children. They can also be adapted for indoor and outdoor provision.

- Set a timer to one minute. Display high-frequency words taught on a chart or on a whiteboard. How many words can be read aloud in that time? Keep a tally as you go. *Can we beat the record another time?*
- Have small individual grids with high-frequency words written on them. Say the word and ask the children to point to the words.
- Near the classroom door, have a box or bag containing multiple copies of high-frequency word flashcards. As children leave for assembly, play or lunchtime, they take a card, read it aloud and then place it in another bag or box. If they can't read it, tell them the word and ask them to say the word clearly. Follow up by showing and asking them the word again that day.

Reading practice

In the early stages of learning to read, children need multiple meaningful opportunities to apply their phonics skills to reading tasks. Decodable short reading texts such as those provided by the **Hero Academy** series are key to this.

Using the *Phonic and vocabulary overview* pages, additional reading material can be made for consolidation and practice. From Oxford Level 1 +, Pink Book Band onward, creating decodable sentences using the **Hero Academy** theme is a playful approach to encouraging wider reading and applying new skills and knowledge. These can be used in a variety of ways to encourage independent reading.

- Have an action or task-related sentence on display for children to decode as they come into class in the morning and after lunch.
- Ask the children to read and then perform the action or task.
- Ask the children to add sound buttons to selected words.
- Cut up the sentence into words and ask children to put it back into a sentence.
- Display the whole sentence. Read it with the children then remove it. Say the sentence with the children. Repeat the sentence as necessary. Then display a range of decodable words including those from the sentence and ask children to read the words and select the words they need to recreate the original sentence.

See the *Decodable sentences* and the *Silly sentences* photocopiable masters on page 12 for some suggestions of sentences.

Response cards

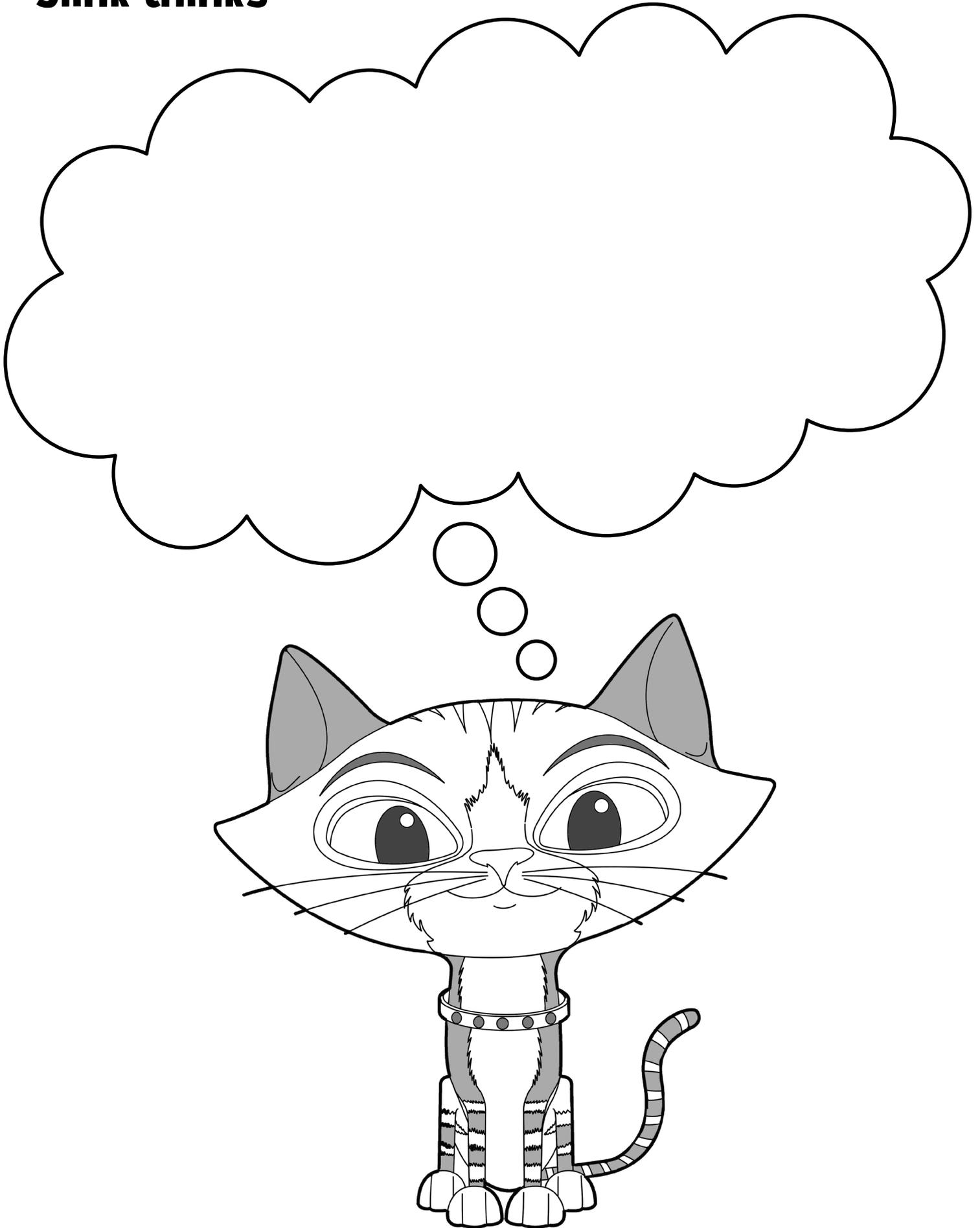
Sometimes children require an extra bit of support to contribute to book discussions. Primarily they may be reticent and lack the confidence to initiate a response or ask a question. Response cards, particularly in a small group, can help overcome that reticence while still keeping the child engaged with the learning intention; the child simply chooses a relevant card and places it in front of them. In this way, the adult can gauge what they might need help with and offer additional support. For example, rephrasing the question or commenting again. The cards should be made up into sets for each child and gradually introduced; they can be added to as children's reading develops. See the *Response cards* photocopiable master (page 13).

Reading partner prompts

Reading partner sessions allow children to share their reading success with others and offer that all-important rereading of known texts. The activity benefits both the reader who gets extra practice and the listener who has to follow the text, keeping pace with the reader. Partners can be from the same class or one pupil can be from an older year group who takes on the role of 'expert reader'. Clear expectations need to be set for the role of reader and listener, and initially adults should model this. Simple reminders of the process could be provided and displayed prominently or provided as a card to the listener. See the *Reading partners* photocopiable master (page 14).



Slink thinks



Decodable sentences: Oxford Level 1+, Pink Book Band

	✓
1. Pat and tap on the pan.	
2. Ben and Pip sit.	
3. Tip the pan on the mat.	
4. Slink is in a big cap and a top.	
5. Kick the can and pop the cap.	
6. Pick up the rock, Pip.	
7. Go up to Jin and get the jet pack.	
8. Get the mop from Magnus.	
9. Jin will spin and land in a gap.	
10. Pip has no spots on her cap.	

Response cards

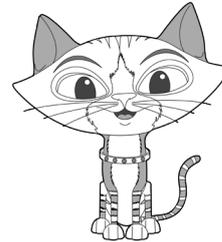
Teacher notes

Photocopy the cards; laminate them and cut them up. Make into sets using a tag or clip for children to use.

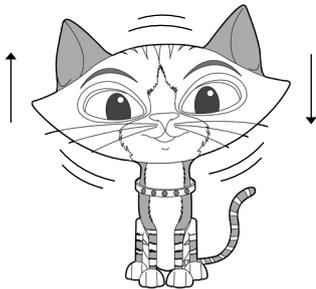
I'm listening ...



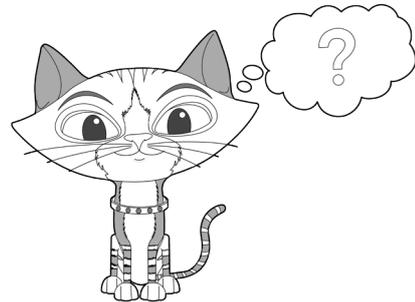
I have something to say ...



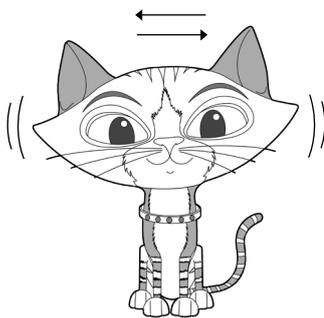
I agree with that!



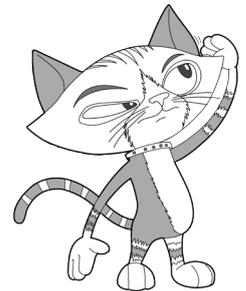
I have a question ...



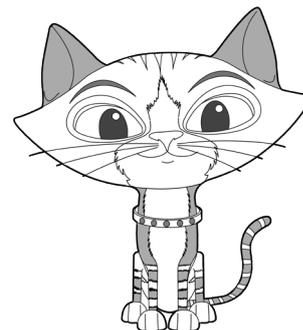
I don't agree.



This makes me think of ...



I'm not sure ...



Reading partners

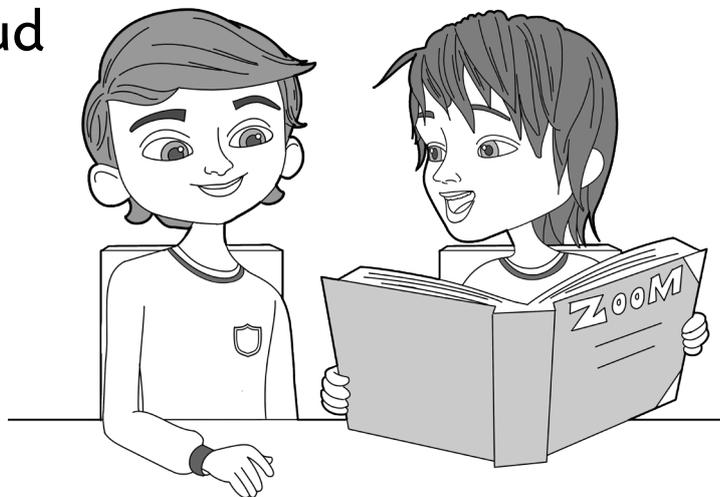
Before reading

1. Find a place to sit together and make sure you can both see the book.
2. Make sure the reader holds the book and turns the pages.



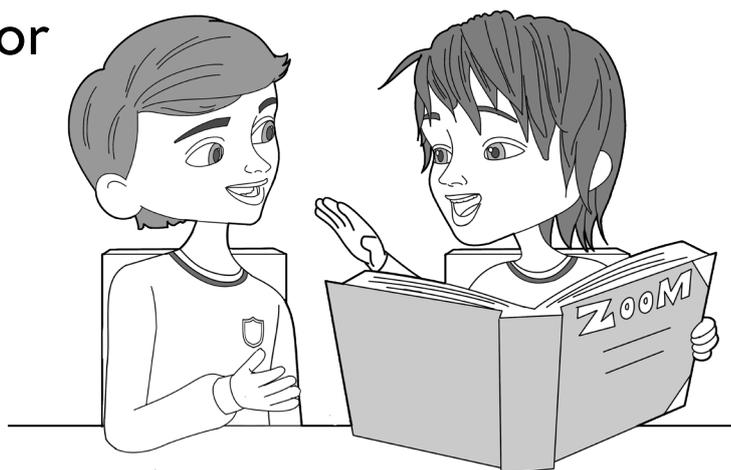
During reading

1. The reader reads aloud in a clear voice.
2. The listener shows they are listening.



After reading

1. Talk about the story or the information.
2. Reread a page or two together.



Engaging parents and carers

There is much evidence of the positive impact of parent and carer support on a child's early school experience. This is particularly so for their literacy development in Reception/Primary 1 and beyond; the benefits of parents reading aloud to children, sharing books with them from an early age and, importantly, of continuing to read to and with children when they can read, are the subject of many studies both in the UK and abroad. A number of studies have also flagged the positive effect of encouraging parents to talk to and with their children about their learning. This is, of course, an important factor in developing reading comprehension and expanding a child's vocabulary – both vital contributors to becoming a successful and motivated reader.

In the *Review of best practice in parental engagement* (DfE 2011), researchers identified effective practice in schools' engagement of parents and carers. Key to this was devising a whole-school strategy to engage parents in children's learning and providing clear guidance for parents on specific aspects of learning and how to use this information with their child.

Effort focused on some aspects of literacy – for example, training parents to teach specific reading skills to their children – is more likely to be effective than effort focused on other aspects – for example, encouraging parents to listen to their children to read.¹



Points for consideration in engaging parents and carers with their child's reading

In your school, consider how you offer:

- guidance to parents and carers about how early reading can be supported at home,
- advice on specific aspects of learning to read, e.g. the phonics skill of blending, paying attention to punctuation,
- further and ongoing support for parents of children who can read, e.g. to improve reading fluency, to support higher-order reading skills such as inference, or to acquire a life-long interest in books and reading.

¹ Goodall, J., and Vorhaus, J., with the help of Carpentieri, JD., Brooks, G., Akerman, R., and Harris, A., 2011. *Review of best practice in parental engagement*, Department for Education.

Here are some suggestions for activities to inform parents about reading and how they can support their child in the early stages of learning to read.

- Invite new parents and carers to a meeting about the ‘what and how’ of the teaching of reading in school.
- Provide workshops and/or ‘drop-ins’ about specific aspects of learning to read, e.g. phonics; ensure there is clear guidance on how this can be used at home.
- Invite parents and carers to observe a class phonics session or shared or guided reading session in school, or do a phonics or guided reading session with a group of parents.
- Emphasize the wide variety of reading tasks and the importance of adults at home acting as reading ‘role models’.
- Have an ongoing and changing display of all reading done in school and home by all adults and children, e.g. a meals supervisor reading a menu in the dining hall, the admin officer reading a report, a parent reading a DIY manual, a grandparent reading a newspaper.
- Provide a simple booklet of rhymes (this could be done online), poems and songs that the children are learning in class or in assemblies that can be used at home.
- Encourage joining the local library; where appropriate, ask a local librarian to come into school and set up an informal ‘join here’ stall; stress the importance of learning to ‘browse’ books.
- Loan *story sacks* or *book bags* (books to read together with suggested play activities to do at home); parents and carers could be involved in the creation of these as a central resource.
- Periodically provide lists of quality children’s books—both classics and new books—to encourage wider reading; these could be on display in a communal or library area of the school so parents see it.
- Provide details of useful technology, apps and websites—such as Oxford Owl—where parents and carers can access further advice, e-books and activities for supporting their child at home.



Clear guidance about specific aspects of reading is key for parents and carers; they need to know what they should do and why it helps their child with reading. It should be made clear that they are *supporting* the teaching of reading. Below are some suggestions for workshops that could be provided.

- Phonics: particularly articulation of the phonemes and blending ‘all through the word’ skills. You could do this within the context of introducing them to the **Hero Academy** books.
- The importance of adult and child book talk: talk before and after reading to aid comprehension; using questions sparingly!
- The importance of understanding vocabulary: making the vocabulary used in texts part of children’s own vocabulary.
- The importance of not correcting too soon: giving children time to sort out any difficulties and develop resilience when facing a challenge; ‘prompting and praising’ – the acknowledgement of good effort and attitudes, e.g. “I liked the way you got a bit muddled but then you went back and blended that word again. Well done.”

The **Hero Academy** books each have inside cover notes that offer a structure and prompts for parents and carers reading with a child at home. Provide parents with a short introduction to the **Hero Academy** series to inform their book talk discussions with the child. See *An introduction to Hero Academy for parents and carers* photocopiable master (on the following page). The reading tips grid can be photocopied or adapted and made available to parents and carers as bookmarks that can be used as a prompt when reading with their child.

Before reading

Book talk

- Talk about the title of the book and the information on the back cover.
- Read page 2 and 3 with your child. What do they think Evan might be like?
- Browse quickly through the rest of the book. Can your child identify where the story is taking place?

Phonics

Your child should be able to read most of the words in this book by saying the letter sounds, then blending them together. Your child is learning that there are alternative pronunciations for some letters, e.g. the ‘g’ in giant and ‘ea’ in head. Some decodable words in this story are:

pie sprout crawl clue destroy

Common words

Common words (also called ‘high-frequency’ words) are words that children will use in everyday speech or will come across regularly while reading. Some words (‘tricky’ or ‘common exception’ words) have letter combinations that cannot be read using their current phonics knowledge, e.g. the letters ‘ea’ in people make the ‘ee’ sound. Encourage your child to identify which parts of the word they know and which parts are tricky, then help them with the tricky part if needed. Some common words in this story are:

Mrs people their oh

Developing vocabulary

In order for children to develop their understanding, it’s important that they regularly learn new words. Some words in this story may be tricky for your child to read using their phonic skills alone, but they are important for the meaning of the story. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part or simply read the word to them. Check to see if your child understands the meaning of the following words before reading:

today eager vitamin boost defeat flung

During reading

To encourage your child to be an independent reader, ensure they are ‘in charge’ of the book, i.e. that they are holding the book, turning the pages, etc. Enjoy the story together by:

- encouraging your child to read at their own pace, pointing under each word if it helps
- prompting them, if necessary, to say the letter sounds all through the word then blend them together to say the word, e.g. s-w-ir-l becomes swirl
- encouraging your child to come up with their own questions and comments as well as responding to your questions, so they know their thoughts and views are valued
- sharing aloud your thoughts on the story and characters
- this provides your child with a model to share their own views, e.g. *I wonder how Evan is feeling in this picture? I think he looks ...*
- talking about what they think might happen next, before your child turns the page
- using lots of praise.



After reading

- Using the story map on page 16, ask your child to retell the story in their own words. *What happened at the beginning? What happened next?* etc.
- Talk with your child about the book. Here are some questions you could ask:
 - Why did Mrs Butterworth squirt too much vitamin mix on the pie?
 - What did the monster sprouts do to the children in the dinner hall?
 - How did Evan help Mrs Butterworth defeat the monster sprouts?
 - Why did Evan groan when he got extra sprout pie?
- Which part of the story did they like the most? Ask them to reread that part to you, encouraging them to read with pace and expression.
- Encourage your child to read the story again. This will build their reading confidence and reading fluency.

Other things to do

With your child, discuss and make a list of other types of vegetables that could be put in a pie. What kind of pie do they think Evan would really like for lunch? with her, using that voice.

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An introduction to Hero Academy for parents and carers

Welcome to Hero Academy!



Hero Academy is a series of highly motivating books set around a school for superheroes!

Like every school, the heroes have lessons, make friends, play and explore. In order to remain anonymous, they have superhero costumes and have alternative superhero names. Together they work as a team to defeat villains and protect the academy and Lexis City.



Reading with your child at home

Before you begin

- Make time to read together every day for short focused sessions – 10 minutes is fine! This develops the reading 'habit' and makes it part of your child's routine.
- Make sure there are no distractions, such as the TV, radio, tablets, mobiles etc, so you and your child can give your undivided attention to reading.

Make reading an enjoyable and stress-free habit

Get ready to read

- Talk about any reading your child has done in school that day. Do they know the book you're about to read? What can they tell you about the story or the characters in it?
- Ensure your child is in charge of the book, i.e. that they hold the book and turn the pages!
- Remind them to read in a clear voice.
- Remind them to have a go even if they are finding it hard – you will help them.

Help your child get into the reading zone

Prompt and praise

- Focus on what your child does well and tell them.
- Use lots of specific praise for good reading and good attitudes, e.g. "You got muddled there, but you went back and sorted it out. Great reading!"
- Give them time to have a go at unfamiliar words, but tell them the word if they continue to struggle.

Encourage independence

Talk about it

- Go back and check that your child has understood any unfamiliar words.
- Ask them a few questions about the story, encouraging them to go back and reread a section where necessary.
- Can they retell the events in order?
- Talk about the story, e.g. why did the character do that?
- Give them time to express their thoughts, views and opinions.

Understanding what has been read is important

If, for any reason, your child is reluctant to read then don't abandon the session completely. Read to them instead (or take it in turns to read a page), and talk about the book so that there is still a regular reading session.



Ben Helps

Story summary

Ben wants to help Miss Baker in the kitchen with her jobs but things start to go wrong when he tries to rush! He learns that his superpower isn't always helpful.

Additional resources: Photocopiable master (PCM) 28: Feelings fan; PCM 30: Splat mat.



Phonics and vocabulary checker*

Phonics	
Focus GPCs	h, b, f, l, ff, ll, ss
Decodable words	help, helps, has, hits, Ben, Baker, bin, bad of, fun, fast, huff, puff, off, tells, Miss, mess
Common words	of, off, big
Common exception/irregular words ('tricky' words)	no, go, I

Developing vocabulary
Miss Baker, Slink, mess, fast

The Early Years Foundation Stage Framework**

Early Learning Goals (statutory requirement)		Assessment pointers in this story
ELG 01 Listening and attention	Children give their attention to what others say and respond appropriately, while engaged in another activity.	Check children listen and respond to your questions whilst they are reading the story.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events.	Check children understand how Ben tried to help Miss Baker and why he tripped up.
ELG 03 Speaking	Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Check children use the future tense when they discuss what might happen next.
ELG 09 Reading	They also read some common irregular words.	Check children are able to read common exception words listed.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds.	Check children can use their phonic knowledge to write phonetically plausible attempts at longer words.

Oxford Reading Criterion Scale: Assessment Standard 1

No.	Criteria	Assessment pointers in this story
6	Is able to read some words from the YR high-frequency word list. (READ)	Check children can read the common words in the story.
10	Knows a wider range of GPCs and can sound and blend to read most CVC words (including words with double letters, e.g. bell, hiss). (READ)	Check the children recognize the focus GPCs and blend them to read the decodable words listed.
12	Can retell familiar stories with growing confidence. (R)	Check children can retell the story using the story map on p12.
14	Can recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A)	Check children can recognize Ben's repeated refrain 'Can I help?'

*For a full phonic breakdown, see the *Phonic and vocabulary overview* section in this handbook.

**Scottish Curriculum for Excellence/Foundation Phase Framework for Wales/Northern Ireland/Cambridge Primary English and International curricula correlation can be found online at: www.oxfordowl.co.uk

Before reading

- Practise reading the common exception words listed.
- ♥ Key skills:
 - Look at the front and back cover illustrations. Read the title. Ask children who they think Ben is going to help in this story. **(Predicting, retrieve)**
 - Ask children where the story is taking place. What clues can they find in the pictures to support this? **(Previewing the text)**
 - Look at p2. Introduce the children to Miss Baker. Can they think what job she has in the school? (Dinner lady.) **(Predicting)**
 - Show children the word *mess*. Check children understand what the word means. Ask children to tell you about a time when they made a mess. **(Exploring new vocabulary, activating prior knowledge)**
- ♥ Strategy check:
 - Ask children to write the focus GPCs in the splats on the splat mat (PCM 30). Hold up a selection of the decodable words from the story. Ask children to blend to read the word, racing to splat the matching focus GPC on their mat. For example, they splat *ff* after reading the word *off*. **(Word reading)**

During reading

- ♥ Key skills:
 - Pause on p2. Tell children: *I like the way the author tells us that 'Ben can run as fast as a truck'. It helps me to get a picture in my head of how fast Ben can run as I know trucks can move very fast.* **(Visualising)**
 - Look at the words written in italics: *huff puff*. Ask children why the author has written these words next to Ben. **(Inferring, making connections)**
 - Pause on p6. Ben is being very helpful. Ask children if there are any clues to suggest that something is going to go wrong? **(Predicting)**
 - Pause on p8. Ask children how they would you feel if they were Miss Baker/Slink/ Ben? Encourage the children to share their ideas using their 'Feelings fan' (PCM 28). **(Empathizing)**

After reading

- ♥ Return to the text. Check if there were any words that the children found difficult to read. Clarify any errors if necessary. **(Word reading)**
- ♥ Key skills:
 - Turn to p12. Encourage the children to take turns with their talk partner to retell what is happening saying only one sentence for each picture. **(Summarizing)**
 - Ask children who was feeling happy when the pot of cod was dropped. Slink. **(Recall and retrieve)**
 - Reread p11. Ask children why Ben decided not to use his super speed this time. **(Deducing)**
 - Ask children to make a picture in their heads of Ben running at super speed. Can they imagine what else might move as fast as Ben? **(Visualizing, making connections).**

Other things to do

- ♥ Writing activities
 - Miss Baker needs some warning signs for the kitchen to alert people to things that could be dangerous (hazards). Encourage the children to use their own drawings and writing to create some signs.
- ♥ Speaking, listening and drama
 - Do a Hero Academy kitchen role play with appropriate props. Ask children to make up their own stories based on events that might happen in the Hero Academy kitchen.
- ♥ Cross-curricular links
 - Involve the children in solving story-related problems requiring them to sort, match and count plates and cups and share out the sandwiches. **(Mathematics – numbers)**

YOUR NEXT STEPS

Explore the series

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