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Introduction

Read & Respond provides teaching ideas related to a specific children's book. The series focuses on best-loved books and brings you ways to use them to engage your class and enthuse them about reading. This book provides literacy coordinators with a suggested teaching order and structure for the *Read & Respond* series, as well as summaries about the children's books and content covered in the accompanying teacher's books. You will need copies of the children's book and the teacher's books to be able to utilise the information in this book in the classroom.

The book is broken down into year-group sections and each year is broken down into six terms, each with a suggested title to cover. This is summarised on the components charts on pages 6–8. There is a contents page at the start of each year group, showing which books are covered when. This is then followed by an overview of each book, which includes:

Curriculum links:
Other subject areas that the book links to.

Plot:
Information about the children's book plot.

Text types covered:
A list of text types covered by the teacher's book.

About the book:
Further information about the children's book.

By the same author:
A list of other titles written by the same author.

About the teacher's guide:
A summary of what the teacher's guide includes related to the book.

Alternative books:
Other books with a similar theme or topic (note, there will not necessarily be a *Read & Respond* teacher's book to accompany alternative suggestions).

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A summary of what the teacher's guide includes related to the book.

Year 1

Curriculum objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading						
To apply phonic knowledge and skills as the route to decode words.	✓	✓	✓	✓	✓	✓
To respond speedily with the correct sound to graphemes for all 40 phonemes, including, where applicable, alternative sounds for graphemes.	✓	✓	✓	✓	✓	✓
To read accurately by blending the sounds in unfamiliar words containing GPCs that have been taught.	✓	✓	✓	✓	✓	✓
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	✓	✓	✓	✓	✓	✓
To read words containing taught GPCs and 's', 'ce', 'ing', 'ed', 'er' and 'er' endings.	✓	✓	✓	✓	✓	✓
To read other words of more than one syllable that contain taught GPCs.	✓	✓	✓	✓	✓	✓
To read words with contractions, and understand that the apostrophe represents the omitted letter(s).	✓	✓	✓	✓	✓	✓
To read about accuracy books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	✓	✓	✓	✓	✓	✓
To read these books to build up their fluency and confidence in word reading.	✓	✓	✓	✓	✓	✓
Comprehension						
To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	✓	✓	✓	✓	✓	✓
To be encouraged to link what they read or hear read to their own experiences.	✓	✓	✓	✓	✓	✓
To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	✓	✓	✓	✓	✓	✓
To recognise and join in with predictable phrases.	✓	✓	✓	✓	✓	✓
To appreciate rhymes and poems, and to recite some by heart.	✓	✓	✓	✓	✓	✓
To discuss word meanings, linking new meanings to those already known.	✓	✓	✓	✓	✓	✓

Year 1

Curriculum objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To draw on what they already know or on background information and vocabulary provided by the teacher.	✓	✓	✓	✓	✓	✓
To check that the text makes sense to them as they read and correct inaccurate reading.	✓	✓	✓	✓	✓	✓
To discuss the significance of the title and events.	✓	✓	✓	✓	✓	✓
To make inferences on the basis of what is being said and done.	✓	✓	✓	✓	✓	✓
To predict what might happen on the basis of what has been read so far.	✓	✓	✓	✓	✓	✓
To participate in discussion about what is read to them, taking turns and listening to what others say.	✓	✓	✓	✓	✓	✓
To explain clearly their understanding of what is read to them.	✓	✓	✓	✓	✓	✓
Transcription/Spelling						
To spell words containing each of the 40+ phonemes already taught.	✓	✓	✓	✓	✓	✓
To learn to spell common exception words.	✓	✓	✓	✓	✓	✓
To learn to spell the days of the week.	✓	✓	✓	✓	✓	✓
To name the letters of the alphabet in order.	✓	✓	✓	✓	✓	✓
To use letter names to distinguish between alternative spellings of the same sound.	✓	✓	✓	✓	✓	✓
To use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs.	✓	✓	✓	✓	✓	✓
To use the prefix 'un'.	✓	✓	✓	✓	✓	✓
To use 'ing', 'ed', 'er' and 'est' where no change is needed in the spelling of root words.	✓	✓	✓	✓	✓	✓
To apply simple spelling rules and guidance, as listed in English Appendix 1.	✓	✓	✓	✓	✓	✓
To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught in class.	✓	✓	✓	✓	✓	✓

At the end of each year group, you will find a Curriculum Links grid, which shows the curriculum coverage for each *Read & Respond* title in that year group.

About the digital component

Below are brief guidance notes for using the digital component.

Getting started

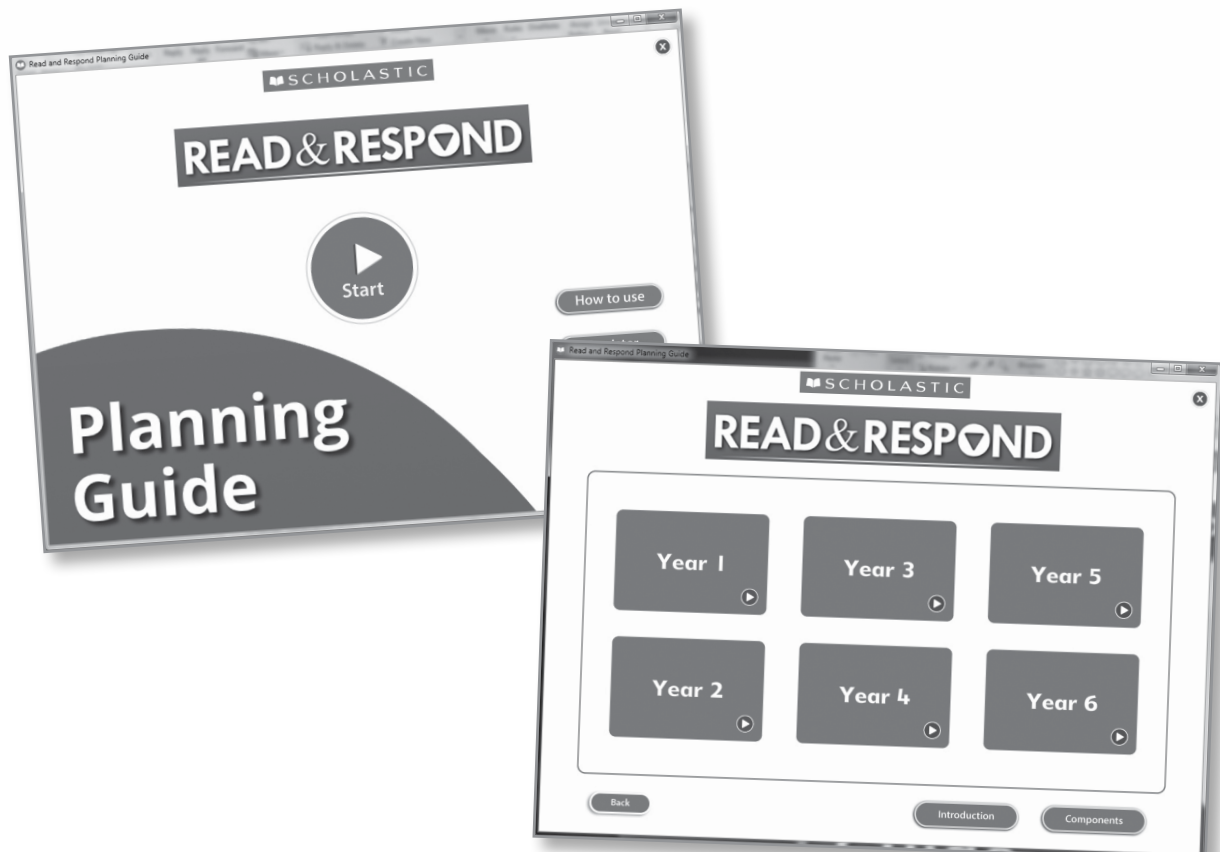
Put the CD-ROM into your CD-ROM drive.

- For Windows users, the install wizard should autorun; if it fails to do so then navigate to your CD-ROM drive. Then follow the installation process.
- For Mac users, copy the disk image file to your hard drive. After it has finished copying, double click it to mount the disk image. Navigate to the mounted disk image and run the installer. After installation the disk image can be unmounted and the DMG can be deleted from the hard drive.
- To install on a network, please see the ReadMe file located on the CD-ROM (navigate to your drive).

To complete the installation of the program you need to open the program and click 'Update' in the pop-up. Please note – this CD-ROM is web-enabled and the content will be downloaded from the internet to your hard drive to populate the CD-ROM with the relevant resources. This only needs to be done on first use; after this you will be able to use the CD-ROM without an internet connection. If at any point any content is updated you will receive another pop-up upon start-up with an internet connection.

What's on the digital component

The digital component contains editable Word documents of resources. There is a simple menu system. Go to the year group that you wish to view and then click on the button for the book, which will launch the relevant overview page. The curriculum links document can also be accessed from the book menu.



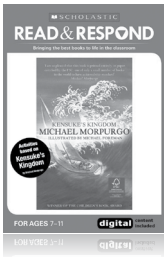
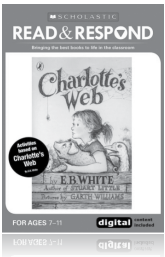
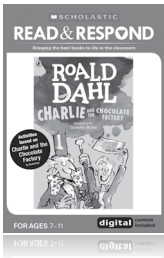
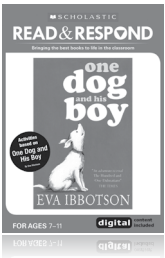
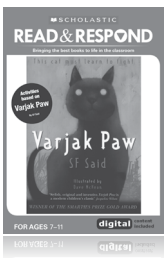

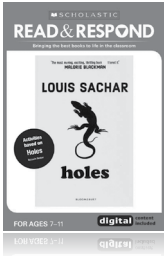
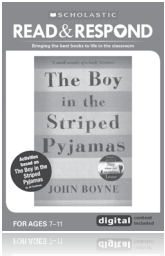
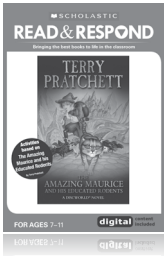

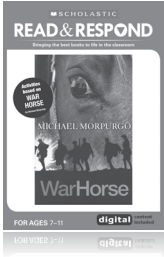
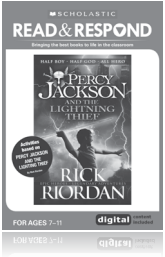
Components chart: Years 1-2

	Year 1	Year 2
Autumn Term 1		
Autumn Term 2		
Spring Term 1		
Spring Term 2		
Summer Term 1		
Summer Term 2		

Components chart: Years 3-4

	Year 3	Year 4
Autumn Term 1		
Autumn Term 2		
Spring Term 1		
Spring Term 2		
Summer Term 1		
Summer Term 2		

Components chart: Years 5–6

	Year 5	Year 6
Autumn Term 1		
Autumn Term 2		
Spring Term 1		
Spring Term 2		
Summer Term 1		
Summer Term 2		

Jasper's Beanstalk:

Overview

Topic links

Growing things
Fairy tales

Curriculum links

Mathematics – days of the week
Science – common plants
Science – common animals
PSHE

Text types covered

Explanation
Instructions
Narrative
Letters

By the same author

Tales from Percy's Park
(HarperCollins Children's Books)
Stories Jesus Told (Candle Books)
Thud (HarperCollins Children's Books)
Albert le Blanc (HarperCollins Children's Books)
Q Pootle 5 (HarperCollins Children's Books)

Alternative books

The Tiny Seed, by Eric Carle (Puffin)
'Jack and the Beanstalk' (fairy tale)
Oliver's Vegetables, by Vivian French (Hodder Children's Books)

Plot

One Monday Jasper finds a bean. Over the course of the week he plants it, waters it, digs, rakes and hoes it, picks off the slugs, mows it, but it does not grow. The next Monday he digs it up again and throws it over his shoulder in despair. While he is not watching, his bean slowly grows and grows. Jasper is delighted and climbs up his beanstalk to look for giants.

About the book

This deceptively simple story – only 96 words long – can provide a wealth of work. The patterned language encourages independent reading and work on the past tense. It links beautifully into any work on fairy tales, days of the week, and growing plants – including growing your own beans. It can lead to discussions around cause and effect, sequencing, patience, disappointment, caring for things and animals.

About the teacher's guide

As well as detailed Guided and Shared reading, *Read & Respond: Jasper's Beanstalk* provides the following activities to cover the English curriculum.

Word reading and spelling

- responding speedily to the correct sound of graphemes
- reading words with 'ed' and 'ly' endings

Comprehension

- developing vocabulary
- making inferences about feelings from Jasper's face
- sequencing the story using clues from time phrases
- retelling the story

Composition

- writing key words
- writing a letter
- planning and writing a story
- writing instructions
- writing and proofreading fascinating facts

Speaking and listening

- creating a performance
- participating in a role play
- exploring ideas by asking 'what if'
- asking relevant questions