

**En**

KEY STAGE

**1**

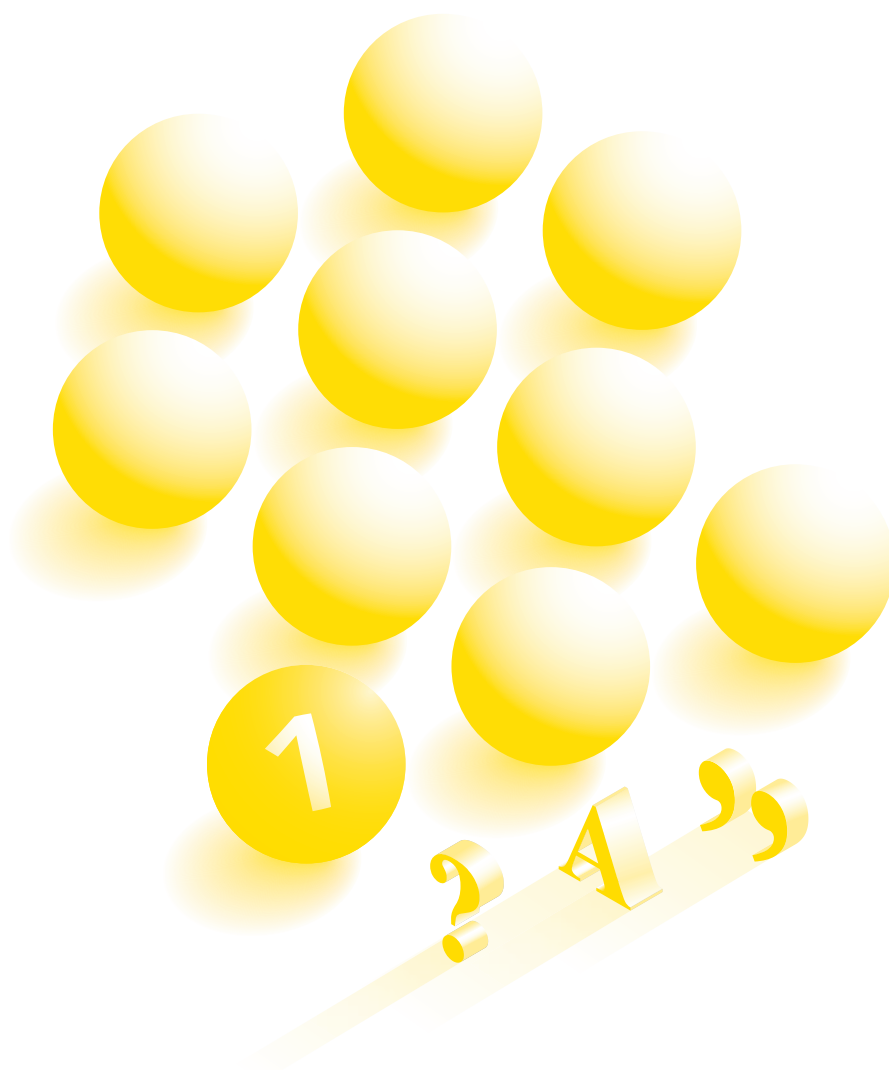
LEVEL

**2**

Reading

# English task

Source sheet for running records  
and questions for individual books



National curriculum assessments

**2009**

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# Contents

	<b>Animals in Danger: Bengal Tiger</b>	<b>2</b>
<b>(B) (VI)</b>	<b>Animal Young: Mammals</b>	<b>4</b>
<b>(EAL) (B)</b>	<b>Beautiful Bananas</b>	<b>6</b>
<b>(B) (VI)</b>	<b>George and the Dragon</b>	<b>8</b>
	<b>Little Turtle and the Song of the Sea</b>	<b>10</b>
<b>(EAL)</b>	<b>Not Norman: A Goldfish Story</b>	<b>12</b>
<b>(EAL)</b>	<b>Senses</b>	<b>14</b>
<b>(EAL) (B)</b>	<b>Super Sid the Silly Sausage Dog</b>	<b>16</b>
<b>(EAL)</b>	<b>The Feather</b>	<b>18</b>
	<b>Tiger-Time for Stanley</b>	<b>20</b>
	<b>Watch Me Grow – Frog</b>	<b>22</b>
<b>(EAL) (B) (VI)</b>	<b>We're from India</b>	<b>24</b>

As not all the books have numbered pages, you should find the start of the running record passages by counting from the first page of the written story, not counting title pages, etc.

*Animals in Danger:  
Bengal Tiger*

### Introductory discussion

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
non-fiction books*

*Is this book like a story book?*

*What did you find out that you did not know before you read this book?*

[Pointing out the contents page] *Here it says \_\_\_\_\_ are on page \_\_\_\_\_.  
What do you think that page will be about?*

*Does your information book have an index? How would you use it to find something out?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*I'm thinking of buying this book for our library – do you think it would be a good book to have in our library? Why/why not?*

*Specific questions*

*Why do you think that each page has a title or a question on it?*

*Which page would you find unusual facts about the Bengal tiger on?*

*Why are some words written in bold? How would you find out what these words mean?*

*Where do Bengal tigers hunt? Why?*

*What does the Bengal tiger factfile show?*



### Introductory discussion

*Animal Young: Mammals*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
non-fiction books*

*Is this book like a story book?*

*What did you find out that you did not know before you read this book?*

[Pointing out the contents page] *Here it says \_\_\_\_\_ are on page \_\_\_\_\_.  
What do you think that page will be about?*

*Does your information book have an index? How would you use it to find something out?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*I'm thinking of buying this book for our library – do you think it would be a good book to have in our library? Why/why not?*

*Specific questions*

*What do mammals need lots of food for?*

*Do you know why this word is in bold?*

*How are the headings on each page useful?*

*Why are photographs more useful than drawings in this book?*

Extract from  
ANIMAL YOUNG: MAMMALS  
by Rod Theodorou

© Heinemann Library, a division  
of  
Reed Educational and  
Professional Publishing Ltd 2000

ISBN 0-431-03071-5 (paperback)

# Animal Young: Mammals

Running Record starts on page 12.

**Strategies  
used**

<b>Feeding</b>										
Mother	mammals	feed	their	babies	milk	from				
their	<b>teats.</b>	The	milk	is	very	rich	and	helps	the	
babies	grow	quickly.								
<i>The</i>	<i>teats</i>	<i>nearest</i>	<i>this</i>	<i>mother</i>	<i>pig's</i>	<i>head</i>				
<i>give</i>	<i>the</i>	<i>best</i>	<i>milk.</i>							
Mammals	need	lots	of	food	for	<b>energy</b>	and			
warmth.	As	the	babies	get	older,	their	mothers			
<b>wean</b>	them	off	milk.	The	babies	have	to	start		
eating	solid	food.								
<i>These</i>	<i>snow</i>	<i>leopard</i>	<i>babies</i>	<i>are</i>	<i>waiting</i>					
<i>for</i>	<i>their</i>	<i>mother</i>	<i>to</i>	<i>bring</i>	<i>them</i>	<i>meat.</i>				
<b>Moving</b>	<b>about</b>									
Some	mammal									
babies	can	move								
around	soon	after								
they	are	born.								
They	learn	to	walk							
or	run	so	they	can						
escape	from									
<b>predators</b>	and									
follow	their	parents.								

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*Beautiful Bananas*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
fiction books*

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called Beautiful Bananas?*

*Which part of the story do you think is the funniest/saddest/most interesting?  
Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the  
pictures clear? Do they make the book more enjoyable?*

*Specific questions*

*Where was Beatrice going and why?*

*Why did the bees give Beatrice some honeycomb?*

*Why did Beatrice drop the mangoes?*

*Why did the parrot take the lion's whisker from Beatrice?*

*[Pointing out the text on page 17] 'that long grey thing'. What is being  
described here?*

*Why did the elephant sneeze?*



Extract from  
BEAUTIFUL BANANAS

Text © Elizabeth Laird 2004  
Illustrations © Liz Pichon 2004  
Published by Oxford  
University Press 2004

ISBN 0-19-272552-1 (paperback)

# Beautiful Bananas

Running Record starts on page 5.

**Strategies  
used**

A	swarm	of	bees	settles	on	the				
flowers.	"Hey!"	Beatrice	cries.							
She	beats	the	bees	off,	but	the				
flowers	are	crushed	and	spoiled.						
"We're	very	sorry,"	say	the	bees.	They				
wrap	up	some	honeycomb,	and	give	it				
to	Beatrice	instead.	On	she	goes,	down				
the	path.									
Some	naughty	monkeys	see	the						
honeycomb.	"We	like	honey!"	they	cry.					
They	snatch	it	away	from	Beatrice.	All				
the	honey	drips	on	to	the	ground.				
"Stop!"	says	Beatrice.	"That	honey	was	for				
my	granddad.	"Oh	dear,"	say	the	monkeys.				
They	run	up	into	the	trees	and	pick	some		
mangoes	for	her	instead.							

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

**George and the Dragon**

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
fiction books*

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called George and the Dragon?*

*Which part of the story do you think is the funniest/saddest/most interesting?  
Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the  
pictures clear? Do they make the book more enjoyable?*

*Specific questions*

*Does this repetition remind you of any other books you have read? [after  
reading the first two pages]*

*Why does the author say the dragon's secret is small rather than big?*

*Why do you think George was feeling miserable?*

**After reading the whole book**

*How did your opinion of the dragon change from the beginning of the book  
to the end of the book?*

*Do you know any other stories where a large creature is afraid of mice?*

Extract from  
GEORGE AND THE DRAGON

© Christopher Wormell 2002

Published by Red Fox, an imprint  
of Random House Children's  
Books

ISBN 0-09-941766-9 (paperback)

# George and the Dragon

Running Record starts on page 21.

**Strategies  
used**

And	the	nearest	cheese	shop	was					
miles	and	miles	away.							
George	was	feeling	rather	miserable.						
And	to	make	matters	worse..						
he	had	NO	SUGAR	for	his	tea!				
'I	know,'	said	George,	'I'll	just	pop	next			
door	and	see	if	I	can	borrow	some.'			
So	he	did.								
'I	say,	you	couldn't	loan	me	a	couple	of		
lumps	of	sugar,	could	you?'	asked	George.				
'AAAAGH!'	screamed	the	dragon.							
And	fled.									
'Oh,	blow,'	groaned	George.	'No	tea,	then.'				
But	George	did	get	his	tea	after	all,	with		
two	lumps	of	sugar.	And	he	got	cheese,	too.		

T = told                      O = omitted                      Sc = self-corrects

**Strategies**      Ph = phonic                      G = graphic                      S = syntactic                      C = contextual

### Introductory discussion

*Little Turtle and the Song  
of the Sea*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
fiction books*

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called *Little Turtle and the Song of the Sea*?*

*Which part of the story do you think is the saddest/most interesting?  
Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the  
pictures clear? Do they make the book more enjoyable?*

*Specific questions*

*How do you know that it takes a long time for the turtle to get out of its egg?*

*How does the little turtle know which way to go?*

*Can you see any differences in the way the text is presented? Why do you think  
it is like this?*

*Where do you think this story takes place? How do you know?*

Extract from  
LITTLE TURTLE AND THE  
SONG OF THE SEA

Text © Sheridan Cain 2000  
Illustrations © Norma Burgin 2000  
Published by Little Tiger Press, an  
imprint of Magi Publications 2000

ISBN 1-85430-620-0 (paperback)

# Little Turtle and the Song of the Sea

Running Record starts on page 9.

**Strategies  
used**

Little	Turtle	did	not	know						
which	way	to	go.	He	was					
afraid,	for	the	world							
looked	so	big.								
<i>“Turn,</i>	<i>Little</i>	<i>Turtle,”</i>	<i>sang</i>	<i>the</i>	<i>Sea.</i>	<i>“Turn</i>	<i>towards</i>	<i>the</i>	<i>brightness</i>	
<i>that</i>	<i>shines</i>	<i>on</i>	<i>me.”</i>							
Little	Turtle	turned	and,	as	he	did	so,	he	saw	
the	round									
glow	of	the	sun	rising	upon	the	Sea.			
Little	Turtle	went	towards	the	sun,	but	he	heard		
a	sharp	cry	and	the	dark	shape	of	a	seagull	
swooped	towards	him.								
<i>“Run,</i>	<i>Little</i>	<i>Turtle,”</i>	<i>sang</i>	<i>the</i>	<i>Sea.</i>	<i>“Run</i>				
<i>towards</i>	<i>the</i>	<i>rocks,</i>	<i>and</i>	<i>safe</i>	<i>you’ll</i>	<i>be.”</i>				
Little	Turtle	turned	towards	the	rocks	with	the	wind		
from	Seagull’s	wings	beating	close	behind	him.				

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*Not Norman: A Goldfish Story*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

General questions for fiction books

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called Not Norman?*

*Which part of the story do you think is the funniest/saddest/most interesting? Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

Specific questions

*Why wasn't the boy happy with his pet?*

*Why does the boy take Norman to school?*

*How does Norman help the boy when he wakes in the night?*

#### After reading the whole book

*How did the boy feel about Norman at the beginning/by the end of the story?*

*Why did the boy change his mind about Norman?*



### Introductory discussion

Senses

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

General questions for  
non-fiction books

*Is this book like a story book?*

*What did you find out that you did not know before you read this book?*

[Pointing out the contents page] *Here it says \_\_\_\_\_ are on page \_\_\_\_\_.  
What do you think that page will be about?*

*Does your information book have an index? How would you use it to find something out?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*I'm thinking of buying this book for our library – do you think it would be a good book to have in our library? Why/why not?*

Specific questions

*Why do you think each section starts with a question? Why are the questions written in large font?*

*Which pages would you look at to find information about the sense of smell?*

*How does the blue whale talk to other whales?*

*On each page, there is a box giving you instructions or asking you questions. Why do you think these have been included?*

[Pointing out page 30] *Can you use the index to answer these questions?*

*Have you learnt any new facts from reading this book? Did you find any of these surprising?*



Extract from  
SENSES  
by David and Penny Glover

© Franklin Watts 2004

ISBN 0-7496-5544-5 (hardback)

# Senses

Running Record starts on page 12.

**Strategies  
used**

We	hear	with	our	ears.						
Sounds	are	all	around							
us.	We	have	two	ears						
to	help	us	tell	where						
sounds	come	from.								
Our	ears	help	us	to						
dance	along	to	music!							
Close	your	eyes								
and	listen.	Hold	up							
a	finger	each	time							
you	hear	a	different							
sound.	Can	you	count	ten	sounds?					
The	blue	whale	is	the	biggest					
animal	in	the	world.	It	sings					
underwater	to	talk	to	other						
whales.	Blue	whales	can	hear						
each	other	singing	hundreds	of	kilometres	away!				
Bats	use	their								
ears	to	hunt	in	the						
dark.	They	make	clicking	sounds						
which	bounce	back								
to	them	from	other	animals,	like	moths.				

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*Super Sid the Silly  
Sausage Dog*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
fiction books*

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called Super Sid the Silly Sausage Dog?*

*Which part of the story do you think is the funniest/saddest/most interesting?  
Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the  
pictures clear? Do they make the book more enjoyable?*

*Specific questions*

*Why did Sid live in kennels? [at the beginning of the story]*

*What did Sid do to try and find a kind owner?*

*Can you see any differences in the way the text is presented? Why do you think  
it is like this?*

**After reading the whole book**

*Why did Grandma call Sid 'Clever Sid'?*

Extract from  
SUPER SID THE SILLY SAUSAGE DOG

Text and illustrations  
© Sam Lloyd 2003  
Published by Little Tiger Press, an  
imprint of Magi Publications 2003

ISBN 1-85430-865-3 (hardback)  
ISBN 1-85430-866-1 (paperback)

# Super Sid the Silly Sausage Dog

Running Record starts on page 5.

**Strategies  
used**

... he	landed	on	top						
of	Madam	Murples'							
very	posh	tea	party.						
"Silly	Sid!"	screeched	the	ladies.					
"Back	to	the	kennels	at	once!"				
Then	Sid	tried	to	show					
everyone	what	a	good						
digger	he	was.							
But ...									
... he	dug	up	all	Gardener					
Pete's	prize	vegetables.							
"Silly	Sid!"	growled	Pete.						
"Now	I'll	never	win	the	best				
vegetable	competition.	Back							
to	the	kennels	with	you!"					
"I	know,"	thought	Sid.	"I'll	show				
everyone	what	a	good	singer	I	am.			
That	will	cheer	them	up."					
He	howled	and	howled	as	loud	as			
his	doggy	lungs	would	let	him.				
aaooooow!	But ...								
... he	woke	the	whole	street!					

T = told

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Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*The Feather*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
fiction books*

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called *The Feather*?*

*Which part of the story do you think is the most interesting?*

*Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*Specific questions*

*What does Paula want to know about the feather she finds?*

*What does the word 'glossy' tell you about the black feather?*

*How do the illustrations add to the story?*

*Do you think Paula could really see different places when she looked through the feather?*

Extract from  
THE FEATHER

Text © Dot Cleeve  
Illustrations © Kim Harley  
Published by Tamarind Limited,  
2003

ISBN 1-870516-61-3 (paperback)

# The Feather

Running Record starts on page 3.

**Strategies  
used**

The	swan	swept	away.							
Paula	put	the	white	feather	in	her	bag.			
Further	down	the	bank							
a	moorhen	looked	after	her	babies.					
"Whose	feather	is	this?"	Paula	called	out	to	her.		
"I	don't	know,"								
cackled	the	moorhen.								
"Have	one	of	my	glossy	black	feathers.				
Look	through	it	and	spy	the	night	sky			
holding	the	moon	and							
millions	of	stars	above	the	world."					
The	moorhen	paddled	away.							
Paula	put	the	black	feather	in	her	bag.			
A	shy	kingfisher	peeked	out	of					
his	hole	in	the	bank.						
"Is	this	your	feather?"	Paula	asked.					
"No...	My	best	feathers							
are	sapphire	blue.								

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**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*Tiger-Time for Stanley*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
fiction books*

*Do the first few pages of the book make you want to carry on reading it? Why?*

*How do you think the story will end?*

*Why do you think this book is called Tiger-Time for Stanley?*

*Which part of the story do you think is the funniest/most interesting?*

*Why do you think that?*

*Did the book make you think of something which had once happened to you?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*Specific questions*

*In what ways does Elsie behave like a tiger?*

*In what ways does Elsie behave differently from a tiger?*

*Why do you think the words 'hates' and 'love' are in bold print?*

**After reading the whole book**

*Why did Stanley change his mind about wishing Elsie was a tiger?*

*Have you learnt anything interesting about tigers or cats from reading this book?*

Extract from  
TIGER-TIME FOR STANLEY

Text and illustrations  
© Andrew Griffin  
Published by ticktock Publishing Ltd  
2000

ISBN 1-86007-117-1 (hardback)  
ISBN 1-86007-264-X (paperback)

# Tiger-Time for Stanley

Running Record starts on page 10.

										Strategies used
Elsie	sleeps	while	Stanley	studies	tigers.					
In	fact,	she	likes	to	sleep					
<i>whatever</i>	Stanley's	doing.								
Sometimes	Elsie	sleeps	so	much,						
Stanley	wonders	if	a	<b>tiger</b>	might					
be	a	more	exciting	pet!	After	all ...				
Sometimes,	Stanley	calls	Elsie	but	she					
doesn't	seem	to	hear	him.						
A	tiger	has	very	good	hearing					
and	would	<b>always</b>	come	running!						
Elsie	<b>hates</b>	water,								
especially	at	bathtime.								
Tigers	<b>love</b>	water	and							
are	very	good	swimmers.							
Elsie	looks	after	her	kittens	by					
carrying	them	in	her	mouth.						
A	tiger	could	carry	more						
than	just	a	tiny	kitten.						
Elsie	is	scared	of	even						
the	littlest	of	dogs.							
A	tiger	isn't	scared	of						
<i>anything,</i>	<i>however</i>	<i>big!</i>								

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*Watch Me Grow – Frog*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for non-fiction books*

*Is this book like a story book?*

*What did you find out that you did not know before you read this book?*

[Pointing out the contents page] *Here it says \_\_\_\_\_ are on page \_\_\_\_\_. What do you think that page will be about?*

*Does your information book have a glossary? How would you use it to find something out?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*I'm thinking of buying this book for our library – do you think it would be a good book to have in our library? Why/why not?*

*Specific questions*

*Why does the tadpole swim up to the surface of the pond after it has hatched?*

*Why do you think some of the information is in fact boxes?*

*How are the labels on the photographs helpful to the reader?*

*Why do you think the author chose to write part of the text as if the frog/tadpole was writing?*

**The running record for *Watch Me Grow – Frog* does not include the captions, labels or fact boxes. Children should be directed to read the first-person narrative text for the running record while the teacher reads the remainder of the text. The teacher could introduce this by saying 'You be the tadpole and I'll read the rest.'**



Extract from  
WATCH ME GROW – FROG

by Lisa Magloff  
© Dorling Kindersley Limited 2003

ISBN 1-4053-0161-9 (hardback)

# Watch Me Grow – Frog

Running record starts on page 8.

Please note that the running record does not include the captions, labels or fact boxes (see page 51 of *Teacher's handbook*).

**Strategies used**

<b>Now</b>	<b>I'm</b>	<b>growing</b>								
<b>inside</b>	<b>my</b>	<b>egg</b>								
I	already	have	my	tail	and					
gills.	In	a	few	days	I	will				
be	big	enough	to	wriggle	out.					
<b>I'm</b>	<b>ready</b>	<b>to</b>								
<b>hatch</b>	<b>out</b>									
Once	I	am	out	of	my	egg,				
I	swim	up	to	the	surface	of				
the	pond	where	it's	warm						
and	there's	plenty	of	food.						
<b>After</b>	<b>four</b>	<b>weeks</b>	<b>my</b>							
<b>teeth</b>	<b>begin</b>	<b>to</b>	<b>grow</b>							
At	last	I	can	start	eating	insects.				
When	a	big,	tasty	worm	drifts	down				
from	the	surface	I	share	it	with	my			
brothers	and	sisters.								
<b>Now</b>	<b>I'm</b>	<b>part</b>	<b>tadpole</b>							
<b>and</b>	<b>part</b>	<b>frog</b>								
When	I	am	six	weeks	old,	my	arms			
and	legs	start	to	grow.						

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual

### Introductory discussion

*We're from India*

*Why did you choose this book?*

*Have you read any other books like this one?*

*What kind of book is this?*

*What do you think the book might be about?*

### Discussing the book

*General questions for  
non-fiction books*

*Is this book like a story book?*

*What did you find out that you did not know before you read this book?*

[Pointing out the contents page] *Here it says \_\_\_\_\_ are on page \_\_\_\_\_.  
What do you think that page will be about?*

*Does your information book have an index? How would you use it to find something out?*

*Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?*

*I'm thinking of buying this book for our library – do you think it would be a good book to have in our library? Why/why not?*

*Specific questions*

*Why are some words written in bold? How would you find out what these words mean?*

*How does Choti help at home?*

*Do the photographs in this book help you? How?*

*How are the lives of the children in this book the same as/different to your own?*

*Why do you think information about three different children has been included in this book? Do you think this is a good idea?*

Extract from  
WE'RE FROM INDIA  
by Vic Parker

© Heinemann Library 2005

ISBN 978-0-431-11933-5 (hardback)  
ISBN 978-0-431-11940-3 (paperback)

# We're from India

Running Record starts on page 8.

**Strategies used**

On	the	farm								
Choti's	family	have	a	small	farm.					
They	grow	wheat	and	vegetables						
to	eat	and	sell.							
Choti's	family	use	oxen	to	<b>plough</b>	the	land.			
Choti's	mother	is	milking	the	buffalo.					
Choti's	family	are	<b>vegetarian.</b>	This						
means	they	do	not	eat	meat.	The				
family	keep	a	few	chickens	for	eggs				
and	a	buffalo	for	milk.						
Choti's	day									
Choti	goes	to	school	six	days	a	week,			
from	ten	until	five.	She	also	has	lots	of		
jobs	to	do	at	home.	She	gathers				
firewood	for	cooking	and	collects						
water	from	the	village	<b>well.</b>						
Water	from	the	well	is	used	for				
drinking,	cooking	and	washing.							

T = told

O = omitted

Sc = self-corrects

**Strategies**

Ph = phonic

G = graphic

S = syntactic

C = contextual









