

# Year 3/4 HIAS HAM Domain-Linked Guided Reading Task Ideas

HIAS English Team  
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Final Version

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Domain		Activity
Comprehension	Respond and explain	Write a note to a friend, telling them how you felt at the end of a chapter you have read. Explain how you think the author wanted you to feel. How do you know this?
		Based on what you have read so far, write a letter to the author, telling them what you liked about the book and why.
		What do you think is the most important part of the story? Visualise it (you can draw a picture or diagram). Now explain what is happening and explain why you think it is the most important part.
	Select and retrieve	Draw a quick picture of a character in the story. Write their name and everything else you know about them from reading the story. Can you include quotes to support your ideas?
		From your non-fiction book complete a thought shower listing all the 5 most important facts in the text. Why did you select these?
		Draw a picture of where the story is taking place. Label it with words from the story that tell you about the setting.
		Draw an outline of a character. Write down all the different roles they play in the story inside the shape e.g. father, husband, friend, son...

Domain		Activity
Comprehension	Monitor and summarise	Write 5 questions that you could ask someone to find out if they have read this book carefully.
		Draw a story map to show what has happened in the story so far.
		Imagine that your book is being released with a new cover. Design the 'blurb' for the back cover that would summarise the story without giving away too much! Think about tempting your readers to try the book.
		Write a postcard from one of the characters to another character in the book, telling them what has been happening (using your knowledge of the story).
		Draw a cartoon strip to tell the story in your own words.
	Clarify	'Ring A Word'. From the text that you have read, highlight or circle any words that you found difficult to read or were unsure of the meaning of. Make a list of them in your book to create a glossary and use a dictionary to identify the meanings.
		'Read Aloud, Think Aloud'. As you read, use thought bubbles to record the strategies that you are using to understand the text and record any questions that you have about the meaning of what you have read.
		'Talk To The Hand'. Raise questions based on the text that you have read, in order to improve your understanding. <b>(Who, what, where, when, why and how)</b>

Domain	Activity						
<p style="text-align: center;"><b>Inference</b></p>	<p>Use speech bubbles to show a conversation that two main characters from you book might have at an important part of the story..</p>						
	<p>Complete an emotions graph for a character in your book, recording the journey of their emotions throughout the story so far.</p>						
	<p>Find examples from the text of when a character felt different emotions.</p> <table border="1" data-bbox="475 508 962 628"> <thead> <tr> <th data-bbox="475 508 620 544">Feeling</th> <th data-bbox="620 508 962 544">Example from the text</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 544 620 586">Angry</td> <td data-bbox="620 544 962 586"></td> </tr> <tr> <td data-bbox="475 586 620 628">Jealous</td> <td data-bbox="620 586 962 628"></td> </tr> </tbody> </table>	Feeling	Example from the text	Angry		Jealous	
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Angry							
Jealous							
<p style="text-align: center;"><b>Themes and conventions</b></p>	<p>With your group look at a rand of different books provided by your teacher. Sort them into groups of your choices, such as: fiction, non-fiction, poetry etc. What name would you give to each group? Write the names of each group in your journal and list the titles underneath.</p>						
	<p>Use the non-fiction book you have been studying. Write the title. Write down each of these features and put the page number(s) where you find them: index, contents, glossary, main heading, subtitle, picture and caption. Can you find these feature in your non-fiction book? List them and record the page number.</p>						
	<p>Copy out a paragraph from your book. Make sure you include all the punctuation. Colour all the full stops <b>red</b>, commas in <b>green</b>, question marks in <b>blue</b> and exclamation marks in <b>yellow</b>. Colour any speech marks in <b>orange</b>.</p>						
	<p>Write about an experience or memory of your won that is similar to something that has happened in the book. Explain how they are similar.</p>						
	<p>Look through the book and make a list of the adjective the author has used to describe each character.</p>						

Domain	Activity
Language for effect	Identify all of the similes, metaphors and examples of alliteration in the chapter you have just read.
	List some of the words and phrases the author has used to create atmosphere. Why did you choose these? Can you use them in your own sentence?
	'Magpie' words and phrases that you think are effective. Collect them in your journal as a spider diagram.
Word reading	<p>From the book that you read, identify the root words and affixes within some of the words that you have read e.g. the prefixes: <b>in, un, dis, mis, re, inter, super, anti, auto</b> and the suffixes: <b>ation, ly, ous</b>.</p> <div data-bbox="1070 694 1394 768" style="text-align: center; border: 1px solid black; padding: 5px;"> <span style="border: 1px solid black; padding: 2px 10px;">un</span> <span style="border: 1px solid black; padding: 2px 10px;">help</span> <span style="border: 1px solid black; padding: 2px 10px;">ful</span> </div>
	Identify and make a list of all of the homophones in the text that you have read e.g. <b>here/hear</b> and <b>meet/meat</b>
	Make a list of all the words you have read containing apostrophes. Decide if they are for contraction or possession. If they are for possession, are they singular or plural? <b>(It's = contraction The boy's toys = singlar Those boy's toys = plural).</b>

# HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learner, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact either of the team leads:

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