

I don't want it too red

100

and I don't want it too blonde.

Maybe I'll leave the colour just as it is.

7

I'll just get rid of the curls.

I don't want it too curly.

I don't want it too straight.

Maybe I'll leave the curls just as they are.

8

150

That's good. / I like my hair. / I like the length.

It's not too long and / it's not too short.

I like the colour. / It's not too dark and / it's not too light.

It's not too red and / it's not too blonde. / I like the curls.

It's not too curly and / it's not too straight.

200

I like my hair a lot.

Thank you. # 205

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. Name three things the woman didn't like about her hair.
2. What did she intend having done at the hairdressers?
3. What did she end up doing about the colour of her hair?
4. Why might the woman have not liked her hair at the start of the book?
5. How was her hair different at the end of the story?





ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Yesterday I fell off my bike. The front wheel is bent. It's going to cost a lot to fix and I'm broke. Will busking get me back on my bike again?

| TITLE - <i>Busking</i> | White Level (5½-6y) | E | SC | Errors | | | Self Corr. | | |
|--|-----------------------|---|----|--------|---|---|------------|---|---|
| | | | | M | S | V | M | S | V |
| 2 | | | | | | | | | |
| <p>Yesterday I fell off my bike. I fell hard.</p> <p>The bike fell harder. The front wheel is bent.</p> <p>It's going to cost a heap of money to fix.</p> <p>I don't have a heap of money.</p> <p>I don't have any money. I'm broke.</p> | | | | | | | | | |
| 3 | | | | | | | | | |
| <p>I walk into town. I'm grumpy. Town is busy. It's noisy, too.</p> <p>Buskers are everywhere. A girl is singing.</p> <p>A clown is juggling. A kid is playing his guitar.</p> <p>People are throwing money into the buskers' hats.</p> <p>This gives me an idea. Maybe I can busk.</p> <p>Maybe people will throw money into my hat.</p> <p>Maybe I can get ¹⁰⁰ enough money to get my bike fixed.</p> | | | | | | | | | |
| 4 | | | | | | | | | |
| <p>I think about what I can do. / I can't sing.</p> | | | | | | | | | |

I can't play the guitar. / I try juggling oranges.

They go SPLAT on the floor. / Then I see some empty bottles.

This gives me another idea.

5

150

I take the bottles, a spoon and some water

into the garage. I shut the garage door.

I stay there for a long time. / I tell no one about my idea.

6

The next day I walk into town.

I take my backpack with the bottles, / water and spoon.

200

I take a big hat. / I stop outside a shopping mall.

I make music by tapping the bottles of water

with the spoon. At first I feel nervous

and no one throws money into my hat.

7

Then I start to have fun. / People stop to listen.

Some throw money into my hat. # 243

M- Meaning *Does it make sense?* S - Structure *Can it be said that way?* V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why does the man need to get some money?
2. What does he do to get the money?
3. What gives him the idea to go busking?
4. Why might people have given money to the man?
5. What else could he have done to get the money?





ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Someone at the concert doesn't have a ticket or a pass. Who is it and what happens to them?

TITLE - *Concert Night*

White Level (5½-6y)

| | | | | | | | |
|---|----|--------|---|---|------------|---|---|
| E | SC | Errors | | | Self Corr. | | |
| | | M | S | V | M | S | V |

2

“Ticket, please.”

“I don't have a ticket. / I'm an official. / I have a pass.

Here it is. / I check bags at the gate

I make sure no glass / comes into the concert.

If anyone brings in glass, / I take it off them.”

“Thank you. Have a good evening.”

“Sure thing. You, too.”

5

“Tickets or passes, please.” / “Here's my pass.”

“And here's my pass.” / “We're officials.

Our job is crowd control.”

“We make sure the crowd is happy / and well behaved.”

“Thanks. Have a good evening.”

“We will. You have a good evening, too.”

6 “Ticket or pass, please.” / “Here’s my pass. ¹⁰⁰ I’m with the band.
I’m selling T-shirts and CDs.”
“Thank you. Have a good evening.”
“I will. Thanks.”

7 “Ticket or pass, please.” / “I don’t have a ticket or pass.”
“Then you’ll need to buy a ticket or leave.
No one can be at the concert
without a ticket or pass.” ¹⁵⁰

8 “But there won’t be a concert without me.
I’m in the band. I’m the lead singer.”
“Oh yes. I’ve seen your photo.
Here’s a pass for you to carry.
I hope the evening goes well.”
“I’ll make sure it does!” # 190

M- Meaning *Does it make sense?* S - Structure *Can it be said that way?* V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. What kind of people needed passes at the gate to the concert?
2. Who needed tickets to the concert?
3. What does the person in charge of crowd control do at the concert?
4. Why is glass taken off people at the gate?
5. How might the lead singer make sure the evening goes well?



4
But a blind man gets on the bus. / He walks slowly with a stick.

I show him the seat beside the girl of my dreams.

My heart is heavy. / Before long the blind man gets off the bus.

My heart beats fast. / Here's my chance, ¹⁵⁰ now!

5
But a woman with a baby gets on to the bus.

The baby is asleep. The woman looks tired.

I let her take the seat beside the girl of my dreams.

Will I never get my chance?

Will I never sit beside the girl of my dreams?

6
²⁰⁰
At the next stop the woman with the baby gets off the bus.

This is the moment I have been waiting for.

My heart beats fast. / I walk towards the empty seat.

But the girl of my dreams is standing up!

She's getting off the bus. At this stop. # 247

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. Name two people the man lets sit next to his dream girlfriend.
2. Why does he give his seat to the lady with the baby?
3. What happens when there is finally an empty seat next to his dream girlfriend?
4. Why might the man think the girl is so special?
5. How might the man feel about the girl getting off the bus?



(Gas mark 2 or 300 degrees Fahrenheit).

Mix the fruit and orange juice with the self-raising flour.

If you don't have self-raising flour, you can use

standard flour mixed with baking powder.

6

Spray the inside of the tin with ¹⁵⁰oil

or line it with greaseproof paper.

Pour the mixture into the tin. / Cook the cake for two hours.

7

Check if the cake is ready by poking / a fork into the centre.

If the fork comes out clean, / then the cake is ready.

If not, cook for a further ²⁰⁰five minutes / and check again.

8

Let the cake cool. / If the cake is for a birthday or Christmas you could put icing on top.

Add 2 tablespoons of water to 2 cups

(250g or about 9 oz) of sifted icing sugar. # 240

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. Name three ingredients for making fruitcake.
2. For how long do you soak the fruit in the orange juice?
3. How do you check if the cake is cooked?
4. What decorations might you put on the cake for a child's birthday?
5. What decorations might you put on the cake at Christmas time?





ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: When Dad took me for a driving lesson I drove well. He was very pleased and so was I.
But then Dad asked me to reverse into the garage...

TITLE - *In Reverse*

White Level (5½-6y)

| | | | | | | | |
|---|----|--------|---|---|------------|---|---|
| E | SC | Errors | | | Self Corr. | | |
| | | M | S | V | M | S | V |

2

Dad took me for a driving lesson.

“It’s time to practise reversing,” he said.

“See if you can drive the car out of the garage in reverse.”

I reversed the car out of the garage.

“Good,” said Dad. He was pleased.

3

Dad said, “See if you can / reverse the car down the drive and through the gate.” / I reversed the car down the drive and through the gate. / Dad was very pleased. “Very good,” he said.

4

“Do another reversal,” said Dad. / Then drive along the corner and over the bridge.” / I did another reversal. Then I drove around the corner and over the bridge.

Dad was very, very pleased with me.

“Very, very good,” he said.

5

“Can you reverse into that car park?”

asked Dad. “Give it a go.”

I reversed into the car park. / Dad said, “Good! Your reversing is coming along very nicely.”

6

150

“It’s time to reverse and drive / back home now,” said Dad.

So I reversed and drove back home.

“Excellent,” said Dad. He was pleased / and I was pleased.

7

Dad said, “Now see if you can reverse the car into the garage.”

So I reversed the car into the garage.

8

“Oh no!” said Dad.

200

“That was not a good reversal.” # 204

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. What type of driving practice does Dad give his son in this book?
2. How does Dad feel about his son’s reversing?
3. What happens when Dad tells his son to reverse into the garage?
4. Why might the author have hit the garage?
5. How might the author have avoided hitting the garage?



I remember to look in my mirrors before I pull out.

My gear changes are smooth.

100
▼

I keep to the speed limit.

6

I'm glad I've had lots of practice

My uncle was a good teacher. / I do well.

I park on the side of the road like an expert.

Now I just need to drive back as well as I drove here.

150
▼

Then I'm sure to get my licence to drive.

7

I turn the key, but the car won't start.

I turn the key again.

The car still won't start.

8

I look at the petrol gauge.

I'd remembered all the important things but one.

I'd forgotten to put petrol in the car. # 194

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. What does the author's uncle tell her on the day of her driving test?
2. What things did she remember to do?
3. What did she forget to do?
4. Why might she have forgotten to put petrol in the car?
5. What might the driving tester say about her forgetting to put petrol in the car?





ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Mr Big Shot doesn't give me a job. I'm mad and I want to make him sorry. On the way home I see someone standing beside a car which has broken down. It's Mr Big Shot!

| TITLE - <i>Nice Guy</i> | White Level (5½-6y) | | Errors | | | Self Corr. | | |
|--|-----------------------|----|--------|---|---|------------|---|---|
| | E | SC | M | S | V | M | S | V |
| <p>2 The guy makes me mad. He asks too many questions.</p> <p>Which school did I go to? I can answer that.</p> <p>What jobs have I done? I can answer that, too.</p> | | | | | | | | |
| <p>3 Am I a nice guy? That's a hard question to answer.</p> <p>I know I don't answer it well.</p> <p>In the end he doesn't give me the job.</p> | | | | | | | | |
| <p>5 I sit in my car. I'm angry.</p> <p>Who does he think he is? Mr Big Shot.</p> <p>Of course I'm a nice guy, / but that's hard to tell someone.</p> <p>I want to hurt Mr Big Shot.</p> <p>I make plans to do bad things to ¹⁰⁰him.</p> <p>He'll be sorry he didn't give me a job. / He won't forget me!</p> <p>But it's just a daydream. I won't do any of it.</p> <p>Not for real. / I'm not that kind of guy.</p> | | | | | | | | |

150

I sit in my car for a long time. It gets late. / I need to get home.

6

On the way I see a car on the side of the road.

A man is looking at the engine.

He has oil on his hands. I see who it is.

Well, well, well, it's Mr Big Shot. / I stop. "Can I help?" I ask.

7

200

"My car broke down," he says.

"I can give you a lift home," I say. "Hop in."

He locks his car and gets in next to me.

He tells me where he lives.

8

I take him home. He lives in a big house. / We stop outside.

250

"This is very nice of you," he says. "Thank you for the lift."

"Thank you," I say. I drive away feeling happy.

I'm glad I took him home. I'm glad I could do a nice thing.

I feel better now. # 282

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. What does the employer do to make the author mad?
2. Why does the author decide not to do bad things to the employer?
3. What nice thing does the author do for the employer?
4. What bad things might the author have planned to do to the employer?
5. What might the employer think of the author after he's given him a ride home?



5

I put on my mask.

The boat is ²⁰⁰ bobbing up and down, up and down.

It's rocking from side to side and the wind's blowing.

The motor's making a lot of noise.

I feel seasick and I can't bend over.

I can't walk without falling and now I can't breathe.

“Help! I want to get off!”

Whose idea ¹⁵⁰ was this?

6

“Jump in,” says my friend.

We hold hands.

I float on the surface.

I kick with my fins.

I breathe through my snorkel.

I look down through my mask# 181

M- Meaning *Does it make sense?* S - Structure *Can it be said that way?* V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. How does the author feel at the start of the snorkelling trip?
2. What makes him seasick?
3. What does the author want to do when he feels seasick?
4. What is meant by “Whose idea was this?” at the start of the book?
5. How might the author feel once he's in the water?



I want to get better at rafting.”

“But you’re already good at rafting.”

“I want to be even better at rafting.”

6

“Where are you going on your bike?”

“I’m going to the cliffs.”

“Again? You’re going to bike to the cliffs again?”

150
▼

“Yes, I am going to bike to the cliffs again.”

7

“Why do you need to bike to the cliffs again?”

“I’m in training. / I want to get faster on my bike.

And I want to climb the cliffs and abseil down.”

200
▼

“But you’re already fast on your bike.

And you’re already good at climbing cliffs and abseiling down.”

8

“I’m not good enough yet.

I want to win the Adventure Race this year. # 225

M- Meaning

Does it make sense?

S - Structure

Can it be said that way?

V - Visual

Does it look similar?

COMPREHENSION QUESTIONS

1. Where does the sportsman go for training?
2. What kind of training does he do?
3. Why does he keep on training when he’s already good at sports?
4. Why might his friend keep asking why he needs to keep on training?
5. Why might the sportsman want to win the Adventure Race this year?

