

SHARED READING

Extract 1

- Display and read an enlarged copy of Extract 1. Explain that these are the opening lines of the story. Invite children to circle the name of the main character ('The Highway Rat') and words that give information about his character. Ask: *What do we know about the main character after reading these opening lines?*
- Highlight the rhyming words and suggest that the text resembles a poem.
- Identify the letters used to form the 'ee' sound in the words 'feast' and 'beast' together ('ea') and think of other words with the same digraph creating the same sound ('treat', 'beat'). Find a word with the letters 'ee' for the 'ee' sound and highlight this ('teeth'). Ask: *How is the 'oo' sound created in the rhyming words 'rude' and 'food'?*
- Explore the rhythm created by the repetition of 'riding' and suggest that this might resemble the sound of the hooves of a galloping horse.

Extract 2

- Display and read an enlarged copy of Extract 2, explaining that these are the closing lines of the story. Ask: *Do you think this is a good ending to this story? Why do you think this? Which adjectives describe the appearance of the Highway Rat? How has he changed since the story began? Has he changed for better or worse? What makes you think this?*
- Recall the repetition of the word 'riding' in Extract 1. Now highlight the words 'cake shop' and count the times they appear. Ask: *How do you think repeating the words 'cake shop' improves this extract?*
- Underline the ellipsis and ask why it is there. Read the extract with and without a pause. Ask: *Why do you think the author wants the reader to pause at this point?* (to show time passing)
- Discuss the meaning of the word 'echoey' and ask the children to think of other words to describe the cave.

Extract 3

- Explain that you are going to show the children a factsheet about highwaymen and invite them to speculate about what might be included. Discuss the difference between fiction and non-fiction, and ask which category a factsheet belongs in. Ask: *Why do you think we need factsheets?*
- Display an enlarged copy of Extract 3 and draw their attention to the useful words in bold. Ask children to read the first sentence, encouraging them to tackle longer, unfamiliar words by reading each syllable separately before combining them to read the whole word. Provide support with words that still challenge them.
- Read and discuss the meaning of the rest of the sentences.
- Ask questions to establish children's understanding of what has been read, such as: *Why did highwaymen carry pistols? Can you describe a tricorne hat?*
- Finally, ask the children to make up sentences using the useful words in the box at the bottom of the page. Explain that these words might be useful for future writing about highwaymen.