

Text A – The Monkey and the Cat Retold by Kate Ruttle

A monkey and a cat lived together with an old man. In the afternoon, the old man would often doze in front of the fire.

One afternoon, the monkey was hungry. “I challenge you to a competition,” he said to the cat. “Let’s find out who is the bravest. Look at the chestnuts roasting in the fire. Let’s see who can get them out.”



“Okay,” agreed the cat. “Let’s do it! After you.”

“NO! You go first. You are more skilful than me,” insisted the monkey.

So, the cat put her paw into the fire. The heat made her gasp and howl with pain. But at last, she pulled some chestnuts from the fire.

“Thank you,” said the monkey as he gathered up the chestnuts and scampered off to eat them all by himself.

The old man woke up. He put butter on the cat’s poor paw. “Why did you let the monkey trick you into doing something so foolish?” he asked. “You knew your paw would burn.”





Text A: The Monkey and the Cat

1. Who lived with the old man in his house?

List **two** characters.

a) _____

b) _____

2. How was the monkey feeling at the beginning of this story?

3. Tick (✓) the sentence that tells you what the monkey had to say to win the competition.

I challenge you to a competition.

Let's see who is the bravest.

Look at the chestnuts roasting in the fire.

Let's see who can get them out.

4. The cat put her paw into the fire:

Tick (✓) **one**.

to see if the fire was hot.

because the monkey told her to.

so the old man would wake up.

so she could go back to sleep.



5. How did the old man help the cat?

6. Number the sentences below from 1 to 4 to show the order events happened in the story.

The first one has been done for you.

The monkey challenged the cat to a competition. _____

The monkey was hungry. 1

The old man woke up. _____

The cat put her paw into the fire. _____



Session 1: Modelled Responses

Text A: The Monkey and the Cat

The questions in this session teach, practise and apply the following reading skills:

1b: identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

1c: identify and explain the sequence of events in texts.

Before the session:

- Read the 'Prepare, Do, Review' document for this Intervention and follow the guidance.
- Ensure access to the online modelling responses software if required (see *Shine Reading Skills Introduction* for more details).
- Print out and photocopy any paper copies of the texts and questions for the pupils.

Read the text

Activities	Assessment Guidance
Read Text A: The Monkey and the Cat with the pupils. Use the online modelling responses software or the paper copies. There is also an audio version of the text available on the online modelling responses software.	Can pupils read the text accurately? Ask each pupil to read aloud two sentences. If they cannot read accurately, see guidance on the 'Prepare, Do, Review' document.
Discuss the story <u>briefly</u> with the pupils. Can they retell the story to a partner in their own words? Encourage the pupils to use the artwork to assist their understanding.	Can pupils understand and discuss what happens in the story?



Answer the questions

If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

	Steps	Check pupils can	Answer and marks
1 (1b)	Who lived with the old man in his house? List two characters.		
Model	<p>Read the question together and decide where in the text you are likely to find this information.</p> <p>Let pupils work in pairs to read the section they thought would contain the answer.</p> <p>Discuss what information will need to be recorded and compose an answer.</p>	<p>Recall the text well enough to decide where to look for the answer.</p> <p>Find answers when there is no specific word in the text to prompt them.</p> <p>Decide on the answer and compare it with the model answer on the online modelling responses software or here (see 'Answer and marks').</p>	Monkey, Cat (1 mark)
2 (1b)	How was the monkey feeling at the beginning of this story?		
Support	<p>Support pairs of pupils to read the question together and decide where in the text they are likely to find this information.</p> <p>Let pupils work in pairs to re-read the section they thought would contain the answer.</p> <p>Support the pupils as they scan the text for key words.</p> <p>Discuss what information will need to be recorded and compose an answer.</p>	<p>Recall the text well enough to decide where to look for the answer.</p> <p>Carefully re-read the text to look for information.</p> <p>Scan the text for key words (e.g. the monkey).</p> <p>Decide on the answer and compare it with the model answer on the online modelling responses software or here (see 'Answer and marks').</p>	hungry (1 mark)



<p>3 (1b)</p>	<p>Tick (✓) the sentence that tells you what the monkey had to say to win the competition.</p> <p><input type="checkbox"/> I challenge you to a competition.</p> <p><input type="checkbox"/> Let's see who is the bravest.</p> <p><input type="checkbox"/> Look at the chestnuts roasting in the fire.</p> <p><input type="checkbox"/> Let's see who can get them out.</p>		
<p>Model</p>	<p>Discuss what the question is asking for (to identify the sentence which describes the action needed to win).</p> <p>Model scanning the text for the sentences in the question (paragraph 2), to establish the context.</p> <p>Together, read each sentence and decide whether it meets the criteria in the question.</p> <p>Decide which option meets the criteria.</p> <p>Together, check the answer against the answer given on the online modelling responses software or here (see 'Answer and marks'). Discuss discrepancies if necessary.</p>	<p>Read a question carefully to identify the precise information needed.</p> <p>Scan the text for key information.</p> <p>Match a sentence to the question.</p> <p>Choose the most appropriate option from the list.</p> <p>Compare their answer to a model answer and improve if necessary.</p>	<p>✓ Let's see who can get them out. (1 mark)</p>
<p>4 (1b)</p>	<p>The cat put her paw into the fire: Tick (✓) one.</p> <p><input type="checkbox"/> to see if the fire was hot.</p> <p><input type="checkbox"/> because the monkey told her to.</p> <p><input type="checkbox"/> so the old man would wake up.</p> <p><input type="checkbox"/> so she could go back to sleep.</p>		
<p>Support</p>	<p>In pairs, ask pupils to discuss their understanding of the story. Ask: <i>Which answer do you think is correct?</i></p> <p>Ask pairs of pupils to highlight (using the online modelling responses software or underline on a paper copy) the information in the text that supports their answer.</p>	<p>Recall the text well enough to suggest the answer before re-reading the text.</p> <p>Find evidence in the text to support their answer.</p>	<p>✓ because the monkey told her to. (1 mark)</p>



<p>5 (1b)</p>	<p>How did the old man help the cat?</p>		
<p>Practise</p>	<p>Pupils identify where in the text they will look for the answer.</p> <p>Remind pupils to scan for key words (e.g. old man) in that part of the text.</p> <p>Pupils use the information found to compose an answer.</p> <p>Pupils check their answer against the answer given on the online modelling responses software or here (see 'Answer and marks'). Discuss discrepancies if necessary.</p>	<p>Recall the text well enough to say where they think the answer might be.</p> <p>Scan for key words (e.g. old man).</p> <p>Use information to compose an answer.</p> <p>Compare their answer to a model answer and improve if necessary.</p>	<p>He put butter on her paw. (1 mark)</p>
<p>6 (1c)</p>	<p>Number the sentences below from 1 to 4 to show the order events happened in the story. The first one has been done for you. The monkey challenged the cat to a competition. The monkey was hungry. 1 The old man woke up. The cat put her paw into the fire.</p>		
<p>Practise</p>	<p>Pupils read the events listed and recall their order in the story.</p> <p>Ask pupils to skim the text to confirm their answer.</p>	<p>Recall the text well enough to suggest the answer before re-reading the text.</p> <p>Skim read the text to recall the main events.</p>	<p>2 1 4 3 (All correct for 1 mark)</p>

Text B – The North Wind and the Sun Retold by Kate Ruttle

The North Wind was bored. “I challenge you to a competition,” he said to the Sun. “Let’s find out who is the strongest.”

“How will we know?” asked the Sun. “I can’t bluster like you and you can’t beam like me.”

“Look down there,” replied the North Wind. “See the traveller in his thick woollen cloak? Let’s see who can get it off him.”



“Okay,” agreed the Sun. “Let’s do it! Shall I start?”

“NO! I’m going first,” insisted the North Wind. “It won’t take me long.”

So, the North Wind blew. He blew with all his might. But the stronger he blew, the tighter the traveller held the cloak around his neck. The North Wind blew until he was exhausted, but still, the traveller had his coat on.

Then the Sun started to shine. She shone gently. As he warmed up, the traveller took off his cloak and smiled up at the Sun. “See,” said the Sun to the North Wind. “Sometimes, being strong is the same as being gentle.”





Text B – The North Wind and the Sun

1. How was the North Wind feeling at the beginning of the story?

2. Tick (✓) the sentence that tells you what the character had to do to win the competition.

- I challenge you to a competition.
- Let's find out who is the strongest
- See the traveller in his thick woollen cloak?
- Let's see who can get it off him.

3. Who went first in the competition?

4. What did the traveller do when the wind blew?

5. Write **one** word below to finish the sentence.

busy	funny	gentle	strong
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The Sun thought the North Wind was too _____.



6. Number the sentences below from 1 to 4 to show the order events happened in the story.

The first one has been done for you.

The North Wind challenged Sun to a competition. 1

The Sun shone. _____

The traveller took off his cloak. _____

The North Wind blew. _____



Session 2: Supported Independent Practice

Text B: The North Wind and the Sun

The questions in this session teach, practise and apply the following reading skills:

1b: identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

1c: identify and explain the sequence of events in texts.

Before the session:

- Read the 'Prepare, Do, Review' document for this Intervention and follow guidance.
- Print out and photocopy any paper copies of the texts and questions for the pupils.

Read the text

Activities	Assessment Guidance
<p>Read Text B: The North Wind and the Sun. Ask pupils to read the text aloud with their partner.</p>	<p>Can pupils read the text accurately? Ask each pupil to read aloud two sentences. If they cannot read accurately, see guidance on the 'Prepare, Do, Review' document.</p>
<p>Discuss the story <u>briefly</u>. Ask pupils to think of one 'Quiz' question they could ask their partner to test understanding.</p>	<p>Can pupils ask a question relating to events in the story?</p>



Answer the questions

Support pupils in answering the questions as independently as possible.

	Steps	Check pupils can	Answer and marks
1 (1b)	How was the North Wind feeling at the beginning of the story?		
Support	<p>Ask pairs of pupils to read the question together and decide where in the text they are likely to find this information.</p> <p>Let pupils work in pairs to re-read the section they thought would contain the answer.</p> <p>Support the pupils as they scan the text for key words.</p> <p>Discuss what information will need to be recorded and compose an answer.</p>	<p>Recall the text well enough to decide where to look for the answer.</p> <p>Carefully re-read the text to look for information.</p> <p>Scan the text for key words (e.g. the North Wind).</p> <p>Decide on the answer and compare it with the model here (see 'Answer and marks').</p>	bored (1 mark)
2 (1b)	Tick (✓) the sentence that tells you what the character had to do to win the competition. <input type="checkbox"/> I challenge you to a competition. <input type="checkbox"/> Let's find out who is the strongest <input type="checkbox"/> See the traveller in his thick woollen cloak? <input type="checkbox"/> Let's see who can get it off him.		
Support	<p>Discuss what the question is asking for (to identify the sentence which describes the action needed to win).</p> <p>Model scanning the text for the sentences in the question (paragraph 1 and 3), to establish the context.</p> <p>Together, read each sentence and decide whether it meets the criteria in the question.</p> <p>Decide which option meets the criteria.</p>	<p>Read a question carefully to identify the precise information needed.</p> <p>Scan the text for key information.</p> <p>Match a sentence to the question.</p> <p>Choose the most appropriate option from the list.</p> <p>Compare their answer to a model answer and improve if necessary.</p>	✓ Let's see who can get it off him. (1 mark)



	Check their answer against the model answer here (see 'Answer and marks'). Discuss discrepancies if necessary.		
3 (1b)	Who went first in the competition?		
Practise	<p>Pupils identify where in the text they will look for the answer.</p> <p>Pupils re-read that part of the text and highlight/underline relevant information.</p> <p>Pupils use the information found to compose an answer.</p> <p>Pupils check their answer against model answer here (see 'Answer and marks'). Discuss discrepancies if necessary.</p>	<p>Recall the text well enough to decide where to look for the answer.</p> <p>Carefully re-read the text to look for information.</p> <p>Use information to compose an answer.</p> <p>Compare their answer to a model answer and improve if necessary.</p>	the North Wind (1 mark)
4 (1b)	What did the traveller do when the wind blew?		
Practise	<p>Pupils identify where in the text they will look for the answer.</p> <p>Pupils re-read that part of the text and highlight/underline relevant information.</p> <p>Pupils use the information found to compose an answer.</p> <p>Pupils check their answer against the model answer here (see 'Answer and marks'). Discuss discrepancies if necessary.</p>	<p>Recall the text well enough to say where they think the answer might be.</p> <p>Carefully re-read the text to look for information.</p> <p>Use information to compose an answer.</p> <p>Compare their answer to a model answer and improve if necessary.</p>	He held his cloak (tightly) round his neck. (1 mark)



<p>5 (1b)</p>	<p>Write one word below to finish the sentence.</p> <p style="text-align: center;">busy funny gentle strong</p> <p>The Sun thought the North Wind was being too _____.</p>		
<p>Support</p>	<p>Ask pairs of pupils to read the question together and decide where in the text they are likely to find this information.</p> <p>Let pupils work in pairs to re-read the section they thought would contain the answer.</p> <p>Support pupils to try each of the words in the space, to see if it makes sense.</p> <p>Write the answer.</p>	<p>Recall the text well enough to decide where to look for the answer.</p> <p>Carefully re-read the text to look for information.</p> <p>Use knowledge of the text to look for the answer.</p> <p>Choose the appropriate answer from the list.</p>	<p>strong (1 mark)</p>
<p>6 (1c)</p>	<p>Number the sentences below from 1 to 4 to show the order events happened in the story. The first one has been done for you.</p> <p>The North Wind challenged Sun to a competition. 1</p> <p>The Sun shone.</p> <p>The traveller took off his cloak.</p> <p>The North Wind blew.</p>		
<p>Practise</p>	<p>Ask pupils to read the events listed and try to recall their order in the story.</p> <p>Pupils skim the text to confirm their answer.</p> <p>Suggest that they mark each of the events listed so they can find them quickly when they come to answering the question.</p>	<p>Recall the text well enough to suggest the answer before re-reading the text.</p> <p>Skim read the text to recall the main events.</p> <p>Mark the events in a text.</p>	<p>1 3 4 2 (All correct for 1 mark)</p>

doze

roasting

insisted

scampered

howl

gasp

competition

contest

beam

insisted

exhausted

gently

Intervention overview

The three Learning Sequences in this intervention practise pupils' retrieval, vocabulary and inference skills. The reading skill content domains (from the KS1 assessment framework) covered are:

Retrieval

- 1b: Retrieval
- 1c: Ordering

Vocabulary

- 1a: Vocabulary

Inference

- 1d: Inference
- 1e: Prediction

Reading accuracy

Check that pupils can read the text accurately (90-95% word accuracy):

- Text A total word count: 168 words – pupils can make up to 8–17 errors.
- Text B total word count: 171 words – pupils can make up to 9–17 errors.

Inside the Learning Sequences

Each Learning Sequence contains:

- two printable fiction texts: The Monkey and the Cat (Text A) and The North Wind and the Sun (Text B)
- two printable sets of questions (for Text A and Text B)
- online modelling responses software (Text A and questions)
- teaching guidance, including answers
- key vocabulary cards
- *Shine Reading Skills* record and impact forms.

Preparation

- Download and print the texts and question sheets (one set for each pupil).
- Read through the teaching guidance for the session and print a copy to refer to if needed.
- Ensure access to the online modelling responses software, if you are using it ([see Shine Reading Skills Introduction](#) for more details).
- Speak to the class teacher (if appropriate) about desired outcomes of the targeted sessions, which may differ depending on the pupil or group.
- Determine how you will reflect and give feedback on the success of the session. Question and answer sheets can be kept in a digital folder or exercise book to support teacher assessment. See provided [Shine Reading Skills record and impact forms](#) also.
- Before working on Text B, look for similarities in questions with Text A.

Suggested timetable

The suggested timetable for each Learning Sequence is two weekly sessions prior to the next assessment opportunity. The first session (using Text A) is for the adult to model how to interpret the questions and find answers in the text. The second session (using Text B) is for the adult to closely monitor the pupils as they tackle the questions independently. Therefore:

- **Session 1 - Modelled Responses:** Text A and questions (15–20 minutes).
- **Session 2 - Supported Independent Practice:** Text B and questions (15–20 minutes).

Each session has an appropriately levelled text (Text A and Text B). There are close parallels in genre and text difficulty between the two texts.

Some pupils may need to work on more than one Learning Sequence for each text, in which case the sessions should be spread across more days. If you plan to complete more than one Learning Sequence, ensure the retrieval questions are completed before the vocabulary and inference questions.

Teacher guidance

- The teaching guidance should be followed throughout each session with particular attention given to the 'Check pupils can' column which identifies key skills.
- Work together to answer the questions. Use the model/support/practise approach described on the teaching guidance pages. Note pupils who need more encouragement and support.
- If you think pupils can read the text independently, encourage them to do so. If some pupils need to hear the text once before they answer the questions, read it aloud with them (or, if using the online modelling responses software, play the audio).
- Watch while the pupils think about the questions.
- Be aware of pupils who are:
 - struggling to decode the words.
 - reading the whole text from the beginning each time.
 - just using memory and not reading the text to check their answers.

Introducing the texts

The same pair of texts is used for the three Areas of Learning (retrieval, vocabulary, and inference). If pupils have already completed a previous Learning Sequence using these texts, ask them to read each text aloud to a partner, then recap them, using the suggestions in the teaching guidance.

Text A: Introduce the model text, *The Monkey and the Cat*.

- Introduce the idea of a fable which generally has a moral.
- Fables often have animal characters.
- Can the pupils think of any fable they know?

Text B: Introduce the practice text, *The North Wind and the Sun*.

- Discuss familiar fables such as *The Tortoise and the Hare*.
- Can pupils tell you what the moral of that story is?

Answers

The answers for the questions are on the teaching guidance pages. After pupils have completed the work in each session, discuss the answers they gave to the questions. Include questions they gave correct answers to, as well as those they found more difficult. Ask:

- *why did you give that answer?*
- *can you find the place in the text that tells you the answer?*

Be sure to make notes of pupils' marks and anything that they found difficult. Use the [Shine Reading Skills record and impact forms](#) to record feedback and monitor progress for an individual pupil or small group. Save and print as many as you need per Learning Sequence.

Skills Practised – Retrieval

By the end of this Learning Sequence, pupils will have practised the following:

- Recall the text well enough to decide where in the text to look for the answer.
- Read the question carefully to identify precise information.
- Scan for relevant information.
- Find answers even when there is no specific word in the question to act as a prompt.
- Skim-read the text to confirm the overall meaning.
- Compare answers to a model answer.

Skills Practised – Vocabulary

By the end of this Learning Sequence, pupils will have practised the following:

- Scan the text efficiently.
- Make links with similar, related vocabulary.
- Find evidence in the text to clarify meaning.
- Use a replacement strategy to check if the word is a synonym.
- Scan the text for speech marks to identify dialogue.
- Recognise the meaning of more specific vocabulary.

Skills Practised – Inference

By the end of this Learning Sequence, pupils will have practised the following:

- Recall the text to decide where to look for the answer.
- Scan the text for key words.
- Carefully read the relevant section to understand context.
- Make links between events in the text and their own experience.
- Make a prediction based on what they had read.

New vocabulary

The vocabulary Area of Learning for these texts focuses on the following words. Before moving on from this unit, check that the pupils are familiar with the words and understand their meaning in context.

Text A –The Monkey and the Cat: *doze, roasting, insisted, scampered, howl, gasp.*

Text B – The North Wind and the Sun: *competition, contest, beam (verb), insisted, exhausted, gently.*

Next steps

High to full marks:

- Responses and marks indicate secure knowledge and understanding of reading skill.
- Works confidently and independently.
- Return to quality-first, whole-class teaching.

A few errors:

- Misunderstands one or more teaching points (from session 1).
- Ask the pupil to explain how they found the answer in order to pinpoint the misunderstanding.
- Find the specific part of the session 1 teaching that models the skill.
- Re-teach the skill in a one-to-one session or within guided reading.

Many errors and a low score:

- Indicates that the work is fundamentally at the wrong level for the pupil.
- Locate a relevant unit from a lower year group to teach in a one-to-one session.
- Discuss outcomes with SENCO to determine whether further intervention is necessary.
- Use Rising Stars *Reading Planet* series or *Cracking Comprehension* (see [Shine Reading Skills Introduction](#) for more details).