

Every Child a Reader

Supporting Parents to Improve Reading Skills at Home



**Heather
Clements
March 2020**

Reading together

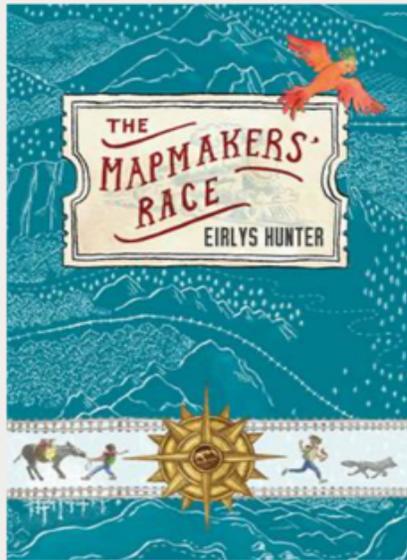
The following slides are an attempt to model the process of reading with your child not as a teacher but as a co-reader.

This time we are looking at a longer novel with chapters its called:

The Mapmakers Race

By Eirlys Hunter

When you are choosing books it is a good idea to go to the Book Trust website (booktrust.org.uk), goodreads.com or kids-bookreview.com they will give you a summary and an age range and also tell you the genre (type) of book and some of the themes. See the next slide for an example of this.



Interest age: 9+

Reading age: 9+

- 9-11 years
- Adventure
- Fantasy
- Travel
- Around the world
- Family

The Mapmakers' Race

★★★★★ (2 reviews)

The Santander siblings are in a bit of a pickle. After the disappearance of their explorer father, they were meant to enter the Great Race – a challenge to complete a map for a new railway – with their mother. But when she gets left behind at a train station, they have no choice but to forge ahead on the month-long trip without her...

Following the children, their parrot Carrot and their new friend Beckett on their journey, we live through their ups and downs with them – whether it's the joy of eating something other than porridge, the injustice of the other teams' sabotage, or the homesickness and loneliness they all feel at times. But will they manage to get their hands on the prize money and make their mother proud?

The Mapmakers' Race already feels like a timeless adventure. Its roaring spirit and dashes of fantasy are sure to inspire many children to take on their own intrepid journeys, but for now they'll be more than happy to live vicariously through the Santanders, each of whom have their own strengths, and whose bond is heartwarming.

Combined with Kirsten Slade's classic maps and illustrations, author Eirlys Hunter has written a thrilling tale full of derring-do

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resources(as in all the best stories), with the noobie and ...more

Like · 1

WhatBookNext .com rated it ★★★★★ over 1 year ago

Shelves: middle-grade-age-7-12

Sal and her twin siblings Joe and Francie, and little brother Humphrey are about to embark on the biggest adventure of their lives. They have been on map making adventures before with their Ma and Pa, but this time they are on their own.

Pa is missing and Ma has been ...more

Like · 1

Kathleen Dixon rated it ★★★★★ about 1 year ago

Recommended to Kathleen by: the Bookshop Shelves: middle-fiction , n-z-author , science-fiction , db-reads

I loved this steampunk-ish adventure book for kids (8-12, I'd say). The family has become destitute since father went mapmaking and never returned, and in a last desperate attempt to make enough money to live on, mother signs up for a competition to map a route over and ...more

Like · 1



Some key areas to keep in mind

When working with a longer novel you need to keep in mind the 4 core areas of understanding - on the reading matrices;

- ▶ **Retrieve and summarise** - This means to remember key facts and details of a story or some information and be able to talk about it in their own words
- ▶ **Infer** - This means to be able to understand what people are thinking and the reasons why they act in a particular way even though the author may not always explain it fully
- ▶ **Predict** - This means I can use my understanding of the events in a story (the plot) to consider what might happen next, or to a particular character or at the end of the story - it is not guessing but using evidence to form a view
- ▶ **Structure and organisation** - This means how the book is organised so it is about the type of book (genre for example an adventure story) and also the plot or main events and in non-fiction books it's about how to find the information you need using the contents, index and glossary

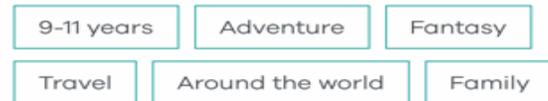
Some key areas to keep in mind

In addition to this you need to help your child reflect on the genre and deeper meanings in the story



Interest age: 9+

Reading age: 9+



The Mapmakers' Race

★★★★★ (2 reviews)

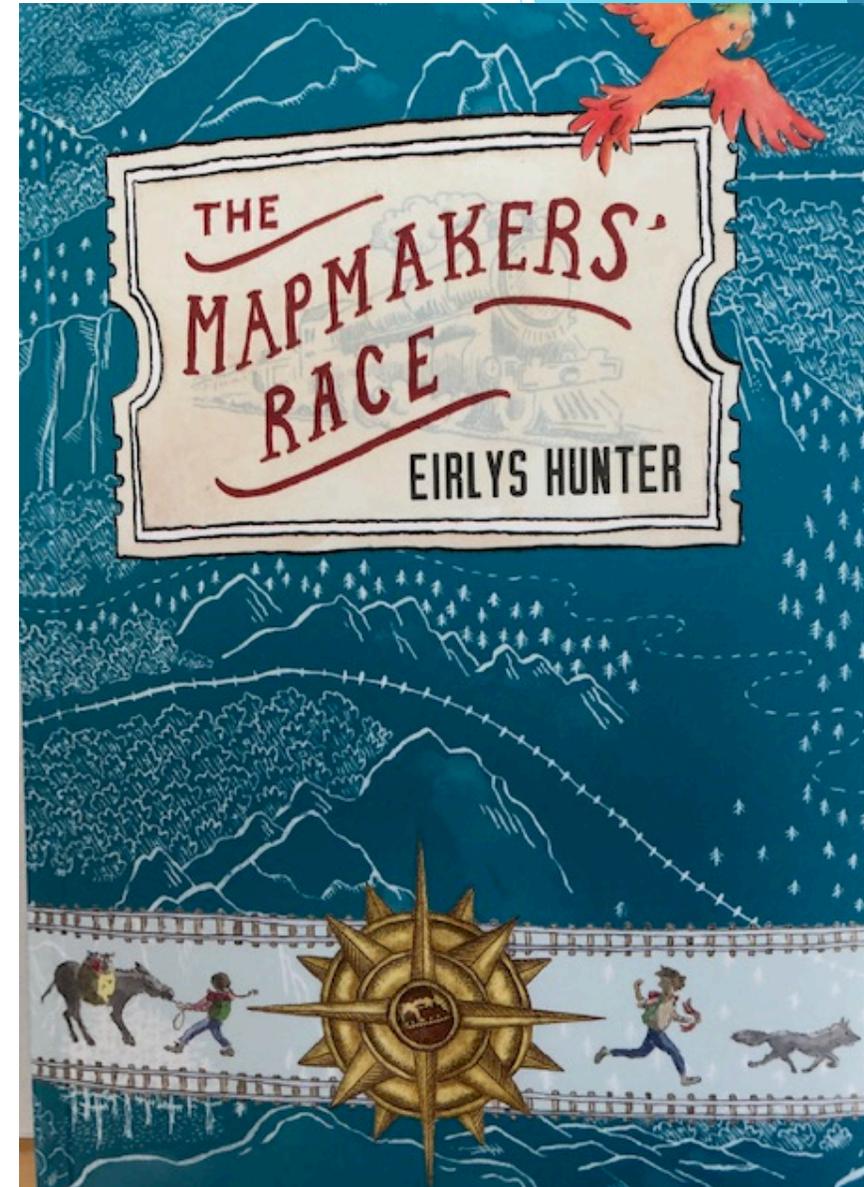
The Book Trust can help you with this because it tells you the genre or type of book it is, in this case an **Adventure Book** and it highlights some other themes to explore because it tells you that there are themes of Fantasy, Travel and Family - these are all ideas you can think about as you read.

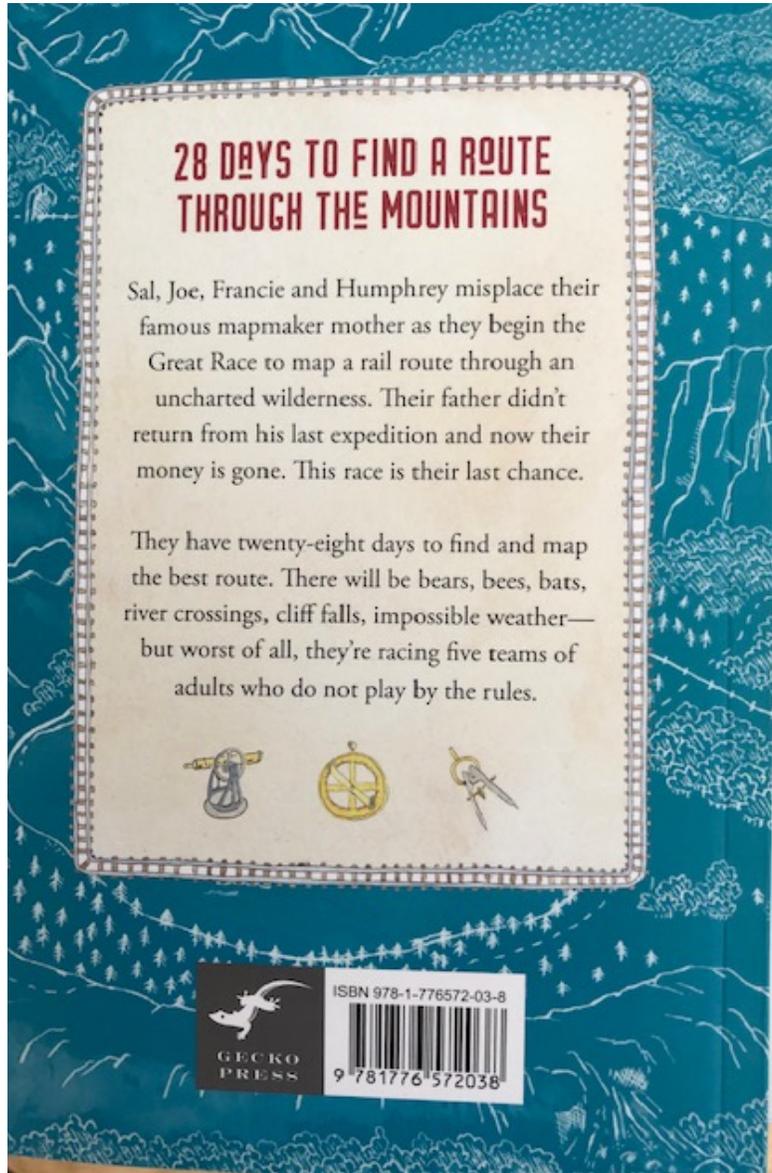
Getting started

Because you will be reading this over several days its important for your child (and you) to make notes - having a book set aside as a reading journal will encourage your child to record key facts and ideas as you go (this should not be about writing things formally or neatly but noting key points - i.e. a new word, a key fact, something you need to look up - a prediction to check out as the story progresses)

As with the picture book you need to use the information on the cover and back of the book to start to set the scene for the story, explore the title:

- ▶ *What is a mapmaker and why might there be a race?*
- ▶ *Looking at the pictures where do you think the story is set?*
- ▶ *What does the band along the bottom show?*





*Now read the blurb
Who are the main characters in
the story?
How does the blurb create a
sense of excitement and
anticipation but also danger?
What does uncharted wilderness
mean?*

Contents Page

The contents page is worth exploring here because it tells us there are 25 chapters - that might be 25 sessions or you might do a couple of chapters at a time or read one together and leave the next one for independent reading but you can begin to plan.

The other thing to note is the chapter headings as they are quite mysterious so picking out a couple of these to discuss will mean you are starting to infer (read a deeper meaning) and predict (what it is about).

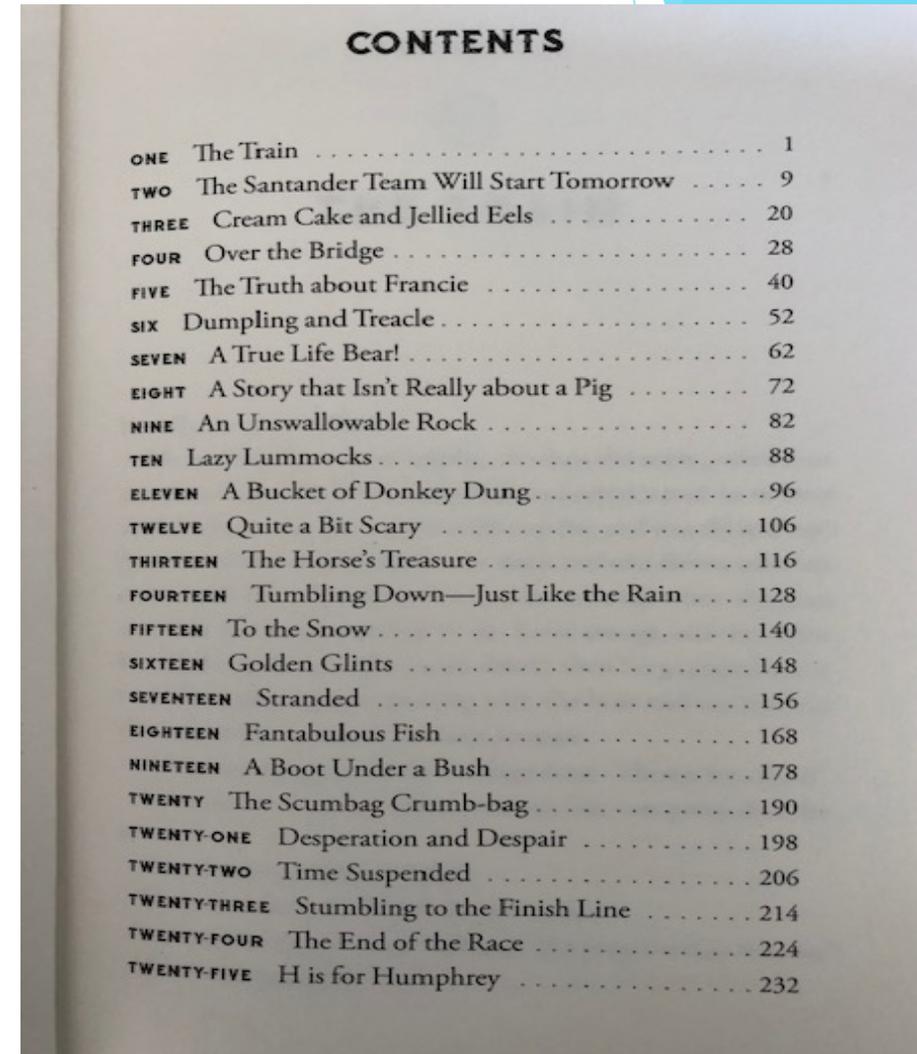
I particularly liked:

A Bucket of Donkey Dung

A Boot Under a Bush

Time Suspended

Its also a chance to look at some unusual vocabulary - *jellied eels*, *dumpling*, *lummocks*, *fantabulous*



CONTENTS	
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Lets get reading

I've copied part of the first chapter - in this we will usually be introduced to the key characters and the setting for the story and the reason they are there.

Authors will want to keep us engaged and seeking to find out more so they won't describe the characters but will tell us some things that make them special, we can also **infer** things about them from the way they behave and interact with others.

Similarly they won't fully describe the setting but will include details that give us clues about the landscape and environment.

As you read the first chapter get your child to begin to note down details of the four children - we know from the blurb they are called Sal, Joe, Francie and Humphrey.

It really wasn't Joe's fault.

Ma had told him to be helpful, so when the train pulled into a station, he grabbed the empty flask and asked a man in railway uniform how long the train would stop for, and was there a tap? And the railway man looked at the clock and said eleven minutes, and outside the ticket office. Joe couldn't see a tap where the man said, but he found a pump at the horse trough out the front. He filled the flask, had a quick drink, then he pumped some water for a poor spaniel panting with the heat and was back at the train with two whole minutes to spare.

Sal was hanging out of the carriage door. "Hurry, Joe. Run!"

He waved to Francie, whose anxious face was pressed to the window.

Then Sal said, "Where's Ma?"

Joe looked around. "What do you mean?"

"You were taking so long," Sal said, "she went to look for you."

"But I never get lost."

"She thought you must have gone exploring." Sal hovered with one foot on the step and one foot on the platform. "Where is she? Come on, Ma, it's about to go."

The train did a sudden jerk and steam swished up from around the wheels.

"It's going to leave!" She jumped back in.

Joe scrambled in after her and dropped the flask into the picnic basket. In the distance, doors slammed. Still no Ma. "Maybe we should get off?"

"Yes!" Sal's voice was panicky. "Let's get off—quick."

They'd been on the train since yesterday afternoon, and jackets, boots and socks, and bits of breakfast were strewn everywhere. Not to mention Humphrey, who was still fast asleep with his thumb in his mouth, and Carrot the parrot, perched on the luggage rack.

"Hurry, hurry, hurry!" Sal and Francie began to shove things into bags.

"Hurry, hurry," said Carrot.

Then Joe remembered. "But what about all our stuff in the guard's van?"

Too late. A whistle blew, someone slammed the door of their compartment, and the station started to move sedately past the window. Joe stuck his head out in case Ma was making a heroic leap for the last carriage, but she wasn't.

Their mother was left behind.

"No!" Sal flapped her hands. "Do something. Stop the train!"

Joe jumped onto the seat. He could just reach the red emergency handle above the door.

What do we know now?

At the end of this excerpt they could draw what they think the children look like and write a description for each one. Questions you could explore are - who is oldest, if they are girls or boys and also what we don't know at this point.

They can add details as they continue reading

Discuss where they think the story might be set?

What do you think the children are going to do?

There are also some really lovely phrases that help us picture what is happening:

“The train did a sudden jerk and steam swished up from around the wheels”

“jackets, boots and socks and bits of breakfast were strewn everywhere”

“the station started to move sedately past the window”

Now read on

- ▶ This is only a tiny example but I hope you will all have a go - actually if you choose good books I am sure you will enjoy them as much as your children.
- ▶ This book is available from Amazon as a paperback and a kindle edition but you can use the same principles for any novel
- ▶ Good luck
- ▶ Heather

Key points to remember

- ▶ Read every day with your child for at least 30 minutes - do it when they (and you) are fresh early in the day - they can read independently at any time and you can still enjoy a book at bedtime but this is real learning
- ▶ Ensure that children always understand and frequently revisit the “**big picture**” - what is this story about
- ▶ Start your learning by **testing out what children know already using the rubric to help assess where they are**
- ▶ Reading aloud to your child takes away the barrier of decoding and enables them to engage more fully with the text. Then they can read to practice their decoding or word reading skills.
- ▶ Remember to check that they understand the words they are reading especially words that are new or unusual
- ▶ **Ensure your input is focussed on all the areas of reading**
- ▶ **Ensure you are using questions to check understanding and help them build answers incrementally by asking additional questions or seeking examples from the text**
- ▶ Most of all make it fun with a feeling that you are enjoying the book and learning about it together - if it is a chore for you it will be a chore for them



Every Child a Reader

Of all the things you do to support your child during the current pandemic reading with them is likely to have the most impact on their future so give it all the time and effort you can

Coming soon exploring non fiction texts