



ADULT GUIDE · EVIDENCE BEFORE JUDGEMENT

Book talk, words and titles

What this pack helps with

Listen to and discuss an original poem and book cards, explore word meanings and titles, and record read-aloud evidence from a genuinely phonics-matched book.

Before you begin

An adult reads the poem, blurbs and instructions where needed, and supplies a separate book consistent with the learner's taught phonics for the read-aloud record.

Pencil, one learner-matched reading book, and one different poem, story or non-fiction text.

How to use evidence

Model discussion, take turns and record spoken evidence without making handwriting the test. For read-aloud evidence, record accuracy before impressions of smoothness.

Print A4 at actual size. Child pages are 2-5; pages 6-7 contain models, rubrics and next steps. Colour is optional.

Limits and source

One poem, four book cards and one adult-selected book do not establish a wide reading range, independent decoding, fluent reading or general comprehension. DfE Year 1 English programme of study (England; OGL v3.0). Original TheLearnDen scenes, signs, poem, passages, book cards and prompts. This is not an official assessment.



READ · NOTICE · EXPLAIN · CHECK

Book talk, words and titles

Name: _____ Date: _____

1. Listen for rhyme

Adult: read the poem aloud. Child: listen, join in and draw a line under each rhyming end pair.

After the rain

Rain makes a track

Snail leaves a trail

Sun warms the sky

down the shed's back.

beside a pail.

as clouds drift by.

This is one original short poem, not evidence of listening to a wide range. Rhyming is judged in the learner's accent.

2. Discuss the poem

Talk together. Adult may scribe the learner's words.

1

What changed from rain to sun?

2

Which word or line did you like? Why?

3

Take turns: one person asks about the poem; the other answers, then swap.

Discussion evidence is observed by an adult. Written length is not a measure of listening or understanding.



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3. Work out word meanings

Read or listen to each sentence. Circle the meaning that fits.

The tiny ant carried a crumb.

tiny

- ☐ very small
- ☐ very loud
- ☐ very wet

The path was narrow, so only one child walked along it.

narrow

- ☐ not wide
- ☐ full of music
- ☐ made of ice

Mina peered through the keyhole.

peered

- ☐ looked carefully
- ☐ slept deeply
- ☐ sang softly

The puppy dashed to its bowl.

dashed

- ☐ ran quickly
- ☐ sat still
- ☐ ate slowly

Context supports word meaning. It does not prove that the learner can decode every printed word independently.

4. Link similar meanings

Circle the closest meaning for each word.

happy

- ☐ glad
- ☐ cross
- ☐ empty

small

- ☐ tiny
- ☐ huge
- ☐ late

shout

- ☐ call loudly
- ☐ whisper
- ☐ sleep

quick

- ☐ fast
- ☐ silent
- ☐ rough

These are close meanings in simple contexts, not claims that the words are interchangeable everywhere.



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5. Fiction or non-fiction?

Write **fiction** or **non-fiction** for each book card.

The Moon Mouse

A made-up mouse builds a ladder to the moon.

All About Garden Birds

Facts and labelled pictures explain what garden birds eat.

Tara and the Talking Tree

A child meets a tree that can tell jokes.

How Seeds Grow

Information and diagrams show a seed becoming a plant.

A title can suggest a book type, but the description provides the stronger evidence here.

6. Titles, characters and main ideas

For each blurb, circle the best title. Answer the exact role or subject prompt, then write the main idea.

Pip loses a red mitten. Fox, Crow and Mole help search until Mole spots it under a log.

- ☐ The Missing Mitten
- ☐ How to Build a Boat
- ☐ Ten Blue Trains

Who finds the mitten?

Main idea

A factual page explains how tadpoles grow legs and slowly become frogs.

- ☐ From Tadpole to Frog
- ☐ The Singing Castle
- ☐ Sam's New Kite

What is the subject?

Main idea

The role prompt asks for the finder, not every named character. A suitable title or main-idea paraphrase must reflect central content.



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7. Read-aloud and rereading record

Use real evidence from this pack or the selected book.

book and page chosen by the adult

taught GPCs or words being checked

first reading: accurate words and self-corrections

rereading: what became smoother or more confident

This worksheet does not supply or certify a decodable book. The adult must choose material aligned to the learner's phonics programme.

8. Choose the next book-talk step

Use real evidence from this pack or the selected book.

text listened to or read

one word meaning discussed

one title or event discussed

one thing the learner said or responded to

different text to share next

One sheet cannot establish breadth, fluent reading, independent comprehension or a completed reading programme.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks require the learner's actual explanation, reading or discussion evidence. Do not total a score.

1 track/back; trail/pail; sky/by

track/back; trail/pail; sky/by Adult reads the poem naturally. The learner says or marks each end-word pair that rhymes in their accent.

Look for: Listens to the word endings. Joins in after hearing the pattern. **Next:** Read one pair again and invite the learner to supply the second word.

2 Adult-assessed evidence

Example: puddles or wet tracks remain after rain; "trail/pail" has a clear sound pattern; both speakers take a turn and respond to the other idea. Accept any response tied to the poem and observed turn-taking. Adult scribes if needed.

Look for: Refers to a word, line or event. Listens and responds rather than reciting a prepared answer. **Next:** Repeat the discussion with a different poem, story or non-fiction text.

3 very small; not wide; looked carefully; ran quickly

very small; not wide; looked carefully; ran quickly Choose the meaning that fits the complete sentence.

Look for: Rereads the sentence around the word. Checks that the replacement keeps the meaning. **Next:** Say a new oral sentence with one target word.

4 glad; tiny; call loudly; fast

happy/glad; small/tiny; shout/call loudly; quick/fast Match the closest meaning in this task, then use both words orally.

Look for: Chooses by meaning rather than first letter. Recognises that related words can differ slightly by context. **Next:** Compare one pair in two short sentences.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks require the learner's actual explanation, reading or discussion evidence. Do not total a score.

5 fiction; non-fiction; fiction; non-fiction

fiction; non-fiction; fiction; non-fiction Classify each original book card from its description.

Look for: Uses made-up events versus factual explanation. Does not classify from the title alone. **Next:** Find one fiction and one non-fiction book and explain the evidence.

6 The Missing Mitten — Mole — friends helping; From Tadpole to Frog — tadpoles — animal change

The Missing Mitten—Mole finds the mitten—friends helping; From Tadpole to Frog—tadpoles are the subject—animal change Choose the title, answer the exact role or subject prompt from each blurb, and give a main idea supported by its central content.

Look for: Uses central events or information. Treats the printed main idea as a model; accepts another concise text-supported paraphrase. **Next:** Cover the choices and invent another accurate title.

7 Adult-assessed evidence

Adult selects a book matched to the learner's taught phonics. Record exact words read accurately, decoded, self-corrected or revisited; compare a later rereading without a speed score. Use an actual closely matched book or sentence set. Oral reading, pointing and adult scribing are valid evidence.

Look for: Text is consistent with taught phonic knowledge. Accuracy and self-correction are recorded before fluency impressions. **Next:** Reread the same short section, then use a fresh matched text.

8 Adult-assessed evidence

Example: listened to After the rain; explained narrow as not wide; linked a title to its main event; responded to a partner; next share a short information book. Use observed oral or reading evidence. Adult scribing is expected when writing would hide the learner's understanding.

Look for: Names a specific word, title, event or response. Chooses a genuinely different next text. **Next:** Share another poem, story or non-fiction text and compare the discussion.