



LITERACY WITH THE LIONESSES

GUIDED

READING

Resources for
schools to encourage
reading and writing
during the UEFA
Women's Euro 2017



READING THE GAME: EURO 2017 READING COMPREHENSION ACTIVITIES

This resource complements the *Literacy with the Lionesses* toolkit. It is a collection of four guided reading activities. For each activity we have supplied an extract from a text and sets of reading comprehension challenges.

How to use these activities:

Read the extracts with your pupils, then set them the reading comprehension challenges. We've chosen four extracts from books that tie in with Euro 2017. The titles:

-  are younger fiction, older fiction, non-fiction and an autobiography
-  all feature women and sport and are great examples for girls and boys of great sports reading
-  are each pitched at a different reading level, so there should be one or more that will suit your pupils

Resources needed:

We have supplied the extracts related to the activities but, if you want to take the ideas further, you might wish to get hold of one or more copies of the book in question. Titles in this resource are:

-  *Secret FC* by Tom Palmer
-  *Here Come the Girls* by Helena Pielichaty
-  *Bend It Like Beckham* by Narinder Dhami
-  *Unbelievable* by Jessica Ennis

Short Reading Quiz – Student's text and questions

Secret FC by Tom Palmer

Objective: identifying information and ideas

Tom Palmer's book, *Secret FC*, is about two girls who set up their own football club when football is banned at their school. The new headteacher is very strict about health and safety – and bans football from the playground. Lily, Maddie and their friends are devastated, but when they find an old tennis court hidden away in the woods behind the school, they decide to keep playing as a brand new team – the Secret FC!

Read the excerpt with a small group or class of children, then challenge them to answer the questions below.



Published by Barrington Stoke

From page 52

They picked two teams without wasting any time.

Lily, Maddie, Zack and Finn versus James, Batts, Khal and Becky.

Then Lily said, "I declare the Secret Football Club open!" and they kicked off.

Everything was perfect.

The ball bounced well off the new surface. The only hard thing was not to make any noise. They'd decided to play in silence to protect their secret.

Playing in the woods was brilliant. All round them were trees heavy with leaves, turning a nice orange colour. The smell of the earth and the plants they'd cut filled the air. They could even hear the sounds of birds over the thunder of express trains.

At first James' team was on top. With Batts in defence (and as goalie when needed) and Khal up front, they were a perfect four-a-side team. Khal scored first after a great pass from Becky.

But then everything changed – Lily and Maddie made sure of that. Once they got going, they were hard to stop.

Lily passed to Maddie. Maddie passed to Lily. Goal one!

Then once they had the ball back, it was Lily to Maddie ... to Zack ... to Finn ... to Maddie and it was 2-1!

Questions to answer

- 1 How many players are on each team?
- 2 Which season of the year do you think this is set in?
- 3 What sounds can the children hear?
- 4 What position on the pitch does Batts play in?
- 5 Why are the children trying to play quietly?

Small group guided reading text – Student's text

Here Come The Girls by Helena Pielichaty

Objective: identifying information and ideas from a non-fiction text

An incredible 29 million women and girls play football across the globe. But it wasn't always this way... Helena Pielichaty, author of the popular Girls FC series, traces the development of women's football from its ban in 1921 to its current status as the UK's number one team participation sport for women and girls. This lively history introduces the early pioneers of the game, from suffragette Nettie Honeyball to the munitions workers whose teams competed during the First World War, alongside contemporary players from around the world.

We think that Helena Pielichaty's book *Here Come the Girls* is a brilliant book about the women's game. Have a look at the list of teams and their nicknames, then work with the children on the questions below.



Published by Collins

From page 53

Why not check out your national women's team and find out more about them? Have a look at their nicknames, to. My favourite is The Matildas (Australia). Can you guess which names belong to which of the other teams below?

TEAM	NICKNAME
England	The Pharoahs
Australia	Blue Yellows
France	The Matildas
Sweden	Samba Queens
Brazil	The Lionesses
Egypt	Banyana Banyana
South Africa	Les Bleues

Small group guided reading – Teacher's questions

Objective: identifying information and ideas from a non-fiction text

Warm up questions

- ⚽ What do you think the main purpose of this text is? (to inform)
- ⚽ Is it fact or fiction? (fact)
- ⚽ How has the writer chosen to set the text out? (In two parts, the first part is inviting us to find out more, the second is information to sort)
- ⚽ What do you notice about the introduction? (informal, first person)
- ⚽ What does it tell you about the author? (friendly, addressing the reader directly)

Main questions

- ⚽ How many different teams are listed? (seven)
- ⚽ What do we call the words at the top of each column? (titles or headings)
- ⚽ Can you think of any other column headings you could have? (number of goals this year, top scorer, position in the league etc.)
- ⚽ Why is England the first entry in the team column? (it is a book written for British children)
- ⚽ Discuss ways you could sort the team column information to make it more readable? (alphabetical, by length of word, by continent). Which would be easiest to read?
- ⚽ Can you match up the nicknames to the teams?

Evaluative Questions

- ⚽ Why do we give teams nicknames? What effect do they have on their fans and other people from their countries?
- ⚽ What do you notice about the nicknames given to the female teams (strong regal women, the nation's colours, animals)?
- ⚽ What is the author's favourite nickname (The Matildas)? What is yours and why?
- ⚽ Can you come up with any of your own nicknames for other countries?
- ⚽ This is a non-fiction book. Which genre do you prefer to read and why?

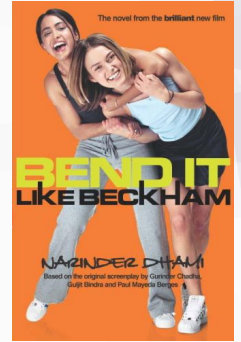
Extended Guided Reading – Student's text

Bend It Like Beckham by Narinder Dhali

Objective: Understanding the effects of language

The book *Bend It Like Beckham* is the bestselling football book featuring girls. It has also been made into a popular film. It is the story of two friends who play in the same team and have to deal with different challenges to keep football a part of their life.

Jess just wants to play football but her wedding-obsessed parents have other ideas – so she hides it from them. But when Jess and her friend Jules join a ladies' team and get spotted by a talent scout, it all kicks off. Read the excerpt with a small group or class of children, then challenge them to answer the questions below and to discuss the points the passage raises.



Old Trafford. Manchester United v Anderlecht. The crowd a sea of red and white. They're on the edge, waiting for the all-important goal.

"But there's a big question mark hanging over Manchester United," John Motson says breathlessly. "Where's the goal going to come from? Will it be Scholes? Could it be Ryan Giggs? Or will David Beckham himself break through?"

The crowd lean forward urging the players on. The atmosphere is electric.

"Oh and there's the ball Beckham wanted! Plenty of players in the middle, and Bhamra's making ground as well. It's a decent cross, and there's Bhamra. That's a fine header – AND SHE SCORES!"

The crowd go wild.

"And it's a goal by Jess Bhamra! A superb header, beating the defender and planting the ball just out of reach past the goalkeeper. Jess Bhamra makes a name for herself at Old Trafford! Have we discovered a new star here, Gary?"

Back in the TV studios, Gary Lineker turns to Alan Hansen and John Barnes. They all look well impressed.

"Good question, Motty," says Gary, turning to the panel. "Could Jess Bhamra be the answer to England's prayers, Alan?"

Alan raises his eyebrows. "There's no denying the talent there, Gary. She's quick-thinking, comfortable on the ball, she's got awareness and vision. I tell you what. I wish she was playing for Scotland."

Gary laughs and turns to John Barnes. "John, do you think England have found the player to help them relive our 1966 World Cup glory?"

"No question, Gary," says John. "I think we've finally got the missing piece of the jigsaw. And the best thing is, she's not even reached her peak yet."

Gary turns to the camera. "Now joining us in the studio is Jess's mother, Mrs Bhamra."

MUM?! Get out of my fantasy!

"So, Mrs Bhamra, you must be very proud of your daughter?" Gary beams.

"Not at all!" shrieks Mum. "She shouldn't be running around with all these men, showing her bare legs to seventy thousand people. She is bringing shame on her family –" she gives the panel a filthy look – "and you three shouldn't be encouraging her."

Gary, Alan and John look like three little boys who've just been told off by their teacher.

Small group guided reading – Teacher's questions

Objective: Understanding the effects of language

Warm up questions

- ⚽ What sort of genre is this? Romance, horror, comedy, science-fiction, fantasy, sports? (fantasy/comedy/sports)
- ⚽ Who is the main character (Jess)
- ⚽ What point of view is this written from? (My = first person) And who is the narrator? (Jess Bhamra)
- ⚽ What do you think happens next?

Vocabulary questions

- ⚽ Underline the phrases in the text that illustrate how the crowd feel. (They're on the edge... The crowd lean forward urging the players on... The crowd go wild.) Show your teacher how the crowd is feeling by acting these out.
- ⚽ Circle the words 'breathlessly' and 'shrieks'. Try talking in each of these ways. Compare why the speaker is that way and the effects they have on those around them. Why do you think the writer chose these two words?
- ⚽ Underline 'raises his eyebrows' and 'gives a filthy look'. For each shut your eyes and repeat the words in your head. Next, open your eyes, write down, draw or show your teacher how the writer has suggested the characters are feeling.
- ⚽ Circle the word 'electric'. What does it normally mean and what does it mean in this context? Is it a positive or negative word?
- ⚽ Underline the phrase 'missing piece of the jigsaw'. What does this mean? (that Jess is the element that was lacking that will solve the problem)
- ⚽ Underline the parts of text that has been capitalised (AND SHE SCORES!) and italicised ('Could'... 'MUM?! Get out of my fantasy!') Why are these words in upper case? (shouting and for emphasis)
- ⚽ Draw a simple mood graph to illustrate if and how a reader's feelings change whilst reading the extract.
- ⚽ Underline the noun 'peak'. How skilled does this mean on a scale of 1 to 10? (10) Is this an abstract or literal noun? (Abstract) What is the literal meaning of peak? (Summit) Make up sentences using peak as a verb (the athlete worried she might peak too early in her training) and as an adjective (the athlete trained all summer to ensure she was in peak condition).

Evaluative questions

- ⚽ Why did the author choose to start the story with a dream? (To make the reader understand that the only way she can be who she wants is in her dreams.)
- ⚽ What do you think the writer is trying to say? (That the character feels as though her family is trying to control what she wants to do with her life, and that this is frustrating her.) Do you agree or disagree? Why?
- ⚽ Football commentators are often known, in the heat of the moment, for their imprecise use of English in a colourful phrase, metaphor or image that will capture the listeners' or viewers' attention. Here are some examples to explore:

"The lads have run their socks into the ground." Alex Ferguson

"The panic buttons were ringing." Trevor Francis

"They've got their tails between their teeth." Commentator Tom Ross

"I can see the carrot at the end of the tunnel." Stuart Pearce

"The tide is very much in our court now." Kevin Keegan

"If you can't stand the heat in the dressing-room, get out of the kitchen!" Terry Venables

"Michael Owen - he's got the legs of a salmon." Craig Brown

"This has been our Achilles heel which has been stabbing us in the back all season!" David O'Leary

"Manchester United are breathing down the heels of Liverpool now!" Gary Newbon

"It was that game that put the Everton ship back on the road." Alan Green

"What I said to them at half time would be unprintable on the radio!" Gerry Francis

Ask the children about these quotes. What were these commentators trying to say? Why did it go wrong?

Which is their favourite? Give a quote to each child and ask them to try to say what the speaker intended to say before it went so badly wrong.

**WHY DID
IT GO
WRONG?**

**WHAT WERE
THESE
COMMENTATORS
TRYING
TO SAY?**

**WHICH IS
YOUR
FAVOURITE?**

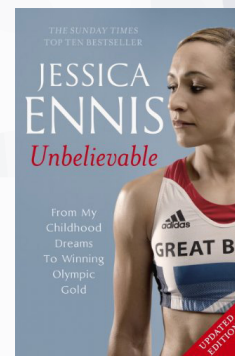
Extended guided reading – Student's text

Unbelievable by Jessica Ennis

Objective: Identify the methods the writer uses and explore their effects

On 4 August 2012 Jessica Ennis kicked off what some described as the greatest night in British sporting history. For her it was the end of a long, winding, and sometimes harrowing road. Nobody was under more pressure at the London Olympics than 'the face of the Games'. Yet Jessica delivered by winning the heptathlon gold medal, and the huge outpouring of relief she showed afterwards hinted at the roller-coaster journey she had been on. Behind the smiles and politeness, Jessica has endured much. Bullied at school for being small, she proved to critics and rivals alike that size really didn't matter. Hers is an inspiring tale of following your dreams no matter what life throws at you.

Read the passage from Ennis' book with the children, then look at the questions in small guided reading groups.



Published by Hodder

From page 1

This is the day that I have dreamt about for years. This has been what all that dying on the side of a track has been about. This is the end of the raging pain. This is my one opportunity. My one shot. Walking into this arena is an assault on the senses – the purple and green and red, the crescendo of noise and the haze at the end of the straight where the Olympic flame is burning bright. This is it. This is my chance. I cannot help thinking that if it goes wrong I will never get this opportunity again. I might make another Olympics, but it won't be at home and I won't be touted as the face of the Games again. This combination of circumstances will never arise again. It is my first time and my last chance. Finally I realize just how big and scary the Olympic Games are. I follow the other girls to the start and we get into our blocks. It's like that Eminem song goes: one opportunity to seize everything you want. Will I capture the moment or let it slip by?

It has taken me sixteen years to get here. Now I have seven events and two days to make it worthwhile. There have been countless times when I have wondered if it would happen. I have been down, broken and almost out, but I have dragged myself back from the brink. Part of me wonders how this has happened. I am just an ordinary girl from a run-of-the-mill street in Sheffield and yet I have been plucked out of that normality and plunged into this melting pot of hopes and dreams and fierce competition. It is what I have wanted when I have been training every day, but it is frightening.

Small group guided reading – Teacher's questions

Objective: Identify the methods the writer uses and explore their effects

Guide the children through these sets of questions, helping them to make sense of – and draw more from – the excerpt of Jessica Ennis's autobiography.

Warm up questions

- ⚽ Has anyone read a book about a sports personality before? What do we call them? (A biography and this is an autobiography because it is written by her)
- ⚽ Can you spot the Union Jack flag in the picture? (on her top)
- ⚽ Which competition is Jessica Ennis competing in, where and when was it? (Olympics, London, 2012)
- ⚽ Which event is she competing for? (Heptathlon). Can you remember all seven components? (100 metres hurdles, high jump, shot-put, 200 metres, long jump, javelin, and 800 metres)
- ⚽ Can you remember what has happened to Jessica since 2012? (In 2013 she got married, in 2014 she had a son, Reggie, in 2015 she won the heptathlon at the World Athletics Championships, and in 2016 she retired)

Main questions:

- ⚽ *Unbelievable* is written in the first person. Can you find three words that prove this? (I, my, me)
- ⚽ How do we know where she is? Underline all the words suggesting the stadium (arena; purple, green, red; Olympic flame)
- ⚽ What suggestions are there of how she is feeling? Are there any contradictions in her feelings? (Hopes and dreams versus fears)
- ⚽ How scared is Jessica on scale of 1-10 (draw a line). How do we know this? Discuss other words associated with levels of fear and put them on the scale. (Uneasy, nervous, worried, anxious, scared, frightened, terrified, petrified, etc.)

Literal questions

Highlight the word "crescendo"

- ⚽ Show your teacher what a crescendo is. Is it loud or quiet, fast or slow? (A noise dramatically increasing in sound)
- ⚽ Think about what images and sensations and connections 'crescendo' suggests. What does 'crescendo' create an image of?
- ⚽ How might you draw a 'crescendo'?
- ⚽ Is it used here as a noun, adjective etc.? (noun) Can you use it as a verb? (Yes, the violinist crescendoed and then suddenly went silent)
- ⚽ How many synonyms can you think of? (Escalation, upsurge, apex, building, climb, crest, culmination, intensification, peak, pinnacle, rise, summit, surge)
- ⚽ Can you think of a word with a similar stem and how it might share a meaning with 'crescendo'? (A crescent is a growing moon)
- ⚽ What other nouns could you make a phrase with using the word 'crescendo'? (A crescendo of pain, a crescendo of excitement etc.)
- ⚽ How would you compare the crescendo of external noise heard in the stadium with Jessica's internal thoughts? (Contrast loud with trying to keep calm)

Highlight the word "raging"

- ⚽ What does it mean here? (Intense)
- ⚽ What other meanings does raging have? (Anger, maddening)
- ⚽ Is it being used as a verb or an adjective? (Adjective)
- ⚽ Give an example of rage used as a verb. (The forest fire raged on all night)
- ⚽ Give an example of rage used as a noun. (The boxer's rage passed quickly)
- ⚽ Discuss the development of related idioms such as 'all the rage' and 'road rage'. ('All the rage' = a fashion that spread quickly and intensely; 'road rage' = an escalation of aggressive driving)

Highlight the words "run of the mill"

- ⚽ What does it mean today? (Lacking unusual or special aspects; ordinary)
- ⚽ Can you guess what it originally meant? ('Having the run of the mill', which denoted the freedom to roam around the mill)
- ⚽ How many synonyms can you think of? (ordinary, average, standard, middle-of-the-road, unremarkable, unexceptional, undistinguished, unmemorable, forgettable, commonplace, humdrum, mundane, nondescript, conventional, normal, pedestrian, uninspired, uninspiring, uninteresting, uneventful, dull, boring, routine, bland, tame, mediocre, middling, indifferent, unimpressive, garden-variety, OK, so-so, bog-standard etc.)
- ⚽ What antonyms are there? (Remarkable, extraordinary, exceptional, outstanding etc.)
- ⚽ Would you describe Jessica Ennis as "run of the mill"? (No) What does this suggest she is saying about herself in an autobiography? (Humble, does not see herself as special, making it easy for the reader to associate with her)

Evaluative questions:

- ⚽ In what ways does the writer use language to bring to life the experience of being an athlete? (she uses the present tense to create a sense of immediacy and tension and references popular culture that the reader can recognise)
- ⚽ Imagine you are an athlete at the Olympics. What effect would the crowd have on you? Why?
- ⚽ What sort of a personality do you think Jessica has? (Determined, focused)
- ⚽ What do you think will happen next? (Jessica will confront her fears)
- ⚽ Does this sound like the authentic voice of Jessica Ennis? Do you as the reader feel as if she is giving you a real insight into 'what makes her tick'? What is going on inside her?