



Oxford Level II

Ronald the Tough Sheep

Author: Martin Waddell

Illustrator: Chris Mould

Teaching notes author: Becca Heddle

Book type: novel

About All Stars

All Stars is a series of chapter fiction books written specifically for able readers aged 5 to 7 years. The books offer engaging, content-appropriate stories for infants at reading levels that will motivate and challenge your high-ability readers. *All Stars* are primarily for independent reading, but can be used in a variety of ways, including in able-reader guided reading sessions and in speaking, writing and drama activities.

All Stars is endorsed by Potential Plus, a leading charity which supports children with high learning potential. You can find out more about Potential Plus at www.potentialplusuk.org.

Synopsis

Ronald the lamb likes to be dirty and have adventures but his boisterous behaviour gets him into so much trouble that he gets chased into Wolf Wood. A she-wolf raises Ronald as her cub but he doesn't fit in and is sent back to the fields. Unfortunately, the sheep now think that Ronald is a wolf and won't go near him. Things improve when he chases away two sheep-chasing dogs but the other sheep still keep their distance. At last, Ronald finds his old friend, the smallest wolf, and joins her in the wood.

Group/Guided reading

Introducing the story

- (Clarifying / Predicting) Look at the cover image. Ask: *Do you think Ronald is a normal sheep? Why?*
- (Clarifying / Predicting) Still looking at the front cover, say: *Those wolves are behaving oddly. I wouldn't expect them to just lie there.* Ask: *Why do you think the wolves aren't trying to chase Ronald? What might their relationship be?*
- (Clarifying) Ask: *Have you ever seen a lamb? How do lambs usually behave?*
- (Clarifying / Predicting) Look at the picture on page 5, and ask: *Is Ronald behaving how you would expect lambs to behave? Why?* Draw out predictions about Ronald's behaviour.
- (Clarifying / Predicting) Look at the illustration of the lambs on page 6, then the illustration of Ronald on page 12, focusing on the contrast between Ronald and the other lambs. Ask: *Do you think Ronald and the other lambs will get on together? Why?*
- Some of the more challenging words and their definitions are listed on the front inside cover of the book. Encourage the children to look at these words and talk about their meaning to help build familiarity before children read the story.
- Here are some additional tricky words that may be useful:
 - huddled – grouped up, crowded together
 - muttered – said under the breath
 - herd – control or drive

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- (Clarifying / Predicting) At the end of page 9, ask: *What kind of character is the Chief Sheep? How can you tell? Say: I wonder if she will do anything about Ronald.* Invite the children to share their views and say why.
- (Clarifying / Predicting) When you have read pages 12–13, ask: *How do you think Ronald is feeling? Would the other lambs do this?*
- (Questioning / Clarifying) Pause after page 19. Ask: *What questions would you like to ask the goats? Do you think they were right to make Ronald leave?*
- (Summarizing / Clarifying) Pause after page 23. Ask: *How is Ronald feeling? How do you know this? Can you show me the words that tell you this?*
- (Predicting) Say: *I wonder what this wolf is going to do to Ronald.* Ask: *Can you think of other stories that involve wolves? How do they behave?*
- (Clarifying / Summarizing) After reading page 35, ask: *Does Ronald want to go back to the sheep? Why?*
- (Clarifying) On page 41, ask: *What does 'loped' mean?* Encourage children to reread the whole page for context.
- (Summarizing) At the end of page 58, ask the children to summarize what happened in Chapter 6.

Returning to the story

- (Clarifying / Summarizing) Ask: *Do you think Ronald could have behaved like a normal lamb if he'd tried hard enough? Would he have been happy?* Encourage the children to find reasons from the story (they can look back through Chapter 1 again if necessary).
- (Clarifying) Look again at page 26 or 29, and discuss what Mother Wolf means when she says, "It is what *this* wolf is doing, and what *this* wolf does, is what matters to you." Ask: *Was she right?*
- (Clarifying / Summarizing / Predicting) Talk about Ronald's fears in the story – first the wolves, then the farmer. Ask: *Why do you think what Ronald is afraid of has changed? Do you think he'll be scared of anything else in the future?*
- (Questioning) Ask: *What questions would you like to ask Ronald about his adventures?*
- (Clarifying) Ask: *How do you think Ronald felt when the sheep wouldn't believe he was a sheep, too? Why?* (page 47)
- (Clarifying) Look again at pages 55–57. Say: *I expected the sheep to be Ronald's friends after this.* Ask: *How did the writer make me think that?*
- (Clarifying) Reread pages 60–62, and challenge children to find words and phrases that suggest Ronald would be happiest as a wolf.

Independent reading

- Introduce the story as in the Group/Guided reading section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- Encourage the children to use a dictionary to look up any unfamiliar words.
- Encourage the children to answer the questions on the inside covers of the book.
- Able readers often read quickly but sometimes skim words or do not fully understand what they are reading. Try:
 - stopping the children from time to time and asking them to explain what is happening in the story at that point, or who a character is,
 - asking the children to examine the pictures and speech bubbles (if present). Encourage the children to tell you what information the pictures or speech bubbles give us,

- reminding children to look out for any difference between what is being said and what is being thought by the characters. Can they show you an example?
- Prompt more able readers to think about alternative language choices when exploring the text. For example, ‘Can you think of any other words the author could have used to describe how this character felt here?’
- Even able readers may need to pause to work out a new or tricky word. Encourage them to reread the whole sentence again to make sure they understand the context of the word.
- Find even more books for your able readers at BookMatch, the children’s book recommendation tool specially designed for teachers, available free on Oxford Owl. Filter by year group and Oxford Level to find age-appropriate books to stretch your most able: www.oxfordowl.co.uk

Speaking, listening and drama activities

- Debating why Ronald is not a sheep.
 - Put the children into groups of two or three. They will take the role of sheep from the two fields where Ronald lived: one in each pair/group is from the first flock and the other/s from the second.
 - Children think about how Ronald behaved when he was with their flock, and discuss why the sheep feel he didn’t belong.
 - Children role-play a conversation where the sheep from both flocks meet and tell each other about the strange sheep who came to their farm and their evidence for why he didn’t fit in.

Writing activities

- Describing Ronald from the point of view of the smallest wolf.
 - Explain that they will write a description of Ronald in the role of the smallest wolf. Have a short discussion about friends and the probable tone of what they will say.
 - Firstly, children brainstorm in pairs what they might write and make notes. They can refer back to the relevant parts of the story if required.
 - Then each child writes their description individually, using notes from the discussion.
 - Encourage children to read their writing aloud to each other, and to think about where they might be able to make improvements.

Cross-curricular suggestion

Science

- Children research wolves using books or the Internet. They find out where wolves live, what they eat and any other interesting facts. Children can present their research as a poster or computer presentation.



Ronald the Tough Sheep

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (RCS Standard 3, 7)
- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (RCS Standard 3, 9)
- Can summarize a story, giving the main points clearly in sequence. (RCS Standard 3, 18)
- Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (RCS Standard 3, 23)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Encourage the children to undertake their role play in a way which enables all to play their parts.
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes (Y2 ReadWord.2)	Encourage the children to be aware of the full range of phonics they can use.
Reading: Comprehension	making inferences on the basis of what is being said and done (Y2 ReadComp.2iii)	Are the children able to read between the lines for some information?
Writing: Composition	planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Encourage the children to discuss and make notes before they write.
	read aloud what they have written with appropriate intonation to make the meaning clear. (Y2 WritComp.4)	Can the children identify improvements to make in their writing by reading it aloud?

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT I-02a)	Encourage the children to undertake their role play in a way which enables all to play their parts.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG I-I2a)	Encourage the children to be aware of the full range of phonics they can use.
	I can share my thoughts about structure, characters and/or setting, recognize the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG I-I9a)	Are the children able to read between the lines for some information?
Writing	I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate ideas or create new text. (LIT I-25a)	Encourage the children to discuss and make notes before they write.
	Throughout the writing process, I can check that my writing makes sense. (LIT I-23a)	Can the children identify improvements to make in their writing by reading it aloud?

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)	Encourage the children to undertake their role play in a way which enables all to play their parts.
Reading	confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words (Y2_ReadStrat.3)	Encourage the children to be aware of the full range of phonics they can use.
	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used (Y2_ReadResp.1)	Can the children give their opinions on the story, backed up with evidence?
Writing	use talk to plan writing (Y2_WritMean.4)	Encourage the children to discuss and make notes before they write.
	reread and improve their writing to ensure that it makes sense (Y2_WritMean.5)	Can the children identify improvements to make in their writing by reading it aloud?

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Levels 1 and 2

	Levels of Progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Encourage the children to undertake their role play in a way which enables all to play their parts.
Reading	use a range of reading strategies (L2_com_read.2)	Encourage the children to be aware of the full range of phonics they can use.
	express opinions [and make predictions] (L2_com_read.5ii)	Are the children able to read between the lines for some information?
Writing	talk about what they are going to write (L1_com_write.1)	Encourage the children to discuss and make notes before they write.
	make changes in relation to agreed criteria (L2_com_write.1ii)	Can the children identify improvements to make in their writing by reading it aloud?