

## Blaise and Flint

By Abie Longstaff, illustrated by Letizia Rizzo



### About the book

Blaise and Flint is a story about friendship, confidence and teamwork. The main character, Blaise, is a young blacksmith, who sets off to the Silver Castle for an adventure alongside her trusty dragon friend, Flint. Once there, she finds the perfect opportunity to demonstrate her skills as a blacksmith, just like her hero, Valco. However, she learns that in order for her to achieve her dream, she needs to overcome her shyness and reluctance to share her friend. Luckily for her, Flint shows her how and she sees for herself the power of teamwork.

### Linked texts

#### Books by the same author

*The Magic Potions Shop* (Red Fox)

*The Trapdoor Mysteries* (Little, Brown)

*How to Catch a Witch* (Scholastic)

*Story Soup* (Templar Publishing)

#### Books about dragons

*The Boy Who Grew Dragons* by Andy Shepherd and Sara Ogilvie (Piccadilly Press)

*Dragon Girls* by Maddy Mara (Scholastic)

*Dragon Boy* by Dick King-Smith (Sweet Cherry Publishing)

# Chapter 1: *Blaise and Flint*

## Pre-read (5–8 mins)

Ensure the children can read every word.

### Word reading

#### GPCs

- Point to the GPCs below on the large Complete the code chart.
- Say:** Point to the GPCs on your Complete the code mat as I say the sounds.

/o/	/ear/	/air/	/g/	/ee/	/or/
au	er	ar	gu	i	ar

#### Read the words

/o/ au	be/cause
/ear/ er	her/o
/air/ ar	leg/end/ar/y, Jan/u/ar/y
/g/ gu	leagues
/ee/ i	em/o/ji
/or/ ar	to/wards

#### Read the tricky words

Ask the children to read the words that they need to practise.

**friend, any(thing), their, once, Wednesday, build, thought(fully), through**

#### Vocabulary support

Tell the children what each word means.

**craft:** a practical skill

**legendary:** told about in stories

**jousts:** contests between riders who are trying to knock each other off their horses

**leagues:** a league is a distance of about 5.5 kilometres

#### Quick summary/hook

- Bonus material (pages 2–3):** Ask the children to look at the map. **Ask:** What places can you see which might be in our story?
- Point out the forge and explain that this is where the main characters in our story work. Explain that a forge is where people make objects out of metal.

## Read the book (10 mins)

Ensure the children can read accurately at a steady pace.

### Reading aloud

- Ask the children to read Chapter 1.
- Tap in to hear every child read aloud.

### Assessment for Learning

Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.

## After reading (10–15 mins)

Ensure the children can understand what they have read and develop fluency.

### Prosody

**Focus:** Onomatopoeic words for expression.

**Read:** From *Flint's dragon flame* (page 4) to “As long as we're together” (page 5).

- Tell the children that the author uses onomatopoeic words, which are words which sound like the noise they are describing. These bring the story to life.
- Check that the children understand that a blacksmith's job is to make things from metal, and that for metal to be shaped with hammers, it needs to be heated up first.
- Model reading with expression.
- Say:** Notice how I say the words ‘whoosh!’ and ‘bang!’ as I read.
- Ask the children to read using the same intonation.

### Repeated reading

**Read:** From *Blaise nibbled her thumbnail* to “... make something amazing” (page 10).

**Echo reading:** Read each sentence with clear intonation and ask the children to read the sentence back to you.

### Comprehension

Discuss these questions using a dialogic talk model to explore the book so far. **Ask:**

- Why did Blaise want to visit the Silver Castle?
- How does Blaise communicate with Flint? How does he communicate with her?

### Bonus material (pages 64–65)

- Say:** Flint is one of many different dragons that appear in stories. Let's read about some other types of dragon.
- Read the text aloud.
- Ask:** Which type of dragon is your favourite?

## Chapter 2: *Blaise and Flint*

### Pre-read (5–8 mins)

Ensure the children can read every word.

### Word reading

#### GPCs

- Point to the GPCs on the large Complete the code chart.
- **Say:** *Point to the GPCs on your Complete the code mat as I say the sounds.*

/g/	/air/
gu	ar

#### Read the words

/g/ gu	guard
/air/ ar	scar/y, ar/e/a

#### Read the tricky words

Ask the children to read the words that they need to practise.

**friend, beautiful, people, busy, eye(s)**

#### Vocabulary support

Tell the children what each word means.

**dusky:** with the same colours as dusk (the time before night when it's not quite dark)

**encampment:** a group of tents or other temporary shelters

#### Quick summary/hook

- **Say:** *In this chapter, Blaise and Flint arrive at the Silver Castle, where there are lots of people gathered for the fair.*
- **Ask:** *How do you feel when you are in a busy place with lots of people you don't know?*

### Read the book (10 mins)

Ensure the children can read accurately at a steady pace.

### Reading aloud

- Ask the children to read Chapter 2.
- Tap in to hear every child read aloud.

### Assessment for Learning

Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.

### After reading (10–15 mins)

Ensure the children can understand what they have read and develop fluency.

### Prosody

**Focus:** Reading speech with expression

**Read:** From “*Oh, that storm!*” to “*I don't even know him*” (page 16).

- As you read, mumble “*Oh, that storm!*”
- Make sure your voice sounds annoyed when reading the guard's speech and when Blaise speaks to Flint.
- **Ask:** *Did you notice how I changed my voice to match the mood of the characters, who were both feeling annoyed?*
- Let the children practise reading using the same expression.

### Repeated reading

**Read:** From *A big group?* to “*We'll just make our own dinner tonight,*” she said (page 22).

**Emotion reading:** Read the sentences with an excited expression, as if Blaise likes the idea of being in a big group.

- Ask the children to copy your reading.
- Re-read the sentences, making it sound as if Blaise is scared and unsure about the situation.
- Ask the children to copy this way of reading, too.
- Discuss which way of reading is most suitable to express the meaning here (the scared version).
- Let the children practise reading in this way, with plenty of expression.

### Comprehension

Discuss these questions using a dialogic talk model to explore the book so far. **Ask:**

- *Which word best describes Blaise: shy or confident?*
- *What in this chapter makes you think that?*

## Chapter 3: *Blaise and Flint*

### Pre-read (5–8 mins)

Ensure the children can read every word.

#### Word reading

##### GPCs

- Point to the GPCs on the large Complete the code chart.
- **Say:** *Point to the GPCs on your Complete the code mat as I say the sounds.*

/o/	/or/	/g/	/ee/	/th/
au	ar	gu	ei	the

##### Read the words

/o/ au	be/cause
/or/ ar	to/wards, warm, re/ward
/g/ gu	guard
/ee/ ei	seized, re/ceive
/th/ the	breathed

##### Read the tricky words

Ask the children to read the words that they need to practise.

**thought, two, people, laugh(ing)**

##### Vocabulary support

Tell the children what each word means.

**pail:** a bucket

**cord:** like a rope made of twisted fabric, sometimes used as a belt

**spluttered:** spoke in a surprised or shocked way, perhaps with lots of spitting or choking sounds

##### Quick summary/hook

- **Say:** *In the last chapter, Blaise was feeling shy among all the new people at Silver Castle. In this chapter, she shows she can be brave.*
- **Ask:** *Who do you think will help her get over her shyness?*

### Read the book (10 mins)

Ensure the children can read accurately at a steady pace.

#### Reading aloud

- Ask the children to read Chapter 3.
- Tap in to hear every child read aloud.

#### Assessment for Learning

Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.

### After reading (10–15 mins)

Ensure the children can understand what they have read and develop fluency.

#### Prosody

**Focus:** Reading with emotion.

**Read:** From *The flames flickered to the cord of her tunic nervously* (page 24).

- Explain that the author uses the word nervously to show us that Blaise was feeling worried.
- Check that the children understand that Blaise was worried that Flint had disappeared.
- Model reading with a nervous voice.
- Ask the children to read using the same expression.

#### Repeated reading

**Read:** From *“I’m a blacksmith ... ”* to *“We will have to cancel.”* (page 28).

**Rehearsed reading:** Read what Blaise says with expression and ask the children to repeat after you.

- Repeat with what the guard says.
- In pairs, ask the children to take turns to be Blaise and the guard.

#### Comprehension

Discuss these questions using a dialogic talk model to explore the book so far. **Ask:**

- *How have Blaise’s feelings changed during the story so far?*
- *Do you think Blaise is pleased she found the courage to talk to the guard and mend the bridge?*
- *What do you think will happen in the next part of the story?*

## Chapter 4: *Blaise and Flint*

### Pre-read (5–8 mins)

Ensure the children can read every word.

#### Word reading

##### GPCs

- Point to the GPCs on the large Complete the code chart.
- Say:** *Point to the GPCs on your Complete the code mat as I say the sounds.*

/ee/	/or/	/g/	/o/	/w/
i	ar	gu	au	u

##### Read the words

/ee/ i	em/oj/i, fur/i/ous/ly
/or/ ar	to/wards
/g/ gu	guard
/o/ au	fault
/w/ u	ang/uish, per/suade

##### Read the tricky words

Ask the children to read the words that they need to practise.

two, busy, eye(s)

##### Vocabulary support

Tell the children what each word means.

**stomped:** walked along, treading heavily

**snapped:** spoke sharply

**anguish:** feeling very upset indeed

**persuade:** convince to do something

##### Quick summary/hook

- Say:** *Do you remember that Blaise couldn't find Flint in the last chapter?*
- Ask:** *Where do you think Flint has gone?*

### Read the book (10 mins)

Ensure the children can read accurately at a steady pace.

#### Reading aloud

- Ask the children to read Chapter 4.
- Tap in to hear every child read aloud.

#### Assessment for Learning

Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.

### After reading (10–15 mins)

Ensure the children can understand what they have read and develop fluency.

#### Prosody

**Focus:** Changing your voice when you read dialogue and narrative.

**Read:** From “*Where are you going?*” to “*... an even bigger gap!*” (page 36).

- Discuss how Blaise is feeling upset because she doesn't know how she will fix the drawbridge and because she is worried that Flint will go off with his new friend and leave her alone.
- It says that Blaise *snapped* and *cried*. Explain how these words tell us how she is feeling. Model how Blaise sounds angry and upset.
- Ask the children to read the passage and change their voice to show how Blaise is feeling.

#### Repeated reading

**Read:** From *Blaise stormed down the hill* to *sobbed in anguish* (page 37).

**Echo reading:** Read each sentence with clear intonation and ask the children to read the sentence back to you.

#### Comprehension

Discuss these questions using a dialogic talk model to explore the book so far. **Ask:**

- What different emotions does Blaise feel in this chapter? Why does she feel each one?*
- How do you think Blaise feels when she hears the girls singing about going to the fair?*

## Chapter 5: *Blaise and Flint*

### Pre-read (5–8 mins)

Ensure the children can read every word.

#### Word reading

##### GPCs

- Point to the GPCs on the large Complete the code chart.
- **Say:** *Point to the GPCs on your Complete the code mat as I say the sounds.*

/ee/	/o/	/or/
i	au	ar

##### Read the words

/ee/ i	em/o/ji, ear/li/er
/o/ au	fault
/or/ ar	warmth

##### Read the tricky words

Ask the children to read the words that they need to practise.

**friend, once, through, laugh(ed), eye(s)**

##### Vocabulary support

Tell the children what each word means.

**blurted:** burst out

**image:** a picture or likeness of something

**solid:** firm, not liquid

##### Quick summary/hook

**Ask:** *What do you think Blaise is going to do to mend the drawbridge? Do you think it will be fixed in time?*

### Read the book (10 mins)

Ensure the children can read accurately at a steady pace.

#### Reading aloud

- Ask the children to read Chapter 5.
- Tap in to hear every child read aloud.

#### Assessment for Learning

Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.

### After reading (10–15 mins)

Ensure the children can understand what they have read and develop fluency.

#### Prosody

**Focus:** How to show a change of emotions with our tone of voice.

**Read:** From *Blaise took a deep breath* to *she felt lighter* (page 41).

- Check that the children understand that Blaise is shy and doesn't like talking to new people.
- **Ask:** *How might Blaise feel about talking to Ivan?*
- Discuss how the word *blurted* tells us she is nervous and how the last sentence tells us that she is feeling relieved.
- Read the dialogue in the passage, expressing Blaise's nervousness and then relief.
- Ask the children to read using the same change in tone of voice.

#### Repeated reading

**Read:** From *Just then, Flint landed* to *"We do need other friends too"* (page 42).

**Echo reading:** Read each sentence with clear intonation and ask the children to read the sentence back to you. Make sure your voice sounds apologetic when Blaise speaks to Flint.

#### Comprehension

Discuss these questions using a dialogic talk model to explore the book so far. **Ask:**

- *How do Blaise and Ivan help each other?*
- *Do you think the friends will get the drawbridge finished in time for the fair?*

## Chapter 6: *Blaise and Flint*

### Pre-read (5–8 mins)

Ensure the children can read every word.

### Word reading

#### GPCs

- Point to the GPCs on the large Complete the code chart.
- **Say:** *Point to the GPCs on your Complete the code mat as I say the sounds.*

/ee/	/g/	/air/	/o/
i	gu	ar	au

#### Read the words

/ee/ i	cur/i/ous, veg/et/ar/i/an
/g/ gu	guard
/air/ ar	veg/et/ar/i/an
/o/ au	saus/ag/es

#### Read the tricky words

Ask the children to read the words that they need to practise.

**friend(s), their, build(ers), through**

#### Vocabulary support

Tell the children what each word means.

**balcony:** an area like a ledge where you can stand or sit, high up on the outside of a building

**soared:** flew up high

**flocked:** moved in a group

**sturdy:** strong, not flimsy

#### Quick summary/hook

- **Ask:** *How do you think this story is going to end?*
- *Make notes of some of the children's predictions, and revisit them after reading. Were they correct? Were there any surprises?*

### Read the book (10 mins)

Ensure the children can read accurately at a steady pace.

### Reading aloud

- Ask the children to read Chapter 6.
- Tap in to hear every child read aloud.

### Assessment for Learning

Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.

### After reading (10–15 mins)

Ensure the children can understand what they have read and develop fluency.

### Prosody

**Focus:** Emphasising the right words to build the story.

**Read:** *From Blaise, Flint, Ivan and Toothy* (page 50) to *they were all finished* (page 51).

- Discuss how this part of the story is where Blaise, Flint, Ivan and Toothy come together as a team.
- **Say:** *We're going to read this to emphasise how they all work together.*
- As you read, emphasise the following words: *all day, little pieces, tight, very own, firmly, finished.*
- Ask the children to read the passage with the same intonation.

### Repeated reading

**Read:** *From That night to ready to begin* (page 56).

**Echo reading:** Read each sentence with clear intonation and ask the children to read the sentence back to you. Make sure you emphasise the verbs: *squealed, soared* and *swooped*.

### Comprehension

Discuss these questions using a dialogic talk model to explore the book so far. **Ask:**

- *What has Blaise learned in this story? Do you think she has changed? Why, or why not?*
- *Do you think any of the other characters have changed? How?*

### Bonus material (pages 60–61)

- **Say:** *In this chapter, Blaise and Ivan work together to make a drawbridge. Let's look at the diagram of their drawbridge on pages 60 and 61.*
- **Ask:** *Can you explain how it works?*

### After finishing the book

- **Bonus material (pages 62–63):** Read about Blaise’s next job. In pairs, ask the children to take it in turns to interview their partner and then to draw a coat of arms for them based on their answers.
- **Bonus material (pages 70–73):** Read the information about the author and about the illustrator. Ask the children to tell you one interesting thing they have learned about each of them.

**Books going home:** The book chat questions and ideas can be used by the children at home or when reading with a partner to share their thoughts and connect to the book further.

*Teaching notes written by Sarah Paxton, Deputy Programme Developer, Little Wandle*