



BOOK ONE · CLASSROOM PACK

A Broom Too Soon

Six flexible lessons, reusable pupil sheets, assessment prompts, inclusion guidance and thirteen approved colouring pages.

Reader age: 8–12

School use: Year 4+

Classroom focus: England, Key Stage 2 English

Format: A4 · low-ink teacher and pupil pages

**Different isn't
wrong. Different is
magical.**

Use the exact numbered Chapter One extract inside this guide or the printed book. No pupil account, email address or sign-in is required.

[Structured HTML teacher guide](#) · [Read Chapter One online](#) · [Verified Book One page](#)

Use the pack without extra planning

This is a menu, not a scheme that must be followed from beginning to end. Choose one lesson, the six-session sequence, or a ten-minute book-talk route. Each lesson uses the same pattern: model the thinking, practise together, then move towards an independent response.

Best for	Text needed	Preparation
Ages 8–12 School Year 4+	Numbered Chapter One extract included on pages 7–9	Display or read aloud Print the chosen pupil sheet

What is honest and what is not claimed

- The curriculum links are practical suggestions for teachers in England. They are not an endorsement or accreditation.
- The pack is positioned for ages 8–12 and school Year 4+: supported in Year 4, core in Year 5 and deeper analysis from Year 6.
- The minimum advertised school position is Year 4. A formal reading age, Lexile score or book band has not yet been independently measured.
- “Independent outcome” means the pupil response after modelling; it does not assume that every pupil reads the source text independently.
- The lesson checks are formative. This pack does not by itself provide statutory assessment evidence.

Three useful routes

Time	Use
10 minutes	Read aloud, ask one evidence question, finish with a prediction.
20 minutes	Add a modelled response and one pupil task or exit check.
45–60 minutes	Teach the full session with scaffold choices and an independent outcome.

Before printing

Pages 1–18 and 25–30 are for staff. Pages 19–24 are pupil sheets. The complete teacher pack adds the exact 13-page colouring appendix.

Print only what you need

Pages	Section	Print for
1–6	Start here, curriculum, year routes and sequence	Staff
7–9	Exact numbered Chapter One extract	Staff / pupils
10–15	Six detailed lessons	Staff
16	SEND, EAL and mixed-attainment access routes	Staff
17	Safe discussion and safeguarding note	Staff
18	Formative assessment and concise look-fors	Staff
19–24	Six reusable pupil sheets	Pupils
25–28	Worked models, answers and assessment examples	Staff
29–30	Publication status, sources and licence	Staff
Appendix	Thirteen approved A4 colouring pages	Pupils / display

Suggested print sets

Need	Pages
Quick Chapter One discussion	2, 6–10 and pupil sheet 19
Vocabulary and inference pair	7–12 and pupil sheets 20–21
Two-session writing project	13–14 and pupil sheets 22–23
Belonging discussion	15, 17 and pupil sheet 24
Staff planning copy	1–18 and 25–30
Colouring only	Use the separate 13-page colouring PDF

Ink and paper

Teacher and pupil pages use a low-ink layout. Colouring pages are black line art on pure white A4. Print at 100%; on US Letter choose “Fit to page”.

Curriculum-aware, not badge-heavy

The useful question is not whether an activity can be given a curriculum label; it is whether pupils are taught a clear reading, writing, speaking or art process. The links below are intentionally narrow.

Area	Genuine connection	Where it appears
English: reading	Listen to and discuss fiction; explain vocabulary; predict; infer with evidence; identify themes; justify views.	Lessons 1–3 and 6
English: writing	Discuss and record ideas; rehearse orally; compose and draft; assess effectiveness; edit for purpose and audience.	Lessons 4–5
Spoken language	Ask relevant questions; build vocabulary; articulate and justify answers; participate in discussion.	All lessons
Art and design	Develop control of materials; record and revisit ideas; use line, pattern and colour deliberately.	Lesson 5 and colouring
Relationships / wellbeing	Kindness, respectful friendship and help-seeking through safely distanced fictional scenarios.	Lesson 6 only; not full PSHE coverage

Evidence translated into design

- Comprehension strategies are modelled explicitly, practised together and then applied independently.
- Vocabulary is taught in context, spoken aloud, examined and reused rather than copied from a list.
- Writing moves through oral rehearsal, planning, drafting and a small, purposeful revision.
- Scaffolds are temporary: prompt, clue, model or correct only as much as the pupil needs.
- Pupil sheets use clear sans-serif type, left alignment, white space and short instructions.

One text, different depth

The manuscript and lesson demand place Year 4 at the supported starting point. Year 5 is the core route; Year 6 and beyond deepen analysis, control and independence. Apply the school's curriculum and professional judgement.

Lesson	Year 4 supported	Year 5 core	Year 6+ deepen
1 Prediction	Model one clue; combine two with stems; make and revise a supported prediction.	Combine two or three clues; justify and revise independently.	Rank competing predictions; distinguish rejected from unresolved ideas.
2 Vocabulary	Teach three or four words through context, gesture, oral rehearsal and a model.	Explore four to six words in context; test synonyms and write a precise sentence.	Analyse connotation and author effect; judge substitutions.
3 Inference	Model one chain; guide two more with a precise emotion bank.	Complete three evidence chains independently and explain change.	Weigh stronger and weaker clues; hold two emotions in tension; examine humour.
4 Official voice	Co-construct the opening; use a plan to write a short accurate record.	Draft a concise formal record and revise vocabulary and structure for audience.	Select and compress detail; control register; compare viewpoints.
5 Whimkin	Label, rehearse and write three connected sentences from a modelled design link.	Connect feature, habit, magic and limit in a purposeful paragraph.	Write a controlled archive entry and test internal consistency.
6 Belonging	Use role cards and stems; rehearse one reason before recording.	Compare three roles and write an evidence-based recommendation.	Compare consequences, dignity and agency; justify a nuanced recommendation.

Keep the claim honest

This is not a phonics programme, reading-band assessment or complete English scheme. The minimum advertised school position is Year 4. Check each pupil's fluency and comprehension rather than assuming independent access.

One story, six purposeful outcomes

Lesson	Read / talk	Independent outcome
1. Enter the school	Notice cover and opening clues; predict; revise.	An evidence-linked prediction
2. Word detectives	Explore six vivid arrival words and reread fluently.	A pupil-friendly definition and precise sentence
3. Read between the lines	Track Eliza's feelings at three moments.	Inference + evidence explanation
4. Late-arrival record	Compare story voice with an official school voice.	Headmistress Bramble's incident record
5. Invent a Whimkin	Rehearse precise description; plan visual details.	Whimkin design + purposeful paragraph
6. Belonging in the story	Discuss a fictional dilemma using safe distancing.	Reader recommendation or class response

The teaching rhythm

Step	Teacher move	Pupil move
1. Activate	Set purpose and reconnect relevant knowledge.	Recall, notice or predict.
2. Model	Think aloud and show one strong example.	Listen for the process, not a magic answer.
3. Guide	Prompt a paired or shared attempt.	Explain and improve an idea.
4. Practise	Offer the least support needed.	Apply the process independently.
5. Check	Use one precise exit check.	Show what is secure or still unclear.

Reading for pleasure

Keep some read-aloud time free of worksheets. Stop at a genuine hook, invite book talk, and let pupils choose whether to colour, draw, discuss or recommend.

A Late Arrival

Exact text from the current author source. The paragraph numbers are added only as stable classroom reference points and are not part of the story.

- 1 At least my hat hadn't caught fire this time, Eliza thought. That was something.
- 2 The Slightly Spooky School for Wandering Witches loomed ahead like a crooked crown of towers and turrets, each one more peculiar than the last. Ivy clung to the stone like it had secrets to whisper, and bats flitted through the afternoon sky as if rehearsing for some ghostly ballet. It should have felt magical.
- 3 It felt terrifying.
- 4 Eliza Evermist gripped her broomstick with damp hands, knees knocking together as she hovered above the school gates. She was already thirty minutes late, her satchel had fallen off somewhere over the Cackling Woods, and now her broomstick, a hand-me-down called Windwhistler, was making a noise like an old teapot with a cold.
- 5 "Steady... steady..." she mumbled, trying to coax it down gently.
- 6 It didn't listen.
- 7 With a sputter and a sneeze of purple sparks, the broom dropped like a startled pigeon. Eliza let out a squeak and clung on tight as she zig-zagged past a flock of weather sprites, clipped the top of a hedge beast, and, BANG! crashed head-first into the side of the Weather Tower with a sound like a very loud drum made of Eliza.
- 8 Her hat flew off and twirled merrily down into the courtyard... where it plopped into a simmering cauldron that wasn't hers.
- 9 By the time Eliza staggered to her feet (mostly in one piece), every single first-year witch in the courtyard had stopped what they were doing to stare.

A Late Arrival — continued

- 10 Someone snorted. Someone else pointed. And someone, probably Drusillda Curdle, muttered, “Worst landing I’ve ever seen. Even for a garden gnome.”
-
- 11 Eliza brushed soot from her cheeks and tried to smile like this sort of thing happened all the time. Which, unfortunately, it sort of did.
-
- 12 Eliza opened her mouth to say hello, but nothing came out.
-
- 13 The crowd blinked.
-
- 14 Then someone laughed. Then someone else. Then the whole courtyard rippled with giggles, sniggers, and one actual cackle from a girl whose laugh sounded like a squeaky door.
-
- 15 Eliza’s ears burned. Her socks didn’t match. Her wand (still in her boot, because her satchel had vanished over the woods) poked her in the ankle as she stumbled forward. She was quite certain this wasn’t the grand magical entrance she’d imagined. Not even close.
-
- 16 At the front of the group, a girl with glossy black plaits and a perfect, pointy hat gave her a look that could curdle fresh milk. Her name, Eliza already knew from the school’s welcome scroll, was Drusillda Curdle, and her uniform was so neatly pressed it might have been enchanted to repel dust.
-
- 17 “Are you sure you’re in the right place?” Drusillda asked sweetly. “This is a school for witches, not... lost garden tools.”
-
- 18 Eliza tried to answer, but the words stuck in her throat.
-

A Late Arrival — continued

- 19 Just then, a tall woman with a walking cane shaped like a lightning bolt stepped out from the school doors. She wore midnight-blue robes and had silver hair pinned in a bun so sharp it looked like it might stab the wind.
-
- 20 “Miss Evermist, I presume,” she said briskly. “I’m Headmistress Bramble. You’re late.”
-
- 21 “I... know,” Eliza said, shrinking under the weight of forty-two curious stares. “My broom went all wobbly over the marsh.”
-
- 22 “Happens to the best of us,” Headmistress Bramble said, though her face didn’t twitch even slightly. “Come along.”
-
- 23 A few more sniggers followed Eliza as she trailed behind the Headmistress, cheeks glowing redder than a fireberry.
-
- 24 So this was witch school, she thought miserably.
-
- 25 And she’d already crash-landed, lost her satchel, dropped her hat in someone’s potion, and made a dazzling first impression as the clumsiest witch in the history of ever.
-
- 26 Perfect.
-

Enter the school

Time	Focus	Learning intention
45–60 min Quick route: 20 min	Prediction · book talk	Use clues to make and revise a plausible prediction.

Prepare

- Display the Book One cover and use the exact numbered Chapter One extract on pages 7–9.
- Print pupil sheet 1 only if pupils will record; discussion works without it.

Teach

1. Set the purpose: “We are collecting clues, not guessing at random.” Model one cover clue and a cautious prediction using **might** or **perhaps**.
2. Pairs notice one detail each. Gather clues under character, setting and mood. Ask: “What can we see? What can we reasonably infer?”
3. Read Chapter One aloud. Pause once before the landing and invite pupils to hold or adjust a prediction.
4. After reading, model revision: keep, change or reject the original prediction and explain why.

Check learning

- The prediction grows from a specific clue.
- The pupil uses uncertainty language rather than presenting a guess as fact.
- The revised prediction refers to something heard in the chapter.

Access route

Offer three visible clues and sentence stems: “I notice...”, “This might mean...”. A pupil may speak while an adult or partner records.

Extend

Ask pupils to rank two predictions by plausibility and explain which evidence is stronger.

Exit check

One sentence: **I changed / kept my prediction because...**

Word detectives

Time	Focus	Learning intention
45–60 min Quick route: 20 min	Vocabulary · morphology · fluency	Explain and reuse vivid words from Eliza's arrival.

Prepare

- Choose four to six words: **loomed**, **peculiar**, **hovered**, **coax**, **sputter**, **staggered**.
- Mark paragraphs 2, 4, 5, 7 and 9 in the included extract.

Teach

1. Read each word in its sentence. Say it together; do not begin with dictionary copying.
2. Model the clues an expert reader uses: nearby meaning, action, word parts, tone and a quick physical demonstration.
3. Build a pupil-friendly meaning, then test it by replacing the word in the sentence. Discuss what is lost with a duller synonym.
4. Reread two selected sentences with phrasing and expression. Pupils then choose one word for an original spoken sentence before writing.

Check learning

- The meaning fits the original context.
- The pupil can distinguish a near-synonym from an exact replacement.
- The new sentence shows the meaning rather than merely containing the word.

Access route

Use a word card, gesture or simple sketch; offer two possible meanings to compare. Adult read-aloud keeps decoding difficulty separate from language thinking.

Extend

Explore morphology or word families, then choose the most precise word for a new magical arrival.

Exit check

Complete: **The author chose _____ instead of _____ because...**

Read between the lines

Time	Focus	Learning intention
45–60 min Quick route: 20 min	Inference · evidence · viewpoint	Infer Eliza's feelings and justify the inference with evidence.

Prepare

- Select three moments in paragraphs 4, 9 and 14: above the gates, after the crash, and when the courtyard laughs.
- Print pupil sheet 3 or draw a three-row evidence table.

Teach

1. Model the difference between what the text says and what the reader infers. Use an evidence chain: action or detail → what it suggests → feeling.
2. Reread the first moment. Gather more than one possible feeling and reject any that cannot be supported.
3. Pairs complete the chain for a second moment. Invite challenge using “What makes you think that?”
4. Pupils independently explain the third moment, then compare how Eliza's feelings shift across the chapter.

Check learning

- The feeling word is precise enough for the moment.
- Evidence is relevant rather than copied at length.
- The explanation links the evidence to the inference.

Access route

Provide an emotion word bank and a three-part stem: “Eliza may feel... I noticed... This suggests...”. Allow pointing, sorting or oral explanation.

Extend

Consider two emotions at once or explain how humour changes the reader's response to Eliza's embarrassment.

Exit check

Circle the strongest evidence you used and explain why it is stronger than another clue.

The late-arrival record

Time	Focus	Learning intention
45–60 min Quick route: 20 min	Audience · voice · drafting	Retell an event in a formal school voice for a clear audience.

Prepare

- Reread paragraphs 4–10 and identify three facts that must remain accurate.
- Print pupil sheet 4 or provide a plain incident-report frame.

Teach

1. Compare two spoken openings: an excited pupil retelling and a brisk official record. Identify differences in vocabulary, detail and tone.
2. Model a short Bramble sentence. Think aloud about which comic details to keep and which an official writer would compress.
3. Orally rehearse the sequence: arrival, mishap, response. Collect precise time-order language.
4. Pupils draft the record. Ask them to revise one sentence so the voice sounds more official without becoming confusing.

Check learning

- Essential events stay in a clear order.
- Word choices suit Headmistress Bramble and the intended audience.
- The pupil makes one purposeful revision and can explain it.

Access route

Use the three-box plan on pupil sheet 4, shared oral rehearsal and sentence starters. Scribe the plan while the pupil owns the wording.

Extend

Add a margin note in Eliza's informal voice, then explain how the two viewpoints differ.

Exit check

Underline one phrase that creates the official voice. Label the choice in five words or fewer.

Invent a Whimkin

Time	Focus	Learning intention
45–60 min Quick route: 20 min	Description · oral rehearsal · art	Design and describe a magical companion using deliberate detail.

Prepare

- Use the non-canonical worked model on page 27. If helpful, show Trouble on the [verified Book One page](#) as a visual prompt only.
- Print pupil sheet 5 and provide pencils; colouring materials are optional.

Teach

1. Model a connected design choice: a physical feature causes a habit, which shapes a small magical effect. Avoid a random list of powers.
2. Pupils sketch silhouette, texture and one distinctive feature. Ask them to annotate choices before decorating.
3. Rehearse a three-sentence description aloud: what it looks like, what it does, and why it might choose a witch.
4. Pupils write, then improve one vague noun or verb. Partners respond with one detail they can picture clearly.

Check learning

- Visual and written details agree.
- Nouns and verbs do most of the descriptive work; adjectives are chosen, not piled up.
- The creature has a limit, habit or need as well as a power.

Access route

Offer a mix-and-match bank for body, movement and gentle magic. Accept a labelled design, oral description or jointly constructed sentence first.

Extend

Write a Sanctuary archive entry that hints at character without explaining every mystery.

Exit check

Star the detail that makes this Whimkin unlike any ordinary animal.

Belonging in the story

Time	Focus	Learning intention
45–60 min Quick route: 20 min	Theme · safe discussion · recommendation	Discuss a fictional dilemma and explain a view about belonging.

Prepare

- Read the safe-discussion note on page 17 and follow the school's current policy.
- Display this scenario: "A new witch arrives late, makes a mistake and hears unkind laughter."

Teach

1. Agree ground rules: discuss characters, listen without judgement, pass if desired, and do not ask for personal stories.
2. Model a distanced response: "A bystander could... because...". Distinguish kindness from rescuing or speaking over someone.
3. Groups consider what the new witch, a bystander and a trusted adult could each do. Invite more than one safe response.
4. Connect back to the text: how does the opening make the reader want Eliza to find belonging? Finish with a spoken or written reader recommendation.

Check learning

- The pupil stays with the fictional scenario and gives a reason.
- Suggested actions are kind, realistic and do not promise secrecy.
- The recommendation names a likely reader and a story feature.

Access route

Use role cards, allow a pass, and offer sentence stems. Pupils may draw or sequence responses instead of speaking to the whole class.

Extend

Compare two possible bystander responses and evaluate which protects dignity as well as solving the immediate problem.

Exit check

Complete: **This story may suit a reader who likes... because...**

Support the task, not a fixed label

Start from high-quality whole-class teaching, then adapt the route according to the barrier in this moment. A pupil may need support for decoding in one lesson and no support for imaginative discussion in the next.

Barrier noticed	Try first	Then fade towards
Decoding blocks access	Teacher read-aloud; pre-teach essential words; mark a short supported-rereading section.	Independent access to a manageable passage
New vocabulary is insecure	Image, gesture, context sentence, pupil-friendly meaning and repeated spoken use.	Selecting and reusing the word independently
Too much to hold in mind	Chunk one instruction; show a worked example; use a visual organiser.	A shorter prompt or self-selected scaffold
Writing output is the barrier	Oral rehearsal, sentence stem, scribing or speech-to-text where appropriate.	Independent sentence or paragraph
Discussion feels risky	Third-person scenario, paired response, pass option and predictable turn-taking.	Chosen participation without forced disclosure

Practical print choices

- Core pupil instructions are 12.5 point. Compact worksheet and table text, including response labels, is 10.5 point; some teacher reference text is 10 point.
- Instructions are left-aligned, short and placed above the response space.
- Do not print essential teacher text inside the colouring art; the clean image remains a colouring image.
- Offer cream or a preferred paper colour for text sheets where helpful. Keep colouring pages white so the line art stays clear.
- This PDF is designed as an A4 print resource. Enlarge pupil sheets to A3 where more writing or motor space is useful.

Teacher judgement

Use existing pupil plans, specialist advice and assistive technology where relevant. This generic pack cannot replace individual provision.

Talk about belonging without soliciting disclosure

Stories can create useful distance. Keep the learning focused on Eliza or a fictional character so every pupil can take part without making private experience the price of participation.

Before the lesson

- Check the school's current safeguarding, child-protection and PSHE policies.
- Agree ground rules: listen, challenge ideas rather than people, use fictional examples, and allow a pass.
- Name the trusted adults and routes pupils can use after the lesson.
- Consider known vulnerabilities and whether any pupil needs advance notice, an adapted task or an exit route.

During the lesson

- Ask "What could the character do?" rather than "When has this happened to you?"
- Do not invite secrets, promise confidentiality or press a pupil to explain a pass.
- Use inclusive names, families, bodies and backgrounds without making one pupil a spokesperson.
- Correct unkind or stereotyped claims calmly and keep the discussion age-appropriate.

If a concern is shared

Follow school procedure

Listen without investigating in front of the class. Do not promise secrecy. Record and pass the concern to the Designated Safeguarding Lead in line with the school's procedure and current statutory guidance.

Safe replacement prompts

Avoid	Use instead
When has "different" felt hard for you?	What makes Eliza feel out of place in this scene?
Tell the class about a time you were laughed at.	What could a bystander do in this fictional moment?
Who would you tell your secret to?	Which trusted adult could the character approach, and what might happen next?

Small checks that change the next teaching move

Use the learning intention and two or three look-fors already printed on each lesson. Collect less evidence, but make it useful: secure, revisit, or change the support.

Lesson	Listen / look for	Next decision
1 Prediction	Clue → plausible prediction → justified revision	Model the evidence link again if guesses stay random.
2 Vocabulary	Context-fit meaning and accurate reuse	Revisit in later talk if the word disappears after one task.
3 Inference	Evidence → explanation, not copied evidence alone	Use a worked inference chain before another independent item.
4 Voice	Accurate sequence and choices suited to audience	Compare one formal and one informal sentence.
5 Description	Connected design choices and precise nouns / verbs	Reduce or extend the planning scaffold.
6 Theme	Reasoned, safely distanced response	Re-establish ground rules or deepen comparison.

One-minute record

Decision	Meaning	Teacher move
Secure	The pupil applied today's process to a new example.	Remove or reduce the scaffold next time.
Revisit	Part of the process is missing or fragile.	Reteach one step with a fresh example.
Add access	The response does not yet reveal the thinking.	Change response mode or remove the barrier before judging understanding.

Important

Supported practice can inform teaching, but do not present this commercial resource as statutory assessment material or as independent-writing evidence without applying the school's normal assessment requirements.

Cover clues and prediction

A strong prediction grows from a clue. It may change when the story gives you new evidence.

Name _____

Date _____

1. Collect three clues

What I notice	What it might suggest

2. My prediction — use might, could or perhaps

3. After reading — keep, change or reject the prediction. Explain why.

Self-check: I named a clue · I linked it to my idea · I revised using new evidence

Vocabulary lab

Choose three words: loomed · peculiar · hovered · coax · sputter · staggered

Name _____

Date _____

Word	Meaning in this scene	Clue or test that helped

Make the choice precise

The author chose _____ instead of _____ because...

Use one chosen word in a new sentence that clearly shows its meaning.

Say the sentence aloud first. Then check: does the word truly fit?

Character evidence chain

Inference means combining a story clue with what you know. Evidence alone is not the explanation.

Name _____ Date _____

Moment	Eliza may feel...	Evidence I noticed	This suggests...
Above the gates			
After the crash			
When everyone watches			

How do Eliza’s feelings change? Link at least two moments.

Useful stem: Eliza may feel... I noticed... This suggests...

Date _____

Three facts that must stay	Official words or phrases I might use
1.	1.
2.	2.
3.	3.

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Design a Whimkin

Connect the creature's look, habit and gentle magic. Give it a limit or need as well as a power.

Name _____

Date _____

Sketch and label the distinctive details

Name

Habit

Gentle magic

Describe it in three or more connected sentences.

Improve one vague noun or verb. Star the detail that makes your Whimkin unique.

Belonging in the story

Discuss the fictional character, not private experiences. You may pass on any spoken question.

Name _____ Date _____

Scenario

A new witch arrives late, makes a mistake and hears unkind laughter. What could different characters do next?

Character	A kind and realistic action	Why this could help
The new witch		
A bystander		
A trusted adult		

Reader recommendation — This story may suit a reader who likes... because...

Safe reminder: nobody has to share a personal story. Speak to a trusted adult privately if you need help.

Prediction and vocabulary

**Use the process,
not a single
answer**

Model one example, then change the clue or word before checking independent application. Accept alternatives that are accurate, relevant and supported.

Lesson 1 — worked prediction

I notice: The title *A Broom Too Soon* suggests that the broom or its rider may not be ready.

Prediction: Perhaps Eliza will lose control as she reaches the school. **After Chapter One:** I keep that prediction because Windwhistler “didn’t listen” and dropped. A cover clue about the cat is unresolved after this chapter, not disproved.

Lesson 2 — meanings in context

Target	Pupil-friendly meaning	Exact context and precision
loomed	Appeared large and possibly threatening ahead.	Paragraph 2: the school loomed like a crooked crown; <i>stood</i> loses the ominous scale.
peculiar	Strange or unusual; not normally expected.	Paragraph 2: the towers become increasingly peculiar. It does not automatically mean bad.
hovered	Stayed roughly in one place in the air.	Paragraph 4: Eliza hovered above the gates; <i>flew</i> does not capture the suspended stillness.
coax	Gently persuade or encourage something to act.	Paragraph 5: Eliza tries to coax the broom down. <i>Force</i> has the opposite tone.
sputter	A short, uneven series of bursting or choking sounds.	Paragraph 7: “With a sputter...” It is a noun here; <i>bang</i> suggests one impact.
staggered	Moved or rose unsteadily, nearly falling.	Paragraph 9: Eliza staggered to her feet; <i>stood</i> loses the sense that she is shaken.

New-use model: The old cauldron gave a *sputter*, then went quiet.

Inference and official voice

Lesson 3 — complete inference chain

Moment	Detail or action	What it suggests	Supported inference
Above the gates	Damp hands; knees knocking; “It felt terrifying.”	Her body shows tension before the landing.	Eliza is terrified or apprehensive.
After the crash	She staggers up, brushes off soot and tries to smile.	She is shaken and tries to hide the mishap.	Eliza may feel dazed and embarrassed.
When everyone watches	She cannot speak; laughter spreads; her ears burn.	The attention is public and painfully self-conscious.	Eliza may feel humiliated and overwhelmed.

Answer note: Do not insist on one emotion word. Require the detail, what it suggests and the chosen inference to fit one another.

Lesson 4 — newly written classroom model

Not a canonical extract

Late-arrival record: Eliza Evermist

Miss Evermist arrived approximately thirty minutes after the expected time. During descent, her broom, Windwhistler, dropped unexpectedly. She passed a flock of weather sprites, clipped the top of a hedge beast and collided with the side of the Weather Tower. Her hat subsequently landed in a simmering courtyard cauldron.

Miss Evermist returned to her feet and reported that the broom had gone “wobbly” over the marsh. I confirmed her identity and directed her to come inside.

Recorded by: Headmistress Bramble

Revision think-aloud: I changed “smashed into the tower” to “collided with the side of the Weather Tower”: the second version is accurate, precise and less like an excited retelling.

Description, belonging and safe response

Lesson 5 — coherent Whimkin model

Invented for teaching; not series canon

Nettlewink is a palm-sized fox Whimkin with leaf-shaped ears and a tail fringed with silver moss. It pads silently around the Sanctuary and wraps its tail around misplaced objects. When somebody truly misses an object, the moss glows and bends towards them, but loud voices make the light scatter. Nettlewink chooses a patient witch who will stop, listen and follow the glow.

Answer note: The silver-moss tail connects appearance, habit and magic. Noise limits the power. Precise verbs — *pads, wraps, glows, bends, scatter* — create the picture.

Lesson 6 — safe fictional responses

Character	Kind, realistic action	Why it could help
The new witch	Move towards a trusted adult and say that she needs help.	She seeks support without being made responsible for stopping the behaviour alone.
A bystander	Stop laughing, give space, say “Give her a moment”, offer company, and tell an adult if it continues.	This protects dignity and offers support without demanding a personal explanation.
A trusted adult	Check immediate safety, listen privately, explain the next step and follow school policy.	This addresses the crash and unkindness without promising secrecy.

Reader recommendation model: This story may suit a reader who likes funny magical-school adventures, because Eliza’s disastrous landing creates gentle comedy while making us want her to find a place where she belongs.

If a pupil starts a personal disclosure

“Thank you for telling me. You do not need to tell the class. I cannot promise to keep this secret; I need to share it with the adult whose job is to help keep pupils safe.” Follow the school’s exact procedure; do not investigate.

Secure, revisit, or change the access route

Use these as concise exemplification, not fixed mark schemes. “Secure” means the pupil applies the taught process; “revisit” identifies the next step.

Lesson	Secure	Revisit and next move
1 Prediction	Clue → cautious prediction → keep, change or leave unresolved using new evidence.	Unsupported fixed guess. Model <i>clue</i> → <i>might</i> → <i>because</i> with a fresh detail.
2 Vocabulary	Context-fit meaning and accurate reuse that shows the meaning.	Circular meaning or ordinary movement. Contrast the target with a near-synonym.
3 Inference	Precise feeling + short evidence + explanation of what the evidence suggests.	Copies evidence and labels it only “sad”. Model the bridge from detail to feeling.
4 Voice	True sequence, formal choices and one explained revision.	Chatty retelling or invented consequence. Re-sort facts, then redraft one sentence.
5 Description	Appearance, habit, magic and limit connect; precise verbs create a picture.	Random powers with no connection or limit. Keep one feature and develop its consequence.
6 Theme	Kind, realistic action + reason + text-linked recommendation.	Unsafe secrecy, retaliation or no reason. Re-establish ground rules and compare two fictional actions.

Safety comes before assessment

A personal concern is not a “revisit” response. Follow safeguarding procedure first, then assess the learning later through another safe route.

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- [Education Endowment Foundation — Improving Literacy in Key Stage 2](#)
- [Education Endowment Foundation — SEND in Mainstream Schools](#)
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