



Steps to Read™

Shared Reading Planning Year 6

Curriculum Driver: History
Unit A: War




READ

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At **Literacy Counts**, we place high quality, language-rich texts (Vehicle Texts) at the core of our resources. In order to use **Steps to Read** effectively, the physical Vehicle Texts should be purchased to accompany this unit.

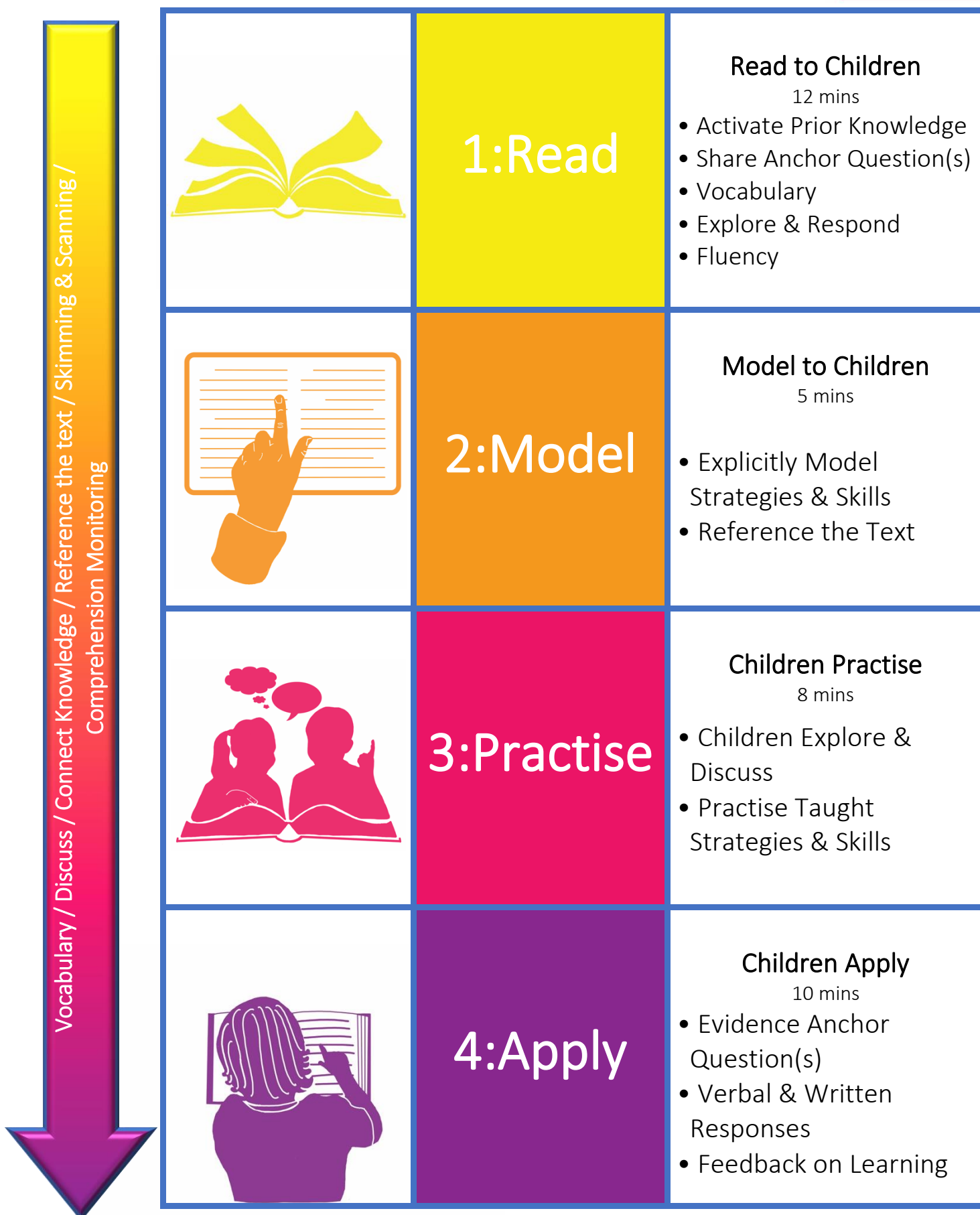
Teachers are encouraged to use the Vehicle Texts for 'read aloud' so the entire text can be enjoyed together outside of the **Steps to Read** lessons. **Steps to Read** uses adapted extracts from the Vehicle Texts, not the entire book. The Vehicle Texts should also be available for children to read independently. Children hearing and engaging with *entire* texts supports a love of reading 

Contents

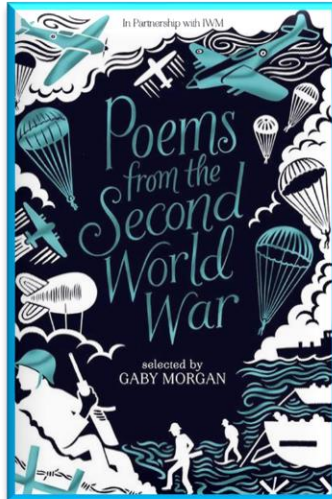
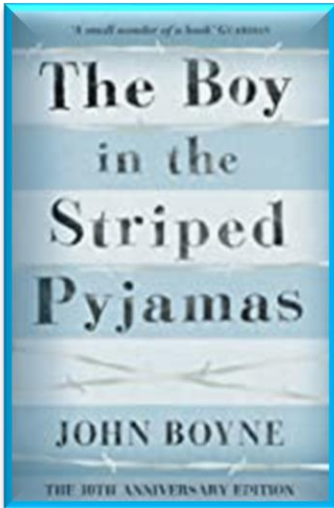


The 4 Step Teaching Sequence Overview	4
Unit Focus: Comprehension Skills and Strategies	6
What is Steps to Read ?	7
The 4 Step Teaching Sequence Explained	9
Learning across the week & Getting Ready for Lessons	10
Steps to Read planning for Non-Fiction 1	11
Steps to Read planning for Non-Fiction 2	36
Steps to Read planning for Poetry	63
Steps to Read planning for Fiction 1	89
Steps to Read planning for Fiction 2	119
Comprehension skills and Strategies	147
Reading Curriculum Coverage	152
Reading Assessment	153
Connected: Read to Write	155
Connect to Curriculum	156

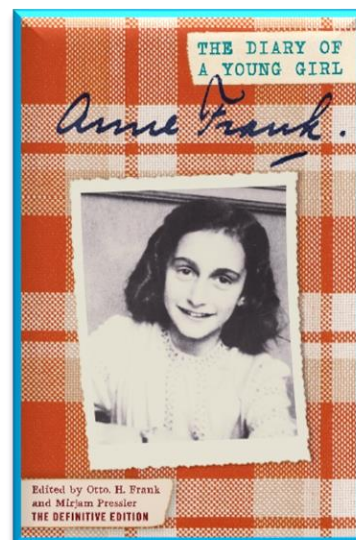
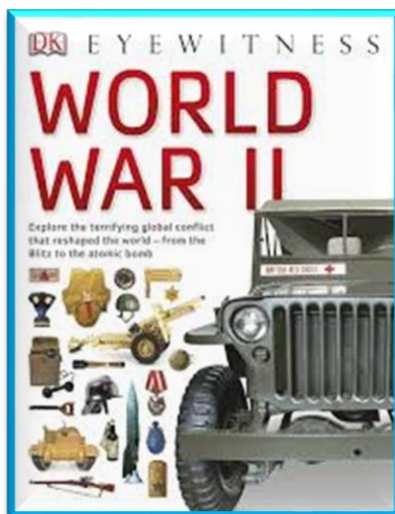
The 4 Steps Teaching Sequence



Vehicle Texts for this Unit



Shared Reading Planning Year 6 Curriculum Driver: History Unit A: War



Unit Focus: Comprehension Skills & Strategies

This Year 6 Unit A
Word Reading
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
Comprehension
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •read books that are structured in different ways and read for a range of purposes <ul style="list-style-type: none"> •Make comparisons within and across books e.g. plot •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <ul style="list-style-type: none"> •Predict what might happen from details stated and implied •Identify how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> •Retrieve, record and present information from non-fiction
Skills and Strategies
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences <ul style="list-style-type: none"> •Read closely, annotating for specific purposes •Use a range of strategies for finding and locating information e.g. skimming scanning for detail <ul style="list-style-type: none"> •Connecting prior knowledge and textual information to make inferences and predictions
Content Domains*
<p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

Throughout Year 6 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 6 Focus on: <ul style="list-style-type: none"> •read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books •Increase familiarity with a wide range of books •read books that are structured in different ways and read for a range of purposes <ul style="list-style-type: none"> •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text •Learn a wider range of poetry by heart 	Apply the following reading strategies with increasing independence: <ul style="list-style-type: none"> •Recognise and read <i>all</i> Year 5&6 Word List words with automaticity <ul style="list-style-type: none"> •Make meaning from words and sentences, including knowledge of phonics, word roots, word families, •Make meaning from text organisation •Make meaning by drawing on prior knowledge •Read increasingly complex texts independently for sustained periods •Find the main idea of a paragraph and text 	<p>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</p> <p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 6 focus on: <p>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</p>		

What is Steps to Read?

Steps to Read is planning support for whole class Shared Reading through carefully crafted units of work. These termly units of work also help schools to provide curriculum knowledge for several foundation subjects. They empower teachers to teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry vehicle texts.

Steps to Read provides a clear teaching sequence to reading lessons that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive termly units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of **Steps to Read** is to teach reading comprehension skills and strategies explicitly.

Underlying Principles

Steps to Read works when:

- formative assessment is used to inform the teaching
- it involves *all* the children in the class
- time allocated to each lesson is approximately 30 - 40 minutes
- the four steps teaching sequence is adhered to for each lesson (i.e. Read, Model, Practise, Apply) where the suggested timings are used to guide the learning in each lesson
- it is consistently and regularly delivered
- it is integral to whole school improvement of reading
- all adults supporting learners are deployed effectively so there is access for *all*
- children have access to a copy of the vehicle text being explored
- children are taught explicit comprehension skills e.g. prediction; questioning; clarifying; summarising and inference etc and these are reinforced through Guided Reading and across the curriculum
- it does not replace Guided Reading

NB **Steps to Read** can be adapted to meet the amounts of time placed on the daily explicit teaching of reading in your school through whole class shared reading.

There is an expectation that the vehicle texts used in **Steps to Read** termly units will be available for children to explore and enjoy in their entirety *beyond* the taught lessons. That is, the vehicle texts can be shared through other reading experiences for children. These may include reading aloud, paired reading, guided reading, placed in the class reading area and pulled upon to inform other curriculum lessons etc. This, in turn, also supports children's love of reading.

Beautiful texts that broaden the reading experience: Beautiful texts that deepen curriculum knowledge

Step to Read also:

- is sequenced, coherent and progressive
- uses language-rich texts for vocabulary teaching
- includes all elements of comprehension, taught sequentially across an academic year
- has a clear focus on the skills and strategies needed to be a proficient and confident reader
- uses engaging texts to promote a life-long love of reading
- includes poetry, non-fiction and fiction that enhances learning across the curriculum

These detailed units are also vehicles to your wider curriculum. This, in turn, builds rich curriculum knowledge where a school's reading Intent and Implementation leads to Impact through improved outcomes for children.





Steps to Read is *whole class shared reading* and is one of a range of reading repertoires within a rich reading curriculum (see adjacent box). It uses language rich 'real' books to do so.

Steps to Read rests within a broad and rich reading entitlement for children:

- Phonics Lessons
- Guided Reading
- Whole Class Shared Reading (**Steps to Read**)
- Read Aloud
- Paired Reading
- Reading with children
- Performance Reading
- Independent Reading

The 4 Step Teaching Sequence Explained

Each lesson follows the same [Steps to Read](#) teaching sequence and provide detailed framework of how to move through the 4-step teaching sequence. A typical [Steps to Read](#) lesson is 30 – 40 minutes. Lessons are *always* informed by teachers' knowledge of *their* children (formative assessment). [Steps to Read](#) units of work know the standard expected of each year group and effective pedagogies that support learning. However professional teacher decisions are crucial to ensure the needs of the children are met when using this document which provides a proven scaffold and strong teaching structure.

Step 1		<h3>Teacher Read</h3> <p>Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s), are shared which enables children's read for a purpose. Questioning and enjoyments with the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.</p>
Step 2		<h3>Teacher Model</h3> <p>Teacher models reading skills and strategies explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Question(s).</p>
Step 3		<h3>Children Practise</h3> <p>Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.</p>
Step 4		<h3>Children Apply</h3> <p>Children demonstrate how they have internalised new reading skills, strategies and their understanding of the vehicle text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies and skills.</p>

Learning Across the Week

Each week there are five **Steps to Read** lessons. The first four lessons follow the 4 **Step to Read** teaching sequence and its suggested timings. The fifth lesson is to provide an opportunity for children to apply those subject skills and knowledge taught in the previous 4 lessons through an extended application lesson.

In most **Steps to Read** lessons we:

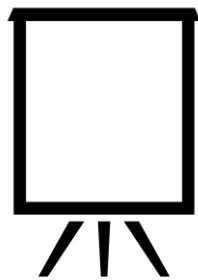
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

- copies of the vehicle text / extract and new vocabulary for every child to see
- enlarged copies of the vehicle text and the new vocabulary on the IWB or flip chart for modelling, text marking and referencing throughout the lesson
- anchor question(s) visible for the children to see and refer to throughout the lesson
- be familiar with the focus comprehension skills and strategies being explicitly taught throughout the lesson
- notes, paper, whiteboards and pencils for children to jot ideas
- vocabulary identified for explicit teaching*



*Vocabulary for the week

Trial schools pre taught the vocabulary prior to the lesson. This enabled efficient timings within a **Steps to Read** lessons.

Before you start:

- Always read the vehicle text
- Always read the lesson outline
- Remember **Steps to Read** (Whole Class Shared Reading) offers challenge through a vehicle text that may prove too difficult for children to comprehend or decode independently

Lesson 1
Steps to Read

Lesson 2
Steps to Read

Lesson 3
Steps to Read

Lesson 4
Steps to Read

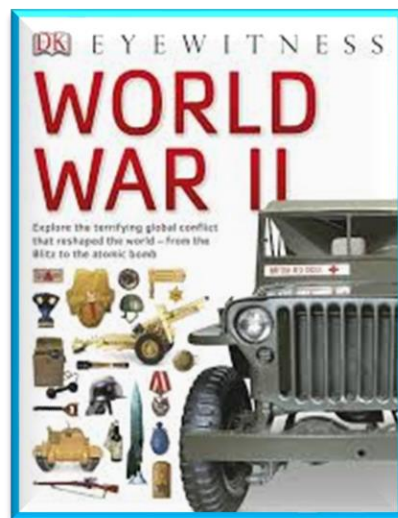
Lesson 5
Extended
Application







Shared Reading Planning Year 6

Curriculum Driver: History
Unit A: War

Non-Fiction 1



Lesson	1	Vehicle Text & Page	DK Eyewitness World War II Preparing for the worst (pp.10&11) There is an adapted extract included but it is better to use the actual text.	
Anchor Question(s): What are the main ways in which people prepared for war?	Vocabulary Teaching: loomed, evacuating, precautions, fortification, improvised, infiltration, rationed, compulsory, subsidised, civilians Subject Specific: maginot Line, patrol members of the British Air Raid Precautions, Volksstrum, barrage balloons		Focus Comprehension & Strategies: •Read closely, annotating for a specific purpose •Summarise part of a text •Read books that are structured in different ways and read for a range of purposes	Focus Content Domain(s): 2b retrieve and record information / identify key details from non-fiction 2c summarise part of a text
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Share the front cover and the blurb of the book. Ask children what they already know about WWII. Take brief feedback. Explain that this information book will be explored during the next few lessons to answer questions about World War II. Open to pp.10 & 11 and have an enlarged or onscreen copy too.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Children have a set of the words and phrases for Vocabulary Teaching (use Lesson 1 Vocabulary Sheet). Demonstrate Read Find Talk with ‘loomed’: ‘In the text we see the words, ‘War loomed’, suggesting that war was about to happen – loomed tells us there is a threatening event about to happen. This is made even more clear, as we see the words ‘prepared for the worst’. Encourage children to locate these in the text using Read Find Talk. Briefly clarify as a class. Define the Subject Specific words for the children (use Lesson 1: Vocabulary Sheet).</p> <p>Explore & Respond: All children have access to pp.10&11 and have an enlarged copy to share. Note the use of bold print, titles, bullet points, captions and photographs that help to orientate the reader and locate where to find the answers to any questions we might have. Read the whole double page spread to the children (there is an adapted extract in the resource, but it is better to use the actual pages from the book).</p> <p>Fluency: Return to the opening paragraph, modelling fluency by Pausing at punctuation cues (see Lesson 1: Fluency). Children Pair Read the same extract.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Have p.10&11 open / on screen or enlarged on a flip chart and share the Anchor Question. Demonstrate how to Text Mark the opening paragraph, focusing only on key words.</p> <p>Circle: ‘Britain’, ‘France’, ‘Italy’, ‘Germany’, ‘ration food’, ‘defend’, ‘shelters’, ‘gas masks’, ‘evacuating children’.</p> <p>Use these words to make an oral Summary of this one part of the text about preparations for war:</p> <p>Several countries rationed food. Britain protected its people by building shelters and evacuating children. <u>Teacher Note:</u> Use own words and make summary as brief as possible, but still capturing main information. Add Summary to the Teacher Model.</p> <p>Reference the text: Opening paragraph of pp.10&11.</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: Have one copy of pp.10&11 between two to encourage collaboration. <u>Teacher note:</u> you may want to use the adapted extract for this part of the lesson. Otherwise provide a copy of the double page, 1 between 2.</p> <p>Practise Taught Strategies & Skills: Children Text Mark the different sections with a partner to find the key words and phrases to answer the question. Practise using their own words to orally Summarise each section. Teacher to feedback as children work. If they are struggling to locate evidence, consider ‘Maginot Line’, ‘anti-tank defences’, ‘mortar bombs’, ‘watched out for enemy infiltration’, ‘all German men called to the Home Guard’, ‘everyone in Britain...gas mask’, ‘food and petrol rationed from the outset’, ‘barrage balloons protected cities’, ‘Anderson shelter’, ‘Morrison shelter’, ‘mines planted’.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Children work in pairs using the double spread or the adapted extract (pp.10&11). Children look at the words they located and agree written Summaries for each section and complete Lesson 1: Apply.</p> <p>Verbal & Written Responses: Clarify they know the main ways in which people prepared for war.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <ul style="list-style-type: none">-use of the strategies taught (Text Marking, Find Read Talk, Summarising and Pausing) and responses to the Anchor Question.				
			<div>Acceptable Point(s)<ul style="list-style-type: none">• created defences / prepared weapons / on the look out for enemies / gave everyone gas masks / rationed food / created shelters to protect people from air-raids / planted mines</div>	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 1: Vocabulary

loomed	evacuating
fortification	improvised
infiltration	rationed
compulsory	subsidized
civilians	

patrol members of the British Air Raid Precautions	People whose job it was to patrol the streets during the Blackout to ensure lights were out, to warn of bombing and hand out gas masks
Volksstrum	German men drafted into the war towards the end to try and stop defeat
barrage balloons	A large balloon, tied to the ground and used to defend ground targets against aircraft attack

Lesson 1: Fluency

Britain expected its major cities to be bombed very soon, so took care to protect its people, digging shelters, issuing gas masks, and evacuating city children to the countryside. War broke out in September 1939, but it was the German invasions of April-May 1940 that really tested these precautions.

Lesson 1: Anchor Question

What are the main ways in which people prepared for war?



Lesson 1: Read / Teacher Model / Children Practise

War loomed in 1938-39, so Britain, France, Italy, and Germany prepared for the worst, with plans to ration food and raw materials. France had already built the Maginot Line to defend itself from German invasion. Britain expected its major cities to be bombed very soon, so took care to protect its people, digging shelters, issuing gas masks, and evacuating city children to the countryside. War broke out in September 1939, but it was the German invasions of April-May 1940 that really tested these precautions.

French defence

The Maginot Line, France's main fortification, took five years to construct (1929-34) and stretched along France's eastern border with Germany. It consisted of anti-tank defences, bomb-proof artillery shelters, and forts, many linked by underground railways.

Guarding the Home Front

At the end of the war, all German men aged 16-60 not already in the army were called to the Volkssturm (home guard). They had little training and had to make do with what weapons they could find.

Improvising

The British Home Guard had few weapons and so improvised, using cans to make mortar bombs and bottles for grenades. This volunteer unit protected defence installations and watched out for enemy filtration.

Gas Masks

Everyone in Britain was issued with gas masks. In Germany, only those considered high risk, such as children, air-raid wardens, and Nazi Party officials, were given masks. Gas was never used by either side, so the masks were never needed.

German Rationing

Food and petrol were rationed from the outset. Subsidized food offered a healthier diet for the poor than before the war. But in 1943, rationing became severe.

Balloon protection

Large barrage balloons protected Britain's cities from air raids. They were launched before a raid and trailed steel cables beneath them. Bombers had to fly high to avoid the cables, reducing their accuracy.

Air-raid shelters

Most British city-dwellers installed in their gardens an underground Anderson shelter (corrugated-iron tunnel). In February 1941, there were Morrison shelters (steel cages for use indoors) for those without gardens.

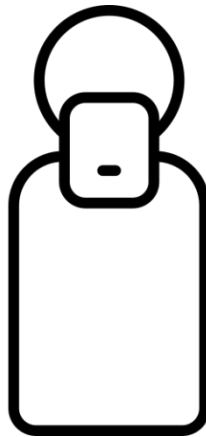
Beach defence

Mines were planted to defend possible invasion beaches in southern Britain and northern France.

Adapted extract from © DK Eyewitness World War II Simon Adams Penguin Random Ho

Lesson 1: Teacher Model

Subheading	Summary
Preparing for the worst	Several countries rationed food. Britain protected its people by building shelters and evacuating children.



Lesson 1: Children Apply

Subheading	Summary

Subheading	Summary

Subheading	Summary

Subheading	Summary

Subheading	Summary

Subheading	Summary

Lesson	2	Vehicle Text & Page	DK Eyewitness World War II pp.16&17 Resistance p.22&23 Bombing raids
Anchor Question(s): How does the layout of the page encourage you to read on and find information?	Vocabulary Teaching: terrifying drone, heralded, strategic, endured, makeshift, ignited, combustible, surrender, vengeance Subject specific: the Blitz, Luftwaffe, allied bombing		Focus Comprehension & Strategies: •Read books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning
			Focus Content Domain(s): 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Use a search engine to find images of information texts about World War II. Look together at the range of search results on the page and ask children to Think Pair Share how authors use layout features to engage readers. Take brief feedback around use of photographs, bold subheadings, captions etc. From the search page, which texts make them most want to read on? Why?</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Model how to Find Read Talk the words '<i>terrifying</i>', '<i>drone</i>' and '<i>heralded</i>'.</p> <p>Teacher Talks: 'I know that a drone can be a continuous sound and you might associate many sounds of war as terrifying. Located in the text, '<i>terrifying drone</i>' is followed by the words, '<i>of enemy bomber planes</i>', suggesting it is the dreadful sound of an impending attack. The word '<i>heralded</i>' is also in this sentence and this means to proclaim or announce. Therefore, this dreadful, non-stop sound means an attack will happen at any time.</p> <p>Children use Find Read Talk to define other non-subject specific word (use Lesson 2 Vocabulary Sheet). Explain the meaning behind the subject specific words (use Lesson 2 Vocabulary Sheet).</p> <p>Explore & respond: Open the book at p.22, have an enlarged copy or on-screen version. Read the whole double-page spread with intonation. Take time to consider the information on the pages. What surprised them? What questions do they have? Note layout features that orientate the reader when considering questions.</p> <p>Fluency: Read Lesson 2: Fluency, modelling Pausing at punctuation cues. Note the use of inverted commas around the words "the Blitz" and adjust your reading to emphasise this. Children Pair Read the extract.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: <u>Teacher to use a different double page spread to model.</u></p> <p>Show the children an enlarged or onscreen copy of pp.16&17 (Resistance). Explore the page in order to answer the Anchor Question. Start with photographs and add this word to the table (see Lesson 2 Teacher Model Activity). Then talk about how the real-life documents encourage you to read on:</p> <p>Teacher Talks: The photographs of the documents in the bottom right hand corner of p.16 are really interesting. They show the official documents that people had to carry. It is really good to see actual historical evidence like this – so I can get a true picture of life in WWII. Add to Table (see Lesson 2: Teacher Model).</p> <p>Focus on the use of bold subheadings. Look at '<i>Attacking from the bushes</i>' and explain how the choice of words for the subheadings and the bold lettering draws you in.</p> <p>Teacher Talks: I am really interested to find out more about this. The content of this subheading draws me in. The use of bold print catches my eye and makes it clear what each section is about, so I can make choices about what to read. Add to the record sheet.</p> <p>Reference the text: Text Mark clearly, by circling evidence to answer the question and underline new vocabulary.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children have the Anchor Question and the double page spread shared at the start of the lesson (pp. 22&23), one between two to ensure collaboration and discussion. <u>Teacher note:</u> the children will need the actual pages for this part of the lesson.</p> <p>Practise Taught Strategies & Skills: Children discuss the features that encourage the reader to find out more. They can comment on the actual feature e.g. bold subheading, but also on content where, for example, a subheading sounds like it will have interesting information underneath it.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children have copies of the layout features table (see Lesson 2: Children Apply) and they note the layout features and why they encourage the reader to read on. Discuss as a group and prepare to answer the Anchor Question.</p> <p>Verbal & Written Responses: Take class feedback, focusing on the choices authors make when presenting factual information. Ask the children if the information could have been presented in any other way.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Find Read Talk, Reference the Text and Pausing) and responses to the Anchor Question.</p>			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 2: Vocabulary

terrifying drone	strategic
oil refineries	endured
heralded	makeshift
ignited	combustible
surrender	vengeance

The Blitz	German bombing campaign against the UK in 1940 and 1941
Luftwaffe	German term for an air force
Allied Bombing	Countries combining to bomb the enemy

Lesson 2: Fluency

Germany tried to force Britain to surrender during September 1940-May 1941 by bombing its major cities, including London, Liverpool, Glasgow, and Belfast. More than 60,000 civilians were killed and two million homes destroyed in “the Blitz”.

Lesson 2: Anchor Question

How does the layout of the page encourage you to read on and find information?







Lesson 2: Teacher Model Activity

Layout features and how they encourage the reader	
Layout Feature	How it encourages the reader to read on and find information
Photographs of documents	really interesting shows the official documents that people had to carry – better to see the visual image, than to just write about them. good to see actual historical evidence like this – so I can get a true picture of life in WWII.
Bold subheading	bold print catches my eye and makes it clear what each section is about, so I can make choices about what to read
Attacking from the bushes	interested to find out more about this. The content of this subheading draws me in.

Lesson 2: Children Apply Activity

Layout features and how they encourage the reader	
Layout Feature	How it encourages the reader to read on and find information

Lesson	3	Vehicle Text & Page	DK Eyewitness World War II pp.34&35 (Women at work) pp.36&37 (A wartime childhood)
Anchor Question(s): How did the lives of children change during the war? Teacher Model Question: How did the lives of women change during the war?	Vocabulary Teaching: Jewish, voluntary, compulsory, destinations Subject specific: Concentration Camps, military drills, student labour force, propaganda, partisan groups, typhus	Focus Comprehension & Strategies: •Retrieve, record and present information from non-fiction •Ask questions to improve their understanding •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	Focus Content Domain(s): 2b retrieve and record information from non-fiction texts
	Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Ask children what they already know about the lives of children during World War II. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Children match vocabulary cards to their meanings (see Lesson 3 Vocabulary). Briefly clarify understanding. Explore & respond: Read all of pp.36&37. Pause at certain points so that children can Stop and Jot their initial ideas as to how the lives of children changed during the war. Take brief feedback. Fluency: Read Lesson 3: Fluency, modelling Pausing at punctuation cues. Children Pair read the rest of the extract.			
	Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Teacher focusses on a different double page to model Share the question, ‘How did the lives of women change during the war?’ Show pp.34&35, either enlarged on the flipchart or on the screen for 10 seconds. Demonstrate Skimming (by quickly identifying bold print, titles, bullet points, captions and photographs, and the information this tells the reader). Remove the image of the pages and explain that Skimming helps us to understand the gist of the page e.g. I get the gist of the page by looking in this way and I think it will tell us all about women during the war. I think we will find out about some of the jobs they did to help with the war effort. Show two more Questions (see Lesson 3: Teacher Model): Why was Rosie the Riveter created? Why were women encouraged to run farms during the war? Reveal the pages again and demonstrate how you to Scan read this time as you must locate the information for a more specific question. Locate the subheading and picture of Rosie the riveter at speed and read around to find the answer. Do the same with the Land girls subheading and photograph. Model how asking additional Questions helps to answer the Anchor Question more fully. <u>Teacher note:</u> when modelling Scanning you would reveal the page for a little longer – say 25 seconds, and talk about how you are trying to locate the evidence at speed. Reference the text: pp.34&35.			
	Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children to have pp.36&37, one copy per pair to encourage collaboration (facing down on the table). They also have the Anchor Question . Practise Taught Strategies & Skills: Children are given 10 seconds to Skim the page, identifying bold print, titles, bullet points, captions, photographs and lists. Turn the page back over and discuss what they think the gist of the double page spread is. Take brief feedback.			
	Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): Children are given four further Questions to help them fully answer the Anchor Question (see Lesson 3: Children Apply). They have 25 seconds to Scan read to locate the answers. Work in small groups and discuss how they will try to locate the information, before turning over the page. Discuss their answers after 25 seconds and write down their responses. Discuss how they will use all of the information they have found to fully answer the Anchor Question . Construct a written answer together and add to Reading Journal. Verbal & Written Responses: Take feedback as a class. How would they have felt if they were a child during the war? Why do they say this? Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Skimming, Scanning, Questioning and Pausing) and responses to the Anchor Question .			
<div>Acceptable Point(s)<ul style="list-style-type: none">• children had to play with toys that were made from simple paper or cardboard• went to live with foster families in the countryside or even overseas• 1936• attend military drills and work in the student labour forceUsing the above answered to the questions, children reflect on the fact that it was a difficult time for children who may have had to leave their homes / join military groups / have a lack of childhood toys and the experiences that young children need etc.</div>			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 3: Vocabulary

Jewish	Jewish people are a religious group and a nation, originating from the Israelites and Hebrews of historical Israel and Judah
compulsory	Something that is required; something that must be done
Concentration Camps	places where millions of ordinary people were enslaved as part of the war effort
student labour force	Japanese children required to take part in the war effort
partisan groups	Groups fighting against their country's army
voluntary	One's own free choice to take part
military drills	Training to prepare for war
propaganda	Information, often misleading, to promote a political cause
typhus	An infectious disease that can be very serious

Lesson 3: Fluency

In wartime, all materials were needed for making weapons, so children just had simple paper or cardboard toys.

At first, membership of the Hitler Youth was voluntary. But in 1936, it was made compulsory for all children aged 10 to 18.

Lesson 3: Anchor Question

How did the lives of children change during the war?

Teacher Model Question:





How did the lives of women change during the war?

Lesson 3: Teacher Model

1. Why was Rosie the Riveter created?
2. Why were women encouraged to run farms during the war?

Lesson 3: Children Apply

1. What were toys made out of during the war?
2. Where were children sent to live during the Blitz?
3. When did it become compulsory for boys to join the Hitler Youth?
4. What were Japanese children expected to do during the war?

Lesson	4	Vehicle Text & Page	DK Eyewitness World War II p.64 (Did You Know) & pp.66&67 (Timeline)	
Anchor Question(s): A) What do you think about the way information is organised in a different part of the text? B) Is there a reason for why this has been done?		Vocabulary Teaching: invades, surrender, siege, overthrown, advance, declare, halt Subject specific: atomic bomb	Focus Comprehension & Strategies: • Make comparisons within and across books • Read books that are structured in different ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	Focus Content Domain(s): 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2h: Make comparisons within the text
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Ask children to Think Pair Share what they found about layout in non-fiction texts and how it can be used to encourage the reader to engage with the text. Recall some of the elements that they felt were particularly effective at encouraging a reader to find out more (from an earlier lesson). Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Vocabulary: Children Find Read Talk the words in the text. Clarify understanding. Define subject specific vocabulary for the children (see Lesson 4 Vocabulary). Explore & respond: Show an enlarged copy of pp.66&67 or an onscreen version. Together Skim read the page to get the overall gist. From an initial look, children Stop and Jot what they think the differences are in terms of organisation and why this page might look different. Take brief feedback. Share some of the key milestone dates with the children. Ask them which dates they would like to explore. Fluency: Focus on Lesson 4: Fluency, modelling Pausing at punctuation cues. Children Pair read the same extract.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: <u>Teacher focusses on a different page to model</u> Share an enlarged or onscreen copy of p.64 and place alongside a double page spread studied during a previous lesson (pp.36&37 A wartime childhood). Talk about the differences that can be seen and their effect. Teacher Talks: The layout has changed and we now have a number of facts, written in columns on the 'Did You Know?' page. This may be because they would not easily fit into the previous pages but are still really interesting facts that the author wanted to include to make the book more appealing. Because there are so many short facts, this almost 'bullet pointed' list is a good way to present. I think there is a lot of text, which might put some people off, however, it appeals to those who are fascinated by science and love to find out lots of interesting facts. It is a good thing to have added some photographs as they help the reader to further understand the facts and they break up the text. They draw attention to the reader and make them want to find out more. Add to the layout table as you model (see Lesson 4: Teacher Model). Reference the text: Circle the evidence on p.64 that answers the question.				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children to have pp.66&67 double page spread, one copy per pair, to encourage collaboration. They also have the Anchor Question and a different double page spread that they used in the previous lesson (pp.36&37 A wartime childhood). Practise Taught Strategies & Skills: Begin by Skim reading to get the overall gist of the pages. Then begin circling different aspects of layout, discussing how they think the text is organised and why the author chose to change the layout in this section of the book. Use questions to prompt their thinking if needed, e.g. Why use photographs? Why use columns to present the information? Why include labels? Why do lines separate the columns? Why are the dates in bold? Could it be presented in a different way or is this the most effective? Why do you think that? Discuss together what they think about the organisation of the information. Teacher to feedback as they work.				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Children add their layout table to their Reading Journals (see Lesson 4: Apply). Continue to make judgements about the organisation and whether they think these are the best ways to present the information and why the author has chosen to change the way the information is presented. Verbal & Written Responses: Take feedback as a class. Consider together whether they think this change in layout has been effective for the information that is being presented to the reader. Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Stop and Jot, Pausing, Find Read Talk, Skim) and responses to the Anchor Question .				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 4: Vocabulary

invades	surrender
siege	overthrown
advance	declare
halt	

atomic bomb	explosive device that derives its destructive force from nuclear reactions
-------------	---



Lesson 4: Fluency

World War II was fought on many different fronts and this timeline highlights some key moments to give a picture of wartime history as it happened.

Unfortunately, there is not enough space here to list every major event of the war, so many milestones have been left out.

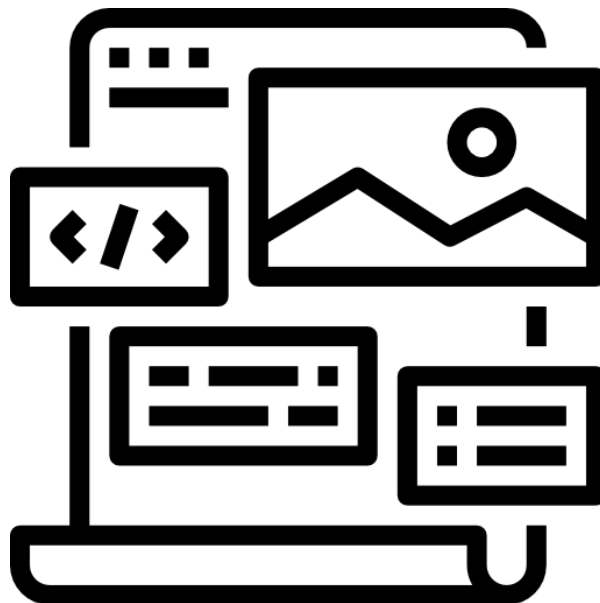
Lesson 4: Anchor Questions

A) What do you think about the way information is organised in a different part of the text?

B) Is there a reason for why this has been done?


Lesson 4: Teacher Model

Layout features and reasons for change in layout		
Layout Feature	Why presented in this way	What I think about the layout
Individual facts presented in columns	Random facts – don't fit into other pages. Set of sentences so can present like bullet points in the columns.	Good to arrange in this way as can fit a lot of facts on the page. A lot of writing so may put some people off, but could appeal to those who are fascinated by space
Photographs and illustrations	Help the reader understand the text more fully.	Good to include as it adds interest to the page and may encourage the reader to find out more by reading the facts.



Lesson 4: Children Apply Activity

Layout features and reasons for difference in layout		
Layout Feature	Why presented in this way	What I think about the layout

Lesson	5	Vehicle Text & Page	DK Eyewitness World War II pp.52&53 (The Holocaust) and pp.68&69 (Find out more)	
Anchor Questions(s): A) How were the Jewish people treated by the Nazis in World War II? B) What do you think about the way information is organised in different parts of the text? C) Is there a reason for why this has been done?		Vocabulary Teaching: exterminate, prejudiced, concentration camps, extermination, anti-Jewish, ghetto, boycotted	Application of Comprehension & Strategies: <ul style="list-style-type: none">•Read closely, annotating for specific purposes•Read books that are structured in different ways for a range of purposes•Make comparisons within and across books•Retrieve and record information from non-fiction•Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases•Summarise part of a text•Identify how language, structure and presentation contribute to meaning•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Focus Content Domain(s): 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2h: Make comparisons within the text 2b retrieve and record information / identify key details from fiction and non-fiction
<div></div> <h2>Extended Apply lesson</h2>				
<p>Through this selection of activities children will need copies of:</p> <ul style="list-style-type: none">• Lesson 5: Vocabulary• Lesson 5: Extended Application Activity• the Vehicle Text <p>Activate Prior knowledge: Introduce the two pages from the vehicle text pp.52&53 (The Holocaust) and pp.68&69 (Find out more). Ensure that all children have access to these. Encourage the children to Skim the pages to get a feel for the gist of the page in terms of content and layout.</p> <p>Vocabulary: Share the root words of crematoria and humanity (cremate – to burn, human- of or belonging to man). Find Read Talk to locate the words in the text and use this and their knowledge of root words to agree meanings. Share the word Semitic, meaning of or pertaining particularly to Jews. How can they apply their understanding of prefixes to work out what anti-Semitic means? Define other vocabulary for the children (see Lesson 5 Vocabulary Sheet) and have available to refer to throughout the lesson.</p> <p>Share Anchor Questions: Refer to these throughout the lesson.</p> <p>Enjoy and Respond to the text: Allow time for the children to explore and read the pages. Take general feedback in relation to the Anchor Questions.</p> <p>Written Responses / Evidence Anchor Question(s):</p> <ul style="list-style-type: none">• In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets (relate to the Anchor Questions). <p>Teacher note: You may want the children to complete this independently, as evidence of their independent application.</p> <div><p>Teacher Note:</p><ul style="list-style-type: none">•In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.•Depending on the time allocated to this lesson select all or some of the following activities.</div> <p>Comprehension Questions: See below</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:</p> <ul style="list-style-type: none">•Use of the strategies taught across the week i.e. and, Text Marking, Find Read Talk, Scanning, Summarising.•Responses they have given to the Anchor Questions. <p><small>*terms shown in bold explained in the ‘Comprehension Skills and Strategies’ or the ‘Glossary’ sections</small></p>				

Lesson 5: Vocabulary



Ghetto	A section of the city in which all Jews were required to live
undesirables	Not desirable or pleasant
boycotted	Refused to have dealings with
cyanide gas	A chemical poison
atrocities	Wicked or ruthless actions
German-occupied	German controlled

Lesson 5: Children Apply

Heading / Subheading	Summary

How were the Jewish people treated by the Nazis in World War II?

Lesson 5: Children Apply Activity

Layout features and reasons for difference in layout		
Layout Feature	Why presented in this way	What I think about the layout

Lesson 5: Reading Comprehension (p.52&53)

- A. In 1944, Jews in the Polish capital, Warsaw, were herded into a walled ghetto. The word '*herded*' suggests that the people were:

Tick one

Rounded up

☐

Invited

☐

Placed

☐

- B. Why were Jewish people required to wear a yellow star?

- C. Name three things dreadful conditions that prisoners faced in the camps.

1 _____

2 _____

3 _____

- D. Why has Auschwitz concentration camp been preserved?

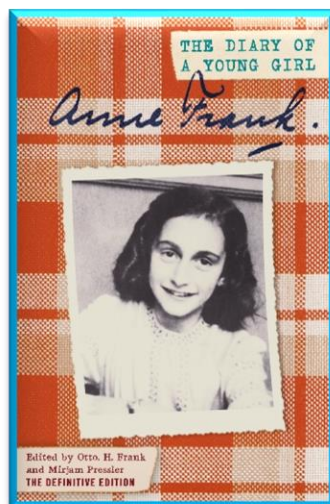
- E. Which groups of people were persecuted by the Nazis?





Shared Reading Planning Year 6

Curriculum Driver: History
Unit A: War

Non-Fiction 2

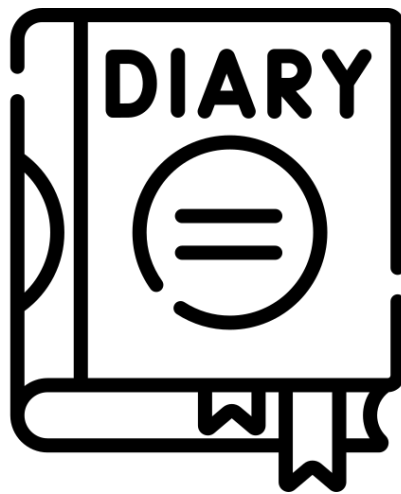


Lesson	1	Vehicle Text & Page	Extracts from Anne Frank's Diary July 8th 1942 (p19) (extract included)
Anchor Question(s): What do we know about the life of Anne and her family?	Vocabulary Teaching: agitated, such a fate, reduced us to silence Subject specific: call-up notice	Focus Comprehension & Strategies: •Read closely, annotating for a specific purpose •Retrieve, record and present information from non-fiction	Focus Content Domain(s): 2b retrieve and record information / identify key details from fiction and non-fiction
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Explain we will be using a different type of non-fiction for this week's reading lessons – diaries. What do you already know about diaries? What are their features? Do you know any diaries that have become well known? Share pictures of Anne frank and brief details about her life during WWII – that she was a German girl who had to go into hiding with her family because of the treatment of the Jewish people at the time. Do not share too much at this point, as the children will be retrieving information from the diary entry.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share the meaning of 'call-up notice': A government order to report to the military or police. During the Nazi era a call-up notice could mean anything from reporting to work to being deported to death camps.</p> <p>Ask pairs to think of actions or images to define the words 'agitated', 'such a fate' and 'reduced us to silence.' Children can Find Read Talk when considering their images or actions, so they can see the words in context. Briefly clarify.</p> <p>Explore & respond: Read the whole diary entry (see Lesson 1: Read / Teacher Model), modelling Intonation and Expression, particularly to show how the atmosphere moves from one of relaxation to tension as we move through the diary entry.</p> <p>Fluency: Model reading Lesson 1: Fluency with Intonation and Expression. Children Pair Read the same extract.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Have the first three sentences of the diary entry on the whiteboard to reveal one sentence at a time (see Lesson 1: Teacher Model Resource). After revealing each sentence, Text Mark by circling key words that give details of the life of Anne and her family before going into hiding.</p> <p>Teacher Read: 'Hello had left but was supposed to come back later'</p> <p>Teacher Talks: Hello was a friend of Anne. Friends were free to come and go (in fact her friend 'Hello' had arranged to visit her twice in one day).</p> <p>Teacher Read: 'I was out on the balcony, lazily reading in the sun'.</p> <p>Teacher Talks: They had a balcony which Anne could freely use to relax on. This suggests a calmness.</p> <p>Teacher Read: 'Margot appeared in the kitchen doorway looking very agitated'.</p> <p>Teacher Talk: Someone else lives in her house: 'Margot'. Her 'agitation' suggests a change to this happy, lazy life that Anne has already described.</p> <p>Reference the text: Circle all relevant evidence to answer the Anchor Question and underline new vocabulary. Under the extract, add bullet points the show key information about the life of her and her family, e.g.</p> <ul style="list-style-type: none">• Free to have visitors• Can relax in the open air			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to have copies of the diary entry (see Lesson 1: Read / Children Practise), one copy per pair to encourage collaboration.</p> <p>Practise Taught Strategies & Skills: Children work in pairs and circle key information to help them answer the Anchor Question. Discuss what the circled information tells them about her life and that of her family.</p> <p>If the children are finding it difficult to locate information, ask questions such as, 'What do we know about jobs the family members have?', 'Who were their friends?', 'What has Anne's dad been asked to do?' etc.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children complete Lesson 1: Apply.</p> <p>Verbal & Written Responses: Take feedback as a class and ascertain what their life, family and home situation was like at that time. Draw out the fact that, whilst they had certain freedoms at that time, they felt worried about the threat from the Nazis. Ask children what this diary entry tells us about life for Jewish people in 1942?</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Text Mark, Intonation and Expression) and responses to the Anchor Questions.</p>			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 1: Vocabulary

agitated	such a fate
reduced us to silence	



Lesson 1: Fluency

A little while later Margot appeared in the kitchen doorway looking very agitated. “Father has received a call-up notice from the SS,” she whispered.

“Mother has gone to see Mr. van Daan” (Mr. van Daan is Father’s business partner and a good friend). I was stunned. A call-up: everyone knows what that means. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate? “Of course he’s not going,” declared Margot as we waited for Mother in the living room.

Lesson 1: Anchor Question

What do we know about the life of Anne and her family?

Lesson 1: Read

At three o'clock (Hello had left but was supposed to come back later), the doorbell suddenly rang. I didn't hear it, since I was out on the balcony, lazily reading in the sun. A little while later Margot appeared in the kitchen doorway looking very agitated. "Father has received a call-up notice from the SS," she whispered.

"Mother has gone to see Mr. van Daan" (Mr. van Daan is Father's business partner and a good friend).

I was stunned. A call-up: everyone knows what that means. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate? "Of course he's not going," declared Margot as we waited for Mother in the living room. "Mother's gone to Mr. van Daan to ask whether we can move to our hiding place tomorrow. The van Daans are going with us. There will be seven of us altogether." Silence. We couldn't speak. The thought of Father off visiting someone in the Jewish Hospital and completely unaware of what was happening, the long wait for Mother, the heat, the suspense – all this reduced us to silence.

© Extract Adapted Anne Frank The Diary of a Young Girl (Penguin Random House UK)

Lesson 1: Teacher Model

July 8th 1942

At three o'clock (Hello had left but was supposed to come back later), the doorbell suddenly rang.

I didn't hear it, since I was out on the balcony, lazily reading in the sun.

A little while later Margot appeared in the kitchen doorway looking very agitated.

●

●

●

© Extract Adapted Anne Frank The Diary of a Young Girl (Penguin Random House UK)

Lesson 1: Children Apply

“Father has received a call-up notice from the SS,” she whispered.

“Mother has gone to see Mr. van Daan” (Mr. van Daan is Father’s business partner and a good friend).





I was stunned. A call-up: everyone knows what that means. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate? “Of course he’s not going,” declared Margot as we waited for Mother in the living room. “Mother’s gone to Mr. van Daan to ask whether we can move to our hiding place tomorrow. The van Daans are going with us. There will be seven of us altogether.” Silence. We couldn’t speak. The thought of Father off visiting someone in the Jewish Hospital and completely unaware of what was happening, the long wait for Mother, the heat, the suspense – all this reduced us to silence.

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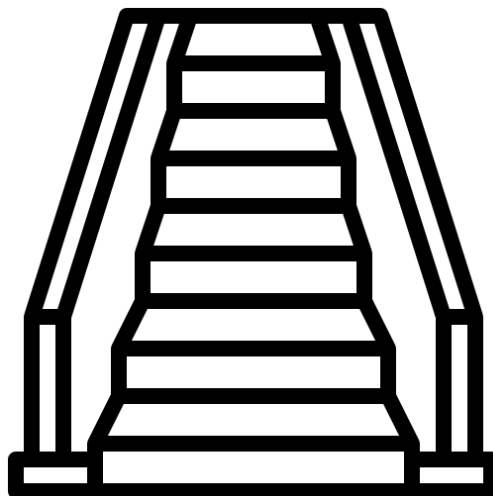
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Lesson	2	Vehicle Text & Page	Extracts from Anne Frank's Diary July 9th 1942 (p23) Extract included	
Anchor Questions(s): What does the secret annex look like? Teacher Model Question: What does the building look like?		Vocabulary Teaching: typically Dutch, annex, ankle twisting flight of stairs	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Retrieve, record and present information from non-fiction	Focus Content Domain(s): 2b retrieve and record information / identify key details from a text
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Recap yesterday's lesson, recalling Anne and her family. What do children understand by the words 'secret annex'? Take ideas.				
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.				
Vocabulary: Share what is meant by the words 'typically Dutch' and 'annex'. Typically being, 'well-known / common-place in Holland'. Use Find Read Talk to consider the words in the context of the diary: 'A typically Dutch, very steep, ankle-twisting flight of stairs,' so these staircases must be common in many houses in Holland. Find Read Talk the word 'annex' to show that it was a hidden section with a number of rooms at the top of the house.				
Explore & respond: Read the whole diary entry (see Lesson 2: Read / Teacher Model), modelling Intonation .				
Fluency: Read Lesson 2: Fluency using Intonation . Children Pair Read the same extract.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: Share the Teacher Model Question, 'What does the building look like?' Ask children to close their eyes and picture the building as the sentences about the building are read from the diary entry (see Lesson 2: Read / Teacher Model). Re-read the sentences closely, annotating in order to Visualise the building. Note that it is useful to read the whole description first, before trying to draw the images, as this gives an overall idea of how the building will look.				
Reference the text: Circle the following words in groups: 'Wooden staircase', 'downstairs hallway', 'third floor'. 'Top of stairs', 'landing', 'doors either side'. 'Door', 'left', 'spice storage area', 'attic', 'loft', 'front of house'. 'Very steep', 'flight of stairs', 'front house', 'door street'. Use these words to sketch out what the building looks like and refer to them as you draw, e.g. My building will be tall 'three floors' and narrow 'very steep' stairs. Ensure all evidence is circled and new vocabulary is underlined.				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children to have the extract and, working in pairs, they consider the details of the text that help them to Visualise the secret annex.				
Practise Taught Strategies & Skills: Children read closely, discuss and annotate as they try to Visualise . If children are finding it difficult to locate evidence consider, 'so many rooms', 'one small step', 'steep flight of stairs', 'narrow hallway', 'family's living room and bedroom', 'next door', 'smaller room', 'bedroom and study', 'to the right of the stairs', 'windowless washroom with sink', 'door in the corner leads to the toilet', 'another one for Margot's and my room'. Teacher to feedback throughout.				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Complete Lesson 2: Apply.				
Verbal & Written Responses: Compare their drawings and consider why differences have occurred. Check the words they underlined and whether they are the same / different or whether they have interpreted the descriptions differently. How might Anne feel about having to stay in the secret annex? What makes you say that?				
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Visualising , reading closely and annotating for a purpose and reading with Intonation) and responses to the Anchor Questions .				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 2: Vocabulary

typically Dutch	annex
ankle twisting flight of stairs	



Lesson 2: Fluency

Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!

Lesson 2: Anchor Questions

What does the secret annex look like?

Teacher Model Question:

What does the building look like?

Lesson 2: Read / Teacher Model / Children Practise

July 9th 1942: “Here’s a description of the building... A steep wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street.”

The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain grey door. There’s just one small step in front of the door, and then you’re inside.





“Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family’s living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot’s and my room... Now I’ve introduced you to the whole of our lovely Annex!”

© Extract Adapted Anne Frank The Diary of a Young Girl (Penguin Random House UK)

Lesson 2: Children Apply

What does the secret annex look like?

A large, empty rounded rectangle with a blue border, intended for a drawing.

Lesson	3	Vehicle Text & Page	Anne frank Diary Extract November 19th 1942 (p69) Extract included	
Anchor Question(s): Anne uses words like, 'sad news', 'dreadful fate' and 'slave hunts' to describe how the Jews are being treated. What do these words tell us about life for Jewish people at the time of World War II?		Vocabulary Teaching: dismal, acquaintances, cattle cars, branded by their shorn heads, uncivilised, assume, heartrending, nationality	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Focus Content Domain(s): 2a: Give/explain the meaning of words in context
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Ask children what they remember from the World War II non-fiction text about the treatment of the Jews, particularly in the concentration camps. Have the page from the Dorling Kindersley Information book open to help (pp.52&53). Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Vocabulary: Children use Find Read Talk to find definitions of vocabulary (see Lesson 3 Vocabulary). Take brief feedback and clarify understanding. Explore & respond: Read all of the November 19th diary entry (see Lesson 3: Read), modelling Stress and Intonation . Particularly focus on the question marks and exclamation marks in order to reflect the punctuation and the meaning and the fact that she feels terrible about the depressing news she has heard. Fluency: Model Lesson 3: Fluency using Stress and Intonation . Children Pair Read the same extract.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: Have the first section of text enlarged or on screen (see Lesson 3: Teacher Model), with the words relating to the treatment of the Jewish people already circled. Reference the Text: Look at the circled words and use Think Aloud to talk through what these words tell us about the way in which the Jewish people are being treated: 'sad news', 'dreadful fate' and 'immediately taken away'. • Teacher Talks: To begin with 'sad news' tells us that Anne is upset so life is not good for them. 'dreadful fate' is very powerful. Something is happening that makes them feel terrible. 'Fate' suggests that what is to come / what will happen to their lives is very bad. 'Immediately taken away' shows how suddenly their lives could change for the worse. As you write, add your thoughts about the lives of the Jewish people to the thought bubbles around the text (see Lesson 3: Teacher Model). Underline new vocabulary as you encounter it.				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children can have their own individual copies of the rest of the diary entry, but it is important that partners work together to consider the circled words (see Lesson 3: Children Practise / Apply). They discuss what each word or phrase is telling them about the lives of the Jewish people. Practise Taught Strategies & Skills: Children will be using Think Aloud and their understanding of words in context to help them to answer the Anchor Question .				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Children complete Lesson 3: Apply. Verbal & Written Responses: Discuss together why Anne would be using such words when describing the lives of the Jewish people. How would these reports of what is happening to them make her feel? Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Text Marking , Find Read Talk and Think Aloud) and responses to the Anchor Question .			Acceptable Point(s) • treated without dignity and respect • not treated like human beings • caught and imprisoned like animals • no rest or peace for them / exhausted by the ill treatment • cruelly treated by evil people	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 3: Vocabulary

a dreadful fate	mercy
acquaintances	bounty
stalk the earth	cruise the streets
impossible to escape their clutches	



Lesson 3: Fluency

It's like the slave hunts of the olden days...
I feel wicked sleeping in a warm bed, while
somewhere out there my dearest friends are
dropping from exhaustion or being knocked
to the ground. I get frightened myself when I
think of close friends who are now at the
mercy of the cruellest monsters ever to stalk
the earth. And all because they're Jews.

Lesson 3: Anchor Question

Anne uses words like, 'sad news', 'dreadful fate' and 'slave hunts' to describe how the Jews are being treated. What do these words tell us about life for Jewish people at the time of World War II?

Lesson 3: Read

November 19th 1942: “Mr. Dussel has told us much about the outside world that we’ve missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house.

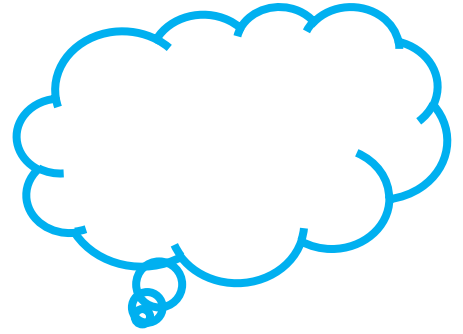
It’s impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there’s a big haul to be made. They frequently offer a bounty, so much per head. It’s like the slave hunts of the olden days...

I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruellest monsters ever to stalk the earth. And all because they’re Jews.”

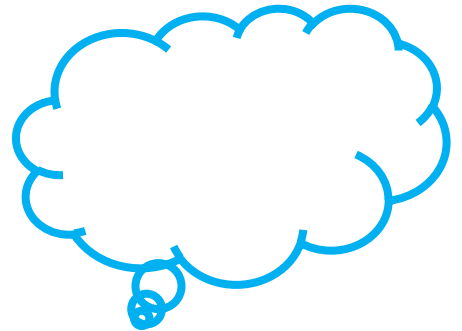
© Extract Adapted Anne Frank The Diary of a Young Girl (Penguin Random House UK)

Teacher Model

November 19th 1942: “Mr. Dussel has told us much about the outside world we’ve missed for so long. He had sad news.”



Countless friends and acquaintances have been taken off to a dreadful fate.



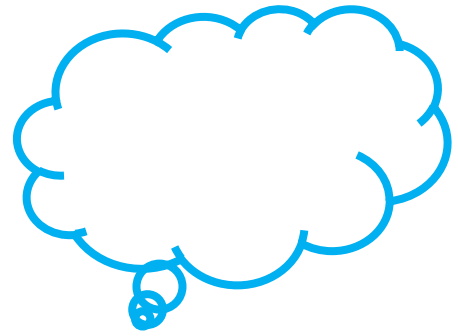
Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away.



Lesson 3: Children Practise / Apply

If not, they proceed to the next house.

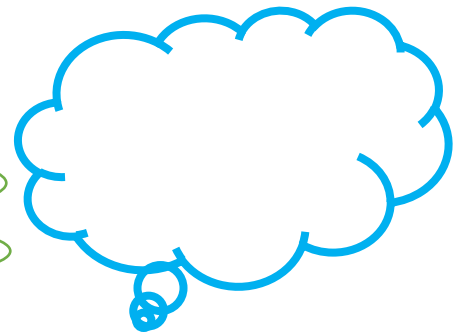
It's impossible to escape their clutches unless you go into hiding.



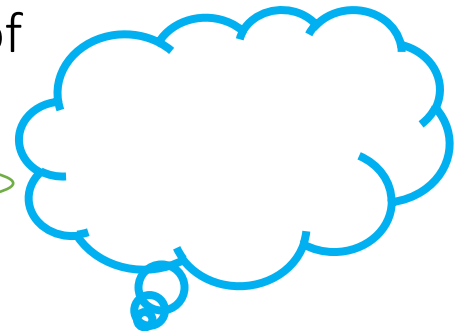
They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days...







I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground.



I get frightened myself when I think of close friends who are now at the mercy of the cruellest monsters ever to stalk the earth. And all because they're Jews."



Lesson	4	Vehicle Text & Page	Anne Frank Diary Entries February 3rd 1944 (p183) and July 15th 1944 (p332)	
Anchor Questions(s): How has Anne shown her feelings of deep sorrow and despair? Teacher Model Question: How has Anne shown feelings of hope?		Vocabulary Teaching: wilderness, tranquillity, chaos, ideals, cherished hopes, in spite of everything	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Focus Content Domain(s): 2a: Give/explain the meaning of words in context
		Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Show a picture of the room in the secret annex where Anne lived: https://artsandculture.google.com/asset/anne-frank-s-room-in-the-secret-annex/kAHP7XqswgMtsg Explain that she was confined to the space for 25 months. Talk about how she might feel. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Children explore 'wilderness', 'tranquillity' and 'chaos' by finding the antonyms. Children Find Read Talk the rest of the vocabulary. Clarify meaning. Explore & respond: Read both diary entries, then read again, modelling Intonation and expression. Allow children to have some silent reflection time and note on their individual whiteboards how they think Anne is feeling. Fluency: Model reading Lesson 4: Fluency using Intonation and expression. Use voice to convey the more hopeful tone at the end of the fluency extract. Children Pair Read the same extract.				
		Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Share teacher model question: How has Anne shown feelings of hope? Use Lesson 4: Read / Teacher Model to Text Mark words and phrases that answer the teacher model question. Use Think Aloud as you articulate your choices to the children. Reference the text: Circle, 'cling to them', still believe', 'in spite of everything', 'people are truly kind at heart', 'everything will change for the better', 'perhaps the day will come'. Add words to the inside of a body template that suggest how she is feeling, e.g. hopeful, trusts the goodness of people, will not give up on her hopes and dreams etc. (see Lesson 4: Teacher Model Resource). Circle evidence and underline new vocabulary.				
		Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children have copies of diary entries, in pairs, to allow for discussion and collaboration (see Lesson 4: Read / Teacher Model / Children Practise). Practise Taught Strategies & Skills: They use Think Aloud to talk through the sentences and consider the Anchor Question. Text Mark by circling key words and phrases that reveal Anne's feelings. If children are finding it difficult to source evidence consider, 'I can't do anything', 'utterly impossible', 'chaos, suffering and death', 'absurd and impractical', 'slowly transformed into a wilderness', 'feel the suffering of millions' etc. Talk together about what the words and phrases mean to the reader. Teacher to feedback throughout.				
		Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): Children complete their blank templates of Anne (see Lesson 4: Apply), writing her feelings inside and adding words from the text around the outline that show how she is feeling. Verbal & Written Responses: Discuss together why there would be mixed emotions in Anne's situation. Why is Anne's diary so important to us today? Feedback on Learning: -use of the strategies taught (Intonation, making comparisons within texts, Text Mark, Think Aloud) and responses to the Anchor Questions.				
<div>Acceptable Point(s)<ul style="list-style-type: none">• pessimistic about the future• that life is full of death and destruction• helpless and hopeless• impacted by the suffering of others• feels like her hopes and dreams are foolish</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 4: Vocabulary

wilderness	tranquillity
chaos	ideals
cherished hopes	in spite of everything



Lesson 4: Fluency

I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquillity will return once more.

Lesson 4: Anchor Question

How has Anne shown her feelings of deep sorrow and despair?

Teacher Model Question:

How has Anne shown feelings of hope?

Lesson 4: Read

February 3rd 1944:

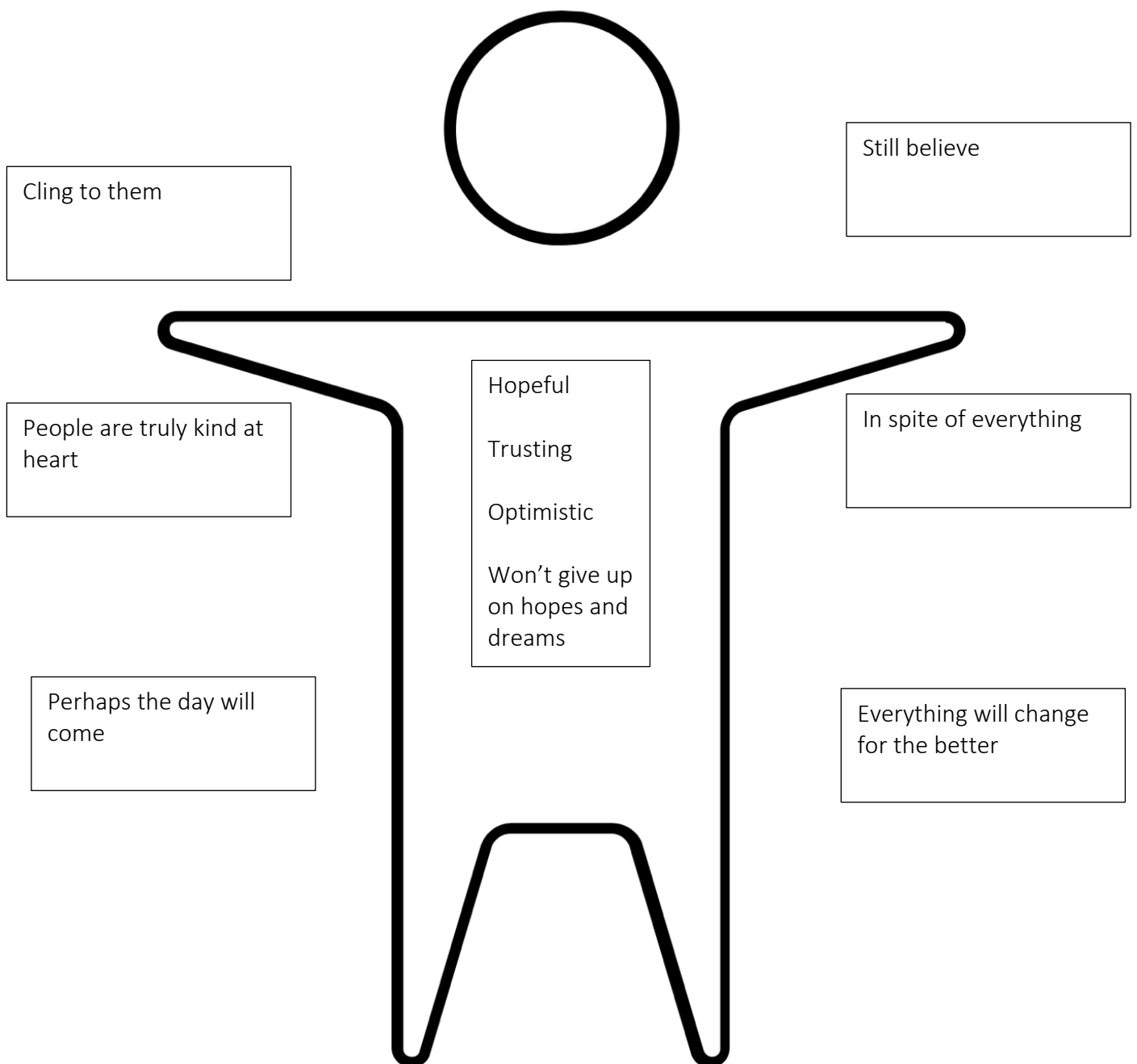
“I’ve reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can’t do anything to change events anyway. I’ll just let matters take their course and concentrate on studying and hope that everything will be all right in the end.”

July 15th 1944:

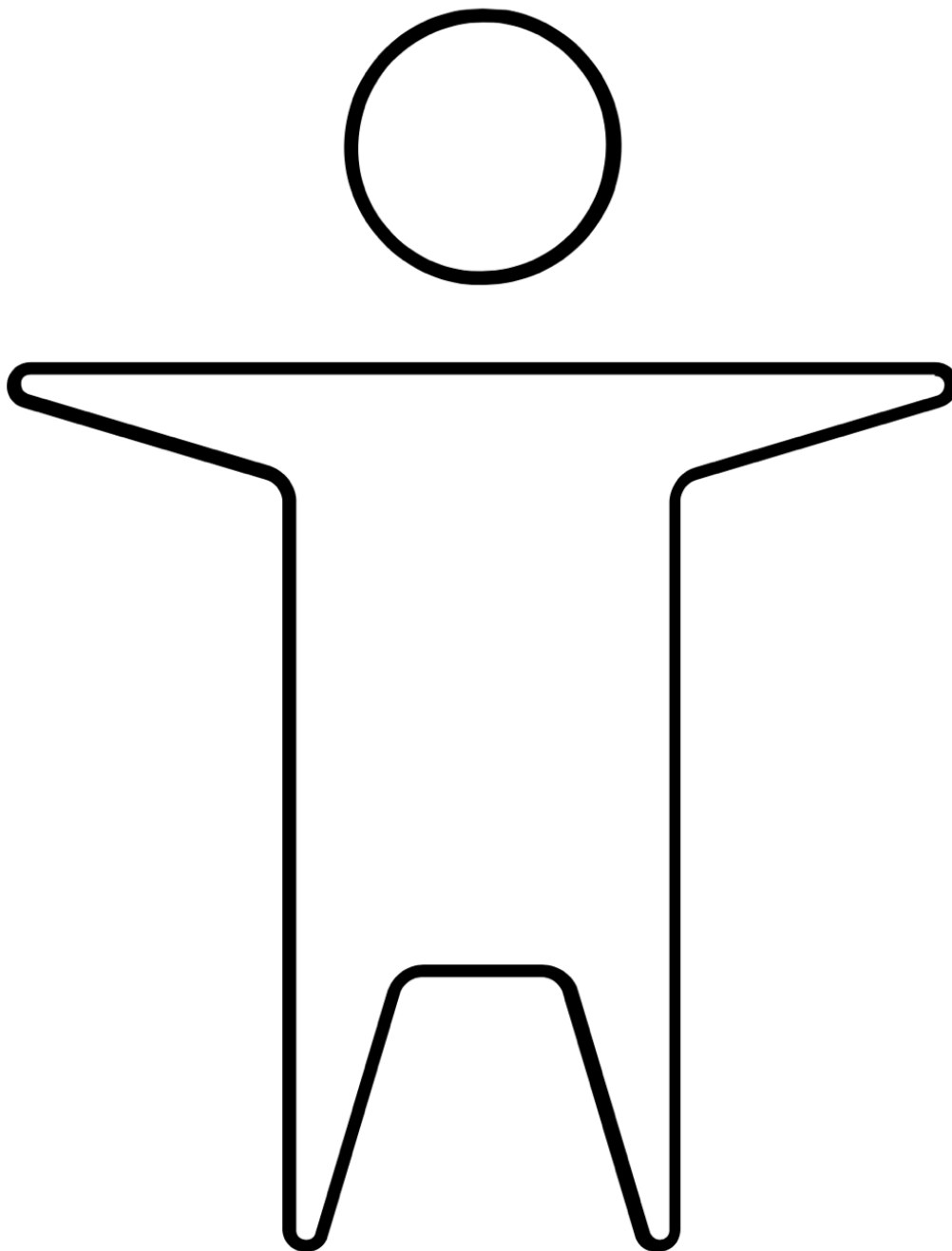
“It’s difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It’s a wonder I haven’t abandoned all of my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.


“It’s utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquillity will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I’ll be able to realize them.”

Lesson 4: Teacher Model



Lesson 4: Children Apply



Lesson	5	Vehicle Text & Page	VE Day Diary entry (BBC Online) https://www.bbc.co.uk/history/ww2peopleswar/stories/14/a4020814.shtml For question 1, explore several of the VE Day diaries. Note there are several diaries and only some of them relate to the VE Day celebrations.
Anchor Questions(s): How was VE day celebrated? Find the words and phrases that tell the reader there was a joyous mood.		Vocabulary Teaching: N/A	Application of Comprehension & Strategies: <ul style="list-style-type: none"> • Read closely, annotating for specific purposes • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Retrieve, record and present information from non-fiction
			Focus Content Domain(s): 2b retrieve and record information / identify key details from fiction and non-fiction 2a: Give/explain the meaning of words in context
 <h2>Extended Apply lesson</h2>			
<p>Through this selection of activities children will need copies of:</p> <ul style="list-style-type: none"> • Lesson 5: Vocabulary • Lesson 5: Extended Application Activity • the Vehicle Text <p>Activate Prior knowledge: Show children images of VE day celebrations. Ask them to Think Pair Share words that convey the mood (joyous). Teacher to scribe on flip chart.</p> <p>Share Anchor Questions: Refer to these throughout the lesson.</p> <p>Enjoy and Respond to the text: Allow time for the children to explore and read the online diary entries (either on laptops or printed out). Take general feedback in relation to the Anchor Questions. Note the diary entry to answer the second Anchor Question: https://www.bbc.co.uk/history/ww2peopleswar/stories/14/a4020814.shtml</p> <p>Written Responses / Evidence Anchor Question(s):</p> <ul style="list-style-type: none"> • In the Reading Journal place the Extended Application Activity sheet. On an enlarged copy demonstrate how to complete the sheet (relate to the Anchor Questions). Refer to details from the diary entries when you model how you might complete the activity. <p>Teacher note: You may want the children to complete this independently, as evidence of their independent application.</p> <p>Activity 2: Use: https://www.bbc.co.uk/history/ww2peopleswar/stories/14/a4020814.shtml to find the words and phrases that reveal a celebratory mood. On a printed-out copy, children circle the words and phrases to answer the Anchor Question.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:</p> <ul style="list-style-type: none"> • Use of the strategies taught across the week i.e. and, Text Marking, Find Read Talk, understanding and exploring the meaning of words in context. • Responses they have given to the Anchor Questions <p>*terms shown in bold explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections</p>			

Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

Lesson 5: Apply

Create an invitation to a V.E. Day celebration. Using the diary entries you have studied, consider:

- When the celebration would start and end
- What activities there would be
- Where the celebrations would take place
- What the entertainment would be
- Who would be invited?



Lesson 5: Apply

Explore this diary entry from VE Day. Circle words and phrases that tell the reader there was a joyous mood.

<https://www.bbc.co.uk/history/ww2peopleswar/stories/14/a4020814.shtml>

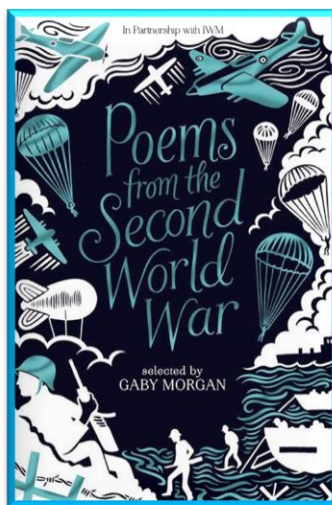








Shared Reading Planning Year 6

Curriculum Driver: History
Unit A: War

Poetry

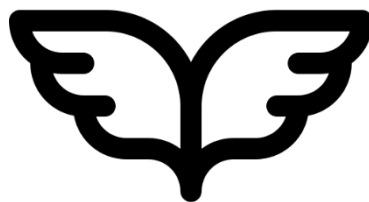


Lesson	1	Vehicle Text & Page	The Blackout by Mary Desiree Anderson p.49 from Poems from the Second World War
Anchor Questions(s): What happens in each verse?	Vocabulary Teaching: plummy wings, fearful progress, shuddering night dull amber chinks	Focus Comprehension & Strategies: • Read closely, annotating for specific purposes • Retrieve, record and present information from non-fiction	Focus Content Domain(s): 2b retrieve and record information / identify key details
 <h2>Step 1: READ</h2>			Read to Children 12 mins
<p>Activate prior knowledge Darken the room to create a tense atmosphere. Share the title The Black-out. Ask children to consider what the poem might be about. Show pre-searched pictures of rooms and buildings during the actual Blackout. Read poem out loud.</p> <p>Share Anchor Question(s) Explicitly and throughout the lesson.</p> <p>Vocabulary Model how to work out the meaning of 'dull amber chinks' by making reference to the title and how this may make you think of light. Consider 'chink' meaning crack or small opening, so small openings of light in the Blackout. The amber being the colour. Children discuss the meanings of the phrases; 'plummy wings', 'fearful progress' and 'shuddering night' in pairs through Find Read Talk and then share and Clarify definitions (see Lesson 1 Vocabulary).</p> <p>Explore & Respond: Read <i>all</i> of the poem again, paying attention to new vocabulary. Use expression to show the contrast in atmosphere from stanza 1 depicting safety and stanzas 2 and 3 that reflect danger. Indicate that this is a rhyming poem with an A, B, B, A, C, C pattern. <u>Teacher note:</u> see box in the Apply section that explains what is happening in the poem. Quick Stop and Jot against Anchor Question. Take brief feedback.</p> <p>Fluency Children to Choral Read the first stanza with the teacher.</p>			
 <h2>Step 2: MODEL</h2>			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Model how to find out what happens in the first stanza. As you read through an enlarged copy of the poem, circle key words that help the reader to understand what is happening – the poet is talking about how the darkness never bothered her as a child.</p> <p>Reference the Text: 'never feared the darkness, child, plummy wings, gentle, sound, man or wild, kind, contented to be blind'.</p> <p>Teacher Talks: Here, the poet paints a gentle and welcoming image of darkness. As a child, darkness was not something she feared. Even the sounds that man or beast make in the darkness did not make her afraid of the dark. She was happy, even in complete darkness (contented to be blind).</p> <p>Write any notes next to the stanza. Underline new vocabulary.</p>			
 <h2>Step 3: PRACTISE</h2>			Children Practise 8 mins
<p>Children Explore & Discuss: Children to examine the rest of the poem in pairs. One copy of the poem between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children circle key words and phrases in the second stanza that explain what is happening. If children are struggling to choose words from the poem that show what is happening, consider, 'time of dread', 'stumbling, fearful progress', 'dull amber chinks', 'full of menace as a tiger's eyes', 'hungry for the prize', 'Europe', 'shuddering night', 'quivers like a beast of prey', 'men strain their eyes and ears', 'like hunted beasts'. They make notes around the stanza. Teacher to feedback as children work.</p>			
 <h2>Step 4: APPLY</h2>			Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children place poem with annotations of what happens in each verse.</p> <p>Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on the words and phrases the children highlighted in stanza two and three. On the enlarged copy of the poem, underline the chosen words from stanzas two and three as you take feedback, and ask children to tell you what has happened in these two stanzas.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:</p> <ul style="list-style-type: none"> -Use of the strategies taught i.e. Find Read Talk, Stop & Jot, Choral Read, annotating for a purpose or anchor question responses. 			
<div> <p>Acceptable Point(s) Stanza 1:</p> <ul style="list-style-type: none"> poet is remembering a time when, as a child, she was not worried by the darkness and all seemed safe at night time <p>Acceptable Point(s) Stanza 2:</p> <ul style="list-style-type: none"> now night time brings fear. The chinks of light are what they see through their blacked out windows and they signal threat to life. They feel like prey for a predator <p>Acceptable Point(s) Stanza 3:</p> <ul style="list-style-type: none"> there is always a threat at night now – all across Europe. People are fearful of what the night will bring and they are always listening and looking out for danger </div>			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 1: Vocabulary

plummy wings	shuddering night
fearful progress	



Lesson 1: Fluency

I never feared the darkness as a child,
For then night's plummy wings that wrapped me
round
Seemed gentle, and all earthly sound,
Whether man's movement or the wild,
Small stirrings of the beasts and trees, was kind,
So I was well contented to be blind.

Lesson 1: Anchor Question

What happens in each verse?



Lesson 1: Read

Use the whole poem (p.49)





I never feared the darkness as a child,
For then night's plummy wings that wrapped me
round

Seemed gentle, and all earthly sound,
Whether man's movement or the wild,
Small stirrings of the beasts and trees, was kind,
So I was well contented to be blind.

But now the darkness is a time of dread,
Of stumbling, fearful progress, when one thinks,
With angry fear, that those dull amber chinks,
Which tell of life where all things else seem dead,
Are full of menace as a tiger's eyes
The watch our passing, hungry for the prize.

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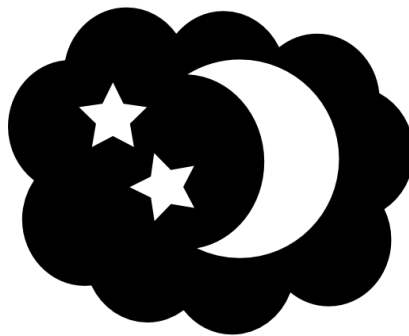


Lesson	2	Vehicle Text & Page	The Blackout by Mary Desiree Anderson from Poems from the Second World War		
Anchor Questions(s): The poet uses words like 'time of dread', 'shuddering', 'quivers like a beast', 'full of menace' etc. to describe the darkness. How does this make you feel?		Vocabulary Teaching: time of dread, stumbling fearful progress, full of menace as a tiger's eyes, all tense to spring, turns at bay, too weak for force or flight		Focus Comprehension & Strategies: •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Focus Content Domain(s): 2a: Give/explain the meaning of words in context
		Step 1: READ			Read to Children 12 mins
Activate prior knowledge Recall the work from the previous lesson. Ask children to work in pairs to recap what the poem is about. Show Blackout pictures. Explain that the night-time bombings across Europe made the darkness a time to be fearful in WWII.					
Share Anchor Question(s) Explicitly and refer to these throughout the lesson. Explain you are going to look at the words the poet has chosen to describe the darkness and how this makes the reader feel.					
Vocabulary: Model how to Find Read Talk 'all tense to spring' and explain how you arrive at a definition: Teacher Talks: When I look at the text, these words refer to the 'beast of prey' from the previous line. It makes me think of a predator ready to pounce. The darkness gives a sense of unease, like something dangerous could happen at any time. Children use Find Read Talk to find definitions of other phrases (see Lesson 2 Vocabulary). Take brief feedback.					
Explore & Respond Read through all of the poem, again using expression to clearly signal the difference in atmosphere between stanza 1 (safety) and stanzas 2 and 3 (danger). Show how you are using punctuation cues.					
Fluency Model reading Lesson 2: Fluency, using expression to convey the atmosphere of fear in the stanza. Use Phrasing as you demonstrate the way the punctuation has been used to fully aid understanding.					
		Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: <u>Teacher note:</u> The model will be for the first stanza, which describes the darkness in a gentler way. Look at the words identified on the Lesson 2 Teacher Model Sheet. Locate them one by one in the first stanza and use Think Aloud to talk through what these words make us feel about the darkness:					
Reference the Text: 'never feared'.					
Teacher thinks: This makes me feel the element of fear has just been introduced. Before this, the night was not a scary time for the poet. Something has happened to change that. 'night's plummy wings' 'wrapped round seemed gentle'.					
Teacher thinks: this makes me feel like the night is soft and comforting. It is a lovely image of being kept safe and warm. 'all earthly sound', 'was kind'.					
Teacher thinks: Sometimes, when people are afraid, they worry about sounds and what could be making them. But not in this case. There was complete safety and there is nothing to be afraid of – not even unknown sounds. 'Contented to be blind' shows that the reader can feel happy in complete darkness.					
		Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children have their own individual copies of the activity sheet but it is important that partners work together to consider the circled words (see Lesson 2: Apply). They locate each word or phrase in the poem and discuss how it makes them feel about the darkness.					
Practise Taught Strategies & Skills: Children will be using Think Aloud and their understanding of words to help them to answer the Anchor Question .					
		Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Children complete Lesson 2: Apply.					
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have added to their worksheets. On the enlarged copy of the poem scribe the responses to the anchor questions. Did their feelings about the darkness change as we moved from the first stanza of the poem (the modelled section) to the second and final stanza? Why?					
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: -Use of the strategies taught i.e. Find Read Talk , Thinking Voice , knowledge of words in context or anchor question responses.					
<div>Acceptable Point(s):<ul style="list-style-type: none">• responses that show how the night time brings feelings of fear and dread• make the reader feel they are vulnerable – like prey• no peace – night brings noise, danger and unrest• how the shuddering and trembling also reflects how the people may be trembling in fear</div>					

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 2: Vocabulary

time of dread	stumbling, fearful progress
full of menace as a tiger's eyes	turns at bay, too weak for force or flight



Lesson 2: Fluency

But now the darkness is a time of dread,
Of stumbling, fearful progress, when one thinks,
With angry fear, that those dull amber chinks,
Which tell of life where all things else seem dead,
Are full of menace as a tiger's eyes
The watch our passing, hungry for the prize.

Lesson 2: Anchor Questions

The poet uses words like 'time of dread', 'shuddering', 'quivers like a beast', 'full of menace' etc. to describe the darkness. How does this make you feel?

Lesson 2: Read

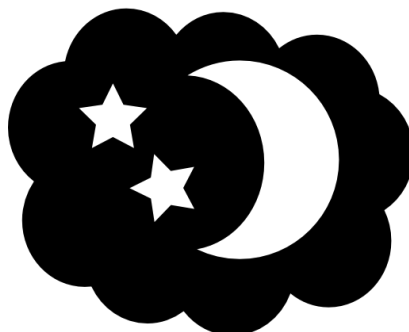
Use the whole poem (p.49)

I never feared the darkness as a child,
For then night's plummy wings that wrapped me
round

Seemed gentle, and all earthly sound,
Whether man's movement or the wild,
Small stirrings of the beasts and trees, was kind,
So I was well contented to be blind.

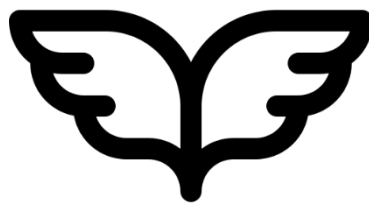
But now the darkness is a time of dread,
Of stumbling, fearful progress, when one thinks,
With angry fear, that those dull amber chinks,
Which tell of life where all things else seem dead,
Are full of menace as a tiger's eyes
The watch our passing, hungry for the prize.

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Lesson 2: Teacher Model

How do the words the poet uses to describe the darkness make you feel?	
Reference the Text	How this makes you feel about the darkness
Never feared	This makes me feel night is not something to be afraid of.
Night's plummy wings	This makes me feel like the night is soft and comforting
Wrapped me round seemed gentle	It is a lovely image of being kept safe and warm by the night
All earthly sound was kind	This makes me think that there is absolutely no threat in the darkness. Even when sounds are heard, they are nothing to fear.
Contented to be blind	I can feel happy in complete darkness.



Lesson 2: Children Practise / Apply

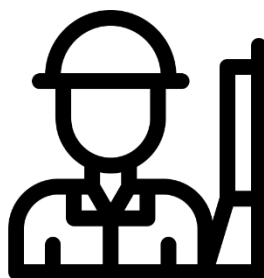
How do the words the poet uses to describe the darkness make you feel?	
Reference the Text	How this makes you feel about the darkness
Time of dread	
Stumbling, fearful progress	
Full of menace as a tiger's eyes	
Shuddering night	
Quivers like a beast of prey all tense to spring	

Lesson	3	Vehicle Text & Page	Dulce et Decorum Est Wilfred Owen https://poets.org/poem/dulce-et-decorum-est Note that the Model and Practise parts of the lesson will focus on the first 2 stanzas	
Anchor Questions(s): What happens in stanzas 1 and 2 of the poem?		Vocabulary Teaching: knock-kneed, flares, blood-shod, drunk with fatigue, hags, lame, outstripped Five-Nines	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Retrieve, record and present information	Focus Content Domain(s): 2b retrieve and record information / identify key details from a text
		Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Show some pictures of WWI soldiers on the front line (suitable for your class). Show some with gas masks on in preparation for gas attacks. Talk about how the First World War was largely fought on foot by soldiers. Explain today’s poem is set in WWI.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Model how to Find Read Talk ‘knock-kneed’ and explain how you arrive at a definition: When I look at the text, these words refer to the ‘beggar-like soldiers, bent double’ mentioned in the previous line. It makes me think that they can’t walk tall without their bodies hunching and their knees knocking due to injury and weariness of war. Together children use Find Read Talk to find definitions of other phrases. Take brief feedback to clarify. Explain that ‘Five-Nines’ are artillery shells (weapons used in the first world war). Show a picture of one.</p> <p>Explore & Respond: Read through all of the poem twice, paying attention to new vocabulary. Examine the layout of the poem (title, poet, 4 stanzas). Note different lengths of each stanza and a rhyming structure of A, B, A, B, C, D, C, D. <u>Teacher note:</u> a summary of what happens in the first two stanzas is in the Apply box below.</p> <p>Fluency: Teacher read Lesson 3: Fluency with Phrasing, and Intonation. Children then Choral Read.</p>				
		Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Use an enlarged copy and model how to Visualise what is happening for the first 4 lines. Children close their eyes. Read the four lines in full first, then return to the first line.</p> <p>Reference the Text: Circle the words, ‘<i>Bent double</i>’, ‘<i>beggars</i>’ and ‘<i>sacks</i>’. Move on to the second line and underline ‘<i>Knock-kneed</i>’, ‘<i>coughing</i>’, ‘<i>hags</i>’ and ‘<i>sludge</i>’. Use Think Aloud to explain how these words are helping you to Visualise what is happening:</p> <p>Teacher thinks: The men can’t stand upright as it says they are ‘bent double’ so when I draw them, I need to show that. ‘Old beggars’ means I will need to make their appearance dishevelled – not like smart soldiers in clean. The word ‘sacks’ reinforces this image - I will draw some tears in their clothes. ‘Knock-kneed’ adds to the ‘bent double’ description from earlier - they can’t stand and walk well. ‘Coughing like hags’- This adds to the description as hags can mean old vicious women or witches. I will show this in their faces, make them look old, contorted and show some injuries. ‘Sludge’ – here, I can draw a ground of thick mud that would be difficult to walk through. Note the ‘flares’ and ‘distant rest’ the men ‘trudge’ towards in the third and fourth line. Draw the image under the first four lines of the stanza as you Think Aloud. Underline new vocabulary.</p>				
		Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to examine stanzas 1 and 2 (see Lesson 3: Practise). One copy between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children read, then go back and, a line at a time, circle key words that will help them to Visualise what is happening in this part of the poem. Use Think Aloud to talk through the images the words are making them think of. If they are struggling to locate evidence, consider, ‘<i>men marched asleep</i>’, ‘<i>limped on</i>’, ‘<i>blood-shod</i>’, ‘<i>lame</i>’, ‘<i>blind</i>’, ‘<i>Gas! Gas</i>’, ‘<i>fitting the clumsy helmets</i>’, ‘<i>yelling, stumbling</i>’, ‘<i>I saw him drowning</i>’. Teacher to feedback.</p>				
		Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children add their Visualisation to copies of the first two verses, with the words circled.</p> <p>Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on the visual images. Compare with other pairs and explain why they chose particular words and how this helped them to visualise. Take class feedback on what is happening in the first and second stanza. How do their visualisations connect with the images at the beginning of the lesson and what they know about WW1?</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:</p> <ul style="list-style-type: none">-Use of the strategies taught i.e. Visualising, Think Aloud, Phrasing, Intonation, Choral Read or anchor question responses.-Fluency: phrasing and intonation				
<div><p>Acceptable Point(s):</p><ul style="list-style-type: none">• soldiers are exhausted / can hardly walk• don’t look like soldiers any more – described as old hags• many injured• bombs are dropping all around them but men don’t seem to hear them• there is a sudden gas attack• one man is being poisoned – can’t breathe as if he is drowning</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 3: Vocabulary

knock-kneed	blood-shod
drunk with fatigue	hags
lame	outstripped Five-Nines
flares	



Lesson 3: Fluency

Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame, all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Lesson 3: Anchor Question

What happened in stanzas 1 and 2 of the poem?

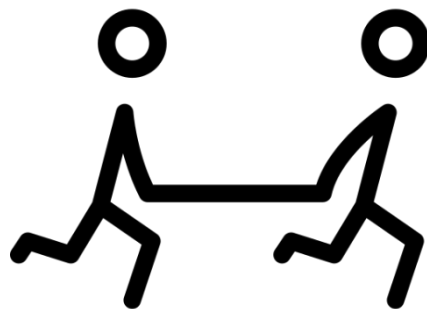
Lesson 3: Read

Use the whole poem <https://poets.org/poem/dulce-et-decorum-est>

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame, all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime...
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

© Dulce et Decorum Est Wilfred Owen



Lesson 3: Teacher Model

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.



Lesson 3: Children Apply

Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame, all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime...
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

Lesson	4	Vehicle Text & Page	Dulce et Decorum Est Wilfred Owen https://poets.org/poem/dulce-et-decorum-est
Anchor Questions(s): How has the poet made you feel the war is not 'sweet and 'proper', as in the title, but the exact opposite?		Vocabulary Teaching: guttering, smothering dreams, eyes writhing, like a devil's sick of skin, froth-corrupted lungs, bitter as the cud, vile incurable sores on innocent tongues, ardent for some desperate glory	Focus Comprehension & Strategies: • Check that the book makes sense to them, discussing their • Understanding and exploring the meaning of words in context
Focus Content Domain(s): 2a: Give/explain the meaning of words in context			
Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Recall their work from yesterday and share the pictures of the front line again.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share with the children the vocabulary and a set of definitions. Demonstrate how to match a word to a definition, explaining your thoughts. Children match the remaining words to their definitions.</p> <p>Explore & Respond: Share the animated reading of the poem: https://www.youtube.com/watch?v=SgQhH67oPgY</p> <p>Use this to clarify what happened in the poem and how the third and fourth stanza tell us that those who witnessed the horrors of the war are haunted forever in their dreams by what they saw. The poet explains that if others suffered such horrific dreams, they would not be so keen to spread the message - <i>Dulce et decorum est pro patria mori</i> (meaning - It is sweet and proper to die for one's country). It is, in fact, a lie.</p> <p>Fluency: Listen to stanzas 1 and 2 of the animated reading. Discuss the use of Phrasing and Rate. Consider how this Rate changes with the sudden gas attack in stanza 2. Children read stanza 1 and 2, using Phrasing and Rate (see Lesson 4: Fluency).</p>			
Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Show the first four lines. Refer back to the title, <i>Dulce et Decorum Est</i> (it is sweet and proper). Explain you will be focusing on stanza 1 and trying to Connect Words that show the poet thinks that being a soldier in the war is the exact opposite. Note that when Connecting Words, you are looking for words chosen by the poet throughout the poem that present images that are unsavoury and improper (not sweet and proper). Have a copy of the first stanza and use the Blackout technique, so that only the most powerful word choices are visible and all others are blacked out (see Lesson 4: Teacher Model). An example has been included but start with the whole stanza and model how to black out all but the most powerful words. Use Think Aloud to explain your word choices:</p> <p>Reference the Text: 'beggars' as this is the complete opposite of the dignified view of a soldier – reduced to a beggar (defined as a wretched person).</p> <p>Teacher Talks: 'Hags' and 'cursed' as the men are reduced to old women or witches, not youthful soldiers. This image is far from 'sweet'. 'Cursed' makes me think the soldiers have been damned and it ties in with the witch image.</p> <p>'Haunting' reinforces this and it makes me think of later in the poem when the poet talks of being haunted by dreams of the dying soldier. The whole image from these words is far from sweet or proper for a soldier to endure.</p>			
Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: Children to examine the rest of the poem and read through in pairs. One copy between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Connect Words, considering which powerful words they will keep and which they will black out in order to show that dying in this war was not sweet or proper for the soldiers. Use Think Aloud to talk through their word choices. Teacher note: at this point, the children are just discussing the words they will choose. If they are finding it difficult to locate evidence, consider, 'asleep', 'blood shod', 'blind', 'lame', 'yelling', 'stumbling', 'flound'ring', 'drowning', 'helpless', 'guttering', 'choking', 'drowning' etc. Teacher to provide feedback throughout.</p>			
Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Use the blackout technique to Connect Words.</p> <p>Verbal & Written Responses: Share their blackout poems with another pair and compare. Talk about how the words were chosen to show the war was not 'sweet or proper' for the soldiers. As a class, return to the Anchor Questions and take feedback on the blackout poems they have created and the words and phrases chosen. Consider why Owen wrote this poem and used the title <i>Dulce et Decorum Est</i> (It is Sweet and Proper). What is he saying to the people who talk favourably of the war?</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: - Use of the strategies taught i.e. Connect Words, Think Aloud, Phrasing, Rate, or anchor question responses.</p>			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 4: Vocabulary



guttering, choking, drowning	brutal verbs to describe him struggling to breath because of the gas
smothering dreams	dreams that almost suffocate the dreamer
eyes writhing	eyes moving around in pain
hanging face, like a devil's sick of skin	badly injured on his face – his skin is coming off
froth-corrupted lungs	the gas has poisoned his lungs
flound'ring like a man in fire or lime	moving his body in pain – as if it has been burnt
bitter as the cud of vile incurable sores on innocent tongues	disgusting and bitter taste in the mouth
ardent for some desperate glory	eager for victory in war

Lesson 4: Fluency

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through
sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame, all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime...
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

Lesson 4: Anchor Question

How has the poet made you / the soldiers feel the war is not 'sweet and 'proper', as in the title, but the exact opposite?

Lesson 4: Read

Use the whole poem <https://poets.org/poem/dulce-et-decorum-est>

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
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Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.


© Dulce et Decorum Est Wilfred Owen

Lesson 4: Teacher Model

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.



Lesson	5	Vehicle Text & Page	The Game Christmas Day, 1914 by Ian McMillan https://poetrysociety.org.uk/poems/the-game-christmas-day-1914/
Anchor Questions(s): What is happening in the poem? Which words and phrases has the poet used to help the reader picture the football match?		Vocabulary Teaching: perishing, flat back four, No Man's Land, dugout, team sheet	Application of Comprehension & Strategies: •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Reading closely and annotating for a purpose •Retrieve, record and present information from poetry
		Focus Content Domain(s): 2b Retrieve and record information / identify key details from fiction and non-fiction 2a: Give/explain the meaning of words in context	



Extended Apply lesson

Through this selection of activities children will need copies of:

- Lesson 5: Vocabulary
- Lesson 5: Extended Application Activity
- the Vehicle Text

Activate Prior knowledge: Source and show pictures of No Man's Land and the trenches during the first world war. Explain this was an area that was very dangerous and that soldiers would not readily venture on to. Note that the opposing armies would stay in their own trenches.

Vocabulary: Match the vocabulary to the meanings (see Lesson 5 Vocabulary Activity).

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: Allow time for the children to explore and read the poem.

Written Responses / Evidence Anchor Question(s):

Children read through each stanza and circle key words and phrases that help them to understand what is happening. They can add symbols or images around the stanzas too, to explain what is happening (applying **Visualising**).

Children create freeze frames to accompany the poem. Here, they create an image with their bodies that shows what is happening. Children silently hold the image, whilst the poem is re-read. Class discuss whether the still image captures what is happening in the poem. Allow opportunities to refine where necessary. The poetry reading and the images can be captured on video.

Groups can be given a stanza each or a group could consider freeze frames for the whole poem.

Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

Additional Activity 1:

Children collect words and phrases that the poet has used to help the reader picture the football match (see Lesson 5 Children Apply).

Additional Activity 2: Comprehension Questions for written responses in Reading Journal

A Find and copy three words that tell you it is a cold day.

B Why has the poet included the simile *'the moon hangs in the air like a ball'*?

C Explain how *'shoot'*, *'defend'* and *'attack'* can apply to the war and to football.

D What has happened to the soldiers who played the game of football? How do you know?

E Why has the poet chosen a *'flare'* to floodlight the pitch?

Feedback on Learning:

Use assessment for learning to inform feedback to children. This may include **Visualise**, annotating key words, retrieving information, feedback on the freeze frame choices etc.

Fluency: This lesson can be used to apply fluency as part of the reading accompanying the still image.

Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

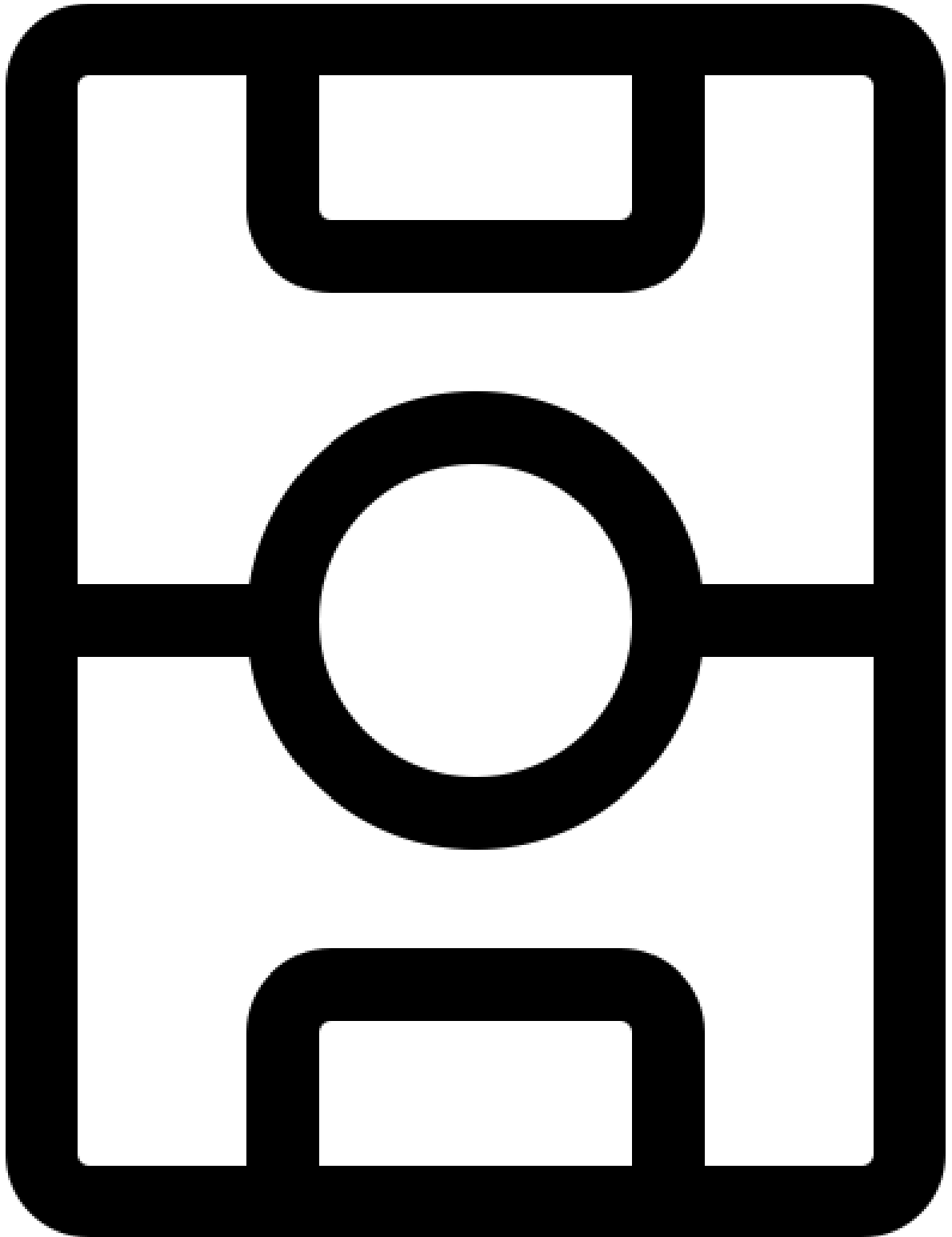
Lesson 5: Vocabulary



perishing	Causing extreme discomfort or death
No Man's Land	The ground between the two opposing trenches
team sheet	The list of players who will be playing in a particular game, e.g. football
flat back four	In football, where the formation includes a strong defensive team (not just an individual)
dugout	An area where the manager, coaches and other players can stay during a football match

Lesson 5 Children Apply

Collect words and phrases that help the reader picture the football match. Place them inside the pitch.



Lesson 5 Children Apply

A Find and copy three words that tell you it is a cold day.

1 _____

2 _____

3 _____

B Why has the poet included the simile '*the moon hangs in the air like a ball*'?

C

Explain how ' <i>shoot</i> ', ' <i>defend</i> ' and ' <i>attack</i> ' can apply to the war and to football.		
	Football	War
Shoot		
Defend		
Attack		

D What has happened to the soldiers who played the game of football? How do you know?

E Why has the poet chosen a '*flare*' to floodlight the pitch?



Shared Reading Planning Year 6

Curriculum Driver: History
Unit A: War

Fiction 1

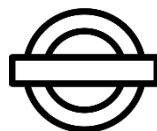


Lesson	1	Vehicle Text & Page	Fireweed by Jill Paton Walsh Adapted extract from pp.1&2
Anchor Question(s): How will the setting and characters influence how the story develops?	Vocabulary Teaching: down like ninepins, stench, lurked, inconspicuous, that air adults have, staying put, yapping, trudged	Focus Comprehension & Strategies: • Read closely, annotating for specific purposes • Connecting prior knowledge and textual information to make inferences and predictions • Predict what might happen from details stated and implied	Focus Content Domain(s): 2e Predict what might happen from details stated or implied. 2d make inferences from the text / explain and justify inferences with evidence from the text
Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Search and have ready internet images against the phrases '<i>underground war time sleeping</i>'. Start the lesson by using Book Talk approaches with the images, take brief feedback <i>and</i> connect to the Prior Knowledge children will have acquired from related learning.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share vocabulary and encourage the children to use Find Read Talk to locate and discuss (use Lesson 1: Vocabulary). Encourage children to explain vocabulary in context of each sentence and Clarify where necessary.</p> <p>Explore & Respond: Have Lesson 1: Read enlarged / onscreen or for children to access at tables. There are three main areas within this extract that link the Anchor Question which are 1) setting 2) male character and 3) the female character. Take some short responses and encourage the children to Stop & Jot their initial thinking about the two characters and the setting.</p> <p>Fluency: Read Lesson 1: Fluency, modelling Expression. Children to Pair Read using expression the same extract.</p>			
Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Gather words and phrases from the text extract (see Lesson 1: Teacher Model) that helps make Predictions and Inferences about what might happen in the story. <u>Teacher note:</u> it is important that children recognise that their predictions and inferences will <i>always</i> be based on textual evidence.</p> <p>Reference the Text: <u>Focussing on Setting Text Mark</u> (circling) the following significant words that help us make inferences and predictions about what might happen as a result of the setting being described in the way it has: 'no lavatories', 'shortage of baths', 'stench', 'half past six in the morning', 'busily rolling their bedding', 'houses going down'</p> <ul style="list-style-type: none"> Teacher makes Inferences about the setting: these words and phrases suggest an unpleasant, smelling place, where people are dirty and keen to see the damage from the night before and get fresh air. Teacher make a prediction: I predict that people will return to the underground and do this often because they roll up their bedding. I predict they will return because the underground is a safe place from the war and the bombings that take place. Underline new vocabulary. 			
Step 3: PRACTISE			Children Practise 5 mins
<p>Children Explore & Discuss: <u>Focussing on the male and female character:</u> Some teacher guide questions: What are they like? How do you know? What is being suggested about them? What might happen to them in this story based on the words you have read? What predictions can you make?</p> <p>Partner A Text Marks extract and discusses evidence for the girl and any predictions about story development.</p> <p>Partner B Text Marks extract and discusses evidence for the boy and any predictions about story development.</p> <p>If children are finding it difficult to locate evidence, consider the words and phrases '<i>lurking</i>', '<i>no bedding</i>', '<i>getting out unnoticed</i>', '<i>she waited</i>', '<i>tagged along</i>' etc what does this tell us, and what predictions could we make about the story.</p> <p>Practise Taught Strategies & Skills:</p> <p>Partner work Children Text Mark the extract with predictions and inferences about the female and male character and discuss how their ideas about them help develop the story. Children practice the skills of Text Marking to inform their discussions. Teacher to take feedback. (NB the male character is the protagonist in this story which is being told retrospectively through his viewpoint.)</p>			
Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to use the Lesson 1 Children Apply Activity to capture ideas</p> <p>Verbal & Written Responses: Children to explain their predictions about the characters and how these will influence how the story develops using textual evidence. Teacher to scribe predictions based on evidence referred to on a flip chart.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <ul style="list-style-type: none"> -use of the strategies taught (Text Marking, Predicting and Stop & Jot, Inferences) and responses to the Anchor Question. 			
<p>Acceptable Point(s) Male character:</p> <ul style="list-style-type: none"> • boy might join with the girl as he doesn't seem to be with anyone • might learn from her as she seems older than him at times • could be a reason why he doesn't want to be seen by others <p>Acceptable Point(s) Female character:</p> <ul style="list-style-type: none"> • seems streetwise, so might help the boy • might help them get out of a tricky situation later as she was clever at getting out unnoticed 			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 1: Vocabulary

inconspicuous	trudged
yapping	staying put
down like ninepins	stench
lurked	that air adults have



Lesson 1: Fluency

Remember? I can still smell it. I met her in the Aldwych Underground Station, at half past six in the morning, when people were busily rolling up their bedding, and climbing out to see how much of the street was left standing. There were no lavatories down there, and with houses going down like ninepins every night there was a shortage of baths in London just then, and the stench of the Underground was appalling.

Lesson 1: Anchor Question

How will the setting and characters influence how the story develops?



Lesson 1: Read / Teacher Model / Children Practise

Remember? I can still smell it. I met her in the Aldwych Underground Station, at half past six in the morning, when people were busily rolling up their bedding, and climbing out to see how much of the street was left standing. There were no lavatories down there, and with houses going down like ninepins every night there was a shortage of baths in London just then, and the stench of the Underground was appalling. I noticed, as I lurked around, trying to keep inconspicuous, that there was someone else doing the same. I was lurking because I wanted to stay in the warm for as long as I possibly could, without being the very last one out, in case any busybody asked me tricky questions. And there was this girl, as clearly as anything, lurking too.

I was fifteen that year, and she seemed sometimes younger, sometimes older. She looked older now, because she had that air adults have, of knowing exactly what they are doing and why. Now I come to think of it, lurking is the wrong word for her; I was lurking – she was just staying put. But I knew she was playing some game like mine, because she hadn't any bedding either. She was clever at getting unnoticed. She waited till a great loudly-yapping family with kids all sizes came swarming past her, and then just tagged along behind them. Mum and Dad were staggering under so many blankets they might perfectly well have been carrying ours too.

When we trudged up the steps to street level, she looked around her. So did everyone else. There was less damage than you would think.

Lesson 1: Teacher Model Activity





Setting	
Reference the Text	Prediction: What might happen in the story
'busily rolling their bedding' 'half past six in the morning'	I predict that people will return here and do this often because of the war and that the underground it is a safe place from war bombings.
'house going down like ninepins'	I predict that the author will describe some of the devastation that is seem



Lesson 1: Children Apply

Female Character	
Reference the Text	Prediction: What might happen in the story

Male Character	
Reference the Text	Prediction: What might happen in the story

Lesson	2	Vehicle Text & Page	Fireweed by Jill Paton Walsh pp.61&62
Anchor Questions(s): What impression do you get of London during the bombing raids?	Vocabulary Teaching: smeary, desolate, gaping against the sky, pavement, splintered timbers, rubble	Focus Comprehension & Strategies: • Read closely, annotating for specific purposes • Draw inferences, justifying inferences with evidence • Connecting prior knowledge and textual information to make inferences and predictions	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Search and have ready internet images against the phrases ‘<i>London bombing raids</i>’. Start the lesson by using Book Talk approaches with the images. Take brief feedback <i>and</i> connect to the Prior Knowledge children will have acquired from related learning.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share vocabulary and encourage the children to use Find Read Talk to locate and discuss (use Lesson 2: Vocabulary Sheet). Encourage children to explain vocabulary in context and Clarify.</p> <p>Explore & Respond: Read the adapted extract (see Lesson 2: Teacher Model / Children Practise / Children Apply). Use expression. Take some short responses and encourage the children to Stop & Jot their initial thinking about the impression they get of London during the bombing raids.</p> <p>Fluency: Read Lesson 2: Fluency, modelling Expression. Following this, children to Pair Read, using expression.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Gather words and phrases from the text extract (see Lesson 2: Teacher Model) that helps them get a sense of what London was like during the bombing raids.</p> <p>Reference the Text: Text Mark the first sentence, “<i>Golly, look at that!</i>’ <i>I said,</i>’ and use Think Aloud to explain why the words have been chosen:</p> <p>Teacher Talks: ‘<i>Golly</i>’ – this really grounds the words in the time of the story (1940s). It would have been an expression of surprise / shock and it makes the reader think there is an unusual or shocking sight that the character has noticed. The use of the exclamation mark and commanding the other character to look all adds to this sense of them seeing a shocking scene.</p> <p>In the second sentence, circle ‘<i>smeary window</i>’ and ‘<i>terrible sight</i>’.</p> <p>Teacher Talks: the use of the word ‘<i>smeary</i>’ when referring to the windows seems to be deliberate to add to the atmosphere of the scene. Is it smeary because of something that has happened? Have people been trying to look out at these scenes of London? ‘<i>Terrible</i>’ is a strong adjective and immediately prepares the reader for something bad in the description that will follow. Add to Lesson 2: Model as you talk.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Pairs of children have access to the adapted extract, one between two to encourage collaboration and discussion.</p> <p>Practise Taught Strategies & Skills: Children continue to circle (Text Mark) words and phrases that convey the impression of the city during the bombings. Practise Think Aloud with a partner, talking through the significance of words and phrases when answering the Anchor Question. If the children are finding it difficult to locate evidence consider, ‘<i>great wide desolate stretch of blasted houses</i>’, ‘<i>piles of rubble lay thickly everywhere</i>’, ‘<i>empty windows gaping</i>’, ‘<i>crumbled and broken into strange shapes</i>’, ‘<i>blackened by fire</i>’, ‘<i>road surface was full of holes</i>’, ‘<i>rubble</i>’, ‘<i>shops were fronted with boards instead of glass</i>’. Teacher to feedback throughout.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 2: Apply and add to their Reading Journals.</p> <p>Verbal & Written Responses: Children to feedback to table and prepare their answer to the Anchor Question to share with the rest of the class. Children to explain the impression they get of London during the bombings, Referencing the Text. Teacher to scribe responses.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <p>-use of the strategies taught (Text Marking, Think Aloud, Pair Read, Book Talk, Prior Knowledge, Stop & Jot and Find Read Talk) and responses to the Anchor Question.</p>			
<div>Acceptable Point(s):<ul style="list-style-type: none">• any references to the devastation from the bombing raids• all aspects of the city have been destroyed – streets / roads etc• shops have been affected but are still trying to trade</div>			

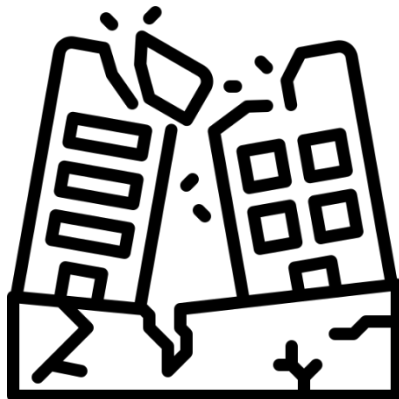
Acceptable Point(s):

- any references to the devastation from the bombing raids
- all aspects of the city have been destroyed – streets / roads etc
- shops have been affected but are still trying to trade

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 2: Vocabulary

smeary	desolate
gaping against the sky	pavement
splintered timbers	rubble



Lesson 2: Fluency

“Golly, look at that!” I said.

Outside the smeary window of the bus we could see a terrible sight.

There was a great wide desolate stretch of blasted houses. Piles of rubble lay thickly everywhere, with splintered timbers sticking out here and there.

Lesson 2: Anchor Question

What impressions do you get of London during the bombing raids?



Lesson 2: Read / Teacher Model / Children Practise

“Golly, look at that!” I said.

Outside the smeary window of the bus we could see a terrible sight.

There was a great wide desolate stretch of blasted houses. Piles of rubble lay thickly everywhere, with splintered timbers sticking out here and there.

In a few places, a wall was still standing with empty windows gaping against the sky, and all crumbled and broken into strange shapes, and blackened by fire.

The bus was bumping along the road, for the road surface was full of holes.

People were struggling along the pavement by a narrow path swept through the rubble; the shops were fronted with boards instead of glass, and labelled ‘Business as Usual’ in roughly painted letters.

We looked together in silence.

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Lesson 2: Teacher Model

What impressions do you get of London during the bombing raids?





Impression	Evidence
this really grounds the words in the time of the story (1940s). It would have been an expression of surprise / shock and it makes the reader think there is an unusual or shocking sight that the character has noticed. The use of the exclamation mark and commanding the other character to look all adds to this sense of them seeing a shocking scene.	"Golly, look at that!"
'Terrible' is a strong adjective and immediately prepares the reader for something bad in the description that will follow.	terrible sight



Lesson 2: Children Apply

What impressions do you get of London during the bombing raids?

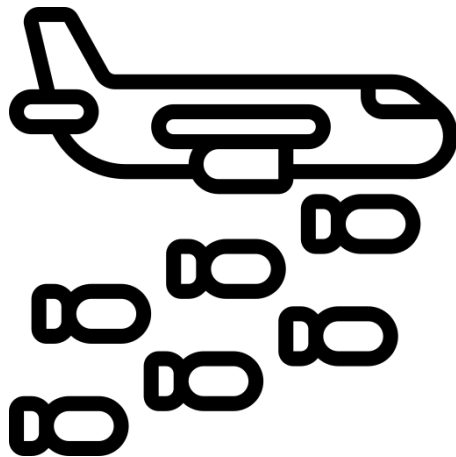
Impression	Evidence

Lesson	3	Vehicle Text & Page	Fireweed by Jill Paton Walsh Adapted extract from pp.84&85	
Anchor Question(s): How might the characters be feeling about the impending bombing raid? Which words and phrases tell you this?		Vocabulary Teaching: droning sound, pavement, forecourt, descending, shudder, stench	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence	Focus Content Domain(s): 2d Make inferences from a text / explain and justify inferences with evidence from the text
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Show images of the London bombings again and scenes of darkness on city streets during the Blackout. Remind children of the underground shelters where many found safety during these raids. What might it have felt like to be out on the streets when an air raid was imminent? Take brief feedback.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Share vocabulary and encourage the children to use Find Read Talk to locate and discuss (use Lesson 3 Vocabulary). Encourage children to explain vocabulary in context and briefly Clarify.</p> <p>Explore & Respond: Read the adapted extract with expression (Lesson 3: Read). There are two main characters in this part of the story, Julie and Bill (the girl and boy from the start of the story). Explain we will consider their thoughts, actions and words and what these tells us about their feelings towards the impending bombing. Take some short responses and encourage the children to Stop & Jot their initial thinking about the two characters and how they are feeling.</p> <p>Fluency: Read Lesson 3: Fluency. Model use of Intonation to reflect the punctuation and meaning. Children Pair Read the extract.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Gather words and phrases from the text extract (see Lesson 3: Teacher Model) that help make Inferences about the characters' feelings. <u>Teacher note:</u> it is important that children recognise that their inferences will <i>always</i> be based on textual evidence.</p> <p>Reference the Text: <u>Focusing on Bill:</u> Text Mark the following significant words that help us make inferences about his feelings: 'Noise coming', 'droning sound', 'fleeing', 'Let's go there,' I said urgently'.</p> <p>• <u>Teacher makes Inferences about Bill's feelings:</u> these words and phrases suggest impending danger – 'Oh no, another air-raid is on the way', he will be thinking as he hears the noise 'A noise was coming, a droning sound' 'Fleeing', when describing the leaves suggests the character feels the need to get to somewhere safer, like the leaves appear to be doing, 'We must flee, just like the leaves'. 'Let's go there,' I said urgently' reinforces this as Bill feels that if they stay where they are, they will be in terrible danger, 'I've got to get Julie and I away from here' he might be thinking.</p> <p>Add thought bubbles around the text and write inside what the character would be thinking as you explore the different words and phrases (see Lesson 3: Teacher Model). Underline new vocabulary.</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: <u>Focussing on both characters:</u> Partners work to Text Mark the Lesson 3: Children Practise / Apply for words and phrases that suggest how they both might be feeling (see Lesson 3: Children Practise Activity). It might be worth reminding the class that the two characters are only children and they are faced with this nightly bombing, having only each other.</p> <p>If children are struggling to locate evidence consider, 'a frozen mask', 'pools of black fear for eyes', 'like falling into a black pit, "what's happening?" she cried' etc. What does this tell us about how the characters are feeling? Add thought bubbles around the marked text.</p> <p>Practise Taught Strategies & Skills:</p> <p>Children practice the skills of Text Marking and discussing Inferences as they focus on the text. Teacher to feedback throughout.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Children complete Lesson 3: Apply.</p> <p>Verbal & Written Responses: Children to explain their inferences about the characters and the evidence they have used from the text. Teacher to scribe how the characters are feeling based on evidence referred to on a flip chart.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <p>-use of the strategies taught (Text Marking, Stop & Jot, Intonation, Find Read Talk and Inferences) and responses to the Anchor Question.</p>				
<div>Acceptable Point(s):<ul style="list-style-type: none">• like they need to get away quickly• frightened• shocked• confused – don't know what is happening• vulnerable – in need of a safe place</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 3: Vocabulary

droning sound	pavement
forecourt	descending
shudder	stench



Lesson 3: Fluency

‘Charing Cross Underground. Let’s go there,’ I said, urgently. Grasping our blankets we stumbled across the forecourt of Charing Cross Station, and down the side street. Suddenly our path was brilliantly lit, bathed in icy white light. I saw her face, a frozen mask, with pools of black fear for eyes, framed in her dark hair, crossed by long wind-blown strands.

Lesson 3: Anchor Questions

How might the characters be feeling about the impending bombing raid? Which words and phrases tell you this?

Lesson 3: Read

Out of the dark sky a noise was coming, a droning sound. The streets were empty, there was no light. Leaves blown across the pavement brushed our ankles, and moved on, fleeing along the wind.

‘Charing Cross Underground. Let’s go there,’ I said, urgently. Grasping our blankets we stumbled across the forecourt of Charing Cross Station, and down the side street. Suddenly our path was brilliantly lit, bathed in icy white light. I saw her face, a frozen mask, with pools of black fear for eyes, framed in her dark hair, crossed by long wind-blown strands. I reached out to her, and at arm’s length, brushed the loose hair back from her face. Looking up we saw great globes of white flame floating in the sky, descending. Then a burst of loud gunfire from nearby, and darkness again, sudden and solid, like falling into a black pit.

‘What’s happening?’ she cried to me, desperately.

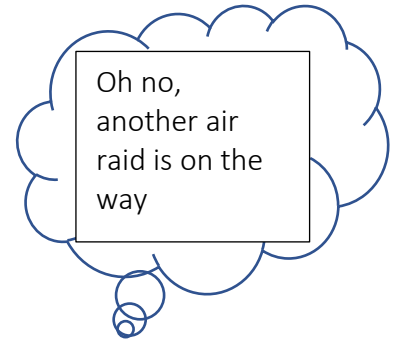
‘Those are enemy flares, parachute flares, shot out by our gunners. They are trying to get light to bomb by. Come on, come quickly now!’

Far off we could hear dull thuds, followed a few seconds later by a slight shudder in the air around us, a light rattle of window panes and doors. We could not see to run; we stumbled. Then at last we were there, staggering through the doorway into the familiar warmth and stench of safety.

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Lesson 3: Teacher Model

Out of the dark sky a noise was coming, a droning sound. The streets were empty, there was no light.



Leaves blown across the pavement brushed our ankles, and moved on, fleeing along the wind.



‘Charing Cross Underground. Let’s go there,’ I said, urgently.



Lesson 3: Children Practise and Apply

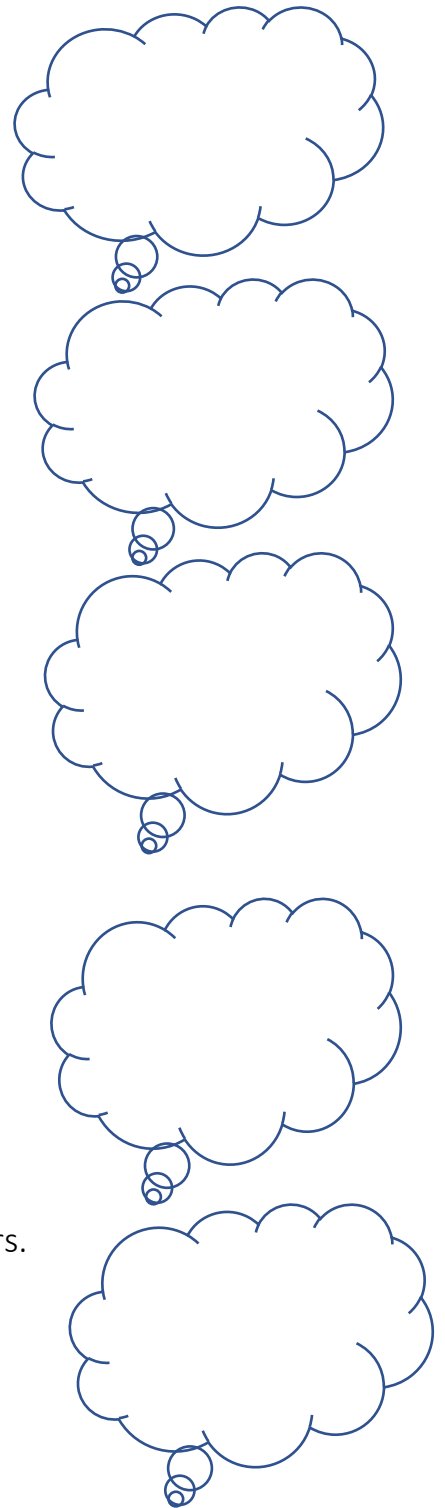
Grasping our blankets we stumbled across the forecourt of Charing Cross Station, and down the side street.

I saw her face, a frozen mask, with pools of black fear for eyes, framed in her dark hair, crossed by long wind-blown strands.





Then a burst of loud gunfire from nearby, and darkness again, sudden and solid, like falling into a black pit.

‘What’s happening?’ she cried to me, desperately.

‘Those are enemy flares, parachute flares, shot out by our gunners. They are trying to get light to bomb by. Come on, come quickly now!’



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Lesson	4	Vehicle Text & Page	Fireweed by Jill Paton Walsh pp.112-116
Anchor Questions(s): What impressions do you get of the new home? Which words and phrases make you say this?	Vocabulary Teaching: paraffin lamp, primus stove, methylated spirit, coal scuttle, ladlefuls, pavements	Focus Comprehension & Strategies: •Draw inferences, justifying inferences with evidence •Connecting prior knowledge and textual information to make inferences and predictions	Focus Content Domain(s): 2d Make inferences from a text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Share short video of a 1940s living room, e.g: https://www.youtube.com/watch?v=bhdxmKcmVzw</p> <p>Discuss what the rooms would have been like before the bombing. Note that so far, the characters have been faced with the terrible ordeal of living through the bombing raids each night.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Share vocabulary (see Lesson 4: Vocabulary) and source pictures to match each of the words, so that the children have a visual image of what each of the words mean.</p> <p>Explore & Respond: Read the adapted extract fluently and with expression (see Lesson 4: Read).</p> <p>Take some short responses on how the new dwelling has been described by the author and Stop & Jot their initial ideas on the impressions they get of the new home.</p> <p>Fluency: Read Lesson 4: Fluency using expression. Following this, children to Pair Read using expression the same extract.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Gather words and phrases from the text extract (see Lesson 4: Read / Teacher Model) that give an impression of what their new ‘home’ is like.</p> <p>Reference the Text: Text Mark the following significant words and phrases: <i>‘astonished pleasure it gave me’, ‘burning brightly’, ‘clean and neat’, ‘green and white cloth’, ‘knives and forks set out, ‘loaf of bread’.</i></p> <p>Talk through the word choices, explaining that we get a real sense of home in the descriptions. The bright, warm setting is a stark contrast to earlier descriptions we have read about the bombings. The tablecloth, knives and forks and the loaf of bread give the impression of a happy home, untouched by the ravages of war. Add to Lesson 4: Teacher Model. Circle all evidence and underline new vocabulary.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children have a copy of the text per pair to allow for discussion and collaboration (see Lesson 4: Read / Children Practise). Encourage children to think about the fact the two children have finally found somewhere to stay, rather than having to rush to the crowded underground shelters each night and consider earlier descriptions in the book of the bombings / the destroyed streets and houses.</p> <p>Practise Taught Strategies & Skills: Children Text Mark by circling key words and phrases to gather evidence to answer the Anchor Question. If they are finding it difficult to locate evidence, direct them to words like, <i>‘pan simmering’, ‘warmth of room embraced me’, ‘Julie looked up and smiled as I came in’, ‘being made to feel welcome’, ‘scuttle was full’, ‘delicious meaty smell’, ‘ladlefuls of stew’, ‘glowing friendly sort of light’</i> etc.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children complete Lesson 4: Apply.</p> <p>Verbal & Written Responses: Consider together the points they have made and the evidence included. How would this new ‘home’ make them both feel?</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <ul style="list-style-type: none">-use of the strategies taught (Text Marking, Stop & Jot, Pair Read) and responses to the Anchor Question.		<div>Acceptable Point(s):<ul style="list-style-type: none">• warm• safe• welcoming• homely• has everything they need• happy• private• comfortable / comforting</div>	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 4: Vocabulary

paraffin lamp

primus stove

methyated spirit

coal scuttle

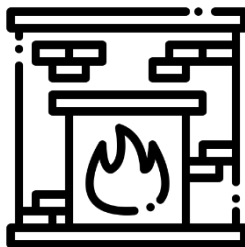
ladlefuls

Lesson 4: Fluency

Julie looked up from a book, and smiled as I came in. ‘Hullo, Bill,’ she said. ‘I’ll just put some more coal on the fire, and then I’ll serve up your tea.’ I don’t think in my whole life till then I remember being made to feel welcome, coming home.

Lesson 4: Anchor Questions

What impressions do you get of the new home? Which words and phrases make you say this?



Lesson 4: Read / Teacher Model / Children Practise

And after all this time I can still see in my mind's eye what I saw then when I opened the door, and remember the astonishing pleasure it gave me. A fire was burning brightly in the grate, and the paraffin lamp hung from a hook in the ceiling. Everything was clean and neat. The table from the other room was pulled through, and put in one corner, and spread with a green-and-white cloth. There were plates, and knives, and forks set out there, and a loaf of bread.

Beside the fire, on the tiles inside the fender, stood a little primus stove, with a pan simmering on it. The warmth of the room reached out and embraced me, laced with a slight smell of methylated spirit from the stove.

Julie looked up from a book, and smiled as I came in. 'Hullo, Bill,' she said. 'I'll just put some more coal on the fire, and then I'll serve up your tea.' I don't think in my whole life till then I remember being made to feel welcome, coming home.

The coal scuttle was full, and she piled a generous shovelful onto the flames. Then she picked up that pan, and brought it to the table, and took off the lid. A delicious meaty smell filled the room. She poured out thick ladlefuls of stew, and set the plate before me.

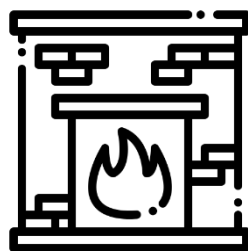
That was a wonderful evening. It was so good just to be warm; just to have a real chair to sit in, and to be somewhere quiet, somewhere private, by ourselves.

Really, it amazes me to remember how comfortable we made ourselves there. I can see it as a pool of warmth and safety, I suppose because the paraffin lamp made such a glowing, friendly sort of light. It glinted on the china when we ate, and made our faces look soft and smooth. For a little while the burden of worry lifted from my mind, and rolled away, and I realised just how oppressed and anxious I had been. We had no need to fear the onset of winter; we had no need to stay out in all weathers.

Lesson 4: Teacher Model

What impressions do you get of the new home?
Which words and phrases tell you this?

Impression	Evidence
<i>'astonished pleasure it gave me'</i> <i>'burning brightly'</i> <i>'clean and neat'</i> <i>'green and white cloth'</i> <i>'knives and forks set out'</i> <i>'loaf of bread'</i>	The bright, warm setting is a stark contrast to earlier descriptions we have read about the bombings. The tablecloth, knives and forks and the loaf of bread give the impression of a happy home, untouched by the ravages of war.



Lesson 4: Children Apply

What impressions do you get of the new home?
Which words and phrases tell you this?

Impression	Evidence

Lesson	5	Vehicle Text & Page	Fireweed by Jill Paton Walsh pp. 166-167
Anchor Questions(s): Find the words that describe Julie as being 'like a statue'. Why did the writer describe Julie as being 'like a statue' after the bombing raid?		Vocabulary Teaching: Weathered marble, statuesque, rigid, particles, laden strands of hair, fretted from the coarse substance of stone	Application of Comprehension & Strategies: •Read closely, annotating for a specific purpose •Draw inferences such as inferring characters' thoughts, feelings and motives from their actions and justify inferences with evidence
		Focus Content Domain(s): 2d make inferences from texts/ explain and justify inferences with evidence from the text	

Extended Apply lesson

Through this selection of activities children will need copies of:

- Lesson 5: Vocabulary
- Lesson 5: Extended Application Activity
- the Vehicle Text

Activate Prior knowledge: Write the words, Buried Alive on the flipchart. Ask children what might happen if someone was caught in the bombing raids. What would they be covered with? What would happen to their hair, face, body etc. Take brief feedback.

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary). Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and discuss these with them.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Allow time for the children to explore and read the pages. Take general feedback in relation to the **Anchor Question**.

Written Responses / Evidence Anchor Question(s):

- In the Reading Journal place a template of Julie and the children add the words and phrases that liken her to a statue around the outside (see Lesson 5 Children Apply). They then add details to the template by drawing / sketching, using the words and phrases they gathered.

Under the template, answer the second **Anchor Question**.

Additional Activity 2: Comprehension Questions for written responses in Reading Journal

A Why has the author added the simile, '*like weathered marble*', when describing the texture of her cheeks?

B Find and copy three words that show that she could not move.

C '*With one hand extended in front of her*'. What do these words tell us about the moments before the bombing?

D Why has the author compared her to an '*Angel of Death*'?

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:

- Use of the strategies taught across the week i.e. and, **Text Marking, Find Read Talk Inference**
- Responses they have given to the **Anchor Questions** & Comprehension Questions.

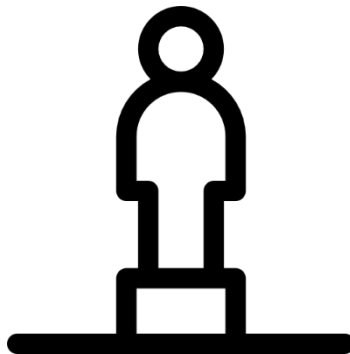
Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 5: Vocabulary

weathered marble	rigid
fretted from the course substance of stone	laden strands of hair
particles	statuesque

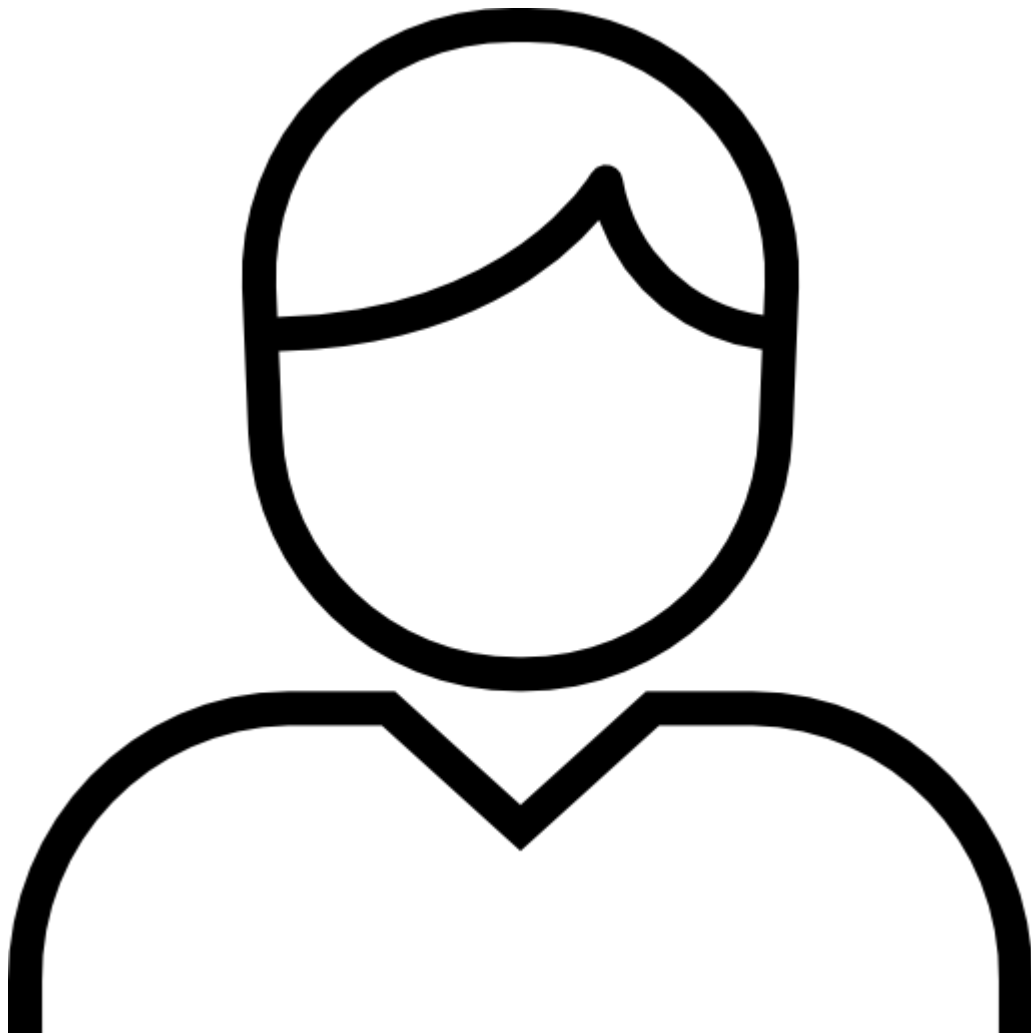


Lesson 5: Children Apply

A face of stone. Plaster, crushed to powder, covered her hair and skin. Her hair was stiff, grey. A grainy texture, like weathered marble, covered her cheeks; her lashes were loaded with dust, thickened by it, as though they had been fretted from the course substance of stone. They uncovered her shoulders, part of her body. Her attitude was stiff; statuesque, she stood rigid, with one hand extended out in front of her. She had been turned to stone. She looked like one of those angels of death which stand on tomb-stones, slowly crumbling with weather and time. I watched a stream of tiny particles of dust flow down her cheek from the laden strands of her hair.

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Julie



Why did the writer describe Julie as being 'like a statue' after the bombing raid?

Lesson 5: Children Apply

A) Why has the author added the simile, '*like weathered marble*', when describing the texture of her cheeks?

B) Find and copy three words that show that she could not move.

1 _____

2 _____

3 _____

C) '*With one hand extended in front of her*'. What do these words tell us about the moments before the bombing?

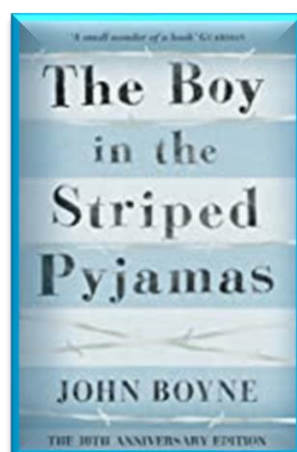
D) Why has the author compared her to an '*Angel of Death*'?







Shared Reading Planning Year 6

Curriculum Driver: History
Unit A: War

Fiction 2



Lesson	1	Vehicle Text & Page	The Boy in the Striped Pyjamas – John Boyne Adapted extract from pp.1-3	
Anchor Questions(s): How will the character and events influence how the story develops?		Vocabulary Teaching: Polite a tone as he could muster, possessions, imitate, bundled, perfectly decent manner	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •connecting prior knowledge and textual information to make inferences and predictions	Focus Content Domain(s): 2e predict what might happen from details stated and implied
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Show pictures of houses, streets, markets and cafes in 1930s Berlin. Start the lesson by using Book Talk approaches to the images.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share vocabulary and encourage children to use Find Read Talk to locate and discuss (Lesson 1 Vocabulary). Encourage children to explain vocabulary in context of each sentence and Clarify.</p> <p>Explore & Respond: Read the adapted extract with expression. There are two main areas within this extract that link the Anchor Question which are 1) events 2) characters. Take some short responses and encourage the children to Stop & Jot their initial thinking about the characters and the events.</p> <p>Fluency: Read Lesson 1: Fluency, using expression. Children to Pair Read using expression, the same extract.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Gather words and phrases from the text extract (see Lesson 1: Read / Teacher Model) that helps make Predictions and Inferences about what might happen in the story. <u>Teacher note:</u> predictions are rooted in evidence.</p> <p>Reference the Text: <u>Focussing on Events</u> Text Mark the following significant words: <i>‘Bruno makes a discovery’, ‘home from school’, ‘standing in bedroom’, ‘pulling belongings out of wardrobe’, ‘mother just appeared’, “She’s packing them”, ‘Lars packing her things too, ‘where the Fury had been to dinner the week before’.</i></p> <ul style="list-style-type: none">• <u>Teacher makes Inferences about the events:</u> these words and phrases suggest that what is happening is a surprise to Bruno as he returns home to see his belongings being packed. The packing suggests they are moving house very soon. The fact that Bruno has not been told prior to the packing suggests there is a reason behind why this information has been kept from him or the move has come about suddenly. The detail of the dining room where <i>‘the Fury’</i> had been the week before suggests that this event is important and perhaps explains the move.• <u>Teacher make a prediction:</u> I predict that Bruno and his family have to leave their home to live somewhere else and that this has been a sudden decision or one that has been hidden from Bruno until now. It is perhaps a result of a visit from someone called <i>‘the Fury’</i>. Ensure all evidence to answer the Anchor Question is circled and new vocabulary is underlined.				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: <u>Focussing on the characters (Bruno / Mother):</u> Some teacher guide questions: What are they like? How do you know? What is being suggested about them? What might happen to them in this story based on the words you have read? What predictions can you make?</p> <p>Partner A Text Marks the adapted extract (see Lesson 1: Read / Children Practise) and discusses evidence for Bruno and any predictions about story development.</p> <p>Partner B Text Marks the adapted extract (see Lesson 1: Read / Children Practise) and discusses evidence for Mother and any predictions about story development.</p> <p>If children are struggling to locate evidence consider, <i>‘as polite a tone as he could muster’, ‘twisting her hands together nervously’,</i> repeat of questions from Bruno, <i>“What’s going on?”, “What are you doing?”, ‘threw her hands in the air in frustration’, ‘wasn’t going to let the matter drop without explanation’</i> etc. What do we know? / What Predictions can we make?</p> <p>Practise Taught Strategies & Skills:</p> <p>Partner work. Children Text Mark their copy of the adapted extract with Predictions and Inferences about Bruno and his mother. Discuss how their ideas about them help develop the story. Teacher to take feedback.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 1: Apply.</p> <p>Verbal & Written Responses: Children to explain their predictions about the characters and how these will influence how the story develops using textual evidence. Teacher to scribe predictions based on evidence referred to on a flip chart.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <ul style="list-style-type: none">-use of the strategies taught (Text Marking, Predicting and Stop & Jot, Find Read Talk, Inferences) and responses to Anchor Question.				
			<p>Acceptable Point(s) Bruno:</p> <ul style="list-style-type: none">• confusion – will want to know why this move is happening• suggests he gets himself into trouble so may do this when they move to their new home <p>Acceptable Point(s) Mother:</p> <ul style="list-style-type: none">• the move is not something she will be happy with – she has been crying• she is going to explain to Bruno why the move is happening	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 1: Vocabulary

polite a tone as he could muster	possessions
imitate	bundled
Perfectly decent manner	



Lesson 1: Fluency

‘What are you doing?’ he asked in as polite a tone as he could muster, for although he wasn’t happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her. ‘You take your hands off my things.’

Lesson 1: Anchor Question

How will the character and events influence how the story develops?

Lesson 1: Read / Teacher Model / Children Practise

One afternoon, when Bruno came home from school, he was surprised to find Maria, the family's maid – who always kept her head bowed and never looked up from the carpet – standing in his bedroom, pulling all of his belongings out of the wooden crates, even the things he'd hidden at the back that belonged to him and were nobody else's business.

'What are you doing?' he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her. 'You take your hands off my things.'

Maria shook her head and pointed towards the staircase behind him, where Bruno's mother had just appeared. She was a tall woman with long red hair that she bundled into a sort of net behind her head, and she was twisting her hands together nervously as if there was something she didn't want to have to say or something she didn't want to have to believe. 'Mother,' said Bruno, marching towards her, 'what's going on? Why is Maria going through my things?'

'She's packing them,' explained Mother.

'Packing them?' he asked, running quickly through the events of the previous few days to consider whether he'd been particularly naughty or had used those words out loud that he wasn't allowed to use and was being sent away because of it. He couldn't think of anything though. In fact, over the last few days he had behaved in a perfectly decent manner to everyone and couldn't remember causing any chaos at all. 'Why?' he asked. 'What have I done?'

Mother had stepped out into her own bedroom by then but Lars, the butler, was in there, packing her things too. She sighed and threw her hands in the air in frustration before marching back to the staircase, followed by Bruno, who wasn't going to let the matter drop without an explanation.

'Mother,' he insisted. 'What's going on? Are we moving?'

'Come downstairs with me,' said Mother, leading the way towards the large dining room where the Fury had been to dinner the week before. 'We'll talk down there.'

Bruno ran downstairs and even passed her out on the staircase so that he was waiting in the dining room when she arrived. He looked at her without saying anything for a moment and thought to himself that she couldn't have applied her make up correctly that morning because the rims of her eyes were more red than usual, like his own after he'd been causing chaos and got into trouble and ended up crying.

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Lesson 1: Teacher Model





Event	
Reference the Text	Prediction: What might happen in the story
'Bruno makes a discovery'	Something is going to happen that is a surprise to him – he discovers something, rather than being told.
'pulling belongings out of wardrobe, even the things he'd hidden...nobody else's business'	This suggests they will be leaving the house. The fact that everything is being taken, suggests this will be a permanent move and everything needs to be packed.
'where the Fury had been to dinner the week before'	The author adding this detail suggests that this event might have something to do with the reason why they are leaving.



Lesson 1: Children Apply

Bruno	
Reference the Text	Prediction: What might happen in the story

Mother	
Reference the Text	Prediction: What might happen in the story

Lesson	2	Vehicle Text & Page	The Boy in the Striped Pyjamas – John Boyne Adapted extract from pp.11-13	
Anchor Question(s): Compare the two settings.		Vocabulary Teaching: steered clear, desolate, nooks and crannies, out of bounds, presumed, restrictions, aromas, mixed scents of sweetness and life	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Make comparisons within and across books	Focus Content Domain(s): 2h make comparisons within a text
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Show pictures of houses, streets, markets and cafes in 1930s Berlin. Start the lesson by using Book Talk approaches to the images. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Share vocabulary and encourage children to use Find Read Talk to locate and discuss (Lesson 2 Vocabulary). Encourage children to explain vocabulary in context of each sentence and Clarify . Explore & Respond: Read the adapted extract (see Lesson 2: Read / Teacher Model) using expression. There are two home locations within this extract that link the Anchor Question which are 1) the home in Berlin 2) the new home in a location unknown to Bruno. Take some short responses and encourage the children to Stop & Jot their initial thinking. Fluency: Read Lesson 2: Fluency, particularly focusing on Pausing when there are punctuation cues and Stress when reading the capitalised words. Children to Pair Read using expression and Pausing .				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: Gather words and phrases from the text extract and add to the comparison sheet (see Lesson 2 Teacher Model Activity) that help to highlight the differences between the two settings. Reference the Text: Text Mark the following significant words that help us to highlight (in one colour) the differences between the two settings: <i>‘quiet street’, ‘handful of other big houses’, ‘nice to look at them’, ‘other boys lived in them’.</i> Use a different colour to highlight words about the setting of the new house, e.g. <i>‘exact opposite’, ‘empty’, ‘desolate’, ‘no other houses’, ‘no other families’.</i> Model how to add to the Venn diagram, showing the differences between the two settings (see Lesson 2: Teacher Model).				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children continue to use the extracts to explore how the author has shown the difference between the two settings. Work in pairs to encourage discussion and collaboration. Practise Taught Strategies & Skills: Children work in pairs: Child A to Text Mark key words to describe the Berlin house / setting, e.g. <i>‘enormous’, ‘nooks and crannies’, ‘out of bounds’, ‘other streets’, ‘large houses’, ‘always people strolling along’, ‘stopping to chat’, ‘shops with bright store fronts’.</i> Child B to Text Mark key words to describe the new home / setting, e.g. <i>‘only had three floors’, ‘no other streets’, ‘no one strolling along or rushing around’, ‘no shops or fruit and vegetable stalls’, ‘everything around him just felt empty and cold’, ‘loneliest place in the world’, ‘the middle of nowhere.’</i> Talk together and consider how the descriptions make the settings different. Teacher to feedback throughout.				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Complete Lesson 2: Apply. Verbal & Written Responses: Discuss why the descriptions might be so negative of the new house. How would Bruno be feeling and how might this impact on the choice of words? Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Text Marking , Find Read Talk and Stop & Jot) and responses to the Anchor Question .				
<div>Acceptable Point(s) Bruno: • ensure children are showing the contrast between the home he knows and loves which is vibrant, welcoming and busy to the lonely, desolate place he has moved to.</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 2: Vocabulary

desolate	steered clear
out of bounds	presumed
restrictions	aromas
mixed scents of sweetness of life	



Lesson 2: Fluency

The house in Berlin was enormous, and even though he'd lived there for nine years, he was still able to find nooks and crannies that he hadn't fully finished exploring yet. There were even whole rooms – such as Father's office, which was Out of Bounds At All Times And No Exceptions – that he had barely been inside.

Lesson 2: Anchor Question

Compare the two settings.

Lesson 2: Read / Teacher Model

When he first saw their new house Bruno's eyes opened wide, his mouth made the shape of an O and his arms stretched out at his sides once again. Everything about it seemed to be the exact opposite of their old home and he couldn't believe that they were really going to live there.

The house in Berlin had stood on a quiet street and alongside it were a handful of other big houses like his own, and it was always nice to look at them because they were almost the same as his house but not quite, and the other boys lived in them who he played with (if they were friends) or steered clear of (if they were trouble). The new house, however, stood all on its own in an empty, desolate place and there were no other houses anywhere to be seen, which meant there would be no other families around and no other boys to play with, neither friends nor trouble.

The house in Berlin was enormous, and even though he'd lived there for nine years, he was still able to find nooks and crannies that he hadn't fully finished exploring yet. There were even whole rooms – such as Father's office, which was Out of Bounds At All Times And No Exceptions – that he had barely been inside. However, the new house had only three floors: a top floor where all three bedrooms were and only one bathroom, a ground floor with a kitchen, a dining room and a new office for Father (which, he presumed, had the same restrictions as the old one), and a basement where the servants slept.

All around the house in Berlin were other streets of large houses, and when you walked towards the centre of town there were always people strolling along and stopping to chat to each other or rushing around and saying they had no time to stop, not today, not when they had a hundred and one things to do. There were shops with bright store fronts, and fruit and vegetable stalls with big trays piled high with cabbages, carrots, cauliflowers and corn. Sometimes he liked to stand in front of these stalls and breathe in the aromas, feeling his head grow dizzy with the mixed scents of sweetness and life. But there were no other streets around the new house, no one strolling along or rushing around, and definitely no shops or fruit and vegetable stalls. When he closed his eyes, everything around him just felt empty and cold, as if he was in the loneliest place in the entire world. The middle of nowhere.

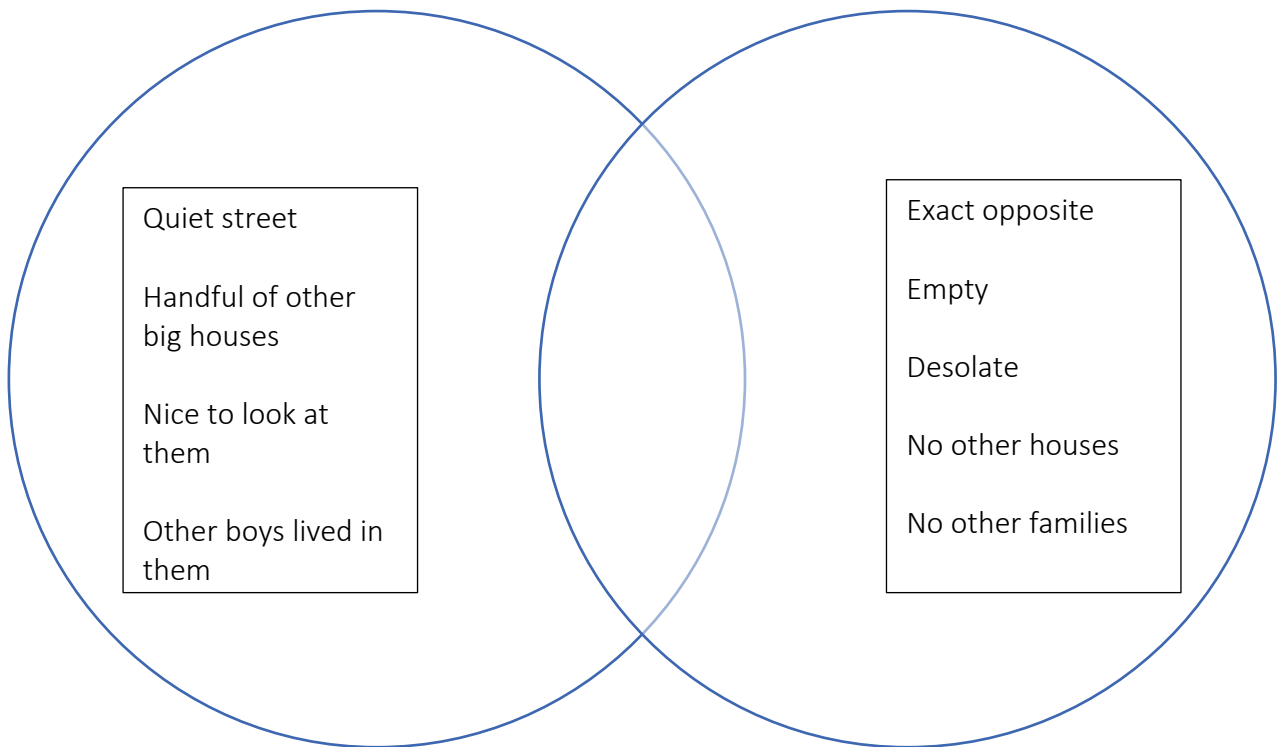
In Berlin there had been tables set out on the street, and sometimes when he walked home from school with Karl, Daniel and Martin there would be men and women sitting at them, drinking frothy drinks and laughing loudly; the people who sat at these tables must be very funny people, he always thought, because it didn't matter what they said, somebody was always laughing. But there was something about the new house that made Bruno think that no one ever laughed there; that there was nothing to laugh at and nothing to be happy about.

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Lesson 2: Teacher Model

Berlin Setting

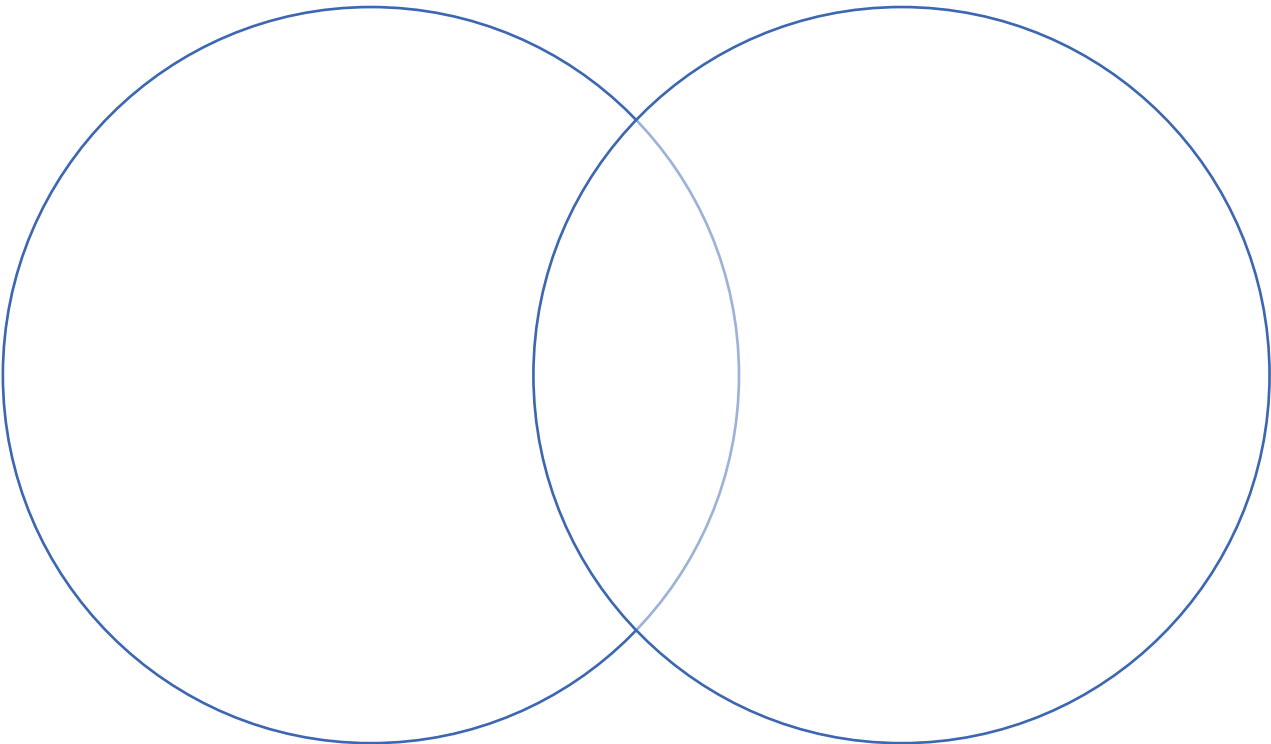
New Home Setting







Lesson 2: Children Apply

Berlin Setting

New Home Setting



Lesson	3	Vehicle Text & Page	The Boy in the Striped Pyjamas – John Boyne Adapted extract from pp.116-120	
Anchor Question(s): What impressions of 'the Fury' do you get from the characters' reactions to his visit?		Vocabulary Teaching: terribly unlike him, pronouncing, astonished, presume, pressed, extravagant, enunciating, courtesy, established Subject Specific: commandant		Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence
		Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text		
		Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Remind class of story opening when the family had to move following a visit from 'the Fury'. Do they already have an impression of him? What makes them say this?</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share vocabulary and ask children to match the words with their meanings. Clarify understanding. Explain that a Commandant is a commanding officer in the armed forces.</p> <p>Explore & Respond: Read the adapted extract with expression (see Lesson 3: Read / Teacher Model). Consider here the reactions of different people to the news of a visit from 'the Fury' 1) father 2) mother 3) children. Show some character outlines (see Lesson 3 Teacher Model) and Stop & Jot their initial thinking about how the characters are responding / feeling and what impressions this gives us.</p> <p>Fluency: Read Lesson 3: Fluency, particularly focusing on expression. Following this, children to Pair Read, using expression, the same extract.</p>				
		Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Gather words and phrases from the adapted extract (see Lesson 3: Read / Teacher Model) that helps give an impression of 'the Fury'. <u>Teacher note:</u> it is important that children recognise that their inferences will <i>always</i> be based on textual evidence.</p> <p>Reference the Text: <u>Focussing on Father:</u> circle, 'came home in a state of excitement' and inside the outline of his body, write the word, 'excited'(see Lesson 3: Teacher Model). Continue to Text Mark, e.g. 'terribly unlike him', 'we have to cancel them', 'he's invited himself to dinner' and continue to add words to the inside of the figure, explaining how important 'the Fury' and the visit is to him, e.g. <i>must prepare</i>, 'very important', 'happy to cancel own plans', 'visit is more important than family plans'</p> <ul style="list-style-type: none"><u>Teacher makes Inferences about the 'the Fury':</u> the reactions of the father suggest that 'the Fury' is a very important person and that people carry out his wishes, even if they already have plans of their own. The excitement of the father (a Commandant) suggests he is pleased that 'the Fury' has chosen to visit him – like it is an honour he has been chosen.				
		Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: <u>Focussing on the mother, Bruno and Gretel:</u> Some teacher guide questions: How do they respond to the news of the visit? What do their actions tell you about how they feel regarding 'the Fury'? What do their words suggest about him?</p> <p>Practise Taught Strategies & Skills:</p> <p>Partner A Text Marks extract and discusses evidence for mother and the impression this gives of 'the Fury', e.g. <i>'Mother's eyes opened wide and her mouth made the shape of an O. Bruno stared at her and wondered whether this was what he looked like when he was surprised about something', 'But you're not serious,' 'growing a little pale', 'He's coming here? To our house?', 'Oh my,' said Mother, her eyes moving back and forth quickly as she started to think of all the things that needed doing', 'Oh my,' said Mother again', 'The house would have to be cleaned from top to bottom, the windows washed, the dining-room table stained and varnished', 'Mother waited beside them, wringing her hands together nervously'.</i></p> <p>Partner B Text Marks extract and discusses evidence for the children and the impression this gives of 'the Fury', e.g. <i>'Who's the Fury?', 'He runs the country, idiot', 'He had a new pair of shoes for the occasion and he was very proud of them...all these preparations and fine clothes seemed a little extravagant'.</i></p> <p>Partners discuss how the words and phrases they are gathering give them an impression of 'the Fury'. Teacher to take feedback.</p>				
		Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 3: Apply.</p> <p>Verbal & Written Responses: Discuss how the reactions of the characters helps with the reader gaining an impression of 'the Fury'.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:</p> <ul style="list-style-type: none">-use of the strategies taught (Text Marking, Stop & Jot, Inferences) and responses to the Anchor Question.				
<div>Acceptable Point(s) Bruno:<ul style="list-style-type: none">any responses that show that he is a really important person / they all make significant preparations for the visit in order to impress him</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 3: Vocabulary

desolate	terribly unlike him
pronouncing	astonished
pressed	extravagant
enunciating	courtesy
established	

Lesson 3: Fluency

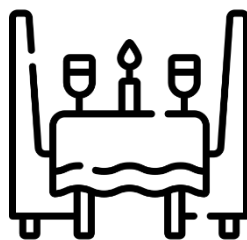
‘Thursday night,’ he announced. ‘If we’ve any plans for Thursday night we have to cancel them.’

‘You can change your plans if you want to,’ said Mother, ‘but I’ve made arrangements to go-

‘The Fury has something he wants to discuss with me,’ said Father, who was allowed to interrupt Mother even if no one else was. ‘I just got a phone call this afternoon. The only time he can make it is Thursday evening and he’s invited himself to dinner.’

Lesson 3: Anchor Question

What impressions of ‘the Fury’ do you get from the characters’ reactions to his visit?



Lesson 3: Read / Teacher Model / Children Practise

Some months earlier, just after Father received the new uniform which meant that everyone had to call him 'Commandant', Father came home one evening in a state of great excitement, which was terribly unlike him, and marched into the living room where Mother, Bruno and Gretel were sitting reading their books. 'Thursday night,' he announced. 'If we've any plans for Thursday night we have to cancel them.' 'You can change your plans if you want to,' said Mother, 'but I've made arrangements to go- 'The Fury has something he wants to discuss with me,' said Father, who was allowed to interrupt Mother even if no one else was. 'I just got a phone call this afternoon. The only time he can make it is Thursday evening and he's invited himself to dinner.'

Mother's eyes opened wide and her mouth made the shape of an O. Bruno stared at her and wondered whether this was what he looked like when he was surprised about something. 'But you're not serious,' said Mother, growing a little pale. 'He's coming here? To our house?' Father nodded. 'So we'd better think about something special for dinner.' 'Oh my,' said Mother, her eyes moving back and forth quickly as she started to think of all the things that needed doing. 'Who's the Fury?' asked Bruno. 'You're pronouncing it wrong,' said Father, pronouncing it correctly for him. 'The Fury,' said Bruno again, trying to get it right but failing again.

Father stared at him astonished, 'You know perfectly well who the Fury is,' he said. 'I don't,' said Bruno. 'He runs the country, idiot,' said Gretel, 'don't you ever read the newspaper?'

'Oh my,' said Mother again, standing up and counting in her head the number of things she had to organise before Thursday, which was only two evenings away. The house would have to be cleaned from top to bottom, the windows washed, the dining-room table stained and varnished, the food ordered, the maid's and butler's uniforms washed and pressed, and the crockery and glasses polished until they sparkled.

An hour before the Fury was due to arrive Gretel and Bruno were summoned downstairs, where they received a rare invitation into Father's office. Gretel was wearing a white dress and knee socks and her hair had been twisted into corkscrew curls. Bruno was wearing a pair of dark brown shorts, a plain white shirt and a dark brown tie. He had a new pair of shoes for the occasion and he was very proud of them...all these preparations and fine clothes seemed a little extravagant.

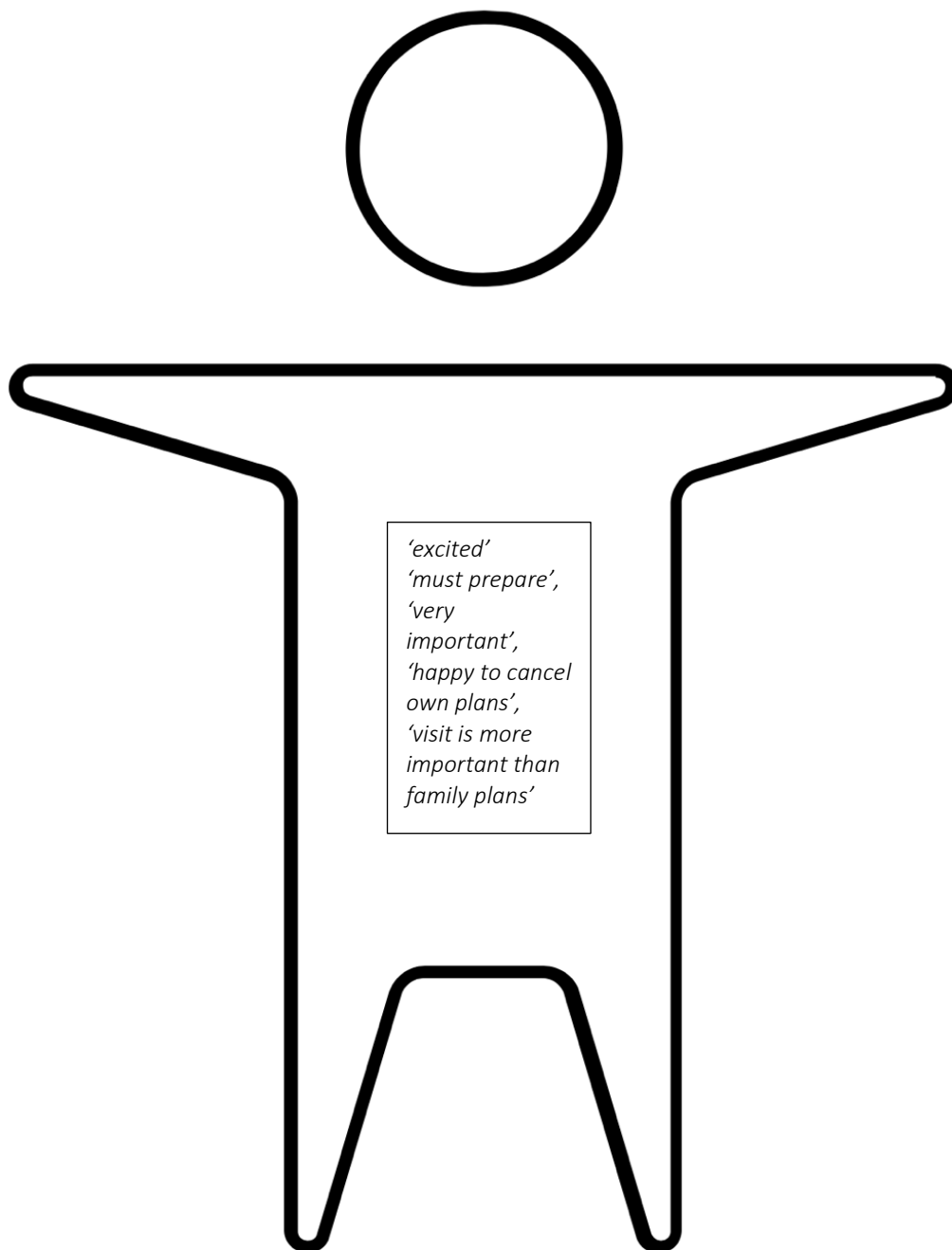
'Now, children', said father, sitting behind his desk and looking from his son to his daughter and back again as they stood before him. 'You know that there is a very special evening ahead of us, don't you?' They nodded. 'And it is very important for my career that tonight goes well.'

Three quarters of an hour later the doorbell rang and the house erupted in excitement. Bruno and Gretel took their places standing side by side by the staircase and Mother waited beside them, wringing her hands together nervously. Father gave them all a quick glance and nodded, looking pleased by what he saw, and then began to open the door.

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Lesson 3 Teacher Model

Father's reaction to the visit from the Fury

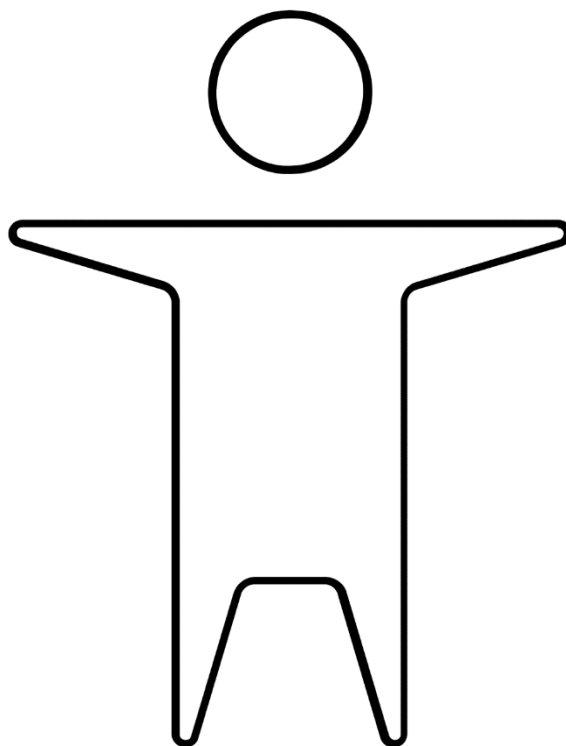
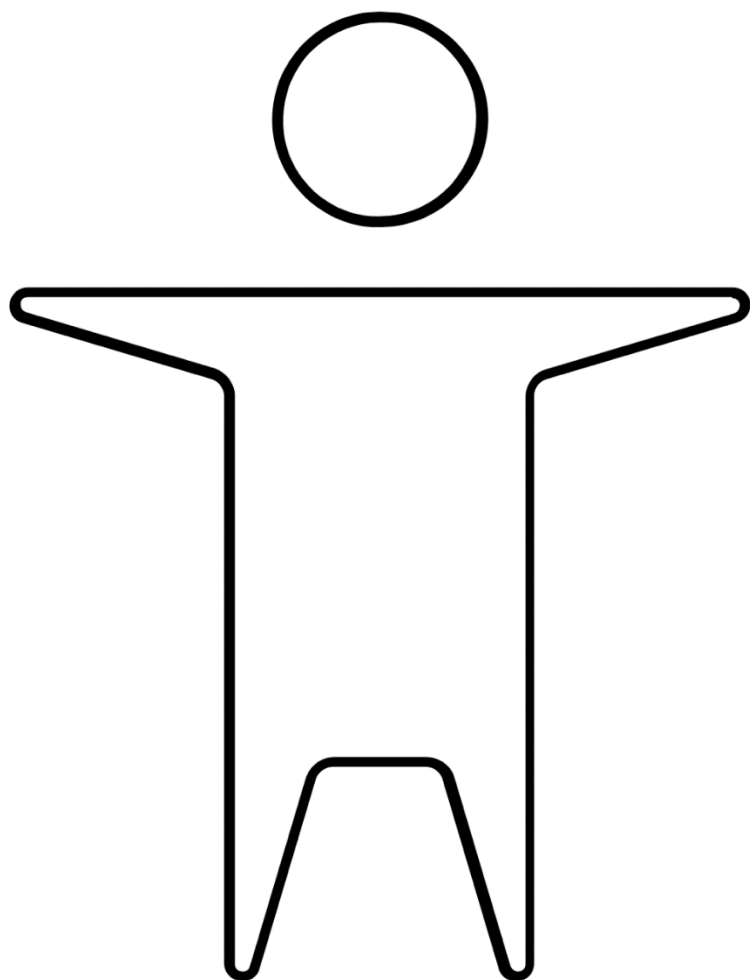


The reactions of the father suggest that *'the Fury'* is a very important person and that people carry out his wishes, even if they already have plans of their own. The excitement of the father (a Commandant) suggests he is pleased that *'the Fury'* has chosen to visit him – like it is an honour he has been chosen.





Lesson 3: Children Apply

Mother

Children



What impressions of 'the Fury' do you get from the characters' reactions to his visit?

Lesson	4	Vehicle Text & Page	The Boy in the Striped Pyjamas – John Boyne Adapted from pp.126-131
Anchor Question(s): Compare the experiences of the two boys.		Vocabulary Teaching: N/A	Focus Comprehension & Strategies: •Read closely, annotating for specific purposes •Make comparisons within and across books
		Focus Content Domain(s): 2h make comparisons within a text	
	Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Share pre searched pictures of the trains taking the Jews to the concentration camps. Book Talk the photographs <i>and</i> use prior knowledge of the treatment of Jewish people during the second world war. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: N/A Explore & Respond: Read adapted extract (Lesson 4: Read). There are two main areas within this extract that link to the Anchor Question , the experience of Bruno and the experience of Shmuel. Take some short responses and encourage the children to Stop & Jot their initial thinking about how the experiences of both characters differ. Fluency: Read Lesson 4: Fluency, using expression. Following this, children Pair Read using expression.			
	Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Circle words and phrases from the text extract (see Lesson 4: Read / Teacher Model) that help to highlight the similarities and differences in their experiences. Reference the Text: Text Mark words and phrases that highlight the differences, e.g. ‘every time we left the house...wear one of these armbands’, ‘My father wears one too’, ‘They’re different, aren’t they?’, ‘No one’s ever given me an armband’ etc. Teacher to use the Venn diagram (see Lesson 4: Teacher Model) to show the differences (Shmuel must wear one, Bruno doesn’t have to), and similarities (Shmuel’s family must wear an armband, Bruno’s family (father) wears an armband). Underline new vocabulary.			
	Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Have copies of the adapted extract (see Lesson 4: Read / Teacher Model / Children Practise), one between two, to encourage collaboration and discussion. Consider in detail the information about their lives before journeying to the camp, the journey itself and life in the camp. Practise Taught Strategies & Skills: Partner A: Consider the life of Shmuel and Text Mark their extract, e.g. ‘we couldn’t live in our house anymore’, ‘boy who kept hitting me’, ‘that train was horrible’, ‘too many of us’, ‘another train’, ‘we had to walk here’, ‘put in huts over there’. Partner B: Consider the life of Bruno and Text Mark their extract, e.g. ‘that happened to me too’, ‘Gretel hits me sometimes too’, ‘no one seemed to see it’, ‘got in that one’, ‘we got a car’. Teacher to take feedback as children work.			
	Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): Children to complete Lesson 4: Apply. Verbal & Written Responses: Consider the textual evidence that has helped them to answer the question. Ask the children whether they think Bruno really understands what is happening. What makes them say that? Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: -use of the strategies taught (Text Marking , Stop & Jot , comparing parts of the text) and responses to the Anchor Question .			
<div>Acceptable Point(s): •any responses that show the contrast in their experiences. All of Schmuels actions are because he is being forced / he has no choice whereas Bruno still has his freedoms. Their journey’s to this point have been very different – Schmuels treated badly – Bruno well looked after etc.</div>			

*terms shown in **bold** explained in the ‘Comprehension Skills and Strategies’ or the ‘Glossary’ section

Lesson 4: Fluency

‘We wore the armbands for a few months,’ he said. ‘And then things changed again. I came home one day and Mama said we couldn’t live in our house any more- ‘

‘That happened to me too!’ shouted Bruno, delighted that he wasn’t the only boy who’d been forced to move. ‘The Fury came for dinner, you see, and the next thing I knew we moved here. And I **hate** it here,’ he added in a loud voice. ‘Did he come to your house and do the same thing?’

‘No, but when we were told we couldn’t live in our house we had to move to a different part of Cracow, where the soldiers built a big wall and my mother and father and I had to live in one room.’

Lesson 4: Anchor Question

Compare the experiences of the two boys.

Lesson 4: Read

'I had a beautiful watch that he gave me but I don't have it any more.'

'What happened to it?' asked Bruno.

'They took it from me,' said Schmuel.

'Who?'

'The soldiers, of course,' said Schmuel as if this was the most obvious thing in the world.

'And then one day things started to change,' he continued. 'I came home from school and my mother was making armbands for us from a special cloth and drawing a star on each one. Like this.' Using his finger he drew a design in the dusty ground beneath him.

'And every time we left the house, she told us we had to wear one of these armbands.'

'My father wears one too,' said Bruno. 'On his uniform. It's very nice. It's bright red with a black-and-white design on it.' Using his finger he drew another design on the dusty ground on his side of the fence.

'Yes but they're different, aren't they?' said Schmuel.

'No-one's ever given me an armband,' said Bruno.

'But I never asked to wear one,' said Schmuel.

'We wore the armbands for a few months,' he said. 'And then things changed again. I came home one day and Mama said we couldn't live in our house any more-'

'That happened to me too!' shouted Bruno, delighted that he wasn't the only boy who'd been forced to move. 'The Fury came for dinner, you see, and the next thing I knew we moved here. And I **hate** it here,' he added in a loud voice. 'Did he come to your house and do the same thing?'

'No, but when we were told we couldn't live in our house we had to move to a different part of Cracow, where the soldiers built a big wall and my mother and father and I had to live in one room.'

'And this part of town was the bad part because it was always noisy and it was impossible to sleep. And I hated Luka, who was the boy who kept hitting me even when I did nothing wrong.'

'Gretel hits me sometimes,' said Bruno. 'She's my sister,' he added. 'And a Hopeless Case. But I'll soon be bigger and stronger than she is and she won't know what's hit her then.'

'Then one day the soldiers all came with huge trucks...And the trucks took us to a train and the train...' He hesitated for a moment and bit his lip. Bruno thought he was going to start crying and couldn't understand why.

'The train was horrible,' said Schmuel. 'There were too many of us in the carriages for one thing. And there was no air to breathe. And it smelled awful.'

'That's because you all crowded into one train, said Bruno, remembering the two trains he had seen at the station when he left Berlin. 'When we came here, there was another train on the other side of the platform but no-one seemed to see it. That was the one we got. You should have got that one too.'

'I don't think we would have been allowed,' said Schmuel, shaking his head. 'We weren't able to get out of the carriage.'

'When the train finally stopped,' continued Schmuel, 'we were in a very cold place and we all had to walk here.'

'We had a car,' said Bruno, out loud now.

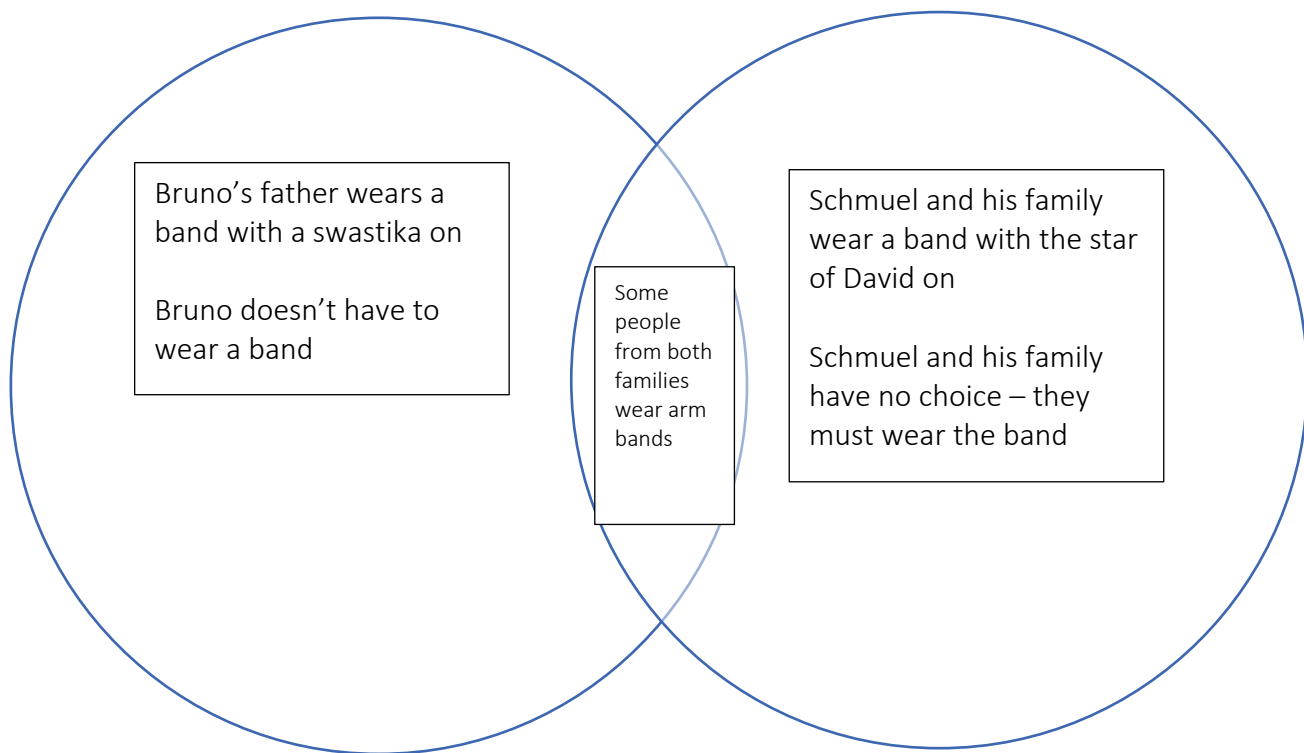
'And mama was taken away from us, and Papa and Josef and I were put into the huts over there and that's where I've been ever since.'

© Extract Adapted The Boy in the Striped Pyjamas John Boyne - Definitions

Lesson 4: Teacher Model

Bruno's Experience

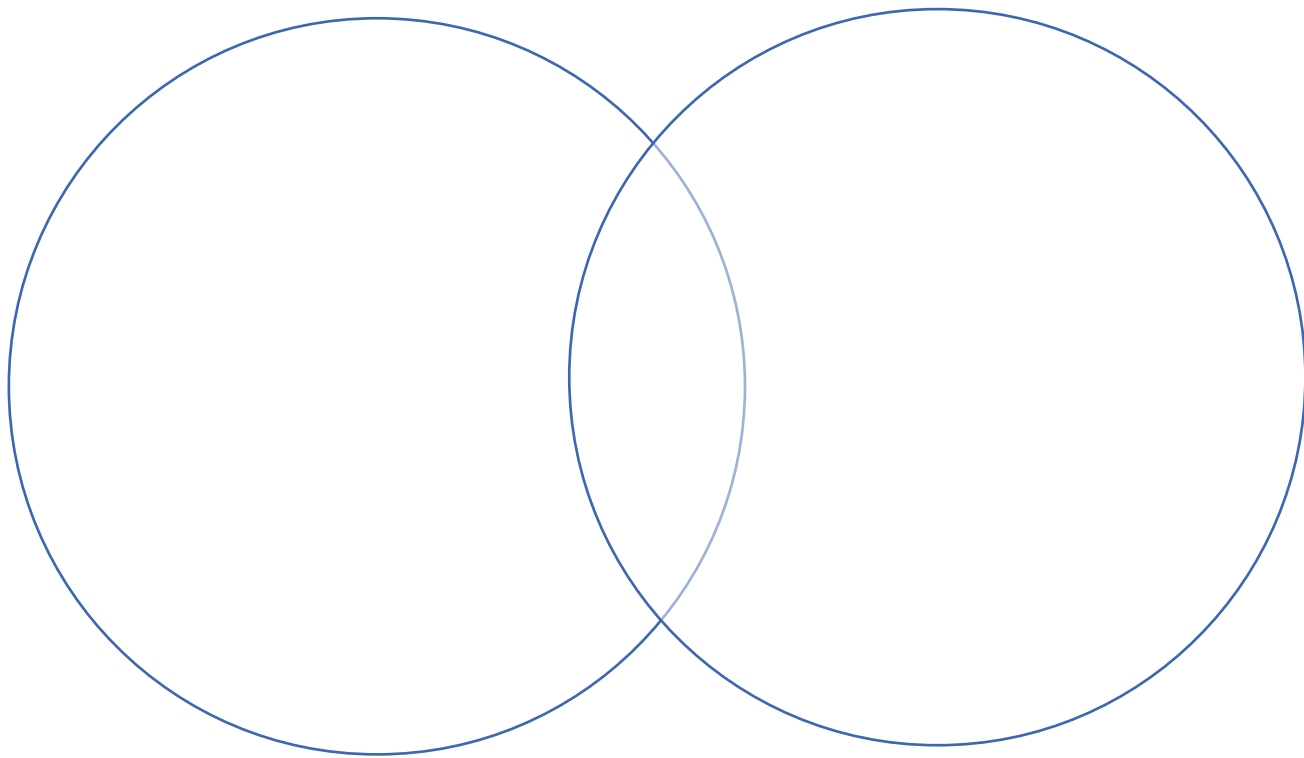
Schmuel's Experience




Lesson 4: Children Apply

Bruno's Experience

Schmuel's Experience



Lesson	5	Vehicle Text & Page	The Boy in the Striped Pyjamas – John Boyne Adapted extract from pp.166-175	
Anchor Questions(s): Compare how two characters react to the same event.		Vocabulary Teaching: seething with anger, medicinal sherries, human anatomy, sarcasm, atmosphere grow heavy	Application of Comprehension & Strategies: • Make comparisons within and across texts • Read closely, annotating for specific purposes	Focus Content Domain(s): 2h make comparisons within the text
 <h2>Extended Apply lesson</h2> <p>Through this selection of activities children will need copies of:</p> <ul style="list-style-type: none"> • Lesson 5: Vocabulary • Lesson 5: Extended Application Activity • the Vehicle Text <p>Activate Prior knowledge: Consider the comparisons work already undertaken this week and the different experiences of war that the two boys have. Ensure children understand that Schmuël is Jewish, Bruno is not. It is also important to note that Bruno has only ever seen Schmuël in the concentration camp up until this moment.</p> <p>Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary). Encourage the children in pairs to use Find Read Talk to locate these words on their copy of the text and discuss these with them.</p> <p>Share Anchor Question: Refer to this throughout the lesson.</p> <p>Enjoy and Respond to the text: Read the pages to the children. Take general feedback in relation to the Anchor Question.</p> <p>Responses / Evidence Anchor Question(s): Children use the chapter to consider how the two boys react differently to the situation (where Lieutenant Kotler discover Schmuël has been eating in the kitchen). Text mark words and phrases that show how the two boys react differently to the situation. Now, in small groups, enact a small part of the scene, emphasising how the boys react differently to the situation. The children don't have to stick rigidly to the words of the text, but rather, must convey the completely different way in which both boys are reacting. Discuss as a class the Anchor Question and how they have used drama to show the differing reactions. Do we need to amend the dramatic pieces in any way?</p> <p>Additional Activity 1: Comprehension Questions for written responses in Reading Journal See below</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children.</p> <p>Fluency: Children may have time to apply their fluency skills, particularly around expression and Pausing.</p>				

Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 5: Vocabulary

seething with anger	medicinal
criticized	medicinal sherries
human anatomy	sarcasm
atmosphere grew heavy	

Lesson 5: Read

‘Schmuel!’ Bruno said. ‘What are you doing here?’

Schmuel looked up and his terrified face broke into a broad smile when he saw his friend. ‘Bruno!’ he said. ‘Lieutenant Kotler brought me,’ said Bruno. ‘He said there was a job for me to do here.’

And when Bruno looked, he saw sixty-four glasses on the kitchen table beside a bowl of warm soapy water and lots of paper napkins.

‘They asked me to polish the glasses,’ said Schmuel. ‘They said they needed someone with tiny fingers.’

‘I’m very glad you’re here,’ Bruno said. ‘If only you didn’t have to polish the glasses, I could show you my room.’

‘He told me not to move from this seat or there’d be trouble.’

Schmuel watched as Bruno helped himself to some chicken from the freezer. ‘I’ll cut you some off,’ said Bruno.

‘No, if he comes back –’ said Schmuel, shaking his head quickly and looking back and forth towards the door.

‘If who comes back? You don’t mean Lieutenant Kotler?’

Schmuel looked at the bowl of water in front of him in despair and then looked back at the slices of chicken Bruno had cut for him.

‘He’s not going to mind,’ said Bruno, who was now confused by how anxious Schmuel seemed. ‘It’s only food. Here!’

The boy stared at the food in his hand for a moment and then looked up at Bruno with wide and grateful but terrified eyes. He threw one more glance in the direction of the door and then seemed to make a decision, because he thrust all three slices into his mouth in one go and gobbled them down in twenty seconds flat.

Just at that moment Lieutenant Kotler reappeared in the kitchen. Bruno stared at him, feeling the atmosphere grow heavy, sensing Schmuel’s shoulders sinking down as he reached for another glass and began polishing. Lieutenant Kotler ignored Bruno and marched over to Schmuel.

‘What are you doing?’ he shouted angrily. ‘Didn’t I tell you to polish those glasses?’

Schmuel nodded his head quickly and started to tremble a little as he picked up another napkin and dipped it in the water. Kotler leaned forward and examined the boy’s face. ‘Have you been eating?’ he asked in a quiet voice as if he could scarcely believe it himself.

Schmuel shook his head.

‘You *have* been eating. Did you steal something from the fridge?’

‘No sir. He gave it to me,’ said Schmuel, tears welling up in his eyes as he threw a sideways glance at Bruno. ‘He’s my friend.’

Lieutenant Kotler looked at Bruno in disbelief. ‘Do you know this boy?’

Bruno’s mouth dropped open and he tried to remember the way you used your mouth if you wanted to say ‘yes’. He’d never seen anyone look so terrified as Schmuel did at that moment and he wanted to say the right thing to make things better, but then he realized he couldn’t.

‘I’ve never spoken to him,’ said Bruno immediately. ‘I’ve never seen him before in my life. I don’t know him.’

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Lesson 5: Children Apply

A) Why is Schmuel reluctant to take the food from Bruno?

B) *He threw one more glance in the direction of the door*

Why does Schmuel glance at the door when Bruno offers him the food?

C) *He thrust all three slices into his mouth in one go.*

What does the word 'thrust' mean in this sentence?

placed

☐

shoved

☐

put

☐

D) What techniques does the author use to show that Lieutenant Kotler is angry?

Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

Children reflect on what is already known about a topic, or theme from previous reading or experiences to make links. Helpful for inference and encouraging children to elaborate. The teacher is able to then backfill information and deal with misconceptions. This aids recall too (also see Mind Map).

Book Talk

Talking about the books' illustrations, plot and characters etc, helps children make sense of it. In the context of [Steps to Read](#) this is a useful strategy to remind children of prior knowledge and make simple connections and predictions. The role of the teacher here is to notice and adjust their questioning based on what the child says. In Book Talk all ideas and thoughts are encouraged with no predefined 'correct' answer.

Build Word Meaning (Word by Word)

The reader builds understanding and clarity on a pre-read sentence, word by word and considers the effect each word has on the sentence and their understanding of it.

Build Sentence Meaning (Line by Line)

The reader discusses additional information received by subsequent sentence(s). Opportunities should be sought to clarify understanding, make links to preceding sentences *and* recalibrate thinking in the light of new information received.

Choral Reading

Reading aloud in unison with a group or the whole class to build fluency (see Fluency)

Clarifying

The reader asks for or offers clarification of the meaning of unknown *words* or *phrases*. This also encourages readers to monitor their understanding of the *text* and allows the teacher to check whether there are any gaps in understanding.

Connect Books

The reader makes connections to themes, character(s), plot etc that are similar or different to other texts read.

Connect Paragraphs

The reader links evidence words, phrases or themes that inform ideas and inferences that are common across different parts of a selected text.

Connect Words

Looking at words across a text that relate to one another and provide evidence for Anchor Questions. These could relate to theme, character, setting, plot and inferences etc. The reader can also consider authorial intention. That is, what the author wrote and what the reader thinks and how this is informed by word choices.

Deliberate Mistake

This is where the teacher models an incorrect reading of a whole word (Common Exception Word or Decodable word). The teacher models how to correct the error by looking for known GPCs. e.g. the word 'rain' read as 'rin' and self-correcting by segmenting and blending. r/ai/n

Fact and opinion

Commonly taught through non-fiction text such as newspapers, this is the ability to decipher which parts of a text are the opinion of the author and which are fact. e.g. Charles Darwin travelled across seas on board HMS Beagle (fact) visiting wondrous places (author's opinion).

Find Read Talk

Helpful strategy for vocabulary understanding and picking up clues from within the sentence about what a word means. Children locate the word (Find) read the sentence where it is placed (Read) and then discuss with their partner (Talk).

Fluency

The ability to read with appropriate pace, accuracy and expression. Fluent readers add intonation appropriately to their reading, notice punctuation *and* have a greater comprehension of what they have read. Here are some useful ways of teacher modelling and children practising it:

- **Pausing:** The reader pauses at appropriate points in the text to reflect the punctuation cues which aid comprehension
- **Phrasing:** Length of the reader's pauses into meaningful units. This kind of pausing goes beyond acknowledging the punctuation. In good reading, the pauses are logically and well-paced; in oral reading they help the reader
- **Intonation/Rhythm:** The reader employs a rhythmic tonal quality. The voice goes up and down, reflecting the punctuation and the meaning
- **Stress:** The reader stresses words by saying them slightly louder to indicate his / her interpretation of the meaning
- **Rate:** The reader moves along at an appropriate pace for the purpose of the reading, varying pace as needed

Infer

Using evidence in the text to work out what has actually happened when it hasn't been explicitly stated. Commonly referred to as 'reading between the lines', it is a way of tying clues together.

Line by Line (Build Sentence Meaning)

The reader discusses additional information received by subsequent sentence(s). Opportunities should be sought to clarify understanding, make links to preceding sentences and re calibrate thinking in the light of new information received.

My Turn, Your Turn

This is where the teacher models the following to help children access the vehicle text and build automaticity of words:

- word reading
- segmenting and the children blend
- blending and the children segment (important to practise the reciprocity of these skills)

Mind Map

This is a visual diagram which explicitly records children's prior knowledge and thoughts about a particular theme or subject where the teacher records children's responses. These are often written around a theme or topic (e.g. tigers, or friendship etc). This is a useful strategy to activate prior learning and could be placed in the whole class reading journal.

Predict

Prediction is based on textual evidence and supports the development of inference-making skills. Depending on the question, the reader can base predictions on textual evidence that relates to character, setting and plot already read. We can predict forwards and backwards, both of which are based on textual evidence.

Questioning / Question the Text

Teacher Questioning: High-quality questioning that promotes high quality thinking and discussion to improve reading comprehension. By promoting *and* modelling questions before, during and after reading, we help pupils at every stage of the reading process. Questioning helps children identify major aspects of the text.

Self-Questioning

Self-questioning also develops successful, strategic readers and modelling this aloud to children is vital. Here are some useful ways of thinking about questioning:

- **Right There Question:** The answer is explicit in the text
- **Think and Search Question:** The answer can be found in the text but some level of inference-making will be required
- **On My Own Question:** The reader is encouraged to bring her/his background knowledge to the text

Reader Effect

How the text makes the reader feel from the words and phrases that have been used. That is, what the author wrote and what the reader thinks and feels.

Referencing the Text

Indicating the words and phrases identified by the reader that provide evidence for the anchor question(s) that have been asked.

Reread

Rereading a sentence, paragraph or phrase to seek clarity and understanding. This can be at the request of the teacher or completed automatically by the developing reader.

Scanning

Locating specific information in a text from a question asked or read. Locating at speed and reading around the correct location.

Self-Correct

The reader corrects a misread word without external support or prompt. The reader recognises that the word is incorrect.

Sense Making (Syntax)

Understanding the correct way in which words and phrases are arranged to make sense and noticing when this does not.

✓ I went to the park.

X I went the to park.

Also see self-correction.

Sequencing

Placing events or sentences in a story or information from non-fiction in the correct order. Helpful for retelling too.

Skimming

Getting a general overview of a text. In non-fiction this may be title, bold print, captions. In fiction this could be chapter title first line last line. This gives the reader a gist of what the text is about.

Stop & Jot

Making notes and using them to shape evidence and ideas. Return to these to seek clarity and further evidence ideas throughout the reading lesson.

Summarising

Focus on the main content of the text. It involves the reader distinguishing between important and unimportant information in a text and then synthesising the key points briefly.

Text Marking

Marking the text with a goal in mind. This helps the reader reference the ideas captured from the printed word.

Text Structures

Identification of text structures helps children with reasoning and understanding. The key to understanding texts structures is to identify their underlying features. When familiar, pupils can more actively identify them through, skimming and scanning to gain a gist of what the text is about.

Themes

Invites the reader to think about the main idea of a text or its underlying meaning. Themes can be words e.g. love, fear, survival and phrases e.g. good versus evil, survival of the fittest, triumph over adversity etc. There may be several literary themes attached to a sentence, paragraph or chapter of book that invite a deeper reflection for the reader.

Think Aloud

Thinking aloud involves the reader making personal thoughts audible while the text is being read (often referred to as the 'thinking voice'). The reader pauses after reading some text and makes their thoughts

explicit. There are two types of think-aloud: teacher think-aloud and pupil think-aloud. Teacher think-aloud models the process for the pupils, so that they know what to do. This strategy aids deeper thinking.

Visualising

Encourages the reader to represent the text in visual form during and after the text has been read to or by the child. It allows important elements of the text to be captured and makes it more memorable. It also helps children focus on words and phrases used. It transfers imagery from the printed word into pictures.

What next?

Used in the moment of reading aloud, the teacher invites the children to make simple logical link between what has just been heard and what will logically happen next. This strategy can be used multiple times and is early prediction work (see Prediction).

Word by Word (Build Word Meaning)

The reader builds understanding and clarity on a pre read sentence word by word and considers the effect each word has on the sentence and their understanding of it.

Word Count

Teacher and child count each word in a sentence. This helps the children to understand the concept of a word and that words make sentences. This helps break down speech into word correspondence. It supports recognition that each word is separated by a space when represented in print. It helps children understand the concept of a word as a precursor to GPCs and segmenting and blending to read.

Word Work

- Teacher reads Decodable Words found in the vehicle text. Children read in pairs x2
- Teacher reads Common Exception Words found in the vehicle text to children. Children read in pairs x2

Reading Curriculum Coverage

Reading Curriculum Coverage

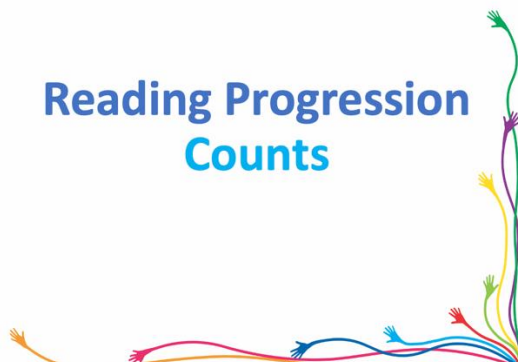
	A: Autumn 1	B: Autumn 2	C: Spring 1	D: Spring 2	E: Summer 1	F: Summer 2
						
YR	Friendship & Animals	Stars & Space	Superhero	Traditional Tales	Growing	Seaside
Y1	History: Living Memory	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Y2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry – Contemporary
Y3	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y4	Science: Living Things/Habitats/ Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends and Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Y6	History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range

Reading Assessment

Reading Assessment Counts



Reading Progression Counts



Reading Assessment Counts: Year 1

Working towards the expected standard

Word Reading

The pupil can:

- ✓ read some capital letters and all the digits 0-9
- ✓ apply some phonic knowledge and skills as the route to decode words
- ✓ recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes
- ✓ read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught
- ✓ read some common exception words, noting correspondences between spelling and sound and where these occur in the word
- ✓ read some words containing taught GPCs and -s, -es, -ed, -er and -est endings
- ✓ read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read books to build up fluency and confidence

Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ link what they read or heard to their own experiences
- ✓ show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics
- ✓ recognise and join in with some predictable story phrases
- ✓ recite, by heart, some rhymes and poems
- ✓ discuss word meanings and link some meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- ✓ draw on what they already know or have experienced
- ✓ check that text makes sense to them as they read and correcting some inaccurate when reading
- ✓ discuss book title and events in stories
- ✓ make some inferences on the basis of what is being said and done by a character
- ✓ make some predictions on what might happen on the basis of what has been read so far
- ✓ begin to participate and explain through discussion about what is read to them

Working at the expected standard in Year 1

Word Reading

The pupil can:

- ✓ read all capital letters and the digits of the week
- ✓ apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- ✓ read other words of more than one syllable that contain taught GPCs
- ✓ read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- ✓ read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read books to build up fluency and confidence

Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ link what they read or hear read to their own experiences
- ✓ become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ recognise and join in with predictable phrases with increased confidence
- ✓ recite by heart many rhymes and poems
- ✓ discuss word meanings and link new meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- ✓ draw on what they already know or on background information and vocabulary provided by the teacher
- ✓ check that the text makes sense to them as they read and correcting inaccurate reading
- ✓ discuss significant events in stories
- ✓ make inferences on the basis of what is being said and done
- ✓ predict what might happen on the basis of what has been read so far
- ✓ participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say

Working at greater depth in Year 1

Word Reading

The pupil can:

- ✓ apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings with increased speed and accuracy
- ✓ read aloud accurately books that are consistent with their developing phonic knowledge
- ✓ re-read books for speed and increased accuracy

Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding
- ✓ discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms)

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- ✓ draw on what they already know or on background information and vocabulary
- ✓ make inferences on the basis of what is being said and done across the book and drawing on other books they have read
- ✓ predict what might happen on the basis of what has been read so far noting the words and phrases from the text to explain
- ✓ participate in discussion and explain accurately, what is read to them

Reading Assessment Counts: Year 5

Name of pupil:

Working towards the expected standard

Word Reading

The pupil can:

- ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as found in English Language 5, both to read aloud and to understand the meaning of new words that they meet

Comprehension

The pupil maintains positive attitudes to reading and understanding of what they read, by:

- ✓ read fiction, poetry, non-fiction and reference books or textbooks
- ✓ read some books that are structured in different ways and read for a range of purposes
- ✓ increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- ✓ recommend some books that they have read to their peers, giving reasons for their choices

Greater Depth Counts: Year 4

Characteristics

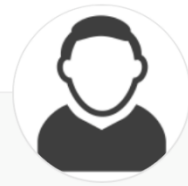
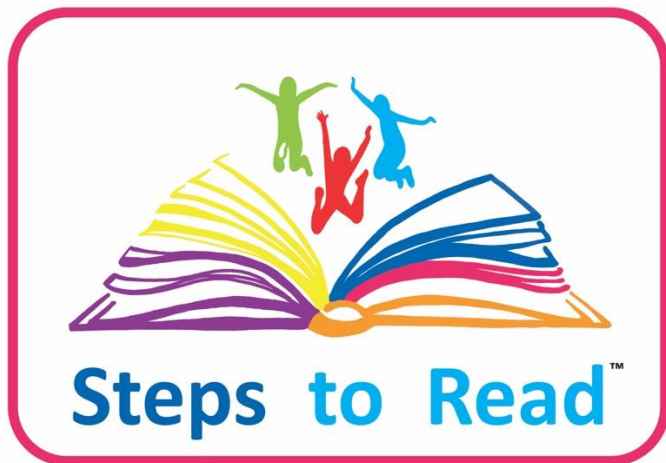
The pupil:

- ✓ applies Year 4 learning in different contexts independently
- ✓ can capture, keep and develop ideas from quality texts and applies them in their writing
- ✓ has an enthusiasm for reading
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with evidence
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ participates confidently in discussion about books, comparing and contrasting a range of texts and justifying their views with evidence
- ✓ has an awareness of the author's use of language and why an author has chosen particular and precise vocabulary
- ✓ has an understanding of different genres and can express a reasoned preference
- ✓ can empathise with characters
- ✓ can demonstrate an interest in new vocabulary

This document will aid teachers in gaining a deeper understanding of each standard within a year group and the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools. **Shop online**

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St Finbar's Catholic Primary School, Teacher, 2020

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I loved how Literacy Counts used a variety of strategies to maintain focus and engagement through 'Pitch and Pace'. I have taken a lot from today.'

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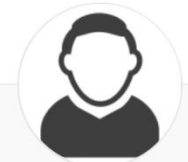
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'Clarified and emphasised the essential elements for Shared Reading. Fantastic demonstrations and activities to help us understand how to improve pupil outcomes. Amazing session! Thank you.'

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- A wealth of resources
- Explicit links to the national curriculum **Shop Online**



Connect to Curriculum

Why Connect to Curriculum?

Connect to Curriculum is planning guidance for teachers to deliver knowledge rich content across the wider curriculum. The guidance documents are designed to deliver the statutory elements of the National Curriculum whilst complementing our high quality, evidence informed **Read to Write** and **Steps to Read** units of work. This in turn, helps build an immersive, connected curriculum with **Intent** and **Implementation** that leads to **Impact** and improved outcomes for children.

Connect to Curriculum overviews support teachers and leaders by providing:

- Learning that is structured through an **overarching enquiry** question.
- Clear, sequential, knowledge-rich outcomes that are delivered through **subsidiary enquiry** questions
- A curriculum rationale for each unit of work, explaining how it fits into the 'big picture'.
- Suggested pre-reading to support teacher subject knowledge
- Carefully chosen technical vocabulary linked to learning from our **Read to Write** and **Steps to Read** units of work
- Suggested wider reading for a **Reading Rich Curriculum**
- Suggested assessment activities linked to high-quality writing outcomes



History



Geography



Science