



Steps to Read™

Shared Reading Planning Year 4

Reading Breadth:
Stories &
Poetry - Different Forms




READ

Steps to Read™ ©Literacy Counts Ltd

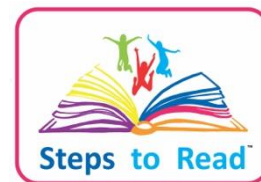
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At Literacy Counts, we place high quality, language-rich texts (Vehicle Texts) at the core of our resources. In order to use Steps to Read effectively, the physical Vehicle Texts should be purchased to accompany this unit.

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 

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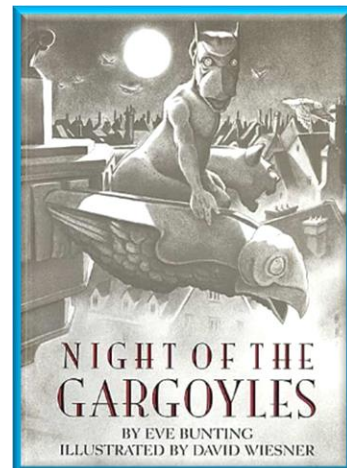
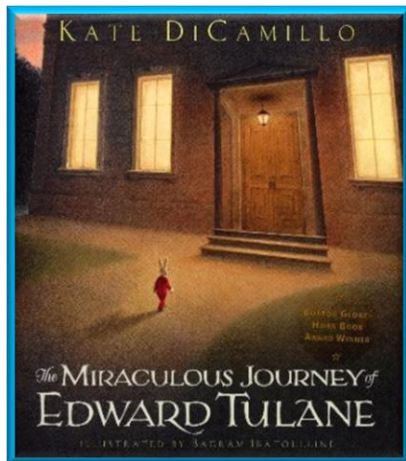
The 4 Steps Teaching Sequence



Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning /
Comprehension Monitoring

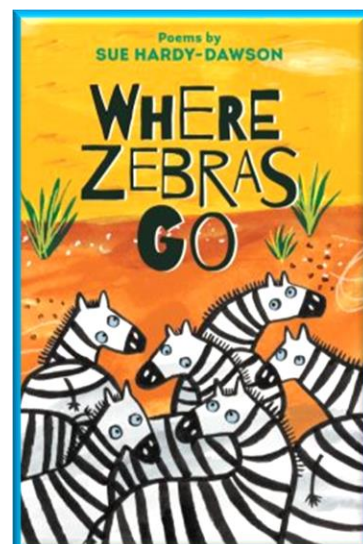
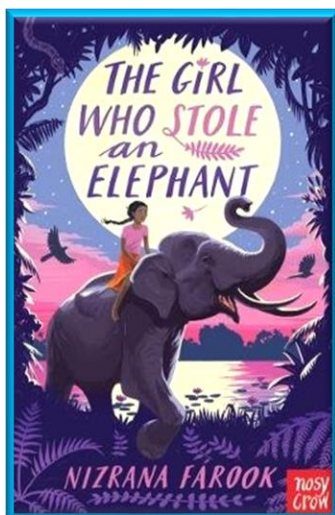
	1:Read	<p>Read to Children 12 mins</p> <ul style="list-style-type: none"> • Activate Prior Knowledge • Share Anchor Question(s) • Vocabulary • Explore & Respond • Fluency
	2:Model	<p>Model to Children 5 mins</p> <ul style="list-style-type: none"> • Explicitly Model Strategies & Skills • Reference the Text
	3:Practise	<p>Children Practise 8 mins</p> <ul style="list-style-type: none"> • Children Explore & Discuss • Practise Taught Strategies & Skills
	4:Apply	<p>Children Apply 10 mins</p> <ul style="list-style-type: none"> • Evidence Anchor Question(s) • Verbal & Written Responses • Feedback on Learning

Vehicle Texts for this Unit



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Unit Focus: Comprehension Skills & Strategies

This Year 4 Unit B
Word Reading
<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words •Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language •Predicting what might happen from details stated and implied •Asking some questions to improve their understanding of the text •Recognising a range of poetic forms [for example, free verse, narrative poetry] •Preparing poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
Skills and Strategies
<ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Read aloud using punctuation to aid expression including speech •Self-correction, including rereading and reading ahead
Content Domains*
<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>2e predict what might happen from details stated and implied</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

Throughout Year 4 focus on:		
Comprehension	Skills and Strategies	Content Domains*
<ul style="list-style-type: none"> •Listening to and confidently discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Reading a wide range of books that are structured in different ways, reading for a range of purposes •Beginning to use more complex dictionaries to check the meaning of many unknown words that they have read •Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language •Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<p>Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Read texts, including those with few visual clues, with increased independence and concentration •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context •With increased independence develop views about what is read •Develop positive attitudes to reading and understanding of what is read 	<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>
Reading Terminology for Pupils		
<p>Building on Previous Year and throughout Year 4 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</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 session (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

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

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 sessions. 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.

Steps 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 provides a 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.

<h2>Step 1</h2>		<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, enabling children to read for a purpose. Questioning and enjoyment of the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.</p>
<h2>Step 2</h2>		<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>
<h2>Step 3</h2>		<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 reinforcing new vocabulary and important evidence towards the Anchor Questions.</p>
<h2>Step 4</h2>		<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 **Steps 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 sessions through an extended application session.



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

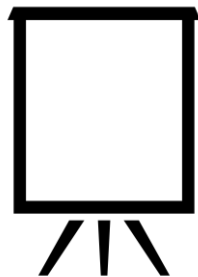
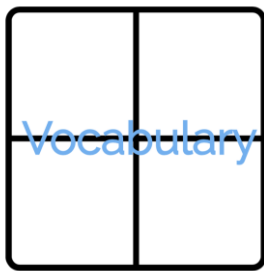
circle evidence

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 session
- 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 session. This enabled efficient timings within a **Steps to Read** lesson.

Before you start:

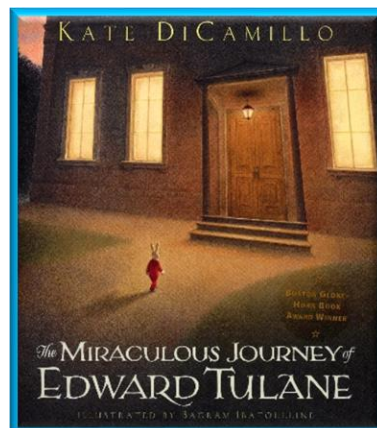
- Always read the vehicle text
- Always read the lesson outline
- Remember **Steps to Read** (Whole Class Shared Reading) offers challenge through a vehicle text that may prove too difficult for children to comprehend or decode independently







Shared Reading Planning Year 4

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Fiction 1



Lesson	1	Vehicle Text & Page	Extract adapted from The Miraculous Journey of Edward Tulane pp.13-15 Kate DiCamillo
Anchor Question(s): Was Edward Tulane accurate to think that he was ‘an exceptional specimen’? Why?	Vocabulary Teaching: exceptional specimen, gave him pause, uncertain origin, fashioned from	Focus Comprehension & Strategies: • Predict what might happen from details stated and implied • With increased independence develop views about what is read • Draw inferences such as inferring characters’ thoughts and justify most inferences with evidence	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: Share the front cover. Use Think Pair Share to ask the children to speculate as to the story’s content, encouraging them to relate their initial predictions to the illustration and title, as well as, ‘<i>Once upon a time there was a china rabbit who was loved by a little girl...</i>’ Consider the story’s style as well as predicting the plot. Briefly feedback.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Read Lesson 1: Teacher Model/Children Practise) to the class, with expression.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary. Use the Find Read Talk strategy to help children understand the vocabulary in context.</p> <p>Explore & respond: Tell children that you are going to Reread that section of the book and that you want them to Visualise Edward Tulane and draw a picture of him, as you read the description. Teacher model how to Visualise and draw Edward on the flip chart.</p> <p>Fluency: Teacher to model Stress whilst rereading Lesson 1: Fluency – stressing the words which describe Edward Tulane’s appearance to help the children as they Visualise. Children to choral read, focusing on Stress.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Share the Anchor Question. Using only the first two paragraphs from Lesson 1: Teacher Model/Children Practise, teacher model how to Text Mark the extract, circling key words and phrases which show us that Edward Tulane is ‘exceptional’. Model how to add these words and phrases to the drawing of Edward completed earlier in the lesson - to label the relevant parts of Edward Tulane.</p> <p>Reference the Text: Text Mark explicitly by circling the words that provide evidence for the Anchor Question. Circle: ‘much freedom of movement’, ‘real rabbit fur’, strong, bendable wires’, ‘fluffy, soft and well shaped’.</p>			
	Step 3: PRACTISE		Children Practise 5 mins
<p>Children Explore & Discuss: Children to examine the rest of Lesson 1: Teacher Model/Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Working in pairs, children to Text Mark the extract, circling the key words and phrases which give evidence to answer the Anchor Question.</p> <p>If the children are struggling, consider ‘measured almost three feet from the tip of his ears to the tip of his toes’, ‘intelligent blue’, ‘handmade silk suits’, ‘custom shoes’, ‘designed specifically for his rabbit feet’, ‘gold pocket watch’.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to add the key words and phrases from their Text Mark to their visualisation picture to ‘label’ Edward Tulane.</p> <p>Verbal & Written Responses: Children share their ideas with a partner and then teacher to take feedback from the children, drawing attention to how they have Referenced the Text in their answers.</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 i.e. Read Find Talk, Text Marking, Visualising, Referencing the Text• Responses to the Anchor Question.			
		<p>Acceptable Point(s) Anchor Question</p> <ul style="list-style-type: none">• height• intelligent, blue eyes• special handmade clothes, shoes and hats• gold watch• Abilene thinks he is exceptional	

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

Lesson 1: Vocabulary

exceptional specimen	gave him pause
uncertain origin	fashioned from

Lesson 1: Fluency

His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires, which allowed the ears to be arranged into poses that reflected the rabbit's mood. His tail, too, was made of real rabbit fur and was fluffy and soft.

Lesson 1: Anchor Question

Was Edward Tulane accurate to think that he was '*an exceptional specimen*'? Why?



Lesson 1: Teacher Model

ONCE, IN A HOUSE ON EGYPT Street, there lived a rabbit who was made almost entirely of china. He had china arms and china legs, china paws and a china head. His arms and legs were jointed and joined by wire so that his china elbows and china knees could be bent, giving him much freedom of movement.

His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires, which allowed the ears to be arranged into poses that reflected the rabbit's mood. His tail, too, was made of real rabbit fur and was fluffy and soft.

The rabbit's name was Edward Tulane, and he was tall. He measured almost three feet from the tip of his ears to the tip of his toes; his eyes were painted an intelligent blue.





In all, Edward Tulane felt himself to be an exceptional specimen. Only his whiskers gave him pause. They were long and elegant but they were of uncertain origin. Edward felt quite strongly that they were not the whiskers of a rabbit. Whom the whiskers had belonged to initially — what unpleasant animal — was a question that Edward could not bear to consider for too long.

Edward's mistress was a ten-year-old girl named Abilene Tulane, who thought almost as highly of Edward as Edward thought of himself. Each morning after she dressed herself for school, Abilene dressed Edward.

The china rabbit owned handmade silk suits, custom shoes fashioned from the finest leather and designed specifically for his rabbit feet, and hats equipped with holes so that they could easily fit over Edward's large ears. Each pair of well-cut trousers had a small pocket for Edward's gold pocket watch.

"Now, Edward," she said as she wound his watch for him each morning, "when the big hand is on the twelve and the little hand is on the three, I will come home to you."

Extract adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo

Lesson	2	Vehicle Text & Page	Extract adapted from The Miraculous Journey of Edward Tulane pp.53-56 Kate DiCamillo
Anchor Questions(s): Predict what will happen to Edward Tulane.	Vocabulary Teaching: glimpse blithely	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Predict what might happen from details stated and implied• Ask some questions to improve their understanding of the text• Read aloud using punctuation to aid expression including speech	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: Ask the children what we know about Edward Tulane so far. Encourage children to Infer from the text.</p> <p>Teacher Model: I know that he is very loved by Abilene because it said that she <i>‘thought almost as highly of Edward as Edward thought of himself’</i>.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary.</p> <p>Explore & respond: Read Lesson 2: Teacher Model/ Children Practise to the children, focusing on using expression for speech and Edward’s thoughts and the story-book language, such as repetition.</p> <p>Fluency: Choral Read Lesson 2: Fluency. Encourage children to focus on using Intonation – especially for Edward’s thoughts, and for the repetition – <i>‘sank and sank and sank’</i>. Discuss Reader Effect.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Refer to the Anchor Question. Teacher share Lesson 2: Teacher Model activity and read the first possible prediction to the class: ‘Abilene will come back for Edward’.</p> <p>Teacher Talks: Do I think this will happen? I know from the beginning of the story that Abilene really loves Edward and he is very special to her so it could be a sensible prediction. However, this extract says <i>‘the ocean liner, with Abilene aboard it, sailed blithely on’</i> so I don’t think it will be important enough for the ocean liner to turn around or rescue Edward.</p> <p>Reference the Text: Teacher to circle the evidence <i>‘the ocean liner, with Abilene aboard it, sailed blithely on’</i> as the prediction is considered.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to examine the extract- Lesson 2: Teacher Model/ Children Practise and read in pairs. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children consider each prediction in Lesson 2: Children Apply activity and consider whether they think it is likely to happen. Children to circle the evidence for each prediction.</p> <p>If the children are struggling, consider: <i>‘If I am going to drown, certainly I would have done so by now.’</i>, <i>‘Edward Tulane was afraid’</i>, <i>‘he had no choice’</i>, <i>‘landed, finally, on the ocean floor, face-down; and there, with his head in the muck,’</i></p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete the Lesson 2: Children Apply activity.</p> <p>Verbal & Written Responses: Once children have completed the Lesson 2: Children Apply 1 activity, Teacher to read the next part of the story - Lesson 2: Children Apply 2. Children to consider whether any of their predictions were correct. Briefly, ask the children to Predict what they think will happen next, using What Next strategy. Encourage children to Reference the Text and use what is stated and implied.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">• Use of the strategies taught i.e. Intonation, Text Marking, Referencing the Text, Predicting, What Next• Responses to the Anchor Question.			

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

Lesson 2: Vocabulary

glimpse	blithely
---------	----------

Lesson 2: Fluency

And then he began to sink.

He sank and sank and sank. He kept his eyes open the whole time. Not because he was brave, but because he had no choice.

Lesson 2: Anchor Question

Predict what will happen to Edward Tulane.

Lesson 2: Teacher Model / Children Practise

HOW DOES A CHINA RABBIT DIE?

Can a china rabbit drown?

These were the questions that Edward asked himself as he went sailing out over the blue sea. The sun was high in the sky, and from what seemed to be a very long way away, Edward heard Abilene call his name.

“Edwaaarrd,” she shouted, “come back.”

Come back? Of all the ridiculous things to shout, thought Edward.

As he tumbled, he managed to catch one last glimpse of Abilene. She was standing on the deck of the ship, holding on to the railing with one hand.

In her other hand was a lamp — no, it was a ball of fire; no, Edward realized, it was his gold pocket watch that Abilene held in her hand; she was holding it up high, and it was reflecting the light of the sun.

My pocket watch, he thought. I need that.

And then Abilene disappeared from view and the rabbit hit the water with such tremendous force that his hat blew off his head.

And then he began to sink.

He sank and sank and sank. He kept his eyes open the whole time. Not because he was brave, but because he had no choice. His painted-on eyes witnessed the blue water turning to green and then to blue again. They watched as it finally became as black as night.

Edward went down and down. He said to himself, If I am going to drown, certainly I would have done so by now.

Far above him, the ocean liner, with Abilene aboard it, sailed blithely on; and the china rabbit landed, finally, on the ocean floor, face-down; and there, with his head in the muck, he experienced his first genuine and true emotion.

Edward Tulane was afraid.

Extract adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo



Lesson 2: Teacher Model

Prediction	Do I think this is likely to happen? Why? Reference the text.
Abilene will come back for Edward.	I know from the beginning of the story that Abilene really loves Edward and he is very special to her so it could be a sensible prediction. However, this extract says ' <i>the ocean liner, with Abilene aboard it, sailed blithely on</i> ' so I don't think it will be important enough for the ocean liner to turn around or rescue Edward. No!

Lesson 2: Children Apply 1

Prediction	Do I think this is likely to happen? Why? Reference the text.
Edward will drown and never be found.	
Edward will manage to save himself by swimming to the surface.	
Edward will be discovered and rescued by a fisherman.	

Lesson 2: Children Apply 2

On the two hundred and ninety-seventh day of Edward's ordeal, a storm came. The storm was so powerful that it lifted Edward off the ocean floor and led him in a crazy, wild and spinning dance. The water pummelled him and lifted him up and shoved him back down.

The storm flung him all the way out of the sea. Up and down, back and forth he went until the storm wore itself out. Then, suddenly, the great, wide net of a fisherman reached out and grabbed the rabbit. The net lifted him higher and higher until there was an almost unbearable explosion of light and Edward was back in the world, lying on the deck of a ship, surrounded by fish.

The light was so brilliant that it was hard for Edward to see. Finally, Edward realized that he was looking up at two men, one young and one old.

"Looks like some toy," said the grizzled old man.

"A rabbit, I reckon. It's got whiskers. And rabbit ears, or the shape of rabbit ears at least."

"Yeah, sure, a rabbit toy," said the younger man.





"I'll take it home to Nellie. Let her fix it up and give it to some child."

The old man placed Edward carefully on a crate, positioning him so that he was sitting up and could look out at the sea. Edward appreciated this but he was sick of the ocean and would have been happy never to set eyes on it again.

As they made their way back to shore, Edward felt the sun on his face and the wind blowing through the little bit of fur left on his ears, and something filled his chest, a wonderful feeling. He was glad to be alive.

Extract adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo



Lesson	3	Vehicle Text & Page	Extract adapted from The Miraculous Journey of Edward Tulane pp. 71 and 75-79 (Kate DiCamillo)
Anchor Question(s): Was Edward Tulane happy or unhappy living with Nellie and Lawrence? What evidence from the text makes you think this?	Vocabulary Teaching: mortified, constellations	Focus Comprehension & Strategies: • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence • Read aloud using punctuation to aid expression including speech	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: Look at the illustration on p.71 – Nellie receiving Edward and saying she is beautiful. Ask children how they think Edward will feel about this, from what they know about his character from the story so far.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary.</p> <p>Explore & respond: Teacher to read Lesson 3: Teacher Model/ Children Practise, focusing on using the punctuation to aid expression, including speech.</p> <p>Fluency: Choral read Lesson 3: Fluency, focusing on using the punctuation to aid expression, including speech.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Model reading the first two paragraphs and refer to the Teacher Model Question: <i>Was Edward Tulane unhappy living with Nellie and Lawrence? What evidence from the text makes you think this?</i></p> <p>Teacher Talks: This makes me think that Edward was not happy loving there because he felt '<i>horrified</i>' – which is the opposite of 'happy' – because he was a boy rabbit being made to wear dresses. He also doesn't feel that the clothes were special enough for him.</p> <p>Reference the Text: Text Mark - circle the words '<i>horrified</i>' and '<i>he did not want to be dressed as a girl</i>', '<i>the outfits were so simple, so plain</i>'</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to examine Lesson 3: Teacher Model/Children Practise and read in pairs. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children to read closely to find signs which show Edward's feelings – specifically whether he is happy or not - circling the evidence as they find it.</p> <p>If the children are struggling, consider '<i>life in the little green house with the fisherman and his wife was sweet</i>'. '<i>She smiled at Edward</i>', '<i>he was listening</i>', '<i>at first he was mortified</i>', '<i>He liked being up high</i>', '<i>He liked feeling like a part of things</i>', '<i>Edward loved looking up at the stars</i>', '<i>Nellie's voice soothed the rabbit</i>', '<i>Life, for a very long time, was sweet</i>', '<i>it all changed</i>'</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete the Lesson 3: Children Apply activity, filling in the table using their Text Marking.</p> <p>Verbal & Written Responses: Each child decides on an answer to the Anchor Question: overall is Edward happy? Children split into 2 groups in the classroom (Happy/ Not happy) and share their justifications for their decision. Encourage children to Reference the Text. Discuss and teacher can scribe on flipchart.</p> <p>If time, further ask the class: Do they think Edward is happier now than when he lived with Abilene? What evidence is there in the text? (Children might be able to find: '<i>when Abilene talked to him, everything had seemed so boring, so pointless.</i>')</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">• Use of the strategies taught i.e. Choral Read, Reference the Text, Text Marking• Responses to the Anchor Questions.			
<div><p>Acceptable Point(s) Anchor Question</p><p>Happy:</p><ul style="list-style-type: none">• They are kind to him (talk, smile, sing to him)• He likes feeling involved (table, stars)<p>Not happy:</p><ul style="list-style-type: none">• Embarrassed sitting on high chair• Changed when daughter came</div>			

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

Lesson 3: Vocabulary

mortified	constellations
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Lesson 3: Fluency

AND SO EDWARD TULANE BECAME Susanna. Nellie sewed outfits for him: a pink dress for special occasions and a long white gown made of cotton for Edward to sleep in. In addition, she remade his ears, designing him a new pair.

“Oh,” she told him when she was done, “you look lovely.”

Lesson 3: Anchor Question

Was Edward Tulane happy or unhappy living with Nellie and Lawrence?

What evidence from the text makes you think this?

Lesson 3: Teacher Model / Children Practise

AND SO EDWARD TULANE BECAME Susanna. Nellie sewed outfits for him: a pink dress for special occasions and a long white gown made of cotton for Edward to sleep in. In addition, she remade his ears, designing him a new pair.

“Oh,” she told him when she was done, “you look lovely.”

He was horrified at first. He was, after all, a boy rabbit. He did not want to be dressed as a girl. And the outfits were so simple, so plain. They lacked the elegance of his real clothes.

But then Edward remembered lying on the ocean floor, the muck in his face and he said to himself, ‘wearing a dress won’t hurt me’.

Besides, life in the little green house with the fisherman and his wife was sweet. Nellie loved to bake, and so she spent her day in the kitchen. She put Edward on the counter and bent his ears so that he could hear well. And then she set to work baking. And while Nellie worked, she talked. She told Edward about her children. She smiled at Edward.

“I suppose you think I’m daft, talking to a toy. But it seems to me that you are listening, Susanna.”

And Edward was surprised to discover that he was listening. Before, when Abilene talked to him, everything had seemed so boring, so pointless. But now, the stories Nellie told struck him as the most important thing in the world and he listened as if his life depended on what she said. It made him wonder if some of the muck from the ocean floor had got inside his china head and damaged him somehow.

In the evening, Lawrence came home from the sea and at dinner Edward sat at the table with the fisherman and his wife. He sat in an old wooden high chair; and while at first he was mortified (a high chair, after all, was a chair designed for babies, not for elegant rabbits), he soon became used to it. He liked being up high, looking out over the table. He liked feeling like a part of things.

Every night after dinner, he went outside, sitting on Lawrence’s shoulder and if the night was clear, Lawrence said the names of the constellations. Edward loved looking up at the stars, and he loved the sounds of the constellation names.

Nellie, before she put him to bed each night, sang Edward a lullaby and the sound of Nellie’s voice soothed the rabbit.

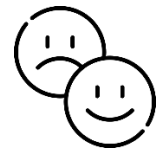
Life, for a very long time, was sweet. And then Lawrence and Nellie’s daughter came to visit and it all changed.

Extract adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo





Lesson 3: Teacher Model

Signs that Edward is not happy (first two paragraphs)	Evidence from the text
When Edward had to wear a dress, he was not happy because he felt horrified because he was a boy rabbit being forced to wear dresses.	<i>'horrified'</i> <i>'he did not want to be dressed as a girl'.</i>

Lesson 3: Children Apply



Signs that Edward is happy	Evidence from the text
Signs that Edward is not happy	Evidence from the text

Lesson	4	Vehicle Text & Page	Extract adapted from The Miraculous Journey of Edward Tulane p.35, p.37 Kate DiCamillo	
Anchor Question(s): Pellegrina compared Edward to a princess who <i>'loved no one and cared nothing for love, even though there were many who loved her'</i> . Do you agree with Pellegrina that Edward loved no one? Which words and phrases support your view?		Vocabulary Teaching: Words from the Y3/4 list difference, heart, enough, through	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Recognise and read Year 3&4 Word List• Increase their familiarity with a wide range of stories and retell some of these orally with an appropriate use of story-book language• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence• Read texts, including those with few visual clues, with increased independence and concentration	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
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Look at the picture on p.37 and read the extract - Lesson 4: Read. Tell the children that Pellegrina is Abeline's grandmother. Ask the children who they know that has loved Edward and who they know he has loved/ not loved enough. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Word Work - recognise and read words from the Year 4 Word List which appear in today's extracts. See Lesson 4: Vocabulary. Explore & respond: Discuss the storytelling language in the extract. Draw the children's attention to <i>'Once there was...'</i> , the inclusion of a <i>'princess who was very beautiful'</i> and the simile <i>'she shone as bright as the stars on a moonless night'</i> . Fluency: Choral Read the same extract -Lesson 4: Fluency, focusing on Phrasing to aid the meaning of the text.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: Model reading the first extract and refer to the Anchor Question . Teacher Talks: When it says that <i>'Edward felt a sharp pain somewhere deep inside his china chest'</i> , I think it means his heart is hurting so he is upset. It says <i>'his heart called out to him'</i> and said their names so I think that he is hurt to be separated from them. I can Infer that this is because he loves them. This shows that Pellegrina was wrong when she said Edward loves no one. Reference the Text: Teacher to use Text Marking and circle the words <i>'Edward felt a sharp pain somewhere deep inside his china chest'</i> and <i>'his heart called out to him'</i> .				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children to examine the other extracts in Lesson 4: Teacher Model/ Children Practise - reading in pairs. One copy of the text between two encourages collaborative working and discussion. Practise Taught Strategies & Skills: Children to use Text Marking to circle key words and phrases which show that Edward loved or didn't love, continuing to answer the Anchor Question . If the children are struggling, consider <i>'not loved Abilene enough'</i> , <i>'I know about love.'</i> , <i>'Something deep inside him ached.'</i> , <i>'my heart is broken.'</i> , <i>'I'm done with loving. It's too painful.'</i>				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Children complete the Lesson 4: Children Apply Verbal & Written Responses: Children use their Text Marking to complete Lesson 4: Children Apply. Children to make a decision on whether they agree or disagree with Pellegrina. Share the decisions as a class, with children giving evidence to support their decisions. Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: <ul style="list-style-type: none">• Use of the strategies taught i.e. Work Work, Phrasing, Infer, Text Marking, Reference the text• Responses to the Anchor Question.				
<div>Acceptable Point(s) Anchor Question<ul style="list-style-type: none">• He loved Abeline and feels guilty for not loving her enough• His heart aches and he describes it as broken• He says that he is not going to love again because it is too painful• He is sad at not being able to say goodbye to someone he loves.</div>				

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

Lesson 4: Vocabulary

difference	heart
enough	through

Lesson 4: Read

“ONCE THERE WAS A PRINCESS WHO was very beautiful. She shone as bright as the stars on a moonless night. But what difference did it make that she was beautiful? None. No difference because she was a princess who loved no one and cared nothing for love, even though there were many who loved her.”

At this point in her story, Pellegrina stopped and looked right at Edward. She stared deep into his painted-on eyes, and again, Edward felt a shiver go through him.

Extract adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo

Lesson 4: Fluency

“ONCE THERE WAS A PRINCESS WHO was very beautiful. She shone as bright as the stars on a moonless night. But what difference did it make that she was beautiful? None. No difference because she was a princess who loved no one and cared nothing for love, even though there were many who loved her.”

Lesson 4: Anchor Question

Pellegrina compared Edward to a princess who *‘loved no one and cared nothing for love, even though there were many who loved her’*.

Do you agree with Pellegrina that Edward loved no one?
Which words and phrases support your view?

Lesson 4: Teacher Model / Children Practise

Adapted from pp. 85-86

Holding Edward by the ears, Lolly marched into the kitchen and shoved him face down in the rubbish bin and he would soon be taken from Nellie and Lawrence.

Edward felt a sharp pain somewhere deep inside his china chest.

For the first time, his heart called out to him. It said two words: Nellie. Lawrence.

Adapted from p.91

He had not loved Abilene enough and now she was gone and he would never be able to make it right. The rabbit wondered if that was love.

Adapted from p.102

During the night, while Bull and Lucy slept, Edward, with his ever-open eyes, stared up at the constellations. He said their names, and then the names of the people who loved him. He started with Abilene and then went on to Nellie and Lawrence and from there to Bull and Lucy. See? Edward told Pellegrina. I am not like the princess. I know about love.

Adapted from p.113

How many times, Edward wondered, would he have to leave without getting the chance to say goodbye? A lone cricket started up a song. Edward listened.

Something deep inside him ached. He wished that he could cry.

Adapted from p.175

Edward looked into the eyes of the man.

"Ah, there you are," the man said. "I can see that you are listening now. Your head was broken. I fixed it. I brought you back from the world of the dead."

My heart, thought Edward, my *heart* is broken.

Adapted from pp. 194-195

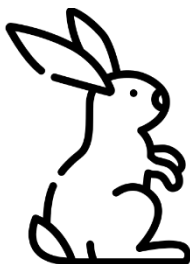
"You must wonder who will love you next." said the old doll.

"I am done with being loved," Edward told her. "I'm done with loving. It's too painful."

Extracts adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo

Lesson 4: Children Apply

Do you agree with Pellegrina that Edward loved no one?	Which words and phrases support your view?



Lesson	5	Vehicle Text & Page	Extract adapted from The Miraculous Journey of Edward Tulane pp.203-205 Kate DiCamillo	
Anchor Question(s): How did Edward feel at the end of the story?		Vocabulary Teaching: certain, thought, remember, woman, precious, solemnly	Application of Comprehension & Strategies: <ul style="list-style-type: none"> • Recognise and read Year 3&4 Word List • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence • With increased independence develop views about what is read • Develop positive attitudes to reading and understanding of what is read 	Focus Content Domain(s): 2b retrieve and record information / identify key details from fiction and non-fiction
 <h2>Extended Apply Session</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: Tell the children that at the end of the story, Edward has been placed for sale in a shop of antique dolls and toys. Ask the children if they can think of any stories which have a circular plot – when the end of the story takes you back to the beginning. (Consider examples including Charlie Cook's Favourite Book, The Tunnel, The Lion, The Witch and The Wardrobe, Grandad's Island)</p> <p>Vocabulary: Consider the words in the extract which are on the Year 4 list. '<i>certain</i>', '<i>thought</i>', '<i>remember</i>' and '<i>woman</i>' and also the -ous ending in '<i>precious</i>'.</p> <p>Share Anchor Question: Refer to this throughout the lesson.</p> <p>Enjoy and Respond to the Text: Give children the extract Lesson 5: Read to read independently. Encourage the children to Text Mark, underlining the new vocabulary and circling the key words and phrases which will provide evidence when they answer the Anchor Question. Children feedback their ideas about how Edward is feeling at the end of the story and list these on the flipchart. Discuss the ending of the story as a class. Ask the children whether they like/ dislike it. Share opinions and ask children to justify their answers. Consider how the plot is circular and that it ends where it begins.</p> <p>Written Responses / Evidence Anchor Question(s): Explain to the children that their task is to write Edward's diary from that day, showing his thoughts and feelings. Encourage the children to include detail from what they have learned throughout the book. Teacher Talks: I think that although Edward is feeling happy (Reference the Text: '<i>he felt dizzy</i>' '<i>he wondered if he could be dreaming</i>'), he could also be feeling guilty that he didn't love Abilene enough at the beginning and has loved others more since. After writing, share the diaries with a partner and share some as a class.</p> <p>Additional Activity: Comprehension Questions for written responses in Reading Journal</p> <ol style="list-style-type: none"> 1) Why did the author describe the seasons changing and the people coming and going? 2) What did Maggie do which shows you that she really liked the rabbit? 3) Which word does the author choose to describe how Edward feels when he first sees '<i>the woman</i>'? Why is this an effective word choice? 4) Why did the woman drop her umbrella? <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 i.e. Text Mark, Infer, Reference the Text • Responses they have given to the Anchor Question. & Comprehension Questions 				

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

Lesson 5: Vocabulary

certain	thought
remember	woman
precious	solemnly

Lesson 5: Anchor Question

How did Edward feel at the end of the story?



Lesson 5: Read

SEASONS PASSED, AUTUMN AND WINTER and spring and summer. Leaves blew in through the open door of the shop, and rain, and the green outrageous hopeful light of spring. People came and went, grandmothers and doll collectors and little girls with their mothers.

Edward Tulane waited. The seasons turned into years. Edward Tulane waited. He repeated the old doll's words over and over until they wore a smooth groove of hope in his brain: *Someone will come. Someone will come for you.*

And the old doll was right. Someone did come.

It was springtime. It was raining. There was blossom on the floor of the shop.

She was a small girl, maybe five years old, and she walked around the shop, stopping and staring solemnly at each doll and then moving on.

When she came to Edward, she stood in front of him for what seemed like a long time. She looked at him and he looked back at her.

Someone will come, Edward said. *Someone will come for me.*

The girl smiled and then she stood on her tiptoes and took Edward off the shelf. She cradled him in her arms. Oh, thought Edward, I remember this.

"Madam," said Lucius Clarke, "could you please attend to your daughter. She is holding a very fragile, very precious, quite expensive doll."

"Maggie," said the woman. "What have you got?"

"A rabbit," said Maggie again. "I want him."

"Remember, we're not buying anything today. We're looking only," said the woman.

The woman came and stood over Maggie. She looked down at Edward. The rabbit felt dizzy.

He wondered, for a minute, if his head had cracked open again, if he was dreaming.

"Look, Mama," said Maggie, "look at him." "I see him," said the woman.

She dropped the umbrella. She put her hand on the locket that hung around her neck. And Edward saw then that it was not a locket at all. It was a watch, a pocket watch. It was his watch.

"Edward?" said Abilene. Yes, said Edward.

"Edward," she said again, certain this time.

Yes, said Edward, yes, yes, yes.

It's me.

Extract adapted from © The Miraculous Journey of Edward Tulane by Kate DiCamillo

Lesson 5: Children Apply

Dear Diary,

Lesson 5: Comprehension Questions

1) Why did the author describe the seasons changing and the people coming and going?

2) What did Maggie do which shows you that she really liked the rabbit?

3) Which word does the author choose to describe how Edward feels when he first sees 'the woman'? Why is this an effective word choice?

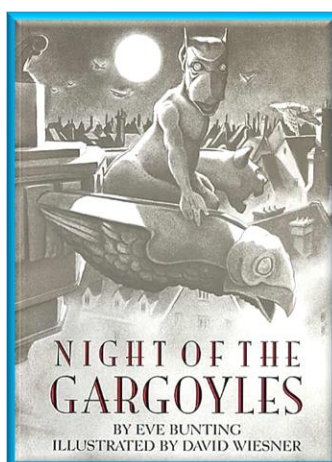
4) Why do you think the woman dropped her umbrella?







Shared Reading Planning Year 4

Reading Breadth:
Stories &
Poetry - Different Forms

Fiction 2



Lesson	1	Vehicle Text & Page	Extracts adapted from Night of the Gargoyles by Eve Bunting Pages: front cover to the double page spread of the gargoyles at the fountain ending with the line 'who have come for company'
Anchor Questions(s): A) Where do the gargoyles visit at night? B) What do they do?		Vocabulary Teaching: gape, pockmarked	Focus Comprehension & Strategies: • Predict what might happen from details stated and implied • Develop positive attitudes to reading and understanding of what is read
		Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	
	Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Share the front cover. Ask children to Think Pair Share what they think the book will be about. Ask the children what type of book they think it will be. Ask what they think the author wants them to feel when they see the front cover. Teacher Talks: I think the author wants me to know that this book is spooky because of the mysterious black and white illustration and the big full moon. The red writing and old-fashioned font choice adds to the spooky feel of the book. Show children images of real gargoyles from gothic buildings and briefly discuss. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary. Draw attention to the word 'gargoyle' and share the definition from the beginning of the book. Explore & Respond: Read the first section of extract Lesson 1: Teacher Model/ Children Practise and share the pictures from the book. Consider how the author shows that the gargoyles are stone and not 'alive' – Discuss 'staring into space' and 'empty eyes unblinking'. Briefly, ask the children what they think will come next in the story and Predict . Fluency: Children to read the same section aloud in pairs, using expression to create atmosphere.			
	Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Refer to the Anchor Questions . Read the second section of the extract - Lesson 1: Teacher Model/ Children Practise and Text Mark evidence which answers the Anchor Questions . Teacher Talk: From this, I can infer that they live on top of a high building and it has ledges and windows looking into rooms. Maybe it is a castle or a museum, but I need more information. Reference the Text: Circle key words and phrases. Circle: 'shadowy corners', 'high ledges' 'peer into rooms'			
	Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children to examine the rest of the extract – Lesson 1: Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion. Practise Taught Strategies & Skills: Working in pairs, children Text Mark - find and circle the key words and phrases which answer the Anchor Questions . If the children are struggling, consider 'fly...to lick the stars', 'swing on branches', 'feel the air move cool', 'swoop', 'to where a fountain splashes', 'gargoyle-hunch', 'gargoyle-grunt with friends'			
	Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): Children to complete the Lesson 1: Children Apply activity. Verbal & Written Responses: Children use their Text Marking and complete the activity. Feedback as a class. Ask the children whether any of their initial predictions were correct. Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: <ul style="list-style-type: none">• Use of the strategies taught i.e. Infer, Think Pair Share, Find Read Talk, Text Marking, Referencing the Text, Stop and Jot• Responses to the Anchor Question.			
<div>Acceptable Point(s) Anchor Question A<ul style="list-style-type: none">• Fly high to the sky• Park – land in the trees• FountainAcceptable Point(s) Anchor Question B<ul style="list-style-type: none">• Lick the stars• Swing in branches and feel the air• Gather and talk with friends</div>			

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

Lesson 1: Vocabulary

Gargoyle (GAHR-goil): A waterspout in the form of a grotesque human or animal figure projecting from the roof or eaves of a building.

pockmarked	gape
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Lesson 1: Fluency

The gargoyles squat
high on corners
staring into space,
their empty eyes unblinking
till night comes.

Lesson 1: Anchor Questions

- A) Where do the gargoyles visit at night?
- B) What do they do?

Lesson 1: Teacher Model / Children Practise

The gargoyles squat
high on corners
staring into space,
their empty eyes unblinking
till night comes.

Then there is movement
in the shadowy corners
as the gargoyles creep
along the high ledges
and peer into rooms where mummies lie
in boxes, long and thin
And gargoyle-creep again
to gape at suits of armour,
the helmets hinged on eyes
as bloodless as their own.

Or, tired of viewing,
fly, if they have gargoyle wings,
straight up to lick the stars
with long, stone tongues
Or land in sleeping trees
to swing on branches
and feel the air move cool
against their pockmarked stone.

Then down they swoop
to where a fountain splashes
They gargoyle-hunch around
and gargoyle-grunt
with friends from other corners
who have come for company.

Extract adapted from © Night of the Gargoyles by Eve Bunting.





Lesson 1: Teacher Model

Where the gargoyles go at night	What they do
From their shadowy corners to high ledges to look into rooms – maybe a museum or castle.	Creep along the ledges and peer into the rooms, staring at the mummies and armour.

Lesson 1: Children Apply



Where the gargoyles go at night	What they do

Lesson	2	Vehicle Text & Page	Extract adapted from Night of the Gargoyles by Eve Bunting Pages: page with the text beginning 'they grunt' to the page ending with the text 'laughs to somersault.'	
Anchor Question(s): What impression does the author give of the gargoyles' personalities? Which words and phrases make you think this?		Vocabulary Teaching: torrents gaping perch mottled	Focus Comprehension & Strategies: • With increased independence develop views about what is read • Read aloud using punctuation to aid expression including speech • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence	Focus Content Domain(s): 2a give / explain the meaning of words in context
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Look at some of the illustrations of the gargoyles looking scary and of them laughing. Ask the children what they think their personalities are like, using what they know so far. Encourage the children to Infer and give evidence to support their ideas. Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Vocabulary: Use Lesson 2: Vocabulary and discuss the new vocabulary in the context of the story. Explore & respond: Read the text aloud to the children - Lesson 2: Teacher Model/Children Practise. Model using Expression and Intonation to reflect the gargoyles' moods. Fluency: Paired Read: Children each read a section – either grumpy or happy (Lesson 2: Fluency) and try to use Expression and Intonation to reflect the gargoyles' moods.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: Re read the first section of the extract – Lesson 2: Teacher Model/Children Practise. Around the pictures of the grumpy gargoyle (Lesson 2: Teacher Model), model writing thoughts and evidence from the text which shows that the gargoyle is grumpy and why. Reference the Text: Circle 'how hot the corners when the sun is high' 'noisy'.				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children to examine the rest of the extract in pairs -Lesson 2: Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion. Practise Taught Strategies & Skills: Children to find and circle the words and phrases which answer the Anchor Question. If the children are struggling, consider 'grump of summer passing...and the rain', 'And then those birds that come to rudely perch and leave behind their mottled stains', 'lap the water with their mossy tongues,', 'splash each other with their claws', 'boom those gargoyle laughs'				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply activity. Verbal & Written Responses: Around the pictures of the grumpy gargoyle, children write thoughts and evidence from the text which shows that the gargoyle is grumpy and why. Repeat this for the laughing gargoyle to show how and why the gargoyle is happy. Feedback as a class to answer the Anchor Question . Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: <ul style="list-style-type: none">• Use of the strategies taught i.e. Infer, Intonation, Paired Read, Referencing the Text• Responses to the Anchor Questions				

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

Lesson 2: Vocabulary

torrents	gaping
perch	mottled

Lesson 2: Fluency

They grunt of what they've seen
and where they've been.
How hot the corners
when the sun is high,
How noisy, too.

They lap the water
with their mossy tongues,
split-splat each other with their claws
and boom those gargoyle laughs

Lesson 2: Anchor Question

What impression does the author give of the gargoyles' personalities?

Which words and phrases make you think this?

Lesson 2: Teacher Model / Children Practise


They grunt of what they've seen
and where they've been.
How hot the corners
when the sun is high,
How noisy, too.

They grump of summer passing
and the rain
that pours in torrents through
their gaping lips
and chokes their throats
with autumn's leaves.
And then those birds
that come to rudely perch
and leave behind
their mottled stains.

They lap the water
with their mossy tongues,
splash each other with their claws
and boom those gargoyle laughs

Extract adapted from © Night of the Gargoyles by Eve Bunting.

Lesson 2: Teacher Model







It says that they moan that they are too hot, *'how hot the corners when the sun is high'*

The author uses the word *'grunt'* which is a verb which sounds grumpy.

They complain that it is *'noisy'* in the corners so I think they like it quiet and are grumpy.

Lesson 2: Children Apply



Lesson	3	Vehicle Text & Page	Adapted from Night of the Gargoyles by Eve Bunting Pages: From the beginning with the text 'A watchman hurries' to page ending 'The watchman hunches down'.		
Anchor Question(s): A) How do the people in the story (the watchman and the man behind the frosted glass) feel about the gargoyles? B) What do they say and do to make you think this?		Vocabulary Teaching: huddle snort	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Begin to use more complex dictionaries to check the meaning of many unknown words that they have read• Listen to and confidently discuss a wide range of fiction...• Read aloud using punctuation to aid expression including speech	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: Ask the children whether they think that people have seen the gargoyles come to life. Can they Infer from the story so far and explain their answer (for example, the children might say 'no' because they only come to life at night when no one is around).</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Children use dictionaries to find the definitions and add to the new vocabulary (Lesson 3: Vocabulary). Clarify understanding and find the new vocabulary in the text.</p> <p>Explore & respond: Read all of the extract - Lesson 3: Teacher Model/ Children Practise, using Expression and punctuation for speech. Ask the children to identify the two people in the story.</p> <p>Fluency: Choral Read –using Expression and punctuation for speech.</p>					
		Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Consider the character of the man behind the glass and his feelings about the gargoyles.</p> <p>Teacher Talks: The text says that the watchman heard him '<i>snort his disbelief</i>' which means that he doesn't believe him. He said "<i>Gargoyles indeed! You're seeing things.</i>" which provides evidence that he doesn't think the watchman really saw them but is imagining it.</p> <p>Teacher model: write what he is thinking inside the figure and write what he says/does on the outside.</p> <p>Reference the Text: Circle '<i>snort his disbelief</i>' "<i>Gargoyles indeed! You're seeing things.</i>"</p>					
		Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: Children to examine the text again – this time focusing on the Watchman. One copy of the text between two encourages collaborative working and discussion. Encourage the children to consider how the verbs chosen by the author show how he acts and give big clues about how he feels.</p> <p>Practise Taught Strategies & Skills: Children to use Text Marking by circling key words and phrases which show how the watchman feels about the gargoyles.</p> <p>If the children are struggling, consider '<i>hurries</i>', '<i>hide his fear</i>', '<i>turn away</i>', '<i>close his eyes</i>', '<i>hunches down</i>'</p>					
		Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply activity.</p> <p>Verbal & Written Responses: Children write what he is thinking inside the figure and write what he says/does on the outside of the figure, as modelled.</p> <p>Additional drama activity: Children work in pairs – one as the watchman and one as the man behind the frosted door. Role play the conversation between the two when he reports seeing the gargoyles. Encourage the children to use the language from the text. The watchman can describe what he has seen, using evidence from the story read so far.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">• Use of the strategies taught i.e. Clarify, Choral Read, Reference the text, Text marking• Responses to the Anchor Questions					

Acceptable Point(s) Anchor Question

Man behind glass:

- Doesn't believe in the gargoyles being alive so isn't affected by them.

Watchman

- Fears the gargoyles/ scared/ terrified
- Tries to avoid them – closes his eye, hunches down, rushes away.

Acceptable Point(s) Anchor Question

Man behind glass:

- Doesn't believe in the gargoyles being alive so isn't affected by them.

Watchman

- Fears the gargoyles/ scared/ terrified
- Tries to avoid them – closes his eye, hunches down, rushes away.

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

Lesson 3: Vocabulary

Word	Definition
huddle	
snort	

Lesson 3: Fluency

Once he told
the man behind the frosted door
and heard him snort his disbelief.
“Gargoyles, indeed!
You’re seeing things.”
So now he checks the sky
to hide his fear.

Lesson 3: Anchor Question

- A) How do the people in the story (the watchman and the man behind the frosted glass) feel about the gargoyles?
- B) What do they say and do to make you think this?

Lesson 3: Teacher Model/Children Practise

A watchman hurries by
and checks the sky
for thunder.
He's seen the gargoyles
huddle there before,
Once he told
the man behind the frosted door
and heard him snort his disbelief.
"Gargoyles, indeed!
You're seeing things."
So now he checks the sky
to hide his fear.

The gargoyles have no love of humans
who have made them so
and set them high
on ledges
where dark pigeons go.
They stomp their feet
and laugh
to see the watchman close his eyes
and turn away.

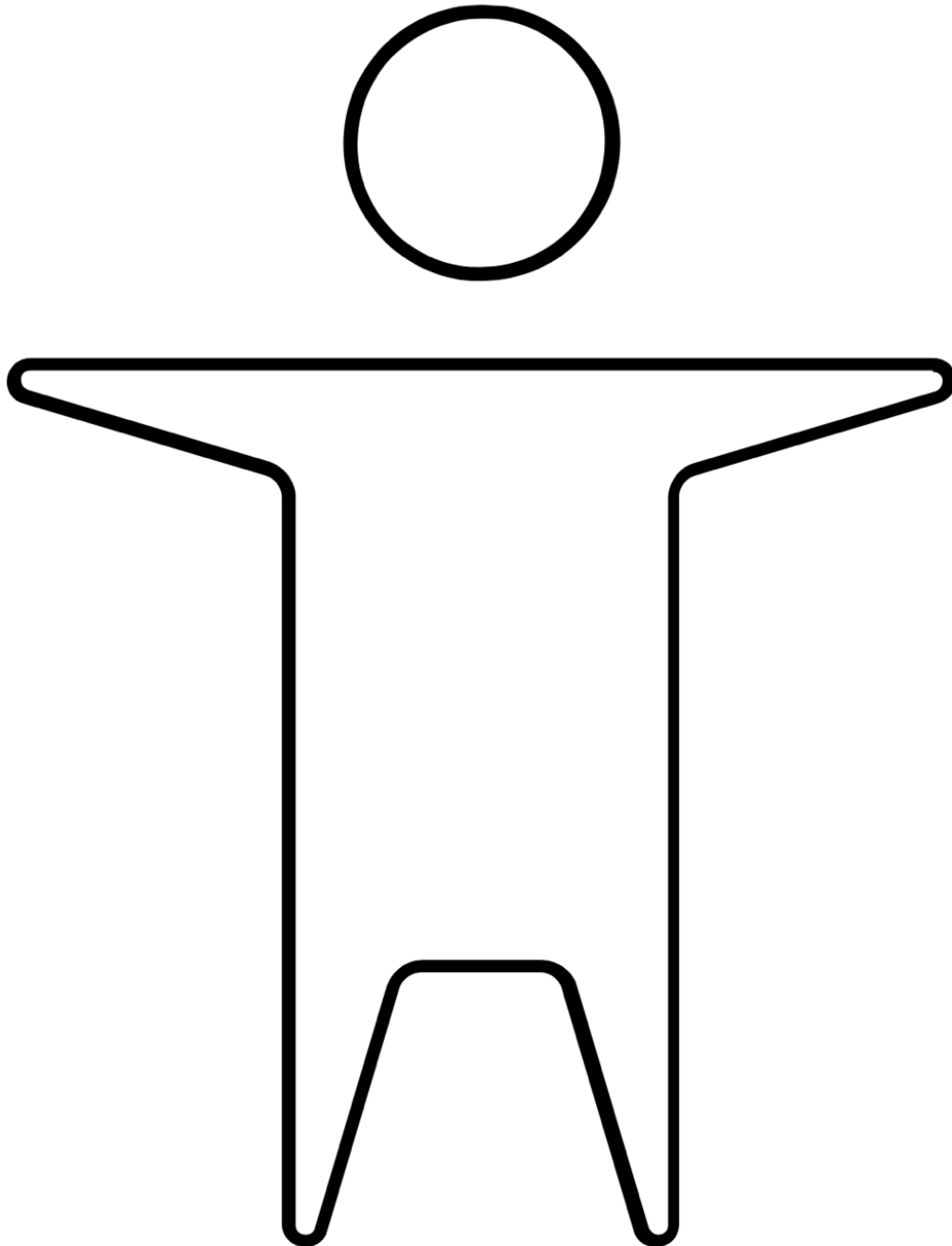
"Awk!" the gargoyles scream,
and "Awk!" again,
and spread their lips
in mischief smiles.
The watchman hunches down
and hurries on.

Extract from © Night of the Gargoyles by Eve Bunting.



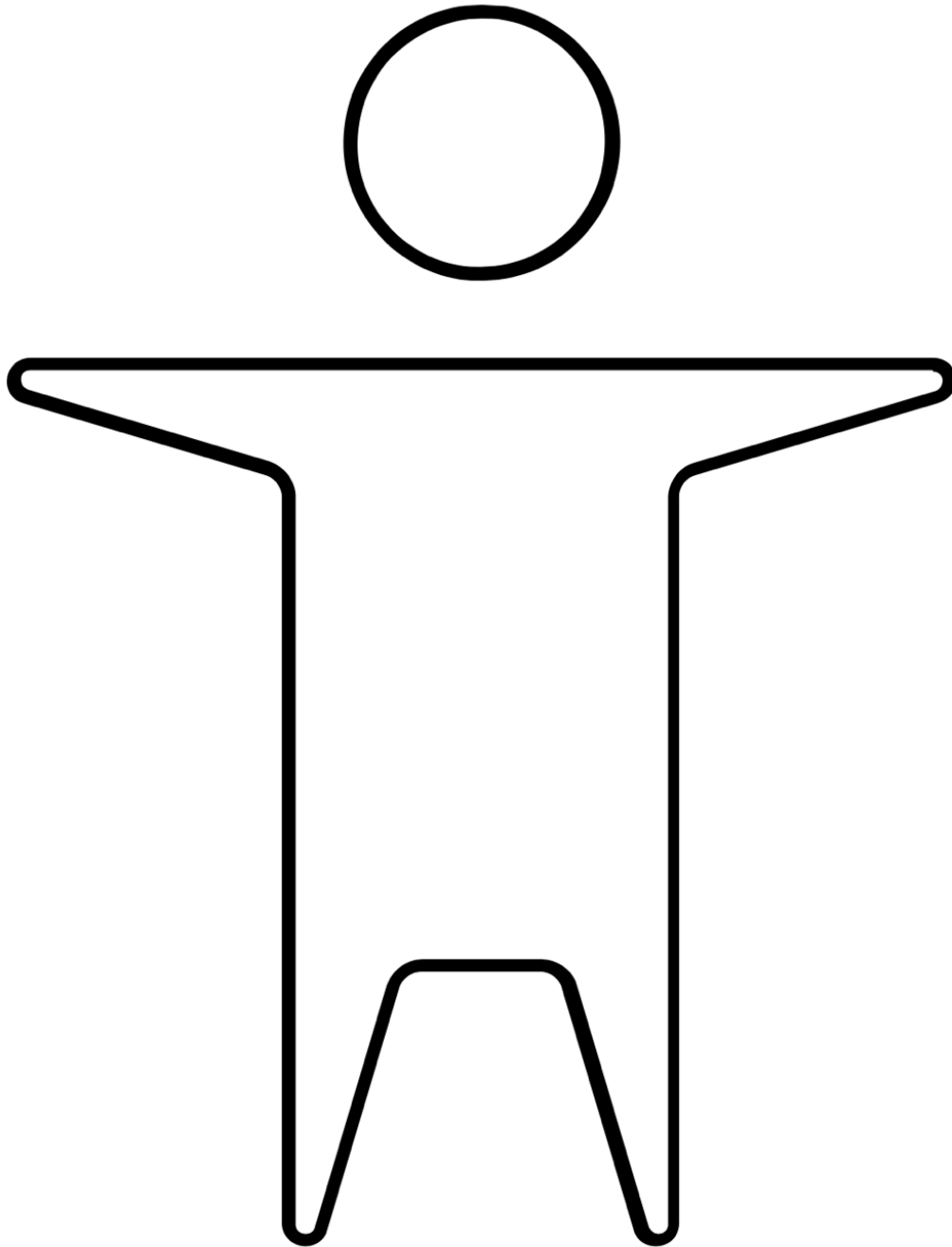
Lesson 3: Teacher Model





The man behind the glass



Lesson 3: Children Apply

The Watchman



Lesson	4	Vehicle Text & Page	Adapted from Night of the Gargoyles by Eve Bunting NB Children will need a copy of all of the extracts from this week.	
Anchor Questions(s): In this story, the author creates a spooky atmosphere. Which words and phrases does she use and what is the effect on the reader?		Vocabulary Teaching: wingless unblinking	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.• Confidently participate in discussion about both books that are read to them and those they read independently	Focus Content Domain(s): 2a give / explain the meaning of words in context 2g identify / explain how meaning is enhanced through choice of words and phrases
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Ask the children to list adjectives they would use to describe this book Teacher to list children’s ideas on the flipchart then also add some from published reviews of the book: ‘haunting’, ‘spooky’, ‘spine-chilling’. Explain that in today’s lesson you are going to consider how the author creates this atmosphere. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Look at the words ‘wingless’ and ‘unblinking’ and ask the children what they have in common. Discuss that they have a prefix/suffix; the suffix ‘less’ means ‘without’, the prefix ‘un’ means ‘opposite’. Look at the other example in the book, ‘bloodless’. Explore & respond: Read the extract - Lesson 1: Teacher Model/ Children Practise – which is the end of the story. Focus on Pausing to aid comprehension. Draw attention to the positions of the commas. Discuss the repetition from the beginning of the story and how it has come full circle, ending where it began. Connect books – discuss links with ‘The Miraculous Journey of Edward Tulane’. Fluency: Choral read the extract focusing on Pausing to aid comprehension as modelled.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: Consider the Anchor Question . Re-read the extract and model finding words and phrases which make the atmosphere spooky. Teacher Talks: The text says, ‘empty eyes unblinking’. This makes the gargoyles’ staring eyes sound scary and unnerving. The reader knows the gargoyle will stare blankly and is something to fear so the Reader Effect is fear. Reference the Text: Circle ‘empty eyes unblinking’				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children to examine all of the extracts from this week. One copy of the text between two encourages collaborative working and discussion. Practise Taught Strategies & Skills: Children to use Text Marking to find and circle words and phrases which create a spooky atmosphere. If the children are struggling, consider ‘crawl as spiders do’, ‘bloodless’, ‘creep’, ‘gargoyles scream’				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply. Verbal & Written Responses: Children to complete Lesson 4: Children Apply activity, focusing on the Reader Effect . Feedback to class. As a class, order the words and phrases into the order of most effective → least effective in creating the spooky atmosphere. Discuss reasons why they are more/less effective, for example: Teacher Talks: ‘the helmets hinged on eyes as bloodless as their own’ is very effective because it repeats the imagery of the eyes from previous pages and ‘bloodless’ is a spooky way of describing that neither the gargoyles nor the suits of armour are alive. Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: <ul style="list-style-type: none">• Use of the strategies taught i.e. Pausing, Connect Books, Choral Read, Text Mark, Reader Effect, Reference the Text• Responses to the Anchor Question.				

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

Lesson 4: Vocabulary

wingless	unblinking
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Lesson 4: Fluency

It's almost morning now
so the gargoyles fly,
or wingless crawl
as spiders do.
They take their corners
quietly
and stare
and stare,
their empty eyes unblinking
till night comes.

Lesson 4: Anchor Question

In this story, the author creates a spooky atmosphere.

Which words and phrases does she use and what is the effect on the reader?

Lesson 4: Teacher Model / Children Practise

It's almost morning now
so the gargoyles fly,
or wingless crawl
as spiders do.
They take their corners
quietly
and stare
and stare,
their empty eyes unblinking
till night comes.


Extract adapted from © Night of the Gargoyles by Eve Bunting.

Lesson 4: Children Apply

The author creates a spooky atmosphere.

What words and phrases does she use and what is the effect on the reader?

Words and phrases	Effect on the reader
<i>empty eyes unblinking</i>	Reader knows the gargoyle will stare blankly and is something to fear.

Lesson	5	Vehicle Text & Page	Extracts adapted from Night of the Gargoyles Eve Bunting	
Anchor Questions(s): A) Predict what the gargoyles would do in a sequel to this story. B) Which words and phrases could be used to create a spooky atmosphere?		Vocabulary Teaching: (Added to flipchart during the beginning of this lesson)	Application of Comprehension & Strategies: <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories and retell some of these orally with an appropriate use of story-book language • Develop positive attitudes to reading and understanding of what is read • Predict what might happen from details stated and implied 	Focus Content Domain(s): 2b retrieve and record information / identify key details from fiction and non-fiction 2g identify / explain how meaning is enhanced through choice of words and phrases
 <h2>Extended Apply Session</h2>				
<p>Through this selection of activities children will need copies of:</p> <ul style="list-style-type: none"> • Lesson 5 Extended Application activity • The Vehicle Text (in this case, all of the extracts from throughout the week) <p>Activate Prior knowledge: Recap what the gargoyles got up to in the story. Teacher to note the children's responses on the flipchart (e.g. peered into the museum windows, licked the stars, swung on the branches, hunched around the fountain, grunted about the heat, grumped about the rain and the birds, lapped the water and laughed.)</p> <p>Vocabulary: Teacher to note effective vocabulary which children could use in their own version on the flipchart to be referred to.</p> <p>Share Anchor Questions: Refer to these throughout the lesson.</p> <p>Enjoy and Respond to the Text: Use Read Find Talk whilst listing what the gargoyles got up to, teacher highlights words and phrases that the children might like to use in their own version.</p> <p>Teacher Talks: In the story it says '<i>They grump of summer passing and the rain...</i>' I would like to keep '<i>They grump</i>' but change what they grump about. I also want to maintain a creepy atmosphere so I might write '<i>They grump about the spiders which crawl and creep, irritating their lifeless eyes.</i>'</p> <p>Written Responses / Evidence Anchor Question(s): Children write their own version as a sequel, 'Another night of the gargoyles'</p> <p>Challenge: Children could try to follow the circular plot structure so that they end '<i>till night comes</i>' again.</p> <p>Additional Activity: Children imagine they are adding 'gargoyles' to an information book about extraordinary creatures. In pairs, children write an entry. Teacher could offer a starting sentence to help children, e.g: The gargoyle is a unique, complicated creature who...' Encourage the children to use the words and phrases from the text. Share the entry with another pair. They listen carefully and pick out words and phrases which they recognise from the text.</p> <p>Comprehension Questions for written responses in Reading Journal</p> <ol style="list-style-type: none"> 1) List two things that the gargoyles see as they peer into the museum's rooms? 2) Find and copy the two ways in which the author describes the gargoyles' tongues. Why do you think they are described in this way? 3) What does the author describe as 'mottled stains'? 4) How do the gargoyles feel about humans? How do you know? 5) What is the simile used by the author to describe how wingless gargoyles get to their corners? <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 i.e. Read Find Talk, Connect Books, Reader Effect • Responses to the Anchor 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 sessions.
- Depending on the time allocated to this session select all or some of the following activities.

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

Lesson 5: Anchor Questions

A) Predict what the gargoyles would do in a sequel to this story.

B) Which words and phrases could be used to create a spooky atmosphere?

Lesson 5: Comprehension Questions

1) List two things that the gargoyles see as they peer into the museum's rooms.

2) Find and copy the two ways in which the author describes the gargoyles' tongues. Why do you think they are described in this way?

1. _____

2. _____

3) What does the author describe as 'mottled stains'?

4) How do the gargoyles feel about humans? How do you know?

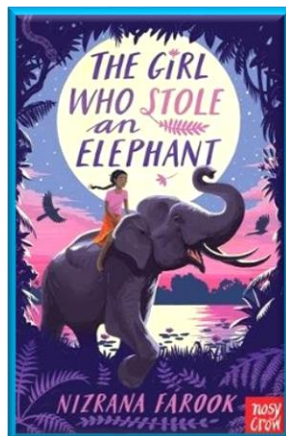
5) What is the simile used by the author to describe how wingless gargoyles get to their corners?







Shared Reading Planning Year 4

Reading Breadth:
Stories &
Poetry - Different Forms

Fiction 3



Lesson	1	Vehicle Text & Page	Extracts adapted from The Girl Who Stole an Elephant – Blurb and Chapter 1 Nizrana Farook	
Anchor Questions(s): A) What do we know will happen in the story from reading the blurb? B) What questions do we have about what will happen in the story from reading the blurb?		Vocabulary Teaching: rebel bandit leeches revolution	Focus Comprehension & Strategies: • Predict what might happen from details stated and implied • Ask some questions to improve their understanding of the text • Read aloud using punctuation to aid expression including speech	Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context
		Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Share the front cover of ‘The Girl Who Stole an Elephant.’ Use Book Talk to help children predict what genre they think the book will be. Encourage the children to justify their answer with a reason and evidence from the title or illustration. Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Vocabulary: Discuss and explain these in the context of where they are located within the text (Find Read Talk) and refer to Lesson 1: Vocabulary. Underline new vocabulary in the text. Explore & respond: Read the blurb aloud to the children, focusing on using the punctuation (? ... -) to aid expression. Discuss why each type of punctuation was used. Teacher Talks: I think that the ellipsis was used to make the reader wonder what would come next but without giving it all away in the blurb. It helps create suspense and makes me want to read the book. Fluency: Choral Read– focusing on the punctuation as modelled				
		Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Consider Anchor Question A . Teacher use the first paragraph to model. Model locating the words and phrases that provide the answer to each question. Teacher Talk: I know that Chaya can talk her way out of anything; she steals the queen’s jewels and she has the best of reasons. Text Mark explicitly by drawing a circle around these words and phrases. Reference the Text: Circle: ‘Chaya can talk her way out of anything’, ‘she steals the queen’s jewels’ and ‘she has the best of reasons’. Then teacher considers what questions we have from the first paragraph and writes them alongside the text. Teacher Talks: What questions do I have that the blurb doesn’t answer? How did she steal the Queen’s jewels? What are her reasons?				
		Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children work in pairs to Reread the rest of the blurb in order to answer Anchor Questions . One copy of the text between two encourages collaborative working and discussion. Practise Taught Strategies & Skills: Children locate and circle the words and phrases that provide the answer to Anchor Question A . Then, the children ask questions which the blurb does not answer and write them around the blurb. If the children are struggling, consider: How does she steal an elephant? Who are her friends? Why is a revolution stirring?)				
		Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): Children to complete Lesson 1: Apply activity 1 Verbal & Written Responses: Children to complete Lesson 1: Apply activity 2 As a class, read the adapted extracts from Chapter 1 -Lesson 1: Children Apply. Work together to find evidence which supports what the blurb said would happen in the story and Infer from the text, asking questions arising. For example, you could circle ‘There was a particularly nice blue sapphire in her pouch at that moment’ as evidence for them knowing that Chaya steals the Queen’s jewels. You could ask the question: ‘Is the elephant that she steals Ananda?’ Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: • Use of the strategies taught i.e. Find Read Talk, Predict, Text Mark, Infer, Self-Questioning • Responses to the Anchor Questions .				

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

Lesson 1: Vocabulary

rebel	bandit
leeches	revolution

Lesson 1: Fluency

THIEF. REBEL. BANDIT. HERO?

Chaya can talk her way out of anything – except stealing the Queen’s jewels. Even if she had the best of reasons...

Lesson 1: Anchor Questions

A) What do we know will happen in the story from reading the blurb and the opening to the story?

B) What questions do we have about what will happen in the story from reading the blurb?



Lesson 1: Teacher Model/Children Practise

Blurb:

THIEF. REBEL. BANDIT. HERO?

Chaya can talk her way out of anything – except stealing the Queen’s jewels. Even if she had the best of reasons...

So she escapes on the back of a stolen elephant and goes on a jungle adventure with her friends, where leeches lurk and a revolution is stirring.

This gives Chaya an idea. Maybe she can leave her village a thief but return a hero?

Lesson 1: Children Apply 1

What do we know will happen in the story?	What questions do we have about what will happen in the story?

Lesson 1: Children Apply 2

Adapted extracts from Chapter 1:

Chaya looked at the bronze spear pointing at her neck.

“Stop right there,” said the guard.

Chaya took a step back and held up her hands.

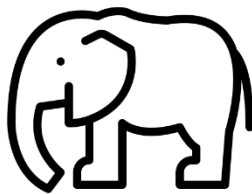
“What are you doing here, girl?” The guard waved the spear at her. Chaya shrugged, the pouch pressing against her chest. She rubbed her palms down her skirt and tried to keep her voice level. “I’m just looking around.”





“You’re not allowed here,” the guard said to Chaya. “You should be down at the King’s feast, enjoying the festivities.”

Not Chaya. She much preferred breaking into the Queen’s rooms and stealing her jewels. There was a particularly nice blue sapphire in her pouch at that moment...

Elephants from the temple stood on the lawn ahead of her. In the middle of them stood the King’s Grand Elephant himself, Ananda. He was wearing his special maroon and gold garments, and his tusks were massive and powerful up close...

Adapted extract from © The Girl Who Stole and Elephant by Nizrana Farook



Lesson	2	Vehicle Text & Page	Adapted from The Girl Who Stole an Elephant - Extracts from Chapters 2- 6 by Nizrana Farook	
Anchor Question(s): Can we predict accurately what might happen later in the story based on what we have read? Use evidence to support your answer.		Vocabulary Teaching: hem minor official	Focus Comprehension & Strategies: • Predict what might happen from details stated and implied • Read aloud using punctuation to aid expression including speech • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence	Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Ask the children whether a story be predictable. Ask whether they would expect this story (full of adventure and mystery) to be predictable.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary.</p> <p>Explore & respond: Read the extract - Lesson 2: Teacher Model/ Children Practise to the class, using punctuation, especially speech, to aid expression. Reread the last line. Ask the children to Clarify what it means. What is Neel's 'unfinished sentence'? Ask the children to predict which word he left unsaid. Ask the children to predict what Chaya thinks would happen to her father.</p> <p>Fluency: Choral Read the extract again – focusing on using speech punctuation. Divide the class into two parts: Chaya and Neel - and encourage the children to focus on using the punctuation used to separate the speech.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Model Rereading the first part of the extract - Lesson 2: Teacher Model/ Children Practise, in order to make predictions.</p> <p>Teacher to complete the Lesson 2: Teacher Model table – using Think Aloud to talk through the predictions whilst writing.</p> <p>Reference the Text: Text Mark by circling key words and phrases in the text. Circle 'I'll give Vijay's mother one jewel that she can sell on the journey.', "I'll give this to Vijay's mother now.", 'you know what the King is like in a rage. He will have your father - "</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: Children to work in pairs to read the second part of the extract - Lesson 2: Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion. Encourage children to use Think Aloud with their partner, as modelled, to make predictions.</p> <p>Practise Taught Strategies & Skills: Children to circle words and phrases to help them to predict what might happen. If the children are struggling, consider 'She couldn't let this happen. It had to stop.', "Neel, I have to give them back." "Chaya gasped.', "We will take this," said the girl. She held up a box.'</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply</p> <p>Verbal & Written Responses: Children to use their Text Marking to complete Lesson 2: Children Apply, writing their predictions. As a class, share their predictions. Ask the children whether they answer what actually happens for any of them or whether they need to wait for answers and evidence further in the story.</p> <p>Teacher note: Keep all of today's activities to add to as they read more of the book and discover the answers.</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 i.e. Reread, Choral Read, Think Aloud, Predict, Text Mark, Referencing the TextResponses to the Anchor Question.				

Acceptable Point(s) Anchor Question

Examples of appropriate predictions:

- Chaya might give the jewels back to save her village
- The girl might take the box with the jewels in so Chaya can not return them.
- Chaya and Neel might make friends with the girl to get the jewels back

Acceptable Point(s) Anchor Question

Examples of appropriate predictions:

- Chaya might give the jewels back to save her village
- The girl might take the box with the jewels in so Chaya can not return them.
- Chaya and Neel might make friends with the girl to get the jewels back

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

Lesson 2: Vocabulary

hem	minor official
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Lesson 2: Fluency

Neel sighed. "And what's it for this time?"

"It's Vijay, one of the boys at the river. He was attacked by a crocodile when he was swimming. His family need money to help him. I'll give Vijay's mother one jewel that she can sell on the journey, far away from here. I'm going to hide the rest at home."

"The King's men are probably searching the villages right now. Don't go *anywhere* with those things on you. We need to hide them in the workshop at once."

Lesson 2: Anchor Question

Can we predict accurately what might happen later in the story based on what we have read?
Use evidence to support your answer.

Lesson 2: Teacher Model/ Children Practise

Neel sighed. "And what's it for this time?"

"It's Vijay. He was attacked by a crocodile when he was swimming. His family need money. I'll give Vijay's mother one jewel that she can sell on the journey. I'm going to hide the rest at home."

"The King's men are probably searching the villages right now. Don't go *anywhere* with those things on you. We need to hide them in the workshop."

"What about in that box you showed me the other day? The one you made with the hidden compartment. You still got it?"

Neel got the small box carved with a two-headed bird carrying a snake in its claws. They hid the jewels inside. Then Chaya unpicked a few stitches in the hem of her skirt and pushed one jewel in. "I'll give this to Vijay's mother now."

"Fine, but go home straight after. You'll be safe once you're home. Your father will be in big trouble if every they found out."

"But Father's only a minor official to the King. Why would they blame him?" But even as she said it, realisation slowly dawned.

"He's the village headman! He knows the palace. Layout, access, that kind of thing. They'll think he helped. And you know what the King is like in a rage. He will have your father - " Neel's eyes darted away from Chaya.

Father. Neel's unfinished sentence couldn't have been any clearer to her.

The King's men were outside one of the little houses in the village. The front door was open and the family's possessions had been thrown outside...

"You'll all be next," he yelled at the silent crowd. "Unless you give up the thief." ... All this suffering in the village. It was her fault. She couldn't let this happen. It had to stop.

"Neel!" Chaya shouted. "Neel, I have to give them back."

Neel was standing very stiffly, glaring at her. There were people in the workshop. Customers. They were a finely dressed man and a girl around Chaya's age, probably his daughter. There were beads of sweat on Neel's forehead. *What's wrong?* She mouthed. Neel's eyes darted to the girl. She was carrying something in her hands. Chaya gasped.

"We will take this," said the girl. She held up a box. It was carved with a two-headed bird, carrying a snake in its claws.





Adapted extract from © The Girl Who Stole and Elephant by Nizrana Farook

Lesson 2: Teacher Model

Reference the Text: What does the author write?	What do you predict will happen next?	What actually happens next?
"I'll give Vijay's mother one piece that she can sell on the journey"	I think that Vijay's mother does manage to sell the jewel and Vijay gets better so that's one of the reasons why Chaya is called a hero.	
"And you know what the King is like in a rage. He will have your father - "	I think that the King threatens to kill Chaya's father unless she can return the jewels.	

Lesson 2: Children Apply

Reference the Text: What does the author write?	What do you predict will happen next?	What actually happens next?
All this suffering in the village. It was her fault... She couldn't let this happen. It had to stop.		
"We will take this," said the girl. She held up a box. It was carved with a two-headed bird, carrying a snake in its claws.		

Lesson	3	Vehicle Text & Page	Adapted from The Girl Who Stole an Elephant by Nizrana Farook. pp.51-54 and pp.75-79	
<p>Anchor Question(s): How did Chaya feel when she was rescuing Neel? What does she say and do to make you think this?</p> <p>Teacher Model Question: How did Chaya feel when she was talking to her father? What does she say and do to make you think this?</p>		<p>Vocabulary Teaching: breach confessed threshold promenade boundary stock-still</p>	<p>Focus Comprehension & Strategies:</p> <ul style="list-style-type: none">• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify most inferences with evidence• Read texts, including those with few visual clues, with increased independence and concentration• Self-correction, including rereading and reading ahead	<p>Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2a give / explain the meaning of words in context</p>
		Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Ask the children what they already know about Chaya’s character so far. Does she show her feelings or hide them? Encourage children to offer examples from the story.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary.</p> <p>Explore & respond: Read the extract to the children -Lesson 3: Teacher Model/ Children Practise. When reading aloud, teacher to model self-correction. Model how to Reread, slow down and check for sense. Children use Stop and Jot to make notes of adjectives to describe how they think Chaya feels. As a class, share ideas of how Chaya is feeling (for example <i>angry, guilty</i>)</p> <p>Fluency: Children to read slowly for accuracy and to self-correct if necessary, as modelled.</p>				
		Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Teacher to reread the first paragraph of extract 1 -Lesson 3: Teacher Model/ Children Practise Text Mark by circling key words that help to answer Anchor Question A then model how to fill in the table.</p> <p>Reference the Text: Teacher to model how to Text Mark by circling the words and phrases which give evidence about how Chaya is feeling. Circle: <i>‘Could she tell him’, ‘Chaya pushed her fingers into the seat’ ‘took a deep breath and tried to calm her racing heart.’</i></p>				
		Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to Reread the rest of extract 1 and also extract 2. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children to Text Mark by circling the words and phrases which give evidence about how Chaya is feeling in both extracts.</p> <p>If children are struggling, consider <i>‘snatched her hand away’, ‘curled up in her chair’, ‘Her body felt numb’. ‘took a deep breath’, ‘She was ready.’, ‘strode purposefully’, ‘She crouched’, ‘edged towards it’, ‘She froze’, ‘stayed stock-still’</i></p>				
		Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply.</p> <p>Verbal & Written Responses: Children to complete Lesson 3: Children Apply. Children to use their ideas from Text Marking to complete the table. Feedback as a class and note Chaya’s feelings on the flipchart.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">• Use of the strategies taught i.e. Stop and Jot, Text Mark, Infer,• Responses to the Anchor Questions.				
<div><p>Acceptable Point(s) Anchor Question A</p><ul style="list-style-type: none">• Scared/ worried/ anxious/ nervous/ guilty<p>Acceptable Point(s) Anchor Question B</p><ul style="list-style-type: none">• Scared/ anxious/ nervous• Confident/ determined</div>				

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

Lesson 3: Vocabulary

breach	confessed
threshold	promenade
boundary	stock-still

Lesson 3: Fluency

“Chaya, why didn’t you tell me Neel was the jewel thief?”

Chaya pushed her fingers into her seat. “He’s not a thief. There’s been a mistake.”

Father shook his head. “There was no mistake. He was caught with the jewels.”

Lesson 3: Anchor Questions

A) How did Chaya feel when she was talking to her father?
What does she say and do to make you think this?

B) How did Chaya feel when she was rescuing Neel?
What does she say and do to make you think this?

Lesson 3: Teacher Model / Children Practise

Extract 1:

“Chaya, why didn’t you tell me Neel was the jewel thief?”

Chaya pushed her fingers into her seat. “He’s not a thief. There’s been a mistake.”

Father shook his head. “There was no mistake. He was caught with the jewels.”

Could she tell him? No, Father would never turn her in – he’d lock her up at home to protect her. He might even turn himself in to do the right thing by Neel. Chaya gripped harder.

“The King doesn’t take too kindly to a breach like that.”

Chaya took a deep breath and tried to calm her racing heart.

Father took her hand. “I’m so sorry, my child. The King has given his verdict.”

“No!” Chaya got up and snatched her hand away. “There hasn’t been a trial. That’s just not fair.”

“Chaya, I know that this is hard for you. Neel is your oldest friend, but he’s done something terrible.”

“What about proof? They can’t sentence an innocent person to death.”

“There’s no need for proof, Chaya. The boy has confessed.”

Chaya curled up in her chair. Her body felt numb. All she could think about was Neel in a dark, lonely prison, about to pay the ultimate price for a crime *she* committed.

Extract 2:

Chaya looked around and took a deep breath. In about six hours Neel would be taken out of his underground prison cell, on the way to his death.

She patted her pocket to check she still had the explosives. She was ready. Chaya stepped over the threshold and into the royal complex.

Chaya strode purposefully down the walkway. If someone were to see her now, no excuse would save her. She left the path and went into the terraced gardens, creeping downwards from the side.

She crouched behind a low wall and took stock of her surroundings. This was the ground level, with the wide promenade in front of her... Chaya edged towards it, keeping close to the palace’s boundary wall...

She froze as one of the figures turned towards her. She stayed stock-still.

Extracts adapted from © The Girl Who Stole and Elephant by Nizrana Farook





Lesson 3: Children Apply

A) How did Chaya feel when she was talking to her father?
What does she say and do to make you think this?

Reference the text: words and phrases that convey how a character might feel	What does this suggest about how Chaya is feeling?
<i>'Chaya pushed her fingers into the seat'</i>	I think she is feeling nervous about telling her father the truth
<i>'Could she tell him?'</i>	She is confused and questioning himself. She is unsure what to do.
<i>'took a deep breath and tried to calm her racing heart'</i>	She is feeling scared and anxious

B) How did Chaya feel when she was rescuing Neel?
What does she say and do to make you think this?

Reference the text: words and phrases that convey how a character might feel	What does this suggest about how Chaya is feeling?

Lesson	4	Vehicle Text & Page	Extracts adapted from The Girl Who Stole an Elephant (extracts from throughout the book – page references given) Nizrana Farook
Anchor Question(s): Does Nour have the friendship she wants with Chaya? Use evidence from the text to support your answer.	Vocabulary Teaching: amiss wilting	Focus Comprehension & Strategies: • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence • With increased independence develop views about what is read • Read aloud using punctuation to aid expression including speech	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2a give / explain the meaning of words in context
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Tell the children that Nour is the girl who wanted to buy the box with the jewels in. She becomes friends with Chaya and Neel. Read the quote from Nour, <i>“Because I was a fool. I wanted to have what you two have.”</i> (p.137) Ask the children what she means. What do Chaya and Neel have? Ask children to give a brief description of their relationship.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary.</p> <p>Explore & respond: Read the extracts Lesson 4: Teacher Model/Children Practise. Briefly discuss how the characters’ relationship seems to change throughout the story. Draw attention to the verbs and reporting clauses (e.g. scorned, yelled, smiled) and how these can help the reader to know how to read the speech aloud and how they show the characters’ feelings.</p> <p>Fluency: Choral Read - focusing on using Expression and Intonation, especially for the speech.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Teacher to model reading the first two extracts - Lesson 4: Teacher Model/ Children Practise.</p> <p>Reference the Text: Teacher to circle the evidence that shows whether Nour gets Chaya’s friendship or not. Teacher circle <i>‘Chaya scorned’, ‘sudden urge to laugh’, ‘Nour turned away from her.’</i> On the second extract, teacher circle <i>“Sure.”, ‘replied patiently’, ‘Nour smiled. “Thanks...”</i></p> <p>Teacher model inferring what the text tells us about whether Nour has the friendship she wants and complete the table (Lesson 4: Children Apply).</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: In pairs, children to read and discuss the rest of the extracts, circling evidence to answer the Anchor Question. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children to circle the words and phrases which give evidence to answer the Anchor Question.</p> <p>If the children are struggling, consider <i>“Are you out of your mind?” yelled Chaya’, ‘Nour’s heart sank’, ‘It’s no use complaining now,” grumbled Chaya.’, ‘I’ll help you look.” ‘...find some food together.’, ‘She would save her’, ‘hugged Nour’, ‘this is my friend, Nour.’, ‘blushed and smiled’</i></p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children complete Lesson 4: Children Apply.</p> <p>Verbal & Written Responses: Children to complete the table – Lesson 4: Children Apply. Feedback as a class. Ask the children to choose an overall answer to the Anchor Question. Place Yes/ No cards at different sides of the room and ask children to choose their answer to go and stand at. Encourage children to justify their choice by Refencing the Text.</p> <ul style="list-style-type: none">Use of the strategies taught i.e. Summarise, Choral Read, Infer, Text Mark, Referencing the TextResponses to the Anchor Question.			
<div><p>Acceptable Point(s) Anchor Question</p><ul style="list-style-type: none">Yes: Chaya helps Nour, Chaya saves her when she is drowning, Chaya introduces her as a friend.No: Chaya is unkind to Nour, she blames her for not having water.</div>			

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

Lesson 4: Vocabulary

amiss	wilting
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Lesson 4: Fluency

“Are you going to rescue the boy? ...I can help you.” said Nour.
“You?” Chaya scorned and had the sudden urge to laugh. Chaya turned away from her.

Lesson 4: Anchor Question

Does Nour have the friendship she wants with Chaya?
Use evidence from the text to support your answer.



Lesson 4: Teacher Model / Children Practise

p.63

"Are you going to rescue the boy? ...I can help you." said Nour.

"You?" Chaya scorned and had the sudden urge to laugh. Nour turned away from her.

p.142

Nour looked up at Chaya. "I was wondering, could you teach me to climb trees?"

"Sure," Chaya replied patiently.

Nour smiled. "Thanks..."

p.93 (when Nour arrives to meet them as Chaya gets Neel out of prison)

"*Are you out of your mind?*" yelled Chaya, "What are you doing here?"

Nour's heart sank, "Some gratitude wouldn't go amiss, you know."

p.122

Nour seemed to be wilting on top of Ananda. "We should have brought water."

"It's no use complaining now," grumbled Chaya. "*You* should have brought a bottle."

"Why didn't *you* bring one then, since you know everything?"

p.143 (after Chaya has burnt the fish they were going to eat)

"It's not a big deal." Chaya got up and tossed the burnt fish away. "Let me find some fruit or something."

Nour stood up and went with Chaya. "I'll help you look."

They went off to find some food together.

p.152 (When Nour is struggling in the river because she can't swim)

Chaya thrashed towards Nour. She would save her if it was the last thing she did.

p.159

"I thought I'd never find you," said Nour, hobbling towards Chaya. Her eyes were swollen and a fresh outpouring of tears fell down her face.

Chaya jumped off Ananda and hugged Nour.

p.245

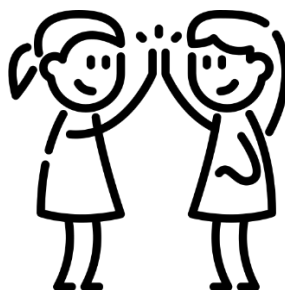
Chaya gestured towards Nour, "Aunty, this is my friend, Nour."


Nour blushed and smiled.

Extracts adapted from © The Girl Who Stole and Elephant by Nizrana Farook

Lesson 4: Children Apply

Does Nour have the friendship she wants with Chaya? Use evidence from the text to support your answer.	
Yes – evidence that Nour does have the friendship she wants with Chaya	No – evidence that Nour does not have the friendship she wants with Chaya
<i>"Sure."</i> , <i>'replied patiently'</i> , <i>'Nour smiled. "Thanks..."'</i> Chaya agrees to help Nour. She is being kind and Nour is happy.	<i>'Chaya scorned'</i> , <i>'sudden urge to laugh'</i> , <i>'Nour turned away from her.'</i> Nour and Chaya are being unkind to each other



Lesson	5	Vehicle Text & Page	Extract adapted from The Girl Who Stole an Elephant pp.113-116 Nizrana Farook	
Anchor Questions(s): Should Chaya be sentenced to death for stealing the Queen's jewels? Use evidence to support your decision.		Vocabulary Teaching: monsoons widow	Application of Comprehension & Strategies: <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they read independently • Self-correction, including rereading and reading ahead • Read texts, including those with few visual clues, with increased independence and concentration • With increased independence develop views about what is read • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read 	Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text
 <h2>Extended Apply Session</h2>				
<p>Activate prior knowledge: Ask the children what they know about the King and how he punished his people. Ask them to predict what punishment he would give Chaya for stealing the Queen's jewels.</p> <p>Vocabulary: Independently, use a dictionary to find the definitions for: monsoons, widow. Share the definitions as a class.</p> <p>Share Anchor Question: Refer to this throughout the lesson.</p> <p>Enjoy and Respond to the Text: Children to read the extract in pairs and discuss whether Chaya deserves to be sentenced to death or not – giving reasons and evidence from the text. Children Text Mark, circling the evidence to support their argument.</p> <p>Written Responses / Evidence Anchor Question(s): In Reading Journals, children to write a persuasive letter to the King to persuade him to sentence/ not sentence Chaya to death for stealing the Queen's jewels. Children use the evidence from the extract and from their knowledge about the rest of the story to support their argument. If needed, teacher can offer sentence starters to support children, for example, 'I believe that Chaya should be sentenced to death. The first reason is...'</p> <p>After writing, teacher to set up a trial in the classroom. Choose children to act as Chaya, Neel, Nour, the King and guards. Children to stand on either side of the room, depending on whether they think Chaya should be sentenced or not. Teacher to ask children from alternate sides to read their best argument from their writing task. The King to make his decision based on the evidence given.</p> <p>Additional Activity 1: Complete Connections table (Children Apply: Additional Activity 1) Encourage the children to make Connections: Does 'The Girl Who Stole an Elephant' remind you of any other stories, books or films? Why does it remind you of these? Children to fill in the table (some ideas are already there to share or remove before showing children).</p> <p>Additional Activity 2: Return to predictions Children go back to their predictions from Lesson 2. Ask the children whether they can now answer any of the questions or tell whether any of their predictions came true.</p> <p>Additional Activity 3: Comprehension Questions for written responses in Reading Journal</p> <ol style="list-style-type: none"> 1) List three people who Chaya has helped by giving them money or something she has stolen. 2) How does Chaya feel about the amount of 'stuff' that rich people have? 3) What does Chaya do and say which shows that she is certain that the King will not let her off? <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 i.e. Text Mark, Referencing the Text, Fact and opinion, Connect Books • Responses to the Anchor Question. 				

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 sessions.
- Depending on the time allocated to this session select all or some of the following activities.

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

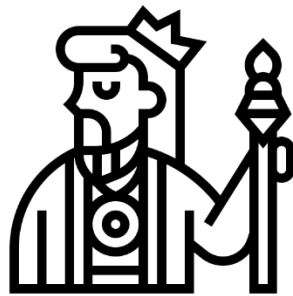
Lesson 5: Vocabulary

monsoons	widow
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Lesson 5: Anchor Question

Should Chaya be sentenced to death for stealing the Queen's jewels?

Use evidence to support your decision.



Lesson 5: Read

(Chaya telling Nour what she wrote in the letter to her Father as she left to rescue Neel.)

"Dear Father. It wasn't Neel. I am the jewel thief. I stole the jewels during the feast at the palace, when I broke into the Queen's quarters and took them from a table by her bed. I wanted to help Vijay's family pay the medicine man for treating his leg. If I admitted to it I knew the King would never believe that I acted alone, and you'd be in danger because of me. And then Neel got arrested right in front of me. But today I'm going to rescue him. If something happens and I'm caught, I think you should know what happened and why. Please don't be disappointed in me. Your loving daughter, Chaya."

"So you were telling the truth. Neel had nothing to do with it," said Nour. "Have you done this before, Chaya?"

Chaya nodded. "Quite a few times, for different things. Someone in our village had his house destroyed in the monsoons and no one could help him. My old teacher from school got ill and lost her eyesight, so had to give up work. Then she had nothing to live on. Also one of the farmers was accidentally killed by a wild elephant that destroyed his crops. His widow needs help with money sometimes. It's for things like that."

"Who do you steal from? And what sort of things?"

"Rich people from the city, of course. I doubt they even notice they're gone."

"Do you ever regret the stealing?" asked Nour, "Even though it's from the rich."

Chaya chewed her food slowly. She noticed Neel waiting keenly for her answer. "Sometimes. Yes."

"Is your family not rich then? Your father is the headman of Nirissa."

"Of course not. A headman's just a representative from the village. Every village has one. If there's an issue the headman takes it to the palace on the people's behalf. That kind of thing. He gets a small wage, that's all."

"Tell me about stealing the Queen's jewels." Nour leaned forward, her expression eager in the glow of the fire. "What made you take them?"

Chaya shrugged. "It's not like the royals have ever earned any of their wealth. When I saw that blue sapphire, my hands automatically grabbed the lot. Blue is my favourite colour, and there wasn't a lot of time for thinking."

Nour looked impressed. "Weren't you afraid of getting caught?"

"Not really. Not a *lot* at that point. Who needs so much stuff anyway? It made me mad rather than afraid."

Nour pondered this for a while. "Do you think the King would let you off if he knew that you stole to help his people?"

Chaya snorted. "Not a *chance*."

Extract adapted from © The Girl Who Stole and Elephant by Nizrana Farook

Lesson 5: Children Apply

Additional Activity 1

Make Connections: Does The Girl Who Stole an Elephant remind you of any other stories, books or films? Why does it remind you of these?

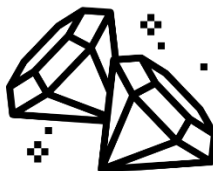
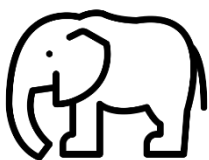
Story, book or film	Reasons why
Robin Hood	He steals from the rich and gives to the poor, just like Anaya.
Moana	The main character in the film is a strong, determined female character who is on a journey to find something, like Chaya.

Comprehension Questions

1) List three people who Chaya has helped by giving them money or something she has stolen.

2) How does Chaya feel about the amount of '*stuff*' that rich people have?

3) What does Chaya do and say which shows that she is certain that the King will not let her off?

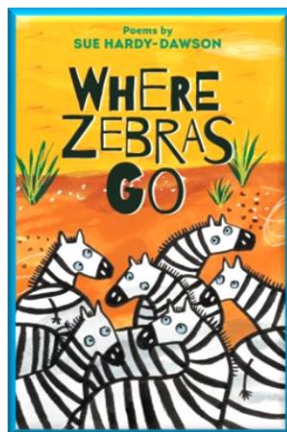








Shared Reading Planning Year 4

Reading Breadth:
Stories &
Poetry - Different Forms

Poetry



Lesson	1	Vehicle Text & Page	Where Zebras Go - Poems by Sue Hardy-Dawson Extract adapted from p.92 'The Kiss' (See the book for the whole poem)
Anchor Question(s): A) What did the boy find? B) What metaphor was used to describe it? C) What happened when he touched it?		Vocabulary Teaching: silken threads strand	Focus Comprehension & Strategies: • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Read aloud using punctuation to aid expression
		Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Share the front cover of the book and read the blurb to the children. Use Think Pair Share to ask the children to speculate as to what type of poems might be in the book. Briefly feedback.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Discuss and explain these and refer to Lesson 1: Vocabulary. Also check understanding of the poetic devices used within this lesson: stanza, rhyme, metaphor. (Refer to Poetic Devices explanations)</p> <p>Explore & respond: Read the extract from the poem to the children – Lesson 1: Teacher Model/ Children Practise. Focus on using punctuation to aid expression and understanding of what it means. Ask the children to consider what the poem is about. Ask the children to Summarise the poem into 20 words.</p> <p>Focus on the structure of the poem – ask the children how they know it is a poem. Consider that the complete poem has 5 stanzas with 4 lines in each stanza and that it doesn't rhyme. Also draw attention to the repetition of 'I found'... 'Yet...'</p> <p>Fluency: Choral Read –place children in groups and each group read a stanza, focusing on using punctuation to aid expression and understanding of what it means.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Reread the first stanza to the children. Ask: What did the child find in this stanza? What happened to it when the child touched it? Why has the poet chosen to use imagery rather than just telling the reader? Discuss how it appeals to the reader's senses and makes you imagine what it is.</p> <p>Teacher to model how to Text Mark, circling what was found then considering what it is describing.</p> <p>Teacher Talks: The child found 'an autumn necklace', 'silken thread, strung with tiny beads'. This is an example of a metaphor so I need to work out what this is a metaphor for. The words 'silken threads' makes me think it is very thin and delicate so maybe a spider's web. I can Infer that the 'tiny beads' could be raindrops. The fact that it mentions 'scattered tears' makes me sure that the beads are wet so are raindrops which fall when the boy touches it.</p> <p>Reference the Text: Text Mark by circling 'an autumn necklace', 'silken thread, strung with tiny beads', 'scattered tears' then model how to complete Lesson 1: Children Apply.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to work in pairs and examine the rest of the extract to work out what was found, what metaphor was used to describe it and what happened when he touched it. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children to Text Mark as modelled, circling the descriptive words and phrases which answer the Anchor Questions.</p> <p>If the children are struggling, consider 'winter diamond on the wall', 'I locked it in a box', 'it stole itself away', 'spring dancers in the wood', 'their faces reaching for the sun', 'put them in a glass', 'each grew heavy on its stem'</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 1: Children Apply activity.</p> <p>Verbal & Written Responses: Children to complete Lesson 1: Children Apply activity. Briefly feedback. Ask the children to choose their favourite metaphor and to share why they think it is effective and what is the Reader Effect.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">Use of the strategies taught i.e. Think Pair Share, Summarise, Text Mark, Infer, Reader EffectResponses to the Anchor Questions.			
<div>Acceptable Point(s) Anchor Questions</div> <ul style="list-style-type: none">A) An icicle, B) 'a winter diamond' C) he locked it in a box and it meltedA) Flowers B) 'spring dancers' C) he put them in a vase but they died.			

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

Poetic Devices (to be referred to for all five lessons)

alliteration	A series of words, occurring close together in the phrases or lines of poetry, that have the same first consonant sound.
assonance	The repetition of the vowel sound across words within the lines of the poem creating internal rhymes.
metaphor	A common poetic device where an object in, or the subject of, a poem is described as being the same as another otherwise unrelated object.
onomatopoeia	The 'formation of a word which describes its sound'. Examples of onomatopoeic words include <i>sizzle</i> , <i>clap</i> , <i>moo</i> , <i>roar</i> , etc.
personification	A poetic device where animals, plants or even inanimate objects, are given human qualities – resulting in a poem full of imagery and description.
repetition	Repetition either of a word or a phrase is used in poetry for emphasis.
rhyme	The repetition of syllables, typically at the end of a verse line. Rhymed words conventionally share all sounds following the word's last stressed syllable.
rhythm	Used to make poetry easier on the ear. Different types of poetry have different rhythms and free verse poetry, despite not following a particular pattern, still uses rhythm in each line to drive the poem forwards.
simile	A common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'.
stanza	Groups of lines, sometimes referred to (less precisely) as verses. Poems can be broken up into these which usually share common features such as length, rhyme or rhythm.

Lesson 1: Vocabulary

silken threads	strand
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Lesson 1: Fluency

I found an autumn necklace in the hedge,
silken threads, strung with tiny beads.
Yet when I touched a strand it fell,
leaving only scattered tears.

I found a winter diamond on the wall,
cold and sharp as dragon's scale.
Yet though I locked it in a box,
somehow it stole itself away.

I found spring dancers in the wood,
their faces reaching for the sun.
Yet when I put them in a glass
each grew heavy on its stem.

Lesson 1: Anchor Questions

- A) What did the boy find?
- B) What metaphor was used to describe it?
- C) What happened when he touched it?

Lesson 1: Teacher Model/ Children Practise

See the book for the entire poem

The Kiss

I found an autumn necklace in the hedge,
silken threads, strung with tiny beads.
Yet when I touched a strand it fell,
leaving only scattered tears.

I found a winter diamond on the wall,
cold and sharp as dragon's scale.
Yet though I locked it in a box,
somehow it stole itself away.

I found spring dancers in the wood,
their faces reaching for the sun.
Yet when I put them in a glass
each grew heavy on its stem.





...Mum said some things cannot be owned,
Then gave me a kiss. I have it still

Extract adapted from The Kiss © Where Zebras Go by Sue Hardy-Dawson



Lesson 1: Children Apply

A) What did the boy find?	B) What metaphor was used to describe it?	C) What happened when he touched it?
A spider's web with raindrops on it	<i>an autumn necklace... silken threads, strung with tiny beads</i>	It fell and the raindrops fell to the ground.

Lesson	2	Vehicle Text & Page	Where Zebras Go - Poems by Sue Hardy-Dawson Extracts adapted from Old Foxy p.16 and Making Tigers p.68
Anchor Question(s): How do you feel about this concrete poem?	Vocabulary Teaching: darkness fearless unbroken unsnappped untouched unquiet	Focus Comprehension & Strategies: • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Listen to and confidently discuss a wide range of poetry • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Apply growing knowledge of root words, prefixes and suffixes	Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Show children the concrete poems ('Miss Moon' p.87, 'A Question of a Snake' p.81, 'Shaggy Dog Story' p.49) - without titles. Can they Predict what the poems are about without reading them? Explain that a concrete poem is written in the shape of its subject.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Focus on words with prefixes and suffixes in the poem and encourage the children to work out and explain their meanings – Lesson 2: Vocabulary.</p> <p>Explore & respond: Read the extract from the poem 'Making Tigers' to the children. Discuss the overall meaning of the poem and consider how the poet chose effective adjectives to create the impression of a strong animal. Use Find Read Talk to find effective adjectives. Teacher to circle 'crescents of night', 'thunder voice', 'stealthy heart', 'heavy footfall'. Next, show them an enlarged version of the shape poem from the book. Discuss whether they find it easy or difficult to follow on the shape.</p> <p>Fluency: Choral Read: Children to read the extract from the poem aloud again.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Explain to the children that each reader will have a different response to each poem and we want to be able to express our own opinions about poems and the effect they have on us. Introduce the 'Likes, Dislikes, Patterns, Puzzles' grid (Lesson 2: Teacher Model/ Children Practise activity). Teacher to model text marking then completing one response in each section of the grid, using Teacher Talk while sharing the grid.</p> <p>Reference the Text: Teacher to circle the relevant words while using them to fill in the grid. Circle: 'painting his stripes like ebony', 'unbroken, unsnappped, untouched'</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Working in pairs, children to reread 'Making Tigers', circling evidence to answer the Anchor Question. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children to circle evidence to answer the question and to help them to complete the 'Likes, Dislikes, Puzzles, Patterns' grid. Encourage the children to consider some of the poetic devices– metaphor, alliteration, concrete poem layout style, effective adjectives.</p> <p>If the children are struggling, consider: 'stripes like ebony', 'eyes in old boxes of amber beads', 'cut crescents of night', 'thunder voice', 'fearless'</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply activity</p> <p>Verbal & Written Responses: Children to use their Text-marked poems to complete the LDPP grid – Lesson 2: Children Apply activity.</p> <p>Read 'Old Foxy' (p.16) aloud to the children. Briefly, as a class on the flipchart, complete a 'Likes, Dislikes, Puzzles and Patterns' grid for this concrete poem. Ask the children which poem they prefer and why.</p> <p>Share response as a class.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">• Use of the strategies taught i.e. Predict, Find Read Talk, Text Mark,• Responses to the Anchor Question.			

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

Lesson 2: Vocabulary

Identify the prefix or suffix and work out what it means.	
darkness	fearless
unbroken	unsnapped
untouched	unquiet

Lesson 2: Fluency

No one can make his thunder voice,
or his spirit, fearless as his stealthy heart,
nor heavy step light
on unbroken soil, unsnapped leaf
to leave untouched, the shrinking forest
green, unquiet.

Lesson 2: Anchor Question

How do you feel about this concrete poem?

Lesson 2: Teacher Model/ Children Practise

Extract adapted from Making Tigers
(see the book for the whole poem in shape form)

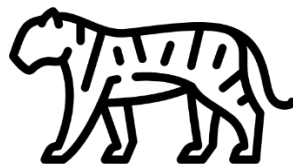
No one can make a tiger by collecting darkness,
painting his stripes like ebony,
or find his eyes in old boxes of amber beads,
By threading them on cut crescents of night.
No one can make his thunder voice,
or his spirit, fearless as his stealthy heart,
nor heavy step light
on unbroken soil, unsnapped leaf
to leave untouched, the shrinking forest
green, unquiet.

Extract adapted from © Making Tigers - Where Zebras Go by Sue Hardy-Dawson



Lesson 2: Teacher Model/ Children Practise

<p>Likes</p> <p>The simile '<i>painting his stripes like ebony</i>' because I can imagine a picture of what the tiger looks like.</p>	<p>Dislikes</p> <p>The way the shape makes it tricky to know which line to read next.</p>
<p>Patterns</p> <p>I noticed the repetition of the prefix un- in <i>unbroken, unsnapped, unquiet and untouched</i>.</p>	<p>Puzzles</p> <p>Did the poet write this to get people to protect the tigers from extinction because we can never make another one?</p>



Lesson 2: Children Apply

Extract adapted from Old Foxy

(see the book for the whole poem in shape form)

The urban fox waits for Monday night's feast, of Sunday's roast
chicken bones, jellied and greased.

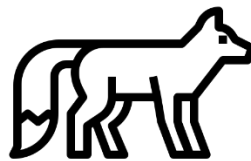
Lunch in the lamplight.





Fish heads with leeks, crisp rinds of bacon and pizza midweek.

Brave bin buccaneer,

Midnight's dark thief,

Extract adapted from © Old Foxy - Where Zebras Go by Sue Hardy-Dawson



Lesson	3	Vehicle Text & Page	Where Zebras Go - Poems by Sue Hardy-Dawson 'Who' p.23 'Sludge-Bog Stew' p.66 (See book for the whole poems)
Anchor Questions(s): A) What is being described in the poem? B) Which words and phrases give you clues as to the subject? C) What impression of this creature is the poet giving?		Vocabulary Teaching: shape-shifter squatter mine-sweeper	Focus Comprehension & Strategies: • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Listen to and confidently discuss a wide range of poetry • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
		Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	
<div></div> <div>Step 1: READ</div> <div>Read to Children 12 mins</div>			
<p>Activate prior knowledge: Ask the children: What is a riddle? Show the children the title, 'Who' and explain that throughout the lesson, they will be looking for clues to answer this and the Anchor Questions.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary.</p> <p>Explore & respond: During this lesson, you are going to read the poem one line at a time – considering what we know after each line before moving on. Teacher to read the first line: 'I'm a shadow, feathered glider'. Are there any clues about what is being described? Teacher to circle 'feathered glider' and annotate 'We know it has feathers and flies/ glides.' Draw attention to how the poet also uses the style of a kenning (naming something by describing its qualities in a two-word compound expression, for example <i>shape-shifter</i>, <i>rodent-stealer</i>). Ask the children whether any of the lines rhyme. Explain that none of the poems have full rhyme but the final words in each line have half or para-rhymes; <i>glider</i> and <i>diver/ twister</i> and <i>drifter</i>.</p> <p>Fluency: Choral Read the whole of the first stanza.</p>			
<div></div> <div>Step 2: MODEL</div> <div>Model to Children 5 mins</div>			
<p>Explicitly Model Strategies & Skills: Teacher to read all of the first stanza. Circle the words and phrases which give clues as to the subject and annotate what we know from those words and phrases. Then consider the impression the poet is giving and the Reader Effect.</p> <p>Teacher Talks: The description 'deep-sky-diver', 'lightning strike' and 'storm-blown twister' make me think that this is a bird who flies around dramatically and is very strong and powerful. Teacher to model how to annotate the poem by writing this around the relevant text on the class copy.</p> <p>Reference the Text: Teacher to circle 'deep-sky-diver', 'lightning strike' and 'storm-blown twister'</p>			
<div></div> <div>Step 3: PRACTISE</div> <div>Children Practise 8 mins</div>			
<p>Children Explore & Discuss: In pairs, children to read and examine the rest of the extract, circling evidence to answer the Anchor Questions. One copy of the text between two encourages collaborative working and discussion.</p> <p>Practise Taught Strategies & Skills: Children to circle words and phrases which give clues to answer the Anchor Questions. If the children are struggling, consider 'moon's soft shape-shifter', 'iced bite', 'midnight's pale squatter', 'bomb-dropper', 'dark mine-sweeper', 'rude rodent-stealer'</p>			
<div></div> <div>Step 4: APPLY</div> <div>Children Apply 10 mins</div>			
<p>Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply activity</p> <p>Verbal & Written Responses: Children to complete Lesson 3: Children Apply activity, annotating on their copy of the poem. Feedback as a class. Encourage the children to Reference the Text when discussing the impression given by the poet.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to the children.</p> <p>This may include:</p> <ul style="list-style-type: none">Use of the strategies taught i.e. Choral Read, Text Mark, Reference the Text, Reader effect, Connect poemsResponses to the Anchor Questions.			
<div>Acceptable Point(s) Anchor Questions<ul style="list-style-type: none">Owlmysterious, sneaky, dangerous, spontaneous</div>			

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

Lesson 3: Vocabulary

shape-shifter	squatter
mine-sweeper	

Lesson 3: Fluency

I'm a shadow, feathered glider
a velvet-winged deep-sky-diver
a lightning strike, storm-blown twister
a spiky, sweet meadow-drifter.

Lesson 3: Anchor Questions

- A) What is being described in the poem?
- B) Which words and phrases give you clues as to the subject?
- C) What impression of this creature is the poet giving?

Lesson 3: Teacher Model/Children Practise/ Children Apply





Who

I'm a shadow, feathered glider
a velvet-winged deep-sky-diver
a lightning strike, storm-blown twister
a spiky, sweet meadow-drifter.

I'm the moon's soft shape-shifter
the iced bite of starlit winter...

I am midnight's pale squatter, Earth's
sudden bomb-dropper, a dark mine-sweeper
the rude rodent-stealer ...

Extract adapted from © Who - Where Zebras Go by Sue Hardy-Dawson

Lesson	4	Vehicle Text & Page	Where Zebras Go - Poems by Sue Hardy-Dawson Extract adapted from 'Ugly Sister Sonnet' p.36
Anchor Questions(s): A) Who is this poem about? B) What is the meaning of this poem?		Vocabulary Teaching: trousseau loathe palls wistful gaze	Focus Comprehension & Strategies: • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Listen to and confidently discuss a wide range of poetry • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
		Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	
	Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Tell the children that today's poem is a sonnet. Ask the children whether they have heard of a sonnet before. Ascertain their prior knowledge then see if they can work out the rules. A sonnet is a poem with a specific number of lines (14) and usually has the same number of syllables in each line (10). Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary. Ask the children why they think these words are unfamiliar. (They are old-fashioned words, used to keep within the style of a traditional tale.) Explore & respond: Read the poem 'Ugly Sister Sonnet' to the children without showing them the title. Ask the Anchor Questions. Ask whether the children recognise the content and see whether therefore they can identify the characters. Fluency: Paired Read: Children to read the poem and consider how they can use Intonation and Stress to show the ugly sisters' personalities and feelings. Encourage children to practise this and perform to a group, focussing on Intonation, tone, volume and action.			
	Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Reread the first 2 lines. What do the lines mean? On Lesson 4: Teacher Model/Children Practise activity, teacher to model how to write own versions of the meaning in the column next to the line of the poem Teacher Talks: I think this means: We are not pretty and we hurt her to make her cry. And the second line is telling us that she loves mice so we got a cat to kill them. Reference the Text: Teacher to Text Mark, circling the key words in the poem which help work out the meaning. Circle: 'Born plain', 'we pinch', 'Buy a cat to kill the mice that she adores'.			
	Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children to work in pairs to reread the extract. One copy of the text between two encourages collaborative working and discussion. Practise Taught Strategies & Skills: Children to Text Mark, circling the key words in the poem which help work out the meaning and underlining the new vocabulary discussed. If the children are struggling, consider 'trousseau', 'we steal', 'Tear apart', 'loathe', 'sickly sweetness, just like beauty, palls'			
	Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply activity. Verbal & Written Responses: Children to complete Lesson 4: Children Apply activity. Encourage the children to use their own words in their explanation of the meaning, rather than copying the words in the poem. Briefly feedback and answer the Anchor Questions.			
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include: <ul style="list-style-type: none">Use of the strategies taught i.e. Paired Read, Text Mark, Reference the Text,Responses to the Anchor Questions.		<div>Acceptable Point(s) Anchor Questions<ul style="list-style-type: none">A) Cinderella (told by the ugly sisters)B) The ugly sisters hate Cinderella and everything she does and try to hurt and upset her. They are jealous of her.</div>	

Lesson 4: Vocabulary

trousseau a collection of personal possessions, such as clothes, that a woman takes to her new home when she gets married	loathe
palls	wistful gaze

Lesson 4: Fluency

Born plain, we pinch to watch her blue eyes fill,
Buy a cat to kill the mice that she adores.
Her trousseau and her mother's clothes we steal,
Tear apart her exotic hand-sewn clothes.
We loathe the pretty birds that comb her hair

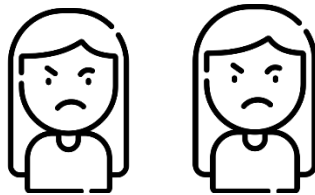
Lesson 4: Anchor Questions

- A) Who is this poem about?
- B) What is the meaning of this poem?

Lesson 4: Teacher Model/ Children Practise

Born plain, we pinch to watch her blue eyes fill,
Buy a cat to kill the mice that she adores.
Her trousseau and her mother's clothes we steal,
Tear apart her exotic hand-sewn clothes.
We loathe the pretty birds that comb her hair
And sickly sweetness, just like beauty, palls.
The sunlight in her smile must bring despair
And tuneful singing soon begins to bore.
Yet we're still haunted by her wistful gaze,
We're jealous of her peace and innocence.


Extract from © Ugly Sister Sonnet - Where Zebras Go by Sue Hardy-Dawson



Lesson 4: Teacher Model/ Children Apply

Poem	What I think it means
<i>Born plain, we pinch to watch her blue eyes fill,</i>	We are not pretty and we hurt her to make her cry.
<i>Buy a cat to kill the mice that she adores.</i>	She loves mice so we got a cat to kill them.
<i>Her trousseau and her mother's clothes we steal,</i>	
<i>Tear apart her exotic hand-sewn clothes.</i>	
<i>We loathe the pretty birds that comb her hair</i>	
<i>And sickly sweetness, just like beauty, palls.</i>	
<i>The sunlight in her smile must bring despair</i>	
<i>And tuneful singing soon begins to bore.</i>	
<i>Yet we're still haunted by her wistful gaze,</i>	
<i>We're jealous of her peace and innocence,</i>	

Lesson	5	Vehicle Text & Page	Where Zebras Go - Poems by Sue Hardy-Dawson Extract adapted from 'Mermaid' p.34-35 And the other poems covered in previous sessions (See the book for whole poems)
Anchor Questions(s): 'Poetry is written to be performed and listened to, not read from the page'. Do you agree? Use examples from this week's poems to support your answer.		Vocabulary Teaching: Poetic devices, as covered throughout the five lessons and as listed below	Focus Comprehension & Strategies: <ul style="list-style-type: none"> • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Listen to and confidently discuss a wide range of poetry • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
		Focus Content Domain(s): 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	



Extended Apply Session

Through this selection of activities children will need copies of:

- Lesson 5 Vocabulary
- Lesson 5 Extended Application activity
- The Vehicle Text

Activate Prior knowledge: Thinking back over these lessons, consider the poetic devices used by the poet. Teacher to make a list on the flipchart. The list should include: alliteration, rhyme, rhythm, shape/concrete poem, simile, metaphor, humour.

Ask the class to sort these into two groups: devices used to enhance the poem when performing/ listening to it and devices used to enhance the poem when reading it on the page. (For example, alliteration is much more obvious and effective when listening to it as it is about the sounds of the words, whereas a concrete/shape poem has been presented in that way to have a visual effect when you read it from the page)

Vocabulary: Focus on the terminology of the poetic devices and use this as an opportunity to check that the children are all confident using this terminology. Children match the poetic device to the definition. Feedback as a class. Encourage the children to find examples of each in the poetry collection used this week.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the Text: As a class, read 'Mermaid' and share ideas to answer the **Anchor Question** then add responses and thoughts to Lesson 5: Apply activity. (Teacher note: Some modelled answers are included but can be deleted to encourage the children to respond independently before seeing these.)

Written Responses / Evidence Anchor Question(s): Children then choose poems visited this week and add examples from each onto Lesson 5: Apply activity, in order to answer the **Anchor Question**.

Ask the children, once completed, to make a decision then share their views as a class. Do they agree that 'Poetry is written to be performed and listened to, not read from the page'? Encourage children to use evidence from the poems to support their views.

Additional Activity 1:

Children choose their favourite poem to practise and perform to the class, showing an increasing understanding through **Intonation**, tone, volume and action. Ensure children are clear on the features of a good performance. Recap skills from the weeks Fluency segments (**Stress, Intonation, Pausing, Phrasing, Rate**).

Comprehension Questions:

1. Find and copy an example of alliteration used by the poet.
2. Which line shows that the mermaid lives in the water all of the time?
3. What does the mermaid listen to?
4. Would you like to be the mermaid? Why?

Feedback on Learning: Use assessment for learning to inform feedback to the children.

This may include:

- Use of the strategies taught i.e. **Text Mark, Reader effect, Connect Poems,**
- Responses to the **Anchor Questions**

• 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 sessions.

• Depending on the time allocated to this session select all or some of the following activities.

These offer a rich opportunity to perform the poems to each other or to another class - be sure to share this with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult

There are prizes to be won!

Lesson 5: Vocabulary

Poetic devices terminology – Match the device to its definition

alliteration	A poetic device where animals, plants or even inanimate objects, are given human qualities – resulting in a poem full of imagery and description.
assonance	A common poetic device where an object in, or the subject of, a poem is described as being the same as another otherwise unrelated object.
metaphor	A series of words, occurring close together in the phrases or lines of poetry, that have the same first consonant sound.
onomatopoeia	The repetition of syllables, typically at the end of a verse line. Rhymed words conventionally share all sounds following the word's last stressed syllable.
personification	The repetition of the vowel sound across words within the lines of the poem creating internal rhymes.
repetition	The 'formation of a word which describes its sound'. Examples of onomatopoeic words include sizzle, clap, moo, roar, etc.
rhyme	Used to make poetry easier on the ear. Different types of poetry have different rhythms and free verse poetry despite not following a particular pattern still uses rhythm in each line to drive the poem forwards.
rhythm	Groups of lines, sometimes referred to (less precisely) as verses. Poems can be broken up into these which usually share common features such as length, rhyme or rhythm.
simile	Repetition either of a word or a phrase is used in poetry for emphasis.
stanza	A common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'.

Lesson 5: Fluency

My song is silence, wind
and wave, I salt grave
sailed gulls,
on callous cliffs, flimsy ships.
I rot
mute
sleepers in mussel's fists, dust
dark weeds, musty seeds,

Lesson 5: Anchor Question

'Poetry is written to be performed and listened to, not read from the page'.
Do you agree?
Use examples from this week's poems to support your answer.

Lesson 5: Read

Extract from The Mermaid (see the book for the whole poem)

My song is silence, wind
and wave, I salt grave
sailed gulls,
on callous cliffs, flimsy ships.
I rot
mute
sleepers in mussel's fists, dust
dark weeds, musty seeds,
In constant deep
I ebb
and
flow...

Extract from The Mermaid © Where Zebras Go by Sue Hardy-Dawson



Lesson 5: Children Apply

Poetic devices used to enhance the poem when performing/ listening to it.	Poetic devices used to enhance the poem when reading it on the page.
<p>The Mermaid Assonance, for example: <i>and wave, I salt grave sailed gulls,</i></p> <p>Alliteration, for example: <i>Callous cliffs</i></p>	<p>The Mermaid The poem is shaped like the waves on the page.</p>

Lesson 5: Comprehension Questions

1. Find and copy an example of alliteration used by the poet.

2. Which line shows that the mermaid lives in the water all of the time?

3. What does the mermaid listen to?

4. Would you like to be the mermaid? Why?



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 a 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 across a text at words 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 understanding vocabulary 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 logical 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 recalibrate 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 children 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 text structures is to identify their underlying features. When familiar, children 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 a 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 children, 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 links 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, 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 x

Glossary of Phonics Terms

Term	Definition Explanation
phoneme	The smallest single identifiable speech sound in a word i.e. sh/i/p
grapheme	Letter or combination of letters representing a phoneme.
GPC	Grapheme Phoneme Correspondence The mapping of graphemes to phonemes.
decode	The process of decoding a word has two stages. Firstly the individual grapheme-phoneme correspondence is recognized and then the phonemes are blended or synthesized all through the word and read.
blend	Draw individual sounds together to pronounce a word for reading
segment	To split words up into individual phonemes in order to spell
digraph	2 letters representing one phoneme
vowel digraph	2 vowels representing one phoneme e.g. oa
split vowel digraph	Digraph split by consonant ie, s/i/t/e , h/i/d/e
trigraph	3 or more letters representing one phoneme
adjacent consonants	Separate consonant phonemes blended in speech e.g. flat and toast
CVC word	The word structure of consonant phonemes and vowel phonemes e.g. b/oa/t c/a/t sh/ee/p
CCVC word	s/t/o/p
CVCC word	m/i/l/k l/a/m/p
Common exception words 'tricky for now'	Common exception words are not phonically decodable. 'Tricky for now words' are those which the child has not yet learnt the relevant GPC to decode or encode them.
syllable	A unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, For example, the word water is composed of two syllables: wa and ter .

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 -es, -ing, -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 -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 -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
- ✓ appreciate 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 listed in English Appendix 1, 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

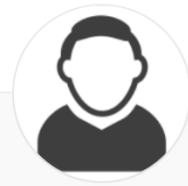
The pupil:

- ✓ 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**

<https://literacycounts.co.uk/product-category/assessment-counts/>

More Incredible Units Online



JORDAN MOORCROFT

St Finbar's Catholic Primary School, Teacher, 2020

'What a fantastic day. It was great to see how a variety of focuses can be targeted in one lesson. 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.'

<https://literacycounts.co.uk/steps-to-read/>

Don't forget to share the work you do!

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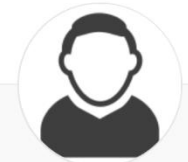
#StepsToRead



'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.'

Helen Pitt

Deputy Head Lunt's Heath Primary School 2020



JAMES SAVAGE

Banks Road Primary School, Assistant Head, 2020

'Literacy Counts have transformed the teaching of English at every level in our school (from teaching assistant, teachers to leadership). We cannot praise them enough'

'Genuinely the best reading training I've been on. Based on research, spoke through logically and loads of practical ideas. If only I'd had this 15 years ago! All we need to do now is teach it!'

James Martin

Dee Point Primary School Senior Teacher 2020

Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing

Take a look at our connected sister product.



Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.

These units are being implemented with great success because they *also* provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- 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