Steps to Read™

Shared Reading Planning

Year 4

Curriculum Driver: Science

Unit A: Living Things/ Habitats/ Animals



READ

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

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

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The 4 Steps Teaching Sequence

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

	1:Read	**Read to Children** 12 mins • Activate Prior Knowledge • Share Anchor Question(s) • Vocabulary • Explore & Respond • Fluency
	2:Model	**Model to Children** 5 mins • Explicitly Model Strategies & Skills • Reference the Text
	3:Practise	**Children Practise** 8 mins • Children Explore & Discuss • Practise Taught Strategies & Skills
	4:Apply	**Children Apply** 10 mins • Evidence Anchor Question(s) • Verbal & Written Responses • Feedback on Learning

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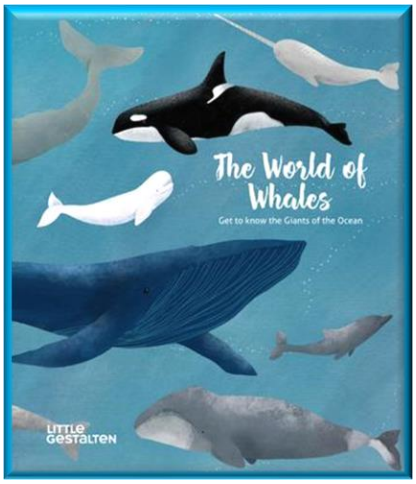
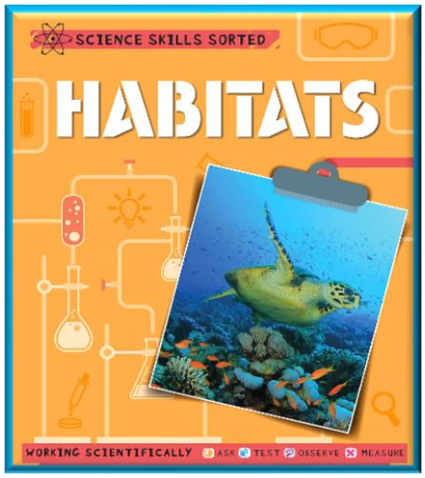
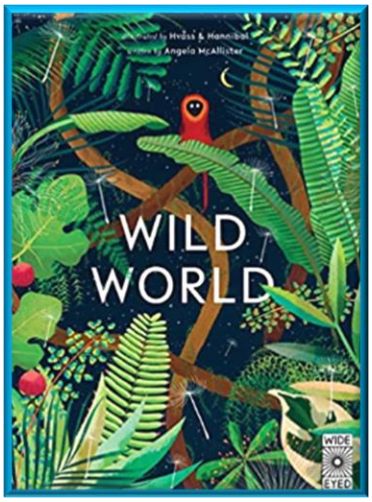
Vehicle Texts for this Unit







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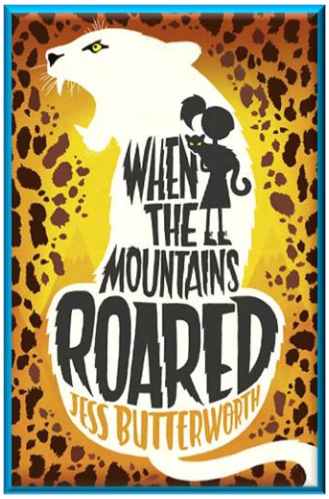

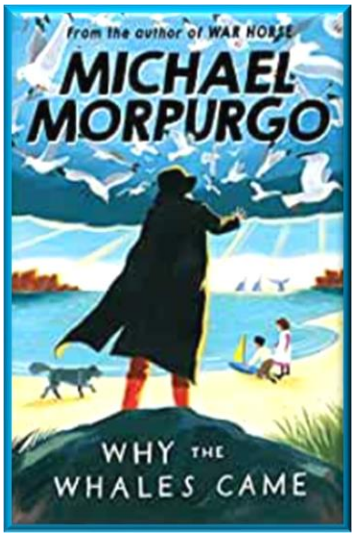

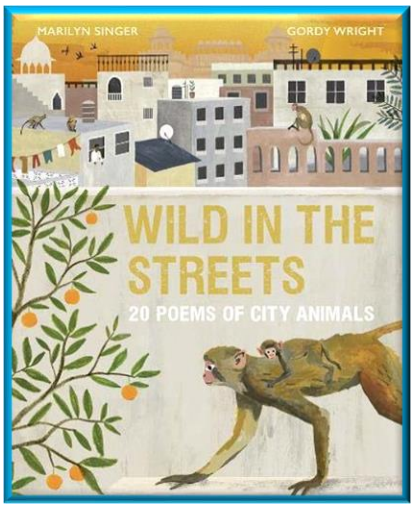

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Unit Focus: Comprehension Skills & Strategies

This Year 4 Unit A

Word Reading

Build on Previous Year & Focus on:

•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

Build on Previous Year & Focus on:

•Read a wide range of books that are structured in different ways and read for a range of purposes

•Identify how language, structure and presentation contribute to meaning

•Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text

•Predict what might happen from details stated and implied

•Confidently retrieve and record information from non-fiction

Skills and Strategies

Build on Previous Year & Focus on:

•Read aloud using punctuation to aid expression including speech

•Self-correction, including re-reading and reading ahead

•Skim to gain an overview of a text, e.g. topic, purpose

•Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points*

•Read short information texts independently with concentration

•Identify how texts differ in purpose, structure and layout

•Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount

Content Domains*

2e predict what might happen from details stated and implied

2f identify / explain how information / narrative content is related and contributes to meaning as a whole

2a give / explain the meaning of words in context

Throughout Year 4 focus on

Comprehension

Throughout Year 4 Focus on:

•Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

•Read a wide range of books that are structured in different ways and read for a range of purposes

•Begin to use more complex dictionaries to check the meaning of many unknown words that they have read

•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence

•Increase 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

Skills and Strategies

Apply the following reading strategies with increasing independence:

Recognise and read *all Year 3&4 W*ord List words with automaticity

•Read texts, including those with few visual clues, 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

Content Domains*

***Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.**

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

Reading Terminology for Pupils

Building on Previous Year and throughout Year 4 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

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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.

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

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

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.

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Step to Read also:

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

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

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

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

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

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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.

Step 1		**Teacher Read** Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s), are shared which enable children to read for a purpose. Questioning and enjoyment with the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.
Step 2		**Teacher Model** 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).
Step 3		**Children Practise** Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.
Step 4		**Children Apply** 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.

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Learning Across the Week

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



In most Steps to Read lessons we:

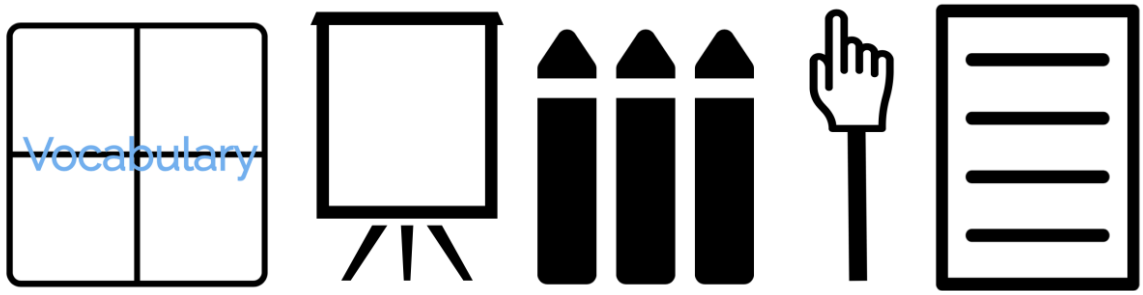
circle evidence

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 lessons.

Before you start:

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

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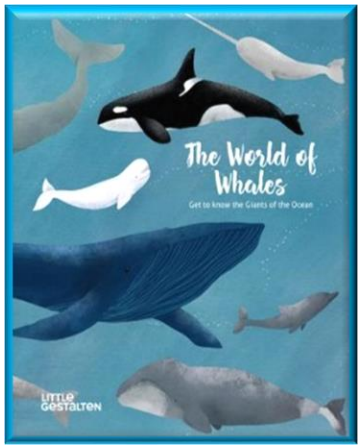
Shared Reading Planning

Year 4

Curriculum Driver: Science

Unit A: Habitats/ Living Things/ Animals

Non-Fiction 1



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

Lesson	1	Vehicle Text & Page	The World of Whales by Darcy Dobell Adapted extracts from pp.14&15 Living Under Water

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How have whales adapted to living underwater?	flexible, plunge, muffled, blubber	• Confidently retrieve and record information from non-fiction • Read short information texts independently with concentration. • Read books which are structured in different ways and for a range of purposes. • Read aloud using punctuation to aid expression. • Identify how language, structure and presentation contribute to meaning • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount	2b retrieve and record information / identify key details from non-fiction 2f identify / explain how information content is related and contributes to meaning as a whole



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover and the blurb of the book. Ask the children about the type of book this is. Ask the children to comment on the features you expect to see (look at the contents and glossary. Note that there is no index in this Vehicle Text). Children to **Think Pair Share** what they already know about whales. Take brief feedback.

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 1: Vocabulary sheet. Model using **Read Find Talk** with '*flexible*'. Teacher Talks: In the text we see the words, '*flexible ribs'*, and it says that the ribs *'fold instead of breaking'* so it means to be able to bend– even under the weight of the water.' Children to work in pairs to locate and underline the other words in the text and use **Read Find Talk** (use Lesson 1: Vocabulary Sheet).

Explore & Respond: Look at pp.14-15. Note the use of the title, introduction in bold print and subheadings which all help to orientate the reader and locate where to find the answers to any questions we might have. Ask the children how the images of the magnifying glasses help them. Read Lesson 1: Teacher Model/Children Practise to the children, **Pausing** to show awareness of punctuation cues - especially brackets and dashes.

Fluency: **Choral reading** of the paragraph '*Diving*', modelling the use of punctuation cues - especially brackets and dashes.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question.** Tell the children that in this Model section, you are going to use the paragraph, 'Diving'.

Reference the text: Model how to **Text Mark** the paragraph *'Diving'*, circling key words and phrases which show us how whales have adapted. Circle: *'flexible ribs', 'blubber keeps them warm', 'blood carries extra energy-giving oxygen'* Model how to use these key words and phrases to answer the **Anchor Question.** See Lesson 1: Teacher Model.



Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the other paragraphs in Lesson 1: Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** the 'Seeing' and 'Sleeping' paragraphs, circling the key words and phrases to answer the **Anchor Question.**

If the children are struggling, consider: *'large, black pupil in a whale's eye grows bigger to let in as much light as possible.', 'half of their brains to sleep at a time.', 'snooze at the surface', 'hang vertically in the water', 'continue swimming slowly while they sleep.'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 1: Children Apply Activity. Children to use their key words and phrases from their **Text Mark** to answer the **Anchor Question.**

Verbal & Written Responses: Pairs to complete the table, then feedback to another pair and then the teacher to take feedback from the children, drawing attention to how they have **Referenced the Text** in their answers.

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

- use of the strategies taught i.e. **Read Find Talk, Text Marking, Referencing the Text**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question

- their pupils get bigger to let more light in for the deep, dark sea
- their ears are specially designed so they can hear sound clearly underwater.
- when they need to sleep, they can put one side of their brain to sleep
- they can sleep at the surface, hang vertically and swim while sleeping

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

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Lesson 1: Vocabulary

flexible	plunge
muffled	blubber

Lesson 1: Fluency

Diving

Some whales can plunge to depths of more the 6,660 ft (2,010m)- 400 times deeper than the deep end of a swimming pool – and stay under water for more than an hour between breaths.

Lesson 1: Anchor Question

How have whales adapted to living underwater?



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Lesson 1: Teacher Model/ Children Practise

Living Under Water

Whales come in all shapes and sizes and all whales are perfectly suited to spending their entire lives underwater.

Diving

Some whales can plunge to depths of more the 6,660 ft (2,010m) - 400 times deeper than the deep end of a swimming pool – and stay under water for more than an hour between breaths. A whale's body is designed for deep water: their flexible ribs fold instead of breaking under the water's crushing weight. Blubber keeps them warm in the freezing depths, while blood carries oxygen to their muscles so they can stay active while holding their breath.

Seeing and Hearing

Dip below the waves and you'll see that the ocean is lit up by the sun's rays. Here, a whale can see for a short distance both above and below water. Dive deeper and the light gets dimmer. The large, black pupil in a whale's eye grows bigger to let in as much light as possible. Sink 660ft (200m) below the surface – 40 times deeper than the deep end of a swimming pool – and it becomes too dark even for whales to be able to see. When they can no longer see, whales use sound to find their way around, to avoid danger, and to communicate with one another. Their ears are designed so that they can hear clearly underwater. Sound is picked up by fatty parts of the jaw then travels through the whale's head to its inner ear.

Sleeping

Whales have to stay alert to make sure they are at the water's surface when it's time to take a breath. But they also need sleep. They have solved this problem by putting one half of their brains to sleep at a time. Some whales snooze at the surface, while others hang vertically in the water. Some can continue swimming slowly while they sleep.

©Extract Adapted from The World of Whales, Darcy Dobell



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Lesson 1: Teacher Model / Children Apply

How have whales adapted to living underwater?	
Diving	Whales have bendy ribs which won't break under the weight of the eater. Their blubber keeps them warm even though the deep water is cold. Their blood carries extra oxygen so they can stay underwater for longer without breathing.
Seeing and hearing	
Sleeping	



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

Lesson	2	Vehicle Text & Page	The World of Whales by Darcy Dobell Adapted from pp.20&21 Humpback Whale

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why is the humpback whale called 'a big performer?'	acrobat, breeding ground, unique, naval	• Confidently retrieve and record information from non-fiction • Read short information texts independently with concentration. • Scan for specific information using a variety of features in texts. • Read a wide range of books that are structured in different ways and read for a range of purposes • Identify how texts differ in purpose, structure and layout • Identify how language, structure and presentation contribute to meaning	2b retrieve and record information and identify key details from non-fiction 2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to **Visualise** what a humpback whale looks like and **Think Pair Share** any facts they know about them. Use the contents page to find the page for humpback whales. Discuss whether this contents page is set out in the usual way. Ask for ideas of why it is not. (It is separated into types of whales then other information about whales rather than in the usual page number order) – Ask children whether it is easier or more difficult to locate what they are looking for. Consider why the author has presented it this way.

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 2: Vocabulary sheet.

Explore & respond: Read Lesson 2: Teacher Model/ Children Practise, paying particular attention to **Intonation**. Look at an enlarged copy of the book and ask children why the sections of writing are in the positions they are in. Consider how each part is linked to the picture of the whale (e.g. the information about the tail is written near the tail on the picture).

Fluency: **Choral Read** the introduction, using **Intonation** to emphasize that the humpback whale is exciting and talented (a big performer).

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the **Anchor Question** and discuss the fact that we need to look for words related to 'performing' in order to answer the **Anchor Question**.

Reference the text: Model **Scanning** the first sentence in the introduction. Locate and circle the word *'launches' and 'heard by other whales for miles around'* and add these to the Lesson 2: Teacher Model sheet.

Teacher Talks: For such a huge creature to launch itself out of the water, makes me think of it as a performer – like it is putting on a show. It wants to be seen and heard by all the others in the same way a performer wants to be noticed. Add your thoughts to the Teacher Model sheet.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the text 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 **Scan** the rest of the text to look for evidence to answer the **Anchor question** - that humpback whales are performers. Children to circle evidence which answer the **Anchor Question.** If children are struggling, consider *'have musical talents', 'sing long, complicated songs with many verses', 'sing a unique song', 'top-selling music album in the 1970s', 'each whale has its own special pattern, like a fingerprint. It shows this off when it slaps its tail'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Children Apply Activity.

Verbal & Written Responses: As a class, return to the **Anchor question** and take feedback on the answers children have recorded. On flip chart, teacher can scribe responses and circle where children **Reference the text**. Address any answers given which do not specifically answer the **Anchor Question.**

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

This may include:

- use of the strategies taught i.e. **Intonation, Scanning, Text Marking**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question

- they do acrobatic moves such as rolls, headstands and spins.
- they sing together
- they have had a best selling album
- they show off their unique tail pattern when they slap their tail

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

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Lesson 2: Vocabulary

acrobat	breeding ground
unique	naval

Lesson 2: Fluency

Wooosh!
A humpback whale launches its huge body clear out of the water, landing with a booming splash that can be heard by other whales for miles around. This ocean acrobat can perform rolls, headstands, tail slaps, and mid-air spins.

Lesson 2: Anchor Question

Why is the humpback whale called ‘a big performer?’



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Lesson 2: Teacher Model/ Children Practise

Humpback Whale – The Big Performer

Wooosh!

A humpback whale launches its huge body clear out of the water, landing with a booming splash that can be heard by other whales for miles around. This ocean acrobat can perform rolls, headstands, tail slaps, and mid-air spins.

Super-singers

Humpback whales have musical talents, too. In the autumn and winter, males sing long, complicated songs with many verses. Every year, whales in each breeding ground come together and sing a unique song.

During the 1950s, American naval engineers created underwater microphones to listen for submarines, but instead they were surprised to hear long, haunting melodies. Researchers soon realised these were the songs of the humpback whales.

Did you know?

A recording of humpback-whale music songs become a top-selling music album in the 1970s.

Did you know?

Every humpback whale likes to be unique. The underside of a humpback's tail is black and white and each whale has its own special pattern, like a fingerprint. It shows this off when it slaps its tail. Humpback whales' flippers are the longest limb of any animal. They can grow to more than 16ft (5m).

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Lesson 2: Teacher Model

Why is the humpback whale called 'a big performer?'	
Word/ phrase	What this tells us about the whale being a performer
launches	Propel itself out of the water – like a rocket For such a huge animal, this is a real skill – wants to show off / perform
heard by other whales for miles around	It wants others to hear and see it.

Lesson 2: Children Apply

Why is the humpback whale called 'a big performer?'	
Word	What this tells us about the whale being a performer

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

Lesson	3	Vehicle Text & Page	The World of Whales by Darcy Dobell Adapted from pp.60&61 Narwhal

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What were past beliefs about narwhals? **B) What are true facts that we know about narwhals?**	tusk, flukes, tusking, barnacles	• Confidently retrieve and record information from non-fiction • Read short information texts independently with concentration. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context • Read a wide range of books that are structured in different ways and for a range of purposes.	2b retrieve and record information and identify key details from non-fiction.



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show children a picture of the narwhal. Discuss. Ask the children what they think it is and where they have seen one before.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: The new vocabulary in this text is mostly subject specific. Children to match the vocabulary cards to their meanings (Lesson 3: Vocabulary). Briefly **clarify** their understanding.
Explore & respond: Read Lesson 3: Teacher Model/ Children Practise. Pause at certain points so that children can **Stop and Jot** their initial ideas about narwhals. Take brief feedback.
Fluency: **Choral read** the introduction, modelling **Pausing** at punctuation cues.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model reading the introduction to answer the first **Anchor Question.**
Teacher Talks**:** Which key words make me think that this is about what people believe rather than facts?
Reference the text: **Text Mark -** circle the words *'tricked', 'magical', 'truth', 'unicorn'. 'actually'* and *'narwhals'*. Talk about how these words help you to answer the **Anchor Question**:
Teacher Talks: *'tricked'* and *'magical'* make me think of things that are made up / they remind me of superstitions. This fits with *'unicorn'* as I know these are not real creatures. So, people believed the tusks were unicorn horns. *'Truth'* and *'actually'* tell me that these are just stories and that really the horns came from narwhals.



Step 3: PRACTISE

Children Practise 8 mins

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.
Practise Taught Strategies & Skills: Children read closely to find facts about narwhals and then **Text mark** – circling the facts as they find them. As modelled, encourage the children to look for key words that tell them facts about the narwhals. Encourage children to refer back to their notes from their **Stop and Jot.** If children are struggling, consider, for example: *'born with just two teeth', 'tusk never stops growing and makes its way through upper lips', 'long feeler', 'Feel temperature, pressure and tiny movements under water.' 'use their tusks to stun their prey with a sharp tap',*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Children Apply Activity - writing their facts about narwhals.
Verbal & Written Responses: Children to complete Lesson 3: Children Apply. Each pair to work with another pair to share and compare their facts. As a class, decide upon three facts that are the most important when informing the reader about narwhals. Discuss and scribe on flipchart.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Stop and Jot, Reference the text, Text Marking**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
- born with 2 teeth
- tusk never stops growing
- used as a sensor
- used to stun prey
- born grey then turn lighter as they age
- tusks grow up to 3m long
- narwhals use 'tusking' to keep their tusks clean.

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Lesson 3: Vocabulary

Word	Definition
barnacles	a long tooth that has developed to be a weapon or sense organ, or just for display.
flukes	when narwhals raise their head above water to gently stroke one another's tusks
tusking	a small shellfish that fixes itself to things in the sea, such as rocks, the bottom of boats and a whale's skin
tusk	the two lobes of a whale's tail

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Lesson 3: Fluency

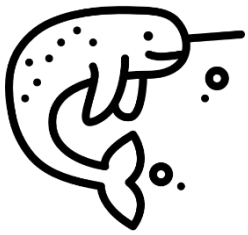
Narwhal – The Unicorn of the Sea

Hundreds of years ago, kings, queens and collectors in Europe were tricked into paying fortunes for magical unicorn horns. Only the traders who sold Arctic goods and the Arctic people themselves, knew the truth. These long, spiral horns actually came from narwhals, small toothed whales that spend their lives in the icy arctic.

Lesson 3: Anchor Questions

A) What were past beliefs about narwhals?

B) What are true facts that we know about narwhals?



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Lesson 3: Teacher Model/ Children Practise

Narwhal – The Unicorn of the Sea

Hundreds of years ago, kings, queens and collectors in Europe were tricked into paying fortunes for magical unicorn horns. Only the traders who sold Arctic goods and the Arctic people themselves, knew the truth. These long, spiral horns actually came from narwhals, small toothed whales that spend their lives in the icy arctic.

Prize Tooth

Narwhals are born with just two teeth. In most males the right tooth never grows at all, while the left tooth grows into a long, spear-like tooth called a tusk. The tusk never stops growing and makes its way through upper lips.

Fancy Feeler

Although the tusk looks like a weapon, it's more like a long feeler. Your teeth have a hard outer coating to protect the nerves inside, but a narwhal's tusk is the opposite: the centre is a hard rod, while the sensitive outer layer helps the whales feel temperature, pressure and tiny movements under water. Narwhals can use their tusks to stun their prey with a sharp tap.

Baby narwhals are born grey and remain dark for their first year. As they age, their bellies become pale and they develop white streaks and spots on their sides and backs. Very old narwhals can turn almost completely white.

Did you know?

Narwhals tusks can grow up to 10ft (3m) in length.

Tooth brushing

Narwhals often raise their heads above water to gently stroke one another's tusks. This is called 'tusking' and may help narwhals keep their impressive teeth free from small sea plants and barnacles.

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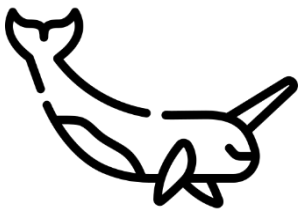
Lesson 3: Children Apply

What facts about narwhals do we know now?

-
-
-
-
-
-
-

Which three of these facts do you think are the most important?

-
-
-



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

Lesson	4	Vehicle Text & Page	The World of Whales by Darcy Dobell Adapted from pp.58&59 Whales and People

Anchor Questions(s):
A) What positive and negative effects have people's actions had on whales?

B) Can you infer whether whales are treated better now or in the past?

Vocabulary Teaching:
herd, harpoons,
Subject specific:
blubber, baleen

Focus Comprehension & Strategies:
- Confidently retrieve and record information from non-fiction
- Read short information texts independently with concentration.
- Draw inferences …and justify their inferences with evidence.
- Read books which are structured in different ways and for a range of purposes
- Identify how texts differ in purpose, structure and layout
- Identify how language, structure and presentation contribute to meaning

Focus Content Domain(s):
2b retrieve and record information and identify key details from non-fiction.

2d: Make inferences from the text/explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show children the pictures from pp.58&59. Ask the children what the images show about the relationship between whales and people. Explain that on this double page, these images are used instead of subheadings to help orientate the reader.
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 4: Vocabulary sheet.
Explore & respond: Read Lesson 4: Teacher Model/Children Practise, pausing after each section to ask children whether it describes a positive or negative effect on whales. Teacher to model using **Stress** to make it clear whether it is a positive or negative. Teacher read: *'In other parts of the world, people and dolphins have learned to **work together** to catch fish.' '…whale had been **hunted** until they were **nearly all gone**.'*
Fluency: **Choral Read** - focusing on using **Stress** as modelled above.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Questions**. Model reading the paragraph, '*In the far northern…*'
Teacher Talks: People eat whale meat and use their bones to make tools and houses. The negative effect on whales is that too many of them will be killed for these uses so they could become endangered.
Reference the text: Circle words and phrases to answer part of the **Anchor question** - negative effects in this case - *'provide meat', 'bones'* and *'tools'*. Also model how to record this onto the Lesson 4: Teacher Model Activity.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of Lesson 4: Teacher Model/Children Practise and read in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to circle key words and phrases to continue to answer **Anchor question A**– see Lesson 4: Children Practise Activity, looking for both negative and positive effects.
If the children are struggling, consider *'dolphins herd the fish toward the fishermen's nets before they feast on the leftovers.' 'whale blubber was made into oil to fuel lamps', 'long, flexible strips of baleen were used as bones to stiffen and shape women's clothes.' 'too many whales were killed.', 'boats with powerful harpoons were used to catch more and more whales.', 'hunted until they were all gone.' 'banned most whale hunting.' 'people love to spend their time watching whales.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete the Lesson 4: Children Apply Activity
Verbal & Written Responses: As a class, share children's answers for negative and positive.
Refer to Anchor Question B) Ask children to **Infer** whether they think whales are treated better now or in the past. Encourage children to **Reference the text** to justify their answer.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Stress, Find Read Talk, Infer, Reference the text**
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Question
Negative:
- demand for products including blubber used for oil lamp and bones used in women's clothes means many whales killed and some became extinct.

Positive:
- dolphins help fishermen
- researchers studying how whales can be helped
- whale hunting is banned
- whale watching became popular

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Lesson 4: Vocabulary

herd	harpoons
blubber	baleen

Lesson 4: Fluency

Sadly, the big demand for whale products meant that far too many whales were killed. Big boats with powerful harpoons were used to catch more and more whales.

Lesson 4: Anchor Questions

A) What positive and negative effects have people's actions had on whales?

B) Can you infer whether whales are treated better now or in the past?

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Lesson 4: Teacher Model/ Children Practise

Whales and People

People and whales share a long history. Like most long stories, this one has happy and sad parts.

In the far northern parts of the world, people have relied on whales for thousands of years. Here, people don't farm crops or animals and few trees grow, but whales provide meat, and their long, strong bones can be made into tools or used to build houses.

In other parts of the world, people and dolphins have learned to work together to catch fish. The dolphins herd the fish toward the fishermen's nets before they feast on the leftovers.

For hundreds of years, whale blubber was made into oil to fuel lamps in streets and homes around the world. The long, flexible strips of baleen were used as bones to stiffen and shape women's clothes.

Sadly, the big demand for whale products meant that far too many whales were killed. Big boats with powerful harpoons were used to catch more and more whales.

By the 1950s, many types of whale had been hunted until they were all gone. At the same time, people were learning more about the intelligence and beauty of whales. By the 1980s, many countries had banned most whale hunting.

Today, the numbers of some species of whales are recovering from the years of hunting, but others are still rare. Researchers are studying how we can help these gentle giants. We are just beginning to learn what whales, and the people who live closely with them, can teach us. And around the world, people love to spend their time watching whales. Perhaps our future together can be a happier story.

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Lesson 4: Teacher Model/ Children Apply

What negative effects have people's actions had on whales?	
People's actions	Negative effect on whales
Eat whale meat and use bones for tools	that too many of them will be killed for these uses so they could become endangered

Lesson 4: Children Apply

What positive effects have people's actions had on whales?	
People's actions	Positive effect on whales

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

Lesson	5	Vehicle Text & Page	The World of Whales Adapted from pp.64&65 Helping Whales

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How can people help whales?	baleen, prey, traplines, pollution, krill	• Skim to gain an overview of a text, e.g. topic, purpose • Scan for specific information using a variety of features in texts • Read short information texts independently with concentration • Apply growing knowledge of root words, prefixes and suffixes • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context • Confidently retrieve and record information from non-fiction • Identify how language, structure and presentation contribute to meaning	**2b** retrieve and record information / identify key details from fiction and non-fiction **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Vocabulary
- Lesson 5: Extended Application Activity
- the Vehicle Text

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.

Activate Prior knowledge: Ask children to **Think Pair Share** what they found out about the way the actions of humans impacts on the lives of whales.

Vocabulary: Consider the words '*undisturbed*' and '*harmful*' which are in today's **Vehicle Text**. Ask children to identify the root word and the prefix/ suffix for each. In pairs, the children have two minutes to list any other words with 'un-' prefix and '-ful' suffix.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Give children a copy of Lesson 5: Teacher Model/ Children Practise and ask them to **Skim** to get the general gist of the page. Next, set children the **Anchor question** and encourage them to **Scan** the text. Encourage children to **Stop and Jot** as they read it all. Also encourage the children to **Text Mark** –circling the key words and phrases which will provide evidence when they answer the **Anchor Question.**

Written Responses / Evidence Anchor Question(s):
Explain to the children that their task is to create a poster to encourage people to 'Help the Whales'. They should include three main changes from the text that people should make in order to help whales.
Share posters as a class and discuss whether they have all included the same three changes in order to answer the **Anchor Question** or if there are different alternatives. Share any additional information children included to interest the reader. Children can also consider any additional information that would be of interest to the reader (but is not essential to the **Anchor Question**) that they would like to add to the poster.

Comprehension Questions
1. How many whales were killed not long ago?
2. Why do ships cause problems to whales?
3. How do the illustrations help the reader to understand the text better?
4. What is the effect of adding the question, 'What would you do?'?
5. Name the two ways that pollution causes problems for whales?

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Skim, Scan, Text Mark, Stop and Jot, Reference the Text**
- responses to the **Anchor Questions**.

•Responses they have given to the **Anchor Questions** & Comprehension Questions

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Lesson 5: Anchor Question

How can people help whales?

Lesson 5: Children Practise

Helping Whales

Not long ago, more than 50,000 whales were killed each year for their meat, oil, and baleen. The big whale hunts have ended, which is good news for the whales, but most still face dangers.

Big Ships, Big Trouble

Every day, tens of thousands of ships sail on the world's oceans, carrying people and goods from place to place. The ships' powerful engines make a lot of noise under water, which makes it difficult for whales to communicate and listen out for their prey. Whales are also sometimes hit by ships.

Gone Fishing

Many whales eat fish and shrimp, and so do many people. As fishing boats take more seafood from the sea, whales are finding it harder to get enough to eat. Whales can also get tangled up in fishing nets and traplines.

How to Help

Around the world, many people are working hard to help whales. Some are creating protected areas in the sea, where whales and other sea creatures can live undisturbed. Others are finding new ways to catch fish without harming whales, or creating engines to make ships quieter. Even people living far from the sea can help. Anything that keeps the air, land, and water cleaner will help to make the ocean healthy

Sea sickness

Pollution is a big problem for the sea. Litter and harmful materials in rivers, on land, and even in the air all end up in the sea. Some kinds of pollution hurt the fish that whales need for food. Other kinds of pollution can make the whales sick.

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Lesson 5: Children Apply - Comprehension Questions

1. How many whales were killed ‘not long ago’? _____

2. Why do ships cause problems to whales?

_____

_____

3. How do the illustrations help the reader to understand the text better?

_____

_____

_____

4. What is the effect of adding the question, ‘What would you do?’

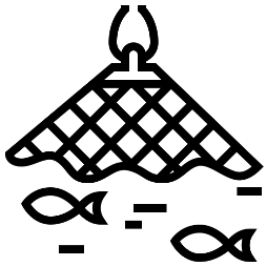
_____

_____

5. What are the two ways that pollution causes problems for whales?

1._____

2._____



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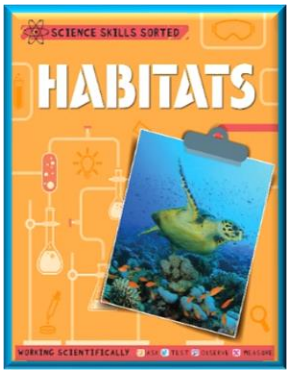
Shared Reading Planning

Year 4

Curriculum Driver: Science

Unit A: Habitats/ Living Things/ Animals

Non-Fiction 2



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

Lesson	1	Vehicle Text & Page	Habitats – Science Skills Sorted by Anna Claybourne Adapted from p.4 What is a Habitat?

Anchor Questions(s):
How has the sand cat adapted to its habitat?

Teacher Model Question:
How has the humpback whale adapted to its habitat?

Vocabulary Teaching:
habitat, adapted, species, organism, biome, ecosystem, venomous

Focus Comprehension & Strategies:
- Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Self-correction, including re-reading and reading ahead
- Identify how texts differ in purpose, structure and layout
- Confidently retrieve and record information from non-fiction
- Check that the text makes sense to them.

Focus Content Domain(s):
2b retrieve and record information / identify key details from non-fiction
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover. Ask the children about the type of book this is. Ask the children to comment on the features you expect to see. (Look at the contents, index and glossary). Children to share what they already know about habitats. Take brief feedback. Open to pp.4&5 and have an enlarged copy too. Looking at the page, ask children to **Think Pair Share** the layout features which help to orientate the reader (discuss the title, subheadings, pictures, captions, bold print, map). Ask the children why they think that the author chose to present the biomes information as a map.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Children have a set of the words for Vocabulary Teaching (use Lesson 1: Vocabulary Sheet). Children to **Find Read Talk-** explain the words they can and put any they cannot explain aside (to return to at the end of the lesson).
Explore & Respond: Read Lesson 1: Teacher Model/ Children Practise to the children. Model how to **Self-correct** (e.g. read '*desert*' as '*dessert*' then model realising that it doesn't make sense in the sentence and re-read.)
Fluency: Children to read the first paragraph aloud in pairs, taking turns to read a sentence each. Encourage each other to **Self-correct** where possible. Feedback as class to share when **Self-correct** was used.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Teacher Model Question.**
Model how to **Text Mark** the paragraph starting, *'On the other hand, a humpback whale…'* focusing on and circling key words and phrases which show us how whales have adapted. Model how to use these key words and phrases to answer the **Anchor Question.** Add to Lesson 1: Teacher Model.
Reference the text: Circle: *'flippers', 'ocean', 'rubbery skin', 'blowhole on its head for breathing'*

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the text and read through in pairs. Use the Lesson 1: Teacher Model / Children Practise sheet extract to help aid discussions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussion.
Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** and circle the key words and phrases to answer the **Anchor Question.**
If the children are struggling, consider: *'fur on the soles of its feet to help it walk over hot sand.' 'fur keeps it warm at night,', 'big ears and sharp eyesight help it find small', 'sand cat needs desert rodents and lizards to feed on'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 1: Children Apply Activity.
Children to use the key words and phrases from their **Text Mark** to help them to answer the **Anchor Question** for each given aspect of the habitat.
Verbal & Written Responses: Teacher to take feedback from the children, drawing attention to how they have **Referenced the Text** in their answers.
Ask the children to return to the new, unknown vocabulary they had set aside at the beginning of the session. Ask whether they managed to work out the definition when reading it in the **Vehicle Text.** Share definitions and **Clarify**.

Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
- use of the strategies taught i.e. **Self-correct, Find Read Talk, Text Marking, Referencing the Text**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
- fur on the soles of feet to protect it from hot sand.
- furry body because desert gets cold at night
- big ears to hear prey
- sharp eyesight to find prey in dark
- feeds on rodents and lizards which live in desert

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Lesson 1: Vocabulary

habitat	adapted
species	organism
biome	ecosystem

Lesson 1: Fluency

Habitats and Biomes
A habitat can be big, like a desert, or small like a pond or an old, hollow log. On a large scale, the Earth's surface can be divided into several main habitat types, called biomes. Each biome also contains many smaller habitats.

Ecosystems
An ecosystem means a habitat and all things living in it. Besides needing the right habitat, living things depend on other organisms in their ecosystem.

Lesson 1: Anchor Question

How has the sand cat adapted to its habitat?

Teacher Model Question:
How has the humpback whale adapted to its habitat?

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Lesson 1: Teacher Model/ Children Practise

What is a habitat?

A habitat is the natural home of an animal, plant or other living thing. Each type, or species, of living thing has its own habitat, where it is found in the wild.

For example, the sand cat is a desert animal. Its natural habitat is sandy or rocky deserts in North Africa and parts of Asia.

Living things are adapted, or suited to their habitats. The sand cat has fur on the soles of its feet to help it walk over hot sand. Its fur keeps it warm at night, when deserts can be cold. Its big ears and sharp eyesight help it find small prey in the dark.

The Right Habitat

Each living thing, or organism, needs to be in the right habitat to survive. Put the sand cat in the North Atlantic Ocean and it would not be happy! It wouldn't be able to swim for long, or hold its breath underwater to go hunting. Its thick fur would get wet and become heavy, and it would soon get too cold.

On the other hand, a humpback whale is adapted to life in the ocean, with its flippers, rubbery skin, and a blowhole on its head for breathing. But in the desert it wouldn't survive a day. It would overheat and be unable to move.

If habitats change or get damaged, living things can struggle to survive. For example, forest creatures, such as monkeys, can die if their forest habitat is cut down.

Habitats and Biomes

A habitat can be big, like a desert, or small like a pond or an old, hollow log. On a large scale, the Earth's surface can be divided into several main habitat types, called biomes. Each biome also contains many smaller habitats.

Ecosystems

An ecosystem means a habitat and all things living in it. Besides needing the right habitat, living things depend on other organisms in their ecosystem. For example, a sand cat needs desert rodents and lizards to feed on. In turn, these animals need to eat desert plants or insects.

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Lesson 1: Teacher Model

How has the humpback whale adapted to its habitat?	
Aspect of the Habitat - Ocean	How the whale has adapted
Cold	Rubbery skin to keep it warm
Lives in the water	Blowhole to help it breathe on the surface Flippers to help move through the water

Lesson 1: Children Apply

How has the sand cat adapted to its habitat?	
Aspect of the habitat	How the sand cat has adapted
Hot sand	
Cold at night	
Dark	
Other creatures live there (e.g. desert rodents and lizards)	

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

Lesson	2	Vehicle Text & Page	Habitats – Science Skills Sorted Adapted from pp.8&9 Wildlife Habitats

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How can our growing knowledge of root words, prefixes, suffixes and compound words help us to read? **B) Why has the author organised the text in this way?**	untidy, overgrown, harmless, harmful	• 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. • Identify how texts are organised • Read a wide range of books that are structured in different ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning	2a give / explain the meaning of words in context 2f identify / explain how information is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: **Think Pair Share:** What is a root word, a prefix and a suffix?
Share Anchor Question(s): Explicitly and refer to this throughout the lesson. This **Read** section focuses on **Anchor Question A)**.
Vocabulary: Use Lesson 2: Vocabulary. Ask children what they notice about these four words from the **Vehicle Text**. Draw attention to the root word in each. Ask the children to identify the prefix/ suffix in each case and then to **Read Find Talk** to figure out the meaning of the prefix/suffix and the whole word.
Explore & respond: Read Lesson 1: Teacher Model/ Children Practise aloud, paying particular attention to root words, prefixes and suffixes (*untidy, overgrown, harmless, harmful*) and compound words (*hedgerows, moorland, seashore, houseflies, silverfish, bathrooms*), modelling how using this growing knowledge within **Word Reading** can help you to read unknown words.
Fluency: **Paired Read** – p.9 – Habitat Trail (Science experiment) Focus on **Phrasing** – encouraging the children to use longer pauses between each section of text so they are separated into meaningful units.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share **Anchor question B.** Use an enlarged copy of the double-page 8-9. Model identifying organisational devices used by the author.
Teacher Talks: I can see that the author has used arrows. This helps me as a reader because it helps me to know which way to read the text and shows which order the sections go in.
On a copy of p.8, focus on the line which shows the actual size of the insect, in addition to the enlarged picture:
Teacher Talks: This is helpful as it shows me the actual size that the insect would be, to aid my understanding.
Reference the text: **Text Mark** the organisational device by circling and labelling each. Also, model adding these to the Lesson 2: Teacher Model Activity sheet.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine a copy of pp.8-9 in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Text Mark** the organisational devices by circling and labelling them, then complete Lesson 2: Practise Activity sheet.
Take feedback from the class. Encourage children to share which device they think is the most helpful in ensuring clarity for the reader.
If the children are struggling, consider: subheadings, images, equipment list, warning box

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 2: Children Apply Activity and Flip chart responses from the class.

Verbal & Written Responses: Children to complete Lesson 2: Children Apply.
Feedback and refer to the Anchor Question. Consider why the author used these organisational devices and focus on the **Reader Effect.**
Ask the children if they can think of any ways to improve the layout of this text further.

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

- use of the strategies taught i.e. **Read Find Talk**, **Word Reading, Phrasing, Text Marking, Reader Effect**
- responses to the **Anchor Questions**

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

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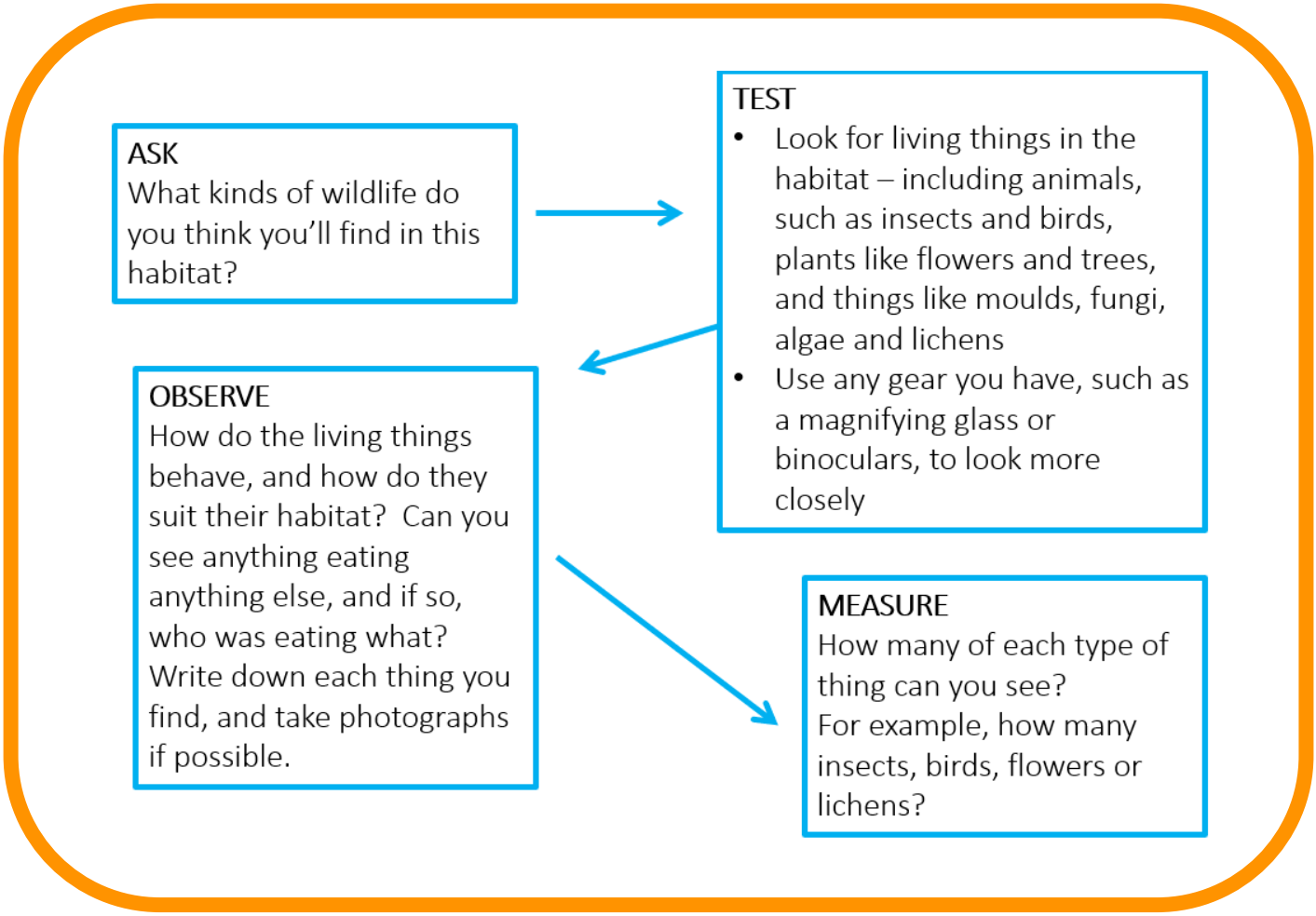
Lesson 2: Vocabulary

untidy	overgrown
harmless	harmful

Lesson 2: Fluency



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Lesson 2: Anchor Questions

A) How can our growing knowledge of root words, prefixes, suffixes and compound words help us to read?

B) Why has the author organised the text in this way?

C) How could it be improved?

Lesson 2: Teacher Model/ Children Practise

Wildlife Habitats

Wherever you live, even if it's a town or city, there will be habitats where living things are found. Habitats near you might include gardens, hedgerows, woods, moorland, the seashore or a local park.
Untidy, overgrown gardens make a great habitat for insects, birds and snails.

Home Habitats

Our own homes are habitats, too. Some living things, such as houseflies, silverfish, moulds and house spiders are well-suited to living alongside us. In fact, the human body is also a habitat! Many types of bacteria live on our skin and inside our bodies. Some bacteria can make you ill, but most are harmless. Bacteria in our intestines help us to digest food, and to keep other, more harmful bacteria away.

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Habitat Trail

Choose a local habitat that you can reach easily, such as a garden at home or school, or a park, and go wildlife spotting.

You will need:

Notepad

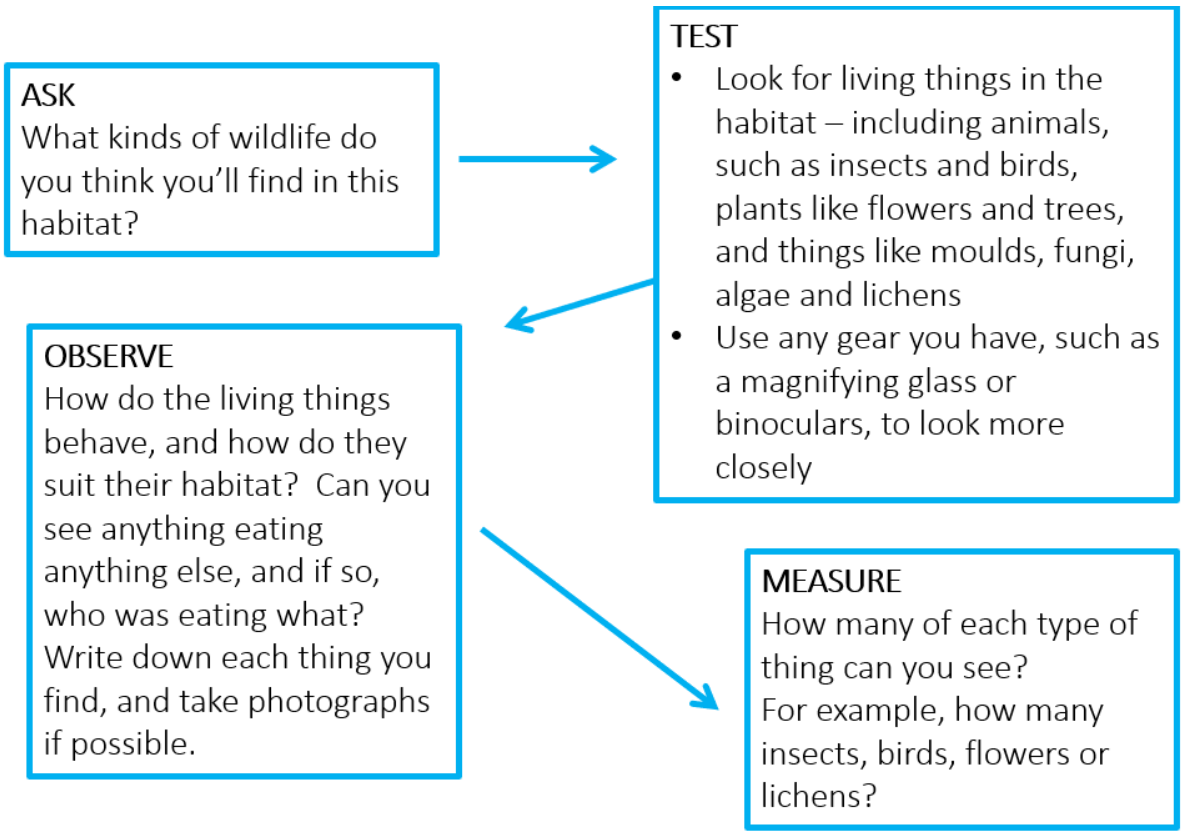
Pen or pencil

Optional:

Magnifying glass or bug viewer

Camera or smartphone

Binoculars



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Lesson 2: Teacher Model

Why has the author organised the text in this way?	
Organisational device used by the author	**How it helps the reader**
Arrows	Show the reader which order to read the information
Enlarged picture and line to show the actual size of the insect	The larger picture enables the reader to see all the features of the insect but the line also shows the actual size to aid understanding.

Lesson 2: Children Apply

Why has the author organised the text in this way?	
Organisational device used by the author	**How it helps the reader**

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

Lesson	3	Vehicle Text & Page	Habitats – Science Skills Sorted Adapted from pp.18&19 Keystone Species

Anchor Questions(s):
Explain how worms are a keystone species.

Teacher Model Question:
Explain how bees are a keystone species.

Vocabulary Teaching:
keystone species, ecosystem, pollinate, reproduce, aphids, sea urchins, kelp, marine, channels, burrowing

Focus Comprehension & Strategies:
- Confidently retrieve and record information from non-fiction
- Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context
- Read a wide range of books that are structured in different ways and for a range of purposes.

Focus Content Domain(s):
2b retrieve and record information and identify key details from non-fiction.

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share only the title with the children: 'Keystone Species'. Children to try to **Predict** what it could be about. Show the pictures and see if this makes it easier to **Predict**.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: The new vocabulary in this text is mostly subject specific. Children to match the vocabulary cards to their meanings (Lesson 3: Vocabulary). **Clarify** understanding.
Explore & respond: Read all of Lesson 3: Teacher Model/Children Practise. Model reading at a slower **Pace** for clarity as this is new learning. Children to notice and underline new vocabulary as it appears in the text.
Fluency: **Choral Read** –considering **Pace** and reading slowly for clarity.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to Teacher Model Question. **Text Mark** by circling key words and phrases to help answer the model question.
Reference the text: Circle: *'Pollinate flowers', 'spreading pollen', 'plants make seeds', pollen grains stick', 'brush off onto flower'. 'many other creatures'.* Model how to **Visualise** this information, drawing a picture and then talking through the picture to help you to understand the process. Explain to the children that you now know that bees are keystone species as they help plants to reproduce and provide habitats for other animals.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question**. Children to re-read Lesson 3: Teacher Model/Children Practise. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to use **Text Marking** by circling key words and phrases as to why worms are a keystone species and what they do to help the ecosystem work well. Talk about the images the words create in their minds. Children to **Visualise** and draw a picture to help them to understand the process.
If the children are struggling, consider: *'mix up the soil', 'make channels that let air and water in.' 'makes a better habitat for plants' 'roots to grow in'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 3: Children Apply Activity.

Verbal & Written Responses: Children to answer the **Anchor Question** by completing Lesson 3: Children Apply Activity. Each pair to answer the **Anchor Question** then share answers with their group. Teacher to scribe each group's answers on flip chart.

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

- use of the strategies taught i.e. **Predict, Stop and Jot, Phrasing, Visualising**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
- mix up the soil
- make channels which let water and air in
- make the habitat better for the roots of plants and for other animals.

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

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Lesson 3: Vocabulary

Word	Definition
keystone species	to deposit pollen on a flower or plant and so allow fertilization
ecosystem	to produce offspring
pollinate	small bugs which feed by sucking sap from plants
reproduce	a habitat and all the living things in it, which work together as a system
aphids	a type of large seaweed
kelp	relating to or found in the sea
marine	a species that helps its ecosystem and the living things in it

Lesson 3: Fluency

Sometimes a species improves the habitat it lives in. When a living thing is key to the ecosystem working well, scientists call it a keystone species.



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Lesson 3: Anchor Question

Explain how worms are a keystone species.

Teacher Model Question:
Explain how bees are a keystone species.

Lesson 3: Teacher Model/ Children Practise

Keystone Species

Sometimes a species improves the habitat it lives in. When a living thing is key to the ecosystem working well, scientists call it a keystone species.
For example, honeybees are a keystone species. They pollinate flowers, spreading pollen from one another. This allows plants to make seeds and fruit so they can reproduce. Bees helping plants to survive creates food and habitats for many other creatures too – aphids, ants, rabbits, butterflies and birds and so on. Yellow pollen grains stick to the honeybee's body and brush off onto the next flower it visits.

Sea Otter

The sea otter is a keystone species. It eats sea urchins – animals relate to starfish. Sea urchins eat kelp stems. If there are too many sea urchins, kelp forests can be destroyed.
Kelp forests are habitats for marine life. By eating sea urchins, sea otters help kelp forests and other animals.

Earthworms

Earthworms are a keystone species. They mix up the soil and make channels that let air and water in. This makes a better habitat for plants' roots to grow in and for animals to live in.

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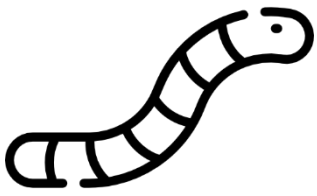
Lesson 3: Children Apply

Explain how worms are a keystone species.



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

Lesson	4	Vehicle Text & Page	Habitats – Science Skills Sorted Adapted from p.26 Climate Change

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression do you get of climate change and which words and phrases make you think that?	climate, climate change, global warming, atmosphere, greenhouse gases, greenhouse effect	• Confidently retrieve and record information from non-fiction • With increased independence, develop views about what is read • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context • Read books which are structured in different ways and for a range of purposes • Identify how language, structure and presentation contribute to meaning	2a give / explain the meaning of words in context 2b retrieve and record information and identify key details from non-fiction.



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Give children the vocabulary list. Ask children when and where they have heard these words and phrases before. **Think Pair Share** what they think the words and phrases mean.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Give the children a copy of the glossary from the **Vehicle Text** (p.30) Children to use **Read Find Talk** to **clarify** meaning of the Vocabulary list.
Explore & respond: Read Lesson 4: Teacher Model/Children Practise with the new vocabulary hidden (blanked out). Pause at each blank and ask the children to choose one of the words/phrases to fit in, using their understanding of the sentence to **Predict** the missing word.
Fluency: **Choral Read** of the '*Global Warming*' section – focusing on maintaining a steady **Rate** and reading at an appropriate pace now that all of the vocabulary is familiar.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Remind children of the **Anchor Question.** Explain that you are going to read the second paragraph, see what impression you get of climate change and which words and phrases gave you that impression. Model re-reading the second paragraph, beginning '*Weather and seasons…*'
Reference the text: Circle: '*struggle*'
Teacher Talks: '*Struggle*' makes me think it is difficult. It says that some living things would find it hard to survive. This would tell me that climate change is bad and be a very worrying thing for living things. Add this idea to the **Mind map** (see Lesson 4:Teacher Model).



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the Anchor Question. Children to examine the text and read through in pairs. Use the Lesson 4: Teacher Model / Children Practise sheet extract to help aid discussions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart and encourage discussion.
Practise Taught Strategies & Skills: Children to use **Text Marking** and circle words and phrases which show what impression they get of climate change.
If children are struggling, consider *'a pond could dry up' 'living things can lose their home', 'no longer be good for the animals living there'., 'getting warmer at a faster rate' 'trap the sun's heat and make the world warmer'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 4: Children Apply Activity. Also, this session could be recorded (for example on iPad/Dictaphone) as evidence.
Verbal & Written Responses: Briefly share Mind Map ideas. Explain to children that they are going to use role play to answer the **Anchor Question**. The teacher is a radio DJ, hosting a programme about Climate Change. The children can 'phone in' to share their views on what they think of Climate Change – using words and phrases from the **Vehicle Text**. Children are encouraged to **Reference the text** when giving their views.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Think Pair Share, Predict, Choral Read, Text Mark, Read Find Talk, Reader Effect, Reference the text**
- responses to the **Anchor Questions**.

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Lesson 4: Vocabulary

climate	climate change
global warming	atmosphere
greenhouse gases	greenhouse effect

Lesson 4: Fluency

Over time, Earth's climate changes naturally. In the past it has been much warmer or colder than it is now – during ice ages, for example.

These changes happen very slowly, and many species adapt to them. However, Earth is now getting warmer at a faster rate – often known as global warming. Scientists think this is because of gases released into the atmosphere by our factories, power stations and vehicles. Some of them, called greenhouse gases, trap the sun's heat and make the world warmer. This is called the greenhouse effect.

Lesson 4: Anchor Question

What impression do you get of climate change and which words and phrases make you think that?

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Lesson 4: Read

[redacted]

Habitats and biomes depend on their [redacted] or the weather patterns where they are, staying approximately the same. Living things adapt to the temperature, rainfall and sunshine levels of their habitat.

Weather and seasons vary, of course, and that is normal. But if the climate changes overall, habitats change too, and some living things will struggle to survive. For example, if the climate became warmer and drier, a pond could dry up. A pond habitat supports many plant and animal species. If a pond dries up, living things can lose their home. It would no longer be good for the animals living there.

[redacted]

Over time, Earth's climate changes naturally. In the past it has been much warmer or colder than it is now – during ice ages, for example.

These changes happen very slowly, and many species adapt to them. However, Earth is now getting warmer at a faster rate – often known as global warming. Scientists think this is because of gases released into the [redacted] by our factories, power stations and vehicles. Some of them, called [redacted] trap the sun's heat and make the world warmer. This is called the [redacted]

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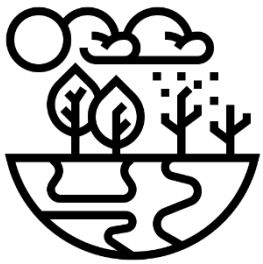

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Lesson 4: Teacher Model/ Children Practise

Climate Change

Habitats and biomes depend on their climate, or the weather patterns where they are, staying approximately the same. Living things adapt to the temperature, rainfall and sunshine levels of their habitat.

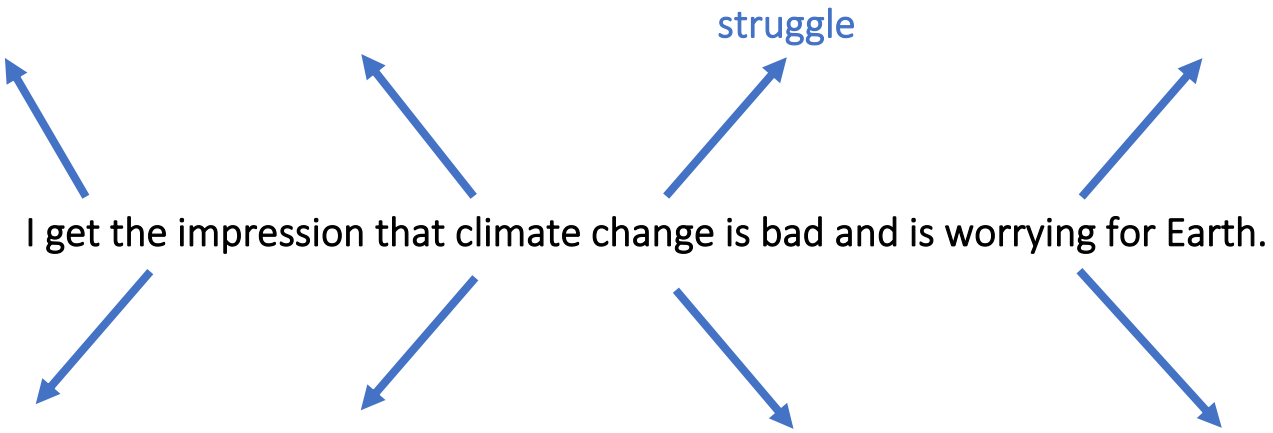
Weather and seasons vary, of course, and that is normal. But if the climate changes overall, habitats change too, and some living things will struggle to survive. For example, if the climate became warmer and drier, a pond could dry up. A pond habitat supports many plant and animal species. If a pond dries up, living things can lose their home. It would no longer be good for the animals living there.

Global Warming

Over time, Earth's climate changes naturally. In the past it has been much warmer or colder than it is now – during ice ages, for example.

These changes happen very slowly, and many species adapt to them. However, Earth is now getting warmer at a faster rate – often known as global warming. Scientists think this is because of gases released into the atmosphere by our factories, power stations and vehicles. Some of them, called greenhouse gases, trap the sun's heat and make the world warmer. This is called the greenhouse effect.

Lesson 4: Teacher Model/ Children Apply



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

Lesson	5	Vehicle Text & Page	The World of Whales pp.10&11 In the beginning Habitats – Science Skills Sorted p.10 - Adaptations

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) What is good about the Vehicle Text? **B) What could be improved?** **C) Which Vehicle Text do you think is better at informing the reader about evolution?**	adaptations, evolution, camouflage, generations, mammals, predator	• Read a wide range of books that are structured in different ways and read for a range of purposes • Read short information texts independently with concentration. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context • Confidently retrieve and record information from non-fiction • With increased independence develop views about what is read • Identify how texts are organised • Identify how language, structure and presentation contribute to meaning	**2b** retrieve and record information / identify key details from fiction and non-fiction **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole 2h: Make comparisons within and between texts



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Vocabulary
- Lesson 5: Extended Application Activity
- the Vehicle Text (in this case, the online article)

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.

Activate Prior knowledge: Children to have one copy between two of The World of Whales, pp.10&11 and Habitats – Science Skills Sorted p.10 and the Glossary from both **Vehicle Texts.** Explain to the children that in this session, they will be applying their learning to both of the Vehicle Texts which they have used over this unit.

Vocabulary: In pairs, using **Read Find Talk**, children will read the vocabulary list: Lesson 5: Vocabulary and then independently use the glossary from each book to find the meanings.

Share Anchor Questions: Refer to these throughout the session.

Enjoy and Respond to the text: Children to work in pairs to read both of the texts. Explain to children that their task Lesson 5: Children Apply Activity is to **Connect Books.** Circle words, phrases and devices that they think are good and annotate any improvements they consider.

Written Responses / Evidence Anchor Question(s):
Children to complete Lesson 5: Children Apply, filling in the table. They will decide what is good about each text, what would improve each text then decide which text they think is better at informing the reader about evolution.

Additional Activity:
Children to write a letter to the author of their chosen text, telling them their opinions about what is good and what could be improved. Also encourage the children to share these letters with a partner.
Children can also tell the author their opinions on other aspects of the **Vehicle Texts** which they have noticed throughout the unit, focusing on the **Reader Effect**.

Comprehension Questions for written responses in Reading Journal
Look at p.10 from the Habitats book:
1. How is the caterpillar adapted to its habitat?
2. Match dates to the different stages of the evolution of reptiles.

Look at The World of Whales pp.10&11:
3. When did the story of evolution start?
4. How long can a Dorudon grow to be?
5. How did the Indohyus's heavy bones help it to survive?

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught **Read Find Talk**, **Connect Books**, **Reader Effect**
- responses to the **Anchor Questions**

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Lesson 5: Vocabulary

adaptations	evolution
camouflage	generations
mammals	predator

Lesson 5: Anchor Questions

A) What is good about the Vehicle Text?

B) What could be improved?

C) Which Vehicle Text do you think is better at informing the reader about evolution?

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Lesson 5: Children Apply

Vehicle Text	A) What is good about the text?	B) What could be improved?
In the beginning		
Adaptations		
C) Which do you think is better at informing the reader about evolution?		

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Lesson 5: Comprehension Questions

Look at p.10 from the Habitats book:

1. How is the caterpillar adapted to its habitat?

_____

_____

2. Draw an arrow to match each date to the different stage of the evolution of reptiles.

Watery habitat	340-350 million years ago
Lives both on land and water	400 million years ago
Land habitat	315-310 million years ago

Look at The World of Whales pp.10-11:

3. When did the story of evolution start? _____

4. How long can a Dorudon grow to be? _____

5. How did the Indohyus's heavy bones help it to survive?

_____

_____

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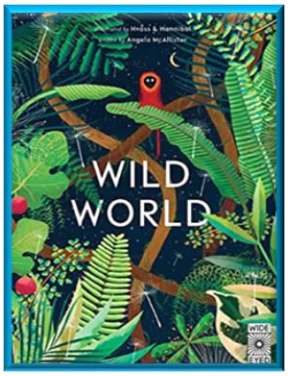
Shared Reading Planning

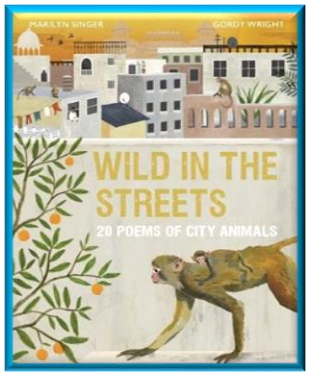
Year 4

Curriculum Driver: Science

Unit A: Habitats/ Living Things/ Animals

Poetry





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

Lesson	1	Vehicle Text & Page	Wild World by Angela McAllister - adapted from Rainforest Wild in the Streets by Marilyn Singer

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do you think life in the rainforest like below the canopy? Which words and phrases make you think this? Teacher Model Question: **What do you think life in the rainforest like above the canopy? Which words and phrases make you think this?**	canopy, shaft of light, termites	• 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 • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text	2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied.

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover of both books which will be shared over the next five sessions.
Teacher note: Hide the heading '20 Poems of City Animals'. Use **Think Pair Share** to ask the children to **Predict** the content of the books, encouraging them to relate their initial predictions to the illustrations and titles. Tell the children that each book is full of poems – one about the wild habitats and one about what happens when their wild habitats are destroyed.
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 poem. Use **Find Read Talk** and refer to Lesson 1: Vocabulary sheet.
Explore & respond: Read '*Rainforest*' to the class, use expression to show the contrast in atmosphere between the first part (above the canopy) and the second part (below the canopy). Ask the children what type of poem it is. Explain that it is free verse because it does not rhyme.
Fluency: **Choral read** the fluency extract, using expression and **Intonation** to show the contrast in atmosphere.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Model Question**. Model **re-reading** the first part of the poem (above the canopy) in order to answer the question. Use **Think aloud,** to model your thinking.
Teacher Talks: It *is 'loud with the swing, swoop and song of life'* which sounds happy and alive. The birds are *'bright'* which is a positive word and I imagine them to be colourful. The apes *'chatter'* which makes them sound friendly and happy. The fruit is described as *'plump'* and it *'ripens'* and *'tempt'* makes me think the animals want the fruit because it is so good. Life is bright, bountiful, lively and noisy.
Reference the text: Model locating the words and phrases that provide the answer. On an enlarged copy of the text, circle the words that provide evidence (noted above) of what it is like above the canopy. Next, model writing what it makes you think (e.g. makes them sound friendly and happy) in a thought bubble next to that part in the poem.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the second part of the poem (from *'But what is hidden'*…) and read through in pairs. Use the Lesson 1: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart
Practise Taught Strategies & Skills: Encourage the children to use **Think aloud** with their partner as modelled.
Children to locate and circle the words and phrases that provide evidence of what it is like below the canopy. If the children are struggling, consider *'shady world', 'strangle-vines scrambling', 'gloom', 'Haunt', 'poisonous', 'slithering', 'fungi glow', 'Termites swarm among dead things'*.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Evidence in children's text marked poems and bubbles
Verbal & Written Responses: Children to add their thought bubbles around the poem –as modelled. Share children's thoughts as a class.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Intonation**, **Think Pair Share, Think aloud, Text Mark**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question
For example:
- dark
- mysterious
- dangerous

Supported by evidence from the poem

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

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Lesson 1: Vocabulary

canopy	shaft of light
termites	

Lesson 1: Fluency

Bright birds flash,
Apes chatter,
Plump fruit ripens to slowly tempt the sloth.
But what is hidden below that canopy, where the sun cannot pass?
A shady world
Of strangle-vines scrambling for a shaft of light,
Lush leaves searching for a glimmer in the gloom

Lesson 1: Anchor Question

What do you think life in the rainforest like **below** the canopy? Which words and phrases make you think this?

Teacher Model Question:
What do you think life in the rainforest like **above** the canopy? Which words and phrases make you think this?

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Lesson 1: Teacher Model/ Children Practise

Adapted from Rainforest

Hot, wet rainforest
Spreads a green roof high above the earth,
Loud with the swing, swoop and song of life.
Bright *birds* flash,
Apes chatter,
Plump fruit ripens to slowly tempt the *sloth.*
But what is hidden below that canopy, where the sun cannot pass?
A shady world
Of strangle-vines scrambling for a shaft of light,
Lush leaves searching for a glimmer in the gloom.
Haunt of mighty *gorilla*, poisonous *frog*,
And slithering *python*.
A secret world
Where fungi glow upon tree roots,
Termites swarm among dead things on the dark forest floor,

© Extract Adapted from Rainforest, Wild World, Angela McAllister



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

Lesson	2	Vehicle Text & Page	Wild World by Angela McAllister Adapted from Deep Sea

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression does the writer give of the Deep Sea? Which words and phrases make you think this?	realm, lure, barren, unpredictable, unimagined, lurk	• Read aloud using punctuation to aid expression including speech • Apply growing knowledge of root words, prefixes and suffixes • Recognise a range of poetic forms [for example, free verse, narrative poetry]	2d: Make inferences from the text/explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the illustrations for the poem. Use **Think Pair Share** to ask the children to **Predict** the poem's content, encouraging them to relate their initial predictions to the illustrations and titles. Ask the children to **Predict** what impression they think the writer will try to create.
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 poem and refer to Lesson 1: Vocabulary sheet. Underline new vocabulary in the poem.
Explore & respond: Read 'Deep Sea' to the class, using punctuation to aid expression. Ask the children what type of poem it is. Explain that it is free verse because it does not rhyme. Draw attention to the words written in italics -not including the first line. Ask children to identify what they are (the names of the creatures) and **clarify** any which are unknown by looking at a picture of the creature. Look at the words *'unpredictable'* and *'unimagined'*. Note the matching prefix. Ask the children to explain the meaning of the prefix '–un'.
Fluency: **Choral read** the beginning of the poem - using punctuation to aid expression.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **re-reading** the first three lines of the poem in order to answer the **Anchor Question**.
Reference the text: **Text Mark** by circling key words and phrases to answer the **Anchor** Question. Circle: *'beyond any glimmer of sunlight' 'black as Space', 'alien as a distant planet'*. Use **Think Aloud** to consider the impression these words give the reader. Teacher Talks: *'Beyond any glimmer of sunlight'* makes me think it is very dark there, as does '*Black as Space'*. '*Alien as a distant planet'* gives me the impression that it is very unfamiliar there. The way the writer is comparing it to space gives me the impression it is far away and very unlike the world we know. Add thought bubbles around the poem as you share your thoughts.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the rest of the poem and read in pairs. Use the Lesson 2: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart
Practise Taught Strategies & Skills: Children to locate and circle the words and phrases that provide the answer to the **Anchor Question**. If the children are struggling, consider *'sparkle', 'dazzling flash', 'drift and swirl', 'barren seabed', 'Unpredictable', 'poison gas', 'lurk in those depths'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Evidence in children's text marked poems and thought bubbles. Also, verbal responses.
Verbal & Written Responses: Children to write their answers in the thought bubbles.
Share children's thoughts as a class by playing 'Ideas Bingo' – Teacher to share several ideas describing the impression the writer creates. (e.g. mysterious, empty). Children to tick off these ideas on their work if they wrote the same idea, then share their thought bubble with the class. Encourage children to be **Referencing the Text** to support their thoughts (e.g. The writer gives the impression it is empty when she says '*the barren seabed, where nothing grows*)

Acceptable Point(s) Anchor Question
For example:
- dark – but with flashes of brightness
- mysterious
- surprising/ unbelievable / amazing

supported by evidence from the poem

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

- use of the strategies taught i.e. **Think Pair Share, Choral Read, Think aloud, Text Mark, Referencing the Text**
- responses to the **Anchor Questions**.

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

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Lesson 2: Vocabulary

realm	lure
barren	lurk
unpredictable	unimagined

Lesson 2: Fluency

Down, down, down, beyond any glimmer of sunlight
The deep sea stirs.
Black as space, alien as a distant planet.
Giant squid, looming and sprawling through endless night.

Lesson 2: Anchor Questions

What impression does the writer give of the Deep Sea?
Which words and phrases make you think this?

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Lesson 2: Teacher Model/ Children Practise/Children Apply

Adapted from Deep Sea

Down, down, down, beyond any glimmer of sunlight

The deep sea stirs.

Black as space, alien as a distant planet.

Giant squid, looming and sprawling through endless night.

But all is not hidden in its darkness –

Anglerfish glow with living light to lure their prey,

Jellyfish sparkle,

Shrimp warn with a dazzling flash.

Twinkling ribbons of *siphonophores* drift and swirl

Above the barren seabed, where nothing grows but hunger.

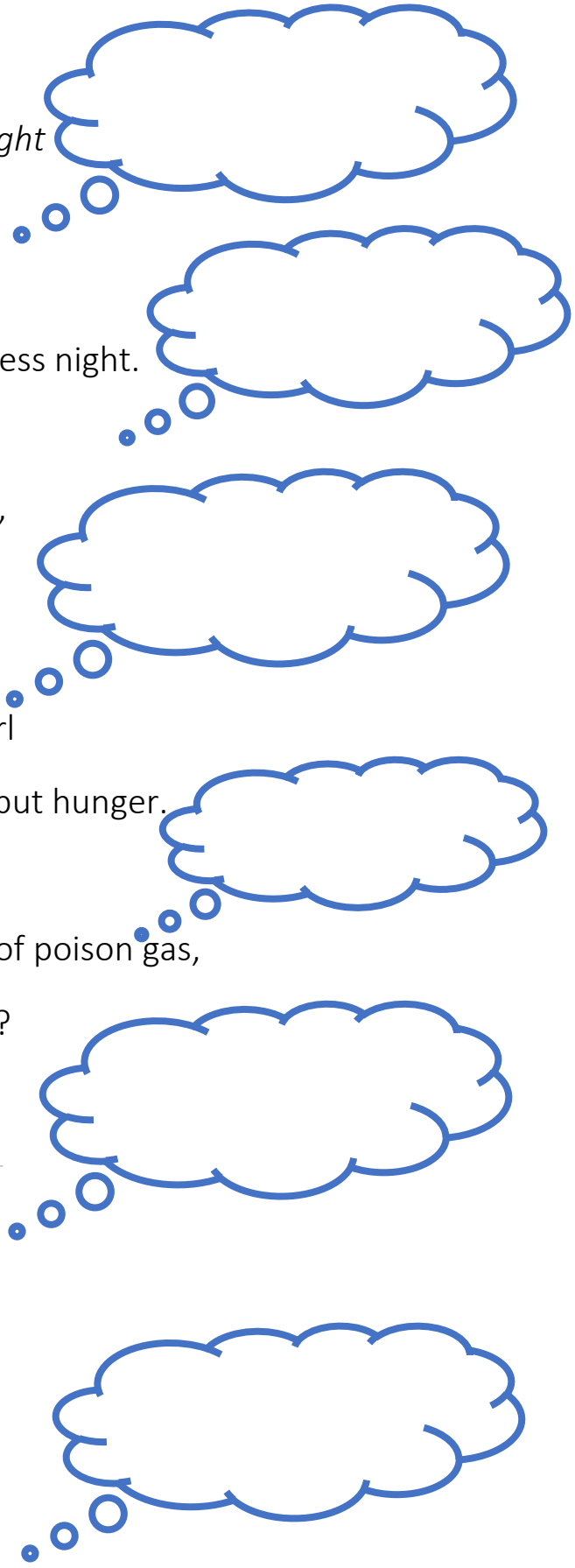
Unpredictable world –

Where *tubeworms* cluster around hot chimneys of poison gas,

What unimagined creatures lurk in those depths?

What secrets wait to amaze an explorer's eye?

© Extract Adapted from Deep Sea, Wild World, Angela McAllister



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

Lesson	3	Vehicle Text & Page	Wild in the Streets by Marilyn Singer Where Life's No Longer Wild p 4 Extract adapted from White Storks

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What is happening in each stanza? **Which are the key words that tell you what is happening?**	aloof, atop, precarious, perches, revered	• Read aloud using punctuation to aid expression including speech • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text • Recognise a range of poetic forms [for example, free verse, narrative poetry]	2a give / explain the meaning of words in context 2b: Retrieve and record information/identify key details from fiction and non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Read '*Where Life's No Longer Wild'* aloud to the children as an introduction to the collection of poems in this book. Ask the children to name any animals that live 'on the streets' / in cities.
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 poem and refer to Lesson 3: Vocabulary sheet. Ask children why the poet chose *'Precarious perches'* – remind them about alliteration. Identify other example in this poem (*'spread stories'*).
Explore & respond: Read Lesson 3: Teacher Model/ Children Practise - the extract from '*White Storks'* - to the class, paying attention to (and underlining) the new vocabulary in context. Use punctuation to aid expression and focus on how some of the lines flow into the next line and you need to read to the punctuation so that it makes sense. Ask the children to identify the type of poem. Look at the rhyme structure and encourage children to find the rhyming words (rhyming couplets).
Fluency: **Choral read** the first stanza, using punctuation as modelled – reading to the punctuation, rather than pausing at the end of each line.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **re-reading** the first stanza of the poem in order to answer the **Anchor Question.** **Text Mark** by circling key words that help to answer the **Anchor** Question.
Reference the text: Circle: *'doesn't pay', 'aloof', chimney', 'town', 'raise', 'chicks', 'nest'*. Use **Think aloud** to explain how these words will help us the reader to understand what is happening in the stanza**.**
Teacher Talks: I now know that aloof means unfriendly/distant so this verse is saying it isn't good for them to be like that because they need to be around people as they use their buildings (like a chimney, spire or roof) in the middle of town to build their nests and raise their chicks. Teacher model writing a sentence to explain what is happening in the stanza, for example: Storks are friendly and build nests in high points in town. (See Lesson 3: Teacher Model Activity).

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the rest of the poem and read in pairs. Use the Lesson 3: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart
Practise Taught Strategies & Skills: Encourage the children to use **Think Aloud** as modelled. Children to circle the key words that will help them to understand what is happening in the stanza. If they are struggling, consider: *'settle near a human flock.', 'Seem alarming', 'find them charming.', 'People spread stories', 'givers of luck', 'present of a newborn baby',*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Evidence in children's text marked poems and their verbal responses.
Verbal & Written Responses: Children to complete Lesson 3: Children Practise/Children Apply Activity using a sentence to explain what is happening in their own words. Feedback as a class.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Choral Read, Re-read, Think aloud, Text Mark**
- responses to the **Anchor Questions**.

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Lesson 3: Vocabulary

aloof	atop
precarious	perches
revered	

Lesson 3: Fluency

For storks it doesn't pay to be aloof.
They choose a chimney, spire, roof
in the middle of town to raise their chicks
atop a messy nest of sticks

Lesson 3: Anchor Questions

What is happening in each stanza?
Which are the key words that tell you what is happening?

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Lesson 3: Teacher Model / Children Practise

Adapted from White Storks

For storks it doesn't pay to be aloof.
They choose a chimney, spire, roof
in the middle of town to raise their chicks
atop a messy nest of sticks

For storks it doesn't come as any shock
to settle near a human flock.
Precarious perches seem alarming,
yet people also find them charming.

People spread stories, sweet and weird,
until these birds became revered
as givers of luck and sometimes maybe
the present of a newborn baby.

© Extract Adapted from White Storks, Wild in the Streets, Marilyn Singer

Lesson 3: Teacher Model

Which are the key words that tell you what is happening?	What is happening in the stanza?
doesn't pay aloof chimney town raise chicks nest	Storks are friendly and build nests in high points in town.

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Lesson 3: Children Practise/Apply

Which are the key words that tell you what is happening?	What is happening in the stanza?
Stanza 2	
Stanza 3	



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

Lesson	4	Vehicle Text & Page	Wild in the Streets by Marilyn Singer Adapted from Monarch Butterflies p.28

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Which words and phrases does the author use to help you to visualise? **B) In each half of the poem, how does the meaning change?**	perilous, eucalyptus, marvel, pollinators	• Read aloud using punctuation to aid expression including speech • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text • Recognise a range of poetic forms [for example, free verse, narrative poetry]	2f identify / explain how content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Source and share pictures of monarch butterflies. Note that they are found predominantly in North America.
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 poem and refer to Lesson 4: Vocabulary sheet. Why did the poet choose '*precious pollinators'*? Discuss alliteration.
Explore & respond: Read '*Monarch Butterflies'* to the class, using punctuation to aid expression. Ask the children what they notice. Take brief feedback. Encourage children to look at the poem and explain the relationship between the two stanzas. Tell children that this type of poem is called Reverso: a poem with two halves. The second half reverses the lines of the first half, with changes only in punctuation, and says something different from the first half.
Fluency: **Paired reading** – one partner reads stanza 1 then their partner reads aloud stanza 2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer Anchor Question A and **Re-read** the first stanza, circling words that help the reader to **Visualise** what is happening in the poem.
Reference the text: Circle the words '*journey', 'mountains', 'gardens', 'parks', 'plains', 'trail', 'sweet-nectared flowers', 'rest', 'butterfly', 'hanging', 'eucalyptus', 'dead leaves', 'tourist', 'marvel'*. Talk about the image that you get as you read through this verse of the poem, and note the journey of the butterflies. Teacher Talks: I can **Visualise** the journey of the butterflies as they fly over mountains, gardens and parks. All along this journey are sweet-nectared flowers, so I will add them to my drawing. They come to rest and hang like dead leaves in the eucalyptus trees, so I will draw these too. Continue until you have created an image from the first stanza from all of the circled words.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to **Anchor Question A.** Children to examine the rest of the poem and read in pairs. Use the Lesson 4: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart
Practise Taught Strategies & Skills: Circle key words then use the **Visualising** strategy to draw a picture. If the children are struggling, in addition to the words circled in the model section, encourage them to consider *'At last taking time off from work, we tourists stop to marvel at these precious pollinators,'* and focus on the fact that the tourists are taking time off work to watch the butterflies. Encourage children to explain their drawing to their partner as modelled.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Visualisations and Lesson 4: Children Apply Activity.
Verbal & Written Responses: Refer to **Anchor Question B**. Children complete Lesson 4: Apply Activity, answering the questions to compare both verses. Briefly feedback to discuss how the meaning changes as a result of changing the order of the lines.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Visualising, Think aloud, Referencing the Text**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question B

- In the first stanza, the butterflies are grateful for their rest and it is the butterflies who are taking time off work.
- In the second stanza, the tourists are grateful for flowers left behind by the butterflies and it is the tourists who are taking time off work.

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Lesson 4: Vocabulary

perilous	eucalyptus
marvel	pollinators

Lesson 4: Anchor Questions

A) Which words and phrases does the author use to help you to visualise?

B) In each half of the poem, how does the meaning change?



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Lesson 4: Fluency/ Teacher Model / Children Practise

Adapted from Monarch Butterflies

After such a long and perilous journey
across wild mountains, gardens, parks, and distant plains,
they leave behind
the trail of sweet-nectared flowers
grateful for
their needed winter's rest in Butterfly Town,
hanging from the eucalyptus, still as dead leaves.
We tourists stop to marvel at these precious pollinators
at last taking time off from work.

At last taking time off from work.
we tourists stop to marvel at these precious pollinators,
hanging from the eucalyptus, still as dead leaves.
(their needed winter's rest in Butterfly Town),
grateful for
the trail of sweet-nectared flowers
they leave behind
across wild mountains, gardens, parks, and distant plains
after such a long and perilous journey.

© Extract Adapted from Monach Butterflies, Wild in the Streets, Marilyn Singer



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Lesson 4: Children Apply

B) In each half of the poem, how does the meaning change?		
	First stanza	Second stanza
Who is grateful?		
What are they grateful for?		
Who is taking time off work?		



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

Lesson	5	Vehicle Text & Page	Wild in the Streets by Marilyn Singer Extracts adapted from: Hyenas p.32 Rhesus Monkeys p.18 Brushtail Possums p.12 , Monarch Butterflies p.28 White Storks p.10

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
'Wild animals and humans can live happily together in the city' – True or false? **Use evidence from the poems to support your answer.**	unwelcome uninvited	• Apply growing knowledge of root words, prefixes and suffixes • Confidently participate in discussion about both books that are read to them and those they can read for themselves • With increased independence develop views about what is read	2f Identify / explain how narrative content is related and contributes to meaning as a whole 2d: Make inferences from the text/explain and justify inferences with evidence from the text



Extended Apply Session

Activate prior knowledge: Talk about the poems you have read this week and what you learned about their habitats and their relationships with humans.
Vocabulary: Read '*Hyenas'* to the children. Draw attention to '*unwelcome'* and '*uninvited'* and recap the prefix un-.
Share Anchor Question: Refer to this throughout the session.
Enjoy and Respond to the Poem: Model how to answer the **Anchor Question** with this poem. Use **Think Aloud** and **Text Marking**.
Teacher Talks: The poem says that the hyenas are '*unwelcome*' and '*uninvited'* which makes me think that think that humans are not happy about them being in the city. This is accentuated by the names given to them – '*skeleton-makers'* and '*bone-breakers'*. However, the poem then goes on to give an example of '*hyena men'* feeding them and they '*agree'* to not eating the herd so this shows that, in this case, it is true that animals and humans can live happily in the city so I think it is true.

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.

Children then work in pairs to read the other poems – 'Rhesus Monkeys', 'Brushtail Possums' and the two already studied this week – 'Monarch Butterflies' and 'White Storks'.

Written and Oral Responses / Evidence Anchor Question(s):
Children circle the words which will help them to answer the **Anchor Question**. Use **Think Aloud** and answer the **Anchor Question**. Encourage children to decide 'true' or 'false' for each poem.
Teacher to create areas in the room and label – 'True', 'False' and 'Sometimes True and Sometimes False'.
Ask children to stand in their chosen area in the classroom depending on the conclusions they drew while studying the poems. Children should then be encouraged to explain to the class why they believe the statement is true/false, giving evidence from one or more of the poems to support their answers. (**Referencing the text**)

Children Apply Additional Activity 1:
Learn and perform the poem. This would be an excellent opportunity to continue to practice fluency. Children to work in small groups to learn and perform one of the poems.

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!

Comprehension Questions:
Hyenas:
1. Find and copy two names used by the men to call the hyenas.
2. Why do you think the men feed the hyenas?
Rhesus Monkeys:
3. What reason do the monkeys give for taking and breaking the humans' possessions?
Brushtail Possums
4. Tick one box in each row to show whether each statement is true or false…
5. Describe how you can make the possums a 'pleasant neighbour'.

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

- use of the strategies taught **Text Mark, Think aloud, Referencing the text**
- responses to the **Anchor Questions**

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

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Lesson 5: Anchor Question

‘Wild animals and humans can live happily together in the city’ – true or false?

Use evidence from the poems to support your answer.

Lesson 5: Teacher Model / Children Practise

Adapted from Hyenas

Unwelcome:
These skeleton-makers.
Uninvited:
These bone-breakers.
Except here
in this walled city
where the hyena men feed
These not-dogs, not-cats,
Sometimes calling them by name
Where they say, “Here’s meat.
Don’t eat my lamb, my calf.”
And these not-dogs, not-cats
agree.
They do not say thank you.
They surely never laugh.

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Adapted from Rhesus Monkeys

Give us
what we want, what we need
bananas
peanuts
or we'll take it
break it
shred your furniture, your papers
we'll claim your bed
give us a temple
an office
a place to lay our head
You took our fruit trees
our forests
It's our turn to win
Give up
Give in

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Adapted from Brushtail Possums

Marsupials can be problematic:
For example, take your brushtail possums.
They thump on your roof, enter your attic.
They eat your favourite fruits and blossoms.
They daily mark their turf with pungent scent.
They can become tenants who won't pay rent.
You could offer shelter – it's not hard –
with just a box high on a sturdy tree
and you can fence off plants inside your yard
so herbivores will have to let them be
You'll find it's worth a bit of time and labour
to make a possum a pleasant neighbour.

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Lesson 5: Comprehension Questions

Hyenas:

1. Find and copy two names used by the men to call the hyenas.

_____ and _____

2. Why do you think the men feed the hyenas?

_____

_____

Rhesus Monkeys:

3. What reason do the monkeys give for taking and breaking the humans' possessions?

_____

Brushtail Possums

4. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Brushtail possums are a type of marsupial.		
Brushtail possums climb on roofs and break into attics.		
Brushtail possums eat little birds in the garden.		

5. Describe how you can make the possums a 'pleasant neighbour'.

_____

_____

_____



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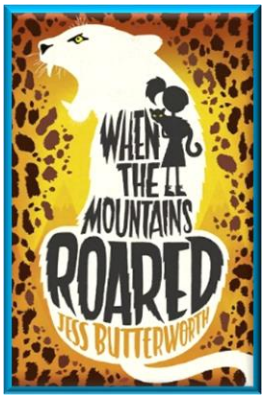
Shared Reading Planning

Year 4

Curriculum Driver: Science

Unit A: Habitats/ Living Things/ Animals

Fiction 1



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

Lesson	1	Vehicle Text & Page	When the Mountains Roared Jess Butterworth Adapted extract from pp.1-2

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What do you think will happen next in the story? **B) What has the author stated to make you think that?** **C) What have you implied to make you think that?**	elusive, scat, etched, spray odour, throbs, cicadas	• Predict what might happen from details stated and implied • Confidently participate in discussion about both books that are read to them and those they can read for themselves • Read aloud using punctuation to aid expression	**2e** predict what might happen from details stated and implied 2d: Make inferences from the text/explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

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. Briefly feedback.
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 1: Vocabulary sheet. Use the **Find Read Talk** strategy to help children understand vocabulary in context.
Explore & respond: Teacher read aloud Lesson 1: Teacher Model to the class, with expression. Ask the children to consider who 'I' is. Ask the children where this part of the story is set and what the two men and the boy are up to. Encourage children to justify their answers by **Referencing the Text** (including the front cover illustrations)
Fluency: **Choral Read** – the first paragraph – focusing on pausing at the punctuation to create tension.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher model how to gather and circle words and phrases from the first part of Lesson 1: Teacher Model (up to 'I freeze on the ground') that help make **Predictions and Inferences** about what might happen next in the story. Teacher note: it is important that children recognise that their predictions and inferences will *always* be based on textual evidence.
Reference the text: **Text Mark** by circling the following significant words that help us make inferences and predictions about what might happen next: *'as silently as I can', 'I can't be seen.' 'They have guns', 'A leopard was here recently' 'I slip on a rock' 'I freeze on the ground'*
Model how to complete Lesson 1: Teacher model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the text and read through in pairs. Use the Lesson 1: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** to circle significant words that help them to make inferences and predictions about what might happen next. If children are struggling to find evidence, consider: *'they've stopped', 'staring at something on the ground', 'peer at the undergrowth', 'new direction', paw prints', 'leopard'* and *'they tread gently'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Working in pairs, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: Lesson 1: Children Apply Activity. Pairs to feedback to class.
Teacher scribe predictions on a flip chart, ensuring that they are based on textual evidence.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Think Pair Share, Find Read Talk, Referencing the Text, Text Mark, Infer, Predict**
- responses to the **Anchor Questions**.

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Lesson 1: Vocabulary

elusive	scat
etched	spray odour
throbs	cicadas

Lesson 1: Fluency

I duck low to the ground and creep forwards, following the two men and the boy ahead. I step as silently as I can, avoiding twigs and crisp leaves. The group stops, and I dart behind a tree. I can't be seen. They have guns.

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Lesson 1: Anchor Questions

A) What do you think will happen next in the story?

B) What has the author stated to make you think that?

C) What have you implied to make you think that?



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Lesson 1: Teacher Model/ Children Practise

I duck low to the ground and creep forwards, following the two men and the boy ahead. I step as silently as I can, avoiding twigs and crisp leaves. The group stops, and I dart behind a tree. I can't be seen. They have guns.

I flatten myself against the trunk and peer around it. They're gathered by a thick tree, examining the base.

I know what they're looking for: some trace of the leopard. But leopards are elusive. Their spotted coats and padded feet allow them to hide in shadows. There are only five ways to find a leopard: you can track their paw prints; follow their scratches and scrapes; look for their scat; discover their scent markings; and listen for other animals' alarm calls.

They move on, quieter and quicker. I wait until they're out of sight then dash to the trunk they were inspecting. Etched into the bark are claw marks. I touch the scratches. They're fresh. A leopard was here recently. I sniff. I don't detect a spray odour. It's a good sign that the claw marks are a few days old. I hope with all my might that the leopard is far away by now.

I sneak after the group again. The forest throbs with the buzz of cicadas and chirp of birds. As I step over a fern, I slip on a rock and scrape my palms breaking my fall. I freeze on the ground.

Did they hear me?

Between the fern leaves ahead I spot their legs. They've stopped in the path. My heart pounds. I imagine what I'll say if I'm caught. Or worse, I realise they could think I'm a leopard and shoot me.

Maybe I should shout out now.

But I stay silent and through the parted fern, I watch. They're not turning to look at me; they're staring at something on the ground.

I sink lower and wait.

The men peer into the undergrowth around them, before heading off to the left, in a new direction.

I dart to the place where they'd stopped. There are paw prints in the dirt, pointing in the direction the men went. They're about eight centimetres long. The main pad has three lobes on the back of it. Four toe prints with no claws sit above the pad. They're lightly imprinted in the earth. It definitely belongs to a leopard; they tread gently.

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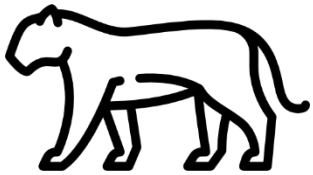
Lesson 1: Teacher Model

Page 1		
Reference the Text: What does the author write?	Make Inferences: What does this suggest to you?	Make a Prediction: What might happen in the story?
as silently as I can *I can't be seen*	She is trying to be as quiet as possible – for some reason she doesn't want people to know she is there. Perhaps she is in danger or in a place she shouldn't be	I predict that the two men and boy will hear her, think that she is a leopard (because they have seen traces of a leopard) and shoot in her direction.
They have guns	This definitely makes me feel she is in danger. She is afraid and trying all that she can not to be seen.	
A leopard was here recently	This may be what the other people are looking for. Perhaps that is why they are all here now.	
I slip on a rock *I freeze on the ground*	This suggests she has made a sound as a result of her fall and she is worried they will have heard her.	



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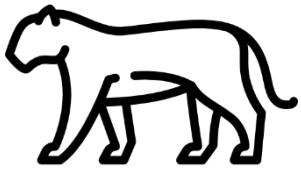
Lesson 1: Children Apply

Page 2		
Reference the Text: What does the author write?	Make Inferences: What does this suggest to you?	Make a Prediction: What might happen in the story?



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

Lesson	2	Vehicle Text & Page	When the Mountains Roared adapted from pp.46&49 Jess Butterworth

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What impression do you get of India from the descriptions of Ruby's arrival? **B) What words and phrases does the author use to give you that impression?**	anticipation, illuminate, bustling, humid, rickshaws, bindis, wafts, parathas, twinge, awe	• Read aloud using punctuation to aid expression • Confidently participate in discussion about both books that are read to them and those they can read for themselves • Draw inferences… and justifying most inferences with evidence	**2b** retrieve and record details from fiction. 2d make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show photographs of a market in India. Use **Book Talk** approaches when studying and discussing the pictures. Connect to **Prior Knowledge** about India.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Use Lesson 2: Vocabulary. In pairs, children to consider the definitions of those they can and explain that they will be able to work out some (which are Indian items) when in context. Encourage children to locate and underline the vocabulary in the text as teacher reads aloud.
Explore & respond: Tell children that you are going to read two extracts from the story from when Ruby first arrives at India. Teacher to read the Lesson 2: Teacher Model/ Children Practise. Ask them to **Stop and Jot** any words or phrases which help them to answer the **Anchor Question**. Re-visit and **clarify** the new vocabulary.
Fluency: **Choral Reading** of the first paragraph, focusing on **Pausing.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model the impression you get about India from the first extract.
Reference the text: Circle *'the city is awake', 'sea of lights', Anticipation flutters in my chest', 'streetlights illuminate' 'bustling with people and cars', 'Flickering fires', 'humid'.*
Teacher Talks: *'city'* and *'awake'* make me think it is noisy and busy. Cities are busy places, and when they 'wake up', there is noise and bustle. *'Sea of lights'* makes me think of a bright city when there is lots of traffic blinding people with bright lights. *'Bustling'* means full of activity. The 'air is humid' so it is hot and damp. All of these words give me the impression that India is busy, lively, noisy and hot. Complete Lesson 2: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the rest of the extract and read through in pairs. Use the Lesson 2: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Working in pairs, children to read the extract and consider what impression it gives them of India. Children to **Text Mark** the extract, circling words and phrases which give them that impression. If children are struggling to find evidence, consider: *'bustling', 'Stainless steel pots and pans clink', 'Chatter fills the air'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback from what the children have written on Lesson 2: Children Apply.
Ask the children whether they would like to visit this city, encouraging them to justify their answer with evidence.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Find Read Talk, Infer, Visualise, Text Mark,**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question
Answers such as:

- Busy
- Noisy
- Colourful/ bright
- Strong scents/smells
- Awe-inspiring/ exciting

Supported by appropriate evidence from the text.

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Lesson 2: Vocabulary

anticipation	illuminate
bustling	humid
rickshaws	bindis
wafts	parathas
twinge	awe

Lesson 2: Fluency

It must be the middle of the night, but the city is awake below us in a sea of lights. I've never seen so many. Anticipation flutters in my chest.

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Lesson 2: Anchor Questions

A) What impression do you get of India from the descriptions of Ruby's arrival?

B) What words and phrases does the author use to give you that impression?



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Lesson 2: Teacher Model/ Children Practise

It must be the middle of the night, but the city is awake below us in a sea of lights. I've never seen so many. Anticipation flutters in my chest.

As we get closer, streetlights illuminate a market bustling with people and cars. Flickering fires dot the sides of the roads. The air is humid, unlike the dry desert I'm used to.

We follow him into the bustling market, rolling our suitcases behind us and weaving around the rickshaws and motorbikes. We pass stalls selling colourful bangles, bindis and shawls. Stainless steel pots and pans clink as a man unhooks a pressure cooker for a customer next to us. A cow lies in the road, swishing his head back and forth to avoid the flies. The smell of fried bread wafts over the crowd and I spot oily parathas cooking at the side of the road. Chatter fills the air. A girl with short hair and yellow sandals passes me and smiles and I feel a twinge of excitement. Perhaps making new friends here won't be as hard as I thought.

A tree, at the edge of the line of shops, twinkles with fireflies and I stop and stare.

'Will you look at that,' says my Dad in awe.

Grandma beckons for my camera and gestures at me and Dad to stand together.

'Smile,' she says.

And for the first time in a while, I do.

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Lesson 2: Teacher Model

Impression of India	Words and phrases used
alive and noisy and busy	*the city is awake*
bright and lots of traffic	*sea of lights*
full of activity	*market bustling with people*
hot and damp-feeling	*air is humid*

Lesson 2: Teacher Model/ Children Practise

Impression of India	Words and phrases used

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

Lesson	3	Vehicle Text & Page	When the Mountains Roared extract adapted from p 74-75 Jess Butterworth

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do the words and phrases used by the author tell the reader about how Ruby is feeling?	tinge, flitters, juts out	• Read aloud using punctuation to aid expression • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they can read for themselves	**2a: Give/explain the meaning of words in context**



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children a map of India and show them Himachal Pradesh. Note its proximity to the Himalayas. Ask children to **predict** what it would be like there.
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 sheet.
Explore & respond: Teacher read Lesson 3: Read aloud to the children, **Pausing** at punctuation to aid expression. Ask children to **Visualise** where Ruby is and draw a picture of the setting. Teacher to **re-read** and while listening, children can **Reference the Text** by adding labels to their pictures (e.g. path gets thinner and thinner, tall trees, dark rock covered in moss, juts out).
Fluency: Choral Reading. Focus on **Pace** as there is action and a range of short sentences in this extract. Consider the effect on the reader.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Ask the children the **Anchor Question**. Teacher re-reads the first section with words and phrases already circled - Lesson 3: Teacher Model. Use **Thinking Voice** to talk about what the words tell the reader about how Ruby is feeling.
Teacher talks: The fact that the earth smells different tells me that she is not used to being in that place. It is unfamiliar to her and she feels unsure. She is clearly lost when she stops and spins around but doesn't recognise anywhere. The three sentences together and the fact that she '*spins around*' suggests she is anxious that she doesn't know where she is. '*I don't know if I'm going the right way*' suggests that she is very uncertain.
Reference the text: Complete Lesson 3: Teacher Model. Add your thoughts about what the words reveal about the character's feelings in the thought bubbles.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the rest of the extract and read through in pairs. Use the Lesson 3: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Children to circle words and phrases which show Ruby's feelings and will help to answer the **Anchor Question.** If children are struggling to find evidence, consider: *'Something rustles. I stop.' 'My breath catches.', 'My heart thuds.', 'whip my head around like a scared meerkat',' Finally exhaling', 'I got lost,' I whisper.'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children Complete Lesson 3: Apply activity
Verbal & Written Responses: Children to feedback their thoughts about Ruby's feelings. Teacher to add these to a Role on the Wall of Ruby – filling the outline with her feelings. Place this onto their picture of the forest from the **Visualising** activity at the beginning of the lesson (so it is like putting the character of Ruby and all her feelings into the forest) and add to the working wall.
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, Visualise, Choral Read, Text Mark, Reference the Text**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question

- nervous/ scared/ anxious
- relieved when she saw Parveen

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Lesson 3: Vocabulary

tinge	flitters
juts out	

Lesson 3: Fluency

Something rustles. I stop. Slightly below me a dark rock covered in moss juts out of the ground. My breath catches. Bear Rock.

Lesson 3: Anchor Question

What do the words and phrases used by the author tell the reader about how Ruby is feeling?

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Lesson 3: Read

The earth smells different and doesn't have the copper tinge of the soil in Australia. I start on the path, stepping over vines, batting leaves out of my way. As I walk deeper into the jungle, the path gets thinner and thinner and then disappears completely. A bird flitters through the branches above me and I follow it down the hill until it flies out of sight. I stop and spin around. Everything looks the same. I don't even know which direction I came from. All I can see are tall trees and thick jungle.

I try to turn back but I don't know if I'm going the right way. My heart quickens as I race through the trees. Long hanging branches scratch my forehead.

Something rustles. I stop. Slightly below me a dark rock covered in moss juts out of the ground. My breath catches. Bear Rock. Vines hang and swing around it. I crouch down and touch the top of it. The stone is cold. I'm standing in the places the sunlight doesn't reach.

Bears sleep in the daytime. It could be in its cave under the rock. Twigs crack. My heart thuds.

'Stop,' hisses a voice.

I straighten and whip my head around like a scared meerkat. Finally exhaling, I spot Praveen, beckoning at me from higher up the slope.

'Get away from there,' he hisses, 'it's not safe.'

I clamber over the undergrowth towards him.

'I was looking for Kuttani,' he says. 'I didn't expect to find you here.'

'I got lost,' I whisper.

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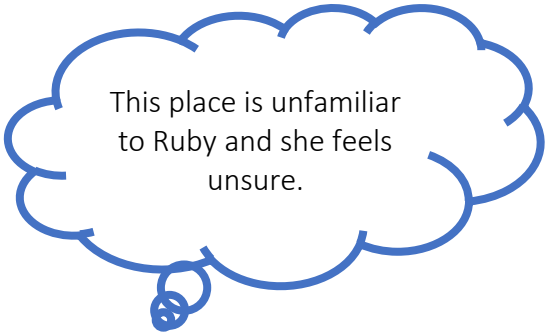
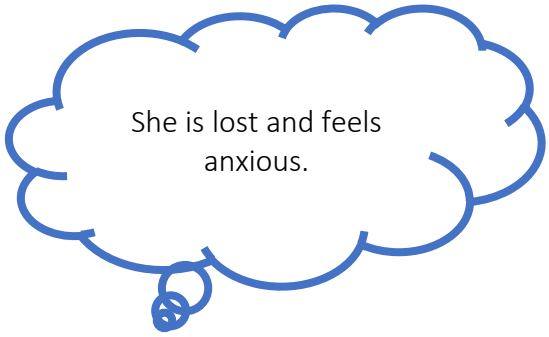
Lesson 3: Teacher Model

Extract 1

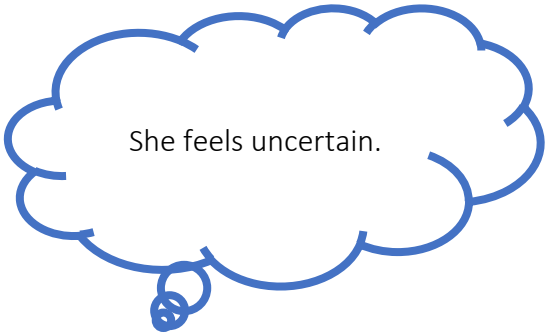
The earth smells different and doesn't have the copper tinge of the soil in Australia.



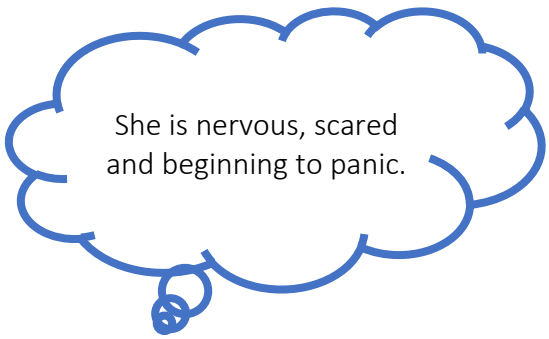
I stop and spin around. Everything looks the same. I don't even know which direction I came from. All I can see are tall trees and thick jungle.



I try to turn back but I don't know if I'm going the right way.



My heart quickens as I race through the trees. Long hanging branches scratch my forehead.



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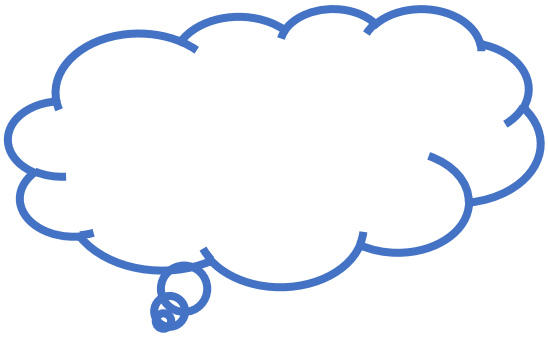
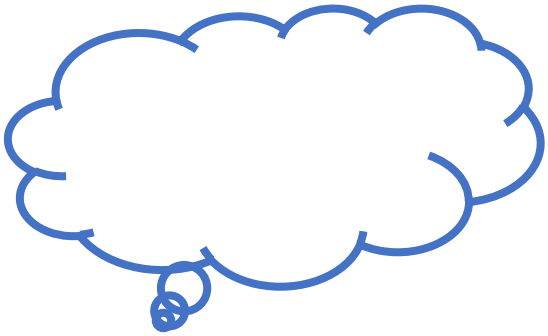
Lesson 3: Children Apply

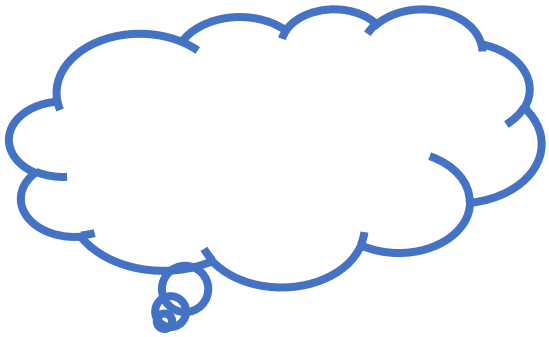
My breath catches... Bears sleep in the daytime. It could be in its cave under the rock.
Twigs crack. My heart thuds.
'Stop,' hisses a voice.



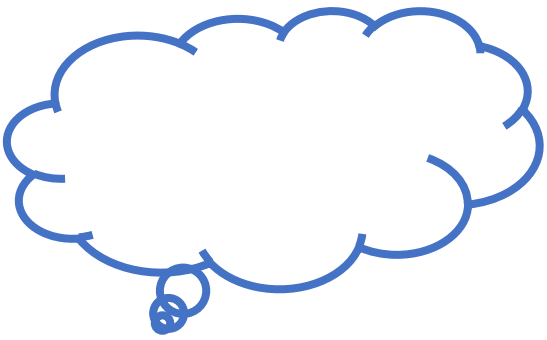
I straighten and whip my head around like a scared meerkat.



Finally exhaling, I spot Praveen, beckoning at me from higher up the slope.
'Get away from there,' he hisses, 'it's not safe.'



I clamber over the undergrowth towards him.
'I was looking for Kuttani,' he says. 'I didn't expect to find you here.'
'I got lost', I whisper.



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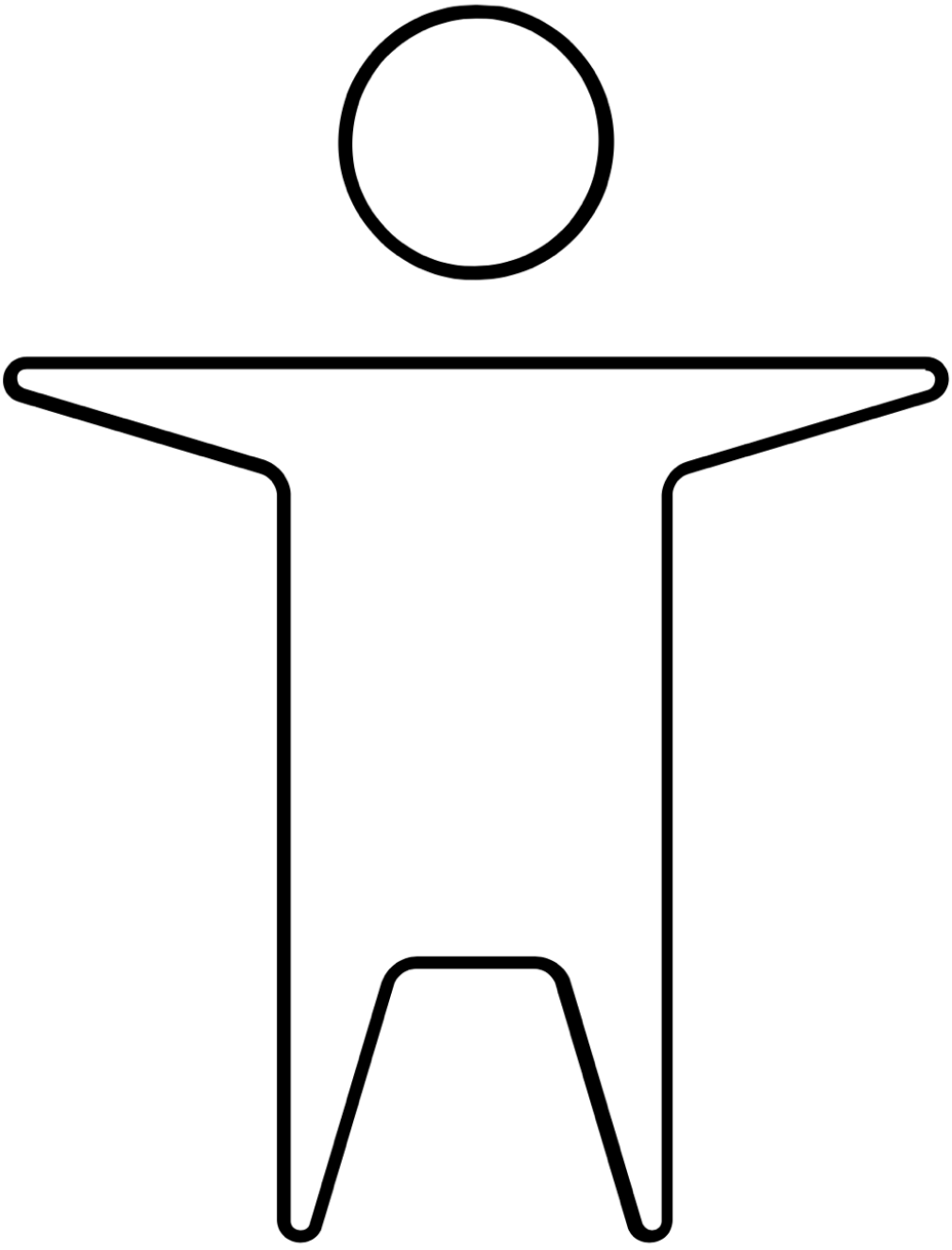
Lesson 3: Children Apply



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

Lesson	4	Vehicle Text & Page	When the Mountains Roared extracts adapted from pp.168&222 Jess Butterworth

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Ruby often acts bravely even though she is feeling scared. **What evidence can you find in the text to support this?**	quiver, ferns, camouflage, adrenaline	• Read aloud using punctuation to aid expression • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they can read for themselves	2a: Give/explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children what we know about Ruby so far. Teacher to scribe ideas on the flipchart.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet.
Explore & respond: Teacher read aloud Lesson 4: Teacher Model/ Children Practise, pausing at punctuation to aid expression. Notice that many of the sentences in the last two paragraphs are short and snappy. Ask the children why the author would do this. Discuss **Reader Effect.**
Fluency: Choral Reading - the last paragraph on Lesson 4: Teacher Model/ Children Practise. Emphasise the use of punctuation and short sentences to create **Reader Effect** as discussed.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Ask the children the **Anchor Question**. Teacher **re-read** extract 1 and circle words and phrases that answer the **Anchor Question.** Use one colour for her brave actions and another that shows she is scared.
Circle: *'I take another and another', 'I clutch my necklace to my chest.', 'I move silently and quickly', 'not looking back.', 'Just get there, I say to myself, over and over again', 'I set up the tent', 'only sound is my breathing.', 'Adrenaline shoots through my body'.*
Reference the text: Model completing Lesson 4: Model for this extract, writing evidence around the bubble. Use **Reference the Text** and **Infer** strategies.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine text and read through in pairs. Use the Lesson 4: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Working in pairs, children **Text** Mark with different colours her brave actions and the words and phrases that show she is scared. If the children are finding it difficult to locate evidence, consider: '*We tiptoe onwards', 'I duck', 'Run,' I whisper', 'My heart leaps', 'No!' I scream', 'I collapse against a tree.' 'the mountains roar with me.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 4: Apply Activity.
Verbal & Written Responses: Children to complete Lesson 4: Children Practise, writing ideas around the bubble.
Remind children to use **Reference the Text** and **Infer** strategies.
Take feedback as a class.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Choral Read, Reference the Text, Infer**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question
Brave Actions:

- Keeps going onwards
- Go closer to watch the action
- Shouts 'no' to stop the men

Feeling Scared:

- Hides behind plants
- Whispers
- Heart leaps

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

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Lesson 4: Vocabulary

quiver	ferns
camouflage	adrenaline
cornered	

Lesson 4: Fluency

‘No!’ I scream.
My voice is lost beneath the sound of shooting. And it’s too late. There’s nothing I can do. The beautiful leopard thuds to the ground. I collapse against a tree. And the mountains roar with me.

Lesson 4: Anchor Question

Ruby often acts bravely even though she is feeling scared. What evidence can you find in the text to support this?

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Lesson 4: Teacher Model / Children Practise

Extract 1:

I take one step, and wait for something to happen. It doesn't. I take another and another until I'm running towards the tree and the cabin. I clutch my necklace to my chest.

Long shadows quiver and leaves rustle as I pass.

I move silently and quickly through the forest, not looking back.

Just get there, I say to myself, over and over again. I reach the cabin. Holding the torch between my teeth, I set up the tent so it's hidden behind ferns. I gather some more leaves and arrange them on top to camouflage it.

I climb inside and lie on my stomach, checking with the binoculars that I have a clear path to the cabin. After getting my camera ready, all that's left is to wait. The only sound is my breathing. Adrenaline shoots through my body and I become aware of my own smell amongst the earth and the pine.

Extract 2:

We tiptoe onwards. Suddenly, a shot rings out into the air. It echoes off the mountains, disturbing the stillness.

I duck behind some ferns, pulling Praveen down with me. We crawl forwards on our hands and knees towards the sound. I can hear men's voices ahead. Peering between ferns, I see the men.

In front of them is a leopard. The leopard knows it's cornered and faces them snarling. Its body is low to the ground.

'Run,' I whisper under my breath. 'Why don't you run?'

But then I notice one of its back paws is stained with blood. It can only limp.

My heart leaps; it must be the same leopard I saw before. She growls, warning them not to come closer. It happens so fast. A click, and then the crack of their guns.

'No!' I scream.

My voice is lost beneath the sound of shooting. And it's too late. There's nothing I can do. The beautiful leopard thuds to the ground. I collapse against a tree. And the mountains roar with me.

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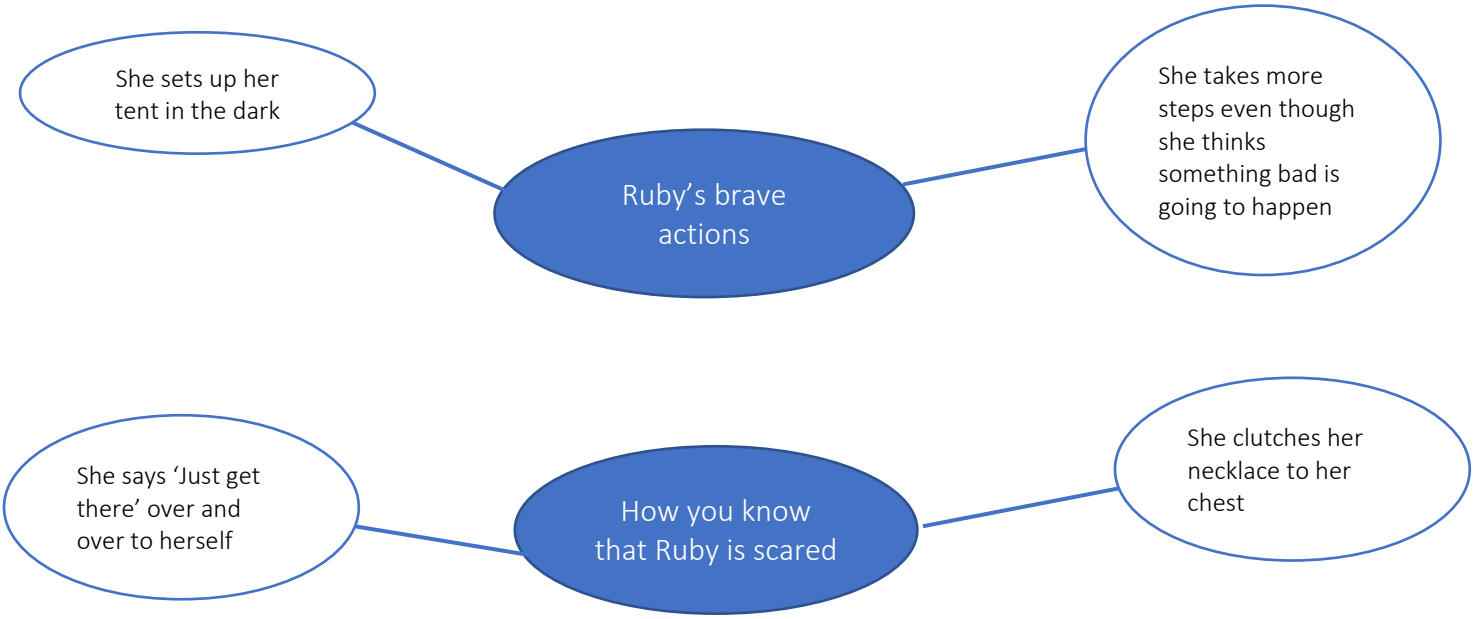
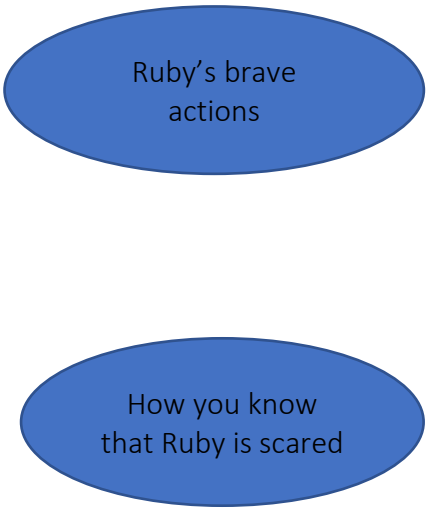
Lesson 4: Teacher Model

Ruby often acts bravely even though she is feeling scared. What evidence can you find in extract 1 to support this?



Lesson 4: Children Practise

Ruby often acts bravely even though she is feeling scared. What evidence can you find in extract 2 to support this?



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

Lesson	5	Vehicle Text & Page	When the Mountains Roared adapted from p.277 Author's Note Jess Butterworth

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How did the author's own experiences inspire the book?	encounters, inching, passed away, migration, rhododendron trees	• Develop positive attitudes to reading and understanding of what is read • Confidently participate in discussion about both books that are read to them and those they can read for themselves	**2f** identify / explain how narrative content is related and contributes to meaning as a whole



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: Ask the class if they can connect this to any other books they have read.
Ask the children to list any other authors they know whose own experiences have influenced their books.
Vocabulary: Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 5: Vocabulary sheet.

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.

Share Anchor Question: Refer to this throughout the lesson.
Enjoy and Respond to the text: Read the Author's Note to the children. Briefly discuss how the author's own experiences inspired the book. Children to **re-read** and encourage them to **Text Mark**, circling words and phrases which will help them to answer the **Anchor Question.**

Written Responses / Evidence Anchor Question(s):
Children to work in pairs to write interview questions for the author then use the information in the Author's Note to answer the questions, **inferring** how the author's experiences inspired aspects of the book.
Each pair to present their interview to the class.
Written responses in Reading Journals. The interview performances could be recorded on iPad/ camera/ Dictaphone.

These offer a rich opportunity to perform 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!

Additional Activity 1:
Choose one of the experiences described by the author and write a diary recount for that day in her life in India, describing the event in more detail.

Comprehension Questions for written responses in Reading Journal
1. When did Jess Butterworth's Grandma and Grandpa travel from Australia to India?
2. Find and copy the name of the place where they eventually settled?
3. Give three examples of animal encounters based on real-life experiences.
4. How did Grandma feel about India? Use words and phases from the text in your answer.

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, Infer, Connect Books**
- responses to the **Anchor Questions**.

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

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Lesson 5: Vocabulary

encounters	inching
passed away	migration
rhododendron trees	

Lesson 5: Anchor Question

How did the author's own experiences inspire the book?



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Lesson 5: Author's Note

In the 1960s my Grandma and Grandpa travelled by boat and overland from Australia to India. They took with them their four sons and a kangaroo joey.

Eventually they settled on a foothill in the Himalayas, which is the setting for When the Mountains Roared. While they were living there, my uncle rescued an abandoned leopard cub and cared for it until it was old and strong enough to be released back into the forest.

I spent much time in India as a child and many of Ruby's animal encounters are based on my own memories from my Grandma's house there: the scorpions creeping out of the fireplace, the bear scratching at the door to get the dog food and the leeches inching up Ruby's leg.

I grew up listening to my Grandma talk about her adventures in India, the mountains she loved and the wildlife she discovered there. She passed away as I was writing this book but though she's no longer here, her stories live on in my memories and my writing. She'll always be the one who introduced me to the wonder of the Himalayas with its annual butterfly migration, its forests full of bears, leopards and langur monkeys, and its native red-flowering rhododendron trees. It is an honour to share her stories.

Wildlife conservation is something very close to my heart.

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Lesson 5: Comprehension Questions

1. When did Jess Butterworth's Grandma and Grandpa travel from Australia to India? _____

2. Find and copy the name of the place where they eventually settled? _____

3. Give three examples of animal encounters based on real-life experiences.
   1. _____
   2. _____
   3. _____

4. How did Grandma feel about India? Use words and phrases from the text in your answer.

_____

_____

_____

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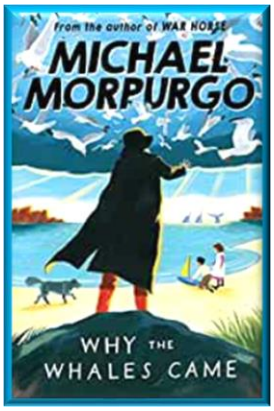
Shared Reading Planning

Year 4

Curriculum Driver: Science

Unit A: Habitats/ Living Things/ Animals

Fiction 2



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

Lesson	1	Vehicle Text & Page	Why the Whales Came adapted from p.5 Michael Morpurgo

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What is the Birdman like? What words and phrases give you that impression?	sou'wester, unearthly, monotone, kittiwake, loped, stooped, lurched, tirelessly vigilant, scarcely	• Predict what might happen from details stated and implied • Confidently participate in discussion about both books that are read to them and those they can read for themselves • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence	**2e** predict what might happen from details stated and implied 2d make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

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. Briefly feedback. Read the first two lines of the story to the class, with expression.

'You keep away from the Birdman, Gracie,' my father had warned me often enough. 'Keep well clear of him, you hear me now?' This gives a warning. **Predict**: what do you think will happen? Encourage children to consider their experiences with other stories with a warning when giving their predictions. Use **Connect Books**

Share Anchor Question(s): Explicitly and refer to these throughout the lesson.

Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet.

Explore & respond: Read Lesson 1: Teacher Model/ Children Practise - the description of the Birdman to the children. After the first read, give the children one minute to **Stop and Jot** their first impression. Explain that we now need to examine the text in detail to find the words and phrases the author chose and what impression that gives us about him.

Fluency: **Choral Reading** of the last paragraph, reading with **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher re-read the first paragraph then model how to **Text Mark** to gather words and phrases from the extract that describe the Birdman.

Reference the text: **Text Mark** (by circling) the following significant words that describe the Birdman: *'like an owl', 'flitting creature of the dark', 'seen outside rarely in the daylight', black cape', 'pointed black sou'wester'* then annotate around the extract to **Infer** what these words and phrases make you think about the Birdman.

Teacher Talks: He prefers to be out at times when people are not around (dawn, night, dusk) perhaps because he doesn't want to be around people. It also suggests he doesn't like the brightness and light of the day. This is confirmed when it says he is only seen in the daylight '*rarely*', perhaps suggesting he is a bit of a loner. There are lots of references to darkness, even in his clothes. Teacher to model how to add annotations around the extract, showing what you **Infer.**

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the rest of the text and read through in pairs. Use the Lesson 4: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.

Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** key words and phrases that describe the Birdman. Circle these on the text. Children to add annotations around the extract, showing what they can **Infer** from these. If the children are struggling, consider: '*talking loudly to himself', 'strange, unearthly monotone', 'went everywhere barefoot', 'stooped black figure', 'lurched', 'surrounded by a flock of screaming seagulls', 'rarely spoke to anyone', 'scarcely even looked at anyone'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson1: Apply Activity.

Verbal & Written Responses: Working in pairs, children to complete Lesson 1: Children Apply Activity – Role on the Wall. On the outline of the Birdman, children write what they know on the inside (**Referencing the Text**) then write what they can **Infer** around the outside.

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

- use of the strategies taught i.e. **Think Pair Share, Referencing the Text, Text Mark, Infer, Predict**
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Question

- a loner
- strange/ unusual/ mysterious
- shy/ uncomfortable around people
- animal- lover

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

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Lesson 1: Vocabulary

sou'wester	unearthly monotone
kittiwake	loped
stooped	lurched
tirelessly vigilant	scarcely

Lesson 1: Fluency

Wherever he went he would be surrounded by a flock of screaming seagulls that circled and floated above him, tirelessly vigilant, almost as if they were protecting him. He rarely spoke to anyone, indeed he scarcely even looked at anyone.

Lesson 1: Anchor Question

What is the Birdman like? What words and phrases give you that impression?

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Lesson 1: Teacher Model/ Children Practise

The little I saw of the Birdman was enough to convince me that all the stories we heard about him must be true. He was more like an owl, a creature of the dark, the dawn and the dusk. He would be seen outside only rarely in the daylight, perhaps out in his rowing boat around the island or sitting high on his cart; and even in the hottest summers he would always wear a black cape over his shoulders and a pointed black sou'wester on his head.

From a distance you could hear him talking loudly to himself in a strange, unearthly monotone. Maybe it was not to himself that he talked but to the kittiwake that sat always on his shoulder or to the black jack donkey that pulled his cart wherever he went, or maybe it was to the great woolly dog that loped along beside him. The Birdman went everywhere barefoot, even in winter, a stooped black figure that lurched as he walked.
Wherever he went he would be surrounded by a flock of screaming seagulls that circled and floated above him, tirelessly vigilant, almost as if they were protecting him. He rarely spoke to anyone, indeed he scarcely even looked at anyone.

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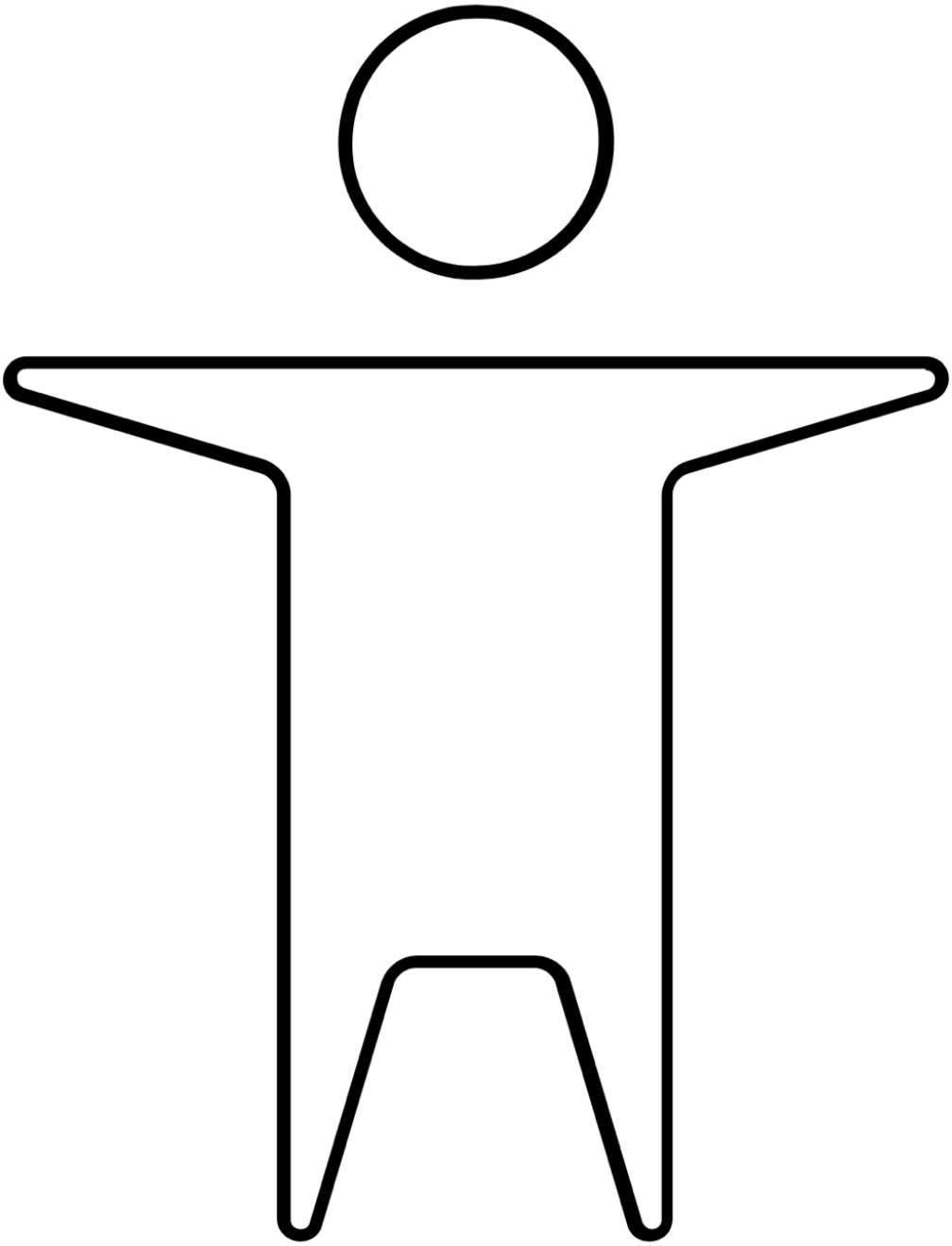
Lesson 1: Children Apply



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

Lesson	2	Vehicle Text & Page	Why the Whales Came adapted from pp.19&20 and pp.148-150 Michael Morpurgo

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Compare and contrast the different versions of the story.	a gift horse, salvage, foundered, shifted, pitifully, butchered, massacred, ashore	• Increase their familiarity with a wide range of stories, retelling some of these orally with an appropriate use of story-book language • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text • Scan for specific information using a variety of features in texts	**2h: Make comparisons within the text.**

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children what they think a curse is. Encourage them to give examples from other stories they know.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet.
Explore & respond: Teacher read aloud the extracts – Lesson 2: Teacher Model/ Children Practise. Tell the children that the first extract is Gracie's Dad's version and the second is the Birdman's version. Children to use **Stop and Jot** to make notes of key ideas. Teacher note: Teacher model how to use **Stop and Jot** at the same time (on the flip chart) - to be used in the Teacher Model section of the lesson.
Fluency: Choral Reading – focus on using **Intonation**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher re-read the first extract - Lesson 2: Teacher Model and read through the **Stop and Jot** notes. Teacher model circling the evidence in the text to show what happened. Circle: '*find a ship*' *'sailed it off to Penzance', 'it went down', 'Every man on board was lost', 'women and children soon began to go hungry.' 'eat the dogs', 'the fever', 'the babies began to die', 'So they left.' , 'Birdman and his mother were alone on Samson',*
Reference the text: Use the circled words and phrases to draw a flow chart of events leading to the curse in Dad's version of the story. Focus on **Sequencing** to ensure events are in the correct order and
e.g. People of Samson found deserted ship - They set off to Penzance to claim their salvage money - Men all died (despite good weather) - No men so women and children went hungry - They ate limpets and even dogs - People caught fever - Old people and babies began to die - They all left - Birdman and his mother alone on Samson

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the second extract and read through in pairs. Use the Lesson 4: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Working in pairs, children to circle the words and phrases which show what happened in this version of the story then in pairs, quickly create a flow chart as modelled.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 2: Children Apply Activity
Verbal & Written Responses: Working in pairs, children to complete Lesson 2: Children Apply Activity – children to use their knowledge and their flow charts from both versions to complete the Venn diagram.
As a class, feedback and Teacher to complete a large version on the flipchart.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Intonation**, **Choral Reading, Stop and Jot, Sequencing**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question
Dad's version: ate dogs, died of fever
Birdman's version: killed whales, curse caused other boats to crash, well dried up,
Both: found deserted ship, all men died that night, went hungry, was a curse, Birdman and mother last to leave

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

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Lesson 2: Vocabulary

a gift horse	salvage
foundered	shifted
pitifully	butchered
massacred	

Lesson 2: Fluency

It was all a long time ago but I remember it as if it were yesterday. Samson was always a poor place when I was a boy but we survived well enough until the day the whales came.

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Lesson 2: Anchor Question

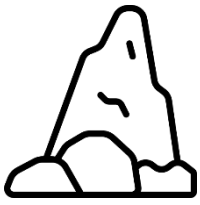
Compare and contrast the different versions of the story.

Lesson 2: Teacher Model / Children Practise

Extract 1: Dad's Version

'The Birdman told Charlie that there was a curse on the island. He said he was a little boy when the people of Samson woke up one morning to find a ship on a sandbank off Samson. No fog, no wind, no reason for it to be there. They rowed out but no one answered; so they clambered on board. The ship was deserted. Well you don't look a gift horse in the mouth, do you? Every man on Samson, sixteen of them, sailed it off to Penzance to claim the salvage money, but they never got there. The ship foundered on the Wolf Rock and it went down. It was broad daylight, gentle breeze, no fog. Every man on board was lost. The Birdman's own father went down on that ship.

It seems things went from bad to worse on Samson after that. With no men left to go fishing or to work up the fields, the women and children soon began to go hungry. All they had to eat was limpets. They even had to eat the dogs. Then with the hunger came the fever, and the old folk and the babies began to die. So they left. One by one the families left the island until the Birdman and his mother were alone on Samson.'



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Extract 2: The Birdman's Version

'It was all a long time ago but I remember it as if it were yesterday. Samson was always a poor place when I was a boy but we survived well enough until the day the whales came. I found the first of them lying on the beach early one morning, crying out for help. Mother and I tried to roll it back into the sea, but we couldn't move it. By daybreak the whole island was there, but they wouldn't help us. And do you know why not? There were more whales out in the bay and the more the stranded whale cried out, the closer the others came to the beach. The people only had to wait. By noon, all the whales were stranded on the sand, crying pitifully. Mother and I begged them not to do it, but it was no good. They said there was enough ivory in the horns to make us all rich for life. So they butchered them on the beach and the blood stained the sand and ran out into the sea. The sea was redder that evening than any sunset I've ever seen. The very next morning, we woke up to find a ship out in the bay. It was deserted, not a soul on board. They sailed for Penzance. Every man on the island went, Father too, and they took the horns with them to sell on the mainland. None of them came back. I never saw Father again. Every man on Samson was gone. Mother said the island was cursed because they had massacred the whales but no one believed her. They said she was mad. And they didn't believe her in the years that followed when ship after ship was wrecked on those rocks off Samson. Everyone said it was just bad luck, but Mother and I knew it was the curse. When the hunger came and the disease, we knew what it was, and still no one believed us. All we had to eat were limpets and a few wild rabbits.

One by one the other families left. For two years Mother and I lived alone on the island but we had to leave when the well dried up. It was the curse that drove us off the island.'

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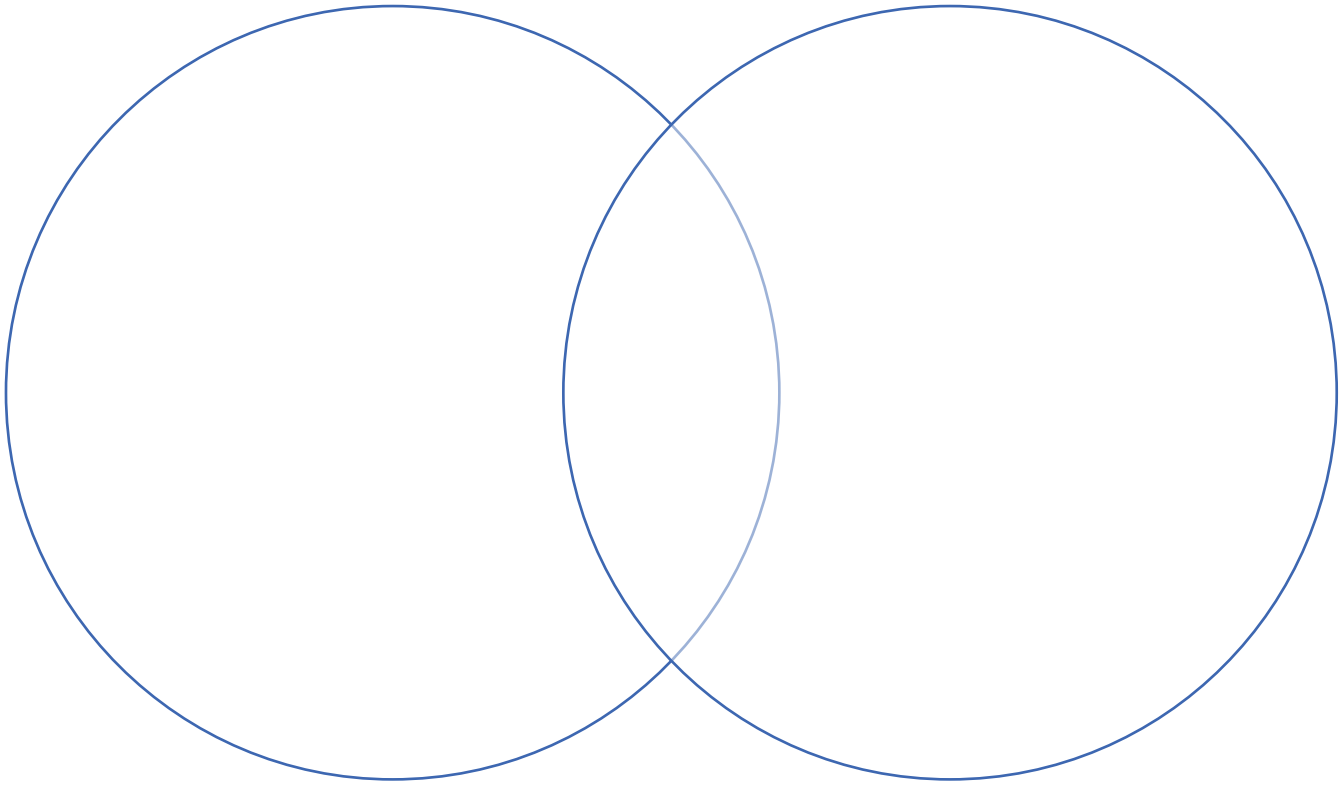
Lesson 2: Children Apply

Gracie's Dad's version

The Birdman's version



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

Lesson	3	Vehicle Text & Page	Why the Whales Came extract adapted from p.97 Michael Morpurgo

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Repeatedly in this story, the author creates a spooky atmosphere. Which words and phrases does he use and what is the effect on the reader?	haul, becalmed, apparition, elongated	• Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text • Scan for specific information using a variety of features in texts	2a: Give/explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children how they would describe the main atmosphere within the story so far. Ask the children how authors create an atmosphere. Make notes of their initial ideas on the flipchart.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary sheet.
Explore & respond: Read the extracts -Lesson 3: Teacher Model/Children Practise aloud to the children, focusing on **Intonation**. Ask the children what atmosphere the author has created. Discuss the devices the author has used. Consider the use of description, the weather, the characters' actions and feelings and figurative language.
Fluency: **Choral Read**, focusing on **Intonation** to emphasise the spooky atmosphere.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher **re-read** the first extract. Model scanning the text for evidence that it is spooky. **Text mark**, circling the words and phrases which help create the atmosphere and then annotating around the text to describe the device used.
Reference the text: Circle: '*vanished', 'grey wall of fog', too late to do anything', 'alone and lost on a silent sea', 'we spoke in a whisper', 'fog were a living creature'.*
Teacher Talks: to use the word '*vanished*' makes the atmosphere spookier. Like it has magically disappeared, rather than them losing sight of it due to the weather. '*Grey wall of fog*' is ominous as it suggests something huge and heavy – foreboding and impenetrable – not like fog actually is. '*Too late to do anything*' suggests they are helpless. There is no going back – nothing they can change. Their inability to escape the situation makes it spookier and ties in with the image of a wall holding them. Continue in this way, using your **Thinking Voice** to explain the spooky atmosphere. Underline any new vocabulary. Model how to record ideas on Lesson 3: Teacher Model).

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the second extract and read through in pairs. Use the Lesson 4: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Working in pairs, children to use **Thinking Voice** and **Text mark** as modelled by the Teacher and circle the words and phrases which help create the atmosphere and then annotating around the text to describe how the words and phrases create such an atmosphere. If the children are struggling, consider: ''*deserted and roofless', 'Fog curled', 'like some ghostly apparition', 'elongated human faces', 'staring eyes', 'gruesome grinning mouths' 'no trace'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 3: Children Apply Activity.
Verbal & Written Responses:
Children to complete the Lesson 3: Apply Activity, recording their ideas.
To finish, each pair to have one extract each from the book (Lesson 3: Children Apply). They **Think Pair Share** and discuss how the author has created an atmosphere in these lines. Encourage children to describe the **Reader Effect.**
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Choral Read, Text Mark, Think Pair Share, Reader Effect**
- responses to the **Anchor Questions**.

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Lesson 3: Vocabulary

haul	becalmed
apparition	elongated

Lesson 3: Fluency

What little breeze there was had gone and we found ourselves quite becalmed. I remember we spoke in a whisper, as if the fog were a living creature that might be listening to us.

Lesson 3: Anchor Question

Repeatedly in this story, the author creates a spooky atmosphere.
Which words and phrases does he use and what is the effect on the reader?

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Lesson 3: Teacher Model /Children Practise

Extract 1:

Scilly Rock had vanished as had the sky and the sea as well. A grey wall of fog was rolling in towards us over the sea. There was nothing we could do, for it was already too late to do anything. It was over us and all around us before Daniel could even haul up his line. Gweal and Bryher beyond it were not there anymore and we were left alone and lost on a silent sea. What little breeze there was had gone and we found ourselves quite becalmed. I remember we spoke in a whisper, as if the fog were a living creature that might be listening to us.

Extract 2:

Every cottage we came to we found deserted and roofless. Fog curled out of gaping windows and doors so that each one looked like some ghostly apparition. They were elongated human faces that breathed out smoke from staring eyes and gruesome grinning mouths. I refused to go inside any of them. I would wait outside on the huge mounds of limpet shells that we found outside each cottage, while Daniel went in on his own to see if the Birdman was there, but he never was. All he ever found were a few rusting kettles and pots, a pair of shoes white with mould and some broken clay pipes. Of the Birdman and Prince there was no trace.

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Lesson 3: Teacher Model

Repeatedly in this story, the author creates a spooky atmosphere. What words and phrases does he use and what is the effect on the reader?		
Words and phrases	How they create a spooky atmosphere	Effect on the reader
vanished	Like it has mysteriously disappeared	
Grey wall of fog	Huge and heavy – foreboding - impenetrable	
Too late to do anything	Helpless No going back Can't escape the situation	

Lesson 3: Children Apply

Repeatedly in this story, the author creates a spooky atmosphere. What words and phrases does he use and what is the effect on the reader?		
Words and phrases used to create atmosphere	How they create a spooky atmosphere	Effect on the reader

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Lesson 3: Children Apply

‘By now the force of the storm was spent and the wind had died, but the sea was seething and angry.’

‘The waves rolled into the bay from Samson, gathering and rearing as they neared the shore before they curled over to hurl themselves into the hissing sand.’

‘I was glad to have Daniel’s hand to hold, nothing could have persuaded me to let go.’

‘A sudden gust of wind shook the cottage, rattled the windows and whistled down the chimneys disturbing the ask in the fire grate.’

‘Daniel and I backed away towards the stove knocking over a chair as we went.’

‘I had just hooked my biggest pilchard when I noticed a wisp of mist above our heads.
…still no land loomed up out of the fog as we expected.’

‘The fog though seemed to obscure and shroud the sounds of the sea just as it was hiding the islands that we knew lay all around us.’

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

Lesson	4	Vehicle Text & Page	Why the Whales Came - adapted extracts from throughout the book Michael Morpurgo

A) How do Gracie's feelings towards the Birdman change throughout the story? **B) What feelings, thoughts and actions does the author describe to make you think this?**	Vocabulary Teaching: cormorant, anonymous guardian angel	Focus Comprehension & Strategies: • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they can read for themselves	Focus Content Domain(s): **2b** retrieve and record information / identify key details from fiction and non-fiction **2h: Make comparisons within the text.**



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children what they know about Gracie's feelings towards the Birdman so far. Encourage the children to reference the text (from previous lessons) to support their ideas.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet.
Explore & respond: Read extract 1 -Lesson 4. Ask the children why they think this is a key part of the story. Consider why it is so important with reference to the title of the book. Draw attention to the line: *'Thank God you've come,' the Birdman called out*. Discuss the relationship between the Birdman, Daniel and Gracie at this part of the story, referring to the extract for evidence. Direct the children to consider that they run towards him, help him and use his real name.
Fluency: **Choral Reading** – focus on using **Intonation**, especially for speech.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A.** Teacher **re-read** the first three short extracts -Lesson 4: Teacher Model. **Text mark**, circling the words and phrases which show how Gracie feels about the Birdman and **Infer** her feelings. Teacher Talks: Gracie has been taught from a very young age to stay out of the way of the Birdman. They have heard so many things about him, they wonder what would happen if he were to get near to them. The 'what ifs' have been in their minds for many years and made them scared. She runs away from him so she can be as far away as possible. There are lots of associations of being afraid if they are close to him and that they can only be safe if they are far away from him.
Reference the text: Teacher to circle words and phrases from the text. Circle *'Learnt from the cradle…Birdman was to be avoided', 'what if' , 'we ran; we did not stop running' 'safety'* and add the feeling next to the text.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: **Paired Read** the other extracts - Lesson 4: Children Practise. Children to work together to **Text mark**, circling the words and phrases which show how Gracie feels about the Birdman and **Infer** her feelings. Add their thoughts around the text in the form of notes.
Practise Taught Strategies & Skills: Working in pairs, children to **Text mark** and **Infer** as modelled by the Teacher. If the are struggling, consider *'he could have done it already', 'never taken so much trouble over a boat', 'I missed the Birdman', 'He was indeed a father to me', 'I don't like the look of him when he's angry', 'we had to warn him', 'I huddled close to him', 'I was thinking how good it would be if Father and the Birdman were to meet up in Heaven,'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Apply Activity, as described below.
Verbal & Written Responses: Refer to **Anchor Question B:** Working in pairs, children to draw a timeline on large paper. Using their ideas from the practise section, children should begin to plot how Gracie was feeling at the beginning of the story, then the next part… and so on. Children to **Reference the text** by giving an evidence of Gracie's actions or speech to show that she felt that way, using **Sequencing** to move along the timeline to show how her feelings change throughout the story.

Terrified of the Birdman *Started to trust the Birdman*
e.g. _____
When they thought he was near, they ran for safety. *Wrote a message in the shells to thank him for the cormorant*

Finally, if there is time, pairs could be encouraged to **Summarise** their timeline in a couple of sentences verbally to another pair to answer the **Anchor question.**
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, Infer, Reference the text, Sequencing**, Summarise**, Anchor Question.**

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Lesson 4: Vocabulary

cormorant	anonymous guardian angel

Lesson 4: Fluency

Thank God you've come,' the Birdman called out. 'I can't do it all on my own, not strong enough.'
'What is it?' I asked.
'It's like the ones they killed on Samson isn't it?' Daniel asked. 'It's the same isn't it, Mr Woodcock?'

Lesson 4: Anchor Questions

A) How do Gracie's feelings towards the Birdman change throughout the story?

B) What feelings, thoughts and actions does the author describe to make you think this?

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Lesson 4: Read/ Teacher Model /Children Practise

Extract 1: Read

We could see the Birdman now, standing in the shallows. Then we saw a long dark shape lying at the water's edge and the Birdman kneeling in the water beside it. As we ran towards him, we could see he was trying to roll it over and that it was clearly too big for him to move. It was a whale, its horn shining in the sun.
The Birdman got slowly to his feet as he saw us coming.
'Thank God you've come,' the Birdman called out. 'I can't do it all on my own, not strong enough.'
'What is it?' I asked.
'It's like the ones they killed on Samson isn't it, Mr Woodcock?' Daniel asked.
'Just the same,' he said. 'It was me that found the first one that day too.' And he looked out to sea. 'The others will be out there at sea just like they were before and they'll come in just like they did before. We've got to get her back in the water before they come else they'll beach themselves. We've got to do it before anyone comes. If they find her here that'll be the end of Bryher. It'll happen all over again.'

Additional extracts:

Teacher Model:

Like all the other children on the island, Daniel and I had learnt from the cradle that the Birdman was to be avoided. P.5

'But what if the birdman does catch us, Daniel? He's only got to touch us, that's what I heard.' P.7

We picked up the boats and we ran; we did not stop running until we had reached the safety of Daniel's boatshed. P.11

Children Practise:

(After the Birdman leaves a wooden carved cormorant on the beach for Gracie and Daniel):
'If the Birdman had wanted to put a spell on us he could have done it already, couldn't he?' Then I wrote out in orange shells: 'Thanks for the cormorant.' P.25

We built Woodcock *(a wooden boat Daniel and Gracie built for the Birdman as a present)* together that spring…We had never taken so much trouble over a boat. Nothing

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was right until it was perfect…We left it with a long shell message for the Birdman in the sand. P.29

I told the Birdman that my father had gone to be a sailor in the war and he smiled sadly and put his hand on my head. 'We'll look after you and your mother, won't we Daniel? I'll be your father till he gets back home again; how would that be?' 'That'll be fine,' I said. 'Just till he gets back though.' P.89

There was less time than ever now to go visiting the Birdman and Prince…I missed Prince and I missed the Birdman. Each time I saw Daniel go off alone I longed to go with him, but I knew I could not. P.91

The Birdman was as good as his word. He was indeed a father to me, looking after mother and me like some anonymous guardian angel. P.93

'We don't have to tell the Birdman either, do we?' I asked. 'I don't want to tell him. He'll be angry…and I don't like the look of him when he's angry.' P.120

'Gracie,' said the Birdman, 'you go back to the whale and try to keep her happy…And he took off his sou'wester and handed it to me. 'You can use this for a bucket.' So I did just what he asked. P.158

'Big Tim and all of them were going to attack the Birdman's cottage. Daniel heard them planning it, so we had to warn him, didn't we?'

'You *(the Birdman)* nearly drowned.' Mother put a blanket around him and Daniel and I huddled close to him.' p.171

'I was thinking how good it would be if Father and the Birdman were to meet up in Heaven, and I wondered what they would say about me.' p.174

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

Lesson	5	Vehicle Text & Page	Why the Whales Came adapted from Chapter 11 Michael Morpurgo

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Did the Birdman, Gracie, Daniel and the other islanders manage to redeem the curse of Samson? How?	redeem, precipitating, thunderous, subsided, flurry of activity, harpoon, cassock, incredulously, authoritative, shamefaced, intently, uneasily, On the contrary, flourishes exultant, sustained, ashen, flailing frenzy, redeemed	• Develop positive attitudes to reading and understanding of what is read • Increase their familiarity with a wide range of stories and retelling some of these orally • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence	**2b** retrieve and record information / identify key details from fiction and non-fiction **2f** Identify / explain how narrative content is related and contributes to meaning as a whole



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Vocabulary
- Lesson 5: Extended Application Activity
- the Vehicle Text

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.

Activate Prior knowledge: Children **Think Pair Share** what they have learned about the relationships between the characters throughout their study.

Vocabulary: N/A

Share Anchor Questions: Refer to this throughout the session. Briefly **clarify the** meaning of 'redeem the curse' to ensure that all children understand.

Enjoy and Respond to the text: Either at the beginning of the lesson or prior to the lesson, read Chapter 11 (up to nearly the end: *'You'll see'*) aloud to the children. (This will give them a satisfying end to the story without totally giving the end away to any who choose to read the whole book!) Paired read of Lesson 5: Read.

Written Responses / Evidence Anchor Question(s):

Children to work in groups to present a news report from the beach the morning after the whales went.

Children to choose their roles – e.g. news reporter, interviewer, named characters from the story. Encourage the children to use their knowledge of the story and their understanding of different characters' views and feelings on events in their responses (**Reference the Text**). Also remind children that their performance must answer the **Anchor Question**. Children should prepare and practise then each group can perform to the class.

The performances could be recorded on iPad/camera/dictaphone.

These offer a rich opportunity to perform 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!

Additional Activity 2:

Ask the class if they can connect this to any other books they have read **(Connect Books).**

Consider the book from the previous unit: When the Mountains Roared. Encourage children to make connections between the two stories. (Things to consider: both have a young girl who ignores danger as one of the main characters; both save an animal in danger; both have rumours of a curse; both set in mysterious/scary settings). Complete the Lesson 5: Children Apply Activity.

Comprehension Questions for written responses in Reading Journal:

1. What two things did the Birdman, Daniel and Gracie do to try and stop the whales from coming onto the beach?
2. Find and copy the word which tells us that the whale enjoyed having the water poured over it.
3. The islanders plan to kill the whales. How do we know this?
4. How do you think the islanders felt when they arrived at the beach? Use evidence from the text to help you to answer.

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

This may include:
- use of the strategies taught i.e. **Reference the text, Infer, Connect Books**
- responses to the **Anchor Questions**.

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Lesson 5: Read

We did all we could to discourage the whales from coming in too close to the shore. Shouting and screaming at the water's edge, we hurled stones and driftwood at them but most fell far short and those few that did hit them did not seem to deter them. The Birdman's flock of gulls wheeled noisily overhead, but the whales took no notice of them either. Every faint whistle from the stranded whale seemed to drive the others to distraction. Each furious flurry of activity left them that much nearer the shore and there seemed nothing we could do now to stop them beaching themselves.

I went back and forth from the water's edge to the whale with water. I began at her head, pouring the water all over her eyes and mouth. She seemed to relish it, blinking and rolling from side to side while I talked quietly to her. I remember thinking that she could understand every word I said.

Then I saw them coming back. They were hurrying along the path. Big Tim running out in front. It looked as if he had brought most of the island with him. Everyone had a weapon of some kind in his hand, a fork, an axe, a hoe or a scythe. No-one spoke for a moment. They all stood looking incredulously at the Birdman and the whale, at Daniel and me, whispering anxiously amongst themselves.

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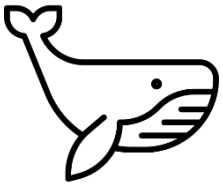

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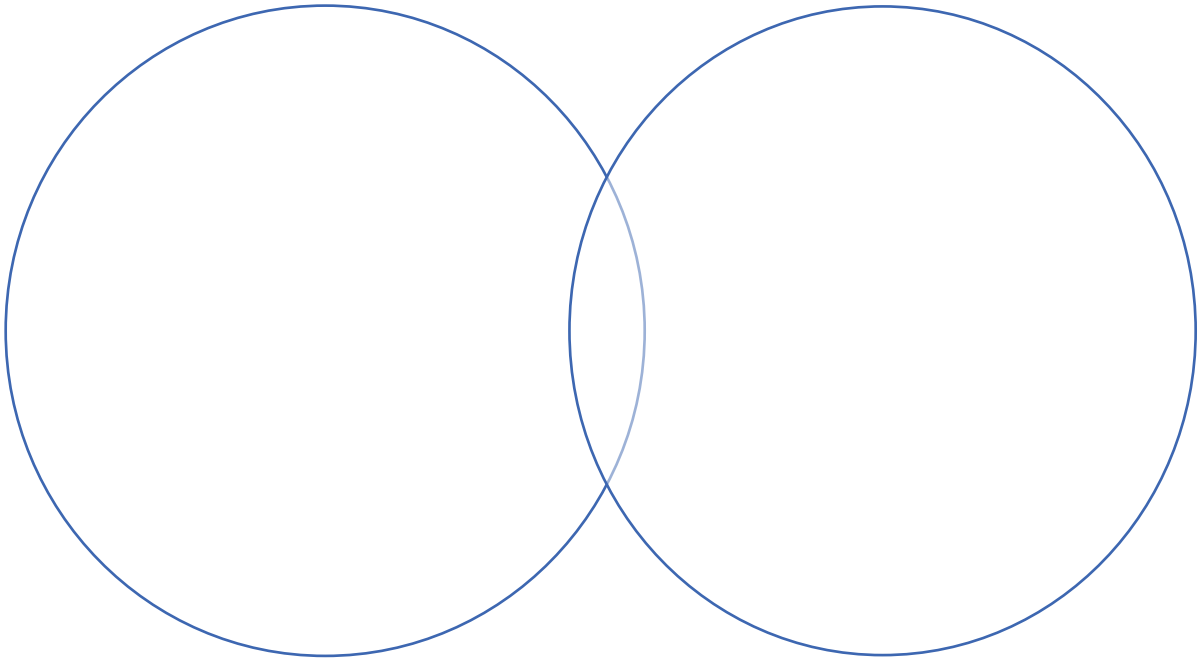
Lesson 5: Children Apply

When the Mountains Roared Why the Whales Came



Lesson 5: Comprehension Questions

1. What two things did the Birdman, Daniel and Gracie do to try and stop the whales from coming onto the beach?

_____ _____

2. Find and copy the word which tells us that the whale enjoyed having the water poured over it. _____

3. The islanders plan to kill the whales. How do we know this?

_____

_____

4. How do you think the islanders felt when they arrived at the beach? Use evidence from the text to help you to answer.

_____

_____

_____

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge
Children reflect on what is already know 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.

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Connect Words

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

Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

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Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

Teacher Questioning: High-quality questioning that promotes high quality thinking and discussion to improve reading comprehension. By promoting *and* modelling questions before, during and after reading, we help 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.

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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 reading.

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.

✗ 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, cations. 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.

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Text Structures

Identification of text structures helps children with reasoning and understanding. The key to understanding texts structures is to identify their underlying features. When familiar, 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 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 teach invites the children to make simple logical link between what has just been heard and what will logically happen next. This strategy can be used multiple times and is early prediction work (see Prediction).

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Reading Curriculum Coverage

Reading Curriculum Coverage

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

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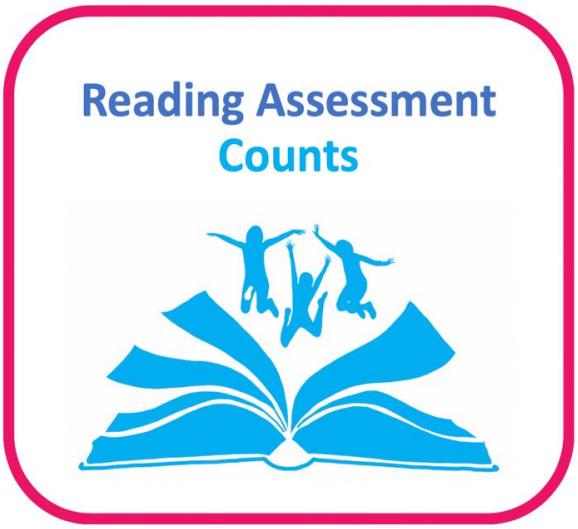
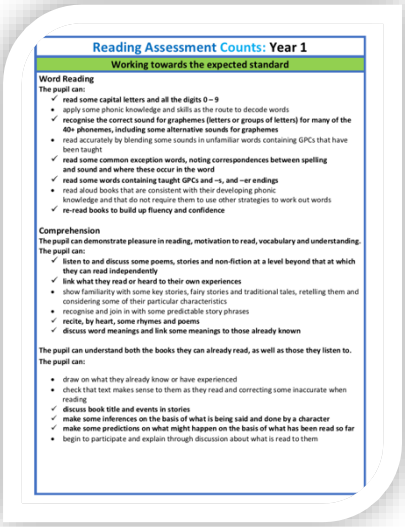
Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

- ✓ **read some capital letters and all the digits 0 – 9**
- apply some phonic knowledge and skills as the route to decode words
- ✓ **recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes**
- read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught
- ✓ **read some common exception words, noting correspondences between spelling and sound and where these occur in the word**
- ✓ **read some words containing taught GPCs and –s, and –er 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.

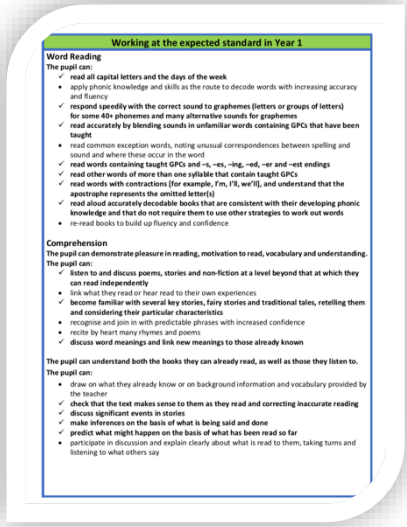
The pupil can:

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

Comprehension

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

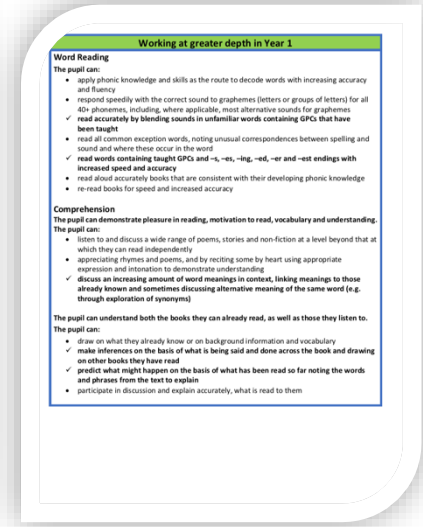
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

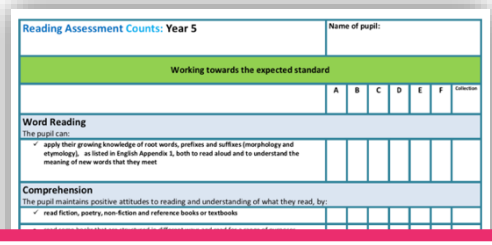
The pupil can:

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

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

The pupil can:

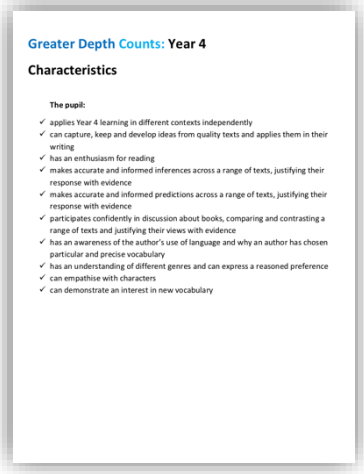
- draw on what they already know or on background information and vocabulary
- ✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read**
- ✓ **predict what might happen on the basis of what has been read so far noting the words and phrases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



Reading Assessment Counts: **Year 5** | Name of pupil:

Working towards the expected standard

	A	B	C	D	E	F	Collection
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							



Greater Depth Counts: Year 4

Characteristics

The pupil:

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

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



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/

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

'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



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'

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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™

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**

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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

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