Steps to Read™

Shared Reading Planning

Year 3

Unit B: Reading Breadth

Stories and Poetry



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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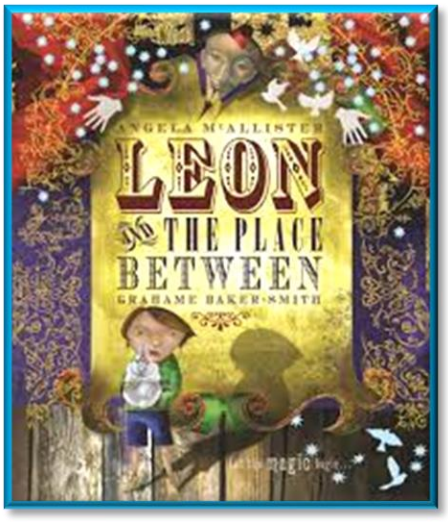
The 4 Step Teaching Sequence

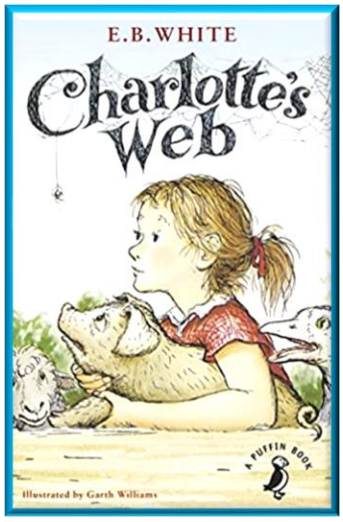
Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

	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



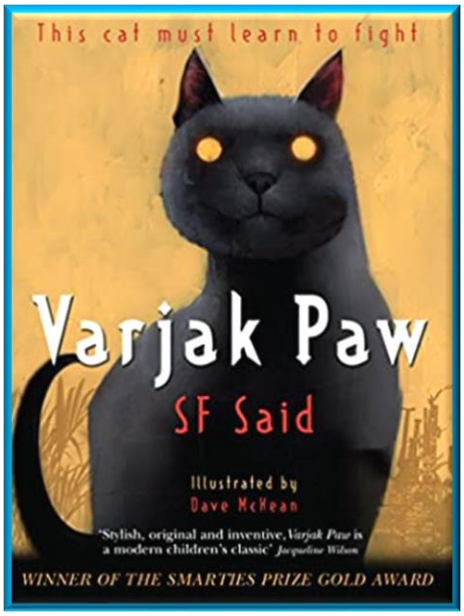


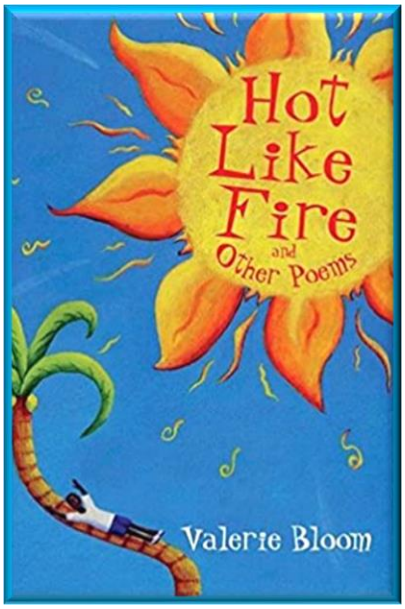
Shared Reading Planning

Year 3

Unit B

Reading Breadth: Stories & Poetry





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Unit Focus: Comprehension Skills & Strategies

This Year 3 Unit B

Word Reading

•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:
• Increase their familiarity with a wide range of stories
•Use dictionaries to check the meaning of many unknown words that they have read
•Predict what might happen from details stated and some which are implied
•Recognise some different forms of poetry [for example, free verse, narrative poetry]
•Ask some questions to improve their understanding of a text
•Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Skills and Strategies

Build on Previous Year & Focus on:
•Recognise and read *many Year 3&4 W*ord List words
•Read aloud using punctuation to aid expression including speech
•Self-correction, including rereading and reading ahead

Content Domains*

2e predict what might happen from details stated and implied
2a give / explain the meaning of words in context

Throughout Year 3 focus on

Comprehension

Building on Previous Year and throughout Year 3 focus on:
•Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Participating in discussion about both books that are read to them and those they can read for themselves
•Using dictionaries to check the meaning of many unknown words that they have read
•Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Increasing their familiarity with a wide range of books and retelling some of these orally

Skills and Strategies

•Build on phonics subject skills and knowledge
•Connect prior knowledge with context
•Locate and discuss words and pre-taught vocabulary to find out what the text is about
•Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
•Read a range of texts with increasing accuracy and fluency
•Develop fluency and enthusiasm for reading and read widely and frequently
•Develop views about what is read with support
•Develop positive attitudes to reading and understanding of what is read

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

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

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

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

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Steps to Read also:

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

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

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

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

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

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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 enabling children to read for a purpose. Questioning and enjoyment of the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.
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 reinforcing 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 Steps to Read teaching sequence and its suggested timings. The fifth lesson is to provide an opportunity for children to apply those subject skills and knowledge taught in the previous 4 lessons through an extended application lesson.



In most Steps to Read lessons we:

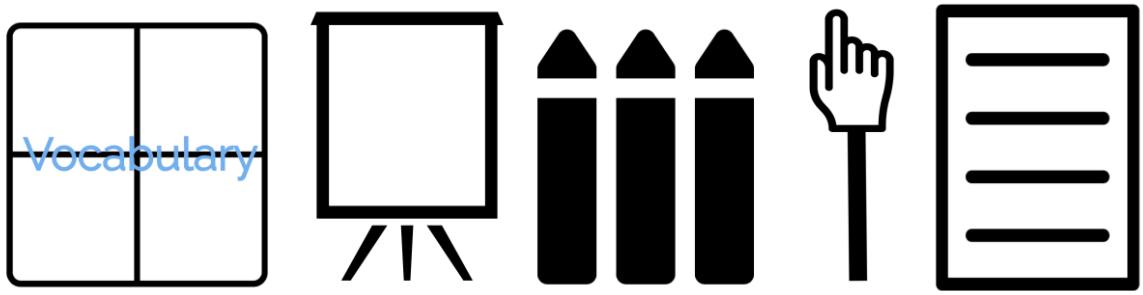
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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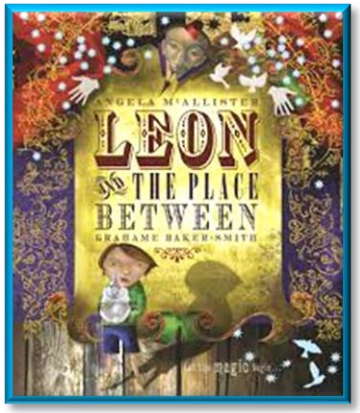
Shared Reading Planning

Year 3

Unit B: Reading Breadth

Stories and Poetry

Fiction 1



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

Lesson	1	Vehicle Text & Page	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith Front and back cover Double page with illustration of children waiting outside the Big Top Page beginning *"I don't believe in magic"* (Adapted text included below)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do you think might happen in this story and what makes you think this?	the place between, sleights of hand, all manner of thingamies, let the magic begin….	· Predict what might happen from details stated and some which are implied · Participate in discussion about both books that are read to them and those they can read for themselves · Ask some questions to improve their understanding · Read aloud using punctuation to aid expression including speech	**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: Use **Book Talk** to quickly explore the front cover, title and blurb of the book. Ask children to share their initial ideas as to what the story might be about.
Share Anchor Questions: Share these with the children explicitly and refer to them throughout the lesson.
Vocabulary: Refer to Lesson 1: Vocabulary. Explain to the children what '*sleights of hand*' means, e.g. the skilful way that magicians use their hands when performing tricks. Look at the word 'thingamies'. Explain that this is not a real word but that writers can sometimes use made up words to add to the effect on the reader. Discuss possible definitions of the word with the children. Use **Find Read Talk** strategy to discuss and explain the rest of the vocabulary in the context of where these are located within the text (front and back cover).
Explore & Respond: Read through the blurb, look at the double page spread of the children beside the tent and the first page with words, '*I don't believe in magic*' (see Lesson 1: Read). Teacher note: even though this is included below, you may want to use the actual book as it is rich in illustration and will help the children with their **Predictions**. Allow children time to discuss what they notice and continue to refine initial **Predictions.**
Fluency: Model using **Intonation** and **Expression** as you read Lesson 1: Fluency. Use your voice to show how the different characters feel about the show. Children **Pair Read** x2 the same extract**.**

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Look at the first full page illustration (the children waiting outside the Big Top). Model **Think Aloud** strategy to demonstrate **Inference** and **Prediction** about what the story could be about**.** Teacher Talks: What do I notice about this illustration? I notice three children grouped together and then another one slightly apart. Ask yourself the **Question**, 'Who might this child be?' I think this is probably Leon because he is apart from the other children and he seems more interested in the sign. This suggests that maybe he is more excited about magic than the others. Looking at the age of the other children, I think they could either be friends or brothers and sisters. The little girl is younger than him so it might be more likely that she is Leon's little sister.
Reference the Text: Refer specifically to the illustration and the clues it holds as you model. Complete an enlarged copy of the Teacher Model activity.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children have the text from the front and back cover and the beginning of the story (see Lesson 1: Children Practise). Teacher note: whilst the text is below, you may want children to see the relevant pages of the book as it is rich in visual clues.
Practise Taught Strategies & Skills: Children use the words and illustrations to **Infer** what is happening and **Predict** what might happen in the story. Encourage them to circle any words and phrases that help them make **Predictions** and discuss together what could happen in the story.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Questions: In Reading Journals, children complete the Lesson 1: Children Apply.
Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Take feedback on any notes the children have made as well as those made by the teacher in the Model lesson. On flip chart paper scribe responses ensuring children **Reference the Text** when offering suggestions.
Feedback on Learning: Use Assessment for Learning to feedback to the children. Comment on **Reference the Text** and **Text Marking**, **Paired Reading** and **Think Aloud** as well as responses to the **Anchor Questions.**

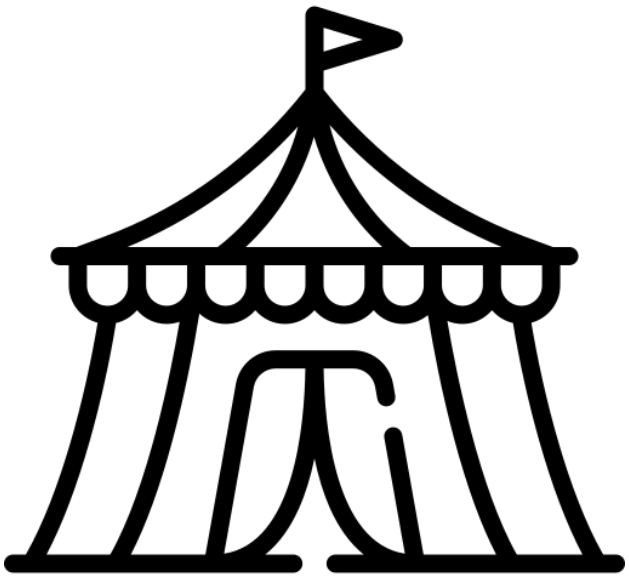
Acceptable Point(s):
- any predictions that relate to a theme of magic
- a focus on Leon believing in magic and that something special and magical will happen in the show
- a note that the title only mentions Leon, so the unfolding story might only be about him and not the other children
- Leon might have to be brave as it asks 'Do you dare to step into the place between'

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

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Lesson 1: Vocabulary

the place between	sleights of hand
all manner of thingamies	let the magic begin…



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Lesson 1: Fluency

"IT'S NOT REAL," hissed Pete. "IT'S ONLY TRICKS."
Little Mo looked disappointed.
"SSSH NOW," whispered their brother
LEON.
"IT WILL BE MAGIC. YOU HAVE TO BELIEVE."

Lesson 1: Anchor Question

What do you think might happen in this story and what makes you think this?

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Lesson 1: Read / Teacher Model / Children Practise

Leon and the Place Between

Let the magic begin…

"Rabbits, shadow puppets, swirls and spirals, sleights of hand and all manner of thingamies to keep you looking on for hours. Wonderful."

Dave McKean

Do you dare to step into the place between?

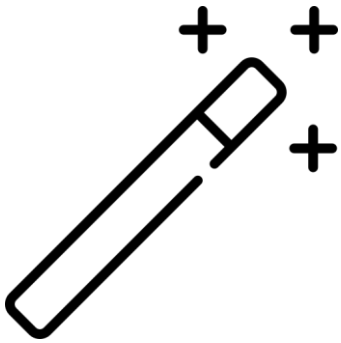
"I DON'T BELIEVE IN
MAGIC,"
said Tom, as he settled down on the grass in the show tent. Around him the large crowd waited impatiently for SOMETHING TO HAPPEN.
"IT'S NOT REAL," hissed Pete. "IT'S ONLY TRICKS."
Little Mo looked disappointed.
"SSSH NOW," whispered their brother
LEON.
"IT WILL BE MAGIC. YOU HAVE TO BELIEVE.
LOOK, IT IS GOING TO BEGIN."

©Adapted extract from Leon and the Place Between by Angela McAllister and Graham Baker-Smith (Templar Books)

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Lesson 1: Teacher Model

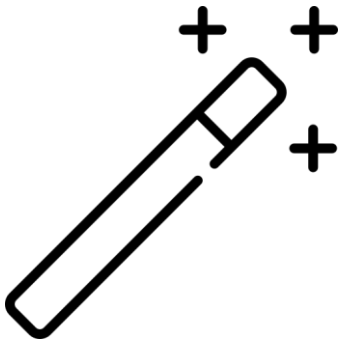
What do you think might happen in this story and what makes you think this?	
Part of Illustration	**Inference / Prediction**
One boy stands on his own	This boy is possibly more important in the story than the others
Boy is looking at the sign for the Magic Show	Boy looks more interested in magic than the others – might want to find out more / go inside
Other children standing nearby	These could be brothers and sisters or friends. Perhaps they have all been exploring the fairground and come across the tent



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Lesson 1: Children Practise

What do you think might happen in this story and what makes you think this?	
Clue	Inference / Prediction



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

Lesson	2	Vehicle Text & Page	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith Adapted from book - Up to the page *'With a ripple of gold braid…the curtains slowly parted'* (see below)

Anchor Questions(s):
The author uses words like 'bang', 'pounding beat', 'flew', 'fast and furious' and 'louder and louder'. What do these words tell you about the juggling act?
Teacher Model Question:
The author uses words like 'the lanterns went out', 'crowd fidgeted', 'a whisper', 'a loud hush', 'curtains twitched'. What do these words tell you about how the author is building the anticipation?

Vocabulary Teaching:
lanterns, impatiently, braid, fidgeted with excitement

Focus Comprehension & Strategies:
· Read aloud using punctuation to aid expression including speech
· Predict what might happen from details stated and some which are implied
· Self-correction, including re-reading and reading ahead
· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context
· Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context

Focus Content Domain(s):
2a Give/explain the meaning of words in context
2b Retrieve and record information/identify key details from fiction

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Show a picture of the children inside the tent (I don't believe in magic page). Using **Think Pair Share**, ask children to discuss what they might see, hear, feel and smell inside the tent. Have any children been inside a big top before. How did they feel? Draw out the excitement and anticipation the children in the tent might be feeling.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: Use **Find Read Talk** together to identify the meanings of the rest of the words. Teacher note: You may want to find the words in the context of the actual book as the illustrations will support understanding too.
Explore & Respond: Read from the beginning of the book up to and including the pages containing the words, *'With a ripple of gold braid…the curtains slowly parted…'* Ask the children to use **Think Pair Share** to **Predict** what might happen next. Take brief feedback. Now read to *'Once more there was only darkness.'* Teacher note: The text is included below, but the visuals of the book make it better for sharing the actual text. Compare the first act to their **Predictions**.
Fluency: Read Lesson 2: Fluency. Model reading this with appropriate **Pausing.** Children **Choral Read** x2.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills; Using Lesson 2: Read (or the actual book) model making **Deliberate Mistakes** when decoding and **Self-correcting**. When returning to words, reinforce the need to examine known grapheme-phoneme correspondence as a strategy for word recognition.
Reference the Text: Example Model Question for demonstration: The author uses words like 'the lanterns went out', 'crowd fidgeted', 'a whisper', 'a loud hush', 'curtains twitched'. What do these words tell you about how the author is building the anticipation? Model the strategy of **Thinking Aloud** as you consider how they build the anticipation.
Teacher Talks: The lanterns went out tell us that the whole tent has been plunged into darkness. This would let the crowd know the act is about to start. They might also feel a little nervous in the dark. It says the crowd 'fidgeted'. They are waiting to see what is about to happen – uncertain and perhaps a little apprehensive too. They feel like they can only whisper – there are little voices perhaps discussing what the first act could be. The loud hush silences them all and they are now ready for the act to begin. The twitch of the curtains would make everyone focus on the stage in anticipation of the act to come.
Add to Lesson 2: Teacher Model as you work.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children have the extract and Lesson 2: Apply as they consider the word choices of the author in pairs.
Practise Taught Strategies & Skills: Use **Think Aloud** as they consider what the words tell them about the juggling act. If children are struggling, guide them to consider the speed, energy and noise of the act that the words imply, e.g. bang, pounding, fast and furious etc.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question: Children complete the Lesson 2 Children Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback. Clarify the effect these words have on the reader in understanding the fast / loud / exciting nature of the juggling act.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught and used i.e. **Self-correcting, Think Aloud**, **Reference the Text, Choral Reading** and **Find Read Talk.**

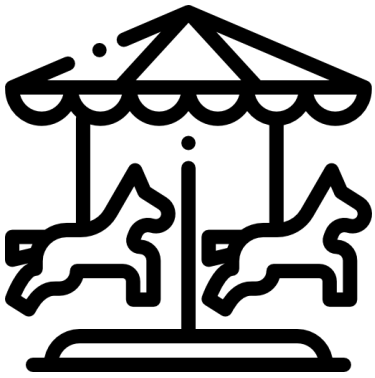
Acceptable Point(s):
- loud
- fast / frenetic
- loud
- energetic

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

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Lesson 2: Vocabulary

lanterns	braid
impatiently	fidgeted with excitement



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Lesson 2: Fluency

‘THE LANTERNS WENT OUT. In the darkness the crowd fidgeted with excitement. There was a cough, a whisper and then A LOUD HUSH. At last a soft, blue glow lit the stage and the curtains twitched.’

Lesson 2: Anchor Questions

The author uses words like ‘bang’, ‘pounding beat’, ‘flew’, ‘fast and furious’ and ‘louder and louder’. What do these words tell you about the juggling act?

Teacher Model Question:

The author uses words like ‘the lanterns went out’, ‘crowd fidgeted’, ‘a whisper’, ‘a loud hush’, ‘curtains twitched’. What do these words tell you about how the author is building the anticipation?

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Lesson 2: Read

"I DON'T BELIEVE IN
MAGIC,"
said Tom, as he settled down on the grass in the show tent. Around him the large crowd waited impatiently for
SOMETHING TO HAPPEN.
"IT'S NOT REAL," hissed Pete. "IT'S ONLY TRICKS."
Little Mo looked disappointed.
"SSSH NOW," whispered their brother
LEON.
"IT WILL BE MAGIC. YOU HAVE TO BELIEVE.
LOOK, IT'S GOING TO BEGIN."

THE LANTERNS WENT OUT.
In the darkness the crowd fidgeted with excitement. There was a cough, a whisper and then
A LOUD HUSH.
At last a soft, blue glow lit the stage and the curtains twitched.
WITH A RIPPLE OF GOLD BRAID…THE CURTAINS SLOWLY PARTED…

BANG!
THREE JUGGLERS
tumbled onto the stage to the pounding beat of a drum. Skittles flew, fast and furious,
BACK AND FORTH, UP AND OVER.
Tambourines rattled, loud and louder; skittles spun, high and higher; the jugglers twisted, fast and faster. THEN BANG
THE SKITTLES WENT UP…
…but they didn't come down!
EVERYBODY CHEERED AND CLAPPED.
The incredible jugglers bowed and bounced away.
ONCE MORE THERE WAS ONLY DARKNESS.

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Lesson 2: Teacher Model

‘the lanterns went out’	This would make let the crowd know the act is about to start. They might also feel a little nervous in the dark.
‘crowd fidgeted’	They are waiting to see what is about to happen – uncertain and perhaps a little apprehensive too.
‘a whisper’	They feel like they can only whisper – there are little voices perhaps discussing what the first act could be.
‘a loud hush’	The loud hush silences them all and they are now ready for the act to begin.
‘curtains twitched’	The twitch of the curtains would make everyone focus on the stage in anticipation of the act to come.

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Lesson 2: Children Apply

‘bang’	
‘flew’	
‘pounding beat’	
‘fast and furious’	
‘louder and louder’	



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

Lesson	3	Vehicle Text & Page	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith Adapted from the text up to *'…and the magic began'* on the pages starting with the words *"Trust nothing"*

Anchor Questions(s):
The author uses words like 'Pouff', 'a cloud of purple smoke filled the stage', 'and there he was', 'sparks flew from his fingertips' and 'Leon could smell the magic'. What do they, and the illustration, tell us about the magician?
Teacher Model Question:
The author uses words like 'Now, said Leon', 'edging forward in the darkness', 'with a swish the curtain opened'. What do they tell you about how Leon is feeling at this moment?

Vocabulary Teaching:
stirred, jerked awkwardly, stiff bow, loud applause, edging forward, blossomed

Focus Comprehension & Strategies:
· Read aloud using punctuation to aid expression including speech
· Self-correction, including re-reading and reading ahead
· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context
· Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context

Focus Content Domain(s):
2a Give/explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children the page where Leon's face fills the entire scene and the stars dance around his head. Ask them to think about what his expression is telling them about how he might be feeling. What has happened so far / what do we know about how he feels about magic? Take brief feedback and jot onto a flipchart. Teacher note: Leon is completely enthralled by the magic show at this point.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain the vocabulary in the context of where it is located within the text. Use the strategy **Find Read Talk.** Teacher note: Again, you may want to use the actual book to locate the words as the illustrations often aid understanding.
Explore & Respond: Read the extract (see Lesson 3: Read – but ideally use the book). Consider the **Anchor Question** and allow children time to **Stop & Jot** their initial responses to it.
Fluency: Read Lesson 3: Fluency and use **Intonation** and **Stress** for important words, e.g. 'now' and 'with a swish'. Children **Choral Read** x2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 3: Read (or the actual book), model **Self-Correction** and use phonics as a first strategy for decoding unfamiliar words to locate known **GPCs**. **Reread** extract correctly.
Example Model Question for demonstration: The author uses words like 'Now, said Leon', 'edging forward in the darkness', 'with a swish the curtain opened'. What do they tell you about how Leon is feeling at this moment? Use **Think Aloud** strategy.
Reference the Text:
Teacher Talks: Leon knows that the moment of the main event is about to happen – he is intently watching to see what the curtain will revel next. He is moving closer to the stage – he is really intrigued and drawn in by the whole performance. This is also clear from the illustration of his face that we looked at, at the start of the lesson. The curtains suddenly open and we know the magic is about to begin.
Add your notes to the Teacher Model grid.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Each pair to have a copy of the Lesson 3: Read and the Apply sheet with the words and phrases from the **Anchor Question** on. You may want them to see the full page image of Abdul Kazam also as this helps to illustrate the mysterious and magical qualities of the magician.
Practise Taught Strategies & Skills: Use **Think Aloud** as they consider together what the words and the illustration tell them about the magician. If children are struggling, draw out the grand entrance using the smoke / magic in every part of him – sparks from his fingertips / seems to have appeared out of nowhere etc.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: In Reading Journals, children complete Lesson 3 Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback. Discuss word choices of the author, which they think are most effective and why. Discuss together what the illustration tells us about the character and how this has been achieved, e.g. cloaked figure suggests mystery / eye suggests he can read minds / see things others can't see etc.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught and used i.e. **Reference the Text, Choral Read, Think Aloud** and **Find Read Talk.**
*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Acceptable Point(s):
- appears from nowhere – magically appears
- grand entrance suggests he is the main act / important to the story
- creates quite a spectacle – dynamic performance, e.g. sparks fly from his fingertips
- his whole presence fills the tent – the children can even smell the magic
- Illustration increases sense of mystery / illusion and magic

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Lesson 3: Vocabulary

stirred	jerked awkwardly
Stiff bow	loud applause
edging forward	blossomed



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Lesson 3: Fluency

"Now," said Leon, edging forward in the dark. "Now it's going to happen." Outside in the night an owl hooted. With a swish the curtains opened…

Lesson 3: Anchor Question

The author uses words like 'Pouff', 'a cloud of purple smoke filled the stage', 'and there he was', 'sparks flew from his fingertips' and 'Leon could smell the magic'. What do they, and the illustration, tell us about the magician?

Teacher Model Question:

The author uses words like 'Now, said Leon', 'edging forward in the darkness', 'with a swish the large curtain opened'. What do they tell you about how Leon is feeling at this moment?

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Lesson 3: Read

AT LAST THE BARREL ORGAN FELL SILENT.
NO ONE STIRRED.
For a tiny moment the tiny creaks of the mechanical toys cast their own spell. Then they slowed, jerked awkwardly and were still.
THE SOLEMN MONKEY TOOK A STIFF BOW AND
THE CURTAIN CLOSED
TO LOUD APPLAUSE.
"NOW," SAID LEON,
edging forward in the dark.
"Now it's going to happen."
Outside in the night an owl hooted. With a swish the large curtains opened…
POUFF!
A cloud of purple smoke filled the stage and there he was…
ABDUL KAZAM!
Sparks flew from his fingertips.
LEON COULD
SMELL THE MAGIC.
"Trust nothing…" said Abdul Kazam, "But believe everything!"
He threw his arms high into the air and the magic began.
Paper flowers blossomed from his sleeves; silk scarves changed colour at a whispered word; water, poured into a hat, turned into night air.
Bright white handkerchiefs became fluttering doves.

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Lesson 3: Teacher Model

What do the words and the illustration tell you about how Leon is feeling at this moment?

'Now, said Leon'	Leon knows that the moment of the main event is about to happen – he is intently watching to see what the curtain will revel next.
'edging forward in the darkness'	He is moving closer to the stage – he is really intrigued and drawn in by the whole performance. This is also clear from the illustration of his face that we looked at, at the start of the lesson.
'with a swish the large curtain opened'	The curtains suddenly open and we know the magic is about to begin – the moment Leon has been waiting for
Illustration of Leon	Filled with anticipation Knows the real magic is about to begin Intrigued Spellbound

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Lesson 3: Children Apply

What do the words and the illustration tell us about the magician?

'Pouff'	
'a cloud of purple smoke filled the stage'	
'and there he was'	
'sparks flew from his fingertips'	
'Leon could smell the magic'	
Illustration of the magician	

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

Lesson	4	Vehicle Text & Page	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith Adapted extract up to 'Hold on tight'. Teacher note: Only show the book up to the page where Leon falls down onto the flying carpet – not the next page – as they will be making predictions about that

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What might happen in the story when Leon goes into the magic box? Teacher Model Question: How might the other children feel when Leon goes into the magic box?	gasp, tumbled, pantaloon trousers	· Predict what might happen from details stated and some which are implied · Self-correction, including rereading and reading ahead · Read aloud using punctuation to aid expression · Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context	**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: Read the following sentence: *"Who will step into the magic?" Leon knew it had to be him.* Share the illustration of Leon stepping onto the ladder and his friends watching with concerned looks on their faces. Briefly discuss together why Leon would volunteer. What do they already know about him that would help them understand why he chooses to go into the box?

Share Anchor Question: Explicitly and refer to this throughout the lesson.

Vocabulary: Use **Find, Read Talk** strategy to quickly discuss and explain the meaning of new words in the context of where these are located within the text. Again, it may be useful to use the actual book as this would help define 'pantaloon trousers' when the children see them.

Explore & Respond: Read the extract (using the actual book so that children can access the illustrations, *but only to the page where he first falls down onto the magic carpet*). Flick back through the pages read so far and particularly to the illustrations of the magician. Briefly allow children time to begin to consider what might happen next in the story.

Fluency: Read Lesson 4: Fluency. Use **Stress** as you read the capitalised words. Children **Pair Read** x2 the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 4: Read (or the actual book), model **Self-Correction** strategy and use phonics as a first strategy for decoding unfamiliar words. **Reread** correctly.

Example Question for demonstration to children: How might the other children feel when Leon goes into the magic box?

Model **Text Marking** and **Think Aloud** when locating and discussing evidence to answer the question.

Reference the Text: Circle '*there was a gasp from Little Mo'*.

Teacher Talks: The gasp suggests she is shocked that Leon would go into the magic box. Perhaps she is worried about what will happen to him. This is also clear in the illustration with the expression on her face. I think her nerves will be jangling and she will be on edge until he returns safely. The other children look anxious too. They will all be waiting for his safe return. Add to Lesson 4: Teacher Model as you work.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have Lesson 4: Read but would also benefit from access to the illustrations in the story.

Practise Taught Strategies & Skills: Children **Text Mark** and use **Think Aloud** as they discuss what could happen next in the story. If they are struggling, draw attention to the fact Leon has landed on a magic carpet – so this might transport him to different areas of the place in between, note the doves / synonymous with magic tricks and the magicians hands, so he might see more illusions and magic acts. Note the words, *'It was a world of doorways to somewhere else,'* and allow children to continue with predictions. Teacher to feedback as children work.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: In Reading Journals, complete the Lesson 4: Children Apply.

Verbal & Written Responses: As a class, return to the question to check responses and where they were located. Discuss the evidence they have used to make the **Predictions,** including the illustrations.

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

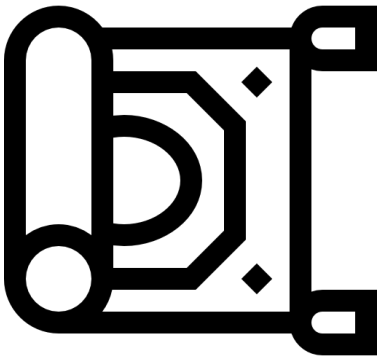
- Use of the strategies taught and used i.e. **Self-correct, Reread, Find Read Talk, Pair Reading, Stress, Text Marking, Think Aloud**
- Responses they have given to the **Anchor Question**

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

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Lesson 4: Vocabulary

gasp	tumbled
pantaloon trousers	



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Lesson 4: Fluency

INSIDE, the box was not a box. It was a world of doorways to Somewhere Else. LEON fell down, down, down, until he tumbled onto a carpet.
"HELLO," said a boy in blue pantaloon trousers.
"Where am I?" asked LEON.
"This is THE PLACE BETWEEN", said the boy.
"Between WHAT?"
"Between there and back again. This is the place where MAGIC sends you."

Lesson 4: Anchor Question

What might happen in the story when Leon goes into the magic box?

Teacher Model Question:
How might the other children feel when Leon goes into the magic box?

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Lesson 4: Children Practise/Children Apply

The crowd was amazed. Then Abdul Kazam stepped aside and there was a door. A door into a box.
“WHO WILL STEP INTO
THE MAGIC?”
Leon knew it had to be him.
He stepped up to the stage and climbed
INTO THE BOX.
There was a gasp from Little Mo and the door shut behind him.

Inside, the box was not a box. It was a world of doorways to Somewhere Else. Leon fell down, down, down, until he tumbled onto a carpet.
“Hello,” said a boy in blue pantaloon trousers.
“Where am I?” asked Leon.
“This is the place between”, said the boy.
“Between what?”
“Between there and back again. This is the place where magic sends you.”
“Will you show me?” asked Leon, excitedly. The boy smiled. “Hold on tight.”

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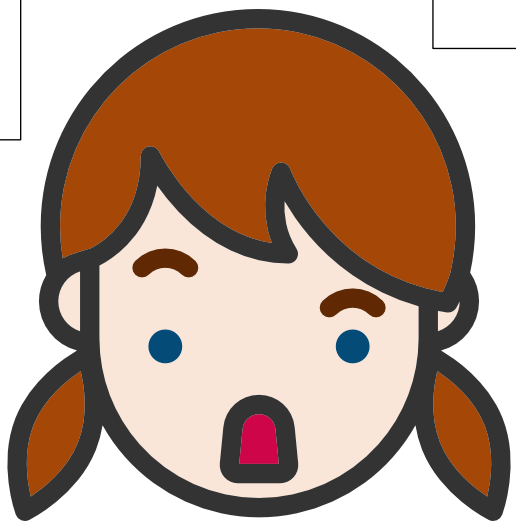
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Lesson 4: Teacher Model

How might the other children feel when Leon goes into the magic box?

'there was a gasp from Little Mo'.
Perhaps she is shocked that Leon has gone inside and worried about what will happen to him

Her nerves might be jangling as she worries about him

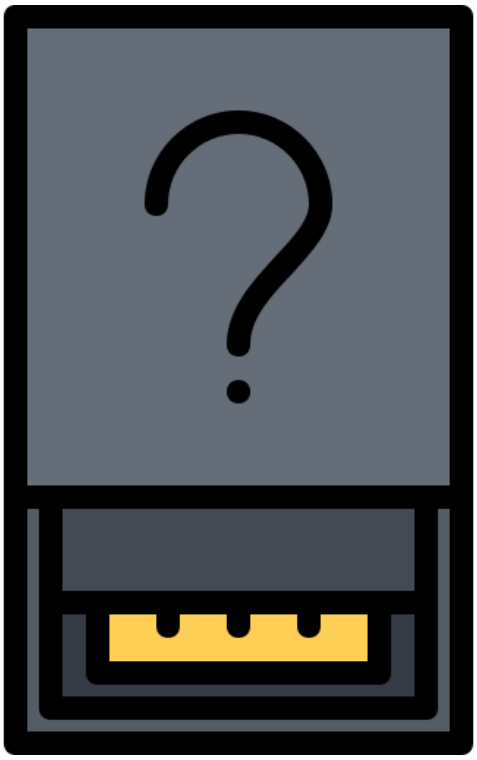


All of the children will probably feel very anxious until they see his safe return

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Lesson 4: Children Practise Apply

What might happen in the story when Leon goes into the magic box?



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

Lesson	5	Vehicle Text & Page	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith Whole text

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) The author uses words like 'Hold on tight', 'with a swoop, off they flew', 'spun past, flashed and were gone', 'danced in the perfumed air', 'stepped out of nowhere then vanished', 'astonishment' and 'unexpected'. What do they tell you about the journey through the place between? **B)** What do they think will happen at the end of the story?	tug, swoop, vanished in the blink of an eye, astonishment, unexpected	· Draw inferences such as characters' feelings, thoughts and motives from their actions and justify many inferences with evidence · Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context	**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



Extended Apply Lesson

Activate Prior Knowledge: Recall the fact that Leon has stepped into the place between and discuss their **Predictions** from the previous session.

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

Vocabulary: Share the words and phrases found within the text (see Lesson 5: Vocabulary). Discuss the meanings together.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the Text: Share the extract from the book (whilst this can be found below, it is better to use the actual book so the children can enjoy the illustrations too). Allow children time to briefly compare to their earlier predictions.

Written Responses / Evidence Anchor Question(s):
• In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets.
Teacher note: You may want the children to complete this using paired talk. Some confident readers may want to complete this independently.

Comprehension Questions for written responses in Reading Journal:
See below.

Additional Activity: In pairs, using the same extract and **Stop and Jot,** invite the children to make notes in order to create a television interview between a television presenter and Leon. Questions might include, 'How exactly did you enter the place between?' and 'Were you worried about your little sister while you were away?' 'How did it feel to visit the magical place?'
Rehearse, refine and perform to the rest of the class.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
• Use of the strategies taught across the week i.e. **Text Marking, Find Read Talk** and **Stop and Jot.**
• Responses they have given to the **Anchor Question** & Comprehension Questions

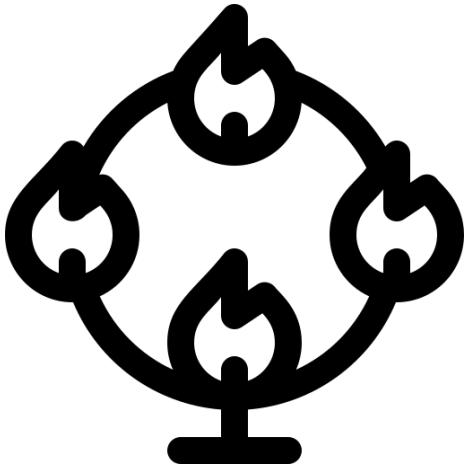
Now read the end of the story to the children.

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Lesson 5: Vocabulary

tug	swoop
vanished in the blink of an eye	astonishment
unexpected	



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Lesson 5: Read

"Will you show me?" asked LEON, excitedly. The boy smiled. "Hold on tight."
He gave the carpet a tug. With a swoop, off they flew. Everything that disappeared by magic, appeared in the Place Between. Cards and doves fluttered in the lantern light. Coins and rings spun past, flashed and were gone. Ropes, cups and balls danced in the perfumed air. A magician's assistant suddenly stepped out of nowhere as another vanished in the blink of an eye!
It was a world of astonishment. A world of the unexpected. It was alive with MAGIC.

The carpet came to rest. "Do you live here?" asked LEON, his eyes huge with wonder.
"No," said the boy, "but my father is a very great magician. He makes me disappear here every night. If I help him, he will teach me magic."
Then LEON felt something soft wriggling behind him. A white rabbit climbed gently onto Leon's lap and nestled in his arms. The boy stroked her ears.
"She is always here," he said sadly, "she was never called back."

LEON hugged the lonely rabbit and gazed at the PLACE BETWEEN, enchanted and amazed. Suddenly, the boy began to slowly float away.
"My father is calling," he said. "It is time to go."
LEON waved. "Goodbye," he cried, "I'll never forget!"
Then, from far away, he heard an echo of his own name.
"LEON, come back to us. LEON, RETURN..."
LEON felt the magic lift him off the ground and back into the darkness.

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Lesson 5: Children Apply

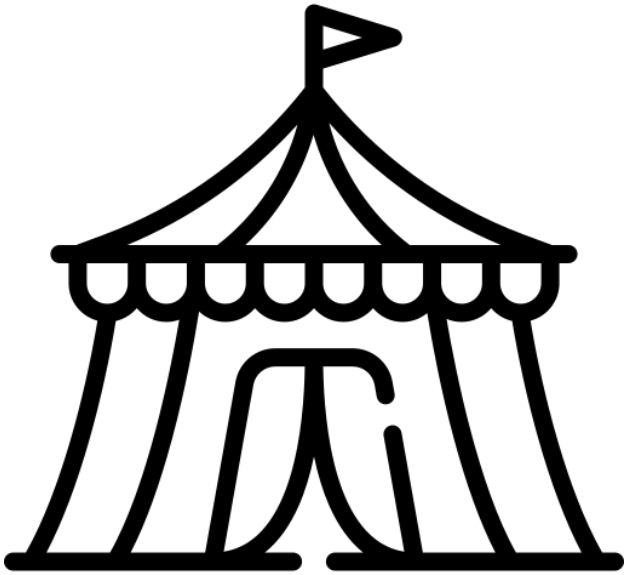
What do the words tell you about the journey through the Place Between?

'hold on tight'	
'with a swoop, off they flew'	
'spun past, flashed and were gone'	
'danced in the perfumed air'	
'stepped out of nowhere then vanished'	
'astonishment'	
'unexpected'	

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Lesson 5: Children Apply

What do you think will happen at the end of the story?



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Lesson 5: Children Apply

Comprehension Questions

1. Match up the objects with what happened to them:

Cards and doves	Spun past
Coins and rings	Fluttered in the lantern light
A magician's assistant	Danced in the perfumed air
Ropes, cups and balls	Stepped out of nowhere

2. Find and **copy** the word that tells us the boy feels upset that the rabbit has been left in the Place Between.

_____

3. ***LEON hugged the lonely rabbit and gazed around the PLACE BETWEEN, enchanted and amazed.***

What do the words 'enchanted' and 'amazed' tell us about how Leon feels about the PLACE BETWEEN?

_____

_____

_____

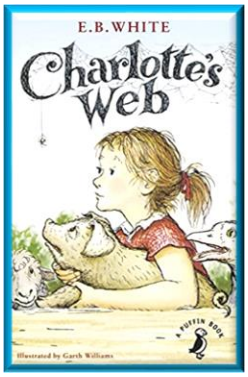
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Steps to Read™

Shared Reading Planning
Year 3
Unit B: Reading Breadth
Stories and Poems

Fiction 2



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

Lesson	1	Vehicle Text & Page	Charlotte's Web by E.B. White Adapted extract from Chapter 1, pp.1-4.

Anchor Questions(s):
The author uses words and phrases like 'shrieked', 'You mean *kill* it? Just because it's smaller', 'Please don't kill it!', 'sobbed', 'unfair', 'Tears ran down her cheeks', 'tried to pull it out of her father's hand', 'If *I* had been very small at birth, would you have killed *me*?' How does this help us to understand how Fern feels about the possible slaughter of the pig?

Vocabulary Teaching:
hoghouse, runt, do away with it, never amount to anything, pitcher, sneakers, injustice

Focus Comprehension & Strategies:
· Predict what might happen from details stated and some which are implied
· Read aloud using punctuation to aid expression including speech
· Self-correction, including re-reading and reading ahead
· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context

Focus Content Domain(s):
2e predict what might happen from details stated and implied
2a give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Share the illustration of the front cover. Use **Book Talk** approaches to study and quickly discuss this cover illustration to deepen thinking. Encourage the children to speculate as to the story's content and relate this to the book title. Connect briefly to **Prior Knowledge** children may have acquired from related learning.
Share Anchor Question: Explicitly share and refer to this throughout the lesson.
Vocabulary: Use the Lesson 1 Vocabulary sheet. Give children the definition of 'runt', meaning the smallest of the litter of pigs. Use the **Find Read Talk** strategy to help children understand the rest of the vocabulary in context.
Explore & Respond: Read the adapted extract (see Lesson 1: Read). Pay particular attention to new vocabulary explored. Consider the **Anchor Question** and children **Stop and Jot** their initial thoughts about this. Underline new vocabulary within the extract.
Fluency: Model reading Lesson 1: Fluency with expression and paying particular attention to the use of speech. Focus on the emotion being experienced by Fern and how that might affect how we read it. Children **Pair Read** x2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model making **Deliberate Mistakes** and **Self-Correcting** these with the use of phonics and the reading of punctuation as you read through the Teacher Model. Ensure that children recognise that **Self-Correcting** is used when we are not sure if a word or phrase makes sense and that we have another attempt. When returning to words, reinforce the need to examine known grapheme-phoneme correspondence too. Share the **Anchor Question** again. Use **Think Aloud** as you discuss the author's word choices and their meanings.
Reference the Text: On the Lesson 1: Teacher Model, look at some of the words the author has used and what they tell us about how Fern feels about the possibility of the pig being slaughtered.
Teacher Talks: This extract shows us how upset and enraged Fern is at the prospect of the pig being killed. The way the author uses the word *'shrieked'* to tell us how Fern spoke shows us that she is not just talking in a normal voice but she is shrieking with rage and worry. The use of italics in the text also shows us that these words are to be emphasised, or spoken in an extra loud voice. The way Fern says *'just because it's smaller than the others'* shows us that she has a sense of injustice; she can't understand why the pig should be killed just because it is small. Add to Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have the extract and the Lesson 1: Apply so they can focus on key words and phrases the author has used for effect.
Practise Taught Strategies & Skills: Children to use **Think Aloud** as they discuss the words and phrases used and they emphasise how Fern feelings about the imminent killing of the pig. If children are finding this difficult, consider the use of italics to emphasis her displeasure at what is about to happen / her pleading words as she begs her father not to kill the pig / the fact that she attempts to take the axe off him and that she is overcome with sorrow and sobs.
Teacher to take feedback as children work.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children to complete Lesson 1 Children Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the impact of the author's word choices and what it tells them about Fern's feelings towards the killing. Which do they think are the most effective? Why? Do they recognise any of the techniques that they may use themselves when they are completely against something that is about to happen, e.g. pleading / sobbing etc.

Acceptable Point(s):
- very protective of the pig
- feels it is unfair / unjust
- desperate to reason with them / make them see sense
- shows that she cares deeply for the pig
- very upset

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught i.e. **Find Read Talk, Think Aloud, Self-Correction, Pair Read, Stop & Jot.**
- Answers to the **Anchor Question.** *terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

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Lesson 1: Vocabulary

hoghouse	runt
do away with it	never amount to anything
pitcher	sneakers
injustice	



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Lesson 1: Fluency

"I don't see why he needs an axe," continued Fern, who was only eight.
"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."
"Do *away* with it?" shrieked Fern. "You mean *kill* it? Just because it's smaller than the others?"

Lesson 1: Anchor Question

The author uses words and phrases like 'shrieked', 'You mean *kill* it? Just because it's smaller', 'Please don't kill it!', 'sobbed', 'unfair', 'Tears ran down her cheeks', 'tried to pull it out of her father's hand', 'If *I* had been very small at birth, would you have killed *me?*'

How does this help us to understand how Fern feels about the possible slaughter of the pig?

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Lesson 1: Read

"Where's Papa going with that axe?" said Fern to her mother as they were setting the table for breakfast.
"Out to the hoghouse," replied Mrs Arable. "Some pigs were born last night."
"I don't see why he needs an axe," continued Fern, who was only eight.
"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."
"Do *away* with it?" shrieked Fern, outraged. "You mean *kill* it? Just because it's smaller than the others?"
Mrs Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."
Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.
"Please don't kill it!" she sobbed. "It's unfair."
Mr Arable stopped walking.
"Fern," he said gently, "you will have to learn to control yourself."
"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about *controlling* myself." Tears ran down her cheeks and she took hold of the axe and tried to pull it out of her father's hand.
"Fern," said Mr Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"
"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If *I* had been very small at birth, would you have killed *me*?"
Mr Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."
"I see no difference," replied Fern bitterly, still hanging on to the axe. "This is the most terrible case of injustice I ever heard of."

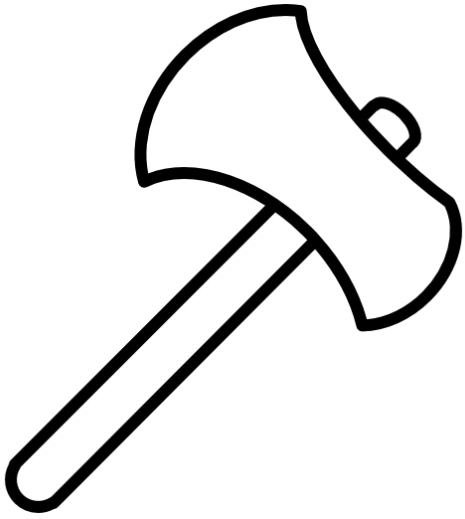
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Lesson 1: Teacher Model

How do the words and phrases help us to understand how Fern feels about the possible slaughter of the pig?

‘shrieked’	The way the author uses the word *‘shrieked’* to tell us how Fern spoke shows us that she is not just talking in a normal voice but she is shrieking with rage and worry.
‘You mean *kill* it? Just because it’s smaller’	The use of italics in the text also shows us that these words are to be emphasised, or spoken in an extra loud voice.
‘Please don’t kill it!’	The way Fern says *‘just because it’s smaller than the others’* shows us that she has a sense of injustice; she can’t understand why the pig should be killed just because it is small.



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Lesson 1: Children Apply

How do the words and phrases help us to understand how Fern feels about the possible slaughter of the pig?

'sobbed'	
'unfair'	
'Tears ran down her cheeks'	
'tried to pull it out of her father's hand'	
'If *I* had been very small at birth, would you have killed *me?*'	

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

Lesson	2	Vehicle Text & Page	Charlotte's Web by E.B. White Adapted extract from Chapter 2, pp.9-12.

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Find and copy words and phrases that tell you that Fern really cares for Wilbur.	carriage, adoring eyes, woodshed, enchanted	· Read aloud using punctuation to aid expression including speech · Self-correction, including rereading and reading ahead · Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/identify key details from fiction



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Briefly recap previous lesson and how Fern vigorously opposed the killing of Wilbur, the pig. Ask for **Predictions** about what might happen next with regards to Wilbur and Fern's relationship.

Vocabulary: Use the Lesson 2 Vocabulary sheet. Explore definitions of these words and phrases and encourage children to locate them in the text. Use the **Find Read Talk** strategy to help children understand the vocabulary in context.

Explore & Respond: Read the extract from Chapter 2 to the children (see Lesson 2: Read), paying attention to new vocabulary explored. Consider the **Anchor Question** and following discussion from the children ask them to **Stop and Jot** initial thoughts about this.

Fluency: Model reading Lesson 2: Fluency, focussing on **Pausing** as you follow the punctuation cues – commas in particular. Children **Pair Read** x1.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first few lines of Lesson 2: Read, paying no attention to the punctuation, then use the strategy of **Self-correcting** to read through again, this time paying proper attention to the punctuation. Model **Text Marking** as you locate words and phrases to answer the **Anchor Question.**

Reference the Text: **Text Mark** the words *'loved', 'loved to stroke him, to feed him', 'to put him to bed', 'every morning'*

Teacher Talks: It is clear that Fern cares deeply for Wilbur. The author has repeated the word 'loved' and shows that Fern delights in looking after every need of the pig. She does this every day without fail and doesn't tire of it. She almost treats him like he is her own child. Add this to Lesson 2: Teacher Model.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have a copy of the extract (see Lesson 2: Children Practise) per pair to explore the vocabulary choices of the author.

Practise Taught Strategies & Skills: Using individual copies of the extract, encourage children, in pairs, to read and explore word and phrases that help answer the **Anchor Question**. Children to use **Text Mark** approaches to help inform class discussions. If children are struggling to locate the words, consider, *'loved Wilbur more than anything', 'warmed his milk', 'tied his bib on', 'held the bottle for him', "won't he be cold at night?", 'Fern was enchanted', 'her baby', 'put him in the carriage alongside the doll', 'so as not to wake her infants'* etc.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children complete Lesson 2: Apply and add to Reading Journals.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback as to the words they have located and copied. Discuss together how the words show the powerful bond developing between Fern and the pig. Consider too the fact that the pig is treated more like a human baby than an animal and this adds to the developing relationship.

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

- Use of the strategies taught i.e. **Think Pair Share, Find Read Talk,** and **Text Marking.**
- Responses they have given to the **Anchor Question**

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

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Lesson 2: Vocabulary

carriage	adoring eyes
woodshed	enchanted



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Lesson 2: Fluency

Fern loved Wilbur more than anything in the world. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him.

Lesson 2: Anchor Question

Find and copy words and phrases that tell you that Fern really cares for Wilbur.

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Lesson 2: Read / Teacher Model / Children Practise

Fern loved Wilbur more than anything in the world. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him. Every afternoon, when the school bus stopped in front of her house, she jumped out and ran to the kitchen to fix another bottle for him. She fed him again at suppertime, and again just before going to bed. Mrs Arable gave him a feeding around noontime each day, when Fern was at school. Wilbur loved his milk, and he was never happier than when Fern was warming up a bottle for him. He would stand and gaze up at her with big adoring eyes.

For the first few days of his life, Wilbur was allowed to live in a box near the stove in the kitchen. Then, when Mrs Arable complained, he was moved to a bigger box in the woodshed. At two weeks of age, he was moved outdoors. It was apple-blossom time, and the days were getting warmer. Mr Arable fixed a small yard specially for Wilbur under an apple tree, and gave him a large wooden box full of straw, with a doorway cut in it so he could walk in and out whenever he wanted.

"Won't he be cold at night?" asked Fern.

"No," said her father. "You watch and see what he does."

Carrying a bottle of milk, Fern sat down under the apple tree inside the yard. Wilbur ran to her and she held the bottle for him while he drank. When he had finished, he crawled into a tunnel of straw and disappeared from sight, completely covered with straw. Fern was enchanted. It relieved her mind to know that her baby would sleep covered up, and would stay warm.

Sometimes, on their journeys, Wilbur would get tired and Fern would pick him up and put him in the carriage alongside her doll. He liked this. And if he was *very* tired, he would close his eyes and go to sleep under the doll's blanket. Fern would wheel the carriage very slowly and smoothly so as not to wake her infants.

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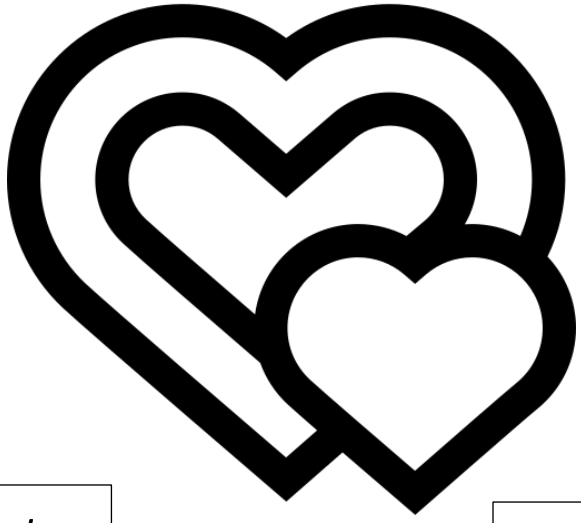
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Lesson 2: Teacher Model

Find and copy words and phrases that tell you that Fern really cares for Wilbur

Loved

loved to stroke him, to feed him



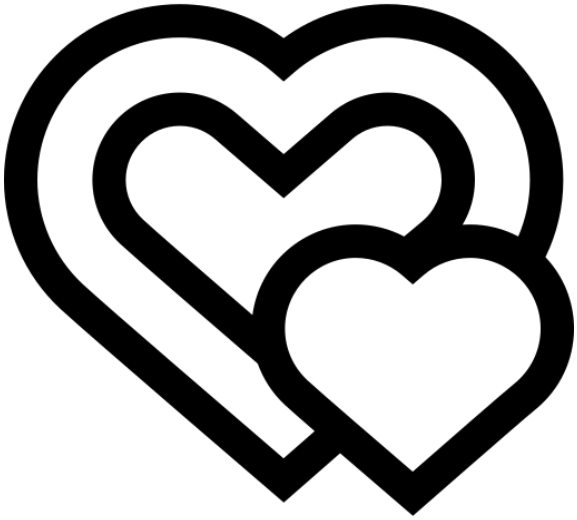
to put him to bed

every morning

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Lesson 2: Children Apply

Find and copy words and phrases that tell you that Fern really cares for Wilbur



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

Lesson	3	Vehicle Text & Page	Charlotte's Web by E.B. White Adapted extract from Chapter 3, pp.16-17

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
From the author's description, what is the barn like?	manure, perspiration, harness dressing, axle grease, loft, grindstone, scythes, monkey wrenches	· Use dictionaries to check the meaning of many unknown words that they have read · Build on phonics subject skills and knowledge · Self-correction, including rereading and reading ahead · Ask questions to improve understanding · Retrieve and record some information from fiction	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information and identify key details from fiction



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children a selection of pre-searched internet images of farm barns. Explain that Wilbur is about to be sent to live in one. Have pictures of some of the words from the Vocabulary sheet to aid understanding, e.g. horse harness, axle, grindstone, monkey wrench, scythes and place the name next to the pictures. Explain the children will come across these in the extract later in the lesson.

Share Anchor Question: Explicitly share and refer to this throughout the lesson.

Vocabulary: Remind children of words explored at the beginning of the lesson. Model and practise using a dictionary to look up the rest of the unknown words, e.g. perspiration, manure.

Explore & Respond: Read through the adapted extract from Chapter 3 (see Lesson 3: Read), paying attention to new vocabulary explored. Consider the **Anchor Question** and following discussion, children **Think, Pair, Share** their initial thoughts about this.

Fluency: Model reading Lesson 3: Fluency, paying attention to Expression and Tone; *'The barn was very large and it was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows.'* Children to **Choral Read** x2 the same paragraph.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 3: Teacher Model, model making **Deliberate Mistakes** when decoding and **Self-correcting**. When returning to words, reinforce the need to examine known grapheme-phoneme correspondence as a strategy for word recognition. Demonstrate how to **Text Mark** and **Visualise** using the author's descriptions.

Reference the Text: Remind children of the **Anchor Question**. Look again at the Lesson 3: Teacher Model extract and circle words that might help the reader to evidence how the barn is described.

Teacher Talks: The very first sentence in this extract says *'The barn was very large'*, so that's the first point. Next it says, *'It was very old'*, so I can circle the words *large* and *old* because they are evidencing the **Anchor Question.** Use a separate sheet to draw what you are **Visualising** from the words, e.g. a large outline of a barn and perhaps some pieces of wood broken on the frame / the door etc to show it is old.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Using Lesson 3: Children Practise, ask the children to read through this extract again with a partner to find out more about the barn that Wilbur is going to live in.

Practise Taught Strategies & Skills: Children to locate other examples of how the barn is described. Actively encourage children to **Text Mark** evidence to inform the discussions and think together about **Visualisations** from the descriptions. Teacher to feedback as the children work. If the children are struggling to locate evidence, consider, *'smelled of hay…smelled of manure…of perspiration of tired horses', 'wonderful sweet breath of patient cows', 'peaceful smell', 'grain and of harness dressing and of axle grease and of rubber boots and of new rope', 'smell of fish', 'smelled of hay, for there was always hay in the great loft up overhead', 'always hay being pitched down', 'big doors stood wide open', stalls on the main floor for the work horses', 'tie-ups on the main floor for the cows, a sheepfold down below for the sheep, a pigpen down below', 'full of ladders, grindstones, pitchforks, monkey wrenches, scythes, lawn mowers, snow shovels, axe handles, milk pails, water buckets, empty grain sacks, and rusty rat traps'. 'kind of barn that children like to play in'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children add their **Visualisations** of the barn to their Reading Journals.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and what their images look like. Compare them with other children's drawings and discuss the detail in the text that made them draw the barns in this way. Do they think Wilbur will be happy in the barn?

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

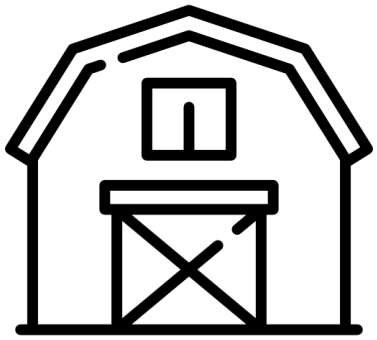
- Use of the strategies taught i.e. **Self-correcting Find Read Talk, Text Marking** and **Visualisation.**
- Responses they have given to the **Anchor Question**

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

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Lesson 3 Vocabulary

manure	perspiration
harness dressing	axle grease
loft	grindstone
scythes	monkey wrenches



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Lesson 3: Fluency

The barn was very large and it was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows.

Lesson 3: Anchor Question

From the author's description, what is the barn like?

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Lesson 3: Read / Teacher Model / Children Practise

The barn was very large and it was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a sort of peaceful smell – as though nothing bad could happen ever again in the world. It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. And whenever the cat was given a fish-head to eat, the barn would smell of fish. But most of all smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the cows and the horses and the sheep.

The barn was pleasantly warm in winter when the animals spent most of their time indoors, and it was pleasantly cool in summer when the big doors stood wide open to the breeze. The barn had stalls on the main floor for the work horses, tie-ups on the main floor for the cows, a sheepfold down below for the sheep, a pigpen down below for Wilbur and it was full of all sorts of things that you find in barns: ladders, grindstones, pitchforks, monkey wrenches, scythes, lawn mowers, snow shovels, axe handles, milk pails, water buckets, empty grain sacks, and rusty rat traps. It was the kind of barn that swallows like to build their nests in. It was the kind of barn that children like to play and get lost in. And the whole thing was owned by Fern's uncle, Mr Homer L. Zuckerman.

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Lesson 3: Children Apply

From the author's description, what is the barn like?

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

Lesson	4	Vehicle Text & Page	Charlotte's Web by E.B. White Extract from Chapter 4

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Find and copy the words and phrases that show Wilbur is not happy in the barn.	couldn't bear it, gloomily, struck, trough, pail, did not budge	· Read aloud using punctuation to aid expression including speech · Self-correction, including rereading and reading ahead · Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Use dictionaries to check the meaning of many unknown words that they have read	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/identify key details from fiction



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Explain to the children that Wilbur has been living in the barn for a short while and has a daily routine. However, this routine does not involve Fern and she is not around to care for him like she used to. Ask the children how Wilbur might feel now her comfort and friendship has been taken away. Take brief feedback.
Share Anchor Question: Explicitly share and refer to this throughout the lesson.
Vocabulary: Use **Find Read Talk** strategy to discuss the new words in context (see Lesson 4: Vocabulary). Model and practise using a dictionary to look up unknown words.
Explore & Respond: Read through the adapted extract from Chapter 4 (see Lesson 4: Read) and allow time for children to respond. Compare to their thoughts at the beginning of the session as to how Wilbur is feeling.
Fluency: Model read Lesson 4: Fluency, paying attention to Expression and Tone. Use this as an opportunity to show with your voice the atmosphere of the day and how low Wilbur is feeling. Children to **Pair Read** x2.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 4: Teacher Model, model making **Deliberate Mistakes** when decoding and **Self-correcting.** Model locating words that show Wilbur is unhappy in the barn and how to **Text Mark** by circling them.
Reference the Text: Explicitly **Text Mark** by underlining the words *'stood gloomily', 'rain struck his face', 'cold and wet'.* Use **Think Aloud** as you justify your choices, e.g. the adverb 'gloomily' reveals his negative feelings. He has woken up on a rainy day and this has scuppered his plans and put him in a bad mood. The use of the word 'struck' when describing the rain makes it seem quite forceful, as if it is hitting him. Bad weather is often used by authors when showing a negative situation for the character. This is further compounded by the 'cold and wet' description of the yard. It is not inviting at all and is putting a stop to his plans. It might also mirror his bad mood.
Add to Lesson 4: Teacher Model as you work.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Using Lesson 4: Children Practise, ask the children to read through this with a partner.
Practise Taught Strategies & Skills: Encourage them to discuss the words they will **Text Mark** and use **Think Aloud** as they justify their choices. If children are struggling to locate evidence, consider, *'lonely and friendless', 'groaned', 'no real friend', 'Oh, honestly!', 'crying again', 'Wilbur did not budge', 'didn't want his food', 'wanted love', 'wanted a friend'.*
Teacher to feedback as children work.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children to complete Lesson 4 Children Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on which words the children have chosen to show Wilbur's unhappiness. Discuss which are the most effective and why.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Pair Read, Self-Correcting, Text Marking, Think Aloud** and **Find Read Talk.**
•Responses they have given to the **Anchor Question**

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

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Lesson 4 Vocabulary

couldn’t bear it	gloomily
struck	trough
pail	did not budge



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Lesson 4: Fluency

‘One day just like another,’ he groaned. ‘I’m very young, I have no real friends here in the barn, it’s going to rain all morning and all afternoon, and Fern won’t come in such bad weather. Oh, *honestly!*’ And Wilbur was crying again, for the second time in two days.

Lesson 4: Anchor Question

Find and copy the words and phrases that show Wilbur is not happy in the barn.

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Lesson 4: Read / Teacher Model / Children Practise

Wilbur had gone to sleep thinking about these plans. He woke up early at six o'clock and saw the rain, and it seemed as though he couldn't bear it.

'I get everything all beautifully planned out and it has to go and rain,' he said.

For a while he stood gloomily indoors. Then he walked to the door and looked out. Drops of rain struck his face. His yard was cold and wet. His trough had an inch of rain water in it. Templeton was nowhere to be seen.

'Are you out there, Templeton?' called Wilbur. There was no answer. Suddenly Wilbur felt terribly lonely and friendless.

'One day just like another,' he groaned. 'I'm very young, I have no real friends here in the barn, it's going to rain all morning and all afternoon, and Fern won't come in such bad weather. Oh, *honestly!*' And Wilbur was crying again, for the second time in two days.

At six-thirty Wilbur heard the banging of a pail. Lurvy was standing outside in the rain, stirring up breakfast.

'C'mon, pig!' said Lurvy.

Wilbur did not budge. Lurvy dumped the slops, scraped the pail, and walked away. He noticed that something was wrong with the pig.

Wilbur didn't want food, he wanted love. he wanted a friend – someone who would play with him.

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Lesson 4: Teacher Model

Find and copy the words and phrases that show Wilbur is not happy in the barn.

'stood gloomily'

'rain struck his face'



'cold and wet'

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Lesson 4: Children Apply

Find and copy the words and phrases that show Wilbur is not happy in the barn.



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

Lesson	5	Vehicle Text & Page	Charlotte's Web by E.B. White Extract from Chapter 5

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Find and copy the words and phrases that tell you Wilbur does not like the food Charlotte eats or how she eats it.	blundered, inheritance, jets of silk	· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Use dictionaries to check the meaning of many unknown words that they have read	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/identify key details from fiction



Extended Apply Lesson

Activate Prior Knowledge: Recall the fact that Wilbur feels lonely in the barn and explain that he meets a spider called Charlotte whilst in there. In this extract Charlotte reveals what she likes to eat and how she eats her prey. This is the first conversation between Wilbur and Charlotte.

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

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings. Address any misconceptions about these words. Use a dictionary to check at least two words.

Share Anchor Questions: Refer to this throughout the lesson.

Enjoy and Respond to the Text: Read the adapted extract from Chapter 4 to the children (see Lesson 5: Read) and allow time for **Think Pair Share** relating to the **Anchor Question.**

Written Responses / Evidence Anchor Questions:
The children **Text Mark** the words and phrases that relate to the **Anchor Question** by circling them and adding to the Lesson 5: Apply.

Reading Comprehension Questions:
See below.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught across the week i.e. **Text Marking, Find Read Talk** and **Self-correct**
•Responses they have given to the **Anchor Questions** & the Additional Activity.

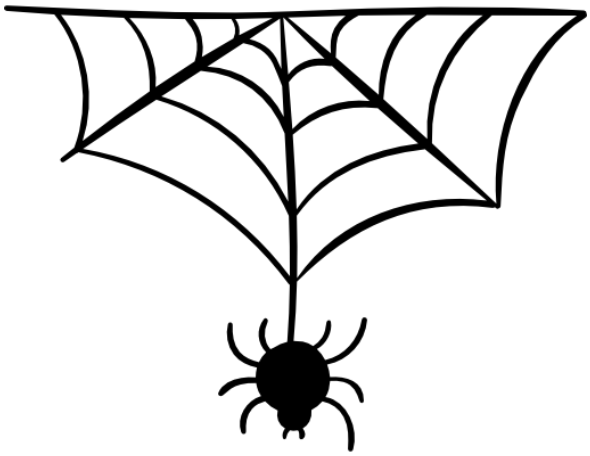
Additional Extended Activity: Using the Additional Activity sheet, invite the children to **Text Mark** the extract in order to answer the Additional Activity.

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

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Lesson 5 Vocabulary

blundered	inheritance
jets of silk	



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Lesson 5: Read

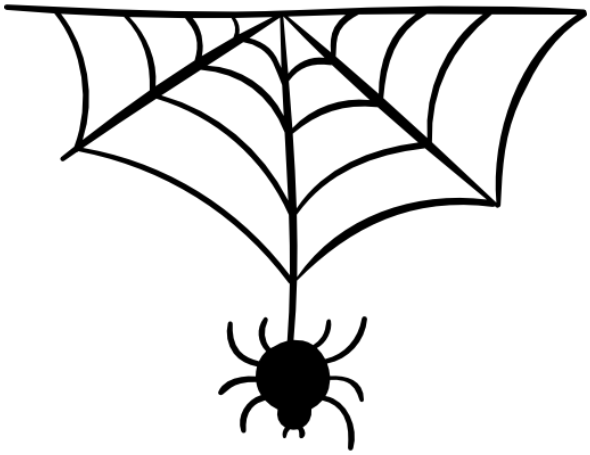
A fly that had been crawling along Wilbur's trough had flown up and blundered into the lower part of Charlotte's web and was tangled in the sticky threads. The fly was beating its wings furiously, trying to break loose and free itself.
"First," said Charlotte, "I dive at him." She plunged head first towards the fly. As she dropped, a tiny silken thread unwound from her rear end.
"Next, I wrap him up." She grabbed the fly, threw a few jets of silk round it, and rolled it over and over, wrapping it so that it couldn't move. Wilbur watched on in horror. He could not believe what he was seeing, and although he detested flies he was sorry for this one.
"There!" said Charlotte. "Now I knock him out, so he'll be more comfortable." She bit the fly. "He can't feel a thing now," she remarked. "He'll make a perfect breakfast for me."
"You mean you *eat* flies?" gasped Wilbur.
"Certainly. Flies, bugs, grasshoppers, choice beetles, moths, butterflies, tasty cockroaches, gnats, midges, daddy-long-legs, centipedes, mosquitoes, crickets – anything that is careless enough to get caught in my web. I have to live, don't I?"
"Why, yes, of course," said Wilbur. "Do they taste good?"
"Delicious. Of course, I don't really eat them. I drink them – drink their blood. I love blood," said Charlotte, and her pleasant, thin voice grew even thinner and more pleasant.
"Don't say that!" groaned Wilbur. "Please don't say things like that!"
"Why not? It's true, and I have to say what is true. I am not entirely happy about my diet of flies and bugs, but it's the way I'm made. A spider has to pick up a living somehow or other, and I happen to be a trapper. I just naturally build a web and trap flies and other insects. My mother was a trapper before me. Her mother was a trapper before her. All our family have been trappers. Way back for thousands and thousands of years we spiders have been laying for flies and bugs."
"It's a miserable inheritance," said Wilbur, gloomily. He was sad because his new friend was so bloodthirsty.

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Lesson 5: Extended Application

Find and copy the words and phrases that tell you Wilbur does not like the food Charlotte eats or how she eats it.



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Lesson 5: Comprehension Questions

A. *The fly was beating its wings furiously, trying to break loose and free itself.*

Which word has the closest in meaning to furiously?

	Tick one
madly	☐
gently	☐
feebly	☐
carefully	☐

B. Write four things that Charlotte eats.

_____

_____

_____

_____

C. What reason does Charlotte give for eating flies and bugs?

_____

_____

_____

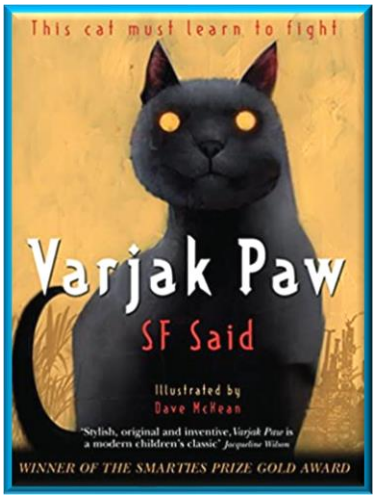
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Year 3

Unit B: Reading Breadth
Stories and Poems

Fiction 3



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

Lesson	1	Vehicle Text & Page	Varjak Paw by SF Said Adapted extract from Chapter 1 pp.10 &11

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases does the author use to show us that Varjak's family do not take him seriously?	snorted, ancestor, bristled, scoffed, silver-blue, Mesopotamian Blue	· Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify many inferences with evidence · Predict what might happen from details stated and some which are implied · Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Apply growing knowledge of root words and suffixes both to read aloud and to understand the meaning of new words.	**2a** Give/explain the meaning of words in context **2e** Predict what might happen from details stated and implied

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children a selection of pre-searched internet images of Mesopotamian Blue cats and kittens and ask them to use **Think Pair Share** to come up with 3 adjectives to describe them. Take brief feedback. Share the illustration on the front cover. Use **Book Talk** approaches to study and discuss this cover illustration and deepen thinking. Encourage the children to speculate as to the story's content. Connect to **Prior Knowledge** children may have acquired from related learning.

Share Anchor Question: Explicitly share and refer to this throughout the lesson.

Vocabulary: Use the Lesson 1: Vocabulary. Explore definitions of these words and phrases and encourage children to locate them in the text. Use the **Find Read Talk** strategy to help children understand vocabulary in context.

Explore & Respond: Read through the extract (see Lesson 1: Read), paying attention to new vocabulary explored. Consider the **Anchor Question** and children **Stop and Jot** their initial thoughts about this. Underline new vocabulary within the extract. Briefly note the use of the *ing* suffix on the words *exciting* and *telling;* the *ed* suffix on *ended, travelled* and *loved* and the *less* suffix on *restless.*

Fluency: Model how to read Lesson 1: Fluency using Expression, as your voice conveys the disdain the characters have for Varjak as they speak. Children to **Pair Read** x2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read Lesson 1: Teacher Model and model making **Deliberate Mistakes** and **Self-correcting** these. Ensure that children recognise that **Self-correcting** is used when we are not sure a word or phrase makes sense and that we have another attempt. When returning to words reinforce the need to examine known grapheme-phoneme correspondence too.

Share the **Anchor Question** again.

Reference the Text: **Text Mark** words and phrases from the Lesson 1: Teacher Model to answer the question using **Think Aloud**. Teacher Talks: The word *'snorted'* is used to show that Julius is really laughing in an unkind way at Varjak and not taking him seriously at all. Later in the paragraph, the author uses the word *'scoffed'* to emphasise how Julius is talking to him as if he is not worth bothering with or that what he is saying is not worth listening to. The way Jasmine giggles also indicates that she is laughing at Varjak in an unkind way and the fact that Varjak *'bristled'* shows us that he is angry about it. Add to Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to use Lesson 1: Children Practise. Ask the children to **Visualise** the scene as the cats sit around talking.

Practise Taught Strategies & Skills: Encourage children, in pairs, to read and explore words and phrases that help answer the **Anchor Question**. Children to use **Text Mark** approaches and circle any evidence. If children are struggling to find evidence, consider, *'loves some of us'*, *'Varjak knew what was coming'*, *'funny looking Varjak'*, *'joined in'*, *'embarrassment'*, *'sneered, 'whine'*.

Actively encourage children to circle evidence from the text and use **Think Aloud** to discuss how the words and phrases show us that Varjak is not valued by the rest of the family. Teacher to feedback as children work.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: In Reading Journals, children complete Lesson 1: Apply.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. On the enlarged copy of the Lesson 1 Children Practise/Apply Activity, take responses from the children and ask them how they are linking the words together to help answer the **Anchor Question**.

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

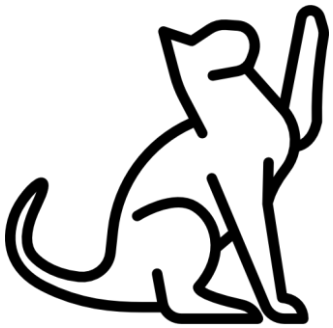
•Use of the strategies taught i.e. **Self-correcting, Find Read Talk, Text Marking, Visualisation** and **Think Aloud**.

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Lesson 1: Vocabulary

snorted	ancestor
bristled	scoffed
silver-blue	Mesopotamian Blue



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Lesson 1: Fluency

"Tales!" snorted his big brother Julius, green eyes glinting. It was said that their ancestor Jalal had green eyes. Everyone in the family had them – everyone but Varjak Paw. "Tales are for kittens," scoffed Julius. Cousin Jasmine giggled; Varjak bristled.

Lesson 1: Anchor Question

Which words and phrases does the author use to show us how that Varjak's family do not take him seriously?

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Lesson 1: Read / Teacher Model / Children Practise

"Tales!" snorted his big brother Julius, green eyes glinting. It was said that their ancestor Jalal had green eyes. Everyone in the family had them – everyone but Varjak Paw. "Tales are for kittens," scoffed Julius. Cousin Jasmine giggled; Varjak bristled visibly.

"Jalal was a long, long time ago," said Mother, smoothing and grooming Varjak's silver-blue fur, until he wriggled away. "Anyway, Jalal came to live in the Contessa's house for a good reason. The tales also say there are monsters Outside, huge monsters called dogs, so fierce that even people fear them." She shuddered. "No, we're lucky that the Contessa loves us, and lets us live here."

"The Contessa loves *some* of us," interrupted Julius. Varjak knew exactly what was coming; and worse, he thought it might be true. "When I was a kitten," boasted Julius, "the Contessa was down here every day. She used to let me play on her lap, she made a fuss of me. But now she only ever comes down to feed us, and sometimes she doesn't even do that. In fact, we've hardly seen her at all – since that funny-looking Varjak was born."

Cousin Jasmine giggled again. This time, Varjak's litter brothers, Jay, Jethro and Jerome joined in.

"It's because of his eyes," added Julius. "The colour of danger. A Mesopotamian Blue whose eyes aren't green – it's just an embarrassment. "

That did it. Julius was bigger than him, and older, but Varjak couldn't help it. He faced up to Julius, fur rising with anger.

"I don't believe you," he said. "You're a liar."

"Varjak!" said Father. "That's no way to talk to your brother!"

"But Julius said-"

"Whine, whine, whine," sneered Julius. "Listen to the little insect whine."

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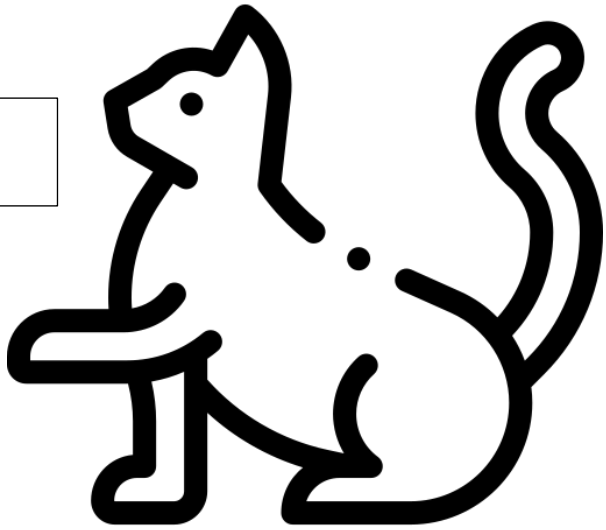
Lesson 1: Teacher Model

Which words and phrases does the author use to show us how that Varjak's family do not take him seriously?

snorted

scoffs

giggles

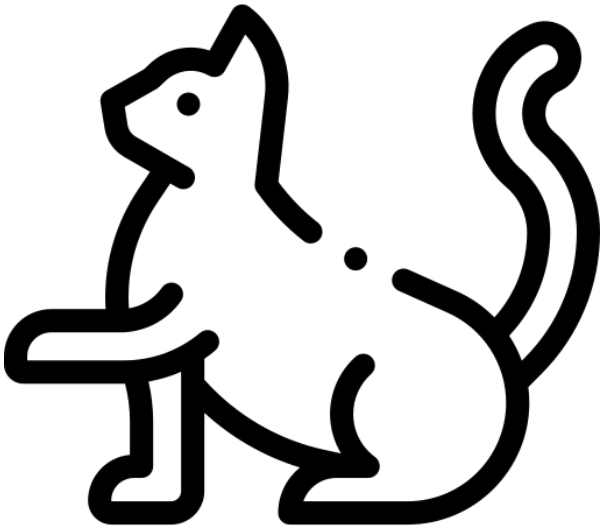


bristled

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Lesson 1: Children Apply

Which words and phrases does the author use to show us how that Varjak's family do not take him seriously?



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

Lesson	2	Vehicle Text & Page	Varjak Paw by SF Said Adapted extract from Chapter 3 pp. 27 – 28

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases tell us that the family do not take the threat of the Gentleman and cats seriously? Teacher Model Question: Which words and phrases tell us that Aunt Juni is not frightened when Varjak tells her what he saw?	absurd, impressionable	· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Read a range of texts with increasing accuracy and fluency · Read aloud using punctuation to aid expression including speech	**2a** Give/explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Recap the previous lesson and the feelings that the family of cats have towards Varjak. On a flipchart, jot down some words that describe the cats, e.g. unkind.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: Explore and define the words *'absurd'* and *'impressionable'*. Encourage children to locate them in the text. Reference known **GPC**s within the words to help decoding. Use the **Find Read Talk** strategy to demonstrate *how* to understand vocabulary in the context of a sentence.
Explore & Respond: Share Lesson 2: Read. Have the **Anchor Question** on display and refer to it whilst reading. Allow time for children to discuss together what has happened in the extract and briefly clarify. Discuss the way that the author has portrayed the family of cats in both extracts. The are haughty and snobbish and don't take the threat of the men seriously. Consider together how difficult this situation must be for Varjak.
Fluency: Model Lesson 2: Fluency. Use expression as you bring the extract to life. Encourage children to use their voices in the same way. **Children Pair Read** x 2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first part of the Lesson 2: Teacher Model, paying no attention to the punctuation, then use the strategy of **Self-correcting** to read through again paying attention to punctuation.
Example Question to demonstrate to the children: How do we know that Aunt Juni is not frightened when Varjak tells her what he saw?
Reference the Text: Model how to **Text Mark** the Teacher Model to answer the example question. Circle *'This is absurd' 'confidently'* and *'nothing bad can happen to us.'*
Teacher Talks: The way Aunt Juni uses the word *'absurd'* shows us that she is laughing really at what Varjak has said and that she thinks it is ridiculous. The fact that she licks her paws confidently shows us that she has no doubt that she is right. Then she says that nothing bad can happen to them because they are a pure breed.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through the extract in pairs (see Lesson 2: Children Practise). Display the **Anchor Question** on the whiteboard for reference.
Practise Taught Strategies & Skills: Encourage the children to **Text Mark** the chapter, finding evidence to show that the family don't take the threat seriously.
If children are finding it difficult to locate evidence, consider, *'silly', 'I don't understand the problem', 'Varjak and his tales', 'he must be getting confused', 'not kitten make-believe', 'everything will go on as before.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children complete Lesson 2: Apply and add to Reading Journals.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. Gather and record the children's responses as a class list and ask them to note how these words are linking together to help answer the **Anchor Question**.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught i.e. **Self-correcting, Find Read Talk, Text Marking** and **Pair Reading.**
- Responses they have given to the **Anchor Question**

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Lesson 2: Vocabulary

absurd	impressionable

Lesson 2: Fluency

It was silent for a moment. Varjak saw Father's eyes glint green in the dark. There was no light in the room but the crackling, flickering fire.

Lesson 2: Anchor Question

Which words and phrases tell us that the family do not take the threat of the Gentleman and cats seriously?

Teacher Model Question:

Which words and phrases tell us that Aunt Juni is not frightened when Varjak tells her what he saw?

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Lesson 2: Read / Teacher Model / Children Practise

It was silent for a moment. Varjak saw Father's eyes glint green in the dark. There was no light in the room but the crackling, flickering fire.
"This is absurd," said Aunt Juni. She licked her plump paws confidently. "We're pure-bred Mesopotamian Blues, the noblest of cats. Nothing bad can happen to us."
"It's silly to alarm the kittens like this," tutted Mother.
"They're too young and impressionable to understand anything so serious. They'll go and have nightmares now, you see if they don't."
"That's right." Father arched his back and stood up. "I don't understand the problem. The Gentleman is feeding us better than the Contessa ever did - "
"But why is being so nice to us?" said the Elder Paw. "Fancy food, presents – it's too good to be true. And what about those black cats who gave Varjak a scare?"
"We all know about Varjak and his tales," declared Father. "No, I see nothing to worry about. I don't believe in those cats, I don't believe the Contessa is dead, and I don't believe this is the same Gentleman the Elder Paw remembers. He must be getting confused in his old age."
There was a low murmur of agreement around the room. Varjak couldn't stop himself. He had to speak.
"I saw the men carry something away," he said. "It could've been the Contessa's body - "
"Varjak!" hissed Mother. "That really is too revolting!" She turned to the Elder Paw. "You see what you've done?"
"But it's true!" said Varjak. "And so are the cats! They're - "
"Shut up, you stupid insect!" snarled Julius. "We're the only cats in the Contessa's house. And this is grown-up business, not kitten make-believe."
Everyone started to shout at once. The flames roared louder and higher in the fireplace.
"This house is the only world we need," said Aunt Juni. "The Contessa is fine. Everything will go on as before."

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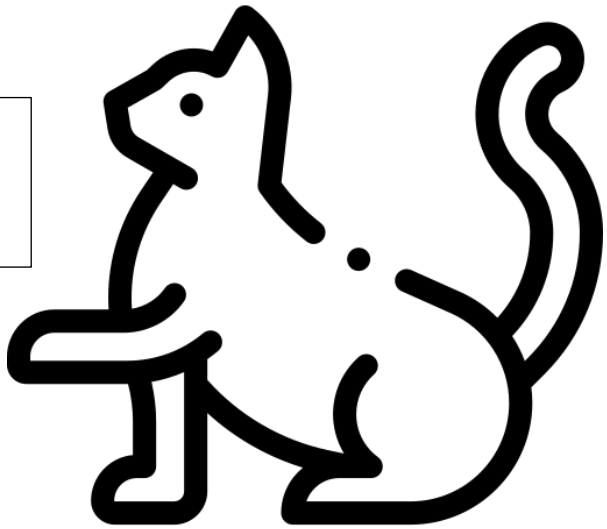
Lesson 2: Teacher Model

Which words and phrases tell us that Aunt Juni is not frightened when Varjak tells her what he saw?

This is absurd

confidently

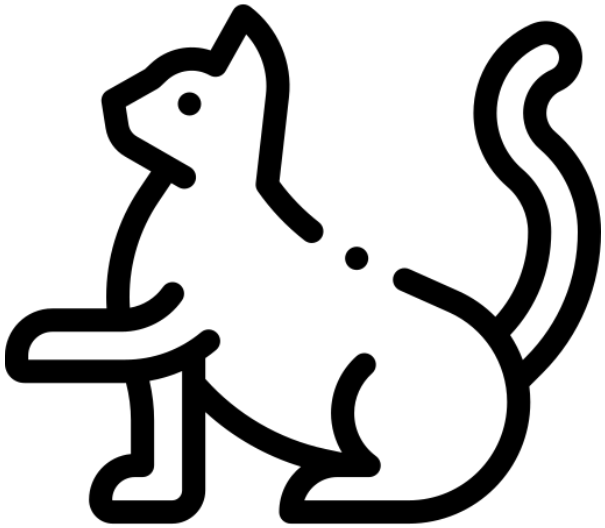
Noting bad can happen to us



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Lesson 2: Children Apply

Which words and phrases tell us that the family do not take the threat of the Gentleman and cats seriously?



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

Lesson	3	Vehicle Text & Page	Varjak Paw by SF Said Adapted extract from Chapter 5 From pp.40-43

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases does the author use to build up the tension in this extract? Teacher Model Question: How does the sentence 'The temperature seemed to drop' help to build the tension?	bushed out with fear, menacing, concealed, Varjak's head swam	· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Use dictionaries to check the meaning of many unknown words that they have read · Build on phonics subject skills and knowledge · Self-correction, including rereading and reading ahead	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/ identify key details from fiction

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Remind children of the danger Varjak had sensed in the men and the way his family had completely dismissed his worries. How would Varjak be feeling at this point in the story? Take brief feedback and add to flipchart.

Share Anchor Question: Explicitly and refer to this throughout the lesson.

Vocabulary: Place the word '*menacing*' on the board and ask children in pairs to define it, using a dictionary if necessary. Take brief feedback. Explore and define the word '*concealed*'. Use the **Find Read Talk** strategy to demonstrate *how* to understand the rest of the vocabulary in the context of a sentence.

Explore & Respond: Read the extract (see Lesson 3: Read) and ask the children to discuss what happened to Varjak Paw and Elder Paw. How might the grandfather be feeling now? Or Varjak?

Fluency: Model reading Lesson 3: Fluency. Use your voice to add tension to your reading of the extract. Talk together about how you achieved this, e.g. slowed down the **Pace,** changed the **Volume** / **Stressed** particular words etc. Children **Choral Read** x2, reading with dramatic tension.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 3: Teacher Model, model making **Deliberate Mistakes** when decoding and **Self-correcting**. When returning to words, reinforce the need to examine known grapheme-phoneme correspondence as a strategy for word recognition.

Reference the Text: Example Model Question for demonstration: How does the sentence '*The temperature seemed to drop*' help to build the tension? Model the strategy of **Think Aloud** to demonstrate to the children.

Teacher Talks: When the temperature drops it becomes very cold very suddenly. The author doesn't say the temperature dropped though, he says the temperature *seemed* to drop. This tells me that although it wasn't cold, the two cats suddenly felt very cold. I think they felt cold because they were frightened of what was about to happen.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through the extract again in pairs, discussing any ideas they have that will help answer the **Anchor Question.**

Practise Taught Strategies & Skills: Using Lesson 3: Children Practise, encourage children, in pairs, to read and explore words and phrases that help answer the **Anchor Question**. Children to use **Text Mark** to identify evidence and circle it. If children are finding it difficult to locate evidence, consider, '*whispered', 'bushed with fear', 'slowly', 'deliberately', 'menacing'* etc. Use **Think Aloud** as they discuss evidence. Teacher to feedback as they work.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Complete Lesson 3: Apply and add to Reading Journals.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. Gather and record the children's responses as a class list and ask them to note how these words are linking together to help answer the **Anchor Question**.

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

- Use of the strategies taught i.e. **Self-correcting** and **Find Read Talk, Text Marking, Choral Reading**
- Responses they have given to the **Anchor Question**

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

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Lesson 3: Vocabulary

bushed out with fear	menacing
concealed	Varjak's head swam





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Lesson 3: Fluency

The temperature seemed to drop. Varjak shivered. "I don't like this," whispered the Elder Paw. "I don't like it one bit."

Lesson 2: Anchor Question

Anchor Questions:

Which words and phrases does the author use to build up the tension in this extract?

Teacher Model Question:

How does the sentence 'The temperature seemed to drop' help to build the tension?

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Lesson 3: Read / Teacher Model / Children Practise

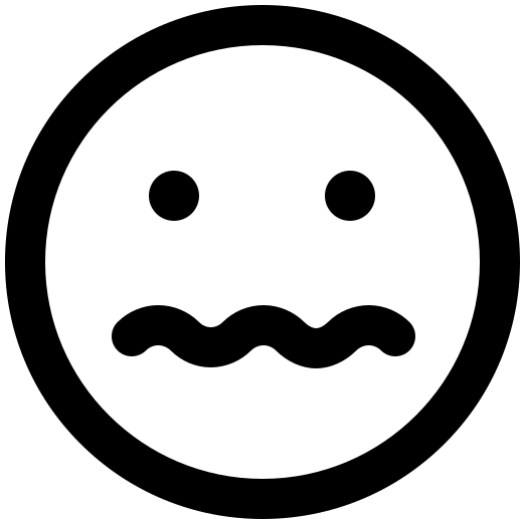
The temperature seemed to drop. Varjak shivered.
"I don't like this," whispered the Elder Paw. "I don't like it one bit."
The Gentleman pointed at them across the garden. He crouched down to touch the collars on the black cats' necks, and whispered something into their ears. Then he turned and went back inside, leaving Varjak and the Elder Paw alone with his cats.
Varjak's fur bushed out with fear as the cats came slowly, deliberately across the grass towards them. There was something so strange, so menacing about the way they moved.
"Who are you?" called the Elder Paw.
They didn't answer. They just kept coming. Varjak and his grandfather backed away, but there wasn't far to go. In a few steps, they were up against the wall, as far from the house as they could get.
Varjak's pulse was racing. He remembered how the Gentlemen's cats had pushed him aside so easily. It looked like nothing in the world could stop them now. He scratched at his collar. It felt so tight around his neck.
"Varjak," said the Elder Paw urgently, but without a hint of worry in his voice, "I think someone as brave as you could climb this wall and go Outside, don't you?"
Varjak glanced up. The stone was concealed by moss, but there was no hiding the wall's height. It was massive.
"Don't worry," said the Elder Paw. "You'll have time. I'll see to that."
"*I'll* have time?" Varjak's head swam. What was the Elder Paw saying? That he should go Outside on his own? "But – can't we both-?"
"No, we can't. Only one of us can get out. I'll keep them busy; you must go Outside and find a dog."
"You're not going to fight them, are you? They'll – they'll -"
The Elder Paw took a pace towards the black cats. In his eyes was a fire Varjak had never seen before. "Go! Bring back this thing that even men are scared of. And keep the Way alive, Varjak Paw."
The cats had stopped. They were looking at the Elder Paw as if they were waiting for him. The Elder Paw growled at them menacingly. Varjak's head hurt. He was being torn apart by a thousand different feelings.

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Lesson 3: Children Practise / Children Apply Activity

Which words and phrases does the author build up the tension in this extract?



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

Lesson	4	Vehicle Text & Page	Varjak Paw by SF Said Extract from Chapter 6 from pp. 48-50

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Find words and phrases that tell you Varjak feels he doesn't belong in the Outside.	rippling, tangled net of branches, like a broken toy, tremors, sea of lights, limp	· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Use dictionaries to check the meaning of many unknown words that they have read · Build on phonics subject skills and knowledge · Self-correction, including rereading and reading ahead · Read aloud using punctuation to aid expression including speech	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/ identify key details from fiction

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Children turn to a partner and recap what happened in the previous extract. Note that in this extract, Varjak faces the world outside of the house and garden for the first time in his life. Take brief comments as to how he might be feeling.

Share Anchor Question: Explicitly and refer to this throughout the lesson.

Vocabulary: Explore and define the following phrase, asking the children to **Visualise** what they think it means, *'limp, like a broken toy.'* Use a dictionary to define '*tremor*'. **Find Read Talk** the rest of the new vocabulary.

Explore & Respond: Now read all of the adapted extract from Chapter 6 (see Lesson 4: Read). Compare what they find in this extract to how they thought he would feel during the Activating Prior Knowledge part of the lesson.

Fluency: Model reading the Lesson 4: Fluency. Pay particular attention to punctuation, **Intonation** and **Pausing.** Children **Choral Read** x2 the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 4: Teacher Model, model making **Deliberate Mistakes** when decoding and **Self-correcting.**

Example Model Question for demonstration: Look at the illustration on p.47 and accompanying text. Which words or phrases tell you that Varjak doesn't feel he belongs on the outside?

Reference the Text: Explicitly **Text Mark** by circling the phrase *'for the first time' and 'the edge of the world.'*

Teacher Talks: The text tells us that this is the first time that one of the family has stood on the edge of the world since Jalal. The *'edge of the world'* makes it seem as if he could tip at any moment – it is a dangerous place for him; a place where he doesn't feel comfortable / doesn't belong.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Ask the children to assume the position of Varjak as he sits on the wall, or *'the edge of the world'*. Ask them to consider what they might be thinking as they look at the Outside for the first time, knowing that their grandfather has just been attacked, they are alone and that they have a mission to complete. Display a large speech bubble on the board and take feedback to fill it in with Varjak's thoughts.

Practise Taught Strategies & Skills: Using Lesson 4: Children Practise, ask the children to read through this with a partner and explore words and phrases that will help them answer the **Anchor Question.** Children to explicitly **Text Mark** by circling words and phrases which will help. If children are struggling to locate evidence, consider, *' There was no way back. He was truly on his own', 'Had he done the right thing? Shouldn't he have helped his grandfather?', 'Tremors were coming up from somewhere deep within him, racking him ope', 'They made him giddy in the pit of his stomach, so dizzy that he could almost feel the wall slip out from under him', 'He closed his eyes and counted to ten. It didn't work'.* Teacher to feedback as children work.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Complete Lesson 4: Apply

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have written and spoken about and the responses they have made. Gather and record the children's responses as a class and constantly note how their responses link to the **Anchor Question**.

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

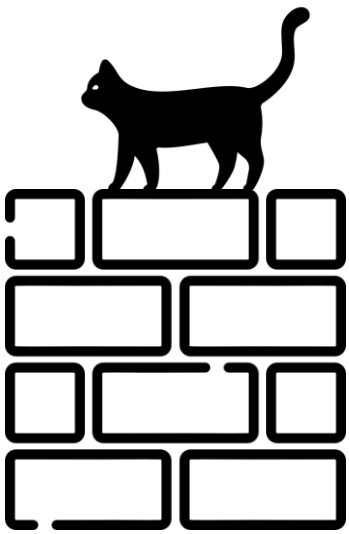
- Use of the strategies taught i.e. **Choral Reading, Text Marking, Paired Talk** and **Visualise**
- Responses they have given to the **Anchor Question**

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Lesson 4: Vocabulary

rippling	tangled net of branches
tremors	like a broken toy
sea of lights	limp



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Lesson 4: Fluency

Varjak could see for miles and miles. There were no walls or trees to block his view any more. Just open space, rippling out ahead of him, beneath him, above him. He was standing in space, and it was a long way to fall.

Lesson 4: Anchor Question

Find words and phrases that tell you Varjak feels he doesn't belong in the Outside.

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Lesson 4: Read / Teacher Model / Children Practise

Varjak could see for miles and miles. There were no walls or trees to block his view any more. Just open space, rippling out ahead of him, beneath him, above him. He was standing in space, and it was a long way to fall. He peered down the inside of the wall. He could see nothing through the trees. The Gentleman's cats and the Elder Paw were hidden by the tangled net of branches. There was no way back now. He was truly on his own.

Had he done the right thing? Shouldn't he have helped his grandfather? He couldn't get that picture out of his mind: the Elder Paw, limp, like a broken toy.

Tremors were coming up from somewhere deep within him, racking him open. Varjak blocked them, stopped them, pushed them back down. The Elder Paw knew what he was doing. He'd planned it. He was willing to lay down his life, so Varjak could have the chance to go Outside, and find a dog.

All he could do now was go on. But where?

Ahead of him was a sea of lights, stretching far away into the darkness. Varjak couldn't tell what they were, or where they led. He looked up. Another sea of lights: the moon and stars, cold and distant. They made him giddy in the pit of his stomach, so dizzy that he could almost feel the wall slip out from under him.

He closed his eyes and counted to ten. It didn't work. The view was too big; he was too small. A pure-bred Mesopotamian Blue had no place on top of a wall. But then, as his family said, he wasn't much of a Blue. So who was he?

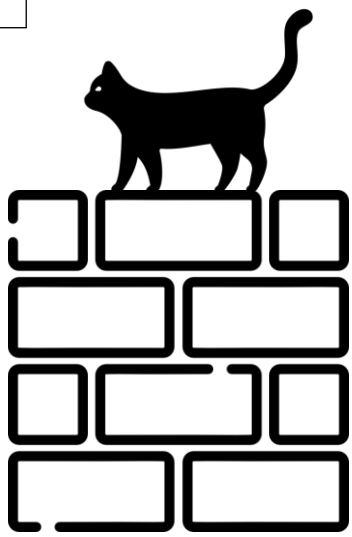
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Lesson 4: Teacher Model

Find words and phrases that tell you Varjak feels he doesn't belong in the Outside.

For the first time

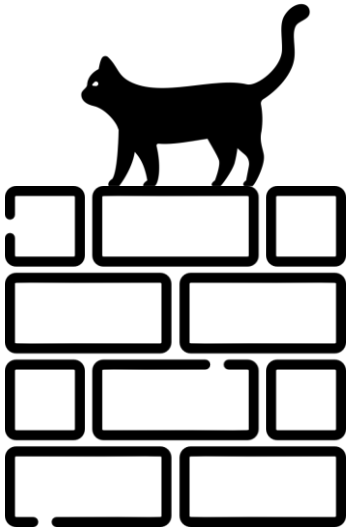


The edge of the world

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Lesson 4: Children Apply

Find words and phrases that tell you Varjak feels he doesn't belong in the Outside.



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

Lesson	5	Vehicle Text & Page	Varjak Paw by SF Said Extract from Chapter 9 PP.70-71

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Find the words and phrases that tell us the cat Varjak meets is unwelcoming.	dark as midnight, gravelly, close, ripped the air, rip you to shreds, nervous heartbeat	· Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context · Use dictionaries to check the meaning of many unknown words that they have read	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/ identify key details from fiction



Extended Apply Lesson

Activate Prior Knowledge: Recap what they already know about Varjak and his life. Explain that in this extract he meets a new cat whilst living in the Outside world. Discuss how Varjak would feel to have the company of another cat. Take brief feedback.

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

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings. Address any misconceptions. Use dictionaries where appropriate.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the Text: Read the extract from the chapter to the children (see Lesson 5: Read) and allow time for **Think Pair Share** relating to the **Anchor Question.**

Written Responses / Evidence Anchor Question:
• In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

Comprehension Questions for written responses in Reading Journal:
See below.

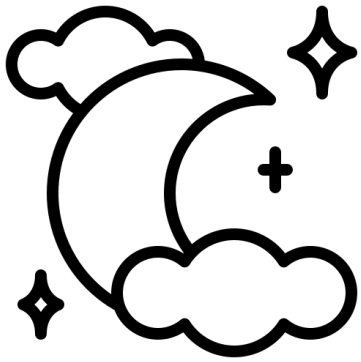
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught across the week i.e. **Text Marking, Find Read Talk** and **Self-correct**
•Responses they have given to the **Anchor Questions** & Comprehension Questions.

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

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Lesson 5: Vocabulary

dark as midnight	gravelly
close	ripped the air
rip you to shreds	nervous heartbeat



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Lesson 5: Children Apply

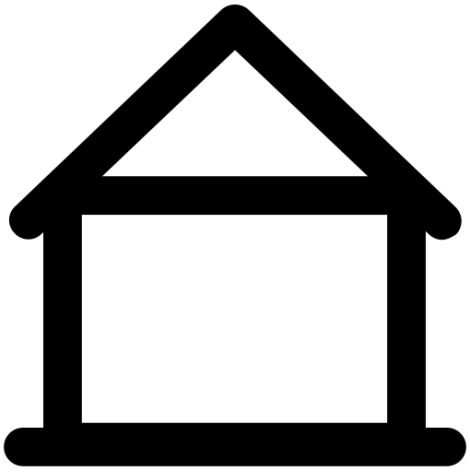
It was as dark as midnight in the hut. It felt close and damp, but at least inside was drier than Outside. Varjak was safe at last. He relaxed. And then a low growl ripped the air.
The door slammed shut behind him.
"Don't move a muscle," said a gravelly voice. "You're surrounded."
Varjak's claws slid out, ready for a fight. "Put those claws away", commanded the voice.
Varjak opened his eyes wide. It was another cat! She had spiky black-and-white fur and mustard-coloured eyes. She looked about the same age as him; younger than Jasmine or Julius, but harder; as if she'd seen too much of the world already.
"I'm not looking for a fight," she said, "but if you don't put the claws away, I'll rip you to shreds."
Something in her gravelly voice left Varjak in no doubt that she meant it.
"I'm not looking for a fight either," he said, and put away his claws. The rain thudded on the roof of the hut like a nervous heartbeat.
"Ok," she said. "This is my hut, my shelter. Everyone knows that. What are you doing here?"
Varjak glanced at the door. "It's raining."
"And?"
"And this was the only shelter I could find."
"Can't you see it's taken?" she growled.
"Isn't it big enough for both of us?"
"There's only room for one."
That certainly wasn't true, but Varjak didn't think she'd appreciate him saying it. He stared silently at the soggy timber floor. A puddle had already around him. He couldn't face going out again. Besides, she was the only cat he'd met since leaving home. She was nothing like a Mesopotamian Blue, but she wasn't like the Gentleman's cats either. There was nothing strange or scary about her - though you would not want her for an enemy.

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Lesson 5: Children Apply

Find the words and phrases that tell us the cat Varjak meets is unwelcoming.

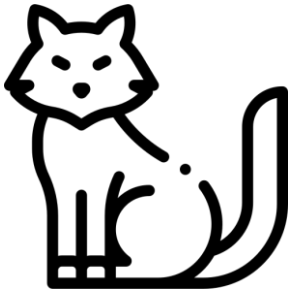


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Lesson 5: Comprehension Questions

A: Find and copy a word that tells us that when Varjak enters the hut, he begins to feel safe.

B: Describe what the cat looks like.



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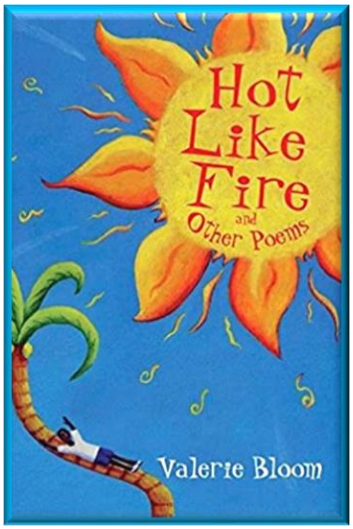
Shared Reading Planning

Year 3

Unit B: Reading Breadth

Stories and Poetry

Poetry



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

Lesson	1	Vehicle Text	Seasons by Valerie Bloom (p.2) From 'Hot like Fire and Other Poems'

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the poet use metaphors to describe the seasons?	gurgling, aged, sage, snow- powdered hair	· Listen to and discuss a wide range of poetry · Use dictionaries to check the meaning of many unknown words they have read · Locate and discuss words and pre-taught vocabulary to find out what the text is about	**2a** Give/explain the meaning of words in context **2b** Retrieve and record information/key details from the text **2g** Identify/explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Use **Book Talk** to explore the front cover and blurb of the book. Consider the extract on the back cover of the book (beginning *'When de July sun hot like fire'*) and ask the children what this stanza might tell them about the poet.
Revise/introduce the term 'metaphor'; A metaphor is a figure of speech that describes an object or action in a way that isn't literally true, but helps **explain** an idea or make a comparison. Now use **Think Pair Share** to ask the children for examples, e.g. 'the cloud is a fluffy pillow', 'the wind is a howling wolf'. Briefly discuss why these two metaphors are effective.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain the new vocabulary in the context of where it is located within the text and underline. Also, model using a dictionary to look up definitions. Refer to Lesson 1: Vocabulary.
Explore & Respond: Read the poem to the children twice and allow time for them to respond. Discuss together how each of the seasons relate to the stages of a man's life, starting from a baby and ending as an old man. Teacher Note: don't go into too much detail here as the children will be exploring the poem in the session. Look together at the structure (4 line stanzas) and the rhyme (a,b,c,b). Teacher note: If children are struggling to note the rhyme, take time to talk it through with the children, **Stressing** the rhyming words if necessary.
Fluency: Read the first stanza and use Expression to deliver a bright and bubbly reading. You are emphasising the newness / brightness with your voice. Children **Choral Read** x2.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first stanza of the poem again.
Reference the Text: Circle the words, *'Spring is a baby', bright', 'fresh'* and *'new'*.
Teacher Talks: Use **Think Aloud** to explore the phrase, *'Spring is a baby'*. I know that spring isn't really a baby but I do know that spring is often considered to be the first of the seasons. Spring is the time when everything starts to grow; flowers, plants, new animals. So comparing spring to a baby shows us how young and new the poet sees the season. The poet also uses references to things that actually happen in the season, such as the snow melting and the cuckoo singing.
Explicitly **Text Mark** by circling other words that help the reader understand how else the poet compares spring to a baby in the stanza (*bright, fresh, new, first cuckoo*). Consider the **Reader Effect** these words have and how they help us understand the description of spring. Teacher to complete Lesson 1 Teacher Model activity.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have access to the rest of the poem in pairs (see Lesson 1: Children Practise). They continue to look at how the poet uses metaphors to describe each of the seasons.
Practise Taught Strategies & Skills: Children **Text Mark** the rest of the poem as they identify the metaphors and the additional detail included in each stanza. Use **Think Aloud** as they discuss the effect of the metaphors used. If children are struggling, 'summer is a barefoot boy, Autumn is a grown man and winter is an aged sage'. Teacher to feedback throughout the session.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children complete Lesson 1: Apply.
Verbal & Written Responses: Now look at the **Anchor Question** and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the Text** when offering suggestions. Discuss together the impact of the metaphors when describing the different seasons. Draw attention back to the fact that, the whole year is compared to the whole life of a person.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Reference the Text, Find Read Talk, Choral Reading and Scanning.**
•Responses they have given to the **Anchor Question**

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Lesson 1: Vocabulary

gurgling	lazing



Lesson 1: Fluency

Spring is a baby,
bright, fresh and new,
gurgling with the melting snow,
singing with the first cuckoo.

Lesson 1: Anchor Question

How does the poet use metaphors to describe the seasons?

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Lesson 1: Read / Teacher Model / Children Practise

Use entire poem in the book – p2

Seasons

Spring is a baby,
bright, fresh and new,
gurgling with the melting snow,
singing with the first cuckoo.

Summer is a barefoot boy,
fishing in the stream,
running through the waiting corn,
lazing in a dream.

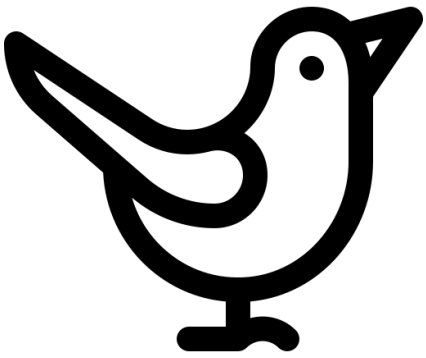
Valerie Bloom

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Lesson 1: Teacher Model

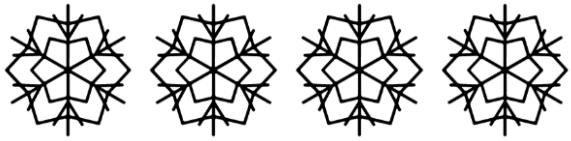
Metaphor/description used in the poem	Why the poet has used this
Spring is a baby	I know that spring isn't really a baby but I do know that spring is often considered to be the first of the seasons. So comparing spring to a baby shows us how young and new the poet sees the season.
bright, fresh and new	Spring is the time when everything starts to grow; flowers, plants, new animals – hence bright, fresh and new.
gurgling with the melting snow	Babies make gurgling sounds just like the sounds of melting snow
singing with the first cuckoo	The poet also uses references to things that actually happen in the season, such as the cuckoo singing.



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Lesson 1: Children Apply

Metaphor/description used in the poem	Why the poet has used this
Summer is a barefoot boy	
running through the waiting corn	
Autumn's a grown man	
slowly walking by	
a limp in his careful footstep	
Winter is an aged sage	
with long, snow-powdered hair	



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

Lesson	2	Vehicle Text & Page	Seasons by Valerie Bloom (p.2) From 'Hot like Fire and Other Poems'

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can we perform the poem to help the reader understand the metaphors used to describe the different seasons?	N/A	•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	**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: Recall their work from yesterday and remind children of the fact that the four seasons are compared to four stages in the life of man. Remind children that you read the Fluency section yesterday in a bubbly, energetic voice to represent the baby and the references to new life in spring.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: N/A
Explore & Respond: Read the poem again and as you read, circle any cues to help support a reading of the poem out loud. Focus on key words and how voices could be used to show a real contrast, e.g. '*running through the waiting corn*' and '*slowly walking by*' would be read at different **Rates** to reflect the fact that the year is getting older now – just like man does. Consider any words that could be **Stressed** to bring a reading of the poem to life, e.g. gurgling, running etc. Explain that the children will be considering ways to bring the poem to life today, to convey the different stages of man and how this is reflected in the seasons.
Fluency: Focus on the third stanza and model the use of **Rate** and **Stress** (see Lesson 2: Fluency) as you slow your reading down to take account of words like '*slowly*', and '*limp in his careful footstep*'. Children **Choral Read** the same section, using **Rate** and **Stress.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the first stanza (Spring is a baby), without using **Rate** or **Stress** and keep a monotone voice. Record the reading and play it back.
Reference the Text: Demonstrate to the children how it could be improved by looking at punctation cues, raising the volume for the audience, changing the **Rate** at which you read and **Stressing** particular words for effect, e.g. '*bright*', '*fresh*', '*new*', '*gurgling*' and '*singing*'. Refer back to Explore and Respond in the Read section of the lesson, and how the poet is providing clues to help with the fluent and expressive reading of the poem.
Re-read the stanza with the changes and consider its impact on the audience a second time. Take feedback from the class as to the changes and any further improvements that could be made.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: The children can work in small groups and have a stanza each or they may present the whole poem, depending upon the decision of the teacher.
Practise Taught Strategies & Skills: Consider the cues from the poet (descriptions and use of verbs and adverbs that indicate whether the stanza should be read slowly or quickly, any particular words to **Stress,** use of commas to support accurate reading for understanding etc.) as they decide how to read out loud to an audience. Teacher to feedback as children work.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Allow plenty of time to practise and rehearse. Record poetry readings.
Verbal & Written Responses: Give children the opportunity to feedback to each other on the effectiveness of the poetry readings. Discuss together why they made certain choices and ways to improve the readings. Allow time to make tweaks and changes to improve.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Rate, Stress, Choral Read**

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Lesson 2: Fluency

Autumn's a grown man,
slowly walking by,
a limp in his careful footstep,
a shadow in one eye.

Lesson 2: Anchor Questions

How can we perform the poem to help the reader understand the metaphors used to describe the different seasons?

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Lesson 2: Read / Teacher Model / Children Practise

Use entire poem in the book – p2

Seasons

Spring is a baby,
bright, fresh and new,
gurgling with the melting snow,
singing with the first cuckoo.

Autumn's a grown man,
slowly walking by,
a limp in his careful footstep,
a shadow in his eye.

Valerie Bloom

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

Lesson	3	Vehicle Text	The Sun is a Jack in the Box From 'Hot Like Fire and Other Poems' by Valerie Bloom (p.83) NB when sharing the page from the book, cover the image of the cockerel.

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the poet's use of metaphors help us to understand the poem?	jack-in-the-box, horizon, cockerel, town crier, night's passing	· Listen to and discuss a wide range of poetry · Locate and discuss words and pre-taught vocabulary to find out what the text is about	**2a** Give/explain the meaning of words in context **2g** Identify/explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children a jack-in-the-box and demonstrate how it works – or have a pre-searched video. Remind the children of work completed on metaphors yesterday and ask for examples on a particular theme e.g. toys, the weather etc.
Also share pre-searched images of a town crier and explain this role to the children.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain the vocabulary in the context of where these are located within the text. Underline them. Refer to Lesson 2: Vocabulary. Use the **Find Read Talk** strategy to help the children understand vocabulary in context.
Explore & Respond: Read through the whole of the poem, paying attention to new vocabulary. Ask the children 'At what time of day is the poem set?' (Early morning). Discuss the structure (three-line stanzas and no discernible rhyme). Note that the metaphor is on the first line of each stanza. Also consider how the subject in the last line of every stanza starts a new one (cockerel, world etc.).
Fluency: Model the first stanza, paying attention to **Pausing** and **Intonation.** Children to **Choral Read** x3.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first stanza of the poem and use **Think Aloud** to explore the metaphor. Discuss how the description helps you to **Visualise.**
Reference the Text: **Text Mark** by circling words that help us understand how the sun is being described. Model using these words and use of metaphors to help us **Visualise** a picture of the sunrise. Note that this has been illustrated as an image in the book, next to the stanza, to help the reader gain a clear understanding of the metaphor (show the picture of the sun and the horizon in the book). Teacher Note: cover the picture of the cockerel when you share the book.
Teacher Talks: I have seen how the jack-in-the-box bounces and leaps up suddenly and the poet uses this metaphor to help us **Visualise** the sunrise in the morning. She says that the sun springs *'over the rim of the horizon'*. I know that a cockerel wakes up very early – the poet is telling me that it is the sun springing up that wakes up the cockerel. It's far more effective to use a metaphor to describe the sun rather than just saying the sun rises in the morning. The image used in the book really helps me to **Visualise** the metaphor.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through the rest of the poem and, with a partner, consider the other metaphors the poet has used.
Practise Taught Strategies & Skills: Discuss together the **Visual** images the metaphors create in their minds. If there were to create images for the other verses, what would they be? Allow time for children to **Text Mark** words from each stanza that will help. If children are struggling, consider, *'town crier', 'loudly announcing', 'sleeping baby', 'gently snores', 'beautiful woman', 'smiling warmly'.*

Step 4: APPLY

Children Apply 10 mins

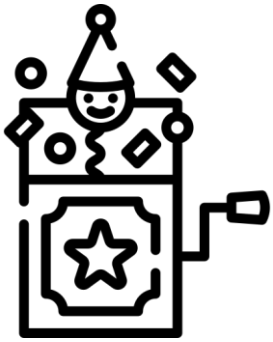
Evidence Anchor Question: Children have their own copies of the entire poem and they draw the images next to each stanza that they **Visualise** when exploring the metaphors.
Verbal & Written Responses: Compare images from different groups. Discuss together why images were chosen and how well they relate to the words in the poem.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Visualisation, Text Mark, Choral Reading, Think Aloud**
•Responses they have given to the **Anchor Question**

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Lesson 3: Vocabulary

jack-in-the-box	horizon
cockerel	town crier
night's passing	



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Lesson 3: Fluency

The sun is a jack-in-the-box,
Springing over the rim of the horizon,
To startle the cockerel on the farm.

Lesson 3: Anchor Question

How does the poet's use of metaphors help us to understand the poem?

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Lesson 3: Read / Teacher Model / Children Practise / Children Apply

Use entire poem – p 83

The Sun is a Jack-in-the-box

The sun is a jack-in-the-box,
Springing over the rim of the horizon,
To startle the cockerel on the farm.

The cockerel is a town crier,
Loudly announcing night's passing
To the world.

The world is a sleeping baby
Who gently snores,
As she's rocked in the arms of the dawn.

Valerie Bloom

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

Lesson	4	Vehicle Text & Page	The Sun is a Jack in the Box From 'Hot Like Fire and Other Poems' by Valerie Bloom (p.83)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can we perform the poem to help the reader understand the metaphors used?	N/A	• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	**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: Recall their work from yesterday and remind children of the fact that the poet used metaphors when describing what happens at dawn when the sun rises. Look through their **Visualisations** from yesterday so they fully remember the poem.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: N/A
Explore & Respond: Read the poem again and as you read, circle any cues to help support a reading of the poem out loud. Focus on key words and how voices could be used to show a real contrast, e.g. '*Loudly announcing'* and '*gently snores'* would be read at different **Volumes** to reflect the fact that one is much noisier than the other. Consider any words that could be **Stressed** to bring a reading of the poem to life, e.g. springing, startle etc. Explain that the children will be considering ways to bring the poem to life today, to convey the metaphors used within the poem.
Fluency: Focus on the second stanza and model using **Volume** to raise your voice as you say the words, '*Loudly announcing night's passing'* (see Lesson 2: Fluency). Children **Choral Read** the same section, using **Volume.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the first stanza, without using **Volume** and **Stress** and keep a monotone voice. Record the reading and play it back.
Reference the Text: Demonstrate to the children how it could be improved by looking at punctation cues, raising the volume for the audience, changing the **Volume** and **Stress** particular words for effect, e.g. 'jack-in-the-box', *'springing'* and *'startle'*. Refer back to Explore and Respond in the Read section of the lesson, and how the poet is providing clues to help with the fluent and expressive reading of the poem.
Re-read the stanza with the changes and consider its impact on the audience a second time. Take feedback from the class as to the changes and any further improvements that could be made.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: The children can work in small groups and have a stanza each or they may present the whole poem, depending upon the decision of the teacher.
Practise Taught Strategies & Skills: Consider the cues from the poet (descriptions and use of verbs and adverbs that indicate whether the stanza should be read loudly or quietly, any particular words to **Stress,** use of commas to support accurate reading for understanding etc.) as they decide how to read out loud to an audience. Teacher to feedback as children work.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Allow plenty of time to practise and rehearse. Record poetry readings.
Verbal & Written Responses: Give children the opportunity to feedback to each other on the effectiveness of the poetry readings. Discuss together why they made certain choices and ways to improve the readings. Allow time to make tweaks and changes to improve.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Rate, Stress, Choral Read**

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Lesson 4: Fluency

The cockerel is a town crier,
Loudly announcing night's passing
To the world.

Lesson 4: Anchor Question

How can we perform the poem to help the reader understand the metaphors used?

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Lesson 4: Read / Teacher Model / Children Practise

Use entire poem in the book – p83

The sun is a jack-in-the-box,
Springing over the rim of the horizon,
To startle the cockerel on the farm.

The cockerel is a town crier,
Loudly announcing night's passing
To the world.

The world is a sleeping baby
Who gently snores,
As she's rocked in the arms of the dawn.

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

Lesson	5	Vehicle Text & Page	I'm Not A Kid by Valerie Bloom From 'Hot Like Fire and Other Poems' (pp.154 -156)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How is the poet feeling? **B) What are the differences between things that kids do and things that children do?** **C) How can we perform this poem effectively?**	kid, ma-ay	· Listen to and discuss a range of poetry · Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify many inferences with evidence · Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone and volume	**2a** Give the meaning of words in context **2d** Make inferences from the text/explain and justify inferences with evidence from the text



Extended Apply Lesson

Activate Prior Knowledge: Display the title of the poem and discuss the term 'homonyms' (two or more words having the same spelling and pronunciation but meaning different things). Using **Think Pair Share**, ask each pair to come up with three examples of pairs of homonyms. Looking back to the title of the poem, ask the children for two definitions of the word *'kid'* and take brief feedback.

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

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

Share Anchor Questions: Explicitly and refer to these throughout the lesson.

Enjoy and Respond to the Text: Share the poem with the children.

Written Responses / Evidence Anchor Questions:
- In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets (relate to the **Anchor Questions**).

Teacher note: You may want the children to complete this using paired talk. Some confident readers may well want to complete this independently.

Additional Activity: Choose a pre-searched video clip of Valerie Bloom reading one of her poems and ask the children to discuss how she makes this an effective performance. In groups, ask the children to work towards a short performance of *'I'm not a kid'* to perform to the rest of the class. Allow time for rehearsal, reminding the children of the importance of volume, tone, **Intonation** and possible actions. Encourage use of traditional and improvised percussion such as drums, cymbals, glockenspiels, saucepans, whistles, dustbin lids etc.
Bring the class back together to enjoy the performances.

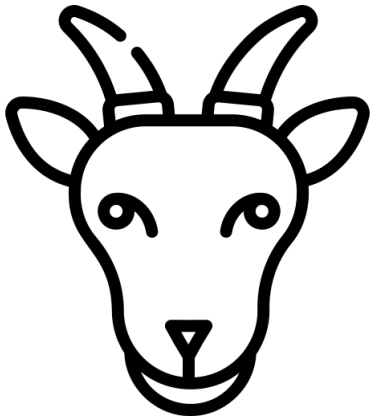
Additional Extended Activity: Repeat the rehearsal and performance aspect of another poem studied within the last four sessions, whichever the children choose.

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Lesson 5: Vocabulary

kid	ma-ay



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Lesson 5: Extended Activity

Use entire poem – p154-156

I'm Not a Kid (Rap)

I'm not a kid, OK
I'm not a kid, I say
I'm not a kid.

Kids have horns,
Kids go ma-ay,
Kids live with goats,
And anyway

Kids don't wear trousers,
Don't wear shirts,
Kids don't eats lemon pies
For dessert.

So I'm not a kid, OK
I'm not a kid, I say
I'm not a kid.

Don't call me a kid
'Cause I don't like it,
Don't call me a kid, I'm a
Child, don't fight it.

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Lesson 5: Extended Activity

How is the poet feeling?



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Lesson 5: Extended Activity

Things that kids do	Things that children do

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

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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, captions. In fiction this could be chapter, title, first line, last line. This gives the reader a gist of what the text is about.

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

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

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

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

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

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Think Aloud

Thinking aloud involves the reader making personal thoughts audible while the text is being read (often referred to as the 'thinking voice'). The reader pauses after reading some text and makes their thoughts explicit. There are two types of think-aloud: teacher think-aloud and pupil think-aloud. Teacher think-aloud models the process for the pupils, so that they know what to do. This strategy aids deeper thinking.

Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

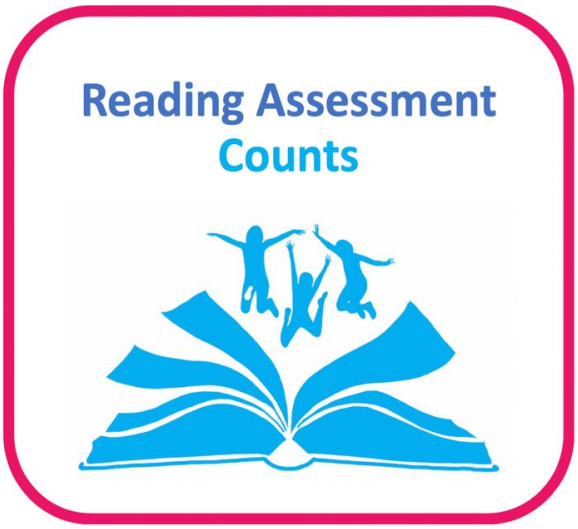
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Reading Curriculum Coverage

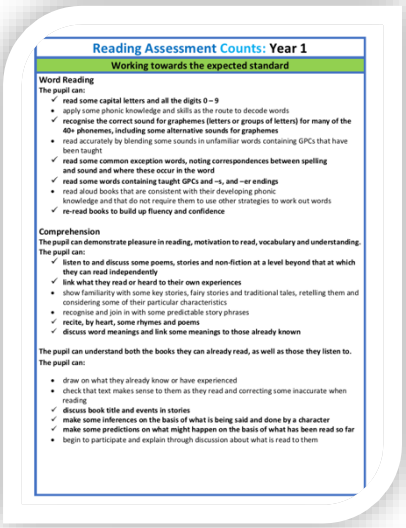


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Reading Assessment







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.

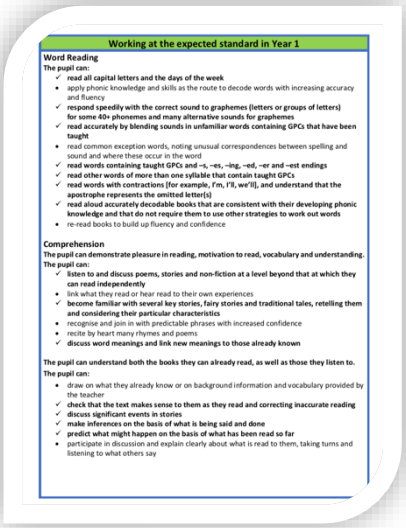
The pupil can:

- ✓ **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.

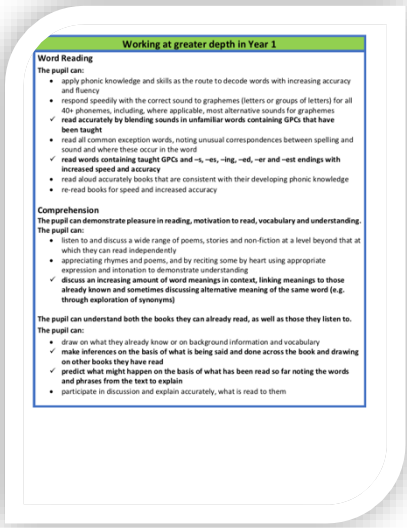
The pupil can:

- ✓ **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.

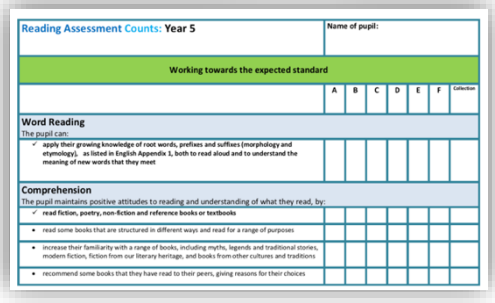
The pupil can:

- 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

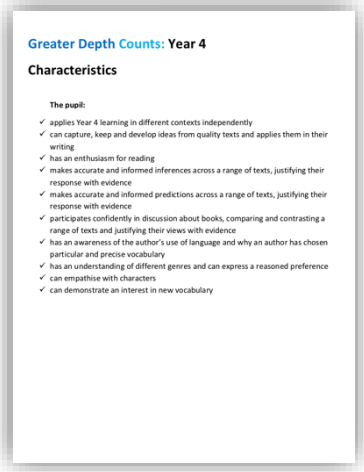


Reading Assessment Counts: **Year 5**

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



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

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