Steps to Read™

Shared Reading Planning

Year 5

Reading Breadth

Unit B: Modern Fiction & Poetry – Wider Range



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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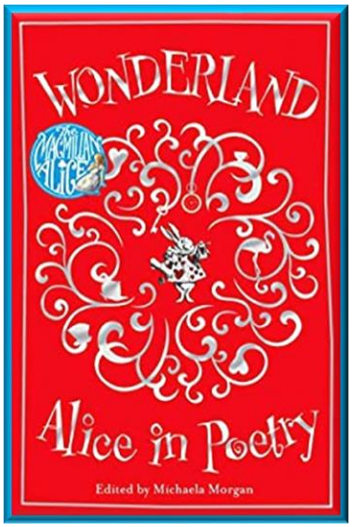
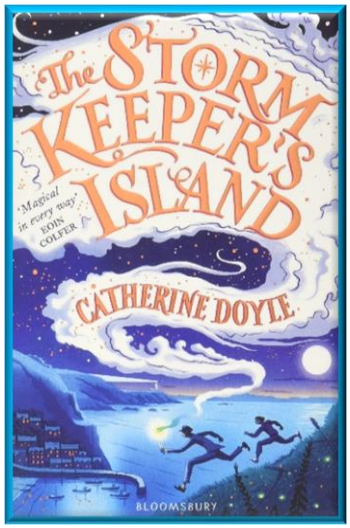
Vehicle Texts for this Unit

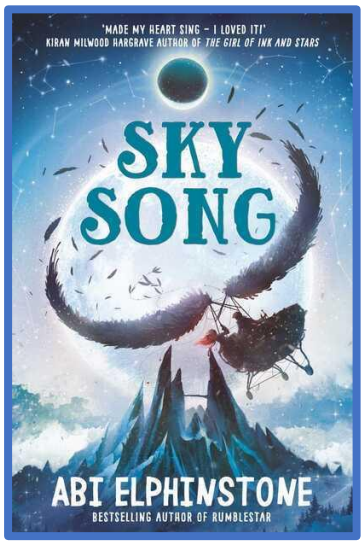


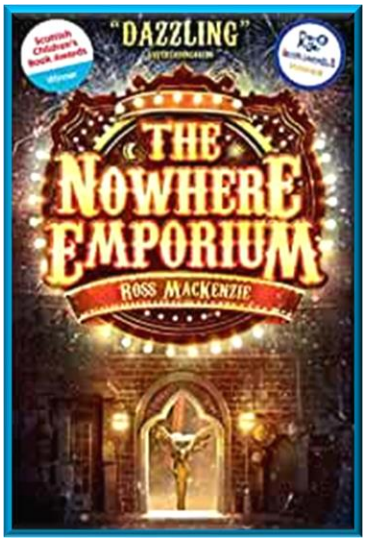


Shared Reading Planning

Year 5

Term B: Modern Fiction and Poetry





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Unit Focus: Comprehension Skills & Strategies

This Year 5 Unit B

Word Reading

Build on Previous Term & Focus on:

•Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words

Comprehension

Build on Previous Term & Focus on:

•Increasing their familiarity with a wide range of books, including modern fiction
•Making comparisons within and across books e.g. plot, genre and theme
•Predicting what might happen from details stated and implied
•Participating in discussions about books that are read to them and those they can read for themselves
•Asking questions to improve their understanding
•Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Build on Previous Term & Focus on:

• Recognising and reading many Year 5&6 Word List words with automaticity
•Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences
•Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning
•Connecting prior knowledge and textual information to make inferences and predictions
•Reading closely, annotating for specific purposes

Content Domains*

2e predict what might happen from details stated and implied
2h make comparisons within the text

Throughout Year 5 focus on

Comprehension

Throughout Year 5 Focus on:

•Reading and discussing a range of fiction, poetry, plays, non-fiction and reference books
•Reading books that are structured in different ways and reading for a range of purposes
•Recommending books that they have read to their peers, giving simple reasons for their choices
•Learning a wider range of age appropriate poetry by heart
•With occasional prompting, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence

Skills and Strategies

Apply the following reading strategies with increasing independence:

•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
•Read extended texts independently for sustained periods
•Self-correction, including re-reading and reading ahead
•Read widely and frequently for pleasure and information

Content Domains*

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

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
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 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

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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:

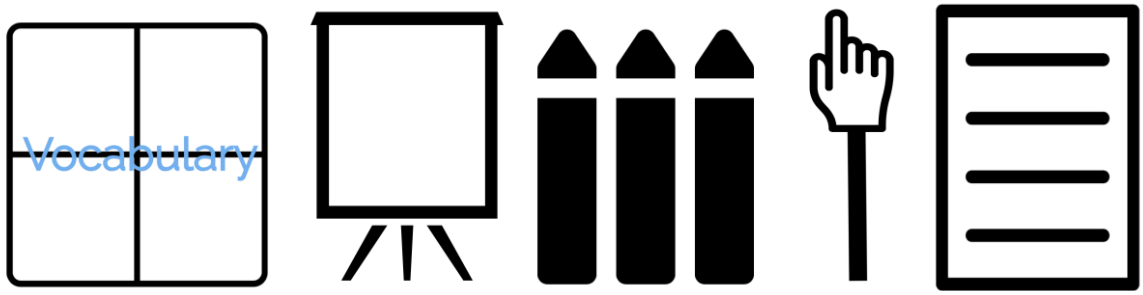
circle evidence

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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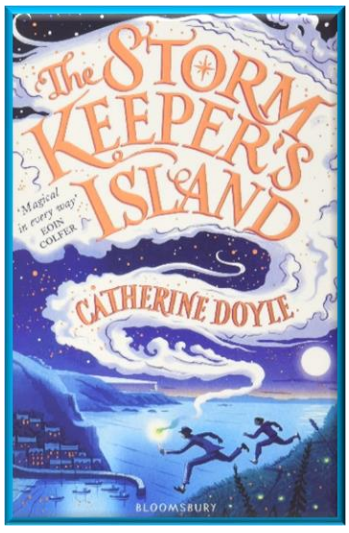
Shared Reading Planning

Year 5

Unit B: Modern Fiction & Poetry – Wider Range

Fiction 1



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

Lesson	1	Vehicle Text & Page	The Storm Keeper's Island by Catherine Doyle Front cover, blurb and adapted extract from the Prologue pp. ix & x

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do you think will happen in the story?	gnarled, quiver, a whip of lightning, devouring, air grew heavier, veil of mist, wreathing	• Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied	**2e** predict what might happen from details stated or implied. **2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front and back cover of the book with the children. Draw attention to the island, the characters and the candle on the back cover. Read the blurb, including the quotes and allow time to discuss any initial thoughts as to the how the story might develop.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary (see Lesson 1: Vocabulary). Focus on the word '*Wreathing*'. Note the root word of '*wreath*' and how this refers to an arrangement of leaves or flowers fastened together in a ring. Locate the word in the sentence and discuss what it might mean in this context. Encourage the children to use **Find Read Talk** to define the rest of the vocabulary and explain misconceptions should they arise.
Explore & Respond: Read the adapted extract (see Lesson 1: Read). Ask children to **Think, Pair, Share** what they think has happened in the opening pages. Who are the children in the extract? Encourage children to link their thoughts to the front cover and blurb and briefly make initial suggestions as to how the story might develop.
Fluency: Read Lesson 1: Fluency, modelling **Pausing** and **Expression**. Model with your voice how you follow the punctuation cues and also change to indicate a different speaker. Children **Pair Read** the same sentences.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Gather words and phrases from the text extract (see Teacher Model Activity) that help us to make **Inferences** and **Predictions** about the story. Teacher note: It is important that children recognise that their inferences will *always* be based on textual evidence.
Reference the Text: Focusing on the boy: **Text Mark,** by circling, the following significant phrases that help us make inferences about the boy: *'asked the boy nervously', 'said the boy uncertainly', 'should we – ', 'climbed inside his head', 'felt the wind wreathing through his body', 'sea rushing through his veins', 'salt crystals in the lining of his heart', 'knew that he was changed forever', 'island had chosen him'*.
• Teacher make an inference: e.g. The boy seems uncertain of what is happening and nervous about the events unfolding. He is doubtful as to their next step, asking the girl if it is the right thing to do. The storm seems to be have taken hold of him – as if he is the one that will be significant in the story. I predict that he may become the storm keeper.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Focusing on the girl: Some teacher guide questions: who is the girl (Betty)? What is she like? How does she feel about the impending storm? Why? How might she feel about the boy being chosen?
Practise Taught Strategies & Skills:
Partners **Text Mark** the extract. (Lesson 1: Children Practise) and discuss evidence for their **Inferences** and **Predictions.**
If children are struggling to locate evidence, consider, *'the girl raised her chin', 'I've always been ready', 'Sssh!' hissed the girl', 'the girl asked her question', 'she grew restless, tapping her fingers', 'tree did not speak to the girl again'.*
Teacher to feedback throughout the session.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 1: Apply.
Verbal & Written Responses: Children to feedback to table and prepare their answer to the **Anchor Question** to share with the rest of the class. Children to explain their inferences about the girl and how these will influence how the story develops using textual evidence. Teacher to scribe **Inferences** and **Predictions** based on evidence referred to on a flip chart.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Pair Read, Pausing, Text Marking**, **Predicting** and **Inferences**) and responses to the **Anchor Question**.

Acceptable Point(s):
• any predictions that relate to the girl being willing to take on the role / listen to the island
• the girl might feel she should have been chosen as she has always been ready for this moment – she might resent the boy being chosen
• she seems more sure of her actions / more in control than the boy
• it is clear that the island has rejected her and will not communicate with her any more
• she seems impatient

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

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Lesson 1: Vocabulary

gnarled	quiver
a whip of lightning	devouring
air grew heavier	veil of mist
wreathing	



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Lesson 1: Fluency

‘Betty?’ said the boy uncertainly. ‘Should we – ‘

‘Sssh!’ hissed the girl. ‘It’s about to say something.’

The tree began to whisper. It was much louder than the boy expected – the crackle and hiss of surrounding flame slowly turning into words. ‘Sssspeak or be sssspoken to.’

Lesson 1: Anchor Question

What do you think will happen in the story?

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Lesson 1 Read / Teacher Model / Children Practise

In a field full of wild flowers, a boy and a girl stood side by side beneath an ancient oak tree. The sky was angry, the thunder growling like a beast.

'Are you ready?' asked the boy nervously.

The girl raised her chin, her wheat-blonde hair sweeping down her back in a curtain. 'I've always been ready.'

They pressed their palms against the gnarled trunk. The tree began to quiver, its branches stretching as it shook itself awake. There was a brief silence and then a crack exploded above them. A whip of lightning leapt from the clouds and split the centre of the tree in two. Flames erupted along the bark, climbing across the branches and devouring the leaves until everything was a bright, brilliant gold.

'Betty?' said the boy uncertainly. 'Should we – '

'Sssh!' hissed the girl. 'It's about to say something.'

The tree began to whisper. It was much louder than the boy expected – the crackle and hiss of surrounding flame slowly turning into words. 'Sssssspeak or be sssspoken to.'

The girl asked her question. As the tree considered it, she grew restless, tapping her fingers against the charred bark. The air grew heavier, a veil of mist curling the strands around her face.

The tree did not speak to the girl again.

Instead, it turned its attention to the boy and climbed inside his head. He fell to the ground, twisting and writhing, as a vision unfurled in the blackness of his mind.

He was standing on the edge of a headland with the clouds gathering in his outstretched hands and the wind wreathing his body. He felt the sea rushing through his veins, leaving salt crystals in the lining of his heart.

He knew that he was changed forever.

Betty had been wrong.

The island had chosen him.

© Adapted extract from The Storm Keeper's Island Bloomsbury

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Lesson 1: Teacher Model

What do you think will happen in the story?

Reference the Text	Inference & Prediction
'asked the boy nervously'	The boy seems uncertain of what is happening and anxious about the events unfolding.
'said the boy uncertainly'	He is doubtful as to what to do – not confident in his actions
'should we – '	He turn to the girl for support and to help him know whether or not they are doing the right thing
'climbed inside his head' *'felt the wind wreathing through his body'* *'sea rushing through his veins'* *'salt crystals in the lining of his heart'*	The storm seems to be have taken hold of him – as if he is the character that will be significant in the story.
'knew that he was changed forever', 'island had chosen him'	This is a really significant event. He can never go back to the way he was and the island has changed him. I predict that he may become the storm keeper.

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Lesson 1: Teacher Model

What do you think will happen in the story?

Reference the Text	Inference & Prediction

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

Lesson	2	Vehicle Text & Page	The Storm Keeper's Island by Catherine Doyle Adapted extract from pp. 4-8

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases does the author use to tell us that the island was inviting Fionn to stay? Teacher Model Question): Which words and phrases does the author use to explain Fionn's mothers mixed feelings about the island?	flounced, bounded, absurd sensation, enveloping, briars and ferns, tussled, beckoning him, thrumming	• Read closely, annotating for specific purposes • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to recall what they found out in the extract yesterday and remind themselves of their predictions.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary. Use physical actions to help children understand the words '*flounced*' (Move in an abrupt, jerky and impatient manner), '*bounded*' (to leap or spring) '*tussled*' (fight or struggle roughly) and '*beckoning him*' (to signal to come using a motion of the head or the hands). Encourage the children to use **Find Read Talk** to locate and discuss the rest of the vocabulary and explain misconceptions should they arise.
Explore & Respond: Read the adapted extract (see Lesson 2: Read) and ask children to consider the island. What connections can they make to the extract from yesterday? Draw out the way that the island appears to be a living being that can communicate with the characters. Discuss briefly how Fionn might feel now he has stepped on to the island.
Fluency: Read Lesson 1: Fluency. Some of the sentences use complex punctation which contributes to the meaning of the sentences. Model **Phrasing** so that you make it really clear that the punctuation has been used to aid meaning. Children **Pair Read** the same sentences.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share Teacher Model Question: Which words and phrases does the author use to explain Fionn's mothers mixed feelings about the island? Model **Text Marking** and **Think Aloud** as you make your evidence choices.
Reference the Text: **Text Mark,** by circling, the following significant words and phrases: '*sometimes the island was a beautiful place', 'sometimes it was a sad, unforgiving place', 'held nothing beyond the memory of his father', 'haunted her', mostly a good thing', 'mostly a bad thing'*.
Teacher talks: it is clear that Fionn's mother has mixed feelings about the island. Sometimes it is remembered in a favourable way and at other times it seems to bring nothing but sadness.
Add to the Lesson 2: Teacher Model as you work.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy of the adapted extract per pair to allow for collaboration and discussion.
Practise Taught Strategies & Skills: Partners **Text Mark** the extract. (Lesson 2: Children Practise) and use **Think Aloud** to discuss evidence for the **Anchor Question**. If children are finding it difficult to locate evidence, consider '*opening its arms and enveloping him', 'like a finger inviting him in', 'wind pushed him across the pier, towards the mainland', 'it was beckoning him', 'come here, it was saying, come here'*.
Partner work. Children **Text Mark** their copy of the text with inferences about the island and how this is significant to the story. Teacher to take feedback.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Apply.
Verbal & Written Responses: Children to feedback to table and prepare their answer to the **Anchor Question** to share with the rest of the class. Discuss together the word choices and ensure children have located appropriate words and phrases (see above). How might this part of the story relate to the Prologue they looked at yesterday?
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking**, **Think Aloud, Find Read Talk, Phrasing, Pair Read**) and responses 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

flounced	bounded
absurd sensation	enveloping
briars and ferns	tussled
beckoning him	thrumming



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Lesson 2: Fluency

It was exactly how Fionn imagined it: a forgotten smudge on the edge of the world. The perfect place for his soul to come to die. Tara flounced back to her perch and Fionn felt himself deflate, like a giant balloon. He watched the faraway blurs on the island turn into people, shops, houses and cars, and too many fishing boats to count. He tried to picture his mother here, in this strange place, wandering along the pier, ducking into the corner shop for bread or milk. Or even standing on the shore, looking out at the ocean, with her arms pulled around her.

Lesson 2: Anchor Questions

Which words and phrases does the author use to tell us that the island was inviting Fionn to stay?

Teacher Model Question:

Which words and phrases does the author use to explain Fionn's mothers mixed feelings about the island?

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Lesson 2: Read / Teacher Model / Children Practise

Fionn waited for the island to appear. The one she used to tell them about when he was younger, her eyes glassy with some faraway look. Sometimes the island was a beautiful place. Sometimes it was a sad, unforgiving place that held nothing beyond the memory of his father, long ago lost to the sea. All Fionn ever knew for sure was that Arranmore haunted her, and he could never figure out whether that was mostly a good thing or mostly a bad thing. Only that places can be just as important as people. That they can have the same power over you if you let them.

Arranmore.

It was exactly how Fionn imagined it: a forgotten smudge on the edge of the world. The perfect place for his soul to come to die.

Tara flounced back to her perch and Fionn felt himself deflate, like a giant balloon. He watched the faraway blurs on the island turn into people, shops, houses and cars, and too many fishing boats to count. He tried to picture his mother here, in this strange place, wandering along the pier, ducking into the corner shop for bread or milk. Or even standing on the shore, looking out at the ocean, with her arms pulled around her. He couldn't imagine it, no matter how hard he tried.

When the ferry had finally groaned its way into port, Tara bounded on to the island without so much as a backward glance. Fionn hovered on the edge of the pier, his spine stiff as a rod. Something was wrong. The ground was vibrating underneath him, the slightest tremor rattling against his soles as though his footsteps were far heavier than they really were. The breeze rolled backwards and twisted around him, pushing his hair into his eyes and his breath back into his lungs, until he had the absurd sensation that the island was opening its arms and enveloping him.

Fionn searched the jagged lines of the headland. In the distance, at the edge of the bay, where briars and ferns tussled on a low sloping cliff, a cottage poked out of the wilderness. The smoke from its chimney curled into the evening air like a finger inviting him in.

The wind pushed him across the pier towards the mainland. The smoke kept rising and twisting, grey against the sun-blush sky.

It was beckoning him.

Fionn could almost hear the whispering in his ears: a voice he had never heard before, a voice thrumming deep in his blood and in his bones. A voice he was trying very hard to ignore.

'Come here,' it was saying. 'Come home.'

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Lesson 2: Teacher Model

Which words and phrases does the author use to explain Fionn's mothers mixed feelings about the island?

'sometimes the island was a beautiful place'

'sometimes it was a sad, unforgiving place'



'held nothing beyond the memory of his father'

'haunted her'

'mostly a good thing', 'mostly a bad thing'.

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Lesson 2: Children Apply

Which words and phrases does the author use to tell us that the island was inviting Fionn to stay?



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

Lesson	3	Vehicle Text & Page	The Storm Keeper's Island by Catherine Doyle Adapted extract from pp. 45-47

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do you know Fionn has a connection to the candles and what does this tell you about the island?	round and squat, dimness, enveloped, hurried strides, curiosity yawned, rogue breeze, waded out	• Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context • Ask questions to improve their understanding • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**2d** make inferences from the text **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children images of a wind-swept island, with a rough-looking sea, perhaps in a storm. Have a pillar candle or show them the picture on the back of the book again.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (use Lesson 3: Vocabulary). Discuss the word dimness and how the use of the suffix -ness meaning 'the state of the original adjective', turns the adjective 'dim' into a noun, 'dimness' (the quality of not having or giving much light). Discuss the effect of describing curiosity as *'yawning'* and a breeze as *'rogue'*. What do you infer from this? Encourage children to define the rest of the vocabulary in the context of each sentence. Explain misconceptions should they arise.
Explore & Respond: Read the section of text to the children (see Lesson 3: Read). Read again, asking them to **Stop & Jot** their thoughts in relation to the **Anchor Question**.
Fluency: Read Lesson 3: Fluency. Model use of **Intonation** to reflect the punctuation and meaning. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Circle words and phrases from the text extract (see Lesson 3: Teacher Model) that help make a **Mind Map** about Fionn's connection to the candles and what this tells us about the island. Teacher note: It is important that children recognise that their answers will *always* be based on textual evidence.
Reference the Text: **Text Mark** the following significant words that help us begin to understand the connection Fionn has to the candles:
'He watched the flame for longer than he intended to', 'The sea settled in the air around him', 'tasted a storm on his tongue'. Teacher uses a Mind Map and Questioning to explore the connection: e.g. I am beginning to think there may be a hidden element to the island that is not obvious to start with. I am **Questioning** if the weather is able to be controlled? etc. Add these ideas to the **Mind Map** (see Lesson 3: Teacher Model), modelling how to use **Questioning** to explore ideas that answer the **Anchor Questions**.
Model how to use these ideas and questions on the **Mind Map** to formulate an answer:
Teacher Talks: These phrases suggest that there is a connection between Fionn, the candles and the island. It suggests that the candle is in some way responsible for the impending storm / that it has brought it to Fionn's attention. I get the impression it is wrapping itself around Fionn.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Pairs of children have copies of the extract for collaboration and discussion.
Practise Taught Strategies & Skills: Partner work to **Text Mark** the extract for words and phrases that tell us that Fionn has a connection to the candles and what this may tell us about the island. Consider and **Questions** they could ask as a reader to support understanding.
If children are struggling to find evidence, consider, 'his gaze was drawn', *'label glinted at him in the dimness', 'the scent enveloped him', 'hurried strides across damp earth', 'two different kinds of salt…'* etc. This is an unusual way to describe a smell. It appears to be suggesting that the candle was creating a physical reaction in Fionn. What does this tell us about the candles and Fionn's connection to them?

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete their own **Mind Map** with ideas and **Questioning** (see Lesson 3: Children Apply). Children can extend their ideas and questions with arrows. Encourage them to explore each of their ideas further in order to formulate an answer to the **Anchor Questions**.
Verbal & Written Responses: Children to feedback to the class about their ideas on their **Mind Map**. Encourage children to summarise their ideas into an answer that addresses the **Anchor Questions**.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking, Stop & Jot** and **Inferences**) and responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question
- He is fascinated / intrigued by the candles
- Fionn was meant to find and light the candles
- Fionn can feel the power of the island when he lights the candles
- Fionn is connected to the island – he might become or find the storm keeper
- The candles fill him with sensations of the storm and the island

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

Lesson 3: Vocabulary

round and squat	dimness
enveloped	hurried strides
curiosity yawned	rogue breeze
waded out	



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Lesson 3: Fluency

His gaze was drawn to a shelf tucked away in the corner of the room, where a small, dark blue candle was peeking out from behind a lopsided wax snowflake. It was round and squat, like a piece of fruit, with a silver thread zigzagging through the centre.

The label glinted at him in the dimness.

Evelyn, it said.

Fionn climbed on to his grandfather's chair and plucked the candle from the shelf. Why would he name a candle after his mother? And why was it hidden away in the furthest corner of the cottage?

Lesson 3: Anchor Question

How do you know Fionn has a connection to the candles and what does this tell you about the island?

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Lesson 3: Read

In the sitting room, Fionn was surprised to find the giant candle still blazing on the mantelpiece. It was a fire hazard, surely, and yet, considering the way the wind was squeezing itself through the cracks in the walls and howling down the chimney like a banshee, the candle was probably the least of this place's problems. He watched the flame for longer than he intended to. The sea settled in the air around him, and Fionn opened his mouth and tasted a storm on his tongue.

His gaze was drawn to a shelf tucked away in the corner of the room, where a small, dark blue candle was peeking out from behind a lopsided wax snowflake. It was round and squat, like a piece of fruit, with a silver thread zigzagging through the centre.

The label glinted at him in the dimness.

Evelyn, it said.

Fionn climbed on to his grandfather's chair and plucked the candle from the shelf. Why would he name a candle after his mother? And why was it hidden away in the furthest corner of the cottage?

He traced the silver streak with the pad of his thumb as he lifted the wick to his nose. There was no smell. He hopped off the chair and found a box of matches at the end of the mantelpiece. He lit the wick and the flame sparked with a faint *whoosh*. The scent enveloped him: hurried strides across damp earth, grass collecting between toes, the bite of an unforgiving wind. And there beneath the rest of it, two different kinds of salt: warm teardrops in a freezing ocean.

What on earth…?

Fionn held the burning candle in his hand until his curiosity yawned and stretched itself into action. A rogue breeze had slipped underneath the front door and was curling around him.

It pressed itself against his back.

Walk, something inside him said.

He waded out into the night.

This way.

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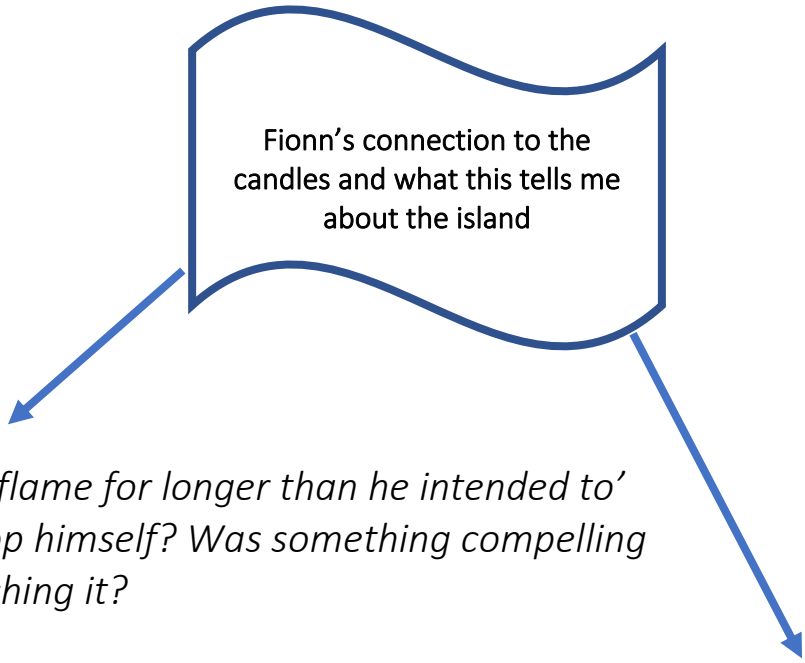
Lesson 3: Teacher Model



'He watched the flame for longer than he intended to' - could he not stop himself? Was something compelling him to keep watching it?

'tasted a storm on his tongue' – has the candle brought the storm? Has staring at the candle triggered it to come?

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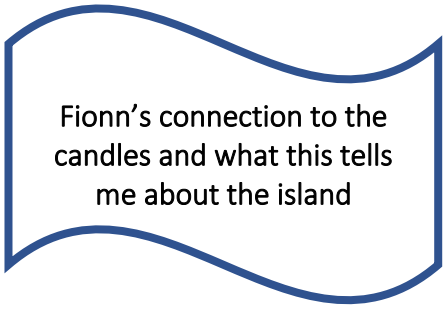
Lesson 3: Children Apply



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

Lesson	4	Vehicle Text & Page	The Storm Keeper's Island by Catherine Doyle Adapted extract from pp. 101-103

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases does the author use to show us Ivan makes Fionn feel uncomfortable? Teacher Model Question: Which words and phrases tell us that Fionn feels uneasy about the raven?	loitering, scouring, regarded, branded on his mind, arpeggio, singsong cadence	• Read closely, annotating for specific purposes • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Explain that by this point in the story Fionn knows that his grandfather is the storm keeper and that the candles, when lit, reveal the past history of the island. Fionn lit one of the candles and has seen the moment his mother was swept to sea in the waves as his grandfather rushed into the sea to save her.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary. Discuss the phrase '*branded in his mind*' and any associations children have with the word '*branded*'. Also highlight the link to music with both the words *'arpeggio'* and *'singsong cadence'*. Children **Find Read Talk** the rest of the words.
Explore & Respond: Read adapted extract from pp.101-103 (see Lesson 4: Read). Focus particularly on the description of Ivan's appearance and Fionn's feelings of unease. **Stop & Jot** initial responses to the **Anchor Question**.
Fluency: Read Lesson 4: Fluency. When modelling reading, use **Phrasing** to model to the children how to read the more complex sentences. Children then **Pair Read** together the same paragraph, practising **Phrasing** the same sentences.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher Model Question for demonstration: Which words and phrases tell us that Fionn feels uneasy about birds? **Text Mark** words and phrases from the text extract (see Lesson 4: Read) that show Fionn's unease about birds. Use **Think Aloud** to model your thought process about these words.
Reference the Text: **Text Mark** *'A raven was sitting on the chimney', 'The raven kraa-ed as it flew away. Fionn tried not to jump out of his skin. It's just a bird. I'm not afraid of birds.'* Add to the Lesson 4: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have a copy of the text per pair to allow for discussion and collaboration (see Lesson 4 Read/Practise).
Practise Taught Strategies & Skills: Encourage them to **Text Mark** evidence they find that supports the **Anchor Question** and underline any new vocabulary explored (see Lesson 4 Read/Practise). If children are struggling to find evidence, consider, *'man loitering', 'Fionn tensed', 'he was suddenly on high alert', 'Fionn didn't know which made him more uncomfortable – the familiarity with which he was speaking to him or the fact that he hadn't blinked since they began their conversation', 'Fionn got the feeling he had just made a misstep.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 4: Apply.
Verbal & Written Responses: Consider together the word choices and the feeling of unease that they create. Why might Fionn be so defensive / feel so uneasy about the visitors questions? How successful has the author been in revealing this to the reader?
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking**, **Stop & Jot, Stress**) and responses to the **Anchor Question**.

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

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Lesson 4: Vocabulary

loitering	scouring
regarded	branded in his mind
arpeggio	singsong cadence



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Lesson 4: Fluency

When Fionn made it back to the cottage, there was a raven sitting on the chimney and a man loitering in the front garden. Fionn recognised him immediately by his flaming crimson hair. It was scraped into a ponytail today but his beard was as full and vibrant as it had been in Donal's shop, and he was still wearing the weird jumper despite the warm day. He was inspecting the briars, twirling the thorns between his fingers, like a poet scouring for inspiration.

Lesson 4: Anchor Questions

Which words and phrases does the author use to show us Ivan makes Fionn feel uncomfortable?

Teacher Model Question:

Which words and phrases tell us that Fionn feels uneasy about the raven?

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Lesson 4: Read / Children Practise

When Fionn made it back to the cottage, there was a raven sitting on the chimney and a man loitering in the front garden. Fionn recognised him immediately by his flaming crimson hair. It was scraped into a ponytail today but his beard was as full and vibrant as it had been in Donal's shop, and he was still wearing the weird jumper despite the warm day. He was inspecting the briars, twirling the thorns between his fingers, like a poet scouring for inspiration.

'Can I help you?' said Fionn, slowing to a stop.

The raven *kraa*-ed as it flew away.

Fionn tried not to jump out of his skin.

It's just a bird. I'm not afraid of birds.

The man regarded him with an easy smile – a full set of bright white teeth made all the whiter against the shock of red. He released the thorns and dug his hands in his pockets. 'I'm looking for the Storm Keeper.'

Fionn tensed. Perhaps it was the unexpected raven or the memory of Morrigan's gaze branded in his mind, but he was suddenly on high alert.

'Alas, your sister says he's not here,' the man went on. He was slimmer than Fionn remembered, his shoulders bony and his chin sharp, his body carved with angles instead of curves. 'Or was she lying to me?'

'Sorry, who are you?'

The man's chuckle was a musical arpeggio. 'Forgive me, Fionn, I often forget to introduce myself. I'm Ivan. I arrived a couple of days ago from Dublin.' He dipped his chin, his hands still dug into the pockets of his jeans. 'I am just *fascinated* by the history of this island.'

Fionn didn't know which made him more uncomfortable – the familiarity with which he was speaking to him or the fact that he hadn't blinked since they began their conversation. 'What brings you here?'

'Curiosity,' said Ivan, stepping into his path. Fionn tried to place his accent but he couldn't. It was easy and fluid, a singsong cadence that made it seem as though he might burst into song at any moment. He didn't sound like he was from Dublin. 'If I'd known where all the good Irish weather had been hiding…I would have come a lot sooner.'

'Don't get used to it. The weather here is just as unpredictable.'

A glint sparked in Ivan's eyes. 'Is that right?'

Fionn got the feeling he had just made a misstep.

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Lesson 4: Teacher Model

Which words and phrases tell us that Fionn feels uneasy about the raven?

'A raven was sitting on the chimney'

'The raven kraa-ed as it flew away'



It's just a bird. I'm not afraid of birds.'

Fionn tried not to jump out of his skin.

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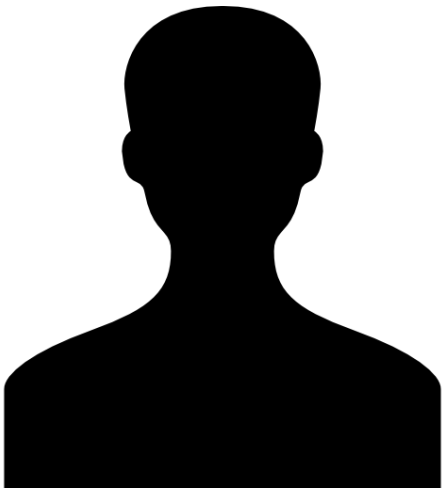
Lesson 4: Children Apply

Which words and phrases does the author use to show us Ivan makes Fionn feel uncomfortable?



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

Lesson	5	Vehicle Text & Page	The Storm Keeper's Island by Catherine Doyle pp. 4 & 5 and pp. 295-297

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How does Fionn feel about his sister? How does his opinion of her change?	hovered uncertainly, dwarfed, looming, sprawled, wind tried to coax her, eyes lit up, coiled his fingers, bounding	• Read closely, annotating for a specific purpose • Connect prior knowledge and textual information to make inferences • With occasional prompting, draw inferences such as inferring characters' thoughts, feelings and motives from their actions and justify inferences with evidence	**2d** make inferences from the text/ explain and justify inferences with evidence from the text **2h** Make comparisons within the text



Extended Apply lesson

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

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.

Activate Prior knowledge: Write the word 'sibling' for the class to see. Encourage children to share their own personal experiences of having siblings. Are they always positive? Why do you think siblings tend to argue or disagree? Discuss the complex relationship of brothers and sisters and how this can affect your life.

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary). Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and discuss these with them. Focus in particular on *'coiled his fingers'* and how this could be read as menacing or affectionate, depending on the context it is in.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: Teacher Note: Slowly read through the two sections with the children, continuing to clarify before they start the tasks.

Allow time for the children to explore and read the text (see Lesson 5 Read). Take general feedback in relation to the **Anchor Questions**.

Written Responses / Evidence Anchor Question(s):

• Place the Extended Application Activity sheet in the Reading Journal. On an enlarged copy demonstrate how to complete the grid (relate to the **Anchor Questions**). The children will need to identify Fionn's feelings towards his sister in Extract A, recording evidence from the text and what this tells them, and then the same for Extract B, recording evidence and what this tells them about how his feelings have changed. The children can then formulate an answer to the **Anchor Question** relating to his changing feelings (see Lesson 5 Children Apply).

Teacher note: You may want the children to complete this independently, as evidence of their independent application.

Additional Activity 1: Comprehension Questions for written responses in Reading Journal

A Why do you think Fionn did not like the way Tara used the word depressed?
B What impression do you get of Fionn and Tara's relationship at this point? Use evidence from the text to support your answer.
C Why did Fionn not exhale properly until he saw his mother?
D Why do you think Fionn and Tara agree to hug their mother at the same time?
E Find the phrase that shows that Fionn and Tara's mother was relieved to see them.

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,** making comparisons, annotating for a specific purpose.
•Responses they have given to the **Anchor Questions** & Comprehension Questions

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Lesson 5: Read

Extract A

Tara left her perch at the front of the ferry, skipped across the deck and bent down until they were almost nose-to-nose. 'Do you have to look so depressed about all this?'

Fionn didn't like the way his sister threw the word around like that. *Depressed.* Like it was a colour he was wearing. Like it was something you could be, and then not be, by choice. Besides, it was easy for her to be excited about this. She had visited the island last summer and had *somehow* managed to make friends.

'I don't want to go,' he grumbled. 'I'm not going to pretend I do.'

'You never want to go anywhere,' Tara pointed out. 'All you do is sit inside and play video games that you're *bad* at anyway. You're so boring.'

Fionn wanted to say he wished he could stay behind with their mother, that he could sit beside her even when it felt like she couldn't see him. He wanted to say he wasn't *bad* at video games; that he was, in fact, excellent.

Instead, he said, 'Shut up.'

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Extract B

Fionn didn't exhale properly until his mother appeared on the lip of the ferry. She hovered uncertainly, caught between the boat and the island, with her arms pulled tight around her. She seemed much smaller than Fionn remembered, dwarfed by the boat looming at her back, the island sprawled before her. She was wearing her favourite green cardigan. Her hair had been swept up in a ponytail, wisps curling around her face as the wind tried to coax her from the ferry.

'She looks scared,' said Tara.

'She is scared,' said Fionn.

'Maybe we should hug her at the same time.'

'I think that's a good idea.'

They made their way through the arriving crowds. When they reached the bottom of the port, their mother's eyes lit up. 'My beautiful children!'

Fionn coiled his fingers in the back of Tara's T-shirt to keep her from bounding on to the ferry. 'Just wait,' he murmured.

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Lesson 5: Vocabulary

hovered uncertainly	dwarfed
looming	sprawled
wind tried to coax her	eyes lit up
coiled his fingers	bounding



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Lesson 5: Children Apply

Extract A		Extract B	
Evidence	Inference	Evidence	Inference

How do Fionn's feelings for his sister change?

Lesson 5: Children Apply

Extract A

A) Why do you think Fionn did not like the way Tara used the word *depressed*?

B) What impression do you get of Fionn and Tara's relationship at this point? Use evidence from the text to support your answer.

Extract B

C) Why did Fionn not exhale properly until he saw his mother?

D) Why do you think Fionn and Tara agree to hug their mother at the same time?

E) Find the phrase that shows that Fionn and Tara's mother was relieved to see them.

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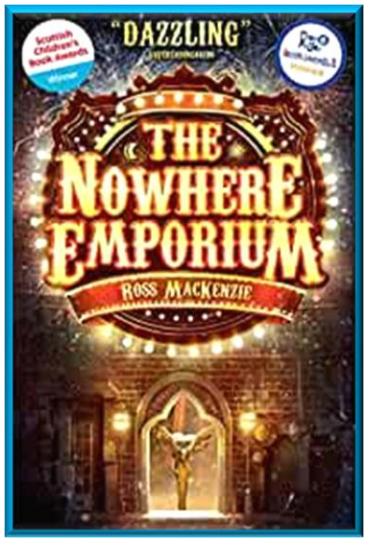
Shared Reading Planning

Year 5

Unit B: Modern Fiction & Poetry – Wider Range

Fiction 2



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

Lesson	1	Vehicle Text & Page	The Nowhere Emporium by Ross MacKenzie Adapted extract from Prologue pp .9-10

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How does the author create a sense of magic and mystery in the prologue? **B) How does this influence what happens in the story?**	abuzz with rumour and hearsay, jostled, enchanted, entranced, spectacle, his startling height, hungry look, troubled the villagers, glimpse, requested	• Read closely, annotating for specific purposes • Connect prior knowledge and textual information to make inferences and predictions	**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: Show the children a large copy of the detailed image of the front cover (which is the front of the emporium) and the inside cover image (which is the inside of the shop), a large old book (plain cover) and an old-looking key (the more intricate the better!). **Clarify** the meaning of 'emporium' (a store offering a wide variety of goods). **Book talk** the images and consider the link between these and the book and the key.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 1 Vocabulary). Encourage children to explain vocabulary in the context of each sentence and explain misconceptions, should they arise.
Explore & Respond: Read the adapted extract from the prologue (see Lesson 1: Read). You may also want to read the entire prologue with the children. There are two main areas within this extract that link to the **Anchor Question A**, which is the description of the shop and the introduction of a mysterious man. Encourage children to **Stop & Jot** any initial reactions to the extract. Fluency: Read Lesson 1: Fluency, modelling expression. Children **Pair Read** the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Questions for demonstration: How does the author create a sense of awe and wonder in the crowd? What does this tell us about the Emporium? Circle words and phrases from the text extract (see Lesson 1: Model) that help make **Predictions and Inferences** about what might happen in the story. Underline any new vocabulary explored in the extract. Teacher note: Make it clear to the children that their predictions and inferences are *always* linked to textual evidence.
Reference the Text: **Text Mark** the following significant words and phrases that help us make inferences and predictions about this: *'entranced', 'No one had ever seen a spectacle such as this', 'examined the tips of their fingers', 'to find out what was waiting'.* Model **Text Marking** the evidence and underlining new vocabulary. **Think Aloud** as you consider the evidence. Complete the Lesson 1: Teacher Model, demonstrating Inference **and** Prediction.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children work in partners with a copy of the extract to share for collaboration and discussion.
Practise Taught Strategies & Skills: Partner work. Children **Text Mark** their extract (see Lesson 1: Children Practise) and discuss **Predictions** and **Inferences** about what might happen in the story based on this. Discuss how their ideas about the plot help develop the story. If children are struggling to find evidence, consider *'the shop from nowhere arrived', 'place was abuzz with rumour and hearsay', 'curious crowd…mysterious building', 'sparkles strangely in the light', 'darkened windows', fine gold gate turned to dust', 'watched a dove as it emerged', 'message in dazzling firework sparks and shimmers', 'the shop had vanished', 'a stranger arrived',' all trace of these strange events faded', 'couldn't find a single person who…', 'had no memory of anything'* etc. What does this tell us, and what predictions could we make about the story? Teacher to feedback.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 1: Apply.
Verbal & Written Responses: Children to feedback to table and prepare their answer to the **Anchor Question** to share with the rest of the class. Children to explain their predictions about the plot and how the evidence found in this extract influences the reader's thoughts about the story as it moves forward. Teacher to collate all ideas together to refer back to throughout the week.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking**, **Predicting** and **Stop & Jot, Inferences**) and responses to **Anchor Question.**

Acceptable Point(s) Anchor Question A:
• any reference to the shop appearing from nowhere and vanishing just as easily
• raised curiosity in the town people – considered it to be a mysterious building
• unusual happenings – the gate turns to dust – fireworks spell out the shop's name etc.
• the darkened windows provide a sense of mystery
• dove detail hints at magic

Acceptable Point(s) Anchor Question B:
• we will find out more about the Emporium – it may turn up in a different town
• may find out why people don't remember it once it has moved on
• find out more about the unfriendly man – why he wants to know about the Emporium

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

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Lesson 1: Vocabulary

abuzz with rumour and hearsay	jostled for position
enchanted	entranced
spectacle	his startling height
hungry look	troubled the villagers
glimpse	requested

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Lesson 1: Fluency

The shop from nowhere arrived with the dawn on a crisp November morning.

Word travelled quickly around the village, and by midday the place was abuzz with rumour and hearsay.

"There were four shops in the row yesterday. Today there are five!"

"The brickwork is black as midnight, and it sparkles strangely in the light!"

By evening time, a curious crowd had begun to gather around the mysterious building. They jostled for position and traded strange and wonderful ideas about where the shop had come from and what it might sell, all the while hoping to catch a glimpse of movement through the darkened windows.

Lesson 1: Anchor Questions

A) How does the author create a sense of magic and mystery in the prologue?

B) How does this influence what happens in the story?

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Lesson 1: Read / Children Practise / Children Model

The shop from nowhere arrived with the dawn on a crisp November morning.

Word travelled quickly around the village, and by midday the place was abuzz with rumour and hearsay.

"*There were four shops in the row yesterday. Today there are five!"*

"The brickwork is black as midnight, and it sparkles strangely in the light!"

By evening time, a curious crowd had begun to gather around the mysterious building. They jostled for position and traded strange and wonderful ideas about where the shop had come from and what it might sell, all the while hoping to catch a glimpse of movement through the darkened windows.

The shop was indeed built from bricks the colour of midnight. Blocking the doorway was a golden gate so fine and intricate that some wondrous spider might have spun it. Over the windows, curling letters spelled out a name:

THE
NOWHERE
EMPORIUM

The shop's door suddenly swung open. The fine golden gate turned to dust, scattering in the wind. The air was suddenly filled with a hundred scents.

The enchanted crowd watched a dove as it emerged from the darkness of the shop and soared until it was lost to the night. And then, as one, they gasped. The black sky exploded with light and colour, and a message in dazzling firework sparks and shimmers spelled out:

THE NOWHERE EMPORIUM
IS OPEN FOR BUSINESS.
BRING YOUR IMAGINATION…

Everyone who'd gathered outside the Emporium was entranced. No one had ever seen a spectacle such as this. One by one they walked forward, touched the sparkling black brickwork, examined the tips of their fingers. And then they stepped through the door to find out what was waiting.

Two days later, when the shop had vanished, a stranger arrived in the village. He was polite, and he paid for his room with stiff new banknotes. But something about him – his startling height perhaps, or the hungry look in his cold blue eyes – troubled the villagers.

He asked questions about a shop built from midnight bricks.

But the tall man couldn't find a single person in the village who could recall the Emporium.

Within a day he too was gone, and all trace of these strange events faded.

Those who'd walked through the Emporium's doors had no memory of anything they might have seen inside. More importantly, none of them recalled the admission – the little piece of themselves they'd given for a glimpse at the Emporium's hidden secrets and wonders.

Bring your imagination, the sign in the sky had requested.

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Lesson 1: Teacher Model Activity

How does the author create a sense of awe and wonder in the crowd?

What does this tell us about the Emporium?

Reference the Text	What does this tell us about the Emporium?
Everybody who'd gathered outside the Emporium was entranced.	The Emporium has a hold over the people who see it. People have to stop and stare.
No one had ever seen a spectacle such as this.	The Emporium is unique in appearance.
…to find out what was waiting.	That perhaps it is not obvious from looking at the front of the shop what is inside, but that people feel the need to find out what is in there.

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Lesson 1: Apply

Reference the Text	Prediction: what happens in the story?

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

Lesson	2	Vehicle Text & Page	The Nowhere Emporium by Ross MacKenzie pp. 21-23

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do Mr Silver's words and actions tell you that he thinks Daniel is special? Teacher Model Question: **How do Daniel's words and actions tell you he is surprised by Mr Silver's reaction?**	erupting, craned, narrowed his eyes, eyes were darting, casual wave of his hand	• Read closely, annotating for specific purposes • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	**2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Refer back to Lesson 1 and the evidence from the extract that refers to visitors to the shop having no recollection of ever having visited. Discuss this with the children and the significance this might have on the story. This is important information for the children to have in their minds when participating in Lesson 2.

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

Vocabulary: Share vocabulary and demonstrate '*narrowed his eyes*' and '*eyes were darting*'. Discuss when a person might do these actions then relate to the context of the extract. Encourage the children to use **Find Read Talk** to locate and discuss the rest of the vocabulary. Explain misconceptions should they arise.

Explore & Respond: Read the extract to the children (see Lesson 2: Read). **Stop & Jot** their initial thoughts in relation to the **Anchor Question**.

Fluency: Read the fluency extract (see Lesson 2 Fluency). Model using **Intonation** and **Pace** to emphasise the urgency with which Mr Silver moves and talks at various points. Children **Pair Read** the selected fluency sentences from the same section of text, using **Intonation** and **Pace**.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: How do Daniel's words and actions tell you he is surprised by Mr Silver's reaction? Model to the children **Text Marking** evidence and **Think Aloud** to show your thought process for the Example Model Question below.

Reference the Text: Circle the following words or phrases from the extract that provide evidence for the Example Model Question: *'Erm…', 'I…I remember everything…', '…said Daniel in confusion', 'No! Why?'*

Look at the circled words from above and underline any new vocabulary. Discuss with the children how Daniel's use of *'Erm'* and stuttering as he finds his words indicates that he is taken aback by Mr Silver's actions.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs with a copy of the extract (see Lesson 2: Children Practise) to circle evidence and underline any new vocabulary. They discuss how each word or phrase tells them that Mr Silver has realised Daniel is special.

Practise Taught Strategies & Skills: Children **Text Mark** and use **Think Aloud** as they consider evidence choices. If they are struggling to locate evidence, consider '*He narrowed his eyes and whispered', 'The man grabbed him by the wrist and rushed him over to his desk', 'Tell me exactly', 'Have you ever noticed strange things happening around you?'* Discuss how this suggests Mr Silver has realised Daniel remembers the shop and is trying to elicit more information without telling Daniel what he is thinking.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete their grids (see Lesson 2: Apply) and add to their Reading Journals.

Verbal & Written Responses: Work together as a table to formulate an answer to the **Anchor Question** and share with the rest of the class. Discuss together how Mr Silver's actions suggest an urgency but his speech suggests a calmness; his actions seem to give away his desire to find out more.

Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Intonation, Pace, Text Marking**, **Find Read Talk, Pair Read, Think Aloud** and **Stop & Jot**) and responses to the **Anchor Question**.

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

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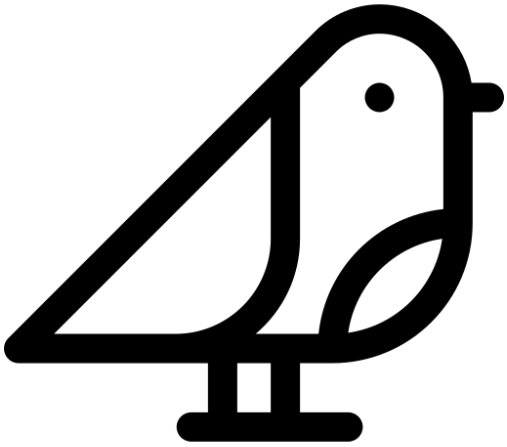
Lesson 2: Vocabulary

erupting	craned
narrowed his eyes	eyes were darting
casual wave of his hand	



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Lesson 2: Fluency

The man grabbed him by the wrist and rushed him over to his desk. “Have a seat,” he said, pushing Daniel into a wooden chair, sitting himself on his desk. He pressed the palms of his hands together. “What do you remember?” he said. “Tell me exactly.”

“I…I remember everything: the books and the mirrors and the clocks…meeting you…the silver magpies - ”

The man held up a finger to quiet Daniel. His eyes were darting about the place.

“How is this possible?” he said.

“I’m sorry,” said Daniel in confusion. “Have I missed something? How is what possible?”

The man leapt to his feet.

Lesson 2: Anchor Questions

How do Mr Silver’s words and actions tell you that he thinks Daniel is special?

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Lesson 2: Read/Teacher Model/Children Practise

"How can I help you?" he said. His voice was calm, but the look in his eyes suggested that a storm was erupting somewhere in his brain.

"Erm…" Daniel said, "I just wanted another look around. Is that ok?"

The man craned his neck so that his face was even closer to Daniel's. He narrowed his eyes and whispered, "You remember this place?"

"Yeah. I was only here yesterday - "

The man grabbed him by the wrist and rushed him over to his desk. "Have a seat," he said, pushing Daniel into a wooden chair, sitting himself on his desk. He pressed the palms of his hands together. "What do you remember?" he said. "Tell me exactly."

"I…I remember everything: the books and the mirrors and the clocks…meeting you…the silver magpies - "

The man held up a finger to quiet Daniel. His eyes were darting about the place.

"How is this possible?" he said.

"I'm sorry," said Daniel in confusion. "Have I missed something? How is what possible?"

The man leapt to his feet.

"Which children's home are you from?" he asked.

"St Catherine's," said Daniel. "It's only a few streets away."

The man nodded. "Have you ever noticed strange things happening around you? Lights flickering, mirrors smashing, that sort of thing?"

"No! Why?"

"No reason," said the man with a casual wave of his hand.

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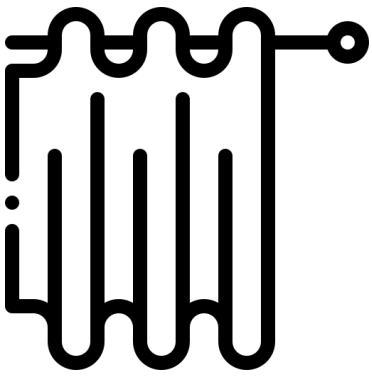
Lesson 2: Teacher Model

How do Daniel's words and actions tell you he is surprised by Mr Silver's reaction?

Reference the Text	Tells me…
'Erm…'	that Daniel feels anxious – he is unable to find his words initially.
'I … I remember everything…'	that Daniel is stuttering and stumbling over his words, indicating that he is perhaps taken aback by Mr Silver's response.
…said Daniel in confusion	he doesn't understand Mr Silver's reaction. He has returned to a shop he has previously visited, which is a common thing to do, and yet Mr Silver's reaction suggests that this isn't something people normally do at the Emporium.



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Lesson 2: Children Apply

Reference the Text	Tells me…

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

Lesson	3	Vehicle Text & Page	The Nowhere Emporium by Ross MacKenzie pp. 31-33

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What impression do you get of Vindictus Sharpe? **B) How does he react to the boy?**	scrawny, skeletal, unremarkable, fixed him with a cold stare, gaze travelled, bound in green leather	• Read closely, annotating for specific purposes • Connect prior knowledge and textual information to make inferences and predictions	**2d** make inferences from the text / explain and justify inferences with evidence from the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show children images of orphanages from the past. Discuss with the children what it might have been like to live in one of these and how they might feel about living there. Focus on how these feelings would influence the choices the children who lived in them would make.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Share vocabulary. Focus on 'fixed him with a cold stare' and 'gaze travelled', showing children how to do this with your eyes. Locate in the text to understand why the character is responding in this way. Ask children to **Find Read Talk** the meanings of the rest of the vocabulary. Briefly **Clarify** understanding.
Explore & Respond: Read the extract (see Lesson 3: Read). Discuss what has happened here. Ask children to **Stop & Jot** initial ideas in relation to the **Anchor Question**.
Fluency: Read Lesson 3: Fluency, focusing on **Intonation** and **Expression** as you change your voice for the different characters. Following this, children to **Pair Read,** using **Rate**, the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: What impression do you get of the boy? Circle words and phrases from the text extract (see Lesson 3: Teacher Model) that provide information about the boy to make **Inferences**. **Think Aloud** whilst finding evidence, discussing your impression of the boy based on the words and phrases found. Underline any new vocabulary.
Reference the Text: Circle the following words and phrases: *'scrawny almost to the point of skeletal', 'ragged wild hair', 'angry grey', 'Are you here to take me away?', 'they call me a monster', 'everyone's scared of me. And they should be.'*
Model locating the information and **Think Aloud.** For example, discuss how the words '*scrawny' and 'skeletal'* suggest a very thin boy that may be malnourished or not well looked after. Consider his messy appearance and also the notion that others are scared of him because of his powers.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Partner work to **Text Mark** the extract (see Lesson 3: Children Practise) for words and phrases that provide information about Vindictus Sharpe. Encourage the children to look for words and phrases that tell the reader about his appearance and demeanour, and also link to the second **Anchor Question** relating to his reaction to the boy and what impression this gives of the character.
Teacher note that may well support children's thinking if some of this evidence isn't located: Consider the words and phrases *'brushed a smudge from the silver handle of his cane', 'remained as blank as the walls', 'face remained calm'.* What do these phrases suggest about Sharpe's confidence and knowledge of the boy? Why do you think he isn't scared of the boy/reacting to the boy when others would?
Practise Taught Strategies & Skills: Children **Text Mark** their copy of the text extract to find words and phrases showing the character's pain. Teacher to take feedback.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Apply. They add the words and phrases they have gathered to the sheet and describe the impression they form of Vindictus Sharpe.
Verbal & Written Responses: Children to feedback to table and prepare their answer to the **Anchor Question** to share with the rest of the class.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking**, **Stop & Jot**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question A:
• cold / controlled / unafraid / intrigued
Acceptable Point(s) Anchor Question B:
• not perturbed by the boys actions
• encourages him to show his powers
• completely calm

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

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Lesson 3: Vocabulary

scrawny	skeletal
unremarkable	fixed him with a cold stare
gaze travelled	bound in green leather



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Lesson 3: Fluency

"You have read all of these?" he asked, tapping the complete works of Shakespeare with his cane.

The boy nodded.

The tall man bowed his head. "Impressive. Tell me: are you aware that the master is scared of you?"

The grey of the boy's eyes seemed to deepen and intensify. "Everyone's scared of me. And they should be."

"And why might that be?" asked Sharpe.

The boy fixed him with a cold stare. "Because," he said, "I can do things that they can't. I can do things that nobody can." He nodded towards the door. "They call me a monster."

Vindictus Sharpe's face remained as blank as the walls.

Lesson 3: Anchor Questions

A) What impression do you get of Vindictus Sharpe?

B) How does he react to the boy?

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Lesson 3: Read / Teacher Model / Children Practise

At the foot of the bed sat a boy. He was perhaps ten years old, scrawny almost to the point of being skeletal, with a mop of ragged wild hair. At first glance, Sharpe thought him unremarkable, save for his eyes, which were the angry grey of a thundery ocean sky.

Sharpe closed the door in the master's peering face. His gaze returned to the child.

"Are you here to take me away?" said the boy.

Sharpe brushed a smudge from the silver handle of his cane. "That depends," he said, and he indicated the bookcase. "You like to read?"

The boy nodded. "I love it. The words let me go somewhere else in my head, away from here."

Vindictus Sharpe scanned the contents of the bookcase. There were some children's stories there, among them *Alice's Adventures in Wonderland* and *Treasure Island*. But there were also books that were not for children.

"You have read all of these?" he asked, tapping the complete works of Shakespeare with his cane.

The boy nodded.

The tall man bowed his head. "Impressive. Tell me: are you aware that the master is scared of you?"

The grey of the boy's eyes seemed to deepen and intensify. "Everyone's scared of me. And they should be."

"And why might that be?" asked Sharpe.

The boy fixed him with a cold stare. "Because," he said, "I can do things that they can't. I can do things that nobody can." He nodded towards the door. "They call me a monster."

Vindictus Sharpe's face remained as blank as the walls.

"Show me," he said.

The boy's gaze travelled to the bookcase. At once it began to tremble. Several books tumbled to the floor. And then one of the books, bound in green leather, shot away from the shelves as though it had been thrown. But this book did not hit the floor. Its pages opened and began to flap, and the book circled over Sharpe's head like an awkward bird.

After thirty seconds or so, the book thudded to the bare stone floor.

Sharpe's face remained calm, but the boy could see that something in his eyes had changed.

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Lesson 3: Teacher Model

What impression do you get of the boy?

At the foot of the bed sat a boy. He was perhaps ten years old, scrawny almost to the point of being skeletal, with a mop of ragged wild hair. At first glance, Sharpe thought him unremarkable, save for his eyes, which were the angry grey of a thundery ocean sky.

Sharpe closed the door in the master's peering face. His gaze returned to the child.

"Are you here to take me away?" said the boy.

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Reference the Text	Impression
scrawny almost to the point of skeletal	This suggests he is not well fed and that you are able to see his bones clearly. He is perhaps malnourished.
ragged wild hair	This suggests that he does not look after himself, or that he is not looked after very well. The word 'wild' suggests untameable – maybe this is hinting to his personality as well as his appearance.
angry grey	Describing his eyes as 'angry grey' suggests they are giving away his underlying feelings; that they are a window into his true self, when the rest of him appears 'unremarkable'.
"Are you here to take me away?"	This suggests he is worried; that there is a reason he would need to be taken away. This is also the first thing the boy says, suggesting that it is on his mind and he has assumed that is why the man is there.

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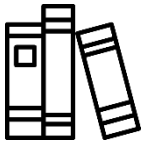
Lesson 3: Apply

Reference the Text	Impression



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

Lesson	4	Vehicle Text & Page	The Nowhere Emporium by Ross MacKenzie pp. 53 & 54

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do you know Daniel is cautious of Mr Silver?	merchant, wonderstruck, indicated, silver solution, brimming wonder, extracted, fleeting moment, lifeblood	• Read closely, annotating for specific purposes • Connect prior knowledge and textual information to make inferences and predictions	**2a** give/explain the meaning of words in context **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: Prior to the lesson, create a simple solution with water and silver glitter (to create a silver solution as mentioned in the book). Display this for the children in the classroom. Discuss with the children the connection this liquid could have to the book. What could the liquid hold? What might its significance be to the story?

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

Vocabulary: Discuss the definition of *'lifeblood'* from the vocabulary list and its context in relation to the Emporium (it is the little piece of the imagination that is taken from every visitor. That is their price for seeing the wonders of the Emporium. Share the rest of the vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 4: Vocabulary). Encourage children to explain vocabulary in the context of each sentence and explain misconceptions, should they arise.

Explore & Respond: Read the extract (see Lesson 4: Read). Talk as a class about how both dialogue and action can give us clues about a character's feelings. Allow time to **Stop & Jot** their initial responses to the **Anchor Question**.

Fluency: Read Lesson 4: Fluency, modelling **Intonation** and **Stress,** particularly around the use of the single word *'No'*. Children **Pair Read** using **Intonation** and **Stress**.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: How does Mr Silver justify taking parts of people's imagination? **Text Mark** by circling words and phrases from the extract (lesson 4: Teacher Model) that tell you Mr Silver has regrets about his method of keeping the Emporium alive. Underline any new vocabulary. Model making **Inferences** about Daniel's feelings based on Mr Silver's dialogue and actions.

Reference the Text: Model locating the information needed to answer this question. Circle the following words and phrases such as: *'It wasn't always this way', 'merely', 'that is a promise!'*

Silver using the word *'merely'* suggests he is trying to down-play the impact his approach has on the customers in his shop. Promising Daniel that no-one is harmed is Silver's way of acknowledging that he understands Daniel's concerns and wants to reassure/convince him that what he is doing is ok. He needs to do it in order to preserve the Emporium.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: In pairs, children to have the extract (see Lesson 4:Children Practise).

Practise Taught Strategies & Skills: Circle words and phrases that help to answer the **Anchor Question** by making **Inferences**. If children are struggling to locate evidence, consider *'Daniel took one step back', 'felt sick', 'clueless customers'*

It is clear that Daniel had a physical reaction to the words Mr Silver spoke. Describing them as *'clueless customers'* suggests that Daniel thinks Mr Silver is in some way deceiving the customers as they are unaware of what is happening to them.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Place a copy of the children's **Text Mark**ed extract in their Reading Journals.

Verbal & Written Responses: Children to feedback their answer to the **Anchor Question** as part of a class discussion. Consider the textual evidence that has helped them to answer the question. Construct a written answer using the evidence they collected.

Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Stop & Jot, Text Mark** and **Inferences**) and responses to the **Anchor Question**.

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

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Lesson 4: Vocabulary

merchant	wonderstruck
indicated	silver solution
brimming wonder	extracted
fleeting moment	

lifeblood	The blood, as being necessary to life. The indispensable factor or influence that gives something its strength and vitality.

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Lesson 4: Fluency

"You question whether my customers are actually buying anything? I can assure you that they are. I sell them amazement. I am a merchant of wonder." He leaned over and gathered a pile of frost from the frozen pond, rubbing it between his gloved fingers. "But my customers do not pay for their experience in the Emporium with coins or notes. No. My price is a piece of their imagination."

"Show me," he said.

Lesson 4: Anchor Question

How do you know Daniel is cautious of Mr Silver?

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Lesson 4: Read / Children Practise

Mr Silver smiled at the look on Daniel's face.

"You question whether my customers are actually buying anything? I can assure you that they are. I sell them amazement. I am a merchant of wonder." He leaned over and gathered a pile of frost from the frozen pond, rubbing it between his gloved fingers. "But my customers do not pay for their experience in the Emporium with coins or notes. No. My price is a piece of their imagination."

Daniel took one step back.

"Oh, it's easily done, if you know the way," Silver said. "Customers are free to wander through the doors, to be amazed and wonderstruck." He indicated the silver solution that flowed over the fountain. "The Emporium takes a little of their brimming wonder, their imagination – never enough for the customer to miss it of course – and it becomes the liquid you see here. It is the fuel that powers everything you see; the lifeblood of the Emporium. Imagination is the root of magic."

"Do they know?" said Daniel. In the pit of his stomach he felt sick at the thought of imagination being extracted from clueless customers. "Do you tell people what you're doing to them?"

Silver shook his head. For a fleeting moment he looked old and fragile, standing in the frost.

"It wasn't always this way. There was a time, when I was a younger man, that my own imagination was enough. But I am growing older. I must keep the Emporium running. And no harm comes to anyone – that is a promise! Imagination is alive. It grows in the mind like a tree. The Emporium merely clips a few of the branches. What little I take grows back, in time." He observed Daniel. "If this has changed things, if you wish to leave, you may do so. I will drop you back in your own time. Just say the word."

Daniel stared at the fountain, at the silvery imagination flowing over the stone.

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Lesson 4: Teacher Model

How does Mr Silver justify taking parts of people's imagination?

Silver using the word *'merely'* suggests he is trying to down-play the impact his approach has on the customers in his shop and justify his actions. Promising Daniel that no-one is harmed is Silver's way of acknowledging that he understands Daniel's concerns and wants to reassure/convince him that what he is doing is ok. He goes on to explain that he needs to do it in order to preserve the Emporium, now that his own imagination is not enough.



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Lesson 4: Children Apply

How do you know that Daniel is cautious of Mr Silver?



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

Lesson	5	Vehicle Text & Page	The Nowhere Emporium by Ross MacKenzie Adapted extracts from pp. 88 & 89, p.108, pp. 117 & 118

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
'There was no denying that something was not right with Mr Silver.' **Do you agree with this statement? Find evidence from the text to support your answer.**	undoubtedly, gritted his teeth, his weight shifted, caught off guard, elaborate, grimaced, no denying, slowed to a halt, hollowed and worn, a few bounds, elaborate, grimaced, elusive, canyons	• Read closely, annotating for specific purposes • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Connect prior knowledge and textual information to make inferences and predictions	**2a** give/explain the meaning of words in context **2h** make comparisons within the text



Extended Apply lesson

Through this selection of activities children will need copies of:

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

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.

Activate Prior knowledge: Use drama and role play to activate the children's prior knowledge – walk into the classroom limping and pulling facial expressions that indicate you are in pain. If the children ask what is wrong, answer curtly.
Ask the children what they thought was happening and explore why you may have been short with them in your responses.

Vocabulary: Share the words and phrases found within the three extracts for this lesson (Lesson 5: Vocabulary). In pairs, ask the children to use **Find Read Talk** to locate these words on their copy of the text and discuss these with them. Briefly explore the definitions of the words.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: Read aloud the extracts to the class then allow time for the children to explore and reread the three extracts in pairs. Take general feedback in relation to the **Anchor Questions**.

Written Responses / Evidence Anchor Question(s):
Children to complete Lesson 5: Children Apply Activity. Encourage the children to Text Mark the extracts, circling words and phrases which provide evidence for the **Anchor Question** and then Infer what was 'not right' about Mr Silver.
Teacher note: You may want the children to complete this independently, as evidence of their independent application.

Additional Activity: Drama

In pairs, with one in role as Mr Silver and one as Daniel, invite the children to act out part of a scene from one of the extracts, focusing on how Mr Silver doesn't seem right – and reflecting this in his actions, dialogue and Daniel's reactions.

Comprehension Questions

Extract A
1. How do you know Mr Silver does not want to talk about Ellie?
2. Why do you think Mr Silver gave Daniel an *'irritated look'*?

Extract B
3. Why was Daniel worried about Mr Silver? Why would this make him worried about the Emporium?

Extract C
4. What does *'carved like canyons'* mean?

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, Scanning**
- Responses they have given to the **Anchor Questions** & Comprehension Questions

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Lesson 5: Vocabulary

undoubtedly	gritted his teeth
his weight shifted	caught off guard
no denying	slowed to a halt
hollowed and worn	a few bounds

elaborate	To develop or present in further detail.
grimaced	An ugly, twisted expression on a person's face, typically expressing disgust, pain, or wry amusement.
elusive	Difficult to find, catch, or achieve.
canyons	Deep gorges, typically with rivers flowing through them.

Lesson 5: Anchor Question

'There was no denying that something was not right with Mr Silver.'
Do you agree with this statement? Find evidence from the text to support your answer.

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Lesson 5: Read

Extract A

As they walked, Daniel became aware that Mr Silver was, undoubtedly, disguising a limp. His right leg seemed stiff, and he gritted his teeth when his weight shifted to that side.

"Do you mind me asking… it is true Ellie can't leave the shop?" said Daniel.

Silver seemed caught off guard by the question. "She has a condition that prevents her from going outside," he said. He did not elaborate.

"What sort of condition?" asked Daniel. "A disease? What'll happen if she does go out?"

Silver grimaced. He rubbed his leg. "Look, Ellie is safe in the Emporium. That is all you need to know."

"And is it true that the customers can't see her?"

Silver gave him an irritated look. "Yes."

"And that's part of this condition as well?"

Silver nodded, and grimaced again. "No more of this," he said. "We are not here to discuss Ellie."

"Of course not," said Daniel, and he knew not to push too far. "Why are we here?"

"Looking for something," said Silver. "I'll know it when I see it."

"Is your leg alright?"

"Fine."

Extract B

Since Mr Silver's run-in with the mugger in Paris, he had not been the same. There was no denying that something was not right with Mr Silver. Aside from putting a stop to any lessons (which Daniel missed greatly), Silver treated him well enough. His limp was showing no signs of improvement, and his general health seemed to be worsening each day. He looked older somehow, tired and fragile, and at times he would simply sit staring into space while cups of tea grew cold and customers came and went. His productions of new Wonders had slowed to a halt. Daniel was worried about him, and about the Emporium.

Extract C

That evening, twilight came and went, but Mr Silver did not open the Emporium.

"Is something wrong?" asked Daniel. "Are we having a night off?"

Silver looked hollowed and worn. He did not answer, but slipped on his coat.

"Going out?" said Daniel.

Silver gave a nod. "Come if you like."

Eager to explore Manhattan, Daniel was across the room in a few bounds, pulling on his coat and gloves and scarf. Together they set off into the night.

As it turned out, sightseeing was not on the agenda; it soon became clear that Mr Silver was on the hunt again for his elusive treasure. He limped a couple of steps ahead of Daniel, barely speaking as they charged along streets carved like canyons through the enormous buildings.

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Lesson 5: Children Apply

'There was no denying that something was not right with Mr Silver.' Do you agree with this statement? Find evidence from the text to support your answer.	
Reference the text	What is not right with Mr Silver?

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Lesson 5: Comprehension Questions

Extract A

1. How do you know Mr Silver does not want to talk about Ellie?

_____

_____

_____

2. Why do you think Mr Silver gave Daniel an *'irritated look'*?

_____

_____

_____

Extract B

3. Why was Daniel worried about Mr Silver? Why would this make him worried about the Emporium?

_____

_____

_____

Extract C

4. What does *'carved like canyons'* mean?

_____

_____

_____

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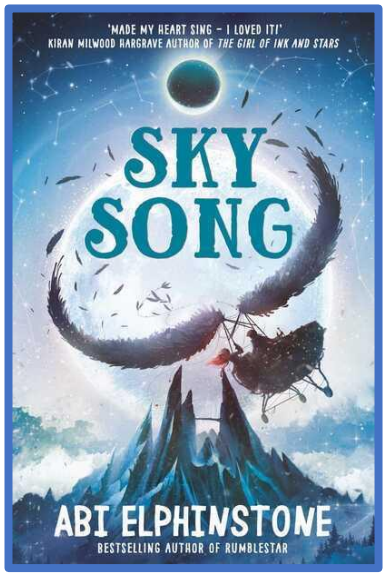
Shared Reading Planning

Year 5

Unit B: Modern Fiction & Poetry – Wider Range

Fiction 3



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

Lesson	1	Vehicle Text & Page	Sky Song by Abi Elphinstone Adapted extract from pp. 3 & 4

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
The author used words such as *'dark powers', 'distrust', 'hatred'* and *'twisted'* in the opening chapter. How does this influence what happens in the story? What might happen in this story?	shaman, plucked, distrust, given it fresh force, staff, glacier, skin-boat	• Read closely, annotating for specific purposes • Connect prior knowledge and textual information to make inferences and predictions • Predict what might happen from details stated and implied	**2e** predict what might happen from details stated or implied. **2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share with the children the following objects (or images of objects): a faux fur throw, an animal tusk, on old hunting-style knife (not sharp!), an image of a glacier/snow/snowflakes. Ask the children to explore their ideas, linking the objects/images with the front cover of the book. Ask the children for their initial thoughts about the book.

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

Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (see Lesson 1: Vocabulary). Note that some definitions have already been given. Encourage children to explain vocabulary in the context of each sentence and explain misconceptions should they arise.

Explore & Respond: Read the extract with the children. Highlight the new vocabulary mentioned in the **Anchor Question** and briefly discuss this. Take some short responses and encourage the children to **Stop & Jot** their initial thinking about this. Ask how these words might influence the story.

Fluency: Read Lesson 1: Fluency. Some of the sentences use complex punctuation which contributes to the meaning of the sentences. Model **Phrasing** so that you make it really clear that the punctuation has been used to aid meaning. Children **Pair Read** the same sentences, checking their understanding and re-reading where necessary, using **Phrasing.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Scanning** for the words and phrases from the **Anchor Question** text extract (see Lesson 1: Teacher Model) that help us to make **Predictions** about what might happen in the story. Teacher note: It is important that children recognise that their predictions will *always* be based on textual evidence.

Reference the Text:

Text Mark, by circling, the following significant phrases that help us make inferences about the island:
'drawn to the glacier', 'promised him dark powers', 'plucked at Slither's heart'. Model making **Predictions** based on these words and phrases, discussing the idea that Slither was coerced by the Ice Queen. The phrases suggest that this appealed to Slither, as it '*plucked'* at his heart, which sounds like he wanted to do it; he didn't object.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Using the Lesson 1: Read/ Teacher Model/ Children Practise, children **Text Mark** the extract, **Scanning** for the vocabulary from the **Anchor Question** and circling the evidence to support their answer.

Practise Taught Strategies & Skills: Children to work in pairs to **Text Mark** their copy of the text, predict what might happen and discuss how this will be significant to the story. Teacher to take feedback.

If the children are struggling, consider '*distrust between the tribes', 'hatred', 'faith in Erkenwald's magic died'. 'staff of glittering black ice', 'melted the frozen wall before him'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Children Apply Activity

Verbal & Written Responses: Children to feedback to their group and prepare their answer to the **Anchor Question** to share with the rest of the class. Children to share their **Predictions** with their group, comparing **Predictions** and discussing similarities and differences.

Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking**, **Scanning**, **Predicting** and **Stop & Jot, Inferences**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question:
Predictions suggesting:
- that something bad will happen.
- that the tribes will war with each other
- that the Ice Queen will lead Slither into more evil ways

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

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Lesson 1: Vocabulary

staff	plucked
distrust	given it fresh force

shaman	A person regarded as having access to, and influence in, the world of good and evil spirits.
glacier	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.
skin-boat	A traditional skin-boat is made from a driftwood or whalebone frame pegged and lashed together, sometimes with antlers or ivory, over which walrus or bearded seal skins are stretched.

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Lesson 1: Fluency

The voice was still there, only it was louder now – as if the hatred between the tribes had given it fresh force – and this time Slither could make out the body of a woman behind the ice.

Slither raised a palm towards the Ice Queen and, because this was a palm that had done a terrible thing, it melted the frozen wall before him and the woman stepped out from the glacier and into the skin-boat.

Lesson 1: Anchor Question

The author used words such as *'dark powers', 'distrust', 'hatred'* and *'twisted'* in the opening chapter. How does this influence what happens in the story? What might happen in this story?



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Lesson 1: Read / Teacher Model/ Children Practise

One night, Slither, the shaman for the Tusk Tribe, was drawn to the glacier and he listened as the voice within promised him dark powers if he killed his chief and made it look like a plot brewed by the Fur and Feather Tribes using Erkenwald's trusted magic.

Although the words were only whispers, they plucked at Slither's heart and, believing all they said, the shaman killed the Tusk Chief while he slept with an enchanted knife. In the weeks that followed, distrust between the tribes gave way to hatred and faith in Erkenwald's magic died. And it was then that Slither climbed back into his skin-boat and paddled beneath the cliffs towards the glacier.

The voice was still there, only it was louder now – as if the hatred between the tribes had given it fresh force – and this time Slither could make out the body of a woman behind the ice. She was tall and slim, with skin as white as marble and lips a cold pale blue. Her eyelashes were crusted with frost, her silver hair twisted through a crown of snowflakes and in her hand she held a staff of glittering black ice. Slither raised a palm towards the Ice Queen and, because this was a palm that had done a terrible thing, it melted the frozen wall before him and the woman stepped out from the glacier and into the skin-boat.

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Lesson 1: Teacher Model

Reference the Text	Prediction – what happens in the story?
One night, Slither, the shaman for the Tusk Tribe, was drawn to the glacier and he listened as the voice within promised him dark powers	Slither was coerced by the Ice Queen so I think he will do whatever she tells him to.
they plucked at Slither's heart	Slither wanted to do it – he didn't object so I predict that he does something bad in the story



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Lesson 1: Children Apply

Reference the Text	Prediction – what happens in the story?
In the weeks that followed, distrust between the tribes gave way to hatred and faith in Erkenwald's magic died.	
The voice was still there, only it was louder now – as if the hatred between the tribes had given it fresh force – and this time Slither could make out the body of a woman behind the ice.	
She was tall and slim, with skin as white as marble and lips a cold pale blue.	
Her eyelashes were crusted with frost, her silver hair twisted through a crown of snowflakes and in her hand she held a staff of glittering black ice.	
Slither raised a palm towards the Ice Queen and, because this was a palm that had done a terrible thing, it melted the frozen wall before him and the woman stepped out from the glacier and into the skin-boat.	

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

Lesson	2	Vehicle Text & Page	Sky Song by Abi Elphinstone Adapted extract from pp. 11 & 13

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Eska often appears strong despite being scared. What evidence can you find to support this?	mind whirled, recall, deep-rooted, erased, smelled of lies, spinning a story	• Read closely, annotating for specific purposes • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Connecting prior knowledge and textual information to make inferences and predictions	**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: Source a music box with a spinning figure (such as a jewellery box), or show the children images of a music box. Discuss with the children how these work (by turning a key which activates the music and movement) and why people own such items. Discuss the sentimentality they often hold.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (Lesson 2: Vocabulary). Encourage children to explain vocabulary in the context of each sentence and explain misconceptions should they arise.
Explore & Respond: Read the two adapted extracts, one from p. 11 and one from p. 13 (Lesson 2: Read/Teacher Model/ Children Practise) Take some short responses and encourage the children to **Stop & Jot** their initial thinking around evidence of Eska's personality.
Fluency: Read Lesson 1: Fluency, modelling **Pausing**, paying particular attention to the use of dashes. Following this, children to **Pair Read** the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Extract 1 (Lesson 1: Teacher Model). Model **Text Mark**ing the text for evidence, circling this. Underline any new vocabulary. Keep referring back to the **Anchor Question** and use **Think Aloud** to demonstrate why this evidence supports the question.
Reference the Text: Circle the words *'Eska's mind whirled', 'deep-rooted things couldn't be erased', 'words smelled of lies', 'Eska kept her voice a secret inside her'.* Model how to complete the table.
Teacher Talks: Her mind whirling suggests she is worried and scared and has many things running through her mind, almost as if she is trying to make sense of everything she is being told. Despite this, deep down, she is fundamentally a good person; she is able to recognise that the Ice Queen is lying and this means she is determined to stay silent. She remains strong and resilient on the outside, despite the turmoil and fear going on in her mind.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine Extract 2 (see Lesson 1: Read/ Teacher Model/ Children Practise) and read through in pairs. One copy between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children read the extract as a whole first. Children to **Text Mark** the extract, circling evidence to support the statement in the question and use **Think Aloud** as they discuss evidence choices.
If children are struggling, consider *'stayed with her head bent', 'fixed on the key', 'almost but not quite', 'she could speak', 'she just didn't want to'.*
Ask the children to consider what this tells us about Eska's personality.



Step 4: APPLY

Children Apply 12 mins

Evidence Anchor Question(s): Children complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: Children to complete Lesson 2: Children Apply, adding evidence and how this supports the statement that Eska appears strong despite being scared. Pairs feed back to the class the evidence they have found in the text. Encourage children to provide verbal explanations of how this evidence supports the statement.
Ask the children what *'fixed on the key'* suggests about what might come in the story. Consider what else can we infer from this about Eska. Link Eska's surroundings to her actions and encourage children to consider what else this tells us about her.
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, Stop & Jot, Text Marking,** or **Anchor Question** responses.

Acceptable Point(s) Anchor Question:

- she looks down until the Ice Queen has gone then looks straight for the key
- she is planning to use the key to escape
- she is determined and isn't giving up
- she is choosing not to speak

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

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Lesson 2: Vocabulary

mind whirled	recall
deep-rooted	erased
smelled of lies	spinning a story

Lesson 1: Fluency

Eska's mind whirled. The Ice Queen often spoke like this – about cursed marks and dreadful Gods – but, even though Eska could recall nothing from her past about either, some deep-rooted things couldn't be erased, like knowing right from wrong and sensing truth from lies.

Lesson 2: Anchor Question

Eska often appears strong despite being scared. What evidence can you find to support this?

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Lesson 2: Read/ Teacher Model/ Children Practise

Extract 1

Eska's mind whirled. The Ice Queen often spoke like this – about cursed marks and dreadful Gods – but, even though Eska could recall nothing from her past about either, some deep-rooted things couldn't be erased, like knowing right from wrong and sensing truth from lies. Something about the Ice Queen's words smelled of lies, as if she was spinning a story that just happened to suit her, and for this reason Eska kept her voice a secret inside her.

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Extract 2

Eska stayed with her head bent over her knees until the last of the Ice Queen's footsteps faded away. Then her eyes flicked open and fixed on the key. Distracted by Slither, the Ice Queen had left it in the lock. Eska remembered how the woman had turned it the wrong way by mistake one day and it had undone the spell over her body for a moment. If only she could reach it now…

But Eska's limbs were frozen; there was no chance of escaping and she could only gaze through the arches at the world beyond, wondering who she really was. A child cursed by the Sky Gods? Or somebody else entirely?

A cold wind swept through the hall and Eska blinked at the chill. The Ice Queen held her body in a music box and her memories in a locked chest somewhere deep within the palace – it was almost enough to make Eska give up hope of ever finding a way back into her past – almost but not quite.

Because Eska knew something the Ice Queen did not. She *could* speak. She just didn't want to.

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Lesson 2: Teacher Model

Eska's mind whirled. The Ice Queen often spoke like this – about cursed marks and dreadful Gods – but, even though Eska could recall nothing from her past about either, some deep-rooted things couldn't be erased, like knowing right from wrong and sensing truth from lies. Something about the Ice Queen's words smelled of lies, as if she was spinning a story that just happened to suit her, and for this reason Eska kept her voice a secret inside her.

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Reference the Text	How this supports the statement 'Eska often appears strong despite being scared'
mind whirled	Her mind whirling suggests she is worried and scared. She has many things running through her mind, almost as if she is trying to make sense of everything she is being told.
smelled of lies *spinning a story*	She is fundamentally a good person; she is able to recognise that the Ice Queen is lying, despite her fear.
kept her voice a secret inside her	She is determined to stay silent. She remains strong and resilient on the outside, despite the turmoil and fear going on in her mind.

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Lesson 2: Children Apply

Reference the Text	How this supports the statement 'Eska often appears strong despite being scared'



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

Lesson	3	Vehicle Text & Page	Sky Song by Abi Elphinstone Adapted extracts from pp. 22 & 23

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression do you get of Flint? How might this influence what happens in the story? Teacher Model Question: **What impression do you get of Eska?**	clanging, snagged, uttered, stifled a sob, beating fear, roam	• Read closely, annotating for specific purposes • Ask questions to improve their understanding • Connecting prior knowledge and textual information to make inferences and predictions	**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: Show the children images of tribes that live in cold places (search 'Arctic Tribes'). Discuss with the children what it might be like to live in these conditions and what might happen if there is more than one tribe with limited resources etc.

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

Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (Lesson 3: Vocabulary). Encourage children to explain the vocabulary in the context of each sentence. Explain misconceptions should they arise.

Explore & Respond: Read the section of text to the children (Lesson 3: Read / Teacher Model/ Children Practise). Read again, asking them to **Stop & Jot** their thoughts in relation to the **Anchor Questions**.

Fluency: Read the Fluency extract, modelling the use of **Stress** to reflect the punctuation and meaning. Children **Pair Read** the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: For the model part of the lesson, use the **Teacher Model Question:** What impression do you get of Eska?

Model re-reading the extract and circle words and phrases that help create an impression of Eska. **Text Mark,** circling the evidence and underlining new vocabulary.

Reference the Text: Circle *'blinked frightened eyes', 'the girl whispered', 'the girl stifled a sob', 'beating fear…'*

Model making **Inferences** about the character. Teacher note: It is important that children recognise that their answers will *always* be based on textual evidence. Model using this evidence to complete the body outline of Eska, describing her actions on the outside and emotions/feelings on the inside.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to work in pairs to re-read the extract and to **Text Mark**, circling evidence and underlining new vocabulary. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children **Text Mark** their copy of the text extract, making **Inferences** about Flint.

If the children are struggling, consider *'took a few more nervous steps', 'Somewhere beyond that door was his ma', 'Flint kept walking', 'his ears snagged', 'the hardness closed back around him'*. Encourage the children to consider what his actions tell us about how he is feeling/what he is like as a person.



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to complete Lesson 3: Children Apply, completing the body outline of Flint, describing his actions on the outside and emotions/feelings on the inside. Encourage the children to consider each of their ideas further in order to formulate an answer to the **Anchor Question**. Feedback, considering how their findings might influence what will happen in the story.

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

-Use of the strategies taught (**Text Marking, Stop & Jot** and **Inferences**) and responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question:
- he seems brave and determined (to save his ma) despite feeling nervous and afraid
- he is suspicious of Eska
- feels sympathy towards Eska
- he is loyal towards his tribe

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

Lesson 3: Vocabulary

clanging	snagged
uttered	stifled a sob
beating fear	roam

Lesson 3: Fluency

The girl blinked frightened eyes at Flint. '*Please,'* she said again. 'There isn't much time.'

Despite the pull of her voice, Flint took a few more nervous steps over the ice-crusted floor: past the organ in the middle of the room, below the chandelier spread with candles that burned with bright blue flames, and on towards the silver trees and the doorway leading further into the palace. Somewhere beyond that door was his ma.

Lesson 3: Anchor Questions

What impression do you get of Flint? How might this influence what happens in the story?

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Lesson 3: Read/ Teacher Model/ Children Practise

He took a step into the hall and felt Pebble tense inside his hood. The fox pup's ears were trained to sounds most humans missed and Flint listened hard until he, too, could make out a faint tapping noise, like metal clanging, from deeper within the palace.

The girl blinked frightened eyes at Flint. '*Please,'* she said again. 'There isn't much time.'

Despite the pull of her voice, Flint took a few more nervous steps over the ice-crusted floor: past the organ in the middle of the room, below the chandelier spread with candles that burned with bright blue flames, and on towards the silver trees and the doorway leading further into the palace. Somewhere beyond that door was his ma.

'I know I don't look or sound like much,' the girl whispered from behind him, 'but for some reason the Ice Queen thinks my voice is important.'

Flint kept walking, but his ears snagged on those last words because with every sentence this girl uttered, he could feel himself being folded further into her story. Her voice, whether he liked it or not, did seem to hold some quiet sort of power.

'I know things from being locked up here in the palace,' she went on, 'and if you set me free I can help you find whoever you've come for.'

The girl stifled a sob and Flint recognised something in her then: something desperate, despite her stillness, like the beating fear in the eyes of a wounded animal. And it was harder to keep walking than he had expected.

He threw a glance over his shoulder. 'What's your name?'

'Eska.'

'And your tribe?'

There were tears in Eska's eyes now. 'I – I don't remember a tribe. The Ice Queen took my memories when she locked me in this music box.'

'*Everyone* belongs to a tribe.' Flint looked her up and down and the hardness closed back around him. 'Tusk probably – we all know the only reason Tusk children roam without fear is because they're the Ice Queen's spies and their parents are her guards.'

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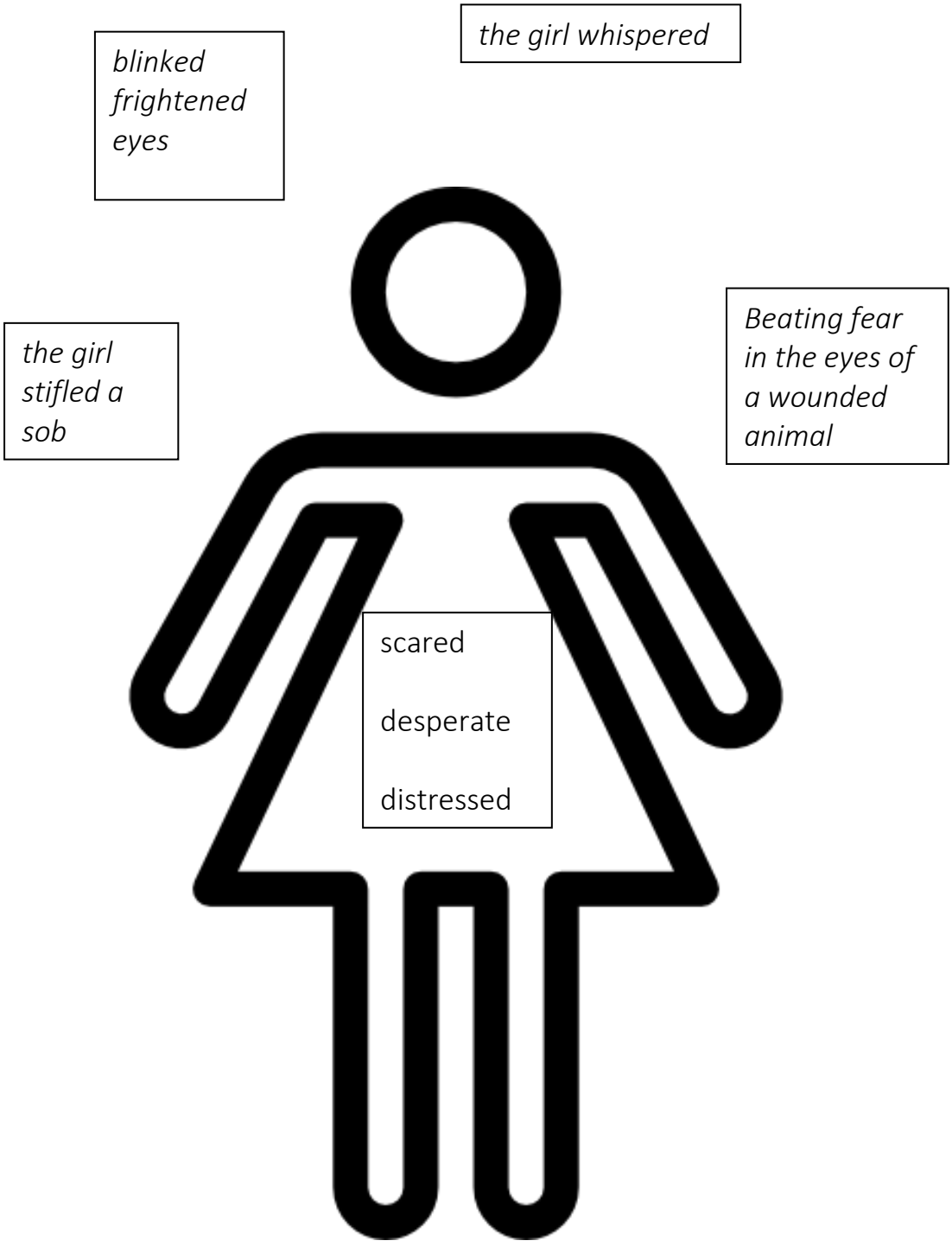
Lesson 3: Teacher Model



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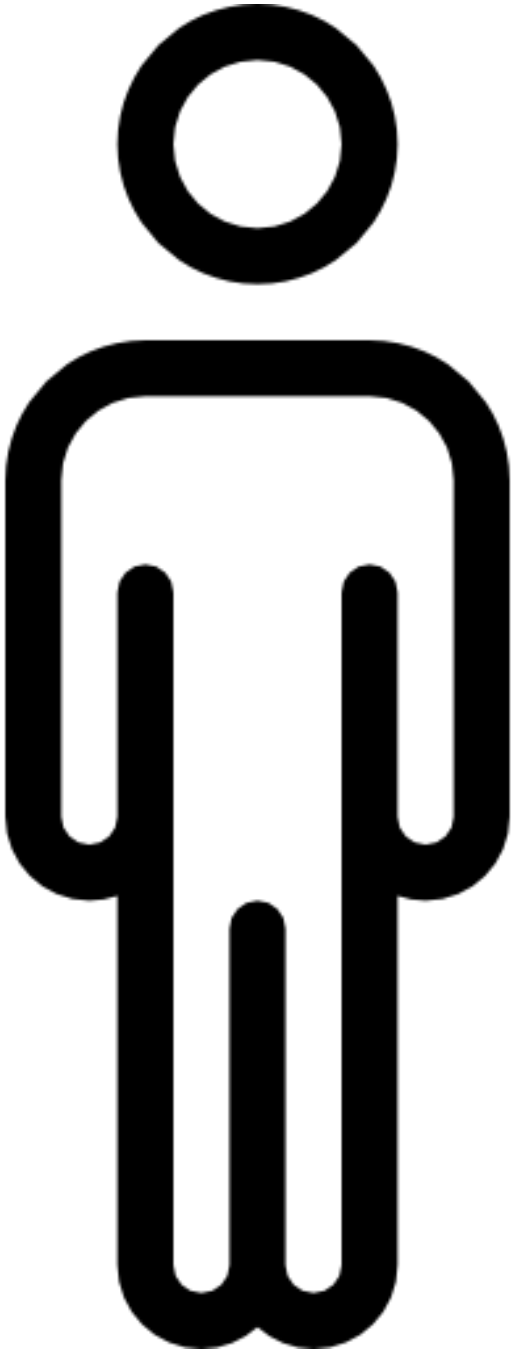
Lesson 3: Children Apply



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

Lesson	4	Vehicle Text & Page	Sky Song by Abi Elphinstone Adapted extracts from pp. 10 & 11

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases show that the Ice Queen is determined to make Eska speak? **What predictions can you make about the story from this?**	bear such a burden, stooped and arched, ground to a halt, mid-pirouette, seized, bear the mark	• Read closely, annotating for specific purposes • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	**2d** Make inferences from a text / explain and justify inferences with evidence from the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Remind children of the extract from the previous lessons focussing on the characters. Discuss ideas the children have around how these link to each other and their current impression of the story.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary (Lesson 4: Vocabulary). Children **Find Read Talk** the words. Encourage the children to read the words in the context of the sentences and address any misconceptions with the children.
Explore & Respond: Read extract (Lesson 4: Read/ Teacher Model/ Children Practise). Encourage the children to **Stop & Jot** initial responses to the **Anchor Question**, considering any predictions they might be able to make.
Fluency: Read again the first paragraph. When modelling reading, use **Phrasing** to model to the children how to read the more complex sentences, focussing again on the use of dashes. Children then **Pair Read** the same paragraph together, practising **Phrasing** the same sentences.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: For the model part of the lesson, use the Teacher Model Question: Which words and phrases that show Eska is in a music box and is being controlled. What predictions can you make about the story from this? Circle words and phrases from the text that show Eska is in a music box then model making a **Prediction** based on these observations, using **Think Aloud** to model your thought process about these words. Complete Lesson 4 :Teacher Model.
Reference the Text: **Text Mark** words and phrases that show that Eska is in a music box and is being controlled: e.g. *'Eska stopped mid-pirouette', 'because I own you', 'ground to a halt'.*



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the extract and to **Text Mark**, circling evidence and underlining new vocabulary. One copy of the text between two encourages collaborative working and discussion. Encourage the children to use **Think Aloud** to discuss their thoughts. Encourage the children to think about how the Ice Queen uses different tactics and how her tone changes within the extract i.e. coaxing to threatening.
Practise Taught Strategies & Skills: Children to **Text Mark,** circling key words and phrases to gather evidence to answer the **Anchor Question**.
If the children are struggling, consider *'I can relieve you of it', 'let your words slip into my orb', 'she seized Eska's wrist'. 'I am not asking to hear your voice because I value your opinion', 'because I own you.', 'Her eyes darkened', 'But I will use your voice'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 4: Apply Activity.
Verbal & Written Responses: Children complete Lesson 4: Apply Activity. Children share their individual answers with a partner, sharing responses and discussing differing ideas. Then feedback as a whole class, taking answers from the children and encouraging discussion about their responses.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-Use of the strategies taught (**Text Marking**, **Stop & Jot, Phrasing, Predictions**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question:
Predictions suggesting:
• that the Ice Queen will get Eska's voice, whatever it takes.
• that Eska is more powerful than the Ice Queen
• that the Ice Queen will destroy the Sky Gods

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Lesson 4: Vocabulary

bear such a burden	stooped and arched
ground to a halt	mid-pirouette
seized	bear the mark

pirouette	An act of spinning on one foot, typically with the raised foot touching the knee of the supporting leg.

Lesson 4: Fluency

Unscrewing the orb from the top of her staff, the Ice Queen held it before Eska. 'Your voice is cursed by the Sky Gods, child. But I can relieve you of it.' She moved the orb nearer Eska's mouth. 'Speak now – let your words slip into my orb – and you will no longer have to bear such a burden.'



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Lesson 4: Anchor Question

Which words and phrases show that the Ice Queen is determined to make Eska speak?
What predictions can you make about the story from this?

Teacher Model Question

Which words and phrases that show Eska is in a music box and is being controlled. What predictions can you make about the story from this?



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Lesson 4: Read/ Teacher Model/ Children Practise

Unscrewing the orb from the top of her staff, the Ice Queen held it before Eska. 'Your voice is cursed by the Sky Gods, child. But I can relieve you of it.' She moved the orb nearer Eska's mouth. 'Speak now – let your words slip into my orb – and you will no longer have to bear such a burden.'

Eska's frail arms rose and fell and her body stooped and arched, but she said nothing. Minutes passed, the only sound in the room the fluttering of Eska's dress as she turned, then the music ground to a halt, the pedestal stilled and Eska stopped mid-pirouette before folding herself up into a ball again.

The Ice Queen twisted the orb back on to her staff, then she seized Eska's wrist. 'I am not asking to hear your voice because I value your opinion. I am not asking to hear your voice because I care about your feelings. I am asking to hear your voice *because I own you*.' Her eyes darkened. 'You bear the mark of the Sky Gods, Eska, the very Gods who used terrible magic to stir up hatred between the people of Erkenwald. But I will use your voice to tear the Sky Gods down and rid this kingdom of their evil for ever.'

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Lesson 4: Teacher Model

Words and Phrases	How this shows Eska is in a music box and is being controlled	What predictions can you make?
Eska's frail arms rose and fell and her body stooped and arched,	Shows that Eska is not in control of her body and is moving in a way that she would not normally	This suggests that the Ice Queen currently has control of Eska. She may want to keep this control as she thinks Eska may hold the key to her ultimate power. I predict that the Ice Queen plans to keep Eska prisoner in the music box until she can extract her voice from her.
the only sound in the room the fluttering of Eska's dress as she turned	Shows she is dressed up and turning on the spot, much like a model in a music box	
Eska stopped mid-pirouette	*Pirouette* is a technical term in dancing – stopping mid-way is almost impossible when dancing, so suggests she is being controlled	
because I own you.	Shows that the Ice Queen has her in her power, or at least thinks she does	



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Lesson 4: Children Apply

Words and Phrases	How this shows the Ice Queen's determination	What predictions can you make?

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

Lesson	5	Vehicle Text & Page	Sky Song by Abi Elphinstone Adapted extracts from pp. 77 & 78, pp. 83 & 84

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What evidence can you find to show that Eska often doubts herself ? **What predictions can you make about what might happen next?**	vast and silent emptiness, tears prick the back of her eyes, outcast, scrambling, silhouetted, loomed large	• Read closely, annotating for a specific purpose, • Connect prior knowledge and textual information to make inferences • With occasional prompting, draw inferences such as inferring characters' thoughts, feelings and motives from their actions and justify inferences with evidence • Predict what might happen from details stated and implied	**2d** make inferences from texts/ explain and justify inferences with evidence from the text **2e** predict what might happen from details stated and implied



Extended Apply lesson

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

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

Activate Prior knowledge: Write the word 'escape' on a large piece of paper. Invite the children to discuss their ideas related to this word and create a **Mind Map.** Ask the children how they would feel if they had to escape. Encourage them to consider what feelings they associate with this word.

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

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: Read the extracts (Lesson 5: Read) to the children, then encourage the children to explore and reread the text in pairs. Encourage the children to Text Mark, circling words and phrases which provide evidence for the **Anchor Questions**.

Written Responses / Evidence Anchor Question(s):

Children to complete Lesson 5: Children Apply Activity. Encourage the children to identify Eska's feelings/thoughts and actions, all of which indicate that she doubts herself. The children can then formulate a **Prediction** about what might happen next.

Teacher note: You may want the children to complete this independently, as evidence of their independent application.

Feedback as a class.

Additional Activity

Hotseating Eska. Choose a child to role play Eska and the other children in the class ask her questions about what she did and how she was feeling at different points from the extracts. Encourage the 'Eska' to show how she doubts herself in her responses.

Comprehension Questions

Extract A

1.Which phrase tells you Eska is all alone?
2.Why do you think Flint's words make *'tears prick the back of her eyes'*?
3.What does *'somehow things had felt, for a fleeting second, almost familiar'* suggest about Eska and her past?

Extract B

4.Why did Eska's stomach growl?
5.Why does Eska think the eagle isn't there?

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,** making comparisons, annotating for a specific purpose.
•Responses they have given to the **Anchor Questions** & Comprehension Questions

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Lesson 5: Vocabulary

vast and silent emptiness	tears prick the back of her eyes
outcast	scrambling
silhouetted	loomed large

Lesson 5: Anchor Question

What evidence can you find to show that Eska often doubts herself?
What predictions can you make about what might happen next?



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Lesson 5: Read

Extract A

Eska looked out at the landscape before her. There wasn't a living soul in any direction. She sighed. This was a vast and silent emptiness that she knew nothing about. She thought of what Flint might do. He moved quickly, thought quickly and spoke quickly, but Eska did none of those things. She felt tears prick the back of her eyes as she remembered his words to her on the sled: *You don't even know anything.* And he was right. Flint was a part of the wilderness – he understood it – but, as Eska gazed upon it, she felt that it could swallow her whole.

She sat down on a rock, pulled her hood up against the wind and closed her eyes. She was an outcast whichever way she turned. And yet there had been that moment with the eagle on the hillside; somehow things had felt, for a second, almost familiar.

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Extract B

When Eska woke, the hideaway was dark and cold. She sat up on the bed and her stomach growled.

'I should have gone fishing while it was light,' she muttered, scrambling out of bed and feeling her way down the little tunnel to the window.

She pushed the sack curtains aside and a strip of moonlight fell across the hideaway. Eska pressed her face up against the glass and looked out.

'Please be there,' she whispered.

But the stone ledge the eagle had been perched on was silhouetted against the moonlight – and it was empty. Eska turned away. Of course the bird wasn't there. It had repaid the debt and now it had left. That was the way of the wild.

'Hunt,' Eska said to herself. 'You need food. Then a fire.'

For a moment, her mind wandered towards the next day, and the day after that. What was she doing, really? What was her plan? Find the Feather Tribe when not even the Ice Queen, with all her dark magic, could find them? Use her voice to free the prisoners at Winterfang when she didn't even understand its power and she knew the Ice Queen now had plans to steal it from afar?

Eska looked around her. Inside the hideaway she felt relatively safe, but she'd have to go out soon – to hunt, to get water and then on to find the Feather Tribe – and she'd be completely alone. The tasks ahead loomed large, but after a few minutes Eska shook herself.

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Lesson 5: Children Apply

Eska's thoughts/feelings	Eska's actions	How this shows Eska's doubts

What prediction can you make about what might happen next in the story?

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Lesson 5: Comprehension Questions

Extract A

1. Find and copy the phrase which tells you that Eska is all alone.

_____

2. Why do you think Flint's words make *'tears prick the back of her eyes'*?

_____

3. What does *'somehow things had felt, for a fleeting second, almost familiar'* suggest about Eska and her past?

_____

_____

_____

Extract B

4. Why did Eska's stomach growl?

_____

5. Why does Eska think the eagle isn't there?

_____

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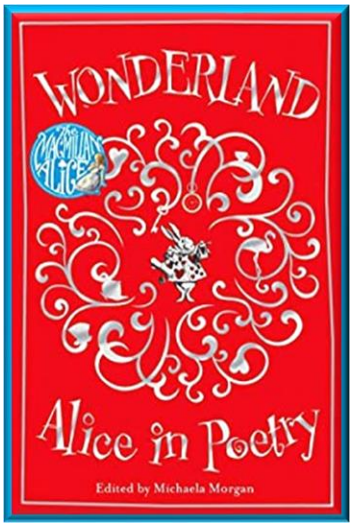
Shared Reading Planning

Year 5

Unit B: Modern Fiction & Poetry – Wider Range

Poetry



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

Lesson	1	Vehicle Text & Page	Jabberwocky by Lewis Carroll From Wonderland: Alice in Poetry pp. 72-74

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What is this poem about?	'twas, beware, shun,	• Read closely, annotating for specific purposes • Read and discuss a range of poetry.	**2b** retrieve and record information / identify key details

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Source objects that represent Alice in Wonderland e.g. pack of playing cards, clock, toy rabbit/cat, tea cups and saucers etc. Can the children make any links between the objects? Discuss Alice in Wonderland and Alice Through the Looking-Glass and the story for any children who are not familiar with it. Discuss that the poem focussed on today is written by the same author.

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

Vocabulary: Share the highlighted vocabulary. As this poem contains a number of imaginary words, the highlighted vocabulary here contains real words and their definitions (the imaginary language will be focussed on through the week). Discuss with the children and address any misconceptions.

Explore & Respond: Read *all* of the poem twice, paying attention to new vocabulary. Explain that this poem is an end rhyme poem, using the ABCB pattern, meaning that the last words of the second and fourth lines rhyme. It is particularly important with this poem to use **Expression** to show the children how to read the poem; this will provide them with clues as to the meaning of the imaginary language. Allow time for children to make personal responses. What do they think of the poem? Anything surprising? Have they read any poems like this before?

Fluency: Model reading Lesson 1: Fluency using **Intonation** and **Rhythm**. Children **Choral Read** the same stanza.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of the first stanza. Model to the children how to make sense of the poem by looking for clues within the words and focussing on classifying the words themselves. Take the first stanza **Line by Line** and model this process (see Lesson 1: Teacher Model). Model to the children how this helps to understand what is happening in that stanza and how you can start to piece together the story in the poem.

Teacher Models: Discuss with the children that poetry can be interpreted on an individual level; that everyone takes away something different from a poem. Share with the children the line from Alice Through the Looking-Glass which links to this: *'This seems to fill my head with ideas – only I don't know exactly what they are!'* Look at the first line in the poem and discuss an interpretation of each line e.g. *'Twas brillig'* – *'brillig'* could be referring to the time of day/year/a season e.g. it was winter, it was noon, it was March. In the second line – *'slithy toves'* –*' toves'* would be a noun so *'slithy'* would be an adjective, describing the noun. So now the first line could read *'It was winter and the slimy toads'*.

Reference the Text: Continue to circle the words to be interpreted that will help the children to make sense and enable them to answer the **Anchor Question,** e.g. the second line could say, Did hop and jump in the wood (gyre and gimble would be verbs in the line). All happy were the borogroves (mimsy would be an adjective in this line) and borogroves might be a made up creature or you could replace the name of an animal, e.g. badgers.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have copies of the poem, one each but working in pairs to discuss and collaborate.

Practise Taught Strategies & Skills: Children to examine the rest of the poem **Line by Line** in pairs to make sense of it by looking for clues within the words and focussing on classifying the words as the teacher has previously modelled. Find evidence and interpret the stanza to help answer the **Anchor Question.** Children circle key words and phrases in the second and third stanzas that help them to make sense of the poem, underlining any new vocabulary.

It may be necessary to highlight the imaginary words such as *'frumious Bandersnatch', 'vorpal sword', 'manxome foe'* etc for some children. Encourage them to look at the words in context to decipher their meaning. What does the word *'vorpal'* make you think of? What classification do you think this word falls under? How does it relate to the word *'sword'* in the line? Etc.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Add annotated poems to Reading Journals.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the words and phrases the children circled and their interpretations. Discuss different interpretations and how great the poem is to allow reader to formulate a range of different opinions about the content.

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, Expression, Intonation, Rhythm, Line by Line, Choral Read** or **Anchor Question** responses.

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

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Lesson 1: Vocabulary

‘twas	A contraction for ‘it was’.
beware	Be cautious and alert to risks or dangers.
shun	Persistently avoid, ignore, or reject someone or something.

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Lesson 1: Fluency

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Lesson 1: Anchor Questions

What is the poem about?

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Lesson 1: Read / Teacher Model / Children Practise / Apply

Use the entire poem on p.72

‘Twas brillig, and the slithy toves
    Did gyre and gimble in the wabe:
All mimsy were the borogoves,
    And the mome raths outgrabe.

‘Beware the Jabberwock, my son!
    The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
    The frumious Bandersnatch!’

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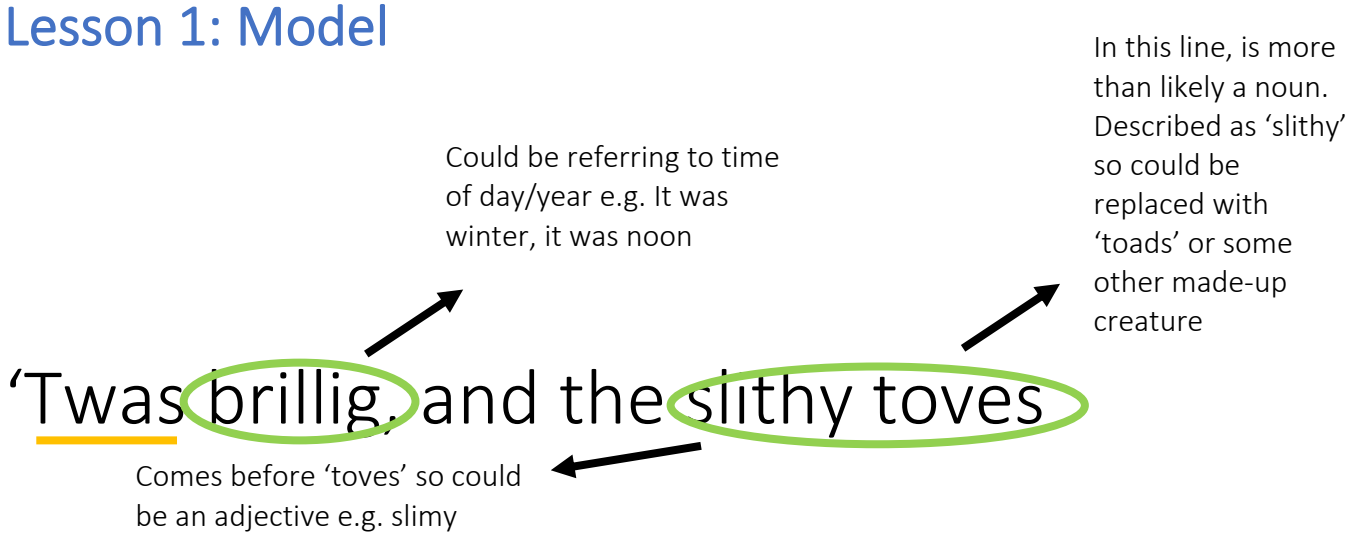
Lesson 1: Model



Did gyre and gimble in the wabe:

All mimsy were the borogroves,

And the mome raths outgrabe.

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

Lesson	2	Vehicle Text & Page	Jabberwocky by Lewis Carroll From Wonderland: Alice in Poetry pp. 72-74

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression do you get of the Jabberwock? Find words and phrases that suggest this. Teacher Model Question: What impression do you get of the boy? Find words and phrases that suggest this.	foe he sought, stood awhile in thought, hast thou slain the Jabberwock? He chortled in his joy	• Read closely, annotating for specific purposes • Connect prior knowledge and textual information to make inferences and predictions	**2d** make inferences from the text/explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children the image from the book on p. 73. Discuss it and encourage the children to make links between the image and the poem. Is this how they interpreted the poem? How does this image fit with the words in the poem? Does it challenge their thinking of the poem so far? Or help to bring some clarity?

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

Vocabulary: Remind children of the vocabulary from the previous day. Show children the Old English phrases from the poem and provide the modern translation. Can the children match up the modern translation with the Old English phrase? Give children time to **Skim** and **Scan** to find these phrases in the poem and read in context. There are also a number of onomatopoeic words in the poem so spend time finding these within the text (see Lesson 2: Vocabulary).

Explore & Respond: Read through all of the poem, again using expression.

Fluency: Read the fifth stanza (see Lesson 2: Fluency). Model using **Intonation and Rhythm** as you bring this dramatic section of the poem to life. Give children time to rehearse this a number of times, focussing on presentation and performance.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share Teacher Model Question: What impression do you get of the boy? Use **Think Aloud** to model inferences made from the evidence found in the poem. Model how to read closely, **Text Marking** words and phrases that provide details about the boy.

Reference the Text: Circle the following words: *'took his vorpal sword in hand', 'rested he', 'stood awhile in thought', 'One two! One two! And through and through', 'left it dead', 'with its head he went galumphing back', 'hast thou slain the Jabberwock?'*

Teacher Talks: The words give me the impression that the boy had thought of a plan to kill the Jabberwock and was quite calm and measured in doing so. He patiently waited for the creature then swiftly wielded the sword to kill it. He seems proud of his kill, so much so that he chops off the Jabberwock's head and takes it back to his father – who is delighted with his son's actions.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the poem and read through in pairs. One copy of the poem between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Use the **Think Aloud** strategy to inform the discussions they have. Children should read closely and **Text Mark** words and phrases that help them to answer the **Anchor Questions**. If children are struggling to find evidence, consider, 'Beware the Jabberwock', *'jaws that bite', 'claws that catch', 'eyes of flame', 'came whiffling', 'burbled as it came'*. Teacher to feedback throughout the session.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 2: Apply.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted and the notes they have made on the template sheets. Now share the image of the Jabberwock on p 73. What do the children think about this? Is it what they expected? Why? Why not?

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Skim, Scan, Intonation, Rhythm, Think Aloud, Text Marking** or **Anchor Question** responses.

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Lesson 2: Vocabulary

Old English	Modern Translation
foe he sought	enemy he looked for
stood awhile in thought	stood for a short time thinking
hast thou slain the Jabberwock?	have you killed the Jabberwock?
He chortled in his joy	He laughed in his joy

Onomatopoeic Words		
whiffling	burbled	galumphing

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Lesson 2: Fluency

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

Lesson 2: Anchor Questions

What impression do you get of the Jabberwock? Find words and phrases that suggest this.

Teacher Model Question:

What impression do you get of the boy? Find words and phrases that suggest this.

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Lesson 2: Read / Teacher Model / Children Practise / Apply

Use the entire poem on p.72

‘Twas brillig, and the slithy toves
    Did gyre and gimble in the wabe:
All mimsy were the borogoves,
    And the mome raths outgrabe.

‘Beware the Jabberwock, my son!
    The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
    The frumious Bandersnatch!’

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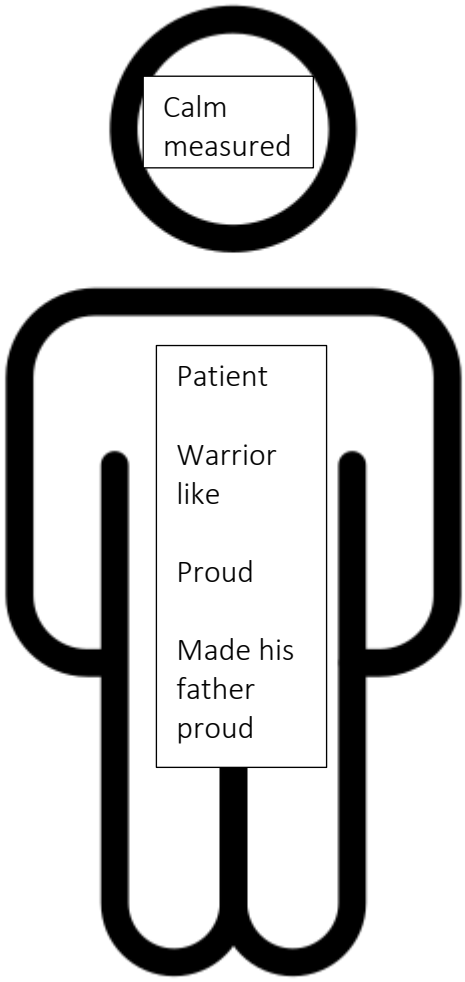
Lesson 2: Teacher Model

What impression do you get of the boy? Find words and phrases that suggest this.

'took his vorpal sword in hand'

'rested he' 'stood a while in thought'



'One two! One two! And through and through'

'left it dead'

'with its head he went galumphing back'

'hast thou slain the Jabberwock?'

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Lesson 2: Children Apply

What impression do you get of the Jabberwock? Find words and phrases that suggest this.



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

Lesson	3	Vehicle Text & Page	Jabberwocky By Lewis Carroll From Wonderland Alice in Poetry pp. 72-74

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:
What words and punctuation help the reader to perform this poem?	See previous lessons and revisit if necessary.	• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recall their work from yesterday and share the class answer to the question: What is your impression of the Jabberwock?
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: N/A however, you could look again at the onomatopoeic words and consider how they should be spoken for effect.
Explore & Respond: Read the poem again and as you read, circle any clues to help support a reading of the poem out loud. Include the use of question and exclamation marks, repetition, short phrases and any words that could be stressed to bring a reading of the poem to life, e.g. *'One two! One two!'* Explain that the children will be considering ways to bring the poem to life today, to convey the emotions and actions.
Fluency: Focus on the first stanza and model the use of **Intonation / Rhythm** and **Stress**. Children **Choral Read** the same extract (see Lesson 3: Fluency).



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the second stanza, without using **Intonation, Rhythm** and **Volume**. 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 and stressing particular words for effect, e.g. *'beware', 'jaws', 'claws'.* 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.
Reread 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. Discuss at this point how the poet guides the reader, using punctuation etc., so they can have a deeper understanding of the poem and read it in the way the poet intended.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: The children can work in small groups and have a stanza each (with everyone reading the first and last stanzas of the poem) or they may present the whole poem, depending upon the decision of the teacher.
Practise Taught Strategies & Skills: Consider the clues from the poet (punctuation / repetition / short sentences etc) as they decide how to read out loud to an audience.



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. **Intonation / Rhyme / Stress, Volume.**

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Lesson 3: Fluency

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Lesson 3: Anchor Question

What words and punctuation help the reader to perform this poem?

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

Use the entire poem on p.72

‘Twas brillig, and the slithy toves
    Did gyre and gimble in the wabe:
All mimsy were the borogoves,
    And the mome raths outgrabe.

‘Beware the Jabberwock, my son!
    The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
    The frumious Bandersnatch!’

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

Lesson	4	Vehicle Text & Page	The Ursin Fight by Joseph Coelho From Wonderland: Alice in Poetry pp.76 & 77

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What is this poem about? **B) How has the poet been influenced by Jabberwocky?**	clasp, bundle	• Read closely, annotating for specific purposes • Make comparisons within and across books e.g. plot, genre and theme	



Step 1: Read

Read to Children 10 mins

Activate prior knowledge: Remind the children of 'Jabberwocky' and discuss the way the poet used made-up words open to some interpretation by the reader. Explain that you will be reading another poem today, created in the same way.
Share Anchor Question(s): Explicitly and throughout the lesson.
Vocabulary: Share the highlighted vocabulary. As this poem contains a number of imaginary words, the highlighted vocabulary here contains real words and their definitions. Use **Find Read Talk** to define words and briefly **Clarify**.
Explore & Respond: Read *all* of the poem twice, paying attention to new vocabulary. Explain that this poem is an end rhyme poem, using the ABCB pattern meaning that the last words of the second and fourth lines rhyme. It is particularly important with this poem to use **Expression** to show the children how to read the poem; this will provide them with clues as to the meaning of the imaginary language. Quickly **Stop & Jot** against **Anchor Question.** Take brief feedback.
Fluency: Children to **Choral Read** Lesson 4: Fluency. Encourage children to link back to their knowledge from the 'Jabberwocky' lessons.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of the first stanza. Model to the children how to make sense of the poem by looking for clues within the words and focussing on classifying the words. Take the first stanza **Line by Line** and model this process (see Lesson 4: Teacher Model). Model to the children how to use previous learning from 'Jabberwocky' to help **make sense** of this poem. Link this back to the **Anchor Question**. This work will help the children to spot similarities and differences between the two poems.
Teacher Models: Look at the second line in the poem and discuss an interpretation of this line e.g. '*as my kasars screamed through the night*' The placement of this word suggests it is a noun etc.
Model finding similarities and differences between this poem and 'Jabberwocky'. Model completing the grid (see Lesson 4: Teacher Model).
Reference the Text: Continue to circle the words to be interpreted that will help the children to make sense and enable them to answer the **Anchor Question.** Underline new vocabulary.



Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the poem in pairs, finding evidence and interpreting to help them to answer the **Anchor Question.**
Practise Taught Strategies & Skills: Children work **Line by Line** and circle key words and phrases that help them to make sense of the poem, underlining any new vocabulary.
It may be necessary to highlight the imaginary words such as *'shad and ursin', 'jild', 'gron'* etc for some children. Encourage them to look at the words in context to decipher their meaning. *'Jild'* is linked to feelings – what type of feeling might this be? What classification do you think this word falls under? How does it relate to the next line *'too far from gron'*? Etc.
Children may need prompting to find similarities and differences – these could include person, tense, use of language, rhyme etc.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children add Lesson 4: Apply to Reading Journals.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on the words and phrases the children circled and their interpretations. Discuss different interpretations and how great the poem is to allow reader to formulate a range of different opinions about the content.
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, Expression, Stop & Jot, Choral Read**, **Line by Line** or **Anchor Question** responses.

Teacher Note:
• the poem appears to be more of a real life situation. Perhaps the poet has children who are fighting or pets. Don't worry too much about arriving at an exact understanding. Remember with made up words, the children can make their own interpretations.

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Lesson 4: Vocabulary

clasp	To grasp something tightly with one's hand.
bundle	A collection of things or quantity of material tied or wrapped up together.

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Lesson 4: Fluency

It was shad and ursin fron
as my kazars screamed through the night
O felt jild, too far from gron
to watch my kasars irsin fight.

Lesson 4: Anchor Questions

How has the poet been influenced by Jabberwocky?

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Lesson 4: Read / Teacher Model / Children Practise / Apply

Use the entire poem on pp. 76 & 77

It was shad and ursin fron
as my kazars screamed through the night
O felt jild, too far from gron
to watch my kasars irsin fight.

My Lilda took my Glendarr's Krist
and threw them to the um oop
I curled up clasp and hugged my chist
a soofet bundle on the whoop.

Living with just one kasar I
had never watched them ratch
the sound chilled me to the bone
I felt like as wardly flatch.

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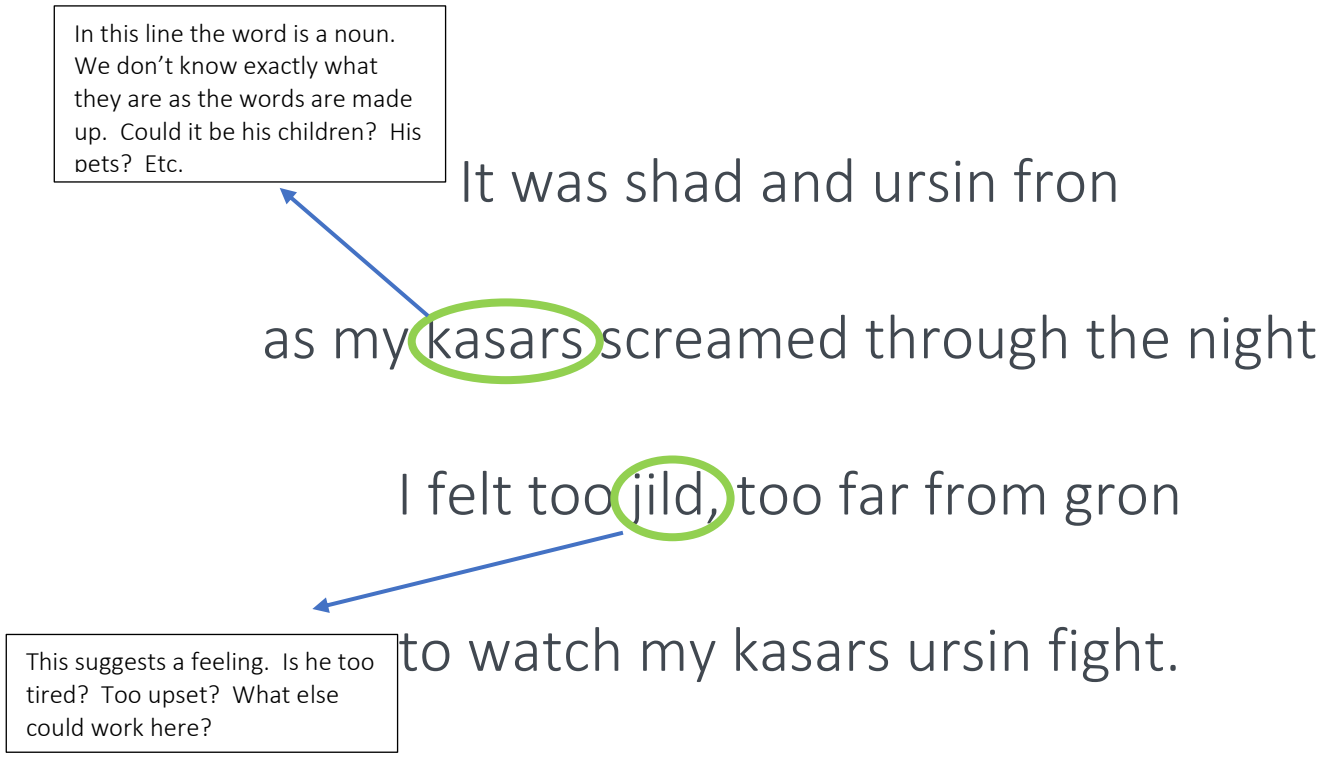
Lesson 4: Teacher Model



How has the poet been influenced by Jabberwocky?

Similarities	Differences
Both poems use imaginary language	
Both poems are written in the past tense	

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Lesson 4: Children Apply

How has the poet been influenced by Jabberwocky?

Similarities	Differences

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

Lesson	5	Vehicle Text & Page	The Ursin Fight by Joseph Coelho From Wonderland: Alice in Poetry pp. 76 & 77

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How would you perform this poem?	See previous lesson	• Read closely, annotating for specific purposes • Summarising part of a text • Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	**2b** Retrieve and record information / identify key details from fiction and non-fiction **2c** Summarise main ideas



Extended Apply lesson

Activate prior knowledge: Talk through the poems you have looked at this week. Focus particularly on how the poets have all used a similar style and used imaginary language. Before moving on, you may want to share the Joseph Coelho video about poetry, onomatopoeia and made-up language:
English KS1 / KS2: Playing with words - BBC Teach

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: The vocabulary for this lesson will be the same as Lesson 4.

Share Anchor Questions: Refer to this throughout the lesson.

Enjoy and Respond to the Poem: Share the poem The Ursin Fight with the children again. Read through the poem and remind the children of the rhyming pattern of this poem (ABCB). Give the children time to share any further thoughts about this poem before beginning this lesson's activities.

Choral Read: Teacher model reading the first stanza with **Rhythm, Intonation** and **Stress**. Children to join in with subsequent read(s).

Written Responses / Evidence Anchor Question(s):
Children work together to consider ways to present the poem. Note the lack of punctuation, but the opportunity to **Stress** certain words, particularly those that are nonsense words. Think back to the video and how the poet talks about having fun with words. Can they convey this through their presentation? You may allocate a verse to a group or have the children perform the whole poem, as appropriate to your class.

Comprehension Questions for written responses in Reading Journal:
A What do you think a 'kasar' is?
B How do you know Lilda and Glendarr are people?
C What do you think 'shad' means?

Additional Activity:
Children write a stanza based on the first stanza of the poem, replacing the imaginary words with their own.

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. **Rhythm, Intonation** and **Stress, Text Marking, Find Read Talk** and **Self Correct**
•Responses they have given to the **Anchor Questions** & Comprehension Questions

Learn and perform the poem: It would be an excellent opportunity to continue to practice fluency. The children could use their work from earlier in the week to perform Jabberwocky, focussing on **Stress**, **Intonation** and **Expression**.

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Lesson 5: Apply

Use the entire poem on pp. 76 & 77

It was shad and ursin fron
as my kazars screamed through the night
O felt jild, too far from gron
to watch my kasars irsin fight.

My Lilda took my Glendarr's Krist
and threw them to the um oop
I curled up clasp and hugged my chist
a soofet bundle on the whoop.

Living with just one kasar I
had never watched them ratch
the sound chilled me to the bone
I felt like as wardly flatch.

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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 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:

- word reading

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

Scanning

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

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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 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.

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

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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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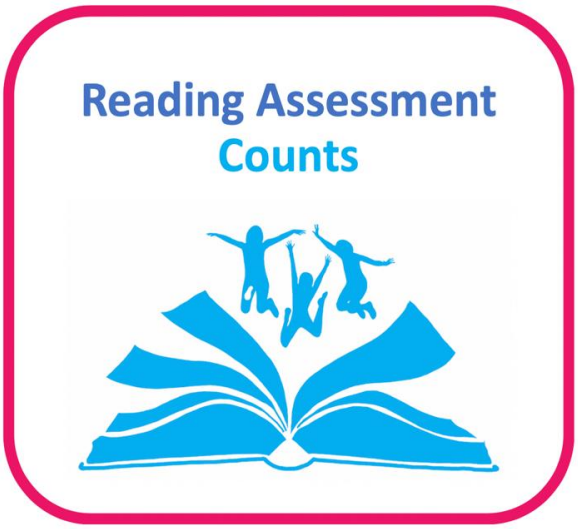
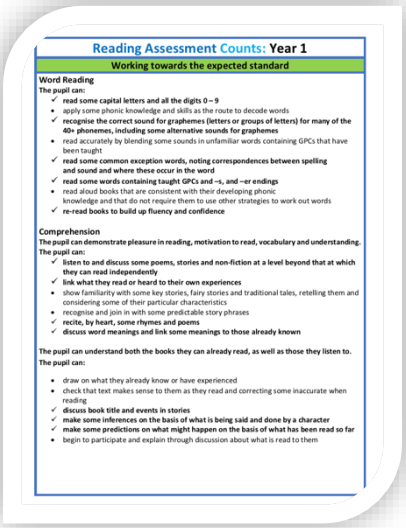
Reading Assessment







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.

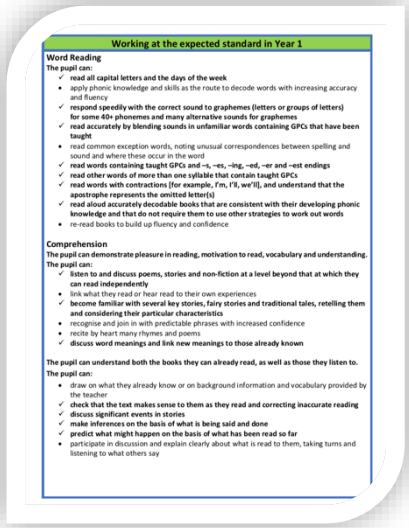
The pupil can:

- ✓ **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.

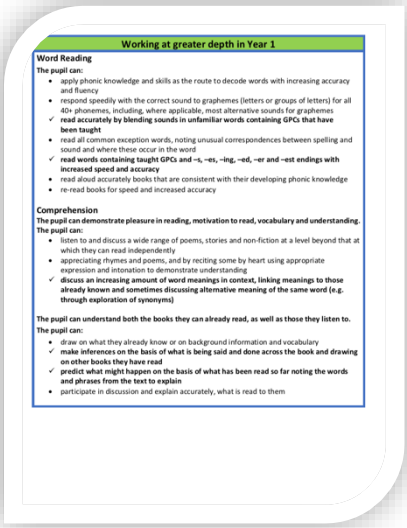
The pupil can:

- ✓ **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.

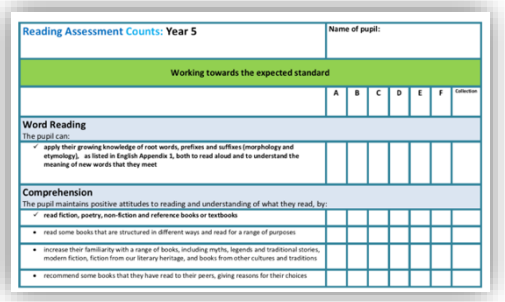
The pupil can:

- 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

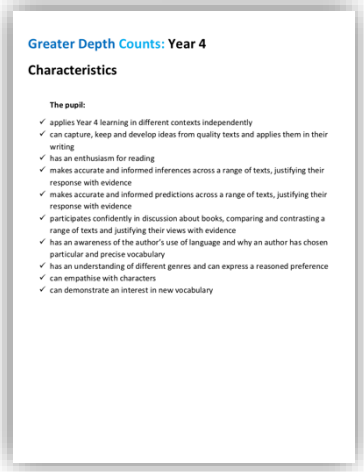


Reading Assessment Counts: **Year 5**

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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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.'

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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

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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
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- A wealth of resources
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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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