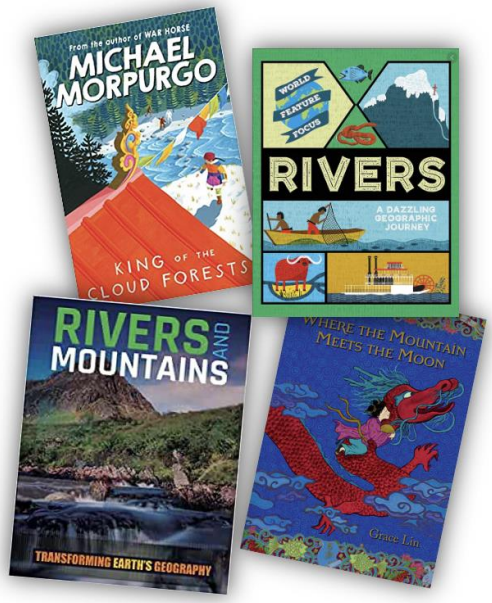
Steps to Read™

Shared Reading Planning

Year 3

Unit C: Geography Focus

Rivers and Mountains



READ

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

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

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The 4 Steps Teaching Sequence

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

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

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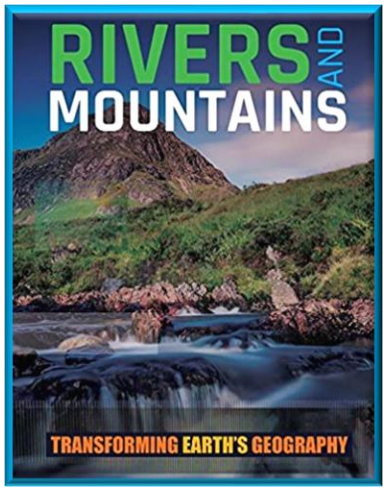
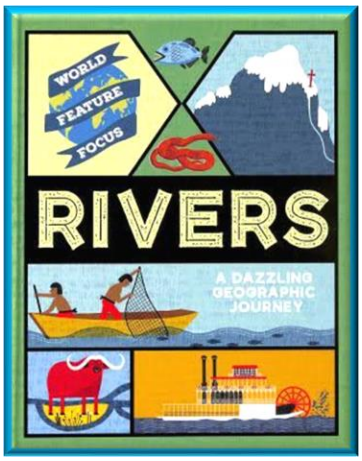
Vehicle Texts for this Unit



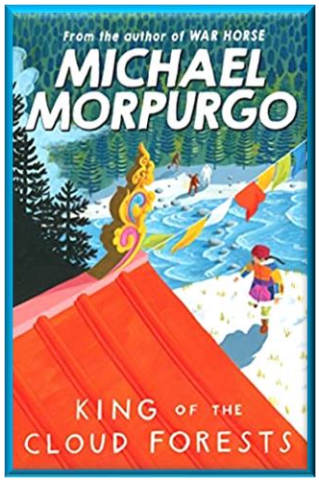


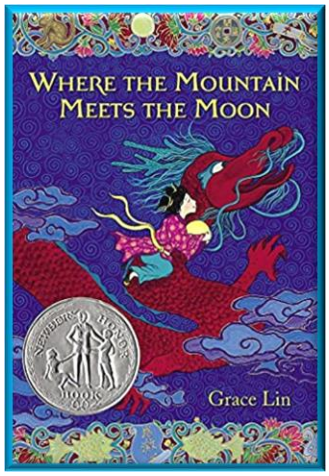
Shared Reading Planning

Year 3

Unit C

Rivers and Mountains





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Unit Focus: Comprehension Skills & Strategies

This Year 3 Unit C

Word Reading

•Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Build on Previous Year & Focus on:

•Read a range of books that are structured in different ways and read for a range of purposes
•Identify how language and structure contribute to meaning
•Identify main ideas drawn from more than one paragraph and summarise these
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Retrieve and record some information from non-fiction

Skills and Strategies

Build on Previous Year & Focus on:

•Recognise and read *most Year 3&4 W*ord List words
•Skim to gain an overview of a text, e.g. topic, purpose
•Identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points*
•Look for specific information in texts using contents, indexes, glossaries, dictionaries
•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
•Re-reading sentences for clarity

Content Domains*

2c summarise main ideas from more than one paragraph
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2d make inferences from the text / explain and justify inferences with evidence from the text

Throughout Year 3 focus on

Comprehension

Building on Previous Year and throughout Year 3 focus on:

•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Participate in discussion about both books that are read to them and those they can read for themselves
•Use dictionaries to check the meaning of many unknown words that they have read
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Increase their familiarity with a wide range of books and retell some of these orally

Skills and Strategies

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

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 3 focus on:

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

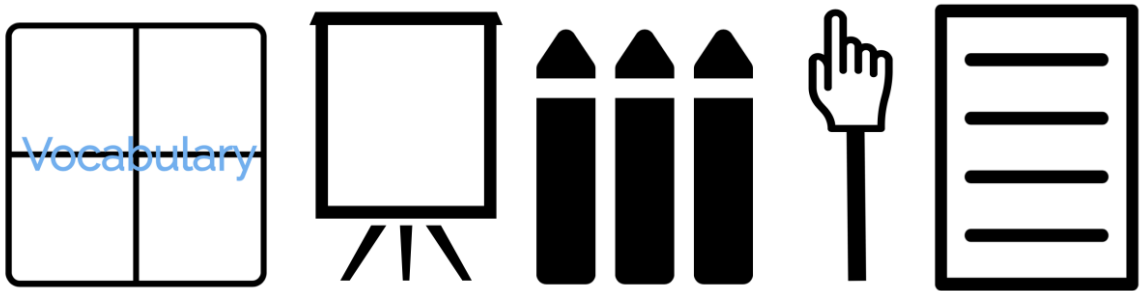
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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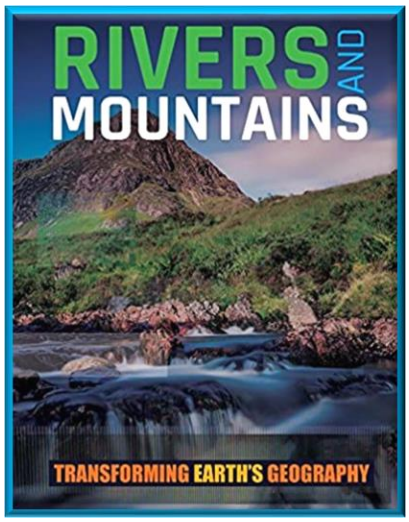
Shared Reading Planning

Year 3

Unit C: Rivers and Mountains

Non-Fiction



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

Lesson	1	Vehicle Text & Page	Rivers and Mountains by Joanna Brundle Adapted extract from pp. 18-19. Also need copies of these pages from the book

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What organisational devices has the author used to help the reader? **B How are mountains formed?** Teacher Model Question: **What is a mountain?**	landforms, features valleys, surface geologists, tectonic plates, collide, pressure	·Read a range of books that are structured in different ways and read for a range of purposes ·Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points ·Identify main ideas drawn from more than one paragraph ·Retrieve and record some information from non-fiction Skim to gain an overview of the text	2c summarise main ideas from more than one paragraph 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: Begin to list the names of mountains and ask the children to put their hand up when they can **Predict** what today's text will be about. Introduce the Vehicle Text. **Skim** the layout of the book and its structure. Refer to **Anchor Question A**. Draw attention to the contents page, glossary and index. Ask children what genre this book is.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Use **Find Read Talk** strategy to discuss and explain the vocabulary in the context of where these are located within the text. Refer to Lesson 1: Vocabulary and underline new vocabulary on an enlarged copy of the text.
Explore & respond: Look at pp.18-19 and revisit **Anchor Question A**. Draw attention to the title, subheadings, fact boxes, photograph, map, labels and captions and briefly discuss how each help orientate the reader. Read the extract from these pages to the class (Lesson 1: Read/ Teacher Model/ Children Practise), using **Stress** for new, technical vocabulary.
Fluency: Read the extract (Lesson 1: Fluency) using **Phrasing** and using the punctuation effectively. Children to **Choral Read.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Teacher Model Question. Use **Think Aloud** to demonstrate considering where the answer to the question might be found. Teacher Talks: I am looking for the key word 'mountain'. Model **Skimming** for the subheading and then **Scanning** for the word 'mountain'.
Reference the text: On an enlarged copy of the Vehicle Text underline new vocabulary. Circle the words ' *landforms', 'natural features of the Earth's surface', 'highest places on Earth are called mountains'*. Model answering the question on Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to **Anchor Question B.** Children to examine the text (Lesson 1: Read/Teacher Model/Children Practise) and read through in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Encourage the children to **Skim** the page then **Scan** for the words *'mountains'* and *'formed/ forming'*. Children **Text Mark** by circling words to answer the **Anchor Question.**
If the children are struggling, consider *'tectonic plates… constantly moving', 'when the plates collide…create pressure', 'rock forced upward, forming mountains'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Children Apply Activity
Verbal & Written Responses: Children to use their **Text Marked** extracts to answer the **Anchor Questions**. As a class, share responses and show where they were located. Ask the children whether any of the organisational devices discussed earlier in the lesson helped orientate the children and help them locate their answers.

Feedback on Learning: Use Assessment for Learning to feedback to the children. This may include:
•**Reference the text** and **Text Marking**, **Choral Reading, Skimming, Scanning** and **Thinking Aloud** as well as responses to the **Anchor Questions.**
•Responses they have given to the Anchor Question

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

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Lesson 1: Vocabulary

landforms	features
valleys	surface
geologists	tectonic plates
collide	pressure

Lesson 1: Fluency

The earth's surface is not flat. The highest places on Earth are called mountains. They are found on all seven continents, in the middle of oceans, and even on other planets.

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Lesson 1: Anchor Questions

A What organisational devices has the author used to help the reader?
B How are mountains formed?

Teacher Model Question:

What is a mountain?

Lesson 1: Read/ Teacher Model/ Children Practise

WHAT ARE MOUNTAINS?

Landforms are natural features of the earth's surface, and they include hills, valleys, and mountains. The earth's surface is not flat. The highest places on Earth are called mountains. They are found on all seven continents, in the middle of oceans, and even on other planets. Mountains cover approximately one quarter of the total land on Earth, not including those parts covered by the ocean.

Did you know?

Scientists who study rocks are called geologists.

HOW DO MOUNTAINS FORM?

The top layer of earth, called the crust, is similar to a jigsaw puzzle made up of huge slabs of rock called tectonic plates. They are constantly moving on top of a layer of hot, molten rock underneath.
When the plates collide or pull apart, they create huge amounts of pressure, and rock may be forced upward, forming mountains. The plates move slowly and it can take millions of years for mountains to form.

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Lesson 1: Teacher Model

What is a mountain?
A mountain is a landform and is the highest place on Earth.

Lesson 1: Children Apply

How are mountains formed?

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

Lesson	2	Vehicle Text & Page	Rivers and Mountains by Joanne Brundle Adapted extract from p.24

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What is the weather like on a mountain? **B Why can the weather make mountains dangerous?**	climate neighbouring areas snowline blizzard snowdrift avalanche remote	· Read a range of books that are structured in different ways and read for a range of purposes ·Identify main ideas drawn from more than one paragraph and summarise these ·Retrieve and record some information from non-fiction	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children if they have ever been on a mountain and to describe what the weather was like. Ask the children to play adjective ping-pong, taking turns to describe what they think the weather would be like on a mountain. Briefly feedback and hopefully will realise there is a range of possibilities.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Find the new vocabulary in the text then children to match the new vocabulary to its definition. (Lesson 2: Vocabulary) and underline new vocabulary on an enlarged copy of the text.
Explore & respond: Read Lesson 2: Read/ Teacher Model/ Children Practise to the children, paying particular attention to the new vocabulary. Discuss which are explained in the text and which are not. Ask the children where they could find the meaning of, for example 'avalanche' or 'blizzard' – then show them in the glossary.
Fluency: Read Lesson 2: Fluency, modelling using **Pausing** at the commas to aid understanding. Children **Choral Read**.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A.** Explain to the children that you know that the weather differs in different parts/zones of the mountain so you will look at the highest zone for modelling. Use **Think Aloud** to demonstrate considering where the answer to the question might be found. Teacher Talks: I am looking for the key word 'weather' and words linked to weather such as 'snow', and then model **Scanning** for these words.
Reference the text: Circle the words *'only ice and snow and it is extremely cold and windy'* and add to the highest zone section of the mountain outline (Lesson 2: Teacher Model).



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to **Anchor Question A.** Children to examine the text (Lesson 2: Read/Teacher Model/Children Practise) and read through in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: For A, encourage the children to **Scan** for the words linked to weather. For B, **Scan** for '*dangerous*'. Children **Text Mark** by circling words to answer the **Anchor Questions.** Use **Think Aloud** as they discuss the evidence.
If the children are struggling, consider A) *'in the middle zone, climate is warm enough' , 'lower zones… warmer, less windy and more dry'* and B) *'Mountain weather can change quickly', 'Thick clouds', 'fierce storms' , 'Blizzards', 'Snowdrifts', 'melting snow can trigger an avalanche', 'dangerous for people', 'rescue people who are stuck on the sides of mountains'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: Children to feedback their answers to **Anchor Question B**. Ensure that the children **Reference the Text** in their answers. Ask the children whether 'mountains are dangerous because you might fall off' would be an acceptable answer. Consider why not, encouraging the children to reread the **Anchor Question** carefully and to note that this isn't related to the weather.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Pausing, Scanning, Reference the Text, Think Aloud, Choral Read** and **Find Read Talk.**
•Responses they have given to the Anchor Question

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

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Lesson 2: Vocabulary

climate	the average weather of an area, including its rainfall and temperature
neighbouring areas	nearby areas
snowline	the level above which a mountain is always covered in snow, even in the summer
blizzard	a snowstorm
snowdrift	a bank of deep snow heaped up by the wind
avalanche	a large, often dangerous, mass of snow and rocks that rushes down a mountain
remote	situated far from the main area

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Lesson 2: Fluency

The snowline is the level above which a mountain is always covered in snow, even in the summer. Further down, in the middle and lower zones, the climate is warm enough for people plants and animals to survive, at least for some of the year.

Lesson 2: Anchor Questions

A What is the weather like on a mountain?

B Why can the weather make mountains dangerous?



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Lesson 2: Read/ Teacher Model/ Children Practise

Mountain Weather

The average weather of an area, including its rainfall and temperature, is known as its climate. A climate zone is an area that has a climate that is different from that of its neighbouring areas. The great height of mountains means that a single mountain can have several different zones, each with its own climate. At the highest zone, there is only ice and snow and it is extremely cold and windy. The snowline is the level above which a mountain is always covered in snow, even in the summer. Further down, in the middle zone, the climate is warm enough for people and some animals to survive, at least for some of the year. In the lower zones, many plants and most animals can survive throughout the year as it is warmer, less windy and more dry.

Mountain weather can change quickly. Thick clouds and fierce storms can appear suddenly. Blizzards can whip the snow into snowdrifts, while melting snow can trigger an avalanche. This can be dangerous for people. Mountain rescue teams, sometimes helped by specially trained dogs, rescue people who are stuck on the sides of mountains. Rescue helicopters are used when people need to be rescued from more remote areas.

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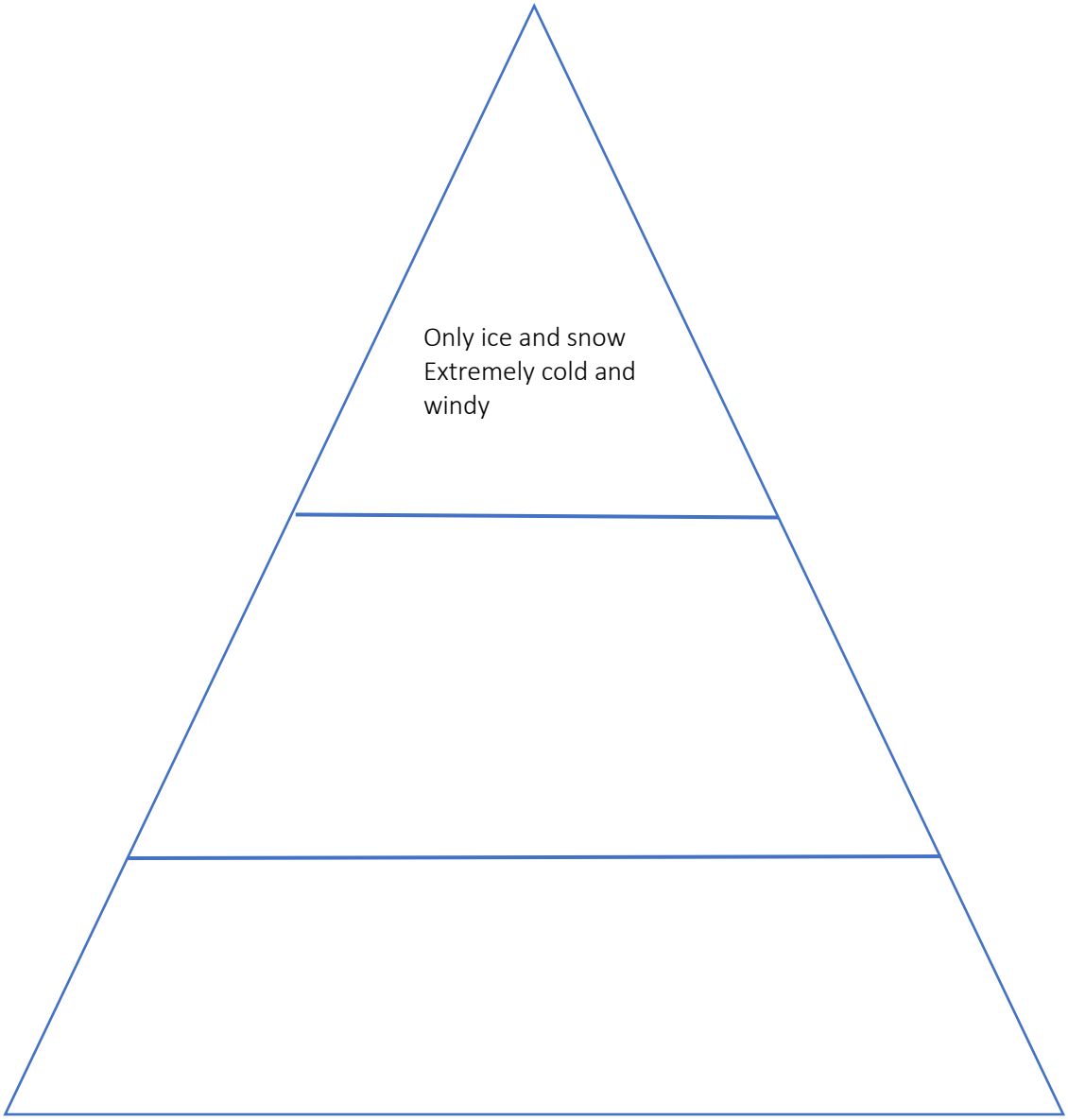
Lesson 2: Teacher Model

What is the weather like on a mountain?



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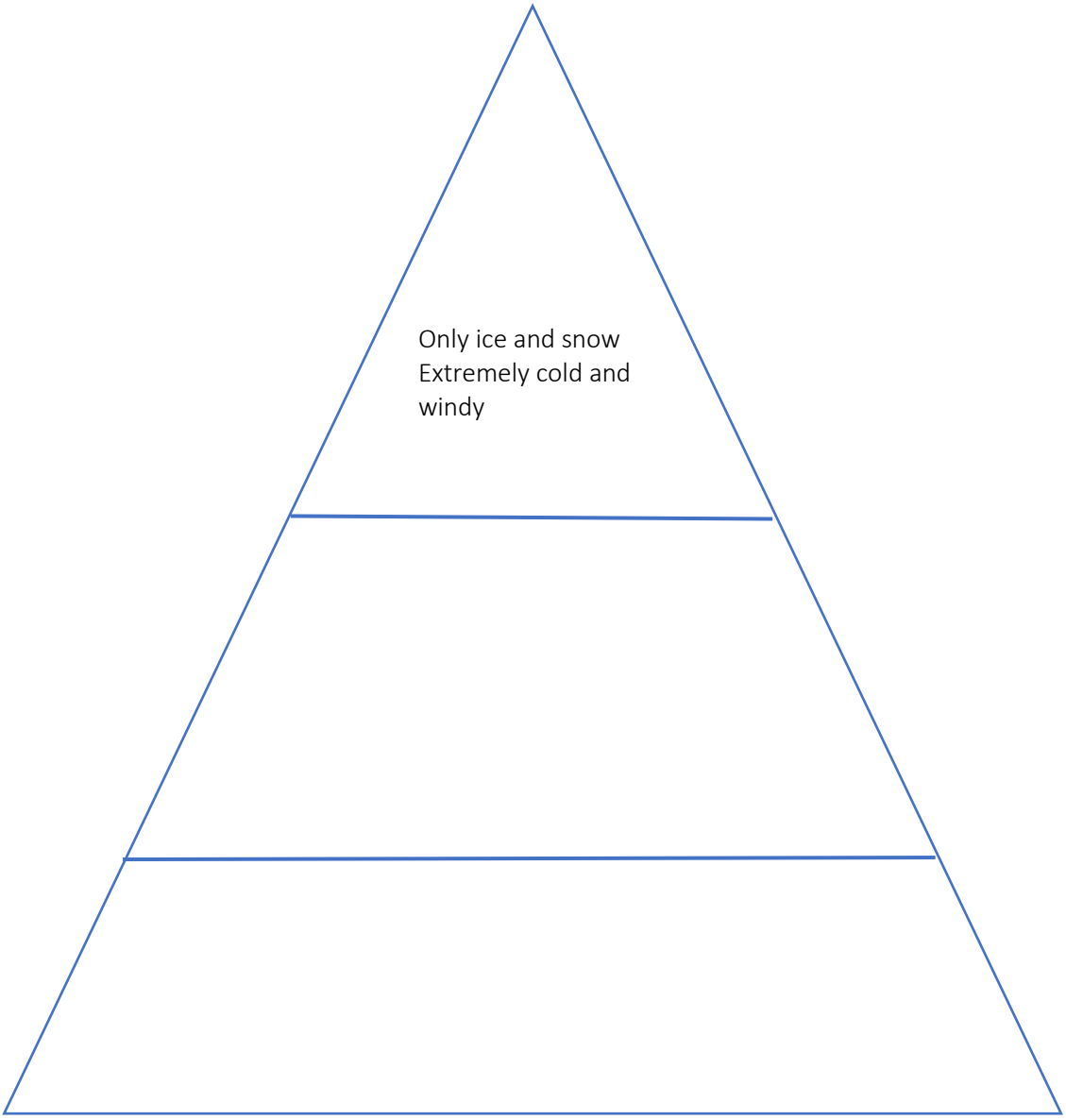
Lesson 2: Children Apply

A) What is the weather like on a mountain?



B) Why can the weather make mountains dangerous?

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

Lesson	3	Vehicle Text & Page	Rivers and Mountains by Joanne Brundle Adapted extract from pp. 28-29

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How have animals and plants adapted to living in their mountain habitat?	well-adapted wingspan hardy coniferous	·Read a range of books that are structured in different ways and read for a range of purposes ·Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of content ·Retrieve and record some information from non-fiction	2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Using knowledge from the last two lessons, consider what it would be like for an animal or plant to live on a mountain and how they might survive.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Children use **Find Read Talk** strategy to discuss and explain the meaning of other new words in context of where these are located within the text. See Lesson 3: Vocabulary.
Explore & respond: Show the children pp. 28-19 of the vehicle text and briefly revise the layout features which help the reader, such as title, captions and photographs. Looking at the photographs will also help the children be more familiar with the animals and plants being researched during the lesson. Read the extract to the children – Lesson 3: Read/Teacher Model/ Children Practise.
Fluency: Read Lesson 3: Fluency modelling **Pausing** as well as **Intonation** to emphasise key words. Children **Choral Read**.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model using phonics as a first strategy for decoding of unfamiliar words – on the word '*coniferous*'. Model **self-correction** and **reread** the entire paragraph correctly. For the model part of the lesson, focus on how the mountain goat has adapted. Circle the words and complete the first part on Lesson 3: Teacher Model/Children Apply.
Reference the text: Circle *'thick, woolly coats that protect them from wind and snow', 'jump between rocks and balance on narrow mountain ridges', 'split into two toes', 'soft pad to give them a better grip'*



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine the text (Lesson 3: Read/Teacher Model/Children Practise) and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Focus on golden eagle together, then Child A focus on coniferous trees while Child B focuses on alpine plants.
Practise Taught Strategies & Skills: Children **Text Mark** by circling words which provide evidence that will help them to answer the **Anchor Question.** If the children are struggling, consider *'windy places', 'huge wingspan', 'sharp eyes help them to spot prey', 'grasp in their strong, curved claws', 'hardy', 'tough bark protects them from the wind and cold', 'cone shape helps snow to slide off', 'short stems and strong roots that help to stop them from being blown away', 'protected from the cold by tiny hairs on their stems and leaves'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Pausing**, **Intonation**, **Self-correction, Reread, Reference the Text, Choral Reading** and **Find Read Talk.**
•Responses they have given to the Anchor Question

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

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Lesson 3: Vocabulary

well-adapted	wingspan
hardy	coniferous

Lesson 3: Fluency

Mountain goats have thick, woolly coats that protect them from wind and snow. They are able to jump between rocks and balance on narrow mountain ridges thanks to their well-adapted hooves.

Lesson 3: Anchor Question

How have animals and plants adapted to living in their mountain habitat?

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Lesson 3: Read/ Teacher Model/ Children Practise

Mountain Wildlife and Plants

Mountain goats have thick, woolly coats that protect them from wind and snow. They are able to jump between rocks and balance on narrow mountain ridges thanks to their well-adapted hooves. Their hooves split into two toes, and they have a soft pad to give them a better grip.

Mountains are windy places. Golden eagles have a huge wingspan, which helps them to soar through the air as they hunt for food. Their sharp eyes help them to spot prey, which they grasp in their strong, curved claws, called talons.

Different plants grow in each of the different climate zones on a mountain. High up, hardy, coniferous trees grow, such as spruce and pine trees. Their tough bark protects them from the wind and cold, and their cone shape helps snow to slide off without breaking any branches.

Each spring, alpine plants grow close to the ground. They have short stems and strong roots that help to stop them from being blown away. They are protected from the cold by tiny hairs on their stems and leaves.

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Lesson 3: Teacher Model/Children Apply

How have animals and plants adapted to living in their mountain habitat?	
Animal/ Plant	**How they have adapted**
Mountain goat	They have thick, woolly coats to protect them from wind and snow. Their hooves are split into two toes, and they have a soft pad so they can grip, balance and jump between rocks.

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

Lesson	4	Vehicle Text & Page	Rivers and Mountains by Joanna Brundle Adapted extract from pp. 22

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Summarise what you learnt about volcanoes from this text.	magma molten rock plate boundaries tectonic plates erupt	·Read a range of books that are structured in different ways and read for a range of purposes ·Identify main ideas drawn from more than one paragraph and summarise these ·Retrieve and record some information from non-fiction	2b Retrieve and record information/identify key details from fiction **2c** summarise main ideas from more than one paragraph



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children a video clip of a volcano erupting and discuss what they think they know already about volcanoes.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Use **Find Read Talk** for the new vocabulary – Lesson 4: Vocabulary. You may wish to refer to the glossary for some of the more tricky technical vocabulary, e.g. magma. Note vocabulary learned from previous lessons, e.g. tectonic plates.
Explore & respond: Read Lesson 4: Read/ Teacher Model/ Children Practise, paying attention to new vocabulary. Model making **Deliberate Mistakes** and using **Self-Correction** strategy (Teacher note: You could model this for 'form'/ 'from' as both appear in the first paragraph. Consider whether it 'sounds right' and 'makes sense'). **Reread** entire sentence correctly.
Fluency: **Choral Read** Lesson 4: Fluency, focusing on **Intonation**. Children **Choral Read.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: For the model part of the lesson, tell the children that you will focus on the first paragraph. Tell the children that in order to summarise, you should be picking out the most important words and phrases. Re-read the first paragraph again and this time, while reading, **Text Mark** by crossing out any unnecessary words, therefore leaving the most important words and phrases (See Lesson 4: Teacher Model).
Reference the text: Cross out the unnecessary words then use this to write a summary sentence in your own words. (See Lesson 4: Teacher Model)



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the text again – Lesson 4: Read/Teacher Model/Children Practise - and read through in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Encourage the children to **Text Mark** by crossing out any necessary words on their copy of the text.
If the children are struggling, consider getting rid of unnecessary conjunctions and articles, including *'and', 'then', 'the', 'a' etc.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children complete Lesson 4: Children Apply Activity.
Verbal & Written Responses: Children to use their copies of the text with words crossed out to write a summary of what they have learnt about volcanoes. Each pair to join with another pair and share their summaries. Together, decide if any other words can be erased to make the summary even more clear. Share some of the summaries as a class.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Self-correct, Summarising, Reference the Text and Find Read Talk, Choral Reading and Text Marking**
•Responses they have given to the Anchor Question

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

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Lesson 4: Vocabulary

magma	molten rock
plate boundaries	tectonic plates
erupt	

Lesson 4: Fluency

Volcanoes are places where magma from deep within our planet explodes through the earth's crust. The molten rock, which is known as lava once it reaches the surface, then cools and hardens to form new rock. This new rock then builds up over time to form a mountain.

Lesson 4: Anchor Question

Summarise what you learnt about volcanoes from this text.

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Lesson 4: Read/ Teacher Model/ Children Practise

Volcanoes

Volcanoes are places where magma from deep within our planet explodes through the earth's crust. The molten rock, which is known as lava once it reaches the surface, then cools and hardens to form new rock. This new rock then builds up over time to form a mountain.

Most volcanoes form along plate boundaries, where tectonic plates come together. Volcanoes can be found in all of the seven continents.

The shape of volcanic mountains depends on the type of material that they erupt. The highest volcanic mountains are stratovolcanoes and shield volcanoes. Stratovolcanoes are tall, pointed cones that are made up of layers of cooled, thick lava and ash. Shield volcanoes form when runny lava spreads out over a wide area, then build a gently sloping mountain.

Cotopaxi is an active stratovolcano in the Ecuadorian Andes. Mauna Loa, a shield volcano in Hawaii, is the world's largest active volcano.

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Lesson 4: Teacher Model

Volcanoes [redacted] where magma [redacted] explodes through [redacted] earth's crust. [redacted] molten rock, [redacted] known as lava [redacted] cools [redacted] hardens to form new rock [redacted] then builds up [redacted] form [redacted] mountain.

Summarise what you learnt about volcanoes from this text.
Volcanoes are formed when magma explodes through earth's crust then this lava hardens and builds up into a mountain.



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Lesson 4: Children Apply

Most volcanoes form along plate boundaries, where tectonic plates come together. Volcanoes can be found in all of the seven continents.

The shape of volcanic mountains depends on the type of material that they erupt. The highest volcanic mountains are stratovolcanoes and shield volcanoes. Stratovolcanoes are tall, pointed cones that are made up of layers of cooled, thick lava and ash. Shield volcanoes form when runny lava spreads out over a wide area, then build a gently sloping mountain.

Cotopaxi is an active stratovolcano in the Ecuadorian Andes. Mauna Loa, a shield volcano in Hawaii, is the world's largest active volcano.

Summarise what you learnt about volcanoes from this text.

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

Lesson	5	Vehicle Text & Page	Rivers and Mountains by Joanna Brundle pp. 26-27 – copies of this double page spread from the book

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What are the positives and negatives of living in the mountains?	Terraces, tourism, dung, altitude sickness, harsh conditions	·Identify how language and structure contribute to meaning ·Retrieve and record some information from non-fiction ·Identify ideas drawn from more than one paragraph and summarise these	**2c** summarise main ideas from more than one paragraph **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2d** make inferences from the text / explain and justify inferences with evidence from the text



Extended Apply Lesson

Activate prior knowledge: Ask the children 'Would you like to live in the mountains?' and give them the opportunity to discuss why/why not before learning more about it.

Vocabulary: Share the words and phrases found within the text (Lesson 5:Vocabulary). Ask children which words they already know the meaning of. Use **Find Read Talk** for the rest of the words.

Share Anchor Question: Refer to this throughout the lesson.

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.

Enjoy and Respond to the text: Read pp.26-27 aloud to the children and as you read, invite them to **Stop and Jot** initial ideas and responses to the **Anchor Question**.

Written Responses / Evidence Anchor Question(s):

Children to **re-read** the whole double page spread in pairs, circling key words and phrases which provide evidence to answer the **Anchor Question**. In pairs, children to complete the Lesson 5: Children Apply Activity, listing the positives and negatives about living in the mountains.

Extension: Encourage the children to write a summary of the positives and negatives of living in the mountains.

Teacher note: You may want the children to complete this independently.

Additional activity: Split the class into two groups – positive/ for living in the mountains and negative/ against living in the mountains. Ask a few member of the class to role-play as a family who are thinking of moving to live in the mountains. The two groups of children persuade them whether to or not, by sharing their reasons for/ against living in the mountains. Encourage the children to **Reference the Text.**

Comprehension Questions:

1. Why do mountain people cut terraces into the mountain?
2. Find and copy two adjectives which make the mountains sound like good places to visit.
3. List three activities that local people and tourists like to do in the mountains.
4. How is alpacas' dung useful to the people living in the Andes?
5. Why is it harder to breathe as you go higher up a mountain?

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, Stop and Jot, Summarising, Reference the Text.**
- Responses they have given to the **Anchor Questions** & Comprehension Questions

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Lesson 5: Vocabulary

terraces	tourism
dung	altitude sickness
harsh conditions	

Lesson 5: Anchor Question

What are the positives and negatives of living in the mountains?

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Lesson 5: Children Apply

What are the positives and negatives of living in the mountains?	
Positives	Negatives

Summary:

_____

_____

_____

_____

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Lesson 5: Comprehension Questions

1. Why do mountain people cut terraces into the mountain?

_____

_____

2. Find and copy two adjectives which make the mountains sound like good places to visit.

_____ _____

3. List three activities that local people and tourists like to do in the mountains.

_____ _____ _____

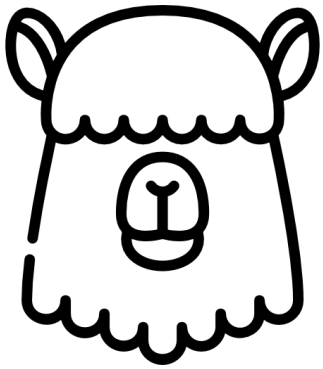
4. How is alpacas' dung useful to the people living in the Andes?

_____

5. Why is it harder to breathe as you go higher up a mountain?

_____

_____



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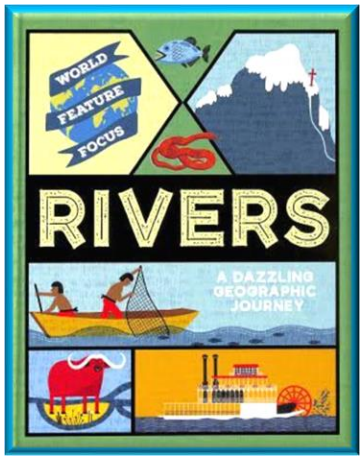
Steps to Read™

Shared Reading Planning

Year 3

Unit C: Rivers and Mountains

Non-Fiction



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

Lesson	1	Vehicle Text & Page	Rivers by Rebecca Kahn Adapted extract from the blurb A copy of any double page spread from the book.

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What organisational devices has the author used to help the reader?	ancient significance diversity features human impact	•Read a range of books that are structured in different ways and read for a range of purposes •Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information	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 the front cover of the book and focus on 'A dazzling geographic journey'. As a class, consider why this is a clever description for a book about rivers and the dual meanings. Consider whether the pictures will be dazzling or the facts, that you are going on a journey through the book to discover more and that a river goes on a journey too.

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

Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text using **Find Read Talk** and underline -Lesson 1: Vocabulary .

Explore & respond: Read the blurb to the children. Ask children what the purpose of the blurb is and then consider whether the author managed to persuade them to read the book. Use **Stress** to accentuate the descriptions (e.g. *'most famous', 'extreme size')* Ask the children what they notice about *'fascinating features'* (alliteration) and consider its **Reader Effect**.

Fluency: Read Lesson 1: Fluency, **using Stress** to accentuate the descriptions, as modelled. Children **Choral Read.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Tell the children that for the Model part of the lesson, you will model the features found in the book as a whole. When they practise, they will practise on a double page spread from the book.

Model finding the organisational devices one at a time and circling them (on an enlarged copy), naming them, then considering why the author has used them and how they help the reader.

Teacher Talk: This is the Contents Page. The author has used it to tell the reader what page each topic (in this case each river) is on. This helps the reader to find the correct page for what they are interested in reading about. The labelled map on this page also helps the reader to know where each river is in the world and which page to find it on.

Repeat this for Front Cover/Title, Index and Glossary

Reference the text:

Circle '*Contents'* and some of the numbered pages, the title, '*Rivers'*, '*Index*' and an example, *'Glossary'* and a word defined. Model how to add these and how they help the reader - Lesson 1: Teacher Model.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to examine a double page spread from the book. One copy of the text between two encourages collaborative working and discussion. Remind children that they do not have to read all of the text because they are looking for organisational devices.

Practise Taught Strategies & Skills: Children **Text Mark** by circling the organisational devices which the author has used to help the reader.

If the children are struggling, give them some of the organisational devices to look for, including title, introduction paragraph, subheading, picture, photograph, map, caption etc.



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to complete the table (Lesson 1: Children Apply), listing the organisational devices and how they help the reader.

As a class, return to the **Anchor Question** and take feedback on the children's answers. Ask the children whether they can think of any organisational devices which are sometimes used by authors of information books but are not evident in this book. Consider fact/did you know boxes, labels etc.

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, Text Marking, Reader Effect, Choral Read** and **Stress.**

•Answers to the **Anchor Question.**

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Lesson 1: Vocabulary

ancient significance	diversity
features	human impact

Lesson 1: Fluency

Discover some of the most famous and important rivers in the world, from the extreme size of the Amazon to the ancient significance of the Nile. Be wowed by the diversity of each river, zoom in on the fascinating features they all have and understand the human impact on the wider environment.

Lesson 1: Anchor Question

What organisational devices has the author used to help the reader?

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Lesson 1: Read/ Teacher Model/Children Practise

Discover some of the most famous and important rivers in the world, from the extreme size of the Amazon to the ancient significance of the Nile. Be wowed by the diversity of each river, zoom in on the fascinating features they all have and understand the human impact on the wider environment.

Adapted extract from Rivers by Rebecca Kahn Franklin Watts

Lesson 1: Teacher Model

What organisational devices has the author used to help the reader?	
Front Cover/ Title	Tells the reader what the book is about- Rivers.
Contents	Tells the reader what page each topic (in this case each river) is on. This helps the reader to find the correct page for what they are interested in reading about. The labelled map also helps the reader to know where each river is in the world and which page to find it on.
Index	Helps the reader to find information about a specific topic by telling the pages that word will appear on. Written in alphabetical order so the reader can find it quickly.
Glossary	Gives definitions for topic-specific words so that the reader can understand what they mean.

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Lesson 1: Children Apply

What organisational devices has the author used to help the reader?	

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

Lesson	2	Vehicle Text & Page	Rivers by Rebecca Kahn Adapted extracts from pp. 4-7

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Summarise some of the main features of a river.	vital feature valleys fertile mudflats	•Read a range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than one paragraph and summarise these •Retrieve and record some information from non-fiction	2c summarise main ideas from more than one paragraph 2a give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children a picture/video clip of the journey of a river – from source to mouth – so that they can visualise each feature of the river when it is discussed.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text and underline -Lesson 2: Vocabulary. The technical vocabulary for the features of a river will be defined throughout the lesson.
Explore & respond: Read the extract to the children -Lesson 2: Read/ Teacher Model/ Children Practise. Use **Phrasing** between the subheadings and the definitions to ensure clarity. Address any misunderstandings or misconceptions as they arise.
Fluency: Read Lesson 2: Fluency, focusing on using punctation to aid understanding. Children **Choral Read.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: For the model part of the lesson, tell the children that you will focus on the first feature of a river. They will use the other features of a river when they practise. Remind the children that in order to summarise, you will be picking out the most important words and phrases. Re-read the first paragraph again and this time, while reading, **Text Mark** by crossing out any unnecessary words, therefore leaving the most important words and phrases (See Lesson 2: Teacher Model).
Reference the text: Cross out the unnecessary words then use this to write a summary sentence in your own words. (See Lesson 2: Teacher Model)

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the features of a river– Lesson 2: Read/Teacher Model/Children Practise - and read through in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Encourage the children to **Text Mark** by crossing out any necessary words on their copy of the text.
If the children are struggling, consider getting rid of unnecessary conjunctions and articles, including '*and', 'then', 'the', 'a'* and any repetition of the feature's name.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply.
Verbal & Written Responses: Children to use their copies of the text with words crossed out to write a summary for each feature of a river. Each pair to join with another pair and then share each summary (without sharing the title), one at a time, taking turns, and see if the other pair can work out which feature of a river is being described.
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, Phrasing, Text Marking, Summarising.**
•Answers to the **Anchor Question.**

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Lesson 2: Vocabulary

vital feature	valleys
fertile	mudflats

Lesson 2: Fluency

The path of a river, its course, can be divided into three stages: the upper, middle and lower courses. Each stage has different river features, which most rivers share.

Lesson 2: Anchor Question

Summarise some of the main features of a river.

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Lesson 2: Read/ Teacher Model/Children Practise

Rivers are a vital feature of our world. They carry life-giving fresh water around our planet. They drain and shape the land they flow through. The path of a river, its course, can be divided into three stages: the upper, middle and lower courses. Each stage has different river features, which most rivers share.

V-shaped Valley

In the upper course of a river, water moves quickly, cutting down through rock to create steep, V-shaped river valleys.

Confluence

This describes the point at which two rivers meet, often creating a larger river. A confluence can occur anywhere along the course of a river.

Meander

A place where a river forms a large bend or loop. Over many years, meanders wear away riverbanks, changing the course of a river.

Floodplain

An area of flat, fertile land either side of a river. Floodplains are covered with water when a river overflows its banks and floods.

Estuary

Where a river flows into the sea, causing the sea and river water to mix. Mudflats may form which creates a rich feeding ground for wildlife.

Adapted extract from Rivers by Rebecca Kahn Franklin Watts

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Lesson 2: Teacher Model

V-shaped Valley

In the upper course of a river, water moves quickly, cutting down through the rock to create steep, V-shaped river valleys.

V-shaped Valley

[redacted] upper course [redacted] river, water [redacted] cutting [redacted] through [redacted] rock [redacted] create [redacted] V-shaped river valleys.

Summary	**V-shaped valley:** caused by water in the upper course of the river cutting through rock.

Lesson 2: Children Apply

Confluence

This describes the point at which two rivers meet, often creating a larger river. A confluence can occur anywhere along the course of a river.

Summary	

Meander

A place where a river forms a large bend or loop. Over many years, meanders wear away riverbanks, changing the course of a river.

Summary	

Floodplain

An area of flat, fertile land either side of a river. Floodplains are covered with water when a river overflows its banks and floods.

Summary	

Estuary

Where a river flows into the sea, causing the sea and river water to mix. Mudflats may form which creates a rich feeding ground for wildlife.

Summary	

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

Lesson	3	Vehicle Text & Page	Rivers by Rebecca Kahn Adapted extracts from pp.8-9

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why is the River Nile so important?	source floodplains irrigation migrating	•Read a range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than one paragraph and summarise these •Retrieve and record some information from non-fiction •Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information	2b Retrieve and record information/identify key details from fiction 2c summarise main ideas from more than one paragraph

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap the organisational devices from previous lessons and ask the children what they are expecting to find on this double page titled 'The Nile'.
Share Anchor Question: Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text using **Find Read Talk** and underline. Also, model using the glossary at the back of the book to look up definitions. Refer to Lesson 3: Vocabulary
Explore & respond: Look at an enlarged version of the double page spread. Ask the children which organisational devices they can see. Consider whether all those predicted are evident. Read Lesson 3: Read/Children Practise/ Children Apply to the children.
Fluency: Model **Fluency** when reading the Fluency extract. Read this through without paying attention to the punctuation, then use the **Self-correct** strategy and read it through correctly, **Pausing** after full stops and commas. Children **Choral Read.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question**. Model re-reading the first paragraph closely to find evidence to answer the question and use **Text marking**.
Reference the text: Circle *'longest river in the world', 'main source of water for the people of Sudan and Egypt', 'vital to these desert countries'*
Model how to use the circled evidence and answer the question (Lesson 3: Teacher Model/Children Apply).

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the extract. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Encourage children to **Text Mark** by circling key words and phrases which provide evidence to answer the **Anchor Question**.
If the children are struggling, consider *'lived close to the River Nile', 'drinking water, fish to eat and mud to make bricks', 'good soil for growing crops', 'farmers need to use water from the river to water their crops', 'transport route for the people who live along it', 'cruise ships carrying tourists', 'river barges to transport food within', 'important stopover for millions of birds migrating between Europe and Africa'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled and the answers they have given. As a class, try to order the ideas into least to most important.
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, Self-correct, Pausing, Choral Read, Text Marking**
•Answers to the **Anchor Question.**

Acceptable Point(s) Anchor Question
- provides people with water to drink, fish to eat and mud for bricks to build
- floods to give fertile soil to grow crops
- used by farmers to water their crops
- used for transport (people, tourists and food)
- birds stopover there when migrating

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

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Lesson 3: Vocabulary

source	floodplains
irrigation	migrating

Lesson 3: Fluency

At 6.650km, the River Nile is the longest river in the world. It is the main source of water for the people of Sudan and Egypt, making it vital to these desert countries.

Lesson 3: Anchor Question

Why is the River Nile so important?

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Lesson 3: Read/ Teacher Model/Children Practise

THE NILE

At 6.650km, the River Nile is the longest river in the world. It is the main source of water for the people of Sudan and Egypt, making it vital to these desert countries.

ANCIENT EGYPT

Since about 6000BC, people have lived close to the River Nile. It gave the ancient Egyptians drinking water, fish to eat and mud to make bricks. It flooded every summer, covering the floodplains with good soil for growing crops.

IRRIGATION

The climate is hot along the course of the River Nile, so farmers need to use water from the river to water their crops in different ways. This is called irrigation. Dams, canals, wells and pumps are used.

TRANSPORT

The Nile is a transport route for the people who live along it. There are traditional sailing boats, cruise ships carrying tourists and river barges to transport food within Egypt and to other countries.

BIRDS

Marshes and lakes in the Nile Delta are an important stopover for millions of birds migrating between Europe and Africa. They rest and feed here before continuing their journey.

Adapted extract from Rivers by Rebecca Kahn Franklin Watts

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Lesson 3: Teacher Model/ Children Apply

Why is the River Nile so important?
It is the longest river in the world.
People of Egypt and Sudan get their water from the Nile.



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

Lesson	4	Vehicle Text & Page	Rivers by Rebecca Khan Adapted extracts from pp.22&23 The Ganges Children also need a copy of the Glossary from the book.

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Who is the Ganges important to and why?	meltwater, glaciers, monsoon flood, jute, sacred, pilgrimage	· Read a range of books that are structured in different ways and read for a range of purposes ·Identify main ideas drawn from more than one paragraph and summarise these ·Retrieve and record some information from non-fiction	2a Give/explain the meaning of words in context 2b Retrieve and record information from fiction 2d Make inferences from the text/explain and justify references with evidence from the text

Step 1: READ — Read to Children 12 mins

Activate prior knowledge: Show the children some images found on the internet of the Ganges and invite them to generate **Questions** which they hope to find the answers to in today's lesson or their own further research.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Find the vocabulary in the context of where these are located within the text. Underline these. Model using the glossary at the back of the book to look for **Clarification** for '*meltwater*'. Children then use a copy of the Glossary to clarify the meaning of the other words from Lesson 4: Vocabulary.
Explore & respond: Read Lesson 4: Read/Teacher Model/Children Practise, paying attention to new vocabulary and encouraging the children to share the meanings that they found in the Glossary.
Fluency: Read Lesson 4: Fluency, modelling using **Stress** for the most important words. Children to **Choral Read,** using **Stress** as modelled.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question**. Model re-reading the paragraph 'Farmers' closely to find evidence to answer the question and use **Text marking**.
Reference the text: Circle *'helping farmers to grow crops such as rice, jute and tea', 'farmers grow so much rice in the delta that it is known as the 'rice bowl of India'.*
Model how to use the circled evidence and answer the question (Lesson 4: Teacher Model/Children Apply).

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the extract and read through in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Actively encourage children to note key words in the questions, then locate these words and phrases in the text when looking for evidence against the **Anchor Question. Text Mark** by circling the evidence to answer the questions.
If the children are struggling, consider *'endangered species …Bengal tiger …Ganges River dolphin …live in the Ganges Basin', '400 million people', 'drinking water, washing clothes and bathing', 'Hindus', 'believe the water is pure', 'travel to the river every year to bathe in its holy waters'*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled and the answers they have given.
Note that on the double page, there is a paragraph titles 'Pollution'. As a class, consider the effect pollution could have on the people/ animals discussed in this lesson. Tell the children they will consider this further in tomorrow's lesson.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Questioning**, **Clarifying, Stress, Choral Read, Text Marking**

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

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Lesson 4: Vocabulary

meltwater	glaciers
monsoon flood	jute
sacred	pilgrimage

Lesson 4: Fluency

The source of the Ganges is meltwater from several glaciers high in the Himalayas. The Ganges Basin drains over a million square kilometres of land, mostly in India but also stretching across into Nepal, China and Bangladesh.

Lesson 4: Anchor Question

Who is the Ganges important to and why?

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Lesson 4: Read/ Teacher Model/ Children Practise

THE GANGES

The source of the Ganges is meltwater from several glaciers high in the Himalayas. The Ganges Basin drains over a million square kilometres of land, mostly in India but also stretching across into Nepal, China and Bangladesh.

FARMING

Monsoon floods leave rich silt on the floodplains of the Ganges Delta, helping farmers to grow crops such as rice, jute and tea. The fertile land and good water supply allow farmers to grow so much rice in the delta that it is known as the 'rice bowl of India'.

WILDLIFE

Wild animals, including endangered species such as the Bengal tiger and the Ganges River dolphin live in the Ganges Basin.

RIVER LIFE

About 400 million people live in the river basin and rely on it for everyday activities, such as drinking water, washing clothes and bathing.

SACRED RIVER

The Ganges is one of the most sacred places for Hindus, who see the river as a goddess called Mother Ganga. They believe the water is pure and millions of Hindus travel to pilgrimage sites every year along the river to bathe in its holy waters.

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Lesson 4: Teacher Model/ Children Apply

Who is the Ganges important to and why?	
Who	Why
Farmers	The river floods, making the soil fertile so farmers can grow crops such as rice, jute and tea.



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

Lesson	5	Vehicle Text & Page	Rivers by Rebecca Khan Copies of the double page spread - pp.28-29

Anchor Question:	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) Why are rivers in peril? **B) How can we help to protect our rivers?**	peril, droughts, sewage, hydroelectric dam	•Read a range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than one paragraph and summarise these •Retrieve and record some information from non-fiction •Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Identify how language and structure contribute to meaning	2c summarise main ideas from more than one paragraph 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2b retrieve and record information / identify key details from fiction and non-fiction



Extended Apply Lesson

Activate prior knowledge: Show the children a selection of pre-chosen images from the internet showing the effect of pollution and litter on our rivers. Encourage **Self-Questioning** before taking brief feedback.

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

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 explicitly **Text Mark** by underlining them.

Share Anchor Questions: Refer to these throughout the lesson.

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.

Enjoy and Respond to the text:

Children to read the whole of the double page pp. 28-29 (Rivers in Peril) in pairs. Encourage the children to **Stop and Jot** any initial ideas linked to the **Anchor Questions** as they read. Remind the children to use the organisational devices to help them, for example use the subheading to know which paragraphs will help answer each **Anchor Question** (If the children are struggling, consider that the first three paragraphs will answer A and the last paragraph – 'Protecting Rivers' will answer B).

Encourage the children to use **Text Marking** and to circle 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 use the **Summarising** skills practised during this unit when answering the questions.

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

Additional Activity:

Children to design a poster to encourage people to help protect rivers. Encourage the children to reference the text, including reasons why rivers are so important, why they are in danger and how people can help.

Comprehension Questions:

1. Name one threat to rivers all over the world.
2. List three things which pollute rivers.
3. Why is pollution in rivers a problem?
4. Tick one box in each row to show whether each statement is true or false.

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. **Self- Questioning, Text Marking, Find Read Talk, Scanning and Skimming, Summarising**

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

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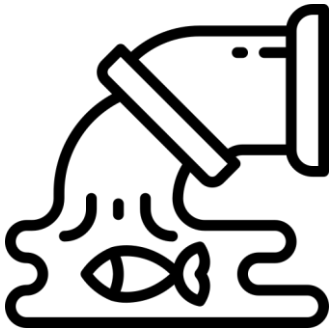
Lesson 5: Vocabulary

peril	droughts
sewage	hydroelectric dam

Lesson 5: Anchor Questions

A) Why are rivers in peril?

B) How can we help to protect rivers?



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Lesson 5: Children Apply

Why are rivers in peril? Give three reasons.
1.
2.
3.

B) How can we help to protect our rivers? Give two ways.
1.
2.

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Lesson 5: Comprehension Questions

1. Name one threat to rivers all over the world.

_____

2. List three things which pollute rivers.

_____ , _____ , _____

3. Why is pollution in rivers a problem?

_____

_____

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

	True	False
We can all help to keep rivers clean and safe.		
It is safe to throw all rubbish down a drain.		
Not wasting water will help our rivers stay more healthy.		

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Shared Reading Planning
Year 3
Unit C: Rivers and Mountains

Poetry

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

Lesson	1	Vehicle Text & Page	Adapted from 'To a Mountain Stream' by Kate Slaughter McKinney

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the poet's use of figurative language help us to picture the stream?	throng silken ravel	·Listen to and discuss a wide range of poetry ·Identify how language and structure contribute to meaning	2a Give/explain the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children a pre searched internet video of a mountain stream and ask them to **Think Pair Share** some similes and metaphors to describe it. Revise/introduce the term 'figurative language'. (Using words and ideas to suggest meaning and create a picture for the reader such as simile, metaphor, personification and alliteration).
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain the word '*throng*' to the children. Explain that it is a group or crowd. So, in this context, it is like the laughter of a crowd or group of children. Point out the definition of '*silken ravel*' already given to the children. Refer to Lesson 1: Vocabulary. Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context.
Explore & respond: Read through the whole of the poem, paying attention to new vocabulary. Note the number of stanzas and the a, b, a, b rhyme. Consider the **Anchor Question** and following discussion from all children ask them to **Stop and Jot** initial thoughts about this.
Fluency: Model the first stanza, paying attention to **Pausing, Intonation** and **rhythm.** Children to **Choral Read x3.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first stanza through of the poem and use **Think Aloud** to explore what figurative language the poet has used.
Reference the text: **Text Mark** by circling words that help us understand how the stream is being described. Model identifying the use of simile to help us **Visualise** a picture of the stream.
Teacher Talks: The poet compares the stream to glad childish laughter. When children laugh, they make a really happy sound that is contagious, and the poet is saying that is what the river sounds like. She then goes on to use another simile – '*sweet as bird voice after daybreak is your song.*' She is comparing the sound of the river to a bird singing.
Demonstrate how to complete the table (Lesson 1: Teacher Model/ Children Apply).



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through the rest of the poem. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Encourage the children to read and explore the words and phrases used and the use of figurative language in order to answer the **Anchor Question**. Children to use **Text Marking** to circle the examples of figurative language.
If the children are struggling, consider '*Racing down', 'shining feet', 'Waltzing at the fountain', 'love song sweet', 'On like birds migrating you travel', 'Like a silken ravel… you wind'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 1: Children Apply Activity.
Verbal & Written Responses: Children to complete Lesson 1: Children Apply Activity, filling in the chart. As a class, discuss the children's responses. Ask the children which is their favourite example of figurative language in the poem and encourage them to explain why, considering **Reader Effect**.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Visualisation, Reference the Text** and **Find Read Talk, Choral Reading, Reader Effect, Pausing, Intonation, Rhythm**
•Responses they have given to the **Anchor Question.**

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Lesson 1: Vocabulary

throng (a group or crowd)	silken ravel (soft or lustrous knot or tangle)

Lesson 1: Fluency

Glad as childish laughter
From a childish throng,
Sweet as bird voice after
Daybreak is your song.

Lesson 1: Anchor Question

How does the poet's use of figurative language help us to picture the stream?



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Lesson 1: Read/ Teacher Model/Children Practise

Adapted from 'To a Mountain Stream' by Kate Slaughter McKinney

Glad as childish laughter
From a childish throng,
Sweet as bird voice after
Daybreak is your song.

Racing down the mountain
On your shining feet,
Waltzing at the fountain
To its love song sweet.

On like birds migrating you travel,
Leaving me behind,
Like a silken ravel
With the weeds you wind.

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Lesson 1: Teacher Model/ Children Apply

Line of the Poem	How this helps us picture the stream
Glad as childish laughter, From a childish throng	When children laugh, they make a really happy sound that is contagious and the poet is saying that is what the river sounds like. We can imagine the happy sound of the stream.
Sweet as bird voice after Daybreak is your song	She is comparing the sound of the river to a bird singing. We can imagine the sweet sound of the stream.
Racing down the mountain On your shining feet	
Waltzing at the fountain To its love song sweet.	
On like birds migrating you travel, Leaving me behind,	
Like a silken ravel with the weeds you wind	

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

Lesson	2	Vehicle Text & Page	Adapted from 'To a Mountain Stream' by Kate Slaughter McKinney

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can we perform the poem to help the reader understand the figurative language used to describe the stream?	throng silken ravel	•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	**2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recall yesterday and remind children that the stream is described using figurative language. Consider whether poems were written to be read quietly or performed and listened to.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Recap the definitions discussed yesterday.
Explore & Respond: Read the poem again and as you read, circle any cues to help support a reading of the poem out loud. Focus on key words and how voices could be used to show contrast, e.g. '*racing down the mountain'* and '*leaving me behind'* could be read at different **Rates** to reflect the stream moving faster. Consider any words that could be **Stressed** to bring a reading of the poem to life, e.g. '*childish laughter, 'waltzing'* etc. Explain that the children will be considering ways to bring the poem to life today, to convey the stream.
Fluency: Focus on the second stanza and model the use of **Rate** and **Stress** (Lesson 2: Fluency). Children **Choral Read** the same section, using **Rate** and **Stress.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the first stanza without using **Rate** or **Stress** and keep a monotone voice. Record the reading and play it back.
Reference the Text: Demonstrate to the children how it could be improved by looking at punctation cues, raising the volume for the audience, changing the **Rate** at which you read and **Stressing** particular words for effect, e.g. '*childish laughter', 'childish throng', 'Sweet song'.*
Re-read the stanza with the changes and consider its impact on the audience a second time. Take feedback from the class as to the changes and any further improvements that could be made.

Step 3: PRACTISE

Children Practise 8 mins

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

Step 4: APPLY

Children Apply 10 mins

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

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Lesson 2: Vocabulary

throng (a group or crowd)	silken ravel (soft or lustrous knot or tangle)

Lesson 2: Fluency

Racing down the mountain
On your shining feet,
Waltzing at the fountain
To its love song sweet.

Lesson 2: Anchor Question

How can we perform the poem to help the reader understand the figurative language used to describe the stream?



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Lesson 2: Read/ Teacher Model/Children Practise

Adapted from 'To a Mountain Stream' by Kate Slaughter McKinney

Glad as childish laughter
From a childish throng,
Sweet as bird voice after
Daybreak is your song.

Racing down the mountain
On your shining feet,
Waltzing at the fountain
To its love song sweet.

On like birds migrating you travel,
Leaving me behind,
Like a silken ravel
With the weeds you wind.

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

Lesson	3	Vehicle Text & Page	The Sound of Music Lyrics (From the Sound of Music) Songs and lyrics - sing with us like in The Sound of Music ♫♫ (panoramatours.com)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How does the author want us to feel about the hills? **B) Which words and phrases tells us this?**	hills are alive, chimes, brook, fill my heart	·Listen to and discuss a range of poetry ·Draw inferences and justify these with evidence from the text ·Recognise some different forms of poetry	2a Explain/give the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Play 'The Sound of Music' song as children enter the classroom.

Activate prior knowledge: Show the children some images pre-found on the internet of Swiss mountains and hills. Children **Think Pair Share** words to describe how it would feel to be amongst the hills and mountains, e.g. beautiful, lush, scenic, uplifting, free. Explain that this song is from the beginning of a film set in Austria, near the Alps (a mountain range).

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

Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context.

Explore & respond: Now play a short clip of Maria singing The Sound of Music or play an audio of it or read the lyrics aloud. Children **Stop and Jot** initial responses to the **Anchor Questions.** Discuss the examples of figurative language in the lyrics.

Fluency: Children **Choral Read** the fluency section (Lesson 3: Fluency), noting the joy in the voice of the person saying the words (you may prefer to sing this along to the music / video).

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Consider the first verse of the song and remind children of the **Anchor Questions**. Show the children how to gather words that give an indication of how the author wants us to feel about the hills. Use **Think Aloud** to explain your choices.

Reference the text: Circle '*alive with the sound of music', fill my heart', 'my heart wants to sing every song'*. Talk to the children about what this is telling us about the effect of the hills on the character.

Teacher Talks: the sounds of nature that Maria hears are like music to her. The pleasant natural sounds are like music to her ears. This has an impact on how she is feeling. Her heart is filled with this music, making her feel happy. She wants to burst into song herself.

As you talk, draw images around the verse (a heart, musical notes etc.) See Lesson 3: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have the lyrics, one each but working in pairs (Lesson 3: Teacher Model/Children Practise). Focus on the rest of song lyrics, considering how the author wants us to feel about the hills.

Practise Taught Strategies & Skills: Use **Think Aloud** to decide which words and phrases show the effect of the hills and mountains on the reader. Circle words and phrases

If children are struggling, consider '*heart wants to beat like the wings of a bird', 'heart wants to sigh like a chime', 'laugh like a brook', sing…like a lark who is learning to pray', 'go…when my heart is lonely', 'my heart will be blessed', 'I'll sing once more'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question: Children to complete Lesson 3: Children Apply activity

Verbal & Written Responses: Children to add simple images around the verses to represent how Maria is feeling (as modelled). As a class, share the words and phrases circled and the images drawn. Orally, answer the Anchor Question. Encourage the children to start 'The author wants us to feel…' and to **Reference the Text.** Consider as a class how the outdoor environment can help people to feel happy and joyous.

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

- Use of the strategies taught and used i.e. **Reference the Text** and **Find Read Talk, Pausing and Choral Reading, Stop & Jot, Think Aloud**
- Responses they have given to the **Anchor Question**

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Lesson 3: Vocabulary

the hills are alive	fill my heart
chime	brook

Lesson 3: Fluency

The hills are alive with the sound of music
With songs they have sung for a thousand years
The hills fill my heart with the sound of music
My heart wants to sing every song it hears

Lesson 3: Anchor Question

How does the author want us to feel about the hills? Which words and phrases tells us this?

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

The Sound of Music

The hills are alive with the sound of music
With songs they have sung for a thousand years
The hills fill my heart with the sound of music
My heart wants to sing every song it hears

My heart wants to beat like the wings of a bird
That rise from the lake to the trees
My heart wants to sigh like a chime that flies
From a church on a breeze
To laugh like a brook when it trips and falls
Over stones on its way
To sing through the night
Like a lark who is learning to pray

I go to the hills when my heart is lonely
I know I will hear what I heard before
My heart will be blessed
With the sound of music
And I'll sing once more

© 'The Sound of Music' Richard Rodgers, Oscar Hammerstein II RCA Records

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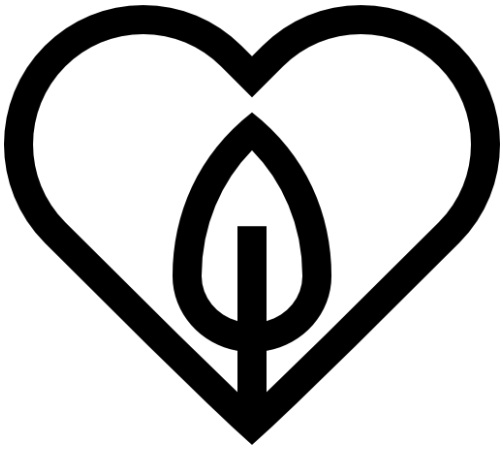
Lesson 3: Teacher Model

The hills are alive with the sound of music
With songs they have sung for a thousand years
The hills fill my heart with the sound of music
My heart wants to sing every song it hears



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

Lesson	4	Vehicle Text & Page	Climbing Song by Ruby Archer Available online https://discoverpoetry.com/poems/poems-about-mountains/

Anchor Questions:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why does the poet think you should go to the mountains?	foamy, fearless fawn	·Listen to and discuss a range of poetry ·Recognise different forms of poetry ·Draw inferences and justify with evidence from the text	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: Ask the children to **Visualise** climbing to the top of a mountain. Ask what can they see, hear, smell and feel at the top. Take brief feedback.
Share Anchor Question(s): Explicitly refer to these throughout the lesson. Read the whole poem through.
Vocabulary: Explore definitions of new words, using a dictionary where possible. Use the **Find Read Talk** strategy to help children understand vocabulary in context. Refer to Lesson 4: Vocabulary.
Explore & respond: Read the poem to the children, using **Intonation** and **Rhythm** to convey the meaning of the poem. Ask the children what the poet's purpose is in this poem – to urge the reader to go to the mountains. Consider the **Anchor Question** and following discussion, children **Stop and Jot** their initial thoughts about this. Draw attention to the personification in the first stanza (*'Where the pine trees murmur and sway, and the foamy waterfalls sing')* and also to the examples of alliteration (e.g. *'fearless fawn'*)
Fluency: Model reading the first stanza of the poem, paying attention to **Intonation** and **Rhythm**. Children to **Choral Read**.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Reread the first stanza and consider the **Anchor Question.** Consider what the poet is saying here that would make the reader want to go to the mountains. Use **Think Aloud** to share your thoughts.
Teacher Talk: The poet is describing the sounds in the mountains. It sounds peaceful and happy and welcoming and like a calm place to be.
Reference the text: **Text Mark** explicitly by circling the words *'pine trees murmur and sway', 'foamy waterfalls sing and spring'*
Model how to add these ideas to the Lesson 4: Teacher Model/ Children Apply activity.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through the rest of the poem in pairs, then to use **Think Pair Share** to discuss possible responses to the **Anchor Question.**
Practise Taught Strategies & Skills: Children to discuss with their partner why they think the poet thinks you should go to the mountains, based on evidence to be found in the poem. Actively encourage the children to circle evidence to inform the discussions.
If the children are struggling, consider *'hidden beauties will lure you on', 'your heart …is drawn', 'your eyes are bright with the free delight', 'you never can tire' 'sunshine gives you its fire' 'feet will follow …with ease.'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and share responses. Ask the children which reason would persuade them the most and why.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Find Read Talk, Choral Reading, Intonation, Rhythm, Visualisation, Think Pair Share** and **Text Marking.**
Also, responses to the **Anchor Question.**

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Lesson 4: Vocabulary

foamy	fearless fawn

Lesson 4: Fluency

Away, away, to the mountains away,
Where the pine trees murmur and sway,
And the foamy waterfalls sing and spring
Over the boulders grey.

Lesson 4: Anchor Question

Why does the poet think you should go to the mountains?

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Lesson 4: Read/ Teacher Model/ Children Practise

Climbing Song by Ruby Archer

Away, away, to the mountains away,
Where the pine trees murmur and sway,
And the foamy waterfalls sing and spring
Over the boulders grey.

The hidden beauties will lure you on,
'Til your heart from its dreaming is drawn,
And your eyes are bright with the free delight
Known to the fearless fawn.

Fear not to weary—you never can tire,
For the sunshine gives you its fire,
And your feet will follow the breeze with ease,
Higher and ever higher.

Freely available online Extract from © Climbing Song by Ruby Archer

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Lesson 4: Teacher Model/ Children Apply

Why does the poet think you should go to the mountains?	
Reason	**Evidence from the poem**
It's peaceful and filled with happy, calm sounds	*'pine trees murmur and sway'* *'foamy waterfalls sing and spring'*

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

Lesson	5	Vehicle Text & Page	Adapted from: Climbing Song by Ruby Archer The Sound of Music Lyrics Rogers and Hammerstein To a Mountain Stream by Kate Slaughter McKimmie

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A Which poem / lyrics do you prefer and why? **B How can we perform a poem effectively?**	Reflect on and remind children of vocabulary learnt this week	·Listen to and discuss a range of poetry ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone and volume	2a Give the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text



Extended Apply Lesson

Activate prior knowledge: Give each pair a copy of all of the poems / lyrics from this unit and ask them to **Re-read** them to each other and discuss.

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

Vocabulary: Remind children of new vocabulary explored over the last four lessons. Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and explicitly **Text Mark** by underlining them.

Share Anchor Question(s): Refer to these throughout the lesson.

Enjoy and Respond to the text: Share the poems with the children, using **Intonation** and **Rhythm**.

Written Responses / Evidence Anchor Question(s):

Children to complete Lesson 5: Apply Activity, answering which poem they prefer and why.

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

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

Additional activity 1: Refer to **Anchor Question B** and discuss. Recap the performance techniques used in the earlier lesson. In groups, ask the children to work towards a short performance of another of the studied poems to perform to the rest of the class. Allow time for rehearsal, reminding the children of the importance of volume, tone, intonation and possible actions. Encourage use of traditional tuned and untuned instruments.

Bring the class back together to enjoy the performances and share positive feedback for each group.

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

There are prizes to be won!

Additional activity 2: Children to complete the table to review each poem, sharing whether each poem rhymes, has personification and their thoughts on each poem.

Comprehension Questions:

1. In 'Climbing Song', which word does the poet use to suggest that the mountain is persuading you to climb it?
2. In 'Climbing Song', why does the poet say you will never get tired?
3. In 'The Sound of Music', when does she go to the hills?
4. In 'To a Mountain Stream', find and copy the word which shows the stream is moving quickly.

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

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Lesson 5: Anchor Questions

A Which poem do you prefer and why?

B How can we perform a poem effectively?

Lesson 5: Apply Activity 1

Which poem do you prefer and why?

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Lesson 5: Additional Activity

Poem	Does the poem rhyme? (give an example)	Does the poem use personification? (give an example)	My thoughts on the poem
To a Mountain Stream			
The Sound of Music			
Climbing Song			

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Lesson 5: Comprehension Questions

1. In ‘Climbing Song’, which word does the poet use to suggest that the mountain is persuading you to climb it?

_____

2. In ‘Climbing Song’, why does the poet say you will never get tired?

_____

3. In ‘The Sound of Music’, when does she go to the hills?

_____

4. In ‘To a Mountain Stream’, find and copy the word which shows the stream is moving quickly.

_____



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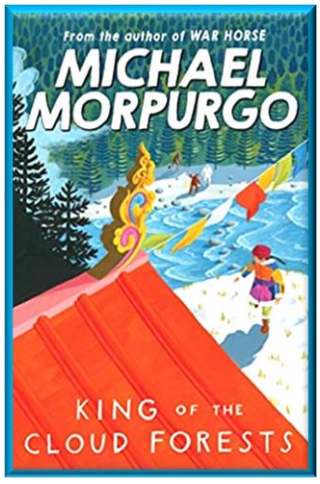
Year 3

Unit C: Rivers and Mountains

Fiction



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

Lesson	1	Vehicle Text & Page	King of the Cloud Forests by Michael Morpurgo Adapted extract from Chapter 4 pp.40-42

Anchor Question
Uncle Sung said 'it's the hard way'. Do you agree? Find words and phrases to support your answer.

Vocabulary Teaching:
encountered
chilblains
optimism
arduous
unsure
unbearable

Focus Comprehension & Strategies:
- Apply growing knowledge of root words, prefixes and suffixes
- Read a range of books that are structured in different ways and read for a range of purposes
- Identify how language and structure contribute to meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2d make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Introduce the book and share the illustration of the front cover. Read the blurb. Note that Japan invaded China around the time of the second world war (to help them understand the blurb). Also locate the Himalayas on a map and look at photographs of the mountain range. Ask children if they can recall from their non-fiction reading what the weather can be like in the mountains.

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

Vocabulary: Use the Lesson 1: Vocabulary sheet. Children use the **Find Read Talk** strategy to help children understand the vocabulary in context. You may want to pre-search an image of chilblains to support understanding.

Explore & Respond: Read the extract -Lesson 1: Read/ Teacher Model/ Children Practise, paying attention to new vocabulary explored. Consider the **Anchor Question** and children **Stop and Jot** their initial thoughts about this. Briefly note the use of the un- prefix on the words *'unsure'* and *'unbearable'*. Ask the children to explain the meaning of the suffix, including in the context of these two examples.

Fluency: Read the fluency extract, using **Stress** to show how hard it is – by stressing *'harder', colder', 'unbearable'*. Children to **Choral Read** x2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher reread the first two paragraphs from the extract - Lesson 1: Read/Teacher Model/ Children Practise, then model how to **Text Mark** to gather words and phrases from the extract which answer the **Anchor Question.**

Reference the text: Circle *'hail we encountered…stinging, driving hail', 'drove us often into the shelter of rocks', 'snow came soon afterwards' 'such bad weather', 'Clinging to each other for support'*

Model how to complete the table (See Lesson 1: Children Apply) showing what can be inferred from the words and phrases.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the whole extract - Lesson 1: Read/Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** key words and phrases that answer the **Anchor question.** Circle these on the text.

If children are struggling, consider *'poor diet', 'higher and colder', 'Our lips were cracking', 'the chilblains on our fingers and toes were becoming unbearable', 'my foot was blistered and raw', 'lost our way blinding by the dark or the snow', 'began to lose heart', 'Food was running short', 'no money', 'long, arduous climbs', 'terrible cold of the nights', 'cling together for warmth'.*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Take feedback from what the children have written on their Apply activity. As a class, return to the **Anchor Question** and share their thoughts – do they agree with Sung that this is the hard way?

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

- Use of the strategies taught i.e. **Stop and Jot, Stress, Choral Read, Find Read Talk, Text Marking, Infer**

Acceptable Point(s) Anchor Question
- Limited food
- Run out of money
- Conditions in the mountains – cold/ dark
- Poor health – cracked lips, chilblains, sore foot
- Having to go further due to getting lost
- Strenuous, tiring climbs in high

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Lesson 1: Vocabulary

encountered	chilblains
optimism	arduous
unsure	unbearable

Lesson 1: Fluency

Each mountain pass was higher and colder than the one before. Our lips were cracking and the chilblains on our fingers and toes were becoming unbearable.

Lesson 1: Anchor Question

Uncle Sung said *'it's the hard way'*. Do you agree? Find words and phrases to support your answer.

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Lesson 1: Read/ Teacher Model/ Children Practise

Uncle Sung pointed up towards the snow clouds that were rolling over the mountains, clinging to the peaks as they came. 'That way lie the Himalayas and the border, perhaps only ten days away now. It's the short way and it's the hard way. Are you ready?'

It was not snow but hail we encountered later that morning, stinging, driving hail that drove us often into the shelter of rocks. The snow came soon afterwards and Uncle Sung was pleased for he said that no one would set out to follow us in such bad weather. Clinging to each other for support, we climbed into the mountains.

Nights were spent huddled in stone shelters built into the mountain sides, or if we were lucky in villages where we could buy food. We lived on a poor diet, but just enough to keep us going.

Each mountain pass was higher and colder than the one before. Our lips were cracking and the chilblains on our fingers and toes were becoming unbearable. My feet began to lose all feeling, even when I warmed them by the fire.

Uncle Sung never seemed to tire and I found myself falling further and further behind. I must have split my boot trying to catch him up and by evening my foot was blistered and raw.

More than once we lost our way blinded by the dark or the snow and had to spend an entire day unsure, backtracking to find our trail again. I began to lose heart. Food was running short and we had no money to buy any more. Uncle Sung's cheerful optimism kept my spirits alive during the long, arduous climbs and through the terrible cold of the nights when we would cling together for warmth.

Adapted extract from ©King of the Cloud Forests by Michael Morpurgo Egmont Publishers

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Lesson 1: Children Apply

Uncle Sung said 'it's the hard way'. Do you agree? Find words and phrases to support your answer.	
What was hard?	**Words and phrases from the text**
The weather – it was heavy hail and snow	*'hail we encountered…stinging, driving hail'* *'drove us often into the shelter of rocks'* *'snow came soon afterwards'* *'such bad weather'*

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

Lesson	2	Vehicle Text & Page	King of the Cloud Forest by Michael Morpurgo Adapted extract from Chapter 4 pp. 42-44

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What words and phrases does the author use to show us how dangerous the blizzard is?	serene in its stillness, cowered	·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Discuss some words and phrases that capture that read's interest and imagination ·Identify how language contributes to meaning	2d Make inferences from the text/explain and justify inferences with evidence 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: Pre-search internet videos of a blizzard. **Think Pair Share** what it might feel like to be in a blizzard. Ask the children what they would they see, hear and feel. Take brief feedback.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Explore and define the following phrase, asking the children to **Visualise** what they think it means, 'serene in its stillness.' Define 'cowered', asking the children to act out the verb.
Explore & Respond: Read the extract Lesson 2: Read/ Teacher Model/ Children Practise. As you read, pause regularly and ask the children how the characters would be feeling.
Fluency: Model reading Lesson 4: Fluency. Pay particular attention to punctuation, to **Intonation** and to **Pausing** at the comma. Children **Pair Read** x2 the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher reread the beginning of the extract – up to '*to find shelter in the snow itself*'.
- Lesson 1: Read/Teacher Model/ Children Practise, then model how to **Text Mark** to gather words and phrases from the extract which answer the **Anchor Question.** Use **Think Aloud** to explain evidence choices.
Reference the text: Circle *'from nowhere', 'nowhere to hide', 'We were caught', 'nothing to do but dig ourselves in'*
Teacher Talk: The author used these words and phrases to make the blizzard seem dangerous. He is letting the reader know that the blizzard came as a surprise to them and that they knew it was to be feared so they felt '*caught*' and had to hide.
Model how to add the ideas to the Mind Map (See Lesson 2: Children Apply).



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the whole extract - Lesson 2: Read/Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** key words and phrases that answer the **Anchor question.** Use **Think Aloud** as they discuss them. Circle these on the text.
If children are struggling, consider '*We cowered', 'threatened to collapse and smother us', 'blinded us instantly', 'no way down' , 'pain and exhaustion', 'the sky darkened around us', 'bleak world'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 2: Children Apply
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have written on their Mind Map.
Encourage the children to **Visualise.** In pairs, ask the children to take each other on a guided tour in the blizzard. As one closes their eyes, their partner will, try and convey the severity of the blizzard, using the words they circled in the text. Swap over and take brief feedback about which word/ phrase made it seem the most dangerous.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. and **Intonation, Pausing, Pair Reading, Text Marking, Visualise, Think Aloud.**
•Responses they have given to the **Anchor Questions**

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

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Lesson 2: Vocabulary

serene in its stillness	cowered

Lesson 2: Fluency

The snow had drifted across the trail behind us and so there was no way down around the mountain. We had to go on, on and up.

Lesson 2: Anchor Question

What words and phrases does the author use to show us how dangerous the blizzard is?



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Lesson 2: Read/ Teacher Model/ Children Practise

The morning the blizzard came was serene in its stillness. It came with the wind from nowhere. We saw it coming but there was nowhere to hide. We were caught on the open mountainside. There was nothing to do but dig ourselves in, to find shelter in the snow itself. We cowered there under Uncle Sung's blanket for hours, feeling the snow pile up on top of us, but when the weight of it threatened to collapse and smother us, we had to climb out and go on. To stay would have meant dying of cold. The snow whirled about us and blinded us instantly if we opened our eyes. I hung on to Uncle Sung's belt and followed him. The snow had drifted across the trail behind us and so there was no way down around the mountain. We had to go on, on and up. Neither of us spoke as we struggled on, each of us fighting his own pain and exhaustion.

We knew the next village was down in the valley on the other side of the mountain, two days walk away Uncle Sung had told me. We knew well enough that to spend the night out on the mountain would finish us. Our only real chance now lay in finding one of the local herdsman's summer camps, the only shelter we were likely to find this high; but as the sky darkened around us and night began to fall even that last hope began to fade. Only the white of the snow lit the bleak world around us now as we limped on.

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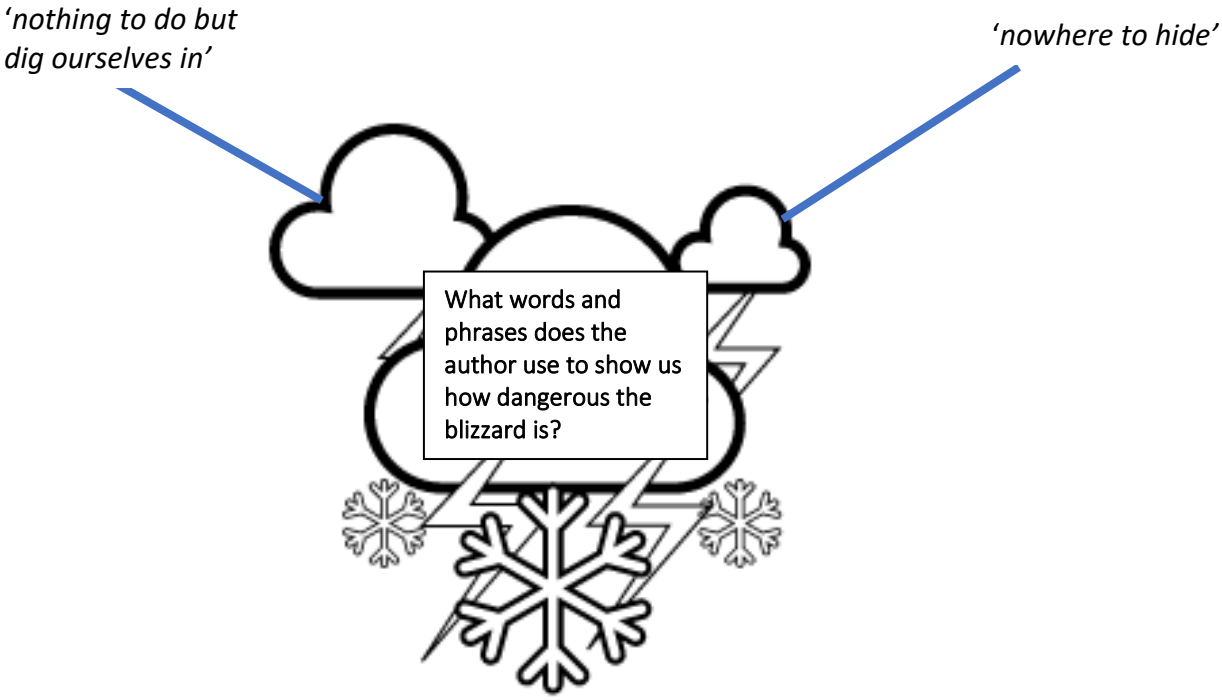
Lesson 2: Children Apply



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

Lesson	3	Vehicle Text & Page	King of the Cloud Forests by Michael Morpurgo Adapted extract from Chapter 5 p.50

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author describe the yeti to help the reader to visualise it?	rooted to the spot lumbered my head was swimming receded prominent permanent	•Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2a** give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Tell the children that in the story before today's extract, Ashley is alone in a hut on the mountain and Uncle Sung had gone to search for a village to get help. Ashley had gone out to collect wood and returned to see something unusual. Read the lines *'I threw open the door. The creature was crouched by the fire and when he rose his bulk filled the room. He was like a giant man but yet not a man, for he was covered in a coat of long, red hair.'* Ask the children to **Predict** what it is and what might happen.

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

Vocabulary: Discuss, underline and explain these words and phrases in the context of where they are located within the text using **Find Read Talk** and refer to Lesson 3: Vocabulary.

Explore & Respond: Read Lesson 3: Read/ Teacher Model/ Children Practise to the class. Draw attention to how the author uses short sentences, beginning with *'The'* or *'His'* to describe some elements of the yeti's appearance. Discuss the **Reader Effect** - it makes it easy to understand and easy for the reader to **Visualise** what the yeti looks like.

Fluency: Model reading the Fluency extract, using **Stress** to accentuate the new vocabulary which describes the yeti. Children **Choral read**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher reread the beginning of the extract – up to *'towering above me'* - Lesson 3: Read/Teacher Model/ Children Practise, then model how to **Text Mark** to gather words and phrases from this part of the extract which answer the **Anchor Question.** Use **Think Aloud** to explain evidence choices.

Reference the text: Circle *'huge creature', 'towering above me', 'lumbered'.*

Teacher Talk: I can tell from this part of the text that the yeti is enormous and much bigger than Ashley. It moves slowly and heavily.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the whole extract - Lesson 3: Read/Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** key words and phrases that answer the **Anchor question.** Circle these on the text and use **Think Aloud** to discuss what the evidence tells them.

If children are struggling, consider *'gigantic', 'covered in red hair from head to toe', 'centre of the face was hairless', 'skin was wrinkled and black', 'nose was flat', 'chin receded almost formless into his neck', 'forehead was vast and prominent' 'permanent frown', 'thick red eyebrows' , 'eyes…searching and intelligent'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete the Lesson 3: Apply Activity

Verbal & Written Responses: Children to look at their **Text marked** extract and use this to **Visualise** and draw a picture of the Yeti, paying close attention to the detail mentioned in the text. As a class, share the Visualisation pictures, drawing attention to areas where you can see that the text has been used clearly.

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

•Use of the strategies taught i.e. **Predict, Find Read Talk, Reader Effect, Stress, Choral Read, Text Marking, Choral Reading, Visualisation, Think Aloud.**

•Responses they have given to the **Anchor Question**

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Lesson 3: Vocabulary

rooted to the spot	lumbered
my head was swimming	receded
prominent	permanent

Lesson 3: Fluency

His chin receded almost formless into his neck. His forehead was vast and prominent and overhung the face in a permanent frown.

Lesson 3: Anchor Questions

How does the author describe the yeti to help the reader to visualise it?

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Lesson 3: Read/ Teacher Model/ Children Practise

I could neither run nor scream. Even when the huge creature lumbered towards me I remained rooted to the spot. Because my head was swimming, I raised my hand to steady myself against the door. As I did so the creature stopped instantly, mouth open, breathing hard. He was close to me now, towering above me. Only then did my thoughts gather themselves and it came to me that this might be the yeti creature Uncle Sung had described to me. He was gigantic and was covered in red hair from head to toe. Only the centre of the face was hairless. The skin was wrinkled and black. His nose was flat and turned up so that the nostrils were scarcely more than two holes in his face. His chin receded almost formless into his neck. His forehead was vast and prominent and overhung the face in a permanent frown. But under the thick red eyebrows the eyes that looked back down at me were searching and intelligent. They were wide with fear or anger – I could not tell which.

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Lesson 3: Children Apply

How does the author describe the yeti to help the reader to visualise it?

Draw a picture of the Yeti, paying close attention to the detail mentioned in the text.

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

Lesson	4	Vehicle Text & Page	King of the Cloud Forest by Michael Morpurgo Adapted extract from Chapter 5 pp.51-52

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does Ashley feel when he meets the yeti and how do his feelings change throughout his encounter?	encounter desolate oppressed banished	•Identify how language and structure contribute to meaning •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Following yesterday's Visualisation, show the children pictures of yetis and ask them to consider how they would feel if they encountered one.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: **Find Read Talk** the new vocabulary. Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary.
Explore & Respond: Read the whole extract to the class – Lesson 4: Read/ Teacher Model/Children Practise. Use **Intonation** to show the different feelings of Ashley. Ask the children to **Stop and Jot** their initial ideas linked to the **Anchor Question**, encouraging them to write adjectives of how Ashley might be feeling throughout the encounter described.
Fluency: Model reading the Lesson 4: Fluency extract, using **Intonation** to show the sadness that Ashley is feeling at this part of the story. Children **Choral read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher reread the first paragraph - Lesson 4: Read/Teacher Model/ Children Practise, then model how to **Text Mark** to gather words and phrases from this part of the extract which answer the **Anchor Question.** Use **Think Aloud.**
Reference the text: Circle *'neither run nor scream', 'remained rooted to the spot', 'my head was swimming', 'steady myself'*
Teacher Talk: Ashley seems to have frozen and can not move. I can infer that he is feeling shocked. His '*head was swimming' which* makes me think that he doesn't know what to think and is confused.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the whole extract - Lesson 4: Read/Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** key words and phrases that answer the **Anchor question.** Circle these on the text. Encourage the children to use **Think Aloud** to discuss their ideas.
If children are struggling, consider *'Heart pounding', 'slammed the door shut', 'terrifying encounter', 'sad to see him go' 'I was alone again', 'oppressed by the new emptiness', 'I longed now for Uncle Sung', 'desperate loneliness and fear' 'no hope', 'next day was the longest I ever knew', 'He would never come'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 4: Children Apply
Verbal & Written Responses: Children to complete Lesson 4: Children Apply activity – writing Ashley's feelings and referencing the text. As a class, return to the **Anchor Question** and take feedback. As a class, summarise how Ashley's feelings change throughout his encounter – recording this as a flow chart (e.g. shocked – confused – lonely - …)
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. and **Find Read Talk, Stop & Jot, Intonation, Choral Reading, Text Marking, Think Aloud, Infer**
•Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question
- shocked
- confused
- scared
- sad
- lonely
- desperate
- hopeless

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Lesson 4: Vocabulary

encounter	desolate
oppressed	banished

Lesson 4: Fluency

Curiously enough after such a terrifying encounter I can remember that I was sad to see him go. There was no sense of relief that danger was passed, just a feeling that I had somehow wasted an opportunity. Worst of all was the knowledge that I was alone again in this desolate place with only my hunger for company. I felt oppressed by the new emptiness around me.

Lesson 4: Anchor Question

How does Ashley feel when he meets the yeti and how do these feelings change throughout his encounter?

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Lesson 4: Read/ Teacher Model/ Children Practise

I could neither run nor scream. Even when the huge creature lumbered towards me I remained rooted to the spot. Because my head was swimming, I raised my hand to steady myself against the door…
Keeping an arm's length away, the yeti circled around me towards the open door. He stood for a moment examining me, his head slightly on one side before turning and ducking under the door. It took me some time to come to my senses. Heart pounding, I slammed the door shut after him and ran to the window. The yeti, and I was now quite sure that that was what he was, was bounding away through the snow on all fours. Beyond the barn he stopped, and turned and stood up again. For just a moment he looked at me, and then he was gone and I was alone again. Curiously enough after such a terrifying encounter I can remember that I was sad to see him go. There was no sense of relief that danger was passed, just a feeling that I had somehow wasted an opportunity. Worst of all was the knowledge that I was alone again in this desolate place with only my hunger for company. I felt oppressed by the new emptiness around me.
How much I longed now for Uncle Sung to return and for the food I knew he would being with him. As time passed, I began to believe that Uncle Sung might not ever come back and I would be left to die here on my own.
I piled the fire high again and drank more hot water, not because I was thirsty, more to banish the desperate loneliness and fear that grew inside me. Finally, the blizzard ended. Its end brought a welcome silence but no hope. There was no movement outside. The fresh snow covered all the footprints and tracks. It was as if neither Uncle Sung nor the yeti had ever been here.
The next day was the longest I ever knew. I busied myself, stamping around the hut to try to keep warm and making a model of the yeti in the ash in the fire. I waited by the window and watched the sun slip behind the mountain peaks and the shadow of night creep across the snow towards me. Uncle Sung did not come. He would never come.

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Lesson 4: Children Apply

How does Ashley feel when he meets the yeti and how do his feelings change throughout his encounter?	
How Ashley is feeling	Words and phrases which make you think that.
Shocked and confused	*'neither run nor scream', 'remained rooted to the spot', 'my head was swimming',*

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

Lesson	5	Vehicle Text & Page	King of the Cloud Mountains by Michael Morpurgo Adapted extract from Chapter 5 pp.58-60

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What gives you the impression that the mountain setting is a good place for the yetis to live but difficult for Ashley?	relentless rock-strewn glaciers crevasses chasms impassable sparse canopy emerging effortlessly relentless impassable impossibly	•Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text 2a give / explain the meaning of words in context



Extended Apply Lesson

Activate prior knowledge: Tell the children that in the next part of the story, the Yeti comes back with another Yeti and they befriend Ashley, sharing roasted meat over the fire and grunting at him in their language. Then Red (the first Yeti) put Ashley on his back and started travelling with him through the Himalayan mountains…

Vocabulary: Share the definitions for the words and phrases found within the text (Lesson 5: Vocabulary). Address any misconceptions.

Draw attention to the suffix -less in *'effortlessly'* and *'relentless'* and discuss the meaning.

Draw attention to the prefix im- in '*impassable*' and '*impossibly'* and discuss the meaning.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Think, Pair, Share** relating to the **Anchor Question.** As a class, take turns to be in role as Ashley and hot seat, asking questions about how he feels in the mountain setting. Children **Infer** how he feels when answering in role and **reference the text**. Children to **Text Mark** the extract by circling the words and phrases that provide evidence for the **Anchor Question** independently.

Written Responses / Evidence Anchor Question:

Children to complete Lesson 5: Children Apply activity – using their text marked extracts to complete the table.

Additional Apply activity 1:

Ask the children to work in pairs and as one partner reads the extract aloud, the other **Visualises** what the setting is like and draws it, using detail from the text. Swap and repeat the activity then compare their pictures.

Comprehension Questions:

1. Find and copy one word which tells you that it is not hard for the yetis to travel fast through the mountains.
2. Why does the author use the word '*swallowed*' to show how they went into the mountain?
3. Why do you think that Red didn't follow the other yeti to swing through the canopy of trees?
4. What do you think is creating the *'flickering glow'* coming from the cave?

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, Visualise, Infer**, **Think Pair Share**

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

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Lesson 5: Vocabulary

relentless	rock-strewn glaciers
crevasses	chasms
impassable	sparse
canopy	emerging
effortlessly	relentless
impassable	impossibly

Lesson 5: Anchor Question

What gives you the impression that the mountain setting is a good place for the yetis to live but difficult for Ashley?

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Lesson 5: Read

We climbed all that day, speeding effortlessly through the snow. The valley bottoms were hidden now under the clouds, and by that evening we had only the dark blue sky above us. We were, it seemed, travelling on top of the world, and the yetis kept up this relentless pace, stopping less frequently now.

As dark came on we had left the peaks above us and were making a slow and difficult descent across rock-strewn glaciers. Crevasses and chasms that looked impassable we leapt easily. Then we were in amongst sparse pine trees that clung impossibly to the mountainside and as the last light vanished we were swallowed quite suddenly by a dense forest that shut out the last of the day.

The older yeti climbed high into the tree beside us and began to swing away through the canopy of the trees until I could see him no more. I thought for a moment we would follow him, but instead we moved slowly through the undergrowth. Twigs and branches tore at me so to protect myself I buried my face in Red's chest and closed my eyes.

Some hours later at last he stopped and set me on my feet. I could see that we were in a small clearing. Red led me along a path beside a black cliff face and I saw a flickering glow emerging from the mouth of a cave some distance away.

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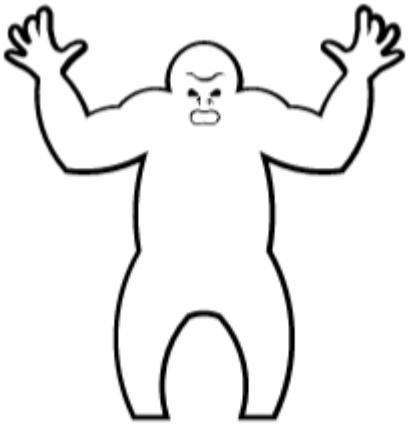
Lesson 5: Children Apply

What gives you the impression that the mountain setting is a good place for the yetis to live but difficult for Ashley?	
Why the mountain setting is a good place for yetis	Why the mountain setting is a difficult place for Ashley



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Lesson 5: Children Apply

Visualise the setting and draw a picture, paying close attention to the detail mentioned in the text.

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Comprehension Questions

1. Find and copy one word which tells you that it is not hard for the yetis to travel fast through the mountains.

_____

2. Why does the author use the word '*swallowed*' to show how they went into the mountain?

_____

_____

3. Why do you think that Red didn't follow the other yeti to swing through the canopy of trees?

_____

_____

4. What do you think is creating the 'flickering glow' coming from the cave?

_____



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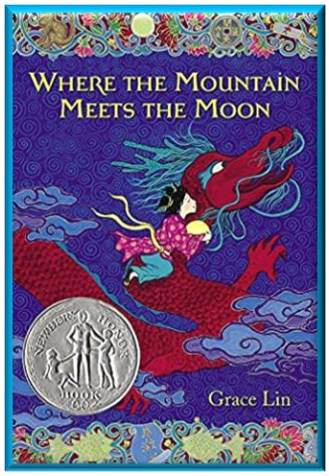
Year 3

Unit C: Rivers and Mountains

Fiction



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

Lesson	1	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin Adapted extracts from Chapter 1 pp.1-3

Anchor Question	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression does the writer give us of the village? Teacher Model Question: **What impression does the writer give us of Minli?**	jagged, coax, stubborn, impulsive	·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Identify how language and structure contribute to meaning ·Increase their familiarity with a range of books Listen to and discuss a range of fiction ·Participate in discussion about books they have read .	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: Introduce the book and share the illustration of the front cover and the blurb. Use **Book Talk** approaches and encourage the children to speculate as to the story's content and setting. Connect to **Prior Knowledge** children may have acquired from related learning.
Share Anchor Question(s): Explicitly share and refer to these throughout the lesson.
Vocabulary: Use Lesson 1: Vocabulary. Use the **Find Read Talk** strategy to help children understand vocabulary in context. Ensure the correct pronunciation of the word '*jagged*'.
Explore & Respond: Read Lesson 1: Read/ Teacher Model/Children Practise, paying attention to new vocabulary explored. Consider the **Anchor Question** and the Teacher Model Question. Ask the children to close their eyes and **Visualise** the village and Minli. Ask them to share what they imagined and encourage the children to **Reference the Text.**
Fluency: Model how to read the opening paragraph, paying particular attention to the use of **Pausing** at commas. Children to **Pair Read**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the second paragraph of the book and model making **Deliberate Mistakes** and **Self-correcting** these. Ensure that children recognise that **Self-correcting** is used when we are not sure a word or phrase makes sense and that we have another attempt. When returning to words reinforce the need to examine known grapheme-phoneme correspondence too.
Share the **Teacher Model Question.** Model re-reading the part of the text from where Minli is introduced and circle words and phrases which provide evidence to answer the question using **Think Aloud**.
Reference the Text: Circle *'not brown and dull', 'glossy black hair with pink cheeks', 'shining eyes always eager for adventure', 'fast smile', 'lively and impulsive spirit', 'quick thinking', 'Minli had a habit of quick acting' , 'very poor', 'glowed with such wonder and excitement'*
And model how to complete the table – Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the whole extract - Lesson 1: Read/Teacher Model/ Children Practise. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** key words and phrases that answer the **Anchor question.** Circle these on the text. Encourage the children to use **Think Aloud** to discuss their ideas.
If children are struggling, consider *'shade of faded brown', 'stubborn land', 'dull colour of dried mud, 'hard and poor' 'rundown house', 'dull and brown'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Apply Activity
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have answered. Ask the children whether they think it is surprising that Minli is the way she is when living in that village and encourage them to give reasons and **Reference the Text** in their answers.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Book Talk, Pair Read, Visualise, Pausing, Self-correcting, Find Read Talk, Text Marking, Visualisation, Reference the Text** and **Think Aloud.**

Acceptable Point(s) Anchor Question
- poor
- muddy/ dirty
- dull/ boring/ repetitive
- hard/ difficult

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Lesson 1: Vocabulary

jagged	coax
stubborn	impulsive

Lesson 1: Fluency

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal.

Lesson 1: Anchor Question

What impression does the writer give us of the village?

Teacher Model Question:

What impression does the writer give us of Minli?

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Lesson 1: Read / Teacher Model/ Children Practise

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

There was a village that was a shade of faded brown because the land around the village was hard and poor. To coax rice out of the stubborn land, the fields had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull colour of dried mud.

One of the houses in this village was so small that there was barely enough room for three people to sit around the table. Minli and her parents lived there.

Minli was not brown and dull like the rest of the villagers. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant, *quick thinking,* suited her well. "Too well," her mother sighed, as Minli had a habit of quick acting as well.

Ma sighed and frowned a lot at their rough clothes, rundown house, and tiny amount of food. Minli and her parents, like the village and the land around them, were very poor. They were barely able to harvest enough rice to feed themselves, and the only money in the house was two old copper coins belonging to Minli. They had been given to her when she was a baby and she had had them for as long as she could remember.

What kept Minli from becoming dull and brown like the rest of the village were the stories her father told her every night at dinner. She glowed with such wonder and excitement that even Ma would smile, though she would shake her head at the same time. Ba's black eyes sparkled like raindrops in the sun when he began a story.

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Lesson 1: Teacher Model

What impression does the writer give us of Minli?	
Impression	**Words and phrases which give us that impression**
fun, full of excitement and adventurous	*not brown and dull* *shining eyes always eager for adventure* *fast smile* *glowed with such wonder and excitement*
spontaneous and acts without thinking	*Minli had a habit of quick acting* *lively and impulsive spirit* *quick thinking*
poor	*very poor*

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Lesson 1: Children Apply

What impression does the writer give us of the village?	
Impression	Words and phrases which give us that impression

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

Lesson	2	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin. Adapted extract from Chapter 3 and 4 pp. 24-29

Anchor Question:	Vocabulary Teaching:		Focus Content Domain(s):
How does the goldfish feel about being freed? How do we know? Teacher Model Question **How does Minli feel about setting the goldfish free? How do we know?**	ruefully, enthralled, bubbled with excitement	·Draw inferences such as inferring characters' feeling, thoughts and motives from their actions, and justifying many inferences with evidence ·Identify how language and structure contribute to meaning ·Retrieve and record information from fiction ·Listen to and discuss a range of fiction ·Participate in discussion about books they have read	2a Give/explain the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text 2e Predict what might happen from details stated and implied

Step 1: READ — Read to Children 12 mins

Activate prior knowledge: Show the children the illustration on p.14 – (Minli buying the goldfish) and tell the children that goldfish are rare and the goldfish man told Minli that goldfish will bring gold and fortune to your house, so Minli spent her two last copper coins on buying one, despite neighbours telling her not to believe his story. **Think Pair Share** whether this behaviour fits with what we know about Minli's character and what do you **predict** her parents will say. Then tell them that Ba feeds the fish the last bits of his rice at mealtimes.

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

Vocabulary: Refer to these (Lesson 2: Vocabulary) throughout the lesson. Explain the word 'ruefully' to the children (in a sad or mournful way). Children use the **Find Read Talk** strategy to demonstrate how to understand vocabulary in context of a sentence.

Explore & Respond: Read Lesson 2: Read/ Teacher Model/Children Practise. Discuss how Ma and Ba's feeling are different (about Minli's belief in stories and about the goldfish). Consider how we know how they are feeling and encourage the children to consider how they act and what they say.

Fluency: Read fluency extract, focusing on using **Intonation** and **Stress** to show Minli's feelings. Consider how italics help you as a reader to know what Minli is feeling and what the narrator is telling you.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Teacher **Model Question**. Reread Lesson 2: Read/Teacher Model/ Children Practise from '*Minli stared…' to 'Minli whispered'*. Model how to **Text Mark** to gather words and phrases from this part of the extract which answer the **Model Question.** Use **Think Aloud.**

Reference the text: Circle *'Minli could not sleep', 'Ba shouldn't have to feed the goldfish', 'Minli knew what she had to do' 'looked at her goldfish one last time', 'I'm sorry'.*

Model how to add these ideas to the table – Lesson 2: Teacher Model.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to read through the next part of the extract Lesson 2: Read/ Teacher Model/ Children Practise in pairs. Refer to the **Anchor Question.**

Practise Taught Strategies & Skills: Encourage the children to **Text Mark** the extract, circling any words that show us how the fish is feeling – including her actions.

If the children are struggling, consider *'a joyful fire twirling in the water'* and *'since you have set me free, I will tell you', 'seemed shocked and was still', 'wiggled in the water', 'swam in circles', 'looked up at Minli'*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply

Verbal & Written Responses: As a class, return to the **Anchor Question** and share their responses. Ask the children whether they think that Minli's feelings about setting the goldfish free will have changed as a result of the outcome.

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

- Use of the strategies taught i.e. **Self-correcting, Find Read Talk, Text Marking, Visualisation, Think Aloud, Intonation, Stress, Predict**
- Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question

- surprised/ shocked
- happy/ glad to be free
- grateful to Minli and want to repay her

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Lesson 2: Vocabulary

ruefully	enthralled
bubbled with excitement	

Lesson 2: Fluency

That night Minli could not sleep. *Ma is right*, Minli thought to herself. *The goldfish is just another mouth to feed. I can't let Ba feed the goldfish. Ma and Ba work so hard for every grain of rice, Ba shouldn't have to feed the goldfish too.*

Lesson 2: Anchor Questions

How does the goldfish feel about being freed? How do we know?

Teacher Model Question

How does Minli feel about setting the goldfish free? How do we know?

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Lesson 2: Read/ Teacher Model/ Children Practise

That night Minli could not sleep. *Ma is right*, Minli thought to herself. *The goldfish is just another mouth to feed. I can't let Ba feed the goldfish. Ma and Ba work so hard for every grain of rice, Ba shouldn't have to feed the goldfish too.*

Minli slipped quietly out of her bed and crept to the table where the goldfish was. They stared at each other and Minli knew what she had to do. Quickly slipping on her shoes and jacket, she took the goldfish and left the house. It was late. The village was quietly asleep. Minli's footsteps seemed to hush the night as she made her way toward the Jade River. At the edge of the river, Minli looked at her goldfish one last time. Its black eyes sparkled at her.

"I'm sorry I can't keep you," Minli whispered. She emptied the bowl into the water. For a moment the fish seemed shocked and was still, like a flickering flame on a match. Then it wiggled in the water and swam in circles, a joyful fire twirling in the water.

"How will our fortune ever change?" Minli asked ruefully. "That is a question for the Old Man of the Moon. Too bad no one knows how to get to Never-Ending Mountain to ask him anything."

The fish stopped swimming and looked up at Minli.

"I know how you can get to Never-Ending Mountain and ask the Old Man of the Moon a question." it said.

"You're a talking fish?" Minli asked, her words tumbling into each other with excitement. "How can you talk?"

"Most fish talk," the fish said, "if you are willing to listen."

"I do," Minli said, enthralled and eager. This was just like one of Ba's stories! She bubbled with excitement. "You know the way to the Never-Ending Mountain?"

"Yes. Since you have set me free, I will tell you the way and you can ask the Old Man of the Moon all your questions."

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Lesson 2: Teacher Model

How does Minli feel about setting the goldfish free? How do we know?	
How does Minli feel?	**How do we know?**
Guilty about having the goldfish	Minli could not sleep She knew that Ba shouldn't have to feed the goldfish
Determined to get rid of the goldfish	Minli knew what she had to do
Sad to see the goldfish go	She looked at her goldfish one last time She said 'I'm sorry'



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Lesson 2: Children Apply

How does the goldfish feel about being freed? How do we know?	
How does the goldfish feel?	How do we know?



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

Lesson	3	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin Adapted extract from Chapter 12 – pp.60-61

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A How do Ma and Ba's feelings towards the goldfish man change during their meeting? **B Do you think that they will listen to his story? Why?**	careworn, haggard, inexplicably	·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Listen to and discuss a range of fiction ·Participate in discussion about books they have read	2d Make inferences from the text/explain and justify inferences with evidence 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: Share the fluency extract with the children (Lesson 3: Fluency). Ask the children what they think has happened and why. Relate this to yesterday's work, when the goldfish spoke to Minli and the fact that her family are very poor. What do they **Predict** will happen next?

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

Vocabulary: Use the **Find Read Talk** strategy to demonstrate *how* to understand vocabulary in the context of a sentence. Use this to demonstrate how to find the definition of the words '*careworn*' and '*inextricably*'. Refer to Lesson 3: Vocabulary.

Explore & Respond: Read Lesson 3: Read/ Teacher Model/ Children Practise. Using **Think Pair Share**, ask the children to hot seat each other as Minli's parents. Consider how they are feeling and how what they say/ do reflects this. **Stop and Jot** their initial responses to **Anchor Question A**.

Fluency: Model reading Lesson 3: Fluency, paying attention to modelling speech, **Intonation** and **Pausing**. Children **Pair Read.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A. Tell the children that you are going to begin to consider how Ma and Ba feel when they first meet the goldfish man.**

When they first see him, they '*could do nothing but continue to stare*', which makes me think that they were in shock. '*Stammered*' and '*sputtered*' both imply that Ma and Ba were nervous when they were talking to the goldfish man and hesitating to get their words out. He '*stared at them*' which perhaps made them feel uncomfortable. '*His eyes flashed*' as he stared. This could mean that they were a little bit intimidated by the goldfish man or slightly in awe of him.

Reference the Text: **Text Mark** by circling the words and phrases above that provide evidence to answer the question.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read the extract - Lesson 3: Read/ Teacher Model/ Children Practise in pairs. Refer to the Anchor Question. One copy between two encourages discussion and collaboration.

Practise Taught Strategies & Skills: Encourage the children to **Text Mark** the extract, circling any words that show us how Ma and Ba are feeling, discussing in pairs how the feelings change as the encounter goes on.

If the children are struggling, consider '*tight, angry frown*', '*careworn, worried face*', '*Ma shouted*', '*Ba said sadly*', '*felt like freshly peeled oranges*', '*their words fell away from them*', '*Inexplicably, they felt ashamed*'

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the **Anchor Question A** and share their responses. Teacher Note: Guide the children so that they understand that through this encounter, Ma and Ba realise that they should have had faith in their daughter and that she might succeed in helping them to have a more prosperous life.

Share answers to **Anchor Question B**, ensuring that the children **Reference the Text** and **Infer** when answering and take into account how Ma and Ba are feeling and therefore why they would agree to listen to the story.

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, Text Marking, Reference the Text, Infer, Predict, Think Pair Share, Stop & Jot, Intonation, Pausing, Pair Read.**
- Responses they have given to the **Anchor Questions**

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Lesson 3: Vocabulary

careworn	haggard
inexplicably	

Lesson 3: Fluency

"Can I help you?" the man asked them.
"We were looking for our daughter," Ba stammered.
"We are from the Village of Fruitless Mountain."
"You sold her a goldfish, and then," Ma sputtered, "and then she ran away to change our fortune."

Lesson 3: Anchor Questions

A How do Ma and Ba's feelings towards the goldfish man change during their meeting?

B Do you think that they will listen to his story? Why?

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Lesson 3: Read / Teacher Model/ Children Practise

The goldfish man turned around and smiled questioningly at Ma and Ba, who could do nothing but continue to stare. His eyes flashed as he looked at Ma and Ba and their dust-covered clothes and haggard, tired faces.
"Can I help you?" he asked them.
"We were looking for our daughter," Ba stammered.
"We are from the Village of Fruitless Mountain."
"You sold her a goldfish, and then," Ma sputtered, "and then she ran away to change our fortune."
"I see," the goldfish man said, and again, he looked at them – at Ma's tight, angry frown and Ba's careworn, worried face. "And you are going after her, to stop her?"
"Of course," Ba said. "We need to bring her home."
"Yes," Ma shouted. "She is acting crazy. Who knows what could happen to her?"
"She could succeed," the goldfish man said steadily. "She could find a way to change your fortune."
"She's trying to find Never-Ending Mountain!" Ma said. "Ask questions of the Old Man of the Moon! There is no way for her to succeed."
"Yes," Ba said sadly, "it's impossible."
The goldfish man looked a third time at Ma and Ba, and this time they felt it. Under his gaze, Ma and Ba suddenly felt like freshly peeled oranges, and their words fell away from them. Inexplicably, they felt ashamed.
"Let me tell you a story." the goldfish man said.

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Lesson 3: Children Apply Activity

A) How do Ma and Ba's feelings towards the goldfish man change during their meeting?
When they first meet him … By the end of their meeting…
B) Do you think that they will listen to his story? Why?

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

Lesson	4	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin Adapted extract from Chapter 14 pp. 75-78

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A How does Minli trick the monkeys? **B What words and phrases does the author use to show how Minli feels as she tricks the monkeys?** Teacher Model Question **What words and phrases does the author use to show that the Dragon does not understand Minli's plan?**	eagerness, blankly	·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Identify how language contributes to meaning ·Retrieve information from fiction	2d Make inferences from the text/explain and justify inferences with evidence 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: Recap what we know about the character of Minli. Consider her character and determination and tell the children that we will see more evidence of that today. Tell the children that on the way to the Never-Ending-Mountain, Minli has befriended a dragon and now they are trying to go through a forest of peach trees but a group of monkeys are in their way and will not let them pass to continue their quest.

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

Vocabulary: Children use **Find Read Talk** to explore the identified vocabulary.

Explore & Respond: Read the extract (Lesson 4: Read/ Teacher Model/ Children Practise) and **Stop and Jot** their initial thoughts in relation to the **Anchor Question A**. Tell the children that it could be helpful for them to draw simple pictures to show what Minli does and to help their understanding.

Fluency: Model reading the fluency extract. Pay particular attention to punctuation, especially commas, and model **Intonation** and **Pausing.** Children **Choral Read** the same extract.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Teacher Model Question.** Teacher Talks: At the beginning of the extract, the dragon looks at Minli *'blankly'*. This shows us that he really doesn't realise what she is doing to try and trick the monkeys. Next, the dragon actually says to her that he does not understand. Then, later on in the extract, the author tells us that the dragon is '*puzzled'*.

Reference the text: Circle '*blankly', ""I do not understand,""* and *'puzzled'*.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to read the extract - Lesson 4: Read/ Teacher Model/ Children Practise in pairs. Refer to the **Anchor Question A**. One copy between two encourages discussion and collaboration. Encourage the children to **Scan** the extract, finding the way Minli tricked the monkeys.

Practise Taught Strategies & Skills: Encourage the children to **Text Mark** the extract, circling any words that provide evidence to help answer **Anchor Question A** and drawing quick pictures if it helps them to **Visualise** and aids their understanding.

If the children are struggling, consider *'place it very close to the trees where the monkeys were watching', 'tied her fishnet over the rice and pot', 'pretended to go to sleep', 'The holes in the net were large enough for their empty hands to fit through, but not large enough for their full fists'*

Briefly, in groups, children then act out Minli's trick to show their understanding.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 4: Children Apply Activity.

Verbal & Written Responses: Children to read **Anchor Question B** and circle words and phrases to answer the question. Gather and record the children's responses as a class and add to the flipchart.

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

- Use of the strategies taught i.e. and **Choral Reading, Think Pair Share, Text Marking, Scan, Visualise, Find Read Talk, Stop & Jot, Intonation, Pausing.**
- Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question B

- sparkling eyes
- with her eagerness she felt like the water she was boiling.
- could not help peeking
- filled with excitement
- couldn't help laughing

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Lesson 4: Vocabulary

blankly	eagerness

Lesson 4: Fluency

Though puzzled, the dragon nodded. They placed themselves a far distance from the rice, yet still within sight, put out the fire, and pretended to go to sleep.

Lesson 4: Anchor Questions

A How does Minli trick the monkeys?
B What words and phrases does the author use to show how she feels as she tricks the monkeys?

Teacher Model Question

What words and phrases does the author use to show that the Dragon does not understand Minli's plan?

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Lesson 4: Read / Teacher Model/ Children Practise

“I’m going to make rice for the monkeys” Minli said and smiled mysteriously.
“If you mean it as a gift or to bribe them, it will not work. They will eat it, but they will still not let you through.” the Dragon said.
“That is what I am expecting,” She looked at him with sparkling eyes, but he only stared back blankly.
“You are?” the dragon said. “I do not understand.”
“Don’t worry,” Minli said, and with her eagerness she felt like the water she was boiling. “I think I know how we can pass the monkeys.”
The dragon watched as Minli stirred the big pot of rice.
“The monkeys are watching,” he whispered to Minli.
“Good,” she whispered back, “I hope they are.”
When the rice was done, the pot was overflowing with snowy white rice. Minli and the dragon placed it very close to the trees where the monkeys were watching. Then, Minli tied her fishnet over the rice and pot.
“That fishnet will not stop the monkeys from taking the rice,” the dragon said. “It is tightly woven, but their hands will probably fit through.”
“I know,” Minli said as she put out the fire. “Let’s pretend that we think the rice is safe and we are letting it cool.”
Though puzzled, the dragon nodded. They placed themselves a far distance from the rice, yet still within sight, put out the fire, and pretended to go to sleep.
But Minli could not help peeking. Though she tried to lie still, she was filled with excitement. Would her plan work? Would the monkeys take the rice?
In the bright light of the moon, the monkeys glanced slyly at them and stole over to the rice. The dragon was right; just as he’d said, the fishnet could not keep the monkeys from the rice. Their slender hands slid through the holds of the fishnet and each grabbed two big fistfuls of rice. But as the monkeys tried to carry the rice away, the net caught them. The holes in the net were large enough for their empty hands to fit through, but not large enough for their full fists!
The monkeys screamed and pulled. Minli and the dragon couldn’t help laughing as they watched the monkeys struggling. Minli quickly packed her things and the monkeys screeched and shrieked, unable to escape, as Minli and the dragon passed and continued through the forest.

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Lesson 4: Teacher Model

What words and phrases does the author use to show that the Dragon does not understand Minli's plan?
At the beginning of the extract, the dragon looks at Minli *'blankly'*. This shows us that he really doesn't realise what she is doing to try and trick the monkeys. Next, the dragon actually says to her that he does not understand. Later on in the extract, the author tells us that the dragon is '*puzzled'*.

Lesson 4: Children Practise/ Children Apply

A How does Minli trick the monkeys?
Use this space to write notes or draw simple pictures to help you act this out.

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B What words and phrases does the author use to show us how Minli feels as she tricks the monkeys?



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

Lesson	5	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin The Story of the Dragon Gate pp. 92-93

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How is the Dragon Gate described?	vast, gushing, placards, tiered, intricately, mere	·Ask questions to improve their understanding of a text Predict what might happen from details stated and some that are implied ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	2a Give/explain the meaning of words in context 2b Retrieve and record information/ identify key details from fiction 2d Make inferences from the text/explain and justify inferences with evidence from the text 2f identify / explain how information / narrative content is related and contributes to meaning as a whole



Extended Apply Lesson

Activate prior knowledge: Recap what has happened so far in the book and ask the children to **Predict** what might happen next. Prompt the children: Where will Minli go next? Will Ma and Ba go after her? Will she get to Never-Ending Mountain? Take brief feedback.

Tell the children that on their journey to the Never-Ending-Mountain, Minli and the dragon see a goldfish (like the one she set free) who tells them this story about the Dragon Gate.

Vocabulary: Share the words and phrases found within the text -Lesson 5: Vocabulary and discuss the meanings. Address any misconceptions.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Read the extract with the children and allow time for **Think Pair Share** relating to the **Anchor Question.** Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

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.

Written Responses / Evidence Anchor Question:

Children to **Visualise** the Dragon Gate and draw a picture of it, labelling it using words and phrases from the extract which they will have **Text-marked.** Share and compare the drawings with a partner.

Additional Apply Activity:

Hot seating drama activity : Ask a few of the children to be in role as goldfish who have tried but failed to go through the Dragon Gate or who have succeeded and are now a flying dragon. The others in the class ask them questions about their experience at Dragon Gate and they reply in role – encouraging both to use their knowledge from the extract and their visualisation and to **Reference the text.**

Additional Apply Activity:

Ask the children to **Predict** whether Minli will make it to the Never-Ending-Mountain and get to ask the Old Man of the Moon her questions. Consider what questions she might ask, by **Inferring** and using knowledge of her, her family and her life.

Comprehension Questions:

1. In what two ways might a fish hear about the Dragon Gate?
2. Find and copy the sentence which shows how high the waterfall is.
3. What is on the tiled roof of the Gate?
4. Why are the dragon ornaments important?
5. How do you think the goldfish was feeling to be close to the Dragon Gate and why?

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

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

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Lesson 5: Vocabulary

vast	gushing
tiered placards	intricately
mere	

Lesson 5: Anchor Question

How is the Dragon Gate described?

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Lesson 5: Read

Even though no fish has seen the Dragon Gate, we all know about it. Perhaps the story was told to us through the waves of water while we were eggs or whispered to us by the roots of the lotus flowers.

We all know that somewhere in one of the rivers of the land, there is a great and powerful waterfall; it is so high and so vast that it is as if water were gushing from a cut in the heavens. At the top of that waterfall, beyond anyone's view, is the Dragon Gate.

The Dragon Gate is an entryway to the sky. It is old, so old that it's possible that the grey stone columns grew from the mountain it stands on. Wind and time have worn and smoothed the gate's tiered placards that barely show the old carvings of the five coloured clouds of heaven.

Above the placards are the tiled arches the same colour as the misty sky. Nine hundred and ninety-nine small dragon ornaments perch on the ridges of those tiled roofs. Each one is intricately formed to the smallest detail and, even weathered as they are, the black pearl eyes still flash with a mysterious power. That is because these dragons are not mere decoration – they hold the secret to the Dragon Gate.

For if ever a fish is able to swim up the waterfall and pass through the gate, the dragons will shake with power. As the fish goes through, its spirit enters the gate and bursts out of one the ornaments, changing the fish into the form of a flying dragon!

Adapted extract from ©Where the Mountain meets the Moon by Grace Lin (Little Brown Publishers)

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Lesson 5: Children Apply

How is the Dragon Gate described?

Draw a picture of the Dragon Gate, paying close attention to the detail mentioned in the text. Add labels, using words and phrases from the text.

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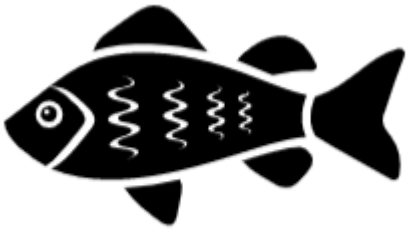
Lesson 5: Children Apply Additional Activity

Questions Minli might ask if she reaches the Old Man of the Moon:
●   ●   ●   ●   ●   ●



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Comprehension Questions

1. In what two ways might a fish hear about the Dragon Gate?

1._____

2. _____

2. Find and copy the sentence which shows how high the waterfall is.

_____

3. What is on the tiled roof of the Gate?

_____

4. Why are the dragon ornaments important?

_____

5. How do you think the goldfish was feeling to be close to the Dragon Gate and why?

_____

_____

_____

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

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

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

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

- ✓ I went to the park.
- ✗ I went the to park.

Also see self-correction.

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

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

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

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

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

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

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

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Think Aloud

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

Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Reading Curriculum Coverage

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

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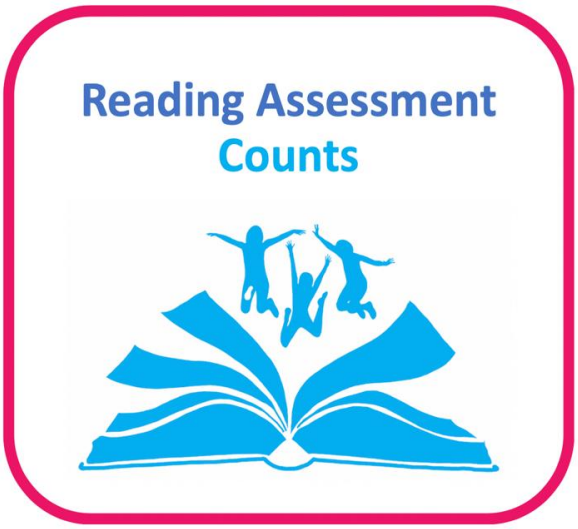
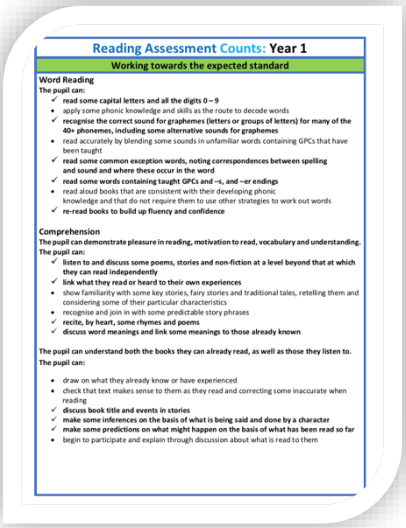
Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

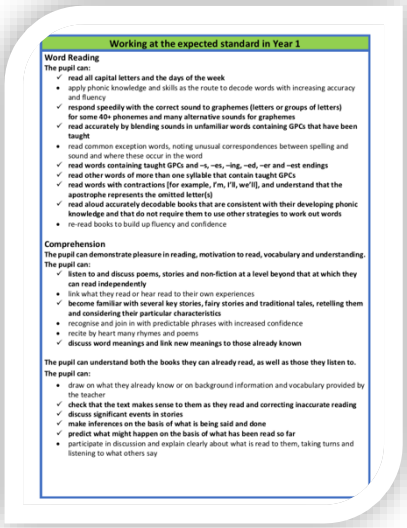
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

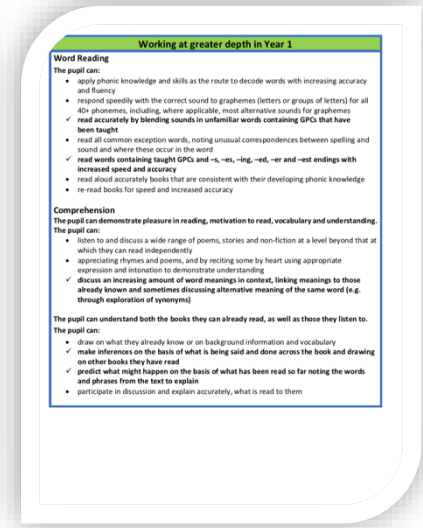
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

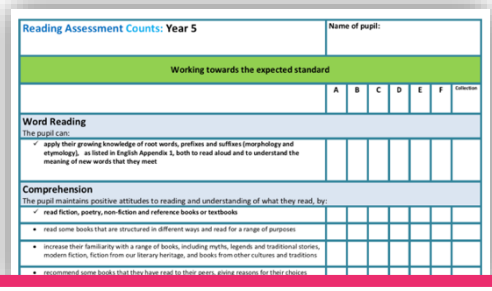
The pupil can:

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

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

The pupil can:

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

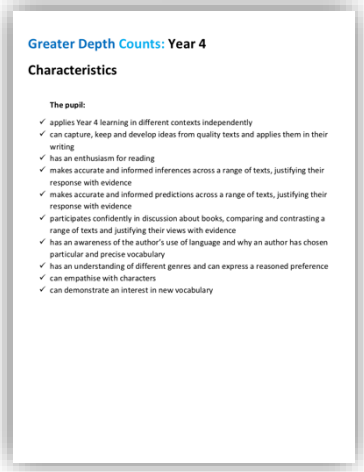


Reading Assessment Counts: **Year 5**

Name of pupil:

Working towards the expected standard

	A	B	C	D	E	F	Collection
Word Reading							
The pupil can:							
✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet							
Comprehension							
The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ read fiction, poetry, non-fiction and reference books or textbooks							
• 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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More Incredible Units Online

Steps to Read™



JORDAN MOORCROFT
St Finbar's Catholic Primary School, Teacher, 2020

'What a fantastic day. It was great to see how a variety of focuses can be targeted in one lesson. I loved how Literacy Counts used a variety of strategies to maintain focus and engagement through 'Pitch and Pace'. I have taken a lot from today.'

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

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing

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

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

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum **Shop Online**

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Connect to Curriculum

Why Connect to Curriculum?

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

Connect to Curriculum overviews support teachers and leaders by providing:

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



History



Geography



Science

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