Steps to Read™

Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings



READ

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

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

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The 4 Steps Teaching Sequence

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

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

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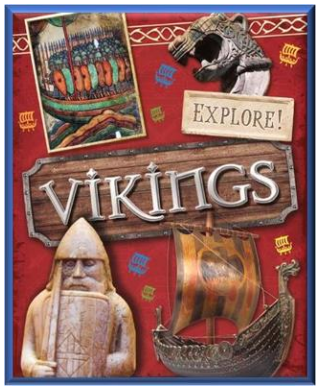
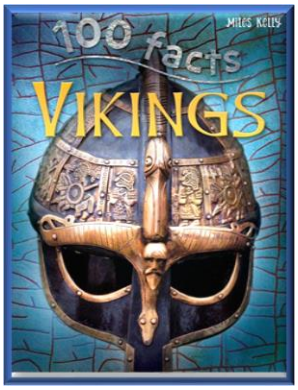
Vehicle Texts for this Unit



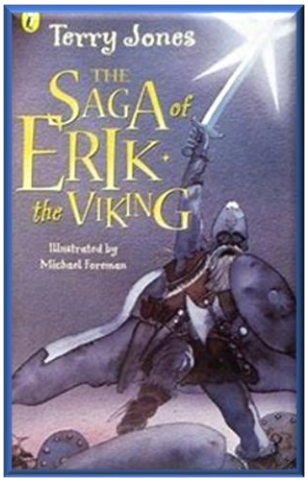


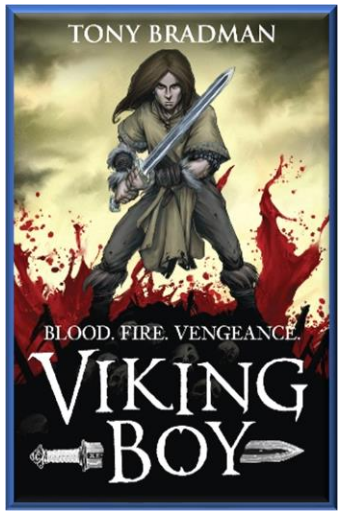
Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings





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Unit Focus: Comprehension Skills & Strategies

This Year 4 Unit

Word Reading

Build on Previous Year & Focus on:

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

•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur

Comprehension

Build on Previous Year & Focus on:

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

•Identify main ideas drawn from more than two paragraphs and summarise these

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

•Identify how language, structure and presentation contribute to meaning

•Confidently retrieve and record information from non-fiction

Skills and Strategies

Build on Previous Year & Focus on:

•Recognise and read Year 3&4 Word List

•Skim to gain the gist of a text or the main idea in a chapter

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

•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

•Look for specific information in texts using contents, indexes, glossaries, dictionaries

•Re-reading sentences for clarity

Content Domains*

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

2c summarise main ideas from more than one paragraph

Throughout Year 4 focus on

Comprehension

Throughout Year 4 Focus on:

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

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

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

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

•Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language

•Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action

Skills and Strategies

Apply the following reading strategies with increasing independence:

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

•Read texts, including those with few visual clues, increased independence and concentration

•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context

•With increased independence develop views about what is read

•Develop positive attitudes to reading and understanding of what is read

Content Domains*

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

2a give / explain the meaning of words in context

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

Reading Terminology for Pupils

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

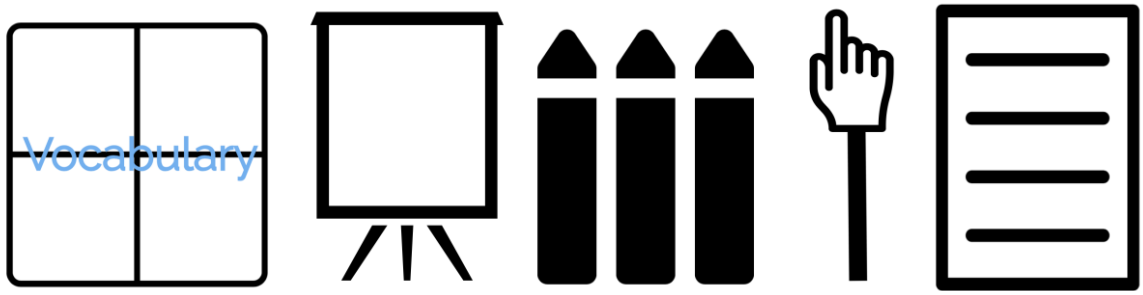
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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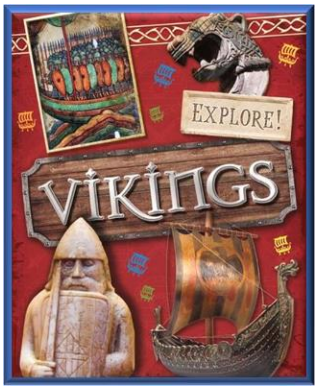
Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings

Non-Fiction 1



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

Lesson	1	Vehicle Text & Page	Extract adapted from Explore! Vikings p.4-5 Jane Bingham

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What did the Vikings do? **B Why did they do this?**	foreign, seize	• 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 • Confidently retrieve and record information from non-fiction	2f Identify / explain how information / narrative content is related and contributes to meaning as a whole 2b Retrieve and record information from non-fiction



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover and the blurb of the book. Ask the children about the type of book this is. Ask the children to **Think Pair Share** about the features they expect to see in the whole book and on each double page. Take brief feedback. Explain that this information book will be explored during the next few sessions to find out about Vikings. Open to pp.4&5 and have an enlarged copy too.

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

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

Explore & Respond: All children have access to pp.4&5 and have an enlarged copy to share. Note the use of the title, introduction in large print and subheadings which all help to orientate the reader and locate where to find the answers to any questions we might have. Read the extract (Lesson 1: Read/ Teacher Model/Children Practise) to the children, **Pausing** to show awareness of punctuation cues.

Fluency: **Choral Read** the first paragraph, modelling the use of pausing at punctuation cues.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Look at the first paragraph in Lesson 1: Read/ Teacher Model / Children Practise and share the **Anchor Question.**

Model how to **Text Mark** the first paragraph to answer **Anchor Question A.**

Next, model asking **Anchor Question B** and model looking for answers in the paragraph.

Teacher Talks: This paragraph doesn't tell me 'why' the Vikings did these things. I will need to read on to find the answer to why. Teacher to read the first part of the next paragraph (Northern Raiders). Look: the text says '*raiders were setting sail in search of new lands*' which tells me **why** they were setting sail. Model how to add this to the Lesson 1: Teacher Model Activity.

Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Questions.** Circle *'raiders', 'warriors', 'farmers, traders, craftworkers' 'left their mark', 'played an important part in the history of Britain'. 'in search of new lands'*



Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the next two paragraphs -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: Working in pairs, children **Text Mark** these two paragraphs, circling the key words and phrases to answer the **Anchor Questions.**

If the children are struggling, consider *'longships full of raiders were setting sail', 'they wanted to seize some riches for themselves', 'keen to gain more land for farming', 'followed by boatloads of settlers.', 'Viking traders travelled'*



Step 4: APPLY

Children Apply 10 mins

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

Children to use their key words and phrases from their **Text Mark** to answer the **Anchor Question.**

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

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

- use of the strategies taught i.e. **Think Pair Share, Text Marking, Referencing the Text**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question

- To get riches for themselves
- To get more land for farming
- To settle in different lands

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

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Lesson 1: Vocabulary

foreign	seize

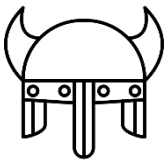
Lesson 1: Fluency

The Vikings are often seen as raiders and warriors, but they were also farmers, traders and craftworkers. The Viking way of life developed around 700CE and lasted until the 1100s. The Vikings left their mark wherever they settled and played an important part in the history of Britain.

Lesson 1: Anchor Questions

A What did the Vikings do?

B Why did they do this?



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Lesson 1: Read / Teacher Model / Children Practise

The Vikings are often seen as raiders and warriors, but they were also farmers, traders and craftworkers. The Viking way of life developed around 700CE and lasted until the 1100s. The Vikings left their mark wherever they settled and played an important part in the history of Britain.

Northern Raiders

The first Viking people lived in Norway, Sweden and Denmark. But by the 790s, longships full of raiders were setting sail in search of new lands. The Vikings had heard stories of wealthy foreign countries and they wanted to seize some riches for themselves. They were also keen to gain more land for farming.

Settlers, traders and explorers

Once the raiders had won new land, they were followed by boatloads of settlers. By the 1000s, there were Viking people living in Britain, France and Russia. Viking traders travelled as far as Constantinople (modern-day Istanbul). Small groups of settlers made their homes in Iceland and Greenland, and a few daring explorers even reached North America!

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Lesson 1: Teacher Model

What did the Vikings do?	Why did they do this?
They set sail in longships	To search for new lands

Lesson 1: Children Apply

What did the Vikings do?	Why did they do this?

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

Lesson	2	Vehicle Text & Page	Extracts adapted from Explore! Vikings pp. 14-15 Jane Bingham

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
'The Vikings were great travellers.' Find evidence to support this statement.	exchange, merchants, modern-day, settlers, colony	• Read a wide range of books that are structured in different ways and read for a range of purposes • Confidently retrieve and record information from non-fiction • Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points*	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2b Retrieve and record information / identify key details in non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the **Anchor Question.** Ask the children what we already know that we could say to support this statement. Encourage the children to look back at yesterday's text and add their ideas to the flipchart.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary.
Explore & respond: Open the book at pp.14&15 and have an enlarged copy or on-screen version. Read all of page 14 aloud, using **Stress** for the subheadings and for the important words which aid meaning.
While reading, the children could have a copy of the map from p.14. As they listen to page 14 being read, the children highlight over the arrow which is being described. (For example, as the Teacher read *'travelled south through Russia all the way to Constantinople'* – the children would highlight this arrow on the map.) Discuss the purpose of the map. Ask the children whether it is useful alongside this information about the Vikings.
Fluency: Model how to read the Lesson 2: Fluency, using **Stress** to show important words which aid meaning, e.g. *'daring', 'never seen again', 'success', 'struggled'*. Children to **Paired Read** , using **Stress**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the **Anchor Question** and discuss the fact that we need to look for words and phrases related to 'travelling' in order to answer the **Anchor Question**. Model **Scanning** the introduction.
Reference the text: Locate and circle the words *'long journeys'* and *'in search of new lands'*. Add these words to the Lesson 2: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine all of pp.14&15 (Lesson 2: Read/ Teacher Model/ Children Practise) and read in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Scan** the rest of the text to look for evidence to answer the **Anchor question.** Children to **Text Mark** the words/phrases by circling them.
If the children are struggling, consider *'travelled through Russia by river', 'set up trading towns along their route', 'travelled south through Russia all the way to Constantinople', 'A few continued east', 'daring explorers sailed west from Scandinavia in search of new lands.', 'reports of new countries, including Iceland and Greenland.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the answers children have recorded. On flip chart, teacher to scribe responses. Address any answers given which do not specifically answer the question. Consider whether there is any evidence that does not support the statement (for example *'Many ships were never seen again')* and discuss.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

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

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Lesson 2: Vocabulary

exchange	merchants
modern-day	colony

Lesson 2: Fluency

Iceland and Greenland

Some daring explorers sailed west from Scandinavia in search of new lands. Many ships were never seen again, but a few returned with reports of new countries, including Iceland and Greenland. The colony in Iceland was a success but people in Greenland struggled to survive in the cold, rocky landscape.

Lesson 2: Anchor Question

'The Vikings were great travellers.'

Find evidence to support this statement.

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Lesson 2: Read / Teacher Model / Children Practise

The Vikings were great travellers. Traders made long journeys to exchange goods with foreign merchants, and explorers set off in search of new lands where their people could settle.

Russia and beyond

Viking traders travelled through Russia by river and set up trading towns along their route. They built up a Russian kingdom, based around the cities of Novgorod and Kiev. Some Viking merchants travelled south through Russia all the way to Constantinople, in modern-day Turkey. A few continued east to trade with Arab merchants in the city of Baghdad, in modern-day Iraq.

Iceland and Greenland

Some daring explorers sailed west from Scandinavia in search of new lands. Many ships were never seen again, but a few returned with reports of new countries, including Iceland and Greenland. The colony in Iceland was a success but people in Greenland struggled to survive in the cold, rocky landscape.

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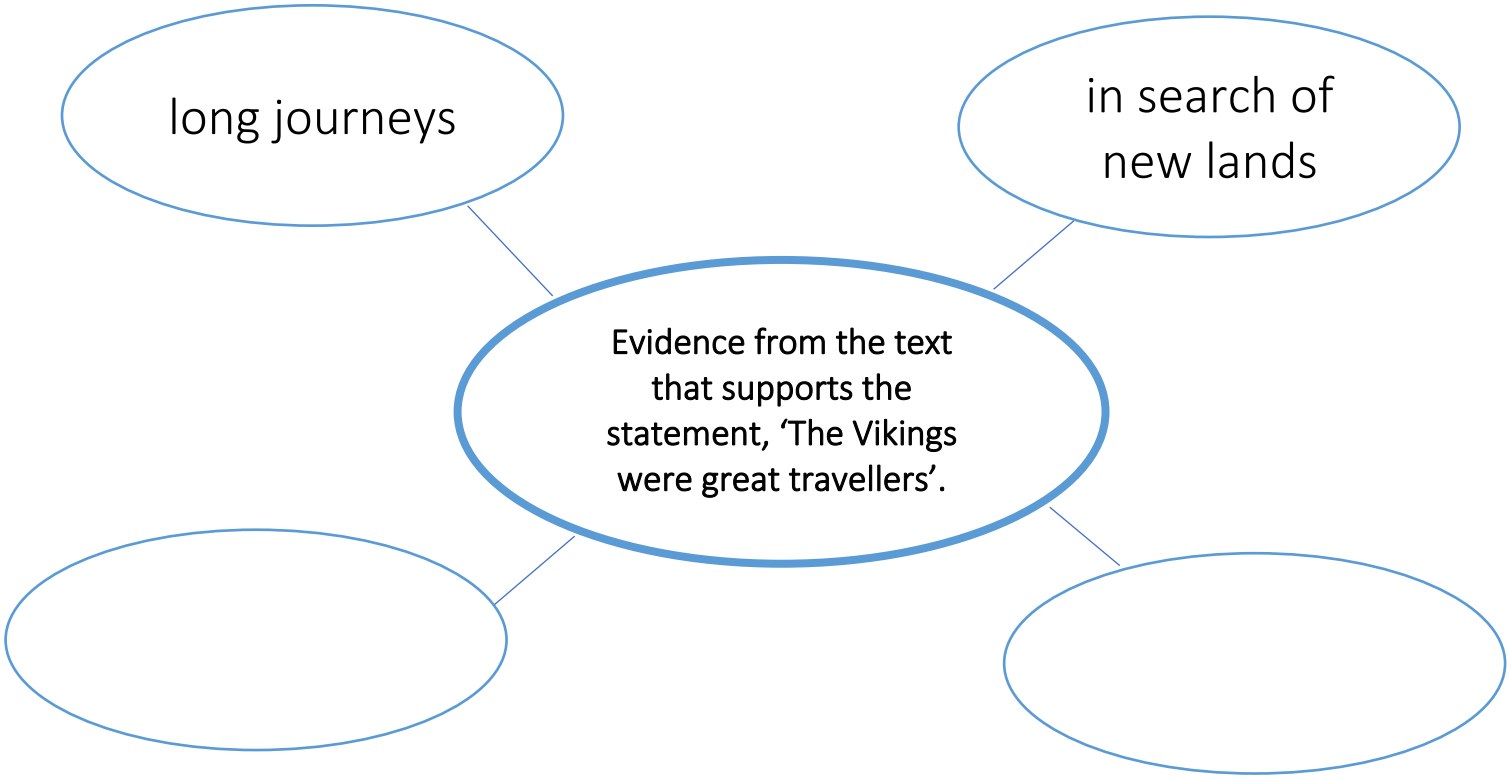
Lesson 2: Teacher Model



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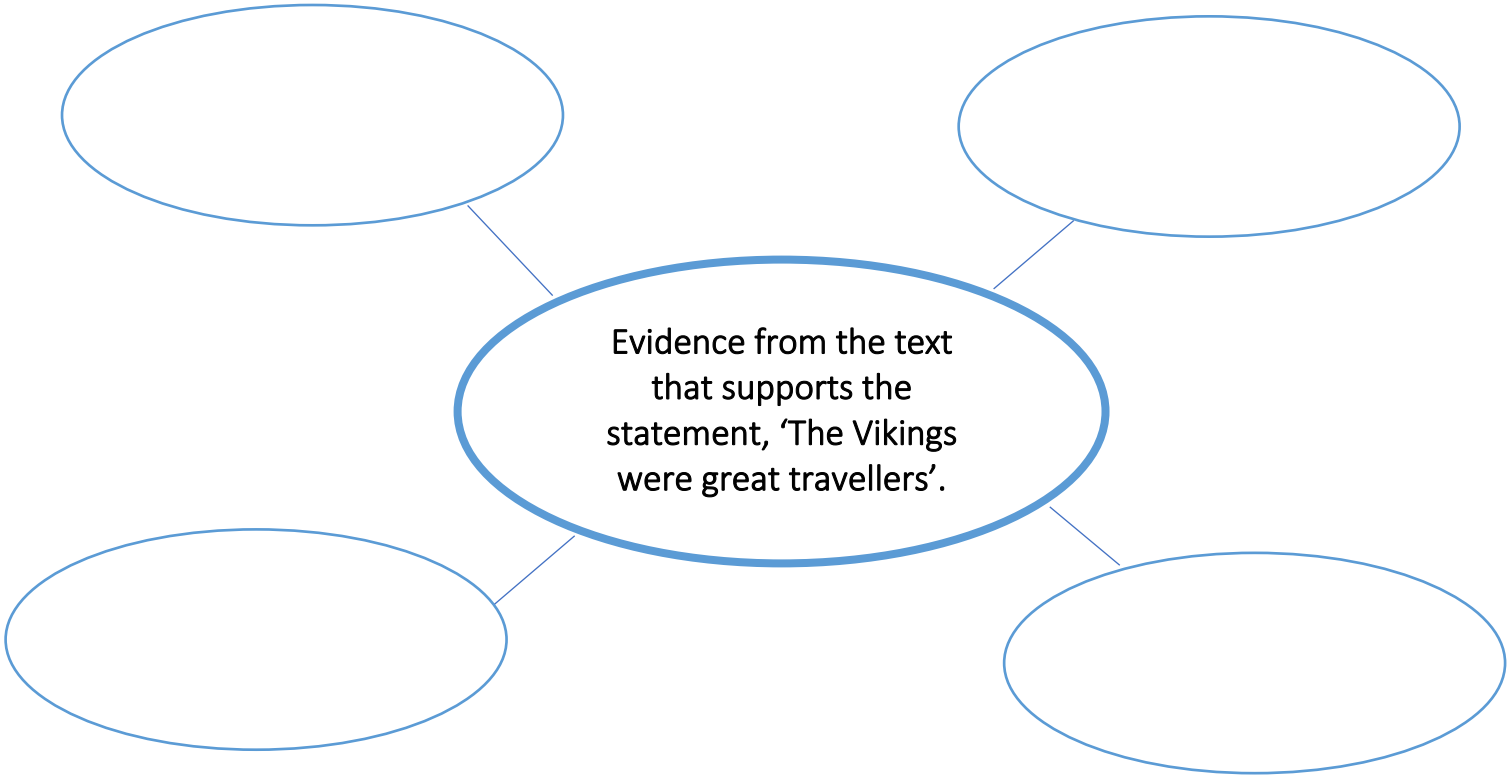
Lesson 2: Children Apply



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

Lesson	3	Vehicle Text & Page	Explore! Vikings by Jane Bingham Extracts adapted from Contents page and p. 21

Model Question:
Did the Vikings have stories and music? Summarise your findings.
Anchor Question:
Did the Vikings use writing? Summarise your findings.

Vocabulary Teaching:
relayed, strum, recited, memorial
Subject specific:
sagas, runes

Focus Comprehension & Strategies:
- Identify main ideas drawn from more than two paragraphs and summarise these
- Confidently retrieve and record information from non-fiction
- Look for specific information in texts using contents, indexes, glossaries, dictionaries

Focus Content Domain(s):
2c summarise main ideas from more than one paragraph
2b Retrieve and record information / identify key details from non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the **Anchor Question**. Ask the children to tell you which page they need to read to find the answers, by using the contents page.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss these in the context of where they are located in the text and refer to Lesson 3: Vocabulary.
Explore & respond: Read all of the extract to the children- Lesson 3: Read/ Teacher Model/ Children Practise. Pause at certain points so that children can **Stop and Jot** their initial ideas about Viking stories, music and writing. Use **Stress** to indicate important and new vocabulary.
Fluency: Children **Choral Read** the paragraph 'Stories and Music'. Use **Stress** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Teacher Model Question.** Model rereading the first paragraph, 'Storytelling and music' and circling the key words and phrases which answer the **Model Question.**
Reference the text: **Text Mark -** circle the words *'storytelling', 'important', 'adventures of gods, heroes and monsters', long, exciting', 'sagas', 'harp', 'pipes', 'horns'.* Talk about how these words help you to answer the **Model Question**. Also model how to cross out any unnecessary words, such as *'as he recited his stories'*.
Model how to **Summarise** the main ideas – trying to summarise into one sentence of less than twenty words, for example: Vikings told long, exciting sagas about gods, heroes and monsters accompanied by the harp, pipes and horns.
Add to Lesson 3: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question**. Children to examine the next paragraph *'Carving runes'* and read in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to work in pairs to circle the key words and phrases which answer the **Anchor Question.** Children also cross out less important information as modelled.
If the children are struggling, consider *'no Viking alphabet', 'carvers used symbols', 'runes', 'special meanings', 'Each rune represented a word', 'Runes were carved on memorial stones', 'blades of swords', 'believed that runes could give a sword magical powers'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Children Apply activity - writing their summary of the paragraph.
Verbal & Written Responses: Children complete Lesson 3: Children Apply activity then each pair to work with another pair to share and compare their summary. As a class, write the most commonly used words on the flip chart.
Refer back to the **Anchor Question** and check it has been answered.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

Acceptable Point(s) Anchor Question

- Don't have alphabet but use runes (symbols) which represent words.
- Use the runes on gravestones and swords.

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

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Lesson 3: Vocabulary

relayed	saga a long story about Scandinavian history, written in the Old Norse language in the Middle Ages, mainly in Iceland
strum	recited
runes any of the letters of an ancient alphabet cut into stone or wood in the past by the people of northern Europe	memorial

Lesson 3: Fluency

Stories and music

Storytelling was an important part of Viking life. Poet-musicians relayed the adventures of gods, heroes and monsters in long, exciting tales, known as sagas. The storyteller would strum on his harp as he recited his stories.

Lesson 3: Anchor Question

Anchor Question:

Did the Vikings use writing? Summarise your findings.

Teacher Model Question:

Did the Vikings have stories and music? Summarise your findings.

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Lesson 3: Read / Teacher Model / Children Practise

Stories and music

Storytelling was an important part of Viking life. Poet-musicians related the adventures of gods, heroes and monsters in long, exciting tales, known as sagas. The storyteller would strum on his harp as he recited his stories. Other musicians played on pipes and horns.

Carving Runes

There was no Viking alphabet, but carvers used symbols, called runes, which had special meanings. Each rune represented a word, such as 'sun' or 'year'. Runes were carved on memorial stones that marked the graves of kings. They were also carved on the blades of swords. People believed that runes could give a sword magical powers.

Extract adapted from ©Vikings Explore Jane Bingham Wayland

Lesson 3: Teacher Model

Stories and music

Storytelling [redacted] important [redacted]. [redacted] adventures of gods, heroes and monsters in long, exciting [redacted] sagas. The [redacted] harp as [redacted]. pipes and horns.

Summary:

Vikings told long, exciting sagas about gods, heroes and monsters accompanied by the harp, pipes and horns.

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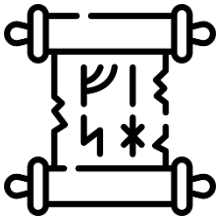
Lesson 3: Children Practise

Carving Runes

There was no Viking alphabet, but carvers used symbols, called runes, which had special meanings. Each rune represented a word, such as ‘sun’ or ‘year’. Runes were carved on memorial stones that marked the graves of kings. They were also carved on the blades of swords. People believed that runes could give a sword magical powers.

Lesson 3: Children Apply

Summary:



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

Lesson	4	Vehicle Text & Page	Extracts adapted from Explore! Vikings pp. 12-13 Jane Bingham

Model Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why did the Vikings build their villages near to water? Anchor Questions(s): **A) What three things did the Vikings grow in addition to vegetables?** **B) Why did the Vikings grow so much?** **C) Describe what the Vikings did to the fish they caught.** **D) Would you like to live in a Viking home? Explain your answer.**	valuable possessions Subject specific: jarl	• Identify how language, structure and presentation contribute to meaning • Confidently retrieve and record information from non-fiction • Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points* • Look for specific information in texts using contents, indexes, glossaries, dictionaries	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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Look at **Anchor Questions A and D**. As yesterday, ask the children to look in the Contents to select the pages where they will be able to find the answers.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary.
Explore & respond: Show the children the double page pp.12-13 but don't read it. Just by looking at the subheadings and the pictures, ask the children to consider where they think they would find the information to answer each question.
Read the questions again. Ask the children what type of questions each one is:

- 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

Fluency: **Choral Read** the introduction, using **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model answering the **Teacher Model Question** by re-reading the introduction and circling key words and phrases which help to answer the question.
Reference the text: Text mark by circling '*so the villagers could rely on fishing as well as farming*' and discuss with the children that the word *'so'* helps us to answer 'why' questions. Ask the children if they can think of others (They may consider other causal conjunctions such as *'because'*). Model articulating your answer then writing it- Lesson 4: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the paragraphs '*Farming and Fishing*' and '*Viking Homes*' and read in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to use **Text Marking** to circle key words and phrases to answer the **Anchor questions.**
If the children are struggling, consider *A-'oats, barley and rye', B-'so that they had enough to feed their large families', C- 'hung their fish from wooden racks so the fish would dry out and last for many months'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete the Lesson 4: Children Apply Activity, answering the **Anchor questions.**
Verbal & Written Responses: As a class, share children's answers for **Anchor Question D**. Encourage the children to **Reference the text** as they explain why they would/wouldn't like to live in a Viking home.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Choral Read, Text marking**, **Self Questioning**, **Reference the text**
- responses to the **Anchor Questions**.

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Lesson 4: Vocabulary

jarl	valuable possessions

Lesson 4: Fluency

Many Viking villages were built near water, so the villagers could rely on fishing as well as farming. Their houses were grouped around the jarl's hall and surrounded by his land.

Lesson 4: Anchor Questions

Model Question:

Why did the Vikings build their villages near to water?

Anchor Questions(s):

A) What three things did the Vikings grow in addition to vegetables?

B) Why did the Vikings grow so much?

C) Describe what the Vikings did to the fish they caught.

D) Would you like to live in a Viking home? Explain your answer.

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Lesson 4: Read / Teacher Model / Children Practise

Many Viking villages were built near water, so the villagers could rely on fishing as well as farming. Their houses were grouped around the jarl's hall and surrounded by his land.

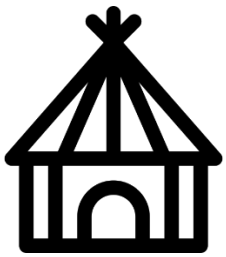
Farming and Fishing

Farmers grew oats, barley and rye as well as a range of vegetables, such as cabbages, beans and carrots so that they had enough to feed their large families. They also kept cows, sheep, pigs, goats and chickens. People living near rivers caught fish using nets and spears. If they lived near the coast, they hunted seals, walruses and even whales.
The Vikings hung their fish from wooden racks so the fish would dry out and last for many months.

Viking homes

Most Viking homes were shared by large family groups, including parents, children and grandparents. Houses were usually rectangular in shape, with benches for sleeping built into the walls. Tools were hung from pegs or ropes, and valuable possessions were stored in wooden chests. There was a stone fireplace in the centre of the house, and all the family cooked, ate, worked and slept in a single, smoky room.

Extract adapted from ©Vikings Explore Jane Bingham Wayland



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Lesson 4: Teacher Model

Why did the Vikings build their villages near to water?
Vikings built their villages near to water so that they could fish for food as well as farm.

Lesson 4: Children Apply

A) What three things did the Vikings grow in addition to vegetables?		
B) Why did the Vikings grow so much?		
C) Describe what the Vikings did to the fish they caught.		
D) Would you like to live in a Viking home? Explain your answer.		

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

Lesson	5	Vehicle Text & Page	Explore! Vikings pp10-11 – the children will need a copy of this double page Jane Bingham

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) Which organisational devices help to orientate the reader? **B) How did life compare for men and women during Viking times?**	jarl, karl, thrall	• Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points* • 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 • Skim to gain the gist of a text or the main idea in a chapter • Confidently retrieve and record information from non-fiction	**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 Session

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

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

Activate Prior knowledge: Return to the Lesson 1's list on the flipchart of organisational features that the children expected to see in this information book. Consider which of these they have noticed and used this week.

Vocabulary: There are some subject specific new words on these pages. Children to complete the activity – using the text to match the new words to their definitions (Lesson 5: Vocabulary).

Share Anchor Questions: Refer to these throughout the session.

Enjoy and Respond to the text: Give children a copy of pp.10 and 11 and ask them to **Skim** to get the general gist of the pages.

Refer to **Anchor Question A** and children to work in pairs to complete Lesson 5: Children Apply Activity 1.

Next, refer to **Anchor Question B** and encourage the children to **Scan** the text.

If the children are struggling, encourage them to scan for the words '*men*' and *'women'*. Also encourage the children to **Text Mark** -circling the key words and phrases which will provide evidence to help them to answer the **Anchor Question**.

Written Responses / Evidence Anchor Question(s):

Lesson 5: Children Apply Activity 1: complete the table to show the organisational device and how each helps the reader.

Lesson 5: Children Apply Activity 2: complete the Venn diagram for men/ women to show aspects of life which are the same and different for men and women in Viking times.

Feedback and share the responses from both activities as a class.

Comprehension Questions

1. Write the two reasons why the villagers would go into the jarl's longhouse?
2. Describe how life was different for children in Viking times to modern day times.
3. Would you rather be a karl, a jarl or a thrall? Explain your answer with evidence from the text.

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

This may include:
- use of the strategies taught i.e. **Skim, Scan, Text Mark, Reference the Text**
- responses to the **Anchor Questions**.

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

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Lesson 5: Vocabulary

Match each word to its definition:

Subject-specific vocabulary	Definition
jarl	slaves who worked for the jarls and karls
karl	warrior lords who owned large areas of land
thrall	free men or women who lived and worked on the jarl's land

Lesson 5: Anchor Questions

A Which organisational devices help to orientate the reader?

B How did life compare for men and women during Viking times?

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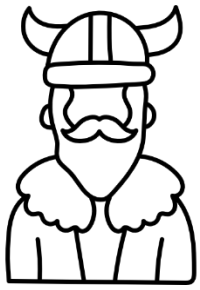
Lesson 5: Children Apply Activity 1

A Which organisational devices help to orientate the reader?	
Organisational device used by the author	How it helps the reader



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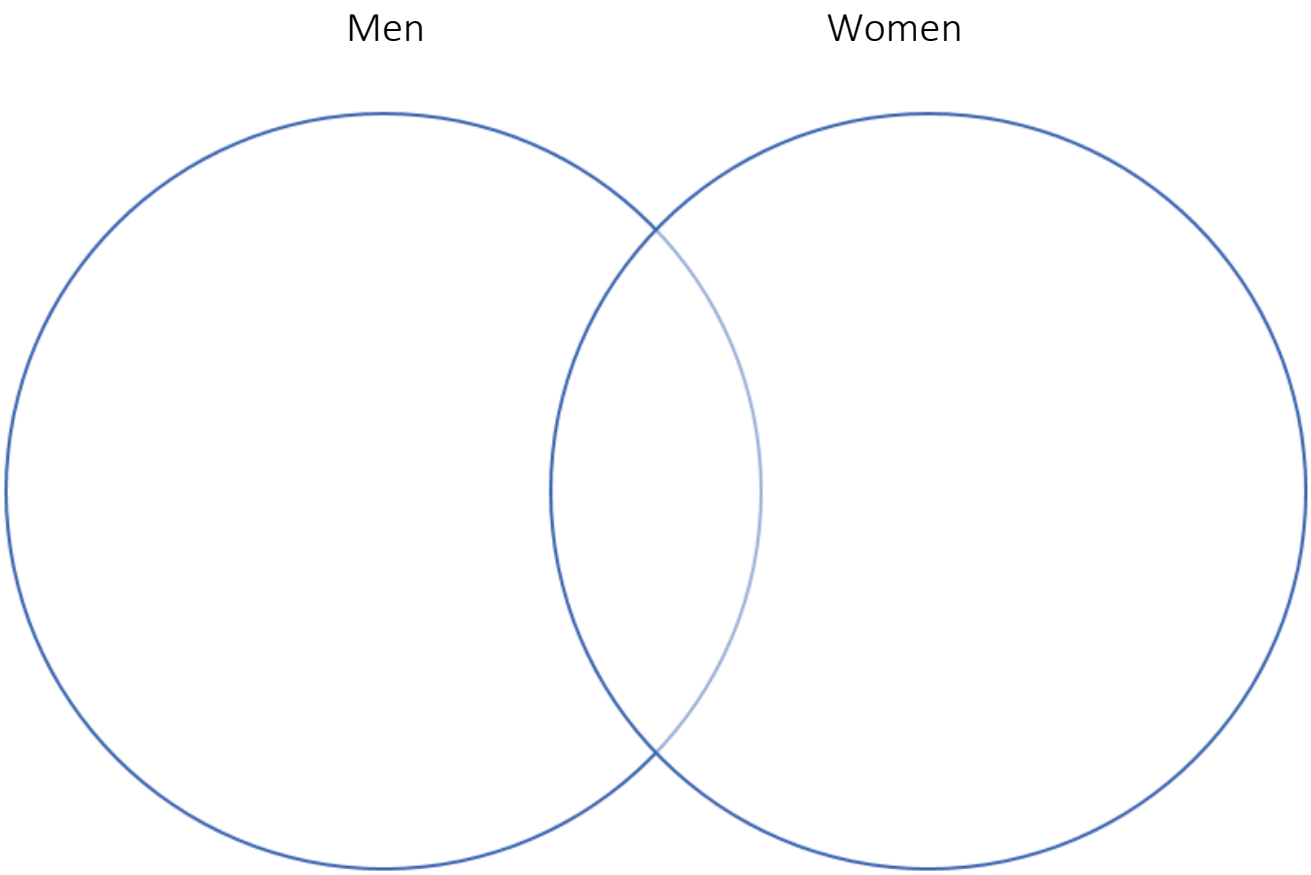
Lesson 5: Children Apply Activity 2

B How did life compare for men and women during Viking times?



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Lesson 5: Children Apply

1. Find and copy the two reasons why the villagers might go into the jarl's longhouse.

- _____
- _____

2. Describe how life was different for children in Viking times to modern day times.

_____

_____

_____

3. Would you rather be a karl, a jarl or a thrall? Explain your answer with evidence from the text.

_____

_____

_____

_____

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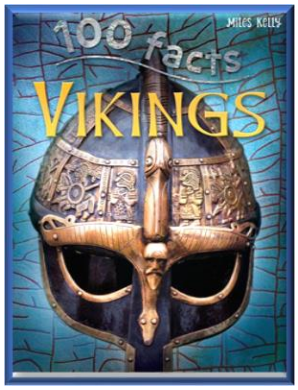
Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings

Non-Fiction 2



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

Lesson	1	Vehicle Text & Page	100 Facts- Vikings by Miles Kelly Extracts adapted from pp.6-7 **You will need a copy of the actual pages from the book**

Teacher Model Question:
Where were the Viking homelands?

Anchor Question(s):
A Where did the Vikings travel to?

B Where did the Vikings settle?

Vocabulary Teaching: plundered, settlements, Middle East, homelands

Focus Comprehension & Strategies:
- Re-reading sentences for clarity
- Read a wide range of books that are structured in different ways and read for a range of purposes
- Confidently retrieve and record information from non-fiction
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, ***text organisation*** and ***prior knowledge of context***
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information

Focus Content Domain(s):
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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover. Ask the children about the type of book this is. Discuss that facts are normally short snippets of information but in this book each fact is elaborated with a paragraph so it has 100 paragraphs about different aspects of the Vikings. Children to share what they already know about the Vikings. Take brief feedback. Looking at the book, ask children to **Think Pair Share** the features which help to orientate the reader, both in the whole book and on each page (discuss the contents, index and note that there is not a glossary. On each page: the title, numbers, fact in bold, pictures, captions, maps and quiz boxes).
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary.
Explore & Respond: All children have access to pp.6-7 and have an enlarged copy to share. Read the whole double-page spread to the children. Model how to **Reread** long, complex sentences for **Clarity,** using punctuation cues to help. (e.g. Viking warriors made fierce raids on peaceful villages, battled to win new land, and plundered treasures and snatched people to sell as slaves.')
Fluency: **Choral Read** for clarity, as modelled, using the punctuation cues to help.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have pp. 6-7 open and on screen or enlarged on a flip chart and share the **Teacher Model Question.** Explain that on this page there are two forms of information – the written paragraph and the map. Tell the children that you are going to use both to find the answer.
Model how to **Text Mark** the paragraph to answer the question. Circle *'The Vikings lived in Scandinavia over 1000 years ago.'* Next, model how to use the map, looking at the key to see that '*Viking homelands'* are green and then finding it on the map and reading the green countries as Sweden, Norway and Denmark.
Reference the text: Circle *'Viking homelands', 'Sweden', 'Norway' and 'Denmark'.*

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine pp.6-7 in pairs. One copy of the text between two encourages collaborative working and discussion. Encourage the children to use both the written paragraph and the map to answer the **Anchor Questions**.
Practise Taught Strategies & Skills: Children **Text Mark**, circling the key words and phrases and the areas on the map.
If the children are struggling, consider *'to the middle east', set up farms in England, Ireland, Scotland and France', 'new settlements in Iceland, Greenland and Russia', 'reach North America'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 1: Children Apply Activity.
Children to use the key words and phrases from their **Text Mark** to answer the **Anchor Questions.**
Verbal & Written Responses: Children complete Lesson 1: Children Apply Activity. Ask the children which part of the page they found easier to use to find the answers to the **Anchor Questions** – the written paragraph or the map. Encourage the children to explain why this was the case.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Re-read, Think Pair Share, Text Marking**
- responses to the **Anchor Questions**.

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Lesson 1: Vocabulary

plundered	settlements
Middle East	homelands (on the map)

Lesson 1: Fluency

Viking warriors made fierce raids on peaceful villages, battled to win new land, and plundered treasures and snatched people to sell as slaves.

Lesson 1: Anchor Questions

Teacher Model Question:

Where were the Viking homelands?

A Where did the Vikings travel to?

B Where did the Vikings settle?

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Lesson 1: Read / Teacher Model / Children Practise

The Vikings lived in Scandinavia over 1000 years ago. They spread terror throughout Europe from around AD 800 to 1100. Viking warriors made fierce raids on peaceful villages, battled to win new land, and plundered treasures and snatched people to sell as slaves. Viking merchants travelled vast distances through Europe to the Middle East, selling jewellery and fine goods. Viking families set up farms in England, Ireland, Scotland and France while explorers sailed west to start new settlements in Iceland, Greenland and Russia – and were the first Europeans to reach North America, around AD 1000.

Extract from ©100 Viking Facts by Fiona Macdonald Miles Kelly Publishing

Lesson 1: Children Apply

A Where did the Vikings travel to?
B Where did the Vikings settle?

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

Lesson	2	Vehicle Text & Page	100 Facts- Vikings by Miles Kelly Extracts adapted from pp.36-37

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What were the Vikings' beliefs?	sacrifices, destiny,	• Read a wide range of books that are structured in different ways and read for a range of purposes • Identify main ideas drawn from more than two paragraphs and summarise these • Confidently retrieve and record information from non-fiction	**2b** retrieve and record information / identify key details from fiction and non-fiction **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children what they already know about the Vikings' beliefs. Create a class **Mind Map** on the flipchart. This will be added to at the end of the lesson when children have discovered more.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary. Also help children to recognise and pronounce the Viking names which will be unfamiliar.
Explore & respond: Read Lesson 2: Read / Teacher Model / Children Practise. Ask children the purpose of the dashes and model how to pause at them. Ask the children which punctuation mark could be used in the same place. (commas or brackets). Allow children time to **Stop & Jot** their initial responses to the **Anchor Question**.
Fluency: Choral read the same paragraph, focusing on **Pausing** at the punctuation, especially the dashes.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: **Re-read** paragraph 72 (Lesson 2: Read / Teacher Model / Children Practise) and model how to **Text Mark**, finding key words and phrases to answer the **Anchor Question.**
Reference the text: Circle *'killed as sacrifices', 'win favours from gods by offering them gifts', 'blood-offerings …share with gods'* Also, model adding these ideas to the **Mind Map** (see Lesson 2: Teacher Model).

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine paragraphs 73 and 74 (Lesson 2: Read / Teacher Model / Children Practise). One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Text Mark** by circling the key words and phrases to answer the **Anchor Question.**
If children are struggling, consider *'legends', 'three sisters (Norns)', 'decided', 'happen', 'world', 'sat', 'foot', 'Yggdrasil', 'tree', 'supported the universe', 'spinning the thread of destiny', 'newborn baby', 'decide its future'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: Children to complete Lesson 2: Children Apply Activity, using their **Text Marking** and adding these ideas to the mind map.
As a class, feedback then add the children's ideas to the whole class **Mind Map** on the flip chart started at the beginning of the lesson.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Pausing, Re-read, Text Marking, Mind Map**
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Question

- Destiny – controlled by the three Norns – controlled their lives.
- Future decided at birth
- After death – went to different places depending on their life (with examples)

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

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Lesson 2: Vocabulary

sacrifices	destiny

Lesson 2: Fluency

Animals – and people- were killed as sacrifices. The Vikings believed that they could win favours from the gods by offering them gifts. Since life was the most valuable gift, they gave the gods living sacrifices. Vikings also cooked meals of meat – called blood-offerings - to share with the gods.

Lesson 2: Anchor Question

What were the Vikings' beliefs?

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Lesson 2: Read / Teacher Model / Children Practise

72. Animals – and people – were killed as sacrifices. The Vikings believed that they could win favours from the gods by offering them gifts. Since life was the most valuable gift, they gave the gods living sacrifices. Vikings also cooked meals of meat – called blood-offerings- to share with the gods.

73. Destiny controlled the Vikings. According to legends, three sisters (Norns) decided what would happen in the world. They sat at the foot of Yggdrasil, the great tree that supported the universe, spinning 'the thread of destiny'. They also visited each newborn baby to decide its future.

74. After death, Vikings went to Hel's kingdom. Vikings believed that warriors who died in battle went to Valhalla or to Freyja's peaceful home. Unmarried girls also joined Freyja, and good men went to live with gods in the sky. Most Vikings who lived ordinary lives and died of illness or old age could only look forward to a future in Niflheim. This was a gloomy place ruled by a fierce goddess called Hel.

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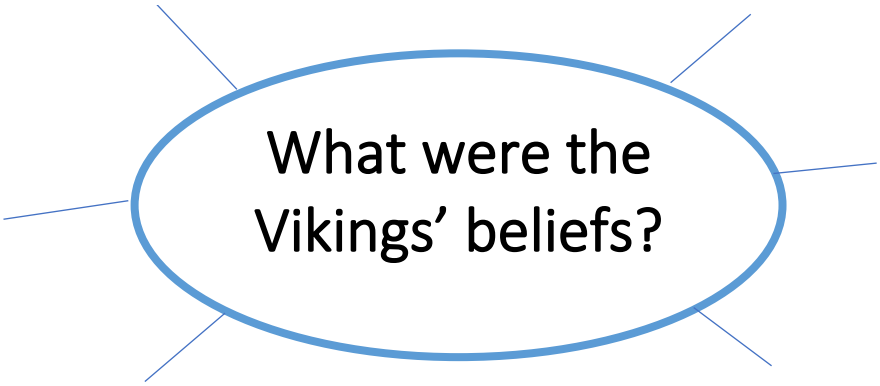
Lesson 2: Teacher Model

Life – very important
so human and
animal sacrifices
given to the gods to
win favours



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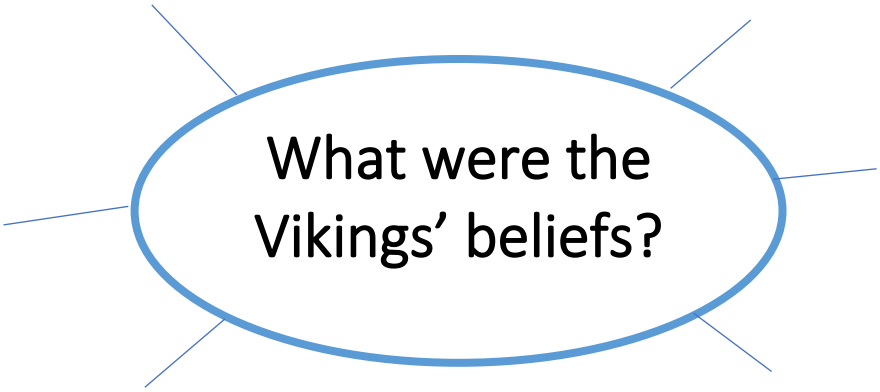
Lesson 2: Children Apply



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

Lesson	3	Vehicle Text & Page	100 Facts- Vikings by Miles Kelly Extracts adapted from pp.16 & 17

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What were Viking homes like?	**Compound words** livestock, countryside, longhouses, driftwood, craftworkers, homeowners	• Apply growing knowledge of root words, both to read aloud and to understand the meaning of new words (compound words) • Confidently retrieve and record information from non-fiction • Read texts, including those with few visual clues, with increased independence and concentration	**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: Share the title of this page, 'The Vikings at home'. Ask the children what they already know. Add children's ideas to a class **Mind Map** on the flipchart and add to this again at the end of the lesson.

Teacher note: **If showing the whole page to the class, hide the picture of the house.**

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

Vocabulary: Today's words are all compound words. Discuss how knowing that they are compound words can help us to read, understand and spell them and explain in the context of where they are located within the text. Refer to Lesson 3: Vocabulary.

Explore & respond: Read Lesson 3: Read / Teacher Model / Children Practise. Pause at certain points so that children can **Stop and Jot** their answers so far to answer the **Anchor Question.** Take brief feedback.

Fluency: **Choral Read** –Fluency extract from paragraph 24. Model then encourage children to focus on **Phrasing** – encouraging the children to use longer pauses between each section of text so they are separated into meaningful units. Demonstrate with the subordinate clause *'such as the Orkney Islands or Iceland'* and the brackets *'turf (earth with grass growing in it)'.*

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: **Reread** paragraph 24 and model how to **Text Mark**, circling the words and phrases to answer the **Anchor Question**.

Reference the text: Circle *'built houses out of grass', 'slabs of turf', 'low foundation of stone', 'lined the rooms with planks of wood', 'or pieces of driftwood'.*

Teacher talk: here we find out that Viking homes were built from slabs of grass, or turf, laid on a foundation of stone. If they had money, the rooms were lined with planks of wood, otherwise it was driftwood that they found.

As you talk, create a **Visual** image of what the house would look like and add this to Lesson 3: Teacher Model.

Teacher Note: **You may want to look at some images online to help you with your drawing as you model to the children:**

viking turf homes - Google Search

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine paragraphs 25 and 26 and read in pairs. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children to use **Text Marking** by circling key words and phrases which answer the **Anchor Question.**

If the children are struggling, consider *'did not have windows', 'damp', 'full of smoke' ,'fire burning on the hearth', 'high seat', 'little furniture', 'simply furnished' ,'trestle tables', 'wooden storage chests' ,'wooden benches'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to **Visualise** what a Viking home would look like. Talk about the images the words and phrases circled create in the children's minds and encourage the children to create a **Visual** image in their minds. Take brief feedback.

Children to use their text marking practise activities to complete a picture of a Viking home. Encourage the children to **Reference the Text** by labelling their picture with words and phrases from the text.

Children can compare their completed visualisations with others in the class and to the picture on pages 16-17.

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

This may include:

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

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Lesson 3: Vocabulary

livestock	countryside
longhouses	driftwood
homeowners	craftworkers

Lesson 3: Fluency

24. Vikings built houses out of grass. In many lands where the Vikings settles, such as the Orkney Islands or Iceland, there were hardly any trees. So Viking families built homes out of slabs of turf (earth with grass growing in it), arranged on a low foundation of stone.

Lesson 3: Anchor Question

What were Viking homes like?

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Lesson 3: Read / Teacher Model / Children Practise

23. In the 700s and 800s, the Vikings were some of the best craftworkers in Europe. They lived in a harsh environment, with cold, long, dark winters. Buildings were needed to shelter livestock, as well as people. In towns, pigs, goats and horses were kept in sheds, but in parts of the countryside, farmers built longhouses, with rooms for the family at one end and space for animals at the other.

24. Vikings built houses out of grass. In many lands where the Vikings settled, such as the Orkney Islands or Iceland, there were hardly any trees. So Viking families built homes out of slabs of turf (earth with grass growing in it), arranged on a low foundation of stone. If they could afford it, they lined the rooms with planks of wood imported from Scandinavia. Otherwise, they collected pieces of driftwood washed up on shore.

25. Viking homes could be unhealthy. Their houses did not have windows – they would have let in too much cold. As a result, homes were often damp, and full of smoke from a fire burning on the hearth.

26. Homeowners sat at the high seat. Most Viking families had little furniture. Only the rich could afford beds, or tables with fixed legs. Most homes were simply furnished with trestle tables, wooden storage chests and wooden benches.

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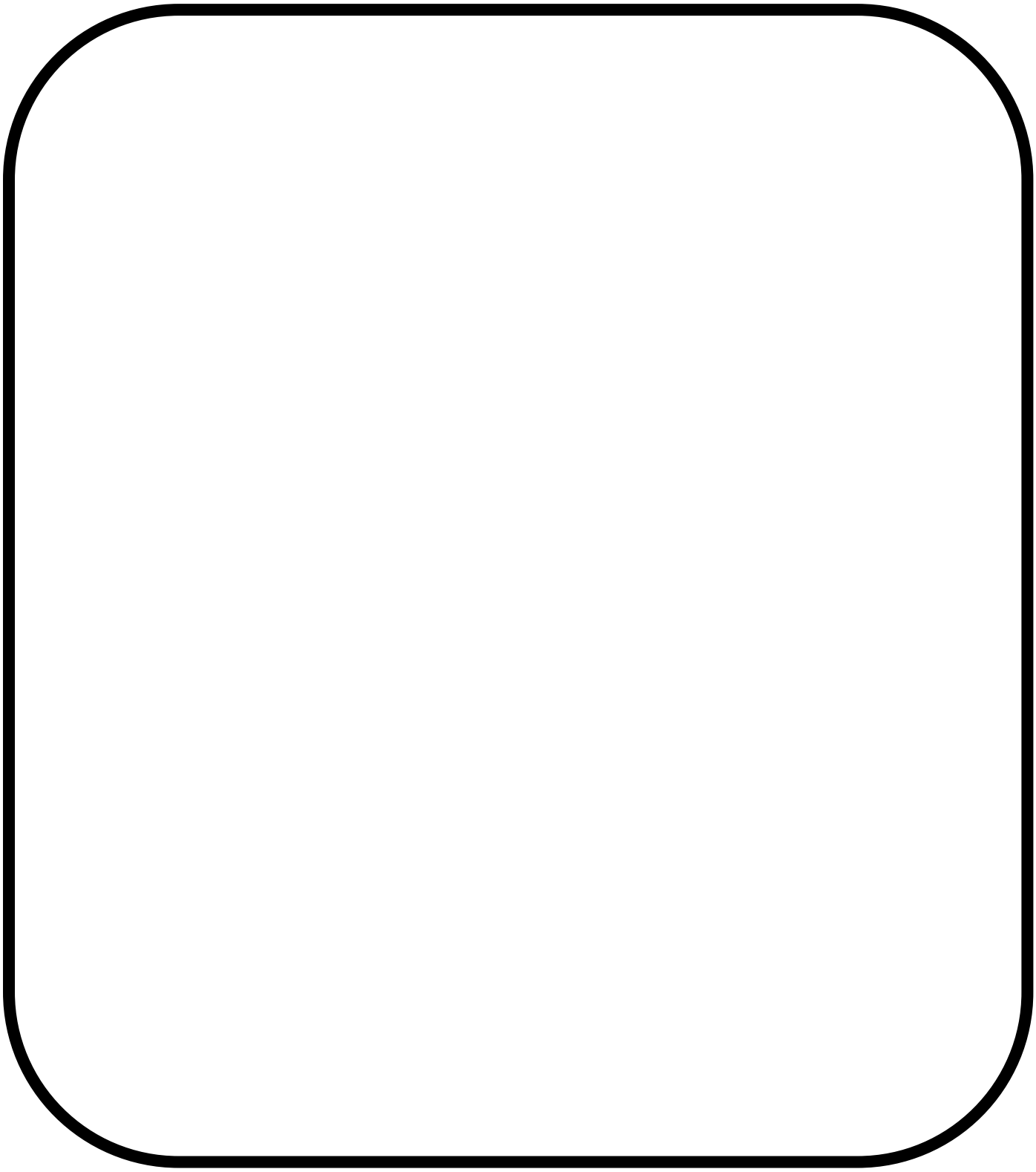
Lesson 3: Children Apply

Visualise what a Viking home would look like.
Draw your Viking home then **label** it, using words and phrases from the text.



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

Lesson	4	Vehicle Text & Page	100 Facts- Vikings by Miles Kelly Extracts adapted from pp.10-11 Explore! Vikings pp.16-17 (for the Apply section of the lesson)

Teacher Model Question	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What were the Viking Dragon ships used for and how did their design help? Anchor Questions: **A What type of ships were the widest and deepest and why?** **B What did the Vikings use to help them navigate?** **C Why did the Vikings search for tall trees?**	cargo, hulls, stern, prow, shallow keel, navigate, mast	• Begin to use more complex dictionaries to check the meaning of many unknown words that they have read • Confidently retrieve and record information from non-fiction • Skim to gain the gist of a text or the main idea in a chapter • Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points*	2c summarise main ideas from more than one paragraph 2b retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children what they already know about Viking ships.
Share Anchor Question(s): Explicitly and refer to these as they appear throughout the session.
Vocabulary: Give each pair one of the words from Lesson 4: Vocabulary. They use a dictionary to find the meaning and then each briefly share the definition with the class.
Explore & respond: Read all of p.10-11 while the children look at an enlarged copy of the text. Discuss the organisational devices used by the author and how these help to orientate the reader. Consider the title, numbered paragraphs, bold first sentence (key fact), labelled drawing, captions, quiz circle and spaces between sections. Discuss how these devices can be used to help the reader to **Skim** to get a general gist of the text and then used to **Scan** for specific information to answer questions (this will be modelled in the Model part of the lesson)
Fluency: Model then **Paired Read** - focusing on using **Stress** for new vocabulary.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Teacher Model Question.** Model how to **Scan** the text to find the answer.
Reference the text: Scan for the word '*Dragon ship*' (which is found in the bold first line and then later in the paragraph) then for the words *'used for'*. Explain to the children that you will not find the exact words but maybe alternatives which mean the same. In this case *'designed for'*. Text mark the text as you scan, circling '*dragon ships'* and '*designed for war', 'shallow keels', 'land quickly on beaches'*. Then clearly articulate how you will use this information to answer the **Teacher Model Question** fully and add to Lesson 4: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of pp.10-11 and read in pairs (see Lesson 4: Read / Teacher Model / Children Practise). One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Scan** the text to find the answers to the other **Anchor Questions.** Encourage the children to **Text Mark** by circling words and phrases which answer the questions.
If the children are struggling, consider *'Cargo ships …wide, deep hulls to carry loads.' ,'Sun…stars by night…winds, waves and ocean currents…fish and seabirds' movements', 'to make the keel (backbone) of each vessel'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 4: Children Apply Activity
Verbal & Written Responses: Children to complete their written responses to the questions.
If time, together, look at pp.16-17, titled 'Ships and Navigation' from Explore! Vikings – the book used in the last week's work. As a class, **Scan** these pages to see if they can find the answers to their **Anchor Questions.**
Ask the children which page they think was easier to use to get the information they needed and why. Encourage the children to consider the organisational devices discussed at the beginning of the lesson.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Skim, Scan, Choral Read, Stress, Text Mark, Reference the text**
- responses to the **Anchor Questions**.

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Lesson 4: Vocabulary

cargo	hulls
stern	prow
shallow keel	navigate
mast	

Lesson 4: Fluency

Cargo ships were slow and heavy, with wide, deep hulls to carry loads. Ferry and river boats were small and sturdy, with lots of room for passengers. The most splendid ships were *drakkar* (dragon ships), designed for war. They were long, slender and fast, with a beautifully carved stern and prow.

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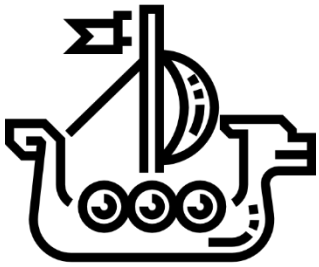
Lesson 4: Anchor Questions

Teacher Model Question

What were the Viking Dragon ships used for and how did their design help?

A What type of ships were the widest and deepest and why?
B What did the Vikings use to help them navigate?
C Why did the Vikings search for tall trees?



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Lesson 4: Read / Teacher Model / Children Practise

7 Vikings sailed in dragon ships. There were different kinds of ships. Cargo ships were slow and heavy, with wide, deep hulls to carry loads. Ferry and river boats were small and sturdy, with lots of room for passengers. The most splendid ships were *drakkar* (dragon ships), designed for war. They were long, slender and fast, with a beautifully carved stern and prow. Their shallow keels helped them land quickly on beaches to make raids.

8 Sailors steered by the stars. The Vikings had no radio or satellite systems to help them navigate (steer a course) when they were out of sight of land. They made careful observations of the Sun by day and the stars by night, to work out their position. They also studied the winds, waves and ocean currents, and fish and seabirds' movements.

9. Shipbuilders searched for tall trees. They used oak timbers to make the keel (backbone) of each vessel. The biggest keels came from trees at least 40 metres high. Shipbuilders added long overlapping planks of oak, ash or birch, to make the hull. For masts, they used the trunks of very tall, straight trees, such as pine.

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Lesson 4: Teacher Model

What were the Viking Dragon ships used for and how did their design help?
Dragon ships were used for war. Their design helped because they were fast and their shallow keels meant they could invade beaches quickly.

Lesson 4: Children Practise/ Apply

A. What type of ships were the widest and deepest and why?
B. What did the Vikings use to help them navigate?
C. Why did the Vikings search for tall trees?

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

Lesson	5	Vehicle Text & Page	100 Facts- Vikings by Miles Kelly pp.46-47 – copies of the double page from the book

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What aspects of Viking life still remain today?	Reflect on and remind children of vocabulary examined this week	•Begin to use more complex dictionaries to check the meaning of many unknown words that they have read •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than two paragraphs and summarise these •Skim to gain the gist of a text or the main idea in a chapter •Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points* •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information	**2c** summarise main ideas from more than one paragraph **2b** retrieve and record information / identify key details from fiction and non-fiction



Extended Apply Session

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

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

Activate Prior knowledge: Consider what the children have learned about the most efficient ways to find information to answer questions. Discuss all of the organisational devices and the techniques of skimming and scanning and how these can help the reader.

Vocabulary: During this lesson, encourage the children to use a dictionary independently to find definitions to any new or unknown vocabulary they come across.

Share Anchor Questions: Refer to this throughout the session.

Enjoy and Respond to the text: Children to work in pairs to read the double page spread – pp.46-47. Encourage the children to use **Skimming** and **Scanning** techniques practised in previous lessons and to **text mark**, circling any words and phrases which will help them to answer the **Anchor Question.**

Written Responses / Evidence Anchor Question(s):

Children to produce a **Mind Map** to show all of the aspects of life which still remain today. Encourage the children to give each section on their **Mind Map** a main subheading and then to add detail and add examples underneath it. It may be necessary to model this.

Additional Activity – Drama:

Children to work in pairs to present part of a children's History TV programme called 'What did the Vikings ever do for us?' Each pair take turns to present to the class, using the information they found during the lesson and put on their mind map.

Comprehension Questions:

1. Why is Saturday called 'bath-day' in modern Scandinavian languages?
2. Find and copy three words which remain from Viking times.
3. Which Shakespeare play was inspired by the Vikings?
4. Explain how Christmas is linked to the Vikings.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught **Skimming, Scanning, Text Mark, Mind Map**
- responses to the **Anchor Questions**.

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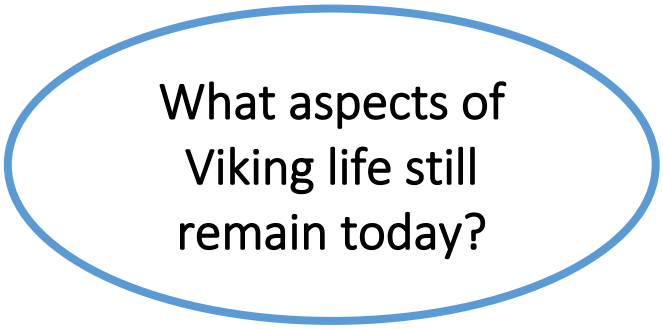
Lesson 5: Children Apply



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Lesson 5: Comprehension Questions

1. Why is Saturday called ‘bath-day’ in modern Scandinavian languages?

_____

2. Find and copy three words which remain from Viking times.

_____

_____

_____

3. Which Shakespeare play was inspired by the Vikings?

_____

4. Explain how Christmas is linked to the Vikings.

_____

_____

_____

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Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings

Poetry

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

Lesson	1	Vehicle Text & Page	Adapted from 'To Asgard' Rachel Piercey **Readily available online**

Anchor Questions:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A. Which words and phrases do you think are effective and what is their reader effect? **B. What patterns can you see and what puzzles/questions do you have?**	Asgard, Norse, the rainbow bridge, fate, flirt	• With increased independence develop views about what is read • Develop positive attitudes to reading and understanding of what is read •Discuss many words and phrases that capture the reader's interest and imagination	**2a** give / explain the meaning of words in context **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children what they already know about the Viking beliefs and gods. Put the word Asgard on the flipchart and share the definition.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the poem (**Find Read Talk**) and refer to Lesson 1: Vocabulary. Underline new vocabulary in the poem.
Explore & respond: Read the poem 'To Asgard' to the class (Lesson 1: Read/Teacher Model/Children Practise). Use expression and **Stress** to draw attention to the rhyme. Ask the children to identify the rhyme pattern – rhyming couplets – but ask them to see which truly rhyme and which are examples of assonance.
Teacher Talks: In the first verse, the first two lines are true rhyming couplets (here/ spear) but the next two lines are not (pets/ legs) The middle vowel sound is the same ('e') but they end in different consonant sounds. This is called assonance. Encourage the children to find other examples.
Fluency: **Choral read** the first refrain and verse, using **Stress** to show the rhyme, as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor question A**. Model **rereading** the poem (see Lesson 1: Read/Teacher Model/Children Practise). Model locating an example of a word/ phrase that you think are the effective. **Text Mark**, circling the words and phrases.
Think aloud: I am going to circle *'He crushes mountains'* because *'crushes'* is a powerful verb and the **Reader Effect** is it makes me think that Thor is very strong. Also, I have circled the refrain because it is repeated throughout the poem and makes it easy to remember and links all of the gods together.
Reference the text: Circle '*He crushes mountains'*, and the refrain.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to **Anchor Question A.** Children to work in pairs to read the rest of the extract - Lesson 1: Read / Teacher Model / Children Practise. Encourage children to use **Think aloud** with their partner as modelled.
Practise Taught Strategies & Skills: Children to locate the words and phrases that they think are effective and discuss their **Reader Effect**. On their copy of the text, use **Text Mark** and circle their evidence.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Children Apply Activity.
Verbal & Written Responses: Children to add their ideas from the practise part of the lesson onto Lesson 1: Children Apply.
Refer to **Anchor Question B**. Ask the children what patterns they can find in the poem (remind them about the rhyme pattern discussed in the Read part of this lesson). Next, ask the children whether the poem leaves them with any puzzles/ questions. If they are unsure, give an example, What is Odin's eight-legged horse called? Children to add these to Lesson 1: Children Apply.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Find Read Talk, Think aloud, Text Mark, Reader effect**
- responses to the **Anchor Questions**.

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Lesson 1: Vocabulary

Asgard A region in the centre of the universe, inhabited by the gods	**Norse** Norwegians or Scandinavians in ancient or medieval times
the rainbow bridge Also called Bifrost. Connects the earth with Asgard	**fate**
flirt	

Lesson 1: Fluency

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Odin is the ruler here,
he strokes his beard, he shakes his spear,
he keeps a pair of wolves as pets
and flies a horse who eight legs.

Lesson 1: Anchor Questions

A Which words and phrases do you think are effective and what is their reader effect?
B What patterns can you see and what puzzles/questions do you have?

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Lesson 1: Read / Teacher Model / Children Practise

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Odin is the ruler here,
he strokes his beard, he shakes his spear,
he keeps a pair of wolves as pets
and flies a horse who has eight legs.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Frigg is queen, and she can see
what every person's fate will be,
and whether it will turn out well
or badly, though she'll never tell.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

The strongest of them all is Thor
whose hammer causes thunderstorms.
He crushes mountains, likes to flirt,
has two goats pull his cart to work

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Freya's husband roams the worlds,
so she cries tears of solid gold.
In feathered cloak, boar at her side,
she goes to seek him far wide.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Loki is the trickster god:
he causes trouble, then he's off,
and even Odin cannot make
this wily wicked god behave.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

©Poem from Falling Out of the Sky. Poems about Myths and Monsters by Rachel Piercey, & Emma Wright

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Lesson 1: Children Apply

Effective words and phrases	Reader Effect
He crushes mountains	*'crushes'* is a powerful verb and it makes me think that Thor is very strong.
Patterns	**Puzzles**

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

Lesson	2	Vehicle Text & Page	Adapted from 'To Asgard' Rachel Piercey **Readily available online**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What techniques does the poet use to make the poem memorable? **B Can visualising help make the poem even more memorable?**	N/A	• Prepare poems to read aloud and to perform • Identify how language, structure and presentation contribute to meaning • Develop positive attitudes to reading and understanding of what is read	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: Think back to the last lesson. Ask children to **Think Pair Share** what the poem was about and how it was structured.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Ensure that the children can read all of the names and read them with the correct number of syllables.
Explore & respond: Read 'To Asgard' to the children or they can listen to Rachel Piercey reading it online.
Ask **Anchor question A**. Ask the children to consider the rhythm of the poem. Clap the syllables together. Ask the children to work in pairs to work out how many syllables in each line then discuss the pattern. Discuss which other techniques the poet uses to make the poem more memorable. If the children are struggling, draw attention to the repetition of 4-line verse then the repeated refrain and the rhyme pattern.
Fluency: Model reading the Lesson 2 fluency extract, focusing on the rhythm and clapping the syllables. Children **Choral Read,** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **rereading** the first verse and refrain again. Read **Anchor Question B**. Model how to **Visualise** by circling the key words and phrases then drawing an image to remind you of the words and phrases (Lesson 2: Teacher Model). Then try reading it again and use **Thinking Voice** to discuss whether the **Visualisation** supported you
Teacher talks: The images really helped me to remember the content of the poem – my eyes were quickly drawn to the images, helping me remember what words I should be saying.
Reference the text: Circle *'ruler, strokes, beard, shakes, spear, pair of wolves as pets, flies a horse, eight legs'.*

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs and each pair have one of the stanzas (ensure equal coverage across the class for the best class performance) and to read it aloud to themselves.
Practise Taught Strategies & Skills: Children to locate and circle the most important, memorable words and phrases then **Visualise** and draw an image to remind them of the words and phrases.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Apply activity. Evidence in children's text marked poems and drawn images.
Verbal & Written Responses: Children to use their image to try to learn the stanza of the poem by heart and practise performing it. As a class, perform the whole poem
Teacher note: the teacher could say the refrain until the children all feel confident to join in.
Briefly consider the **Anchor Questions** again and conduct a class vote to show which technique was the most effective in helping the children to memorise their part of the poem (the rhyme, rhythm, counting syllables or visualising and using an image)
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

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

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

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Odin is the ruler here,
he strokes his beard, he shakes his spear,
he keeps a pair of wolves as pets
and flies a horse who has eight legs.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Frigg is queen, and she can see
what every person's fate will be,
and whether it will turn out well
or badly, though she'll never tell.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

The strongest of them all is Thor
whose hammer causes thunderstorms.
He crushes mountains, likes to flirt,
has two goats pull his cart to work

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Freya's husband roams the worlds,
so she cries tears of solid gold.
In feathered cloak, boar at her side,
she goes to seek him far and wide.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

…

Their world is full of beasts and swords,
serpents, giants, magic wars.
They feast and fight and feast again
but even Asgard has to end...

So while there's still a rainbow bridge:
to Asgard! where the Norse gods live...

Freely available online.
©Poem from Falling Out of the Sky. Poems about Myths and Monsters by Rachel Piercey, & Emma Wright

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Lesson 2: Fluency

Their world is full of beasts and swords,
serpents, giants, magic wars.
They feast and fight and feast again
but even Asgard has to end...

So while there's still a rainbow bridge:
to Asgard! where the Norse gods live...

Lesson 2: Anchor Questions

A What techniques does the poet use to make the poem memorable?
B Can visualising help make the poem even more memorable?

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Lesson 2: Teacher Model

Odin is the ruler here, 

he strokes his beard, he shakes his spear,  

he keeps a pair of wolves as pets  

and flies a horse who has eight legs.  **8**

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

Lesson	3	Vehicle Text & Page	Viking and Anglo-Saxon kennings - **see resources below**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What are the kennings describing? **B. Which kenning do you think is the most effective and why?**	ember, din, slaughter, harvest	• Listen to and confidently discuss a wide range of … poetry… • Identify how language, structure and presentation contribute to meaning • Recognise a range of poetic forms • Re-reading sentences for clarity	**2a** give / explain the meaning of words in context **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children whether they know what a kenning is. Tell the children that a kenning is a compound phrase (usually two words) – which replaces a single concrete noun. They use figurative language to represent a simpler concept, making it much more descriptive.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Look at the words and definitions with the children (see Lesson 3: Vocabulary). Understanding these words (which form part of the kennings) will help the children to decide whether the kennings are effective or not.
Explore & respond: Tell the children that kennings were very popular in Old Norse literature and the word kenning comes from the Old Norse verb kenna, which means "to know, recognize, perceive, or feel." The examples today have all been found in Viking or Anglo-Saxon poetry. Read the kennings twice, using **Stress** to convey their meaning. Refer to **Anchor Question B**. Ask the children if they know what any of the kennings might be referring to. Look at the nouns on the left hand side of the page and ask the children to start to consider which kenning matches which noun. Take brief feedback.
Fluency: **Choral read** the first three kennings together, using **Stress** (see Lesson 3: Fluency).

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first two kennings and then **Reread** and use **Think Aloud** to try and work out what the kennings could mean:
Teacher Talks: in '*blood-ember*' I know that ember refer to a small piece of wood. If I look at the noun, it might be something to do with the axe. I also know that axes were used as weapons by the Vikings so I think I might match axe to blood-ember. If I look at '*spear-din*' I know that din means 'noise'. If I think of lots of spears making a noise, then this could be a kenning for the word 'battle'. Draw lines to match the kennings to the nouns and **annotate** thoughts (see Lesson 3: Teacher Model). Underline the new vocabulary as you talk through your reasoning.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to read the kennings. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Use **Think aloud** and their knowledge of the vocabulary, in their pairs, to **Clarify** what certain kennings might mean and which nouns they may match them to.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Children Apply
Verbal & Written Responses: Children discuss together which kennings they think are the most effective and why. Share their thoughts about how effective they are with other pairs. Feedback as a class and talk about why kennings may have been used in poems and stories in Viking times.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

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Lesson 3: Vocabulary

ember	small piece of wood
din	noise
slaughter	killing / slaying in large numbers
harvest	the gathering of food

Lesson 3: Fluency

Blood-ember
Spear-din
Blood slaughter

Lesson 3: Anchor Questions

A What are the kennings describing?
B Which kenning do you think is the most effective and why?

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Lesson 3: Read / Children Practise / Children Apply

death
battle
wolf
corpse
eyes
wind
axe

blood-ember
spear-din
blood slaughter
raven harvest
sleep of the sword
tree breaker
brow stars

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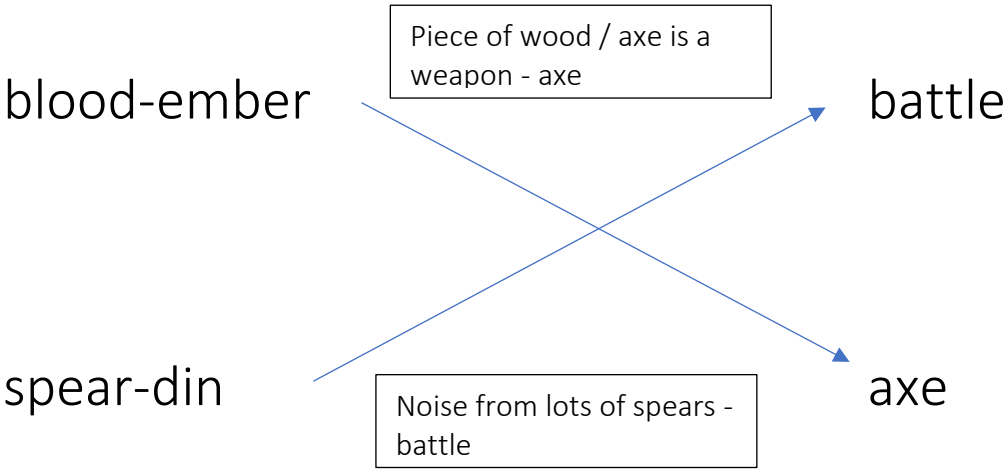
Lesson 3: Teacher Model





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Lesson 3: Children Apply

Match the kenning to the noun

death
battle
wolf
corpse
eyes
wind
axe

blood-ember
spear-din
blood slaughter
raven harvest
sleep of the sword
tree breaker
brow stars

Which kenning do you think is the most effective and why?

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

Lesson	4	Vehicle Text & Page	Adapted from The Boat by Bjorn Haraldson *Viking Poems - Modern Award-winning Viking Poetry : All Poetry*

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What is the poet describing in this poem? **B Summarise the main ideas from each verse** **C What is the effect of the poet's word choices on the reader?**	glower, furrows	• Begin to use more complex dictionaries to check the meaning of many unknown words that they have read • Identify main ideas drawn from more than two paragraphs and summarise these • With increased independence develop views about what is read • Develop positive attitudes to reading and understanding of what is read	**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: Teacher note: Don't share the poem's title at the beginning! Tell the children that today's poem is an example of personification. Personification is the act of giving a human quality or characteristic to something that is not human.

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

Vocabulary: Children to read the Lesson 1: Vocabulary and use a dictionary to find the definitions. Then draw attention to the new words when they appear in the context of the poem.

Explore & respond: Read the extract from the poem aloud to children (Lesson 4: Read/ Teacher Model/ Children Practise). Focus on using the punctuation to aid meaning and add to the effect of the poem, especially in the lines: '*My eyes are dark, A glower. Unmoving.*' Refer to **Anchor Question A** and ask the children what the poem is describing. Discuss which lines gave the children the biggest clues. Share the poem's title now. Show the children a picture of a Viking ship to support their understanding.

Fluency: **Choral reading** – the first stanza. Encourage the children to focus on using the punctuation to aid meaning and add to the effect of the poem, especially in the lines: *'My eyes are dark, A glower. Unmoving.'* as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Rereading** the first stanza and circling words that help the reader to describe what is going on in. Model how to **Summarise** the main ideas. Lesson 4: Teacher Model.

Reference the text: **Text Mark** by circling the words *'cracking' 'eyes… glower. Unmoving' 'Rear… neck… pitch back down'*.

Teacher Talks: These words give us the impression that the character is angry and unhappy.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to **Reread** the second stanza. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Circle key words then **Summarise** the main ideas in the stanza as modelled. Children to circle the key words then complete Lesson 4: Children Practise, summarising the main ideas.

If the children are struggling, consider *'Beating exactly in time…constant thumping', 'belly show…As I begin to climb'.*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: After summarising, refer to **Anchor question C**. Children to complete Lesson 4: Apply Activity, considering the effect of some of the poet's choices. **(Reader Effect)** Feedback as a class and share children's answers.

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

This may include:

- use of the strategies taught i.e. **Choral reading, Text Marking, Summarising, Reader effect**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Questions

- A. a boat
- B. the oars of the Viking sailors go perfectly in time and the bottom of the boat can be seen as it goes over waves.
- C. it makes me think that the Viking sailors are working as a team /perfectly in time/ it is loud/ they are powerful.

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Lesson 4: Vocabulary

glower	furrows

Lesson 4: Fluency

My teeth are ragged,
Cracking and brown.
My eyes are dark,
A glower. Unmoving.
I rear my great neck,
Only to pitch back down.

Lesson 4: Anchor Questions

A What is the poet describing in this poem?
B Summarise the main ideas from each stanza
C What is the effect of the poet's word choices on the reader?

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Lesson 4: Read/ Teacher Model/ Children Practise

My teeth are ragged,
Cracking and brown.
My eyes are dark,
A glower. Unmoving.
I rear my great neck,
Only to pitch back down.

Two dozen wings,
Beating exactly in time,
With the constant thumping
Of this heart of mine.
The furrows of my belly show
As I begin to climb.

Widely available online ©allpoetry.com

Lesson 4: Teacher Model

Extract from the poem	Summarise the main ideas
My teeth are ragged, *Cracking and brown.* *My eyes are dark,* *A glower. Unmoving.* *I rear my great, lithesome neck,* *Only to pitch back down.*	The head of the ship is old and worn and the face looks angry. The prow of the ship (which is long like a neck) goes up and down on the waves.

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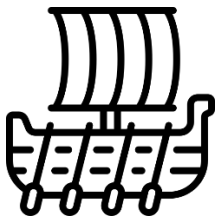
Lesson 4: Children Practise

Extract from the poem	Summarise the main ideas
Two dozen wings, *Beating exactly in time,* *With the constant thumping* *Of this heart of mine.* *The furrows of my belly show* *As I begin to climb.*	

Lesson 4: Children Apply

C What is the effect of the poet's choices on the reader?
What is the effect of describing the eyes as *a glower*?
What is the effect of using the words *Beating exactly in time* and *With the constant thumping*? (Hint: What does it make you think about Viking sailors?)



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

Lesson	5	Vehicle Text & Page	Valkyrie's Lullaby by Sheila Louise Wright (*Valkyrie's Lullaby (Song) - 2008 - by Sheila Louise Wright - a poem by songstress - All Poetry*) (and copies of all of the other poems from this unit)

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Which is your favourite poem and why?	Valkyrie	• With increased independence develop views about what is read • Develop positive attitudes to reading and understanding of what is read • Identify how language, structure and presentation contribute to meaning • Listen to and confidently discuss a wide range of f poetry	**2f** identify / explain how is related and contributes to meaning as a whole



Extended Apply Session

Activate prior knowledge: Ask the children if they know what a Valkyrie is. Tell the children that they were female figures who chose which good, brave Vikings who had died in battle may live on forever in Valhalla.

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

Share Anchor Question: Refer to this throughout the session.

Enjoy and Respond to the Poem: Read the poem, 'Valkyrie's Lullaby' to the children. Ask them what they like about it and encourage them to justify their views. As a class create a **Mind Map** on the flipchart of the different aspects of poetry which might make you like it. These can be used to support children during this lesson as they give reasons for liking specific poems.
Teacher note: These might include rhyme pattern, rhythm, figurative language, alliteration, ambitious vocabulary etc.

Written Responses / Evidence Anchor Question(s):
Children to read the poems from this unit and decide which they like the best and why. Children to get into a group with the children who share the same favourite poem as them and decide on reasons why they like this poem. Encourage the children to use the class **Mind Map** for ideas.
Children then to work as a group to write a review of their chosen poem to recommend it to others. Use **Summarising** and consider **Reader Effect.** Each group then share their reviews with the whole class.

Additional Activity: Learn and perform the poem. Children to work in their groups to learn and perform their favourite poem. These could be recorded and shared.

Comprehension questions:
1. The poet says '*whale ways*'. What alternative word could you use?
2. What does the Valkyrie mean by '*I'll sing you to your rest*'?
3. Find and copy two examples of alliteration used in this poem.
4. How do you think Vikings would feel when Valkyrie appears? Explain your answer.

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!

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

- use of the strategies taught **Text Mark, Mind Map, Summarising, Reader Effect**
- responses to the **Anchor Questions**.

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Lesson 5: Anchor Question

Which is your favourite poem and why?

Lesson 5: Read

Valkyrie's Lullaby

Over the whale ways
And over mountains far and wide
Over the river valleys
I send my song to you.

All through the daylight
And all through sunset lengthy shadows.
All through the long, dark night
I send my song to you.

When summer sun is gone
Come into my arms.
When Autumn leaves are falling down
I will keep you warm
When winter winds blow cold
I'll sing you to your rest.
Close your eyes
You'll soon be home.

So sleep, my dearest one
Your dying day is almost over.
See the sword there in your hand?
Your warrior place is won.

I'll sing you to your rest.
Close your eyes
And you are home.

Adapted from Sheila Louise Wright - Widely available online *©allpoetry.com*

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Lesson 5: Children Apply

1. The poet says '*whale ways*'. What alternative word could you use?

_____

2. What does the Valkyrie mean by '*I'll sing you to your rest*'?

_____

3. Find and copy two examples of alliteration used in this poem.

_____

_____

4. How do you think Vikings would feel when Valkyrie appears? Explain your answer.

_____

_____



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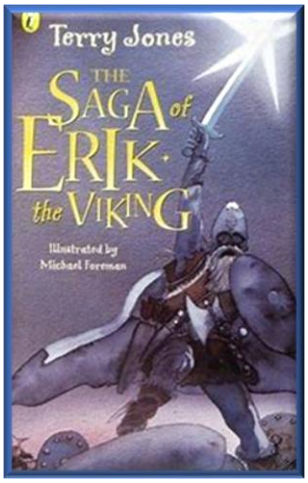
Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings

Fiction 1



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

Lesson	1	Vehicle Text & Page	Extracts adapted from The Saga of Erik the Viking pp.9-11 Terry Jones

Teacher Model Question	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How did Erik feel as he embarked on his quest? Anchor Question(s): **A How is the author trying to attract the reader with the front cover and the blurb?** **B How did Erik's men feel as they embarked on their quest?**	saga, figurehead, sought, fjord	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • With increased independence develop views about what is 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: Share the front cover. Look together at the definition of 'Saga'.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary. Use the **Find Read Talk** strategy to help children understand vocabulary in context.
Explore & respond: Read the blurb to the children. Ask **Anchor Question A**: encourage children to talk about what the author and illustrator have done in order to make you want to read it. Read the opening to the story – Lesson 1: Read/ Teacher Model/ Children Practise.
Fluency: Model reading using **Intonation** to add to the storytelling feel of this opening. Children **Pair Read** the same extract, focusing on **Intonation**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the **Teacher Model Question.**
Teacher Talk: I have read the whole extract, so I have got the gist of how Erik is feeling. From what he says and does, I can **Infer** that he is feeling determined and positive and is not giving up. Now I need to **reread** and find the evidence and **Reference the text** to support my answer.
Reference the text: **Text mark**, circling '*We shall find what we seek, looked up into the sky, There's land!, Keep rowing! cried out Erik, He steered the ship, Now we must sleep, Tomorrow we shall repair Golden Dragon…'*

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to **Reread** the extract, this time to answer **Anchor Question B.** Ask the children to note the adjectives when they get a gist of how the men are feeling, as modelled, then to look for the evidence.
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** and circle significant words that help them to evidence their thoughts about how the men feel.
If the children are struggling, consider what the men **say**, e.g. '*We shan't make it!', 'We've had it now!'* and how they **act** '*they shut their eyes', 'no one dared say a word', 'there they slept'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Children Apply Activity
Verbal & Written Responses: Children to complete Lesson 1: Children Apply Activity then feedback as a class.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

Acceptable Point(s) Anchor Question B

- worried/scared/ apprehensive
- trust and loyalty towards Erik
- relieved

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Lesson 1: Vocabulary

saga: a long story – often told in Iceland and Scandinavian countries in the past – which tells about a hero's achievements.	figurehead
sought	fjord

Lesson 1: Fluency

This is the tale of a Viking warrior who lived hundreds and hundreds of years ago. His name was Erik. His ship was called the Golden Dragon, and its figurehead was a fierce monster carved out of wood, and covered with gold leaf.

One day Erik said to his wife, 'I must find the land where the sun goes at night.

Lesson 1: Anchor Questions

Teacher Model Question:

How did Erik feel as he embarked on his quest?

A How is the author trying to attract the reader with the front cover and the blurb?

B How did Erik's men feel as they embarked on their quest?

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Lesson 1: Read / Teacher Model / Children Practise

This is the tale of a Viking warrior who lived hundreds and hundreds of years ago. His name was Erik. His ship was called the Golden Dragon, and its figurehead was a fierce monster carved out of wood, and covered with gold leaf.

One day Erik said to his wife, 'I must find the land where the sun goes at night.' But his wife replied, 'No one has ever been to that far country. And of those who have tried few have ever returned.'

'You are right,' said Erik, 'but, until I have sought that distant land, I shall never sleep in my bed again.'

So he took his sword, Blueblade, stepped on board Golden Dragon and sailed off towards the setting sun.

That night they sailed on far from land. Erik's men whispered to each other that no one had ever found this land and lived to tell the tale.

Just then a bright green light appeared above them, and a star shaped like a dragon leapt across the sky. Erik turned to his men and said, 'We shall find what we seek.' And no one dared say a word after that.

The next morning, they found themselves alone on the ocean with great waves heaving the ship up and down. Erik looked up into the sky and smelt the wind.

'We shan't make it!' whispered Erik's men, as the storm clouds blotted out the sun.

'We'll be wrecked at sea,' they murmured as the first drops of rain fell on the deck.

'There's land!' called out Erik. 'Take down the sails… we'll have to row for it.'

They leant on their oars as the rain began to pour down on them. And the speck of land on the horizon got bigger as the skies got darker and the sea grew rougher.

But they rowed with all their might and, as the lightning forked across the heavens and the thunder rolled all around them, they got closer and closer to land.

'Rocks on both sides!' cried the look-out.

'We've had it now!' cried Erik's men one to the other and the shut their eyes.

'Keep rowing!' cried out Erik, and he steered the ship between the rocks and the sea until all at once they found themselves in a deep fjord.

One by one Erik's men opened their eyes. The rain still poured down on them but the water was calm and now they were safe.

'Now we must sleep,' said Erik. 'But tomorrow we shall repair Golden Dragon before we dare go back on the high seas.' So there they slept for the rest of that stormy night.

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Lesson 1: Teacher Model

How did Erik feel as he embarked on his quest?	
Feeling	**Evidence from the text**
determined	*We shall find what we seek* *Tomorrow we shall repair Golden Dragon…*
positive	*Keep rowing!' cried out Erik*
focused	*looked up into the sky* *He steered the ship*

Lesson 1: Children Apply

B How did Erik's men feel as they embarked on their quest?	
Feeling	**Evidence from the text**

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

Lesson	2	Vehicle Text & Page	Extract adapted from The Saga of Erik the Viking pp.43-49 Terry Jones

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A Why did Erik and his men fear the Dogfighters so much? **B What techniques and what words and phrases does the author use to show their fear?** **C What do you predict will happen next, using your knowledge of the characters?**	stern, in vain, glint, waded	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they read independently • Identify how language, structure and presentation contribute to meaning	**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: Read aloud the description of the ship from the extract: *'I have never seen a ship like that before.'… 'This is the strangest ship I ever saw!'… 'It has six sails and each sail is round like the sun. And how tall the masts are!'* Use prior knowledge about Viking ships from the non-fiction unit to discuss what is different about this ship to what they would expect from a Viking ship.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Use Lesson 2: Vocabulary and discuss the meanings in context.
Explore & respond: Read the extract – Lesson 1: Read/ Teacher Model/ Children Practise. Take initial responses to the **Anchor Questions**.
Fluency: Model how to read the extract, focusing on **Intonation**, especially for the characters speaking. Children **Pair Read** the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the extract Lesson 1: Read /Teacher Model/Children Practise and model how to find and **Text Mark** words and phrases which answer **Anchor Questions A** and **B**.
Reference the text: Circle *''None of us shall live to see another sunrise', 'death and destruction', 'dark figures' 'glint of many swords'*
Discuss the different techniques used by the author to show their fear: what the characters ***do***, what the characters ***say*** and ***how the Dogfighters are described*** and insert the examples into the table.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to read and examine the extract. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** the extract, circling words and phrases which answer **Anchor Questions A and B.**
If children are struggling, consider words like, *'strangest', 'steel helmets', 'like a great dog's head', 'felt sick with fear', 'creatures', 'it is hopeless', 'Never have I felt such fear as I feel now.', 'looked into his eyes, and saw the fear', 'threw his sword onto the stony beach', 'the dog-hearted warriors stood three feet above the highest'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply activity.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback.
Finally, ask the children what they **predict** will happen next, justifying their prediction with their knowledge of the characters (especially Erik) so far. Share responses orally.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Pair read, Infer, Text Mark, Predict**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question A

- Their helmets and swords
- They have heads of dogs
- Their immense size

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

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Lesson 2: Vocabulary

stern	in vain
glint	waded

Lesson 2: Fluency

Erik strained his eyes and then said, 'I have never seen a ship like that before.'
Ragner Forkbeard too peered into the distance and then said: 'This is the strangest ship I ever saw!'

Lesson 2: Anchor Questions

A Why did the Erik and his men fear the Dogfighters so much?
B What techniques and what words and phrases does the author use to show their fear?
C What do you predict will happen next, using your knowledge of the characters?

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Lesson 2: Read / Teacher Model / Children Practise

One morning they were hard at work on their ship, Golden Dragon, having almost finished repairing the great hole in the stern that the Sea Dragon had made, when they saw another ship far out to sea.
Erik strained his eyes and then said, 'I have never seen a ship like that before.'
Ragner Forkbeard too peered into the distance and then said: 'This is the strangest ship I ever saw!'
Thorkhild raised his hand to his eyes and said: 'It has six sails and each sail is round like the sun. And how tall the masts are!'
The old Enchanter came to the shore, and when he saw the ship approaching, he shook his head, and sighed a deep sigh. 'I fear your work on Golden Dragon has been in vain. None of us shall live to see another sunrise.' … 'I know this ship from the fearful past. I have seen it once before from another land. It brings death and destruction for it brings the Dogfighters to our peaceful shore.'
Erik and his men looked out at the ship that was fast approaching, and they could see dark figures lining the deck and the glint of many swords.
And all the time the Dogfighters' ship drew nearer and nearer … and now the men on the shore could see the glint of steel helmets in the wintry northern sun.
'Come away, quickly, while there is still time!' cried the old Enchanter…
Erik and his men peered hard to make out their enemy, and now they could see that each of them did indeed wear a steel helmet and each helmet was shaped like a great dog's head!
'Are these men with the heads of dogs?' said Erik. 'Or dogs with the bodies of men?' and secretly each of his companions felt sick with fear.
Ragner Forkbeard turned to Erik and said, 'How can we fight such creatures as these?' And Erik stared at the grey sea and said: 'Even I fear it is hopeless.'
…Then Sven the Strong took Erik to one side and whispered to him, 'Erik! Never have I felt such fear as I feel now.' And Erik looked into his eyes, and saw the fear and said, 'Then it is indeed hopeless.' And Erik threw his sword onto the stony beach and looked at his men, and they all saw the fear in his eyes.
As the Dogfighters waded nearer, the companions saw that, though the waves were high, the dog-hearted warriors stood three feet above the highest!

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Lesson 2: Teacher Model/ Children Apply

A Why did Erik and his men fear the Dogfighters so much?		
• The Enchanter has seen their ship before and knew they caused death.		
B What techniques and what words and phrases does the author use to show their fear?		
What the characters say	**What the characters do**	**How the Dogfighters are described**
None of us shall live to see another sunrise *I know this ship from the fearful past.*	*sighed a deep sigh.*	*death and destruction* *dark figures* *the glint of many swords.*

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

Lesson	3	Vehicle Text & Page	Adapted from The Saga of Erik the Viking pp.141-149 Terry Jones

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Summarise what happened in this part of the story.	kindling, comrade, gaunt, wraiths	• Listen to and confidently discuss a wide range of fiction… • Identify main ideas drawn from more than two paragraphs and summarise these	**2c** summarise main ideas from more than one paragraph



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap who Erik and his men have faced so far on their quest.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary.
Explore & respond: Read the extract (Lesson 3: Read/Teacher Model/Children Practise) aloud to the children. Focus on modelling **Rate** (showing children how to move along at an appropriate pace for the purpose of the reading, varying pace as needed to aid meaning and for emphasis) Ask the children to **Stop and Jot** key information about what is going on in the chapter as they listen.
Fluency: **Choral Read.** Encourage children to move along at an appropriate pace for the purpose of the reading, varying pace as needed.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read a paragraph to the children (Lesson 3: Teacher Model) then model how to **Text mark** the most important parts of the paragraph in order to **summarise.** Explain to the children that this will often be the nouns and verbs to show what the characters are doing in this part of the story. Explain that long descriptions will not be necessary when summarising.
Model how to summarise by using key words from the text and writing in clear, simple sentences with no unnecessary detail.
Reference the text: On the first paragraph, circle *'into the cave', 'giant's foot at the entrance of the cave', 'Erik ran after his comrade'*: See Lesson 3: Teacher Model.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to read and examine the next three paragraphs in Lesson 3: Children Practise/ Apply. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Text mark**, circling the most important parts of the paragraph.
If children are struggling, for the first paragraph consider *'extraordinary sight', 'musician' 'harp', 'magic signs', 'not a god, 'the wind.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 3: Children Apply activity
Verbal & Written Responses: Children to compete Lesson 3: Children Apply activity. Children to **Summarise** as modelled – writing clear sentences and avoiding unnecessary detail.
Then, children to join another pair and share their summaries.

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

- use of the strategies taught i.e. **Choral Read, Rate, Text Mark, Stop and Jot, Summarise**
- responses to the **Anchor Questions**.

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Lesson 3: Vocabulary

comrade	gaunt
wraiths	

Lesson 3: Fluency

As Erik and Ulf Sigfusson made their way deeper and deeper into the giant's cave, the music got louder and louder, and even Erik began to get caught in the spell of its beauty.

Lesson 3: Anchor Question

Summarise what happened in this part of the story.

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Lesson 3: Read/ Teacher Model/Children Practise

Erik and his men (including Ulf Sigfusson) are outside a Giant's cave. The Giant wants to kill them but the magical music is drawing them back into the cave.

Ulf Sigfusson was walking back into the cave like a man in a dream…
Ulf Sigfusson was not listening, and before Erik could say or do anything else, he heard the tread of the giant's foot at the entrance of the cave, and he turned and saw the giant entering the cave with his newly-sharpened axe. So without waiting another second, Erik ran after his comrade, deeper into the giant's cave.

As Erik and Ulf Sigfusson made their way deeper and deeper into the giant's cave, the music got louder and louder, and even Erik began to get caught in the spell of its beauty. But he stripped some bark from the burning branch and stuffed it into his ears so that he could not hear.

Then they turned a corner and saw the most extraordinary sight. There was the musician playing a harp that was painted with the magic signs. But the musician was not a god, nor was the musician beautiful as they imagined. In fact, the musician was neither man nor woman nor child…it was the wind that blew through the tunnels and passageways of the giant's cave.

The harp was hanging there in the midst of a great cavern, and all around it, Erik could see dim shapes… hundreds and thousands of them. And as Erik peered into the gloom he could see that there were men and women, birds and beasts all gathered around that wonderful harp, each and every one of them gazing up at it…without moving…without blinking an eye…and each and every one of them was gaunt and thin and grey as the rock of the cave.

Erik knew that that many of them had been sitting there in that darkness for thousands of years, under the enchantment of the magic harp, for they were wraiths – the ghosts of living creatures about to die – but who could not because their very souls had become enchanted by the music and could not leave.

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Lesson 3: Teacher Model

Paragraph	Summary of what happens in this paragraph
Ulf Sigfusson was walking back into the cave like a man in a dream… Ulf Sigfusson was not listening, and before Erik could say or do anything else, he heard the tread of the giant's foot at the entrance of the cave, and he turned and saw the giant entering the cave with his newly-sharpened axe. So without waiting another second, Erik ran after his comrade, deeper into the giant's cave.	Ulf went into the cave, following the music. Erik saw the giant at the cave entrance so followed Ulf.
As Erik and Ulf Sigfusson made their way deeper and deeper into the giant's cave, the music got louder and louder, and even Erik began to get caught in the spell of its beauty. But he stripped some bark from the burning branch and stuffed it into his ears so that he could not hear.	The men followed the music into the cave. Erik put bark in his ears so he couldn't hear it.



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Lesson 3: Children Practise / Children Apply

Paragraph	Summary of what happens in this paragraph
And then they turned a corner and saw the most extraordinary sight. There was the musician playing a harp that was painted with the magic signs. But the musician was not a god, nor was the musician beautiful as they imagined. In fact the musician was neither man nor woman nor child…it was the wind that blew through the tunnels and passageways of the giant's cave	
The harp was hanging there in the midst of a great cavern, and all around it, Erik could see dim shapes… hundreds and thousands of them. And as Erik peered into the gloom he could see that there were men and women, birds and beasts all gathered around that wonderful harp, each and every one of them gazing up at it…without moving…without blinking an eye…and each and every one of them was gaunt and thin and grey as the rock of the cave.	
Erik knew that that many of them had been sitting there in that darkness for thousands of years, under the enchantment of the magic harp, for they were wraiths – the ghosts of living creatures about to die – but who could not because their very souls had become enchanted by the music and could not leave.	

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

Lesson	4	Vehicle Text & Page	The Saga of Erik the Viking extracts adapted from pp. 169, 181 and 187-8 Terry Jones

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A How did Erik and his men feel about going home? What gives you that impression? **B Which part of the story would you like to read next? Why?**	tempests, prow, cows lowing, pledged	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they read independently • Develop positive attitudes to reading and understanding of what is read • Re-reading sentences for clarity	**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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap how the men were feeling at the beginning of the story and what we know has happened since. Children predict how they think the men will be feeling about going home.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
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 all of Lesson 4: Read/ Teacher Model/Children Practise to the children, then reread the first paragraph -as Erik reflects on their achievement. Discuss how the sentence in bold is tricky to understand. Model **re-reading** for clarity and to understand what it means better.
Fluency: **Choral Reading** of the same extract. Children to use **re-reading** for clarity and discuss whether it helps in such a tricky sentence.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Ask the children **Anchor Question A**. Teacher **re-read** the second paragraph.
Reference the text: Teacher to circle *'many a time they wished themselves back safe on the shores of home, 'they are crowded', 'We are home! cried Erik', 'his men cheered', 'they threw their helmets in the air'.*
Then draw inferences from the men's actions.
Teacher Talks: Use **Think Aloud:** I can **infer** that they were happy to be home because the text says that they had often wished to be home. They all crowded around to see the land and they cheered and threw their helmets in the air, which are both actions you do when you are celebrating and show that they feel happy. Teacher fill in the speech bubbles around the text.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read and examine the extracts Lesson 4: Children Practise. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Text mark**, circling words and phrases which tell them how the men are feeling. If the children are struggling, consider *'kissed the ground', 'gave thanks', laughed', 'joy', 'surprise', 'happiness'. 'kissed his wife a thousand times'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply Activity.
Verbal & Written Responses: Children to complete Lesson 4: Children Apply. Use words and phrases circled to answer **Anchor Question A**. Children to **Infer** and write their answers in the speech bubbles as modelled.

Refer to **Anchor Question B.** As a class, look at the contents page. Consider all of the adventures in the book which we haven't read yet during this unit. Ask the children to consider which chapter they would like to read next and why. Children to discuss and to express their reasons why, referring to their preferences as a reader and using their knowledge of the book so far.

Acceptable Point(s) Anchor Question A

- Excited, happy, surprised, relieved, proud supported by evidence

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

- use of the strategies taught i.e. **Choral Read, Re-read, Infer, Think Aloud**
- responses to the **Anchor Questions**.

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Lesson 4: Vocabulary

tempests	prow
cows lowing	pledged

Lesson 4: Fluency

But in finding that land, we almost ourselves. **It is indeed a wonderful place, but this moonful of earth is all of it to which we have a right and all of it that we shall take.'** And with that, they set the sail of Golden Dragon towards home.

Lesson 4: Anchor Questions

A How did Erik and his men feel about going home? What gives you that impression?
B Which part of the story would you like to read next? Why?

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Lesson 4: Read / Teacher Model / Children Practise

'We have been to the land where the sun goes at night…I may sleep in my bed again. But in finding that land, we almost found ourselves. **It is indeed a wonderful place, but this moonful of earth is all of it to which we have a right and all of it that we shall take.'** And with that, they set the sail of Golden Dragon towards home.

Long and weary was that last voyage of Golden Dragon. And many a time Erik and his men thought their last hours had come, what with giant waves and tempests and monsters of the deep. And many a time they wished themselves back safe on the shores of home.

But one morning, as dawn was breaking, they heard the look-out cry: 'Lands ahead!' They all crowded to the prow of Golden Dragon, and peered into the sea breeze, and there – sure enough – was a land of snow-capped mountains on the horizon.

'We are home!' cried Erik, and his men cheered and threw their helmets in the air. When at last they were on the shore of their own land, they kissed the ground, and gave thanks that they had returned- safe after so many adventures.

As they looked they could hear – faintly in the distance – the early morning sounds of the village awakening…cows lowing, dogs barking… and each of them laughed inside himself with joy to think of the surprise and happiness that they would bring with their arrival.

'Let's hurry!' cried Sven the Strong. 'I cannot wait to see how my children have grown!'

When they arrived, Erik kissed his wife a thousand times, and she him.

Then they lit a great fire in memory of Golden Dragon, that still lay beneath the bottom of the ocean and they pledged themselves to build a new ship as soon as winter was past.

Then they celebrated with a feast. And long into the night Erik and his men took turns to tell these stories that you have just been listening to.

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Lesson 4: Teacher Model

Long and weary was that last voyage of Golden Dragon. And many a time Erik and his men thought their last hours had come, what with giant waves and tempests and monsters of the deep. And many a time they wished themselves back safe on the shores of home.

But one morning, as dawn was breaking, they heard the look-out cry: 'Lands ahead!' And they all crowded to the prow of Golden Dragon, and peered into the sea breeze, and there – sure enough – was a land of snow-capped mountains on the horizon.

'We are home!' cried Erik, and his men cheered, and they threw their helmets in the air.

They had often wished to be back home so would be happy to reach home.

They all crowded to see the land because they were excited.

They cheered and threw their helmets. These are both acts of celebration.

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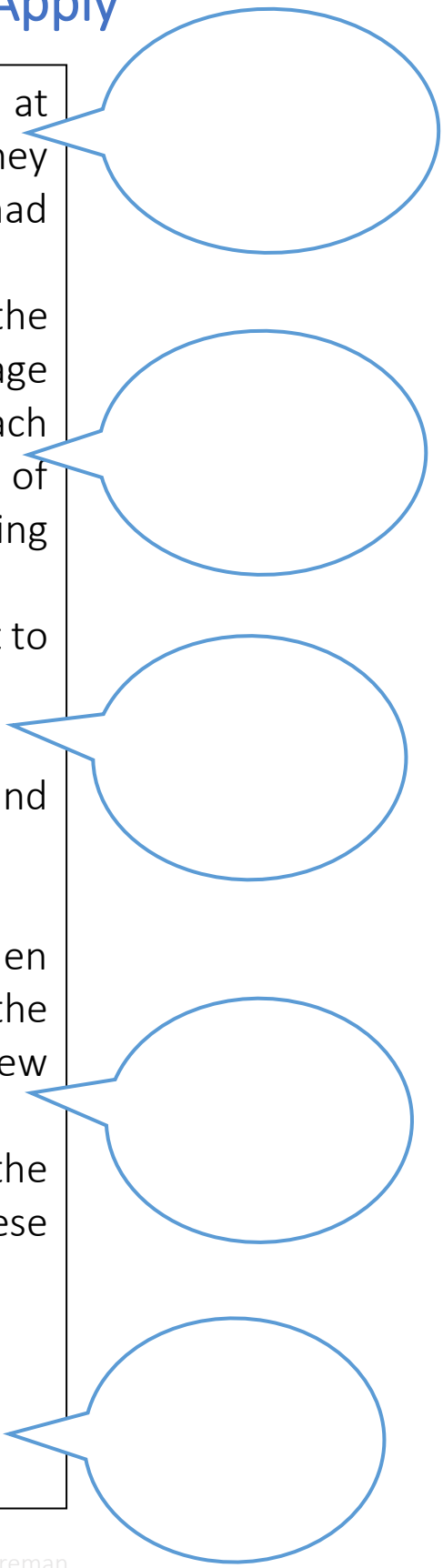
Lesson 4: Children Practise/Children Apply

And so Erik and his men returned home. When at last they were on the shore of their own land, they kissed the ground, and gave thanks that they had returned- safe after so many adventures.
And as they looked they could hear – faintly in the distance – the early morning sounds of the village awakening…cows lowing, dogs barking… and each of them laughed inside himself with joy to think of the surprise and happiness that they would bring with their arrival.
'Let's hurry!' cried Sven the Strong. 'I cannot wait to see how my children have grown!'

When they arrived, Erik kissed his wife a thousand times, and she him.

Then they lit a great fire in memory of Golden Dragon, that still lay beneath the bottom of the ocean and they pledged themselves to build a new ship as soon as winter was past.
Then they celebrated with a feast. And long into the night Erik and his men took turns to tell these stories that you have just been listening to.



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

Lesson	5	Vehicle Text & Page	**Teacher note: If possible, before this lesson read the chapter 'How Erik and Thangbrand were Tested' p.83-87 to the children.** Extracts adapted The Saga of Erik the Viking pp.9-11 Terry Jones

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A What are the clues that Erik is brave and is well respected by his men? **B What qualities are necessary for a member of Erik the Viking's quests?**	fraught with danger, embedded, quivered , singe, trust my judgement	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Identify how language, structure and presentation contribute to meaning • Confidently retrieve and record information from non-fiction	**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 Session

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

Activate Prior knowledge: Use **Fact and Opinion** to discuss the children's opinions so far on the statement 'Erik is brave'. Encourage the children to **Reference the text** and use their knowledge of the story so far to support their view.

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

Vocabulary: Vocabulary: Explain these in the context of where they are located within the text (which will be read aloud so pause to clarify) and refer to Lesson 5: Vocabulary sheet.

Share Anchor Question: Refer to this throughout the session.

Enjoy and Respond to the text:
Before the lesson, read the chapter 'How Erik and Thangbrand were Tested' p.83-87 to the children.

Refer to **Anchor Question A**
Children to independently read the extracts (Lesson 5: Children Apply) and then create a **Mind Map** of how they know that Erik is brave and well respected by his men. Encourage the children to use both the extracts read today and known examples from the rest of the unit.

Written Responses / Evidence Anchor Question(s):
Refer to **Anchor Question B.**
Children to design a WANTED posted, advertising for a position for a new crew member for the comrades' next quest (as we know from the text that they were building a new ship ready for future adventures).
The children should include their knowledge from the book, for example: Are you brave enough to face the Old Man of the Sea? Would you be cunning enough to avoid the enchanting music from the Giant's harp and therefore escape his cave?

Comprehension Questions:
1. Why did Ragnor Forkbeard not want Erik to enter the cave?
2. What did Erik mean when he said, 'We must row as we have never rowed before!'?
3. Look at the final extract (p. 178). Find and copy the word which means terrible.
4. How do you think Thorkhild felt when Death was there? What gives you that impression?

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Text Mark, Infer, Mind Map,**
- responses to the **Anchor Questions**.

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

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Lesson 5: Vocabulary

fraught with danger	embedded
quivered	singe
trust my judgement	

Lesson 5: Anchor Questions

A What are the clues that Erik is brave and is well respected by his men?
B What qualities are necessary for a member of Erik the Viking's quests?



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Lesson 5: Children Apply

p.12 Ragnor Forkbeard gripped Erik by the arm. 'Do not go into that dark cave. For I fear you will never come out again.'
'I must.' said Erik
But Sven the Strong gripped Erik by the other arm. 'If you are killed we are all lost' he said.
'I must find out what I want to know,' said Erik. Then he strode into the cave.

p.18 Erik said, 'To the oars! We must row as we have never rowed before!' And they leapt to the oars, but try as they might they could not escape.

p.48 And before the words had left his lips, Erik's sword was back in his hand: 'I am not afraid of fear,' he cried … and before the echo had died, every one of Erik's men had taken up their swords off the stony beach.

p.83 Thrangbrand said, 'Why should we put up with this any longer? Let us leave this place. Let us find the Golden Dragon and set sail at once.' And Erik's men looked from one to the other, and then they looked at Erik. But Erik said nothing.
At last Erik spoke. 'You know my mind already. We should stay here until the snows have gone. However, if any of you wish to follow Thangbrand I shall not stop you.'

p.87 'I am not your leader because I have the strongest arm for the bow, or the mightiest sword, or even the bravest heart, but because you have learned to trust my judgement, and know that even when I am wrong I speak for the good of us all and not for pride.'

p.153 'I am Death,' said the figure. 'And none of you shall cheat me. I will take you all. And I will take you when I choose…if you will play me at chess, I will spare your friend's life for now.'
'I will play you at chess!' cried Erik.
'Don't!' whispered Thorkhild.

p.178 But Erik turned from one to the other and said: 'I shall not leave this hideous place without each and every one of you.' And he put his hand to his hip and drew his sword.

Extracts adapted from ©The Saga of Erik the Viking Terry Jones

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Lesson 5: Comprehension Questions

1. Why did Ragnor Forkbeard not want Erik to enter the cave?

_____

2. What did Erik mean when he said, *'We must row as we have never rowed before!'*?

_____

3. Look at the final extract (p. 178). Find and copy the word which means terrible.

_____

4. How do you think Thorkhild felt when Death was there? What gives you that impression?

_____

_____

_____

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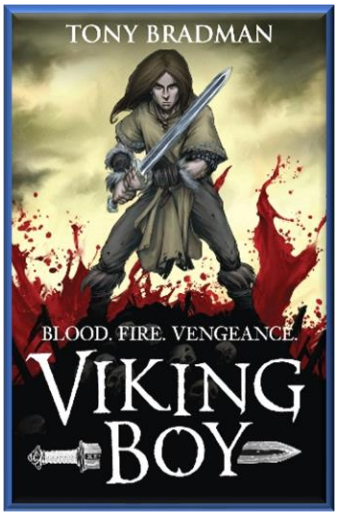
Shared Reading Planning

Year 4

Curriculum Driver: History

Unit C: Vikings

Fiction 2



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

Lesson	1	Vehicle Text & Page	Viking Boy extracts adapted from pp. 9-10 and 175-177 Tony Bradman

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Are the Norns powerful and fearful? How do you know?	colossal pulsing knotted fibres spindle wielded cast an eerie, sickly glow	• Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, **word roots**, word families, text organisation and prior knowledge of context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Confidently participate in discussion about both books that are read to them and those they read independently	**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: Share the front cover and read the blurb to the children. Focus on *'Gunnar's path has been foretold'* and tell the children that during this lesson, through the story, we will learn about one of the Vikings' beliefs – that the Norns tell the fate of all Vikings and decide their destiny. Ask children if they remember finding out a little bit about this during the non-fiction work on beliefs.

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

Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary. Also, look at the words *endless, toothless and ceaselessly* and discuss the suffix –less and how this can help us work out the meaning.

Explore & respond: Read the extracts to the children – Lesson 1: Read/Teacher Model/ Children Practise, focusing on **phrasing** to help the children to understand the meaning. As they listen, ask the children to **Stop and Jot** any evidence so far to answer the **Anchor question.** Share as a class and record on the flipchart.

Fluency: **Choral Read**, focusing on **phrasing.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher reread the first 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 *'deep darkness', 'then you're dead', 'cackle', 'endlessly tangled and knotted and pulsing with life', 'He'll suffer before we're done', 'they cackle again', 'bony hands', 'dance wildly', 'chanting as they caper', 'hair like nests of snakes', 'ragged black cloaks whirling'*

Model how to annotate around the text, showing what can be inferred from the words and phrases.

e.g. Teacher Talks: From *'he'll suffer before we're done'* I can infer that they are going to do something bad to make him suffer so they are powerful and should be feared. The use of *'cackle'* and the description of their hands, hair and cloaks makes me think of witches so I can infer that they are fearful.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to re-read the second 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 *'hunched figures in ragged black cloaks, their skin pale and wrinkled, their mouths toothless and drooling, their hair like nests of snakes', 'then with a little snip…you're dead, dead, dead!'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to complete Lesson 1: Children Apply Activity, adding annotations around the extract, to show what they can **Infer** from the words and phrases circled in order to answer the **Anchor Question**. Feedback as a class.

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

This may include:

- use of the strategies taught i.e. **Stop and Jot, Choral Read, Phrasing, Referencing the Text, Text Mark, Infer,**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question

- Powerful because they can spin your future and if they snip your thread, you die so they are in control of destiny.
- Fearful because of their power and how they are described - their appearance (skin, cloaks, hair) and wild actions (dancing, cackling, screaming)

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

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Lesson 1: Vocabulary

colossal	pulsing
cast an eerie, sickly glow	knotted fibres
spindle	wielded

Lesson 1: Fluency

"Spin and weave…" says the first, the oldest, voice of that which has been.
"A line of silver thread…" says the second, voice of that which is now.
"One little snip…and then you're dead," says the third, voice of all that which is yet to come.

Lesson 1: Anchor Question

Are the Norns are powerful and fearful? How do you know?

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

Three voices speak in the deep darkness by the giant roots of Yggdrasil, great tree of worlds, its colossal bulk rising high into the sky above.
"Spin and weave…" says the first, the oldest, voice of that which has been.
"A line of silver thread…" says the second, voice of that which is now.
"One little snip…and then you're dead," says the third, voice of all that which is yet to come.
The Three Sisters cackle, and their vast web trembles. It stands around them, endlessly tangled and knotted and pulsing with life.
Sudden light in the darkness, a small glowing pool like a shimmering mirror. Three faces leaning over it, reflecting the gleam, eagerly searching the ripples for what they might see. Soon an image appears on the surface.
"Who's that?" says the oldest, peering.
"Is it the boy, our chosen one?"
"He'll suffer before we're done," says the third, and they cackle again. They join bony hands and dance wildly round the pool, chanting as they skip, their hair like nests of snakes, their ragged black cloaks whirling…

When Gunnar opened his eyes he was standing before a vast, endless tangle of knotted fibres that pulsed – and he knew that he was looking at the web woven by the Norns. He saw three hunched figures in ragged black cloaks, their skin pale and wrinkled, their mouths toothless and drooling, their hair like nests of snakes. One sat at a huge spindle, one swiftly wove threads into the web, and the third wielded a giant pair of shears.
"Spin and weave, spin and weave," said the first.
"Into a line of silver thread," said the second.
"Then with a little snip…you're dead, dead, dead!" said the third. The three of them cackled, and Gunnar heard ghostly voices, the spirits of the newly dead wailing softly in the darkness. All three Norns turned to stare at him.
"Should we tell him of his fate?" said the first.
"Of course we should!" said the second. "And we won't lie."
"One of you will live," said the third, "and one of you will die!"
Their cackling reached a peak this time, the three of them screaming with laughter. A shimmering pool appeared and cast an eerie, sickly glow. The Norns danced around it, their ragged cloaks and hair flying around them.

Extract adapted from ©Viking Boy by Tony Bradman Walker Book

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

Lesson	2	Vehicle Text & Page	Viking Boy extracts adapted from pp. 32-34 Tony Bradman

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Can you summarise what happens in the paragraph?	hasty, parried, paralysed, baying their agreement, hilt	• Identify main ideas drawn from more than two paragraphs and summarise these • Identify how language, structure and presentation contribute to meaning	**2c** summarise main ideas from more than one paragraph



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Tell the children that in the previous chapter, raiders came to Gunnar, Mother and Father's home, set fire to the roof and started a battle. The leader of them was Skuli, who had previously been a guest in their home and had tricked them.

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

Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary.

Explore & respond: Read all of Lesson 2: Read/ Teacher Model/ Children Practise to the children. Reread the first paragraph. Ask the children how the author makes this part of the story exciting and action packed. Discuss the use of many verbs – *'thudded', 'struck', 'staggered', 'dropped the shield', 'stepped forward', 'parried the blow', 'smashing together'*

Fluency: **Choral read.** Use **Stress** to draw attention to the powerful verbs which make this extract exciting and action packed.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher reread the first paragraph from the extract - Lesson 2: Read / Teacher Model/ Children Practise and read the **Anchor Question**. Model how to **Text Mark,** circling the most important words and phrases in order to summarise the paragraph.

Teacher to model how to **summarise** the paragraph into your own words (See Lesson 2: Teacher Model)

Teacher write: Grim and Skuli wouldn't talk and wanted battle. Father sprang at Skuli but an arrow hit Father's chest then Grim and Father's swords smashed together.

Reference the text: Teacher to circle '*The time for talking is over*', '*Father sprang at Skuli', 'the third struck Father in the chest', 'He staggered and dropped the shield', 'Grim…swing at him', 'swords smashing together'*



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: **Paired Read** the other extracts from the story**-** Lesson 2: Read/Teacher Model/Children Practise. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children to circle the most important words and phrases in order to summarise the paragraph. If the children are struggling, consider: *'Mother leapt forward', 'Wolf Men grabbed her', 'nothing she could do.', 'Stood paralysed', 'Father sank to the ground', 'moment of doom is near', 'He was ashamed', 'Don't you dare die', "I'm sorry…"', 'a last sigh escaping from Father's mouth'*



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Working in pairs, children to complete Lesson 2: Children Apply Activity – children to use their text marking from their Practise activity and write a summary for each paragraph.

As a class, feedback and share the summary. Discuss whether any of the paragraphs were easier or more difficult to summarise than others and consider why.

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

This may include:

- use of the strategies taught Choral Read, Stress, Paired Read, Text mark, Summarise,
- responses to the **Anchor Questions**.

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Lesson 2: Vocabulary

hasty	parried
paralysed	baying their agreement
hilt	

Lesson 2: Fluency

Two arrows thudded into the shield, but the third struck Father in the chest. He staggered and dropped the shield, and Grim stepped forward to take a swing at him. Father parried the blow with Death-Bringer, the swords smashing together with a mighty CLANG!

Lesson 2: Anchor Question

Can you summarise what happens in the paragraph?

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Lesson 2: Read / Teacher Model / Children Practise

"Let's not be hasty here, Skuli," Father said. "I'm a reasonable man. Surely we can talk some more…"
"The time for talking is over," said Grim, scowling. "You made sure of that when you killed four of my men. Skuli, we need to finish this."
"I know," said Skuli.
"NO!" screamed Mother, and Father sprang at Skuli, Death-Bringer raised. Grim nodded at his archers. Two arrows thudded into the shield, but the third struck Father in the chest. He staggered and dropped the shield, and Grim stepped forward to take a swing at him. Father parried the blow with Death-Bringer, the swords smashing together with a mighty CLANG!

Mother leapt forward, aiming her spear at Grim, but one of the Wolf Men grabbed her, making her drop it. She kicked and screamed, but there was nothing she could do. Gunnar stood paralysed, letting the rock fall from his hand, watching as Father sank to the ground and onto his back.

Skuli walked over and looked down at him. "Cut his throat!" yelled another of the Wolf Men, the rest baying their agreement. Skuli shook his head. "No need," he said, "The moment of doom is near."

Mother shook off the Wolf Man holding her and ran to Father, kneeling next to him and sobbing, and Gunnar joined them. If only he was a man, a warrior like Father! If only he had been able to stand with him and take his share of the fighting. He was his father's son and he had done nothing. He was ashamed.
Mother moaned and leaned over Father. He still held the hilt of Death-Bringer in his right hand.
"Don't you dare die!" she said. "I won't let you!"

"Helga…Gunnar…" whispered Father, his breath coming in gasps, his chest heaving, his tunic darkening with the blood pulsing up round the arrow. His face was already deathly white, like that of a ghost. He squeezed his wife's hands, moved his head so he could see Gunnar.
"I'm sorry…"
Gunnar looked into his eyes, but they changed, locking into stillness, a last sigh escaping from Father's mouth.

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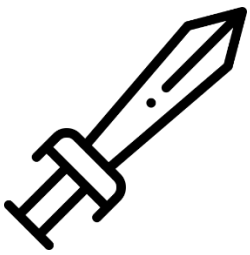
Lesson 2: Teacher Model

Paragraph	Summary
"Let's not be hasty here, Skuli," Father said. "I'm a reasonable man. Surely we can talk some more…" *"The time for talking is over," said Grim, scowling. "You made sure of that when you killed four of my men. Skuli, we need to finish this."* *"I know," said Skuli .* *"NO!" screamed Mother, and Father sprang at Skuli, Death-Bringer raised. Grim nodded at his archers. Two arrows thudded into the shield, but the third struck Father in the chest. He staggered and dropped the shield, and Grim stepped forward to take a swing at him. Father parried the blow with Death-Bringer, the swords smashing together with a mighty CLANG!*	Grim and Skuli wouldn't talk and wanted battle. Father sprang at Skuli but an arrow hit Father's chest then Grim and Father's swords smashed together.



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Lesson 2: Children Apply

Paragraph	Summary
Mother leapt forward, aiming her spear at Grim, but one of the Wolf Men grabbed her, making her drop it. She kicked and screamed, but there was nothing she could do. Gunnar stood paralysed, letting the rock fall from his hand, watching as Father sank to the ground and onto his back.	
Skuli walked over and looked down at him. "Cut his throat!" yelled another of the Wolf Men, the rest baying their agreement. Skuli shook his head. "No need," he said, "The moment of doom is near."	
Mother shook off the Wolf Man holding her and ran to Father, kneeling next to him and sobbing, and Gunnar joined them. If only he was a man, a warrior like Father! If only he had been able to stand with him and take his share of the fighting. He was his father's son and he had done nothing. He was ashamed. *Mother moaned and leaned over Father. He still held the hilt of Death-Bringer in his right hand.* *"Don't you dare die!" she said. "I won't let you!"*	
"Helga…Gunnar…" whispered Father, his breath coming in gasps, his chest heaving, his tunic darkening with the blood pulsing up round the arrow. His face was already deathly white, like that of a ghost. He squeezed his wife's hands, moved his head so he could see Gunnar. *"I'm sorry…"* *Gunnar looked into his eyes, but they changed, locking into stillness, a last sigh escaping from Father's mouth.*	

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

Lesson	3	Vehicle Text & Page	Viking Boy extracts adapted from pp. 41-43 and pp.48-49 Tony Bradman

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression does the author give of the wolves and the Valkyries and how does he achieve this?	maidens, in the old tongue, bristling grey pelts, ghastly carrion feast, visors	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Identify how language, structure and presentation contribute to meaning • Scan for specific information	**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: Ask the children what they already know about what the Vikings believe happens after death. Record as a **Mind Map** on the flipchart - to be added to at the end of the lesson.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary.
Explore & respond: Read the extract - Lesson 3: Read / Teacher Model / Children Apply. Allow time to **Stop & Jot** their initial thoughts about the **Anchor Questions**.
Fluency: **Choral Read** the extract, focusing on using **Intonation** to show the difference in how the characters are feeling.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: During this modelling, the Teacher will focus on the impression given of the ***wolves***. Teacher read the extract -Lesson 3: Read/ Teacher Model/ Children Practise. Model **Scanning** the text for evidence of what impression the author is giving of the ***wolves***. **Text mark**, circling the words and phrases which give an impression of what the wolves are like.
Model how to answer **Anchor Question** by filling in the table – Lesson 3: Teacher Model.
Reference the text: Circle: *'creatures of nightmare', 'size of a horse', 'bristling grey pelts and huge, leathery wings', 'eyes glowed red', 'blood dripped from their muzzles' 'ghastly carrion feast', 'foul odour' 'snarling', 'glistening fangs', 'massive heads', 'tugging at the reins held by their riders'.*

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to **Scan** the text for evidence of what impression the author is giving of the ***Valkyries.*** One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Text mark**, circling the words and phrases which give an impression of the Valkyries are like.
If the children are struggling, consider: *'legendary beings' , 'even more terrifying sight' ,'chill of fear', 'tall women warriors in black chainmail' , 'black cloaks', 'red shields', 'spears with leaf-shaped blades', 'faces were completely hidden' , 'black helmets with visors in the shape of a raven's curved beak'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply Activity
Verbal & Written Responses: Children to complete the table – Lesson 3: Children Apply activity, as modelled.
Together, consider whether the author has made the desired impression clearly. Ask the children what the **Reader Effect** is. Ask whether the children can imagine what both the wolves and the Valkyries look like from the descriptions.
Briefly, in pairs – one partner read the description of the wolves and the other partner **visualise** and draw the wolves. then swap – partner read the description of the Valkyries and the other partner **visualise** and draw the Valkyries.
Finally, look at the illustrations from the book (pp.48-9) and compare them.

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

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

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Lesson 3: Vocabulary

maidens	in the oldest tongue
bristling grey pelts	ghastly carrion feast
visors	

Lesson 3: Fluency

There were screams from those around him as the shapes gradually became clear. The lights were enormous flying wolves with riders on their backs.
Gunnar glanced at Mother – and was amazed to see her smiling.
"I fear no man," muttered Skuli, eyes narrowed, hand on his sword hilt, "But what monsters are these? This must be a dream, or some kind of madness!"

Lesson 3: Anchor Question

What impression of the does the author give of the wolves and the Valkyries and how does he achieve this?

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Lesson 3: Read/ Teacher Model/Children Practise

There were screams from those around him as the shapes gradually became clear. The lights were enormous flying wolves with riders on their backs.
Gunnar glanced at Mother – and was amazed to see her smiling.
"I fear no man," muttered Skuli, eyes narrowed, hand on his sword hilt, "But what monsters are these? This must be a dream, or some kind of madness!"
"It's neither," said Mother, turning to glare at him. "Don't you recognise them from the old stories, you fool? Don't you know who they are?" Her voice rose until it almost cracked. "They're coming! Odin's Valkyries are coming!"
Gunnar knew about the Valkyries. They were Odin's shield maidens, legendary beings who rode winged wolves. In the oldest tongue their name meant Choosers of the Fallen, and Odin sent them to collect the bravest men, any warrior who fought against great odds and was killed with a sword in his hand. The Valkyries carried them to Valhalla, the Hall of Fallen Heroes. Now Gunnar understood why Mother was smiling.

The wolves were creatures of nightmare, each the size of a horse, but with bristling grey pelts and huge, leathery wings. Their eyes glowed red, and blood dripped from their muzzles as if they had come from some ghastly carrion feast, which might have explained the foul odour they brought with them. They swished their tails, snarling and showing their glistening fangs, swinging their massive heads from side to side, tugging at the reins held by their riders.
The Valkyries were an even more terrifying sight than the wolves. Gunnar felt a chill of fear as he studied them – nine tall women warriors in black chainmail and black cloaks, all holding red shields and spears with leaf-shaped blades, the points sparkling like stars. Their faces were completely hidden in black helmets with visors in the shape of a raven's curved beak.

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Lesson 3: Teacher Model

What impression does the author give of the wolves and how does he achieve this?	
What impression does the author give of the wolves?	**How does he achieve this?**
The author makes the wolves sound terrifying and as if they would hurt you and should be feared.	**By how he describes them:** *'creatures of nightmare'* *'eyes glowed red'* *'blood dripped from their muzzles'* *'ghastly carrion feast' 'foul odour'* *'snarling', 'glistening fangs',* **By how the characters react to them:** *'There were screams from those around him'* *Skuli said: "But what monsters are these? This must be a dream, or some kind of madness!"*
He makes the wolves sound strong and powerful.	*'size of a horse',* *'bristling grey pelts and huge, leathery wings'* *'massive heads'* *'tugging at the reins'*

Lesson 3: Children Apply

What impression does the author give of the Valkyries and how does he achieve this?	
What impression does the author give of the Valkyries?	**How does he achieve this?**

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

Lesson	4	Vehicle Text & Page	Viking Boy – extracts adapted from pp.33, 35, 36,38, 50, 198 Tony Bradman

Anchor Questions:
A How would you describe Mother's character?
B At the end of the story, Skuli says to Mother, "I'm beginning to think I don't want to marry you after all, I'd be forever looking over my shoulder." Do you agree?

Vocabulary Teaching:

forward	woman
reign	caught
though	minute
perhaps	remember

Focus Comprehension & Strategies:
- Recognise and read Year 3&4 Word List
- Identify how language, structure and presentation contribute to meaning
- With increased independence develop views about what is read

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: Explain to the children that when Skuli and his men took over Gunnar's farm and killed Father, he said he would marry his Mother in exactly one year. This was to be an additional punishment for their family. Explain to the children that near the end of the book Skuli says, *I'm beginning to think I don't want to marry you after all, I'd be forever looking over my shoulder.* During this lesson we will be exploring why Skuli feels like this.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Look at Lesson 4: Vocabulary -all words from the Year 3 and 4 word list. Read them and then look for these words when reading the extracts during the lesson.
Explore & respond: Read the extracts – Lesson 4: Read/Teacher Model/ Children Practise. While reading it aloud, model using **Intonation** to show how the characters would be feeling.
Fluency: **Choral read** -using **Intonation** to show how Mother would be feeling.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher **reread** the first extract and refer to **Anchor Question A.**
Teacher Talks: Use **Think Aloud**. From this extract, I get the impression that Mother's character is brave, determined, loyal and loving. Now I need to find the evidence in the text which made me think this as I read it. *'Mother leaped forward, aiming her spear at Grim'* made me think she was brave. *'She kicked and screamed'* made me think she was determined because she wasn't giving up. *'ran to Father, kneeling next to him and sobbing'* made me think she was loyal to her husband and loved him very much.
Reference the text: Teacher to locate and circle the words and phrases from the text (above) and write thoughts around the text in the thought bubbles – Lesson 4: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: **Paired Read** the other extracts - Lesson 4: Read/ Teacher Model/ Children Practise. Children to work together to **Text mark**, circling the words and phrases which show what Mother's character is like. One copy of the text between two encourages collaborative working and discussion. Encourage the children to use **Think Aloud.**
Practise Taught Strategies & Skills: Working in pairs, children to circle words and phrases and **Think Aloud** as modelled.
If the children are struggling, consider: *'I am the wife of Bjorn Sigurdsson," she said, "And such will I always be.",*
'I'd rather be dead," said Mother', 'She spat on Skuli's boots', 'I'll stick a knife in your ribs rather than let you touch me.'
'more horrified, more desperate', 'She flung herself at Grim', 'she flailed and kicked and tried to bite them', 'RUN!" she screamed at Gunnar', 'she was giving him what might be his only chance to live'.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 4: Children Apply
Verbal & Written Responses: Children to complete Lesson 4: Children Apply, adding their thoughts and descriptions of mother to the thought bubbles.
Refer to **Anchor Question B.** Ask the children whether they agree with Skuli that he would forever be looking over his shoulder if he married Mother. Encourage the children to **Reference the Text** in their oral answers.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Choral Read, Intonation, Text Mark, Infer, Think Aloud, Reference the Text**
- responses to the **Anchor Questions**.

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

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Lesson 4: Vocabulary

forward	woman
reign	caught
though	minute
perhaps	remember

Lesson 4: Fluency

Mother leaped forward, aiming her spear at Grim, but one of the Wolf Men grabbed her, making her drop it. She kicked and screamed but there was nothing she could do.

Lesson 4: Anchor Questions

A How would you describe Mother's character?

B At the end of the story, Skuli says to Mother, *"I'm beginning to think I don't want to marry you after all, I'd be forever looking over my shoulder."* Do you agree?

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Lesson 4: Read/ Teacher Model/Children Practise

p.33 Mother leaped forward, aiming her spear at Grim, but one of the Wolf Men grabbed her, making her drop it. She kicked and screamed but there was nothing she could do. Mother shook off the Wolf Man holding her and ran to Father, kneeling next to him and sobbing.

p.36 Skuli: " I'll need a woman to take care of it. What about it Helga. Would you like to be a rich man's wife?"
"I am the wife of Bjorn Sigurdsson," she said, "And such will I always be."
Skuli snorted and nodded at Father's body. "Well, he can't do you much good now, can he?" he said. "Marry me and perhaps you'll reign as queen some day."
"I'd rather be dead," said Mother, her eyes narrowed. She spat on Skuli's boots. "And I'll stick a knife in your ribs rather than let you touch me."

p.38 (when Skuli is threatening to kill Gunnar)
"He can't hurt a man like you," Mother said. "He's just a boy."
"Remember, little boys grow up to be big boys," said Skuli. "And I can't take the risk that he'll turn out to be as good a warrior as his father. Don't worry Helga, you'll have plenty more sons, I can promise you that. Kill him Grim."
"NO!" Mother screamed again, more horrified, more desperate than before. She flung herself at Grim, and two Wolf Men caught her and held her down, even though she flailed and kicked and tried to bite them.

p.50 Then Mother grabbed a knife from the belt of the nearest Wolf Man and slashed at Grim with it, an arc of blood spraying from his cheek. Skuli and the other Wolf Men stared at Mother with their mouths open.
"RUN!" she screamed at Gunnar, their eyes locking for a minute, and he knew she was giving him what might be his only chance to live.

p.198 *When Skuli tells Gunnar he promises not to hurt Mother as long as his men swear never to hurt Skuli*
"Don't do it, Gunnar," said Mother, her voice pleading. "Kill him even though it means I have to die too! You're all that matters – I want you to live…"

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Lesson 4: Teacher Model

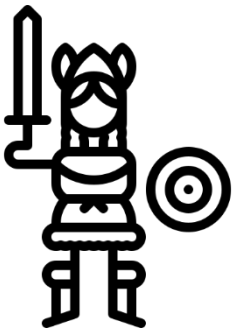
p.33 Mother leaped forward, aiming her spear at Grim, but one of the Wolf Men grabbed her, making her drop it. She kicked and screamed but there was nothing she could do.

Mother shook off the Wolf Man holding her and ran to Father, kneeling next to him and sobbing

Mother is brave.

Mother is determined.

Mother is loyal and loves Father.



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Lesson 4: Children Apply

p.35 “We’ll get out of this,” Mother whispered. “I’ll think of a way to get us out of this.” She hugged Gunnar.

p.36 Skuli: “ I’ll need a woman to take care of it. What about it Helga. Would you like to be a rich man’s wife?”
“I am the wife of Bjorn Sigurdsson,” she said, “And such will I always be.”
Skuli snorted and nodded at Father’s body. “Well, he can’t do you much good now, can he?” he said. “Marry me and perhaps you will reign as queen some day.”
“I’d rather be dead,” said Mother, her eyes narrowed. She spat on Skuli’s boots. “And I’ll stick a knife in your ribs rather than let you touch me.”

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“He can’t hurt a man like you,” Mother said. “He’s just a boy.”
“Remember, little boys grow up to be big boys,” said Skuli. “And I can’t take the risk that he’ll turn out to be as good a warrior as his father. Don’t worry Helga, you’ll have plenty more sons, I can promise you that. Kill him Grim.”
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“Don’t do it, Gunnar,” said Mother, her voice pleading. “Kill him even though it means I have to die too! You’re all that matters – I want you to live…”

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

Lesson	5	Vehicle Text & Page	Extracts adapted from Viking Boy Tony Bradman

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How did Gunnar's feelings about being a boy or a man change throughout the story?	swore the blood oath steading	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than two paragraphs and summarise these	**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 **2c** summarise main ideas from more than one paragraph



Extended Apply Session

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

Activate Prior knowledge: Remind the children of the title 'Viking Boy'. Re-read the extract from Lesson 2 about how Gunnar felt at the beginning of the story. He was a boy and wished he was a man so he could have saved his father. Discuss with the children that this 'coming of age' and going through the transition from boy to man is one of the **themes** running through the book.

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

Vocabulary: Share the words and phrases found within the text -Lesson 5: Vocabulary. Help children to locate them in the extracts – using **Find Read Talk.** These extracts also contain other topic specific words which they have met in previous lessons. Encourage children to explain these too and to consider how reading fiction can also teach us information, for example about the past.

Share Anchor Question: Refer to this throughout the session.

Enjoy and Respond to the text: In pairs, children to read the extracts which focus on this theme – boy to man. Lesson 5: Read. Encourage the children to **Text mark**, circling key words and phrases which will help them to answer the **Anchor question**.

Ask the children to **summarise** how Gunnar's feelings about being a boy or a man change throughout the story. Challenge the children to summarise it into twenty words.

Written Responses / Evidence Anchor Question(s):

Children to write the diary of Gunnar on the day he defeated Skuli. Encourage the children to **infer** and reflect on his feelings about being a man now – and referencing times in the story when he felt like a boy.

Comprehension questions

1. Which word in the first extract shows that Gunnar is not convinced about his bravery, despite his father's confidence?
2. How can you tell that Skuli isn't afraid of Gunnar at the beginning of the battle?
3. Find and copy the simile used by the author to describe Gunnar's doubts disappearing.
4. Did the Norns' prediction come true? Explain your answer.

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

This may include:
- use of the strategies taught i.e. **Theme, Find Read Talk, Text mark, Summarise, Infer, Reference the Text**
- responses to the **Anchor Questions**.

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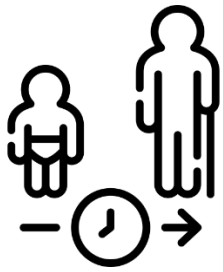
Lesson 5: Vocabulary

swore the blood oath	steading

Lesson 5: Anchor Question

How did Gunnar's feelings about being a boy or a man change throughout the story?



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Lesson 5: Read

Recap from Lesson 2: If only he was a man, a warrior like Father! If only he had been able to stand with him and take his share of the fighting. He was his father's son and he had done nothing. He was ashamed.

p.172 "The instant you swore the blood oath, you stepped into the world of men," Father explained. "Odin set you on a path that would help you grow up quickly."
"Is that why it had to be so hard?
"I didn't choose that for you, Gunnar," said Odin, shrugging. "It was what happened to you on your journey, that's all. Still, it seems to have worked."
"Odin is right, you're not a boy anymore," said Father, "And I'm not just talking about you being taller. I've seen what you've done, what you've suffered- Odin showed me everything. You might only be sixteen summers old, Gunner, but you're braver than most men twice your age."
"Even so…" Gunnar said uncertainly. "How can I fight Skuli?"
"I can teach you to be a warrior," Father said.

p.190 "What's the plan?"
"We take back my steading," Gunnar said grimly. "And I kill Skuli."
"Spoken like a man," said Rurik, clapping him on the shoulder.
But Gunnar still didn't feel like a man, however hard he tried.

p.202 Gunnar found himself moving towards Skuli, Death-Bringer raised.
Skuli laughed and sprang forward, aiming a blow at his head. Gunnar brought Death-Bringer up and their blades clashed together, the shock travelling up Gunnar's arm. Then Skuli went low, slicing at Gunnar's legs, trying to chop him down. Gunnar blocked that stroke, and another, retreating as Skuli came on, still laughing, enjoying himself…
"So this is Gunnar, the hero who went to Valhalla a boy and came back a man…Well as far as I can see you're still a boy… a little boy trying to be a man, holding his father's sword when he should be playing with toys…"
The old doubts filled Gunnar, and he wondered how he could ever have hoped to beat a grown man, a warrior like Skuli. But then he parried one of Skuli's blows – and struck one of his own, almost knocking Skuli's sword from his hand. Skuli frowned. Suddenly Gunnar knew that he *was* a man, whatever Skuli might say, and the doubts vanished like mist burned by the sun...
Gunnar closed his eyes and saw the third Norn holding her shears over a think thread. He heard all three sisters cackling *One will live and one will die…* Then he opened his eyes and swung Death-Bringer for the last time in this fight. The blade swept clean through Skuli's neck and his head rolled across the floor. Gunnar raised Death-Bringer in triumph.
"GUNNAR! GUNNAR!" roared the people of his hall.
This was his home, and no man would ever take it from him again.

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Lesson 5: Apply- Comprehension Questions

1. Which word in the first extract shows that Gunnar is not convinced about his bravery, despite his father's confidence?

_____

2. How can you tell that Skuli isn't afraid of Gunnar at the beginning of the battle?

_____
_____

3. Find and copy the simile used by the author to describe Gunnar's doubts disappearing.

_____

4. Did the Norns' prediction come true? Explain your answer.

_____
_____
_____



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Comprehension Skills & Strategies

Supporting the development of comprehension:

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

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

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

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

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

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

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

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

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.

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My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

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Reread

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

Scanning

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

Self-Correct

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

Sense Making (Syntax)

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

✓ I went to the park.

✗ I went the to park.

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

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Themes

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

Think Aloud

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

Visualising

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

What Next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Phonics Glossary of Terms

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

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Reading Curriculum Coverage



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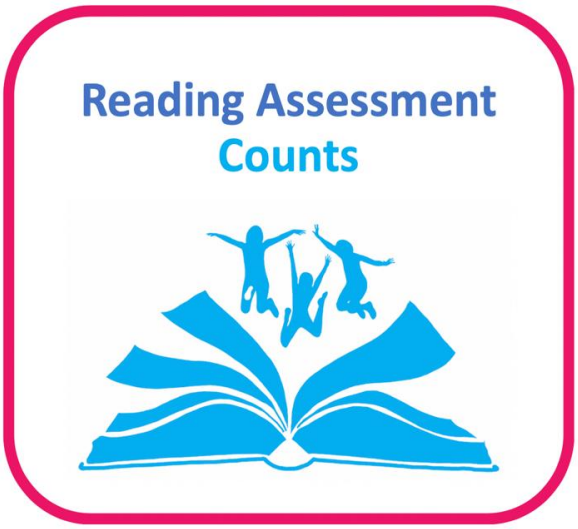
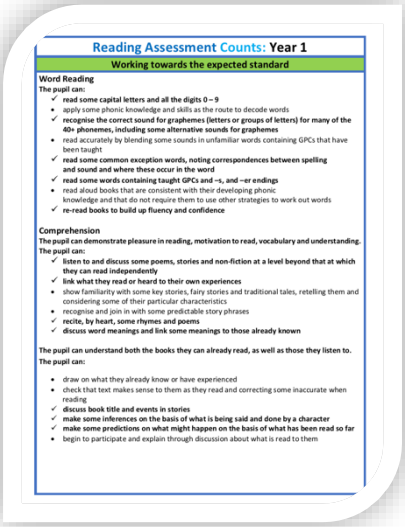
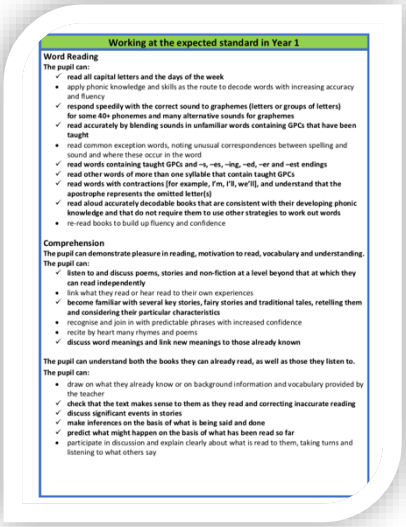
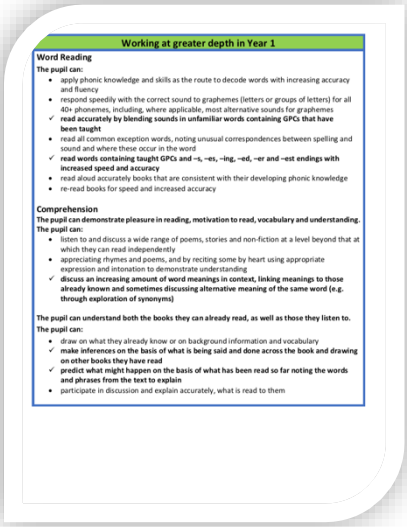
Reading Assessment

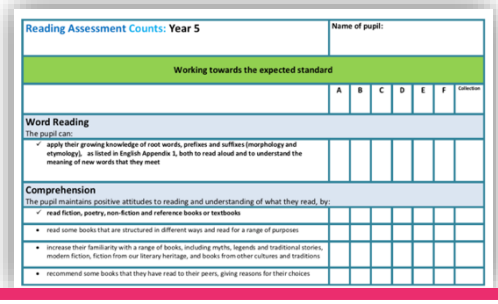


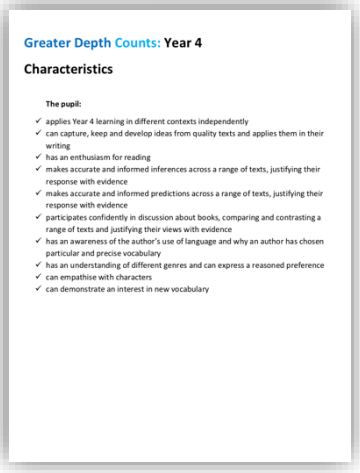












This document will aid teachers in gaining a deeper understanding of each standard within a year group and the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the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

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JAMES SAVAGE
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'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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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.

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- Clear sequential Episodes of Learning
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- A wealth of resources
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Connect to Curriculum

Why Connect to Curriculum?

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

Connect to Curriculum overviews support teachers and leaders by providing:

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



History



Geography



Science

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