Steps to Read™

Shared Reading Planning

Year 5

Curriculum Driver: History

Unit C: Victorians



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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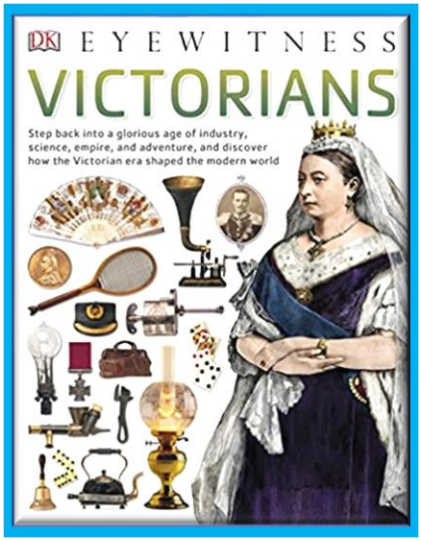
The 4 Steps Teaching Sequence

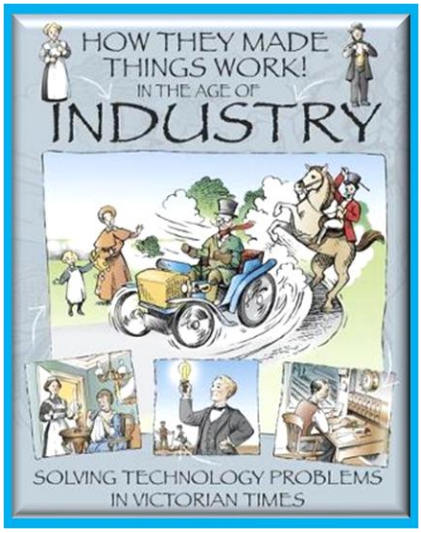
Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

	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

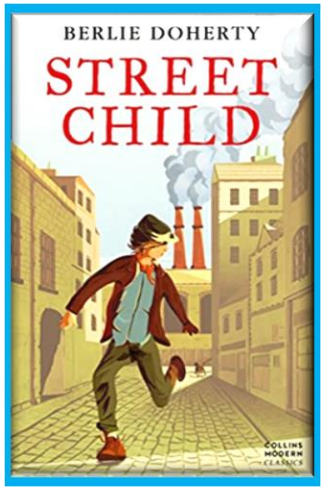
Year 5

Curriculum Driver: History

Unit C: Victorians







Brick-yard Boy **Song of the Shirt**

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Unit Focus: Comprehension Skills & Strategies

This Year 5 Unit C

Word Reading

Build on Previous Year & Focus on:

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

Comprehension

Build on Previous Year & Focus on:

•Make comparisons within and across books e.g. plot, genre and theme
•Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views
•With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
•Identify how language, structure and presentation contribute to meaning
•With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Skills and Strategies

Build on Previous Year & Focus on:

•Recognise and read *most Year 5&6 W*ord List words with automaticity
•Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes*
•Identify features of texts, *e.g. introduction to topic, sequence, illustrations, formality through language choices*
•Finding the main idea of a text
•Use information on-screen and on paper
•Read closely, annotating for specific purposes

Content Domains*

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

Throughout Year 5 focus on

Comprehension

Throughout Year 6 Focus on:

•read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books
•Recommend books that they have read to their peers, giving simple reasons for their choices
•Increase their familiarity with a wide range of books
•Learn a wider range of poetry by heart
•With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Skills and Strategies

Apply the following reading strategies with increasing independence:

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

Content Domains*

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

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

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

There is an expectation that the vehicle texts used in Steps to Read termly units will be available for children to explore and enjoy in their entirety *beyond* the taught lessons. That is, the vehicle texts can be shared through other reading experiences for children. These may include reading aloud, paired reading, guided reading, 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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Steps to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

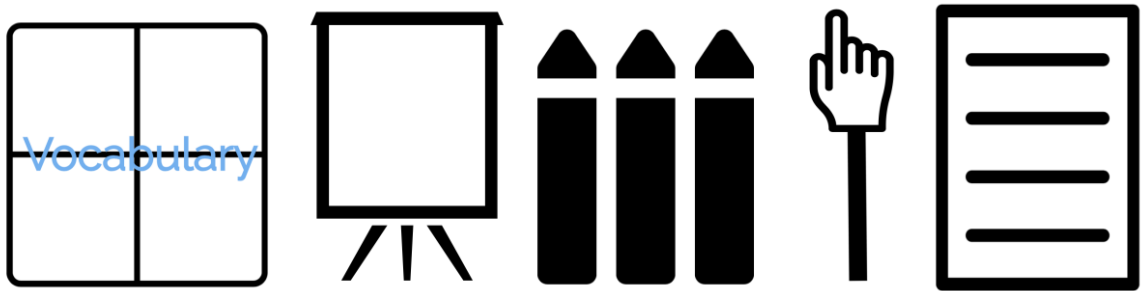
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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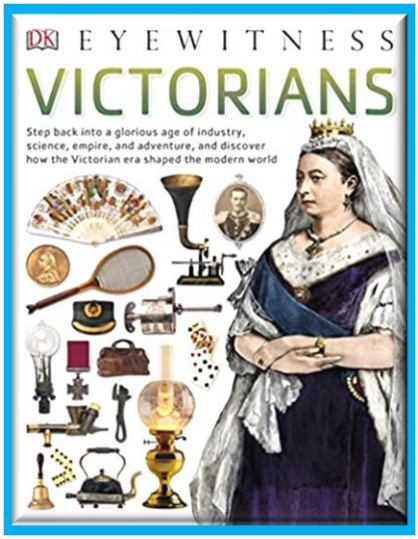
Shared Reading Planning

Year 5

Curriculum Driver: History

Unit C: Victorians

Non-Fiction



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

Lesson	1	Vehicle Text & Page	Victorians DK Eyewitness Extracts adapted from pp.6-7

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why do you think Queen Victoria was a *'symbol of British greatness and much loved'*? Use evidence from the text to support your answer.	longest-reigning British monarch, empire, constitutional. close-knit home life	• Recognise and read most Year 5&6 Word List words with automaticity • Retrieve, record and present some information from non-fiction • Use information on paper • Read closely, annotating for specific purposes	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 Queen Victoria. Share ideas as a class and begin a **Mind Map** on the flipchart.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary. Note words from the Year 5/6 word list - *determination (determined)* and *parliament.*
Explore & Respond: Read only the first paragraph (Lesson 1: Read / Teacher Model / Children Practise) and add key facts to the **Mind Map** about Queen Victoria. Ask the children to **Predict** why they think Queen Victoria was a *'symbol of British greatness and much loved'*. Ask what type of things they are expecting to learn in today's text. Now read the whole of the extract to the children.
Fluency: Model reading the introduction again. Use **Stress** for key words that help the reader to understand her impact, e.g. *enormous, biggest, largest.* Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have enlarged or on screen Lesson 1: Read / Teacher Model / Children Practise. Refer to the **Anchor Question** and **Text Mark**, circling words which give evidence to answer the question. Demonstrate using the paragraph titled *Becoming Queen*. Circle *'took to her duties with enthusiasm and determination'* and *'Within hours, she attended her first official meeting with leading politicians'* and use **Think Aloud** to model how this can provide evidence to answer the **Anchor Question**.
Teacher Talks: I think this extract shows that Victoria was excited and determined to do a good job as Queen. She got straight on, going to a meeting and showing she is hardworking, and I think this will make her be much loved by the British people.
Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Question** on an enlarged copy of the text.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the extract from the double page spread - 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 extracts, circling the key words and phrases to answer the **Anchor Question.** Children use **Think Aloud** in pairs to tell their partner how this can provide evidence to answer the **Anchor Question**.
If children are finding this difficult, they may consider, *'worked closely with her ministers', 'interested in the progress of the Empire', 'imposing personality', 'close knit home life impressed the British public'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 1: Children Apply Activity.
Verbal & Written Responses: Imagine it is 1901 and Queen Victoria has just died. Ask the children to work in small groups to present a news report (orally or written) to tell the people of Britain that Queen Victoria has died. In this, they should reflect on how popular the Queen was, giving reasons why. The children should use their text-marking from Lesson 1: Practise activity to help them to answer the **Anchor Question.**
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

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

Acceptable Point(s) Anchor Question

- wanted progress for the Empire
- happy marriage
- close family – was important to her
- impressive personality

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

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Lesson 1: Vocabulary

longest-reigning British monarch	empire
determination (determined)	parliament
constitutional	close-knit home life

Lesson 1: Fluency

When Victoria died in 1901, she was a symbol of British greatness and much loved. Her reign is known as the Victorian Age and British people of the time as Victorians.

Lesson 1: Anchor Question

Why do you think Queen Victoria was a *'symbol of British greatness and much loved'*? Use evidence from the text to support your answer.

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Lesson 1: Read / Teacher Model / Children Practise

Queen Victoria came to the throne in 1837. She ruled for more than 63 years and is the longest-reigning British monarch. Her reign saw enormous change as Britain built up the world's biggest empire, the largest navy, and the most modern industries. When Victoria died in 1901, she was a symbol of British greatness and much loved. Her reign is known as the Victorian Age and British people of the time as Victorians.

Becoming Queen

Victoria was only 18 when she became Queen, but took to her duties with enthusiasm and determination. Within hours, she attended her first official meeting with leading politicians.

Duties as Queen

As a constitutional monarch, Victoria could not decide affairs of state. Real political power lay with Parliament. But she worked closely with her ministers and was interested in the progress of the Empire.

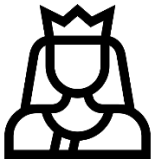
Marriage to Albert

In 1840, Victoria married Albert. She was devoted to her "dear Angel" who was her closest companion and advisor.

Family Life

Victoria and Albert had nine children- five daughters and four sons. Royal duties allowing, they spent as much time as possible with their children, and their close-knit home life impressed their British public. Victoria was only 1.5m (5ft) tall but had an imposing personality.

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

Lesson	2	Vehicle Text & Page	Victorians DK Eyewitness Extracts adapted from pp.22-23

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What was education like for poor children, boys and girls in Victorian times?	state-run working-class, government, recognised, equip	• Finding the main idea of a text • Read closely, annotating for specific purposes • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main idea	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 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 class if they think all children should have the opportunity to go to school and if so, why. Ask the children to consider what might have been the barriers to this in Victorian times. Take brief feedback.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary. Note the words from the Year 5/6 word list - *government* and *recognised*.
Explore & Respond: Read the whole extract to the children (see Lesson 2: Read / Teacher Model / Children Practise). Reread the introduction. Draw attention to the hyphenated words. Explain (briefly as this will be covered in full in Year 6) that the hyphen is used if the words present a single idea. Check understanding of 'working-class'. Ask the children whether they think that the change in education described in the introduction is a positive change and why. Refer back to their thoughts and ideas in the prior knowledge part of the lesson.
Fluency: **Choral Reading:** re-read the extract from the introduction (see Lesson 2: Fluency), drawing attention to the two words from the Year 5/6 word list. Also consider that 'reign' is a homophone and ask the children for the other two versions of reign/rain/rein (revision from Year 4).

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question**. Have the extract enlarged or on screen for the class to see (see Lesson 2: Read / Teacher Model / Children Practise). Explain to the children that they will be using the information pages to **Summarise** what education was like for children, boys and girls in Victorian times. Tell the children that to **Summarise** we must think about what we are reading and pick out the most important ideas. Model how to find the topic sentence (the most important sentence that helps us to see what the rest of the information in the paragraph will be related to). In this case, it is the first sentence: '*In the early 19th century, there were no state-run schools, and no law to say children had to go to school'.*
Teacher Talks: This sentence helps the reader to see that there were no schools in the early 19th century. Add the topic sentence to the Lesson 2: Teacher Model. Now model circling words or phrases from the rest of the paragraph that give further information and help to **Summarise** what the paragraph is telling us.
Reference the text: Circle the words *'few working-class children', 'any formal education', 'end of Victoria's reign', 'working people needed an education', 'all children attend school', '13'.* Add these to the Lesson 1: Teacher Model.
Then show how these ideas and key words can be put together to make a summary, using **Thinking Voice** and add this to Lesson 2: Teacher Model.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to have copies of other paragraphs from the chapter (see Lesson 2: Read/ Teacher Model/ Children Practise). One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children find the topic sentence and circle key words in order to answer the **Anchor Question**. Use discussion and **Thinking Voice** to articulate their choices. Discuss whether they have only focused on key words and phrases that will help to support a **Summary** of the information contained in each paragraph. Adjust if necessary.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Apply Activity
Verbal & Written Responses: Children to complete Lesson 2: Children Apply Activity, using the information from their text marking.
Finally, divide the class into four groups – to role play poor children, girls, boys and inspectors (who were introduced in 1839) The inspectors act in role to hot-seat the others, asking them questions about their experiences in school.
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, Summarising, Text Marking, Thinking Voice** and responses to the **Anchor Question**.

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

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Lesson 2: Vocabulary

state-run	working-class
government	recognised
equip	

Lesson 2: Fluency

By the end of Victoria's reign, the government had recognised that working people needed an education, and made all children attend school until they were 13.

Lesson 2: Anchor Question

What was education like for poor children, boys and girls in Victorian times?



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Lesson 2: Read / Teacher Model / Children Apply

In the early 19th century, there were no state-run schools, and no law to say children had to go to school. Few working-class children had any formal education. By the end of Victoria's reign, the government had recognised that working people needed an education, and made all children attend school until they were 13.

School subjects

To equip them for work, poor children were taught reading, writing and arithmetic – the "three Rs". They also did sport, geography and history. Girls learned how to cook; boys took woodwork lessons.

Ragged schools

Sunday schools for the poor spread rapidly. Known as "ragged schools", they provided free basic instruction, meals and clothing for thousands of poor children until Board Schools replaced them with weekday education.

School Funds

Church-run or charity schools provided education for the poor, but parents often could not afford to let their children stop work to attend. In 1870, a national system of Board Schools was set up, funded out of taxes.

Public Schools

Sons of rich families went to expensive public schools, such as Eton, Rugby or Westminster. Pupils were taught classical subjects such as Latin and Greek and educated to become leaders and statesmen. There were few schools for rich girls, who were taught mainly by governesses at home.

All children learned arithmetic or mathematics. Teachers wrote maths problems on the blackboard, and the children copied them down.

Slates were used in schools as they were cheaper than paper.

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Lesson 2: Teacher Model

Topic Sentence	Key words and phrases from the rest of the paragraph
In the early 19th century, there were no state-run schools, and no law to say children had to go to school.	*few working-class children* *any formal education* *end of Victoria's reign* *working people needed an education* *all children attend school* *13*
Paragraph Summary At the beginning of the 19th century there was no formal education but by the end, children attended school until they were 13.	



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Lesson 2: Children Apply

Topic Sentence	Key words and phrases from the rest of the paragraph
Paragraph Summary	

Topic Sentence	Key words and phrases from the rest of the paragraph
Paragraph Summary	

Topic Sentence	Key words and phrases from the rest of the paragraph
Paragraph Summary	

Topic Sentence	Key words and phrases from the rest of the paragraph
Paragraph Summary	

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

Lesson	3	Vehicle Text & Page	Victorians DK Eyewitness Extracts adapted from pp.26-27

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why did reading books become so popular in Victorian times?	institutes, self-improvement, opportunities, language	• Finding the main idea of a text • Recognise and read most Year 5&6 Word List words with automaticity • Reading widely and frequently for pleasure and information • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main idea	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: Show the children the following book titles: Dracula, Alice's Adventures in Wonderland, Treasure Island, Black Beauty, The Jungle Book. Ask the children what these books have in common (Teacher note: they were all written in the Victorian age)

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary. Note the words that are from the Year 5/6 word list - *opportunities* and *language.*

Explore & Respond: Read the introduction to this double page (Lesson 3: Read / Teacher Model / Children Practise). Use **Self-questioning** and share with the children the questions: Why was there more demand for books? Why did books become cheaper? How did books become more easily accessible? – to ensure their understanding of the text. Discuss the sentence 'The Victorians loved reading' and take the opportunity to discuss the advantages of reading widely and frequently for pleasure and information.

Fluency: **Choral Reading: re-read** the introduction in order to increase familiarity, ready to answer the questions above.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the paragraph, *'A literate nation'* (Lesson 3: Read / Teacher Model / Children Practise) and refer to the **Anchor Question**. Model how to **Summarise** and only use the information needed to answer the **Anchor Question**. Have 10 counters in your hand. Use counters and place them on a number of words. Begin with: *'self-improvement was part of working-class culture'* and explain that we have already used 8 counters. Consider which words are absolutely key (*self-improvement / culture).* Note that we can still get the gist with less words covered and we have more counters to cover other words that will be key to the summary. Go on to cover '*most people', 'read'* and *'write'*. Add these words to Lesson 3: Teacher Model and then write the summary on Lesson 3: Teacher Model: *'A self-improvement culture meant most people could now read and write.'*

Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Question** on an enlarged copy of the text and reference the text on the Teacher Model activity.



Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the other extracts from the double page (see Lesson 3: 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 read the extract, and use a limited number of counters (around 20) to cover key words and phrases that will help them to summarise why reading books became popular in Victorian times.



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to use their text marking from the Children Practise activity and complete the table. Encourage the children to use their own words and to **Summarise** for the reason why books became more popular, then write directly from the text in the 'Evidence from the text' column. Feedback as a class.

Finally, ask children to rank the reasons and to come to a decision about which was the most significant reason for why reading became so popular in Victorian times.

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

- use of the strategies taught i.e. **Self-questioning, Choral Read, Text Marking, Referencing the Text, Summarising**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question

- Books cheaper to produce
- More educational opportunities so needed books to learn
- Access to libraries so books were available to all
- Lots of different books written so something everyone would enjoy

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

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Lesson 3: Vocabulary

opportunities	language
institutes	self-improvement

Lesson 3: Fluency

The Victorians loved reading. Without cinema or television, books were a real source of pleasure and information. Greater educational opportunities increased the demand for books. Steam printing lowered the cost of production. Railway bookstalls, owned by W.H. Smith, and a growing number of libraries meant that books were more widely available.

Lesson 3: Anchor Question

Why did reading books become so popular in Victorian times?



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Lesson 3: Read / Teacher Model / Children Practise

The Victorians loved reading. Without cinema or television, books were a real source of pleasure and information. Greater educational opportunities increased the demand for books. Steam printing lowered the cost of production. Railway bookstalls, owned by W.H. Smith, and a growing number of libraries meant that books were more widely available.

A literate nation

Self-improvement was part of working-class culture and most people learned to read and write. Adults without a formal education attended local mechanics' institutes and other associations.

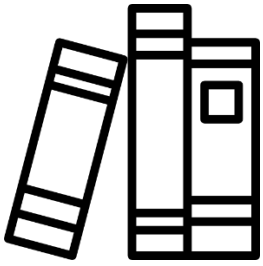
Public libraries

Access to libraries was originally limited to the wealthy. Workers clubbed together to buy books; sometimes rich people provided libraries. In 1850, the Public Libraries Act enabled towns to use rates to build free public libraries for all.

New genres

The Victorian age produced some of the finest novels in the English language. There was something for every taste.

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Lesson 3: Teacher Model

Why did reading books become so popular in the Victorian era?	
Reason (summary)	**Evidence from the text**
People wanted to improve themselves so most could now read and write	*Self-improvement culture most people read and write.*

Lesson 3: Children Apply

Why did reading books become so popular in the Victorian era?	
Reason (Summary)	**Evidence from the text**

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

Lesson	4	Vehicle Text & Page	Victorians DK Eyewitness pp 32-33 **You will need the actual pages from the book for this**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A Why did the Victorians have more leisure time? **B How did the Victorians spend their leisure time?**	leisure, flocked to	• Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes • Use a range of strategies to make meaning from words and sentences, including knowledge of text organisation and prior knowledge of context • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas	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: Show the word 'leisure' and ask children to **Think Pair Share** the definition. **Mind Map** some ideas around leisure activities in the present day. Consider how these may have been different during the Victorian times. Take brief feedback.

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary.

Explore & Respond: Ask the children to **Skim** the double page spread, firstly only looking at the illustrations, so that they get the gist of the different ways Victorians spent their leisure time. Explain that this is a useful strategy when trying to understand the main idea in a text, before close reading. Next, read the introduction to the children (Lesson 4: Read/ Children Practise, Children Apply – the first paragraph). Ask the children to decide whether this extract gives them the information to answer **Anchor Question A or B**. Then ask the children to **Think Pair Share** their answers.

Fluency: **Choral Reading:** this will help the children to identify that this gives them the information to answer **Anchor Question A.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Scan** reading the text – up to the end of the paragraph titled '*Public Houses'*. firstly for the subtitles written in bold then for words which are activities and therefore answer the **Anchor Question B**. **Text mark** by circling these words and phrases.

Reference the text: Circle *'Music Concerts', 'hear music by Mendelssohn and Verdi', 'light opera' , 'Music halls', 'played in brass bands', 'public houses', 'relax with friends', ' play games such as dominoes and cards'*. Add examples of leisure activities to a new **Mind Map** (Lesson 4: Teacher Model).

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the rest of the extract (Lesson 4: Read/ Teacher Model/ Children Practise) and read through in pairs. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Working in pairs, children to **Scan** read and **Text Mark** these extracts, circling the key words and phrases to answer **Anchor Question B.**

If the children are struggling, consider: *'seaside holidays', 'day trips to the sea', 'bathing huts, donkey rides, and Punch and Judy puppet shows', 'Pierrot (clown) shows and brass bands ', 'Sport was a national pastime', 'Cricket, rugby and golf', 'Lawn tennis', 'Football', 'fans travelled by bus, tram and train to support their team', 'Cycling fun'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children add examples of Victorian leisure activities to a **Mind Map** (see Lesson 4: Children Apply).

Ask the children to pretend that they are a Victorian person and it is a bank holiday. Ask the children (in role) how they spent their day, encouraging them to use their learning from today's lesson to answer.

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

- use of the strategies taught i.e. **Choral Read, Text Marking, Skimming, Scanning, Mind Map, Referencing the Text**
- responses to the **Anchor Question**.

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Lesson 4: Vocabulary

leisure	flocked to

Lesson 4: Fluency

From 1850, factories closed on Saturday afternoons and, in 1871, a new law introduced four official bank holidays a year. With money to spend, and time to spare, the Victorians created what was effectively the start of a leisure industry.

Lesson 4: Anchor Questions

A Why did the Victorians have more leisure time?

B How did the Victorians spend their leisure time?

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Lesson 4: Read / Teacher Model / Children Apply

Life improved for most people during the second half of Queen Victoria's reign. Working hours shortened, wages rose, and prices of goods and food fell. From 1850, factories closed on Saturday afternoons and, in 1871, a new law introduced four official bank holidays a year. With money to spend, and time to spare, the Victorians created what was effectively the start of a leisure industry.

Music Concerts

Middle-class audiences flocked to theatres and concert halls such as the Royal Albert Hall to hear music by Mendelssohn and Verdi, or light opera by Gilbert and Sullivan.

Music Halls

Working-class music lovers went to music halls, or played in brass bands. By 1880, there were more than 500 music halls in Britain.

Public Houses

Pubs were lively places, where working people could relax with friends and play games such as dominoes and cards.

Seaside Trips

Railways and cheap fares made seaside holidays possible. More and more people made day trips to the sea or, if they could afford it, stayed for a week or more. Blackpool was the first seaside town dedicated to the holiday trade.

Beach life

Beaches were a hive of activity, with bathing huts, donkey rides, and Punch and Judy puppet shows. The Victorians built long metal piers where Pierrot (clown) shows and brass bands provided entertainment.

Sport for All

Sport was a national pastime. Cricket, rugby and golf were all popular, and sportsmen, such as cricketer W. G. Grace, became national heroes. Lawn tennis began in 1874.

Football

In 1863, the Football Association laid down national rules. Different areas formed clubs, and fans travelled by bus, tram and train to support their team.

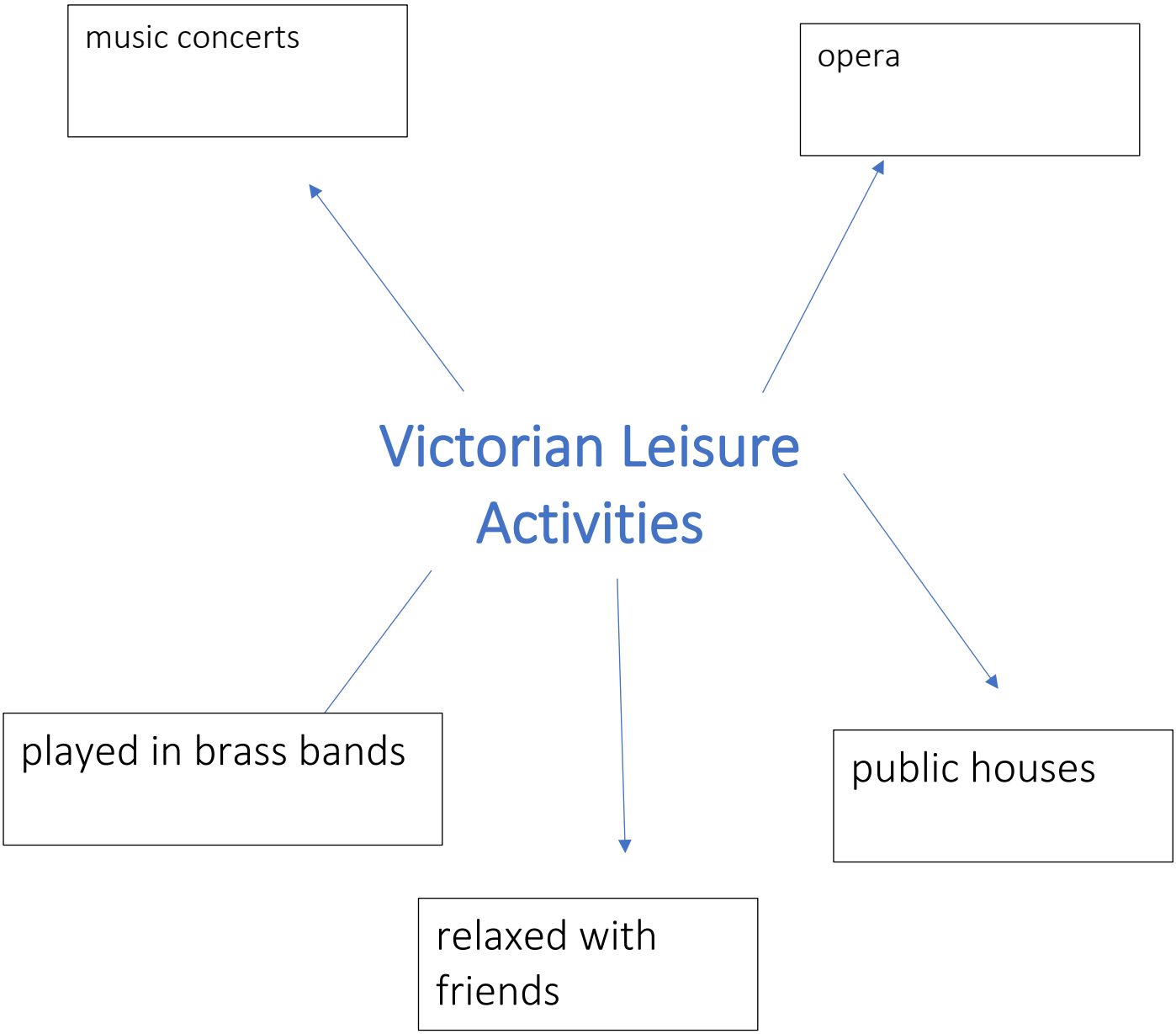
Cycling fun

In 1884, the "safety" bicycle appeared and cycling took off. By 1901, Britain had more than 2000 cycling clubs.

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Lesson 4: Teacher Model



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Lesson 4: Children Apply



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

Lesson	5	Vehicle Text & Page	Victorians DK Eyewitness Extracts adapted from pp.16-17 **You will need the double page**

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Describe the problems facing Victorians who lived in towns and cities.	lack of public amenities, sanitation, tenements,	• With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Read and discuss a range of …non-fiction and reference books • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes • Finding the main idea of a text	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: Vocabulary
- Lesson 5: Application Activities
- The Vehicle Text – pp.16-17

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

Activate Prior knowledge: Ask the children what they already know or can infer about life in Victorian cities and towns from the unit so far.

Vocabulary: Discuss these together and explain these in the context of where they are located within the text and refer to Lesson 5: Vocabulary.

Share Anchor Question: Refer to this throughout the session.

Enjoy and Respond to the text: Children to read the extracts from the double page (Lesson 5: Read/ Teacher Model/ Children Practise) Refer to the **Anchor Question.** Encourage the children to circle the key words and phrases which will help them to answer the **Anchor Question.**

Written Responses / Evidence Anchor Question(s):
Lesson 5: Children Apply Activity 1: Children to list the problems facing Victorians living in cities and towns. Encourage children to use their skills of **skimming, scanning, summarising** and **text marking,** summarising the information in the paragraphs on pp. 16-17.

Additional Activity
Lesson 5: Children Apply Activity 2: Children to write a letter from a Victorian young person who has moved to the city to their family back home in the country. Encourage the children to use their list (Lesson 5: Activity 1) and the information on pp.16-17 to help them to describe what life was like in the city, including the problems facing them.

Comprehension Questions:
1. Find and copy the word which means 'grew' when describing the population.
2. *'Poor families were crammed into cellars or tall tenements'*
   Why do you think the author chose the word '*crammed*'? What is the effect on the reader?
3. Tick one box in each row to show whether each statement is true or false…
4. What measures were put in place to improve sanitation in Victorian times?

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

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

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Lesson 5: Vocabulary

lack of public amenities	sanitation
tenements	

Lesson 5: Anchor Question

Describe the problems facing Victorians who lived in towns and cities.

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Lesson 5: Read

Towns and cities grew rapidly and the population soared. In 1801, 33 percent of the British population lived in towns. By 1901, the figure was 78 percent. London and the cities of the industrial north saw the most growth. Pollution, poor housing and lack of public amenities and services caused dreadful conditions.

Street Life

Many cities were seriously overcrowded, and suffered from air pollution from factories, or water pollution from open sewers and lack of sanitation. But city centres also bustled with horse-drawn carriages, street sellers, shops, banks and theatres.

Slums and suburbs

Poor families were crammed into cellars or tall tenements. Wealthier families lived in villas and terraces in more select areas. Middle-class families increasingly moved out to the suburbs.

Improving cities

Overcrowding, poverty and lack of sanitation caused frequent outbreaks of fatal diseases such as cholera and typhoid. Gradually, sewers were built, clean water was piped to many homes and street cleaning and lighting were introduced.

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Lesson 5: Children Apply Activity 1

Problems facing Victorians living in cities and towns
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Lesson 5: Children Apply Activity 2

Dear Mother and Father,

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Lesson 5: Children Apply – comprehension questions

1. Find and copy the word which means '*grew*' when describing the population.

_____

2. *'Poor families were* ***crammed*** *into cellars or tall tenements'*
   Why do you think the author chose the word *'crammed'*? What is the effect on the reader?

_____

_____

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

	True	False
Between 1801 and 1901, the percentage of people living in towns increased.		
Poor families lived in villas.		
People in Victorian times died from cholera and typhoid.		

4. What measures were put in place to improve sanitation in Victorian times?

_____

_____

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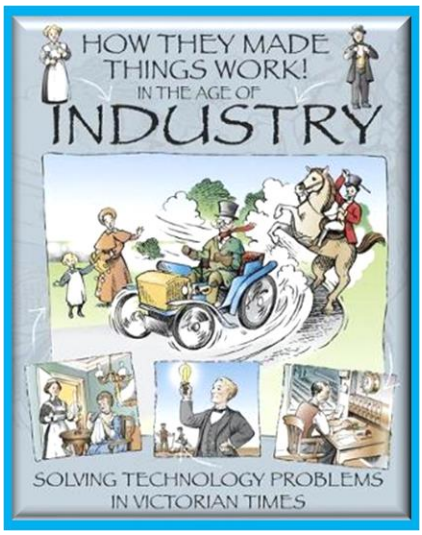
Shared Reading Planning

Year 5

Curriculum Driver: History

Unit C: Victorians

Non-Fiction



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

Lesson	1	Vehicle Text & Page	How They Made Things Work! In the Age of Industry Richard Platt Adapted from pp.4&5

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A How does the layout help you to find information? **B What were the main changes from the beginning of the century to the end?**	preserved, to tend and feed the machines, blacksmiths, mechanisms, gentleman dabblers, ingenuity	• Identify how language, structure and presentation contribute to meaning • Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices • Use information on-screen and on paper	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: Look at the front cover and read the blurb. Ask the children what type of book they think this will be and what features they **predict** that they will see. Use **Think Pair Share**.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Use Lesson 1: Vocabulary and match the meanings to the words.
Explore & Respond: Open the book and see whether the features the children predicted are in this book. Discuss the contents, index and glossary and refer to **Anchor Question A**. Look at an enlarged copy of pp.4-5 with the children. Ask **Anchor Question A** and begin a list of layout features and how they help you to find information on these pages. (for example, the captions -which tell you what the picture shows -also direct you to another page number to find out more information). Tell the children that some of the other features predicted (e.g. photographs, fact boxes, subheadings) will be encountered and discussed throughout the week as more pages are read in depth. Read the introduction (the first paragraph in Lesson 1: Read / Teacher Model / Children Practise), focusing on using the punctuation to aid meaning. Discuss the use of the semi-colon and ask the children why this was the most effective way to structure these sentences.
Fluency: **Choral Reading:** the extract from the introduction (see Lesson 1: Fluency), focusing on punctuation (including semi-colons) to aid meaning.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Re-read the introduction (see Lesson 1: Read / Teacher Model / Children Practise), looking for evidence to answer **Anchor Question B.** Text mark, circling key words to show what aspects of life were like at the beginning and end of the century.
Reference the text: Circle *'horses', 'motor cars', 'waving a flag', 'radio messages', 'pleasures lasted a moment', 'preserved forever and replayed'.* Then add these to the table on Lesson 1: Model activity - to compare the beginning and end of the century.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the extracts from the next two paragraphs (see 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 Question B.**
If the children are struggling, consider *'machines grew in importance', 'noisy factories', 'hissing, hot, steam', 'spread of education', 'new profession', 'engineer', 'practical scientists'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 1: Children Apply Activity.
Verbal & Written Responses: Children to use their key words and phrases from their **Text Mark** to fill in the table to compare the beginning and end of the century. Children to feedback their responses as a class.
Tell the children that this page's purpose is to introduce the topic for the rest of the book – so it has given us a brief introduction and the rest of the book will go into depth on many of the aspects discovered today.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

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

Acceptable Point(s) Anchor Question B

- Machines used rather than making everything by hand
- Steam used for power instead of wind, water and animals
- Engineers invented the changes, rather than the craftsmen and gentlemen from the past.

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Lesson 1: Vocabulary

preserved	to work on and maintain the machines
blacksmiths	ability to think of clever new ways of doing something
gentleman dabblers	parts of machines or small parts that work together
to tend and feed the machines	to keep something as it is
mechanisms	men who take a slight or not very serious interest in a subject or tries a particular activity for a short period
ingenuity	a person who makes and repairs iron objects and horseshoes

Lesson 1: Fluency

When the century began, horses were the fastest way to get around; when it finished, motor cars raced them on the roads. In 1800, communication meant waving a flag; by 1900 radio messages flashed news instantly.

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Lesson 1: Anchor Questions

A How does the layout help you to find information?

B What were the main changes from the beginning of the century to the end?

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Lesson 1: Read / Teacher Model / Children Practise

Introduction

Nicknamed “the Age of Industry”, the 19th century was when the modern world itself was invented. When the century began, horses were the fastest way to get around; when it finished, motor cars raced them on the roads. In 1800, communication meant waving a flag; by 1900 radio messages flashed news instantly. At the start of the century, a boat race or a piece of music were pleasures that lasted a moment; at the end they could be preserved forever and replayed again and again.

Progress

Traditionally, everything has been made by hand with the simplest of tools. But machines grew in importance. They made goods more quickly and more cheaply. To tend and feed the machines, labourers moved from small home workshops into huge, noisy factories. To keep the machines turning and the workers at their weary tasks, there was a new source of power - steam. Hissing and hot, steam replaced the wind, water and animals that had kept things moving in the past.

Inventors

Nineteenth-century inventors were different, too. In previous ages, two kinds of people made discoveries and improvements. Craftsmen such as blacksmiths used their intelligence and strength to make things work in new ways. Wealthy gentlemen thought up scientific ideas to devise better mechanisms. But with the spread of education, a new profession appeared: the engineer. Engineers were neither oily mechanics, nor gentlemen dabblers. They were practical scientists. With knowledge and ingenuity, they turned bright ideas into machines that changed the world.

Extract adapted from © How they made things work! In the age of industry Franklin Watts

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Lesson 1: Teacher Model

B What were the main changes from the beginning of the century to the end?	
At the beginning of the century	By the end of the century
The fastest way to get around was on a horse	Motor cars were on the road
They waved flags to communicate	Radio messages brought news instantly
Pleasures didn't last long	Pleasures could be kept forever

Lesson 1: Children Apply

B) What were the main changes from the beginning of the century to the end?	
At the beginning of the century	By the end of the century

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

Lesson	2	Vehicle Text & Page	How They Made Things Work! In the Age of Industry Richard Platt pp. 26&27 **You will need the actual pages**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What different ways has the author chosen to present the information and why?	iron-clad wheels, traction engines. internal combustion, piston	• Make comparisons within and across books • Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices • Identify how language, structure and presentation contribute to meaning	2h make comparisons within the text 2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Refer back to the list of layout features written in the last lesson and consider which were not evident in the introduction pages. Keep the list visible to refer to during the lesson.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Children match the meanings to the words (see Lesson 2: Vocabulary) then locate and read them in the text.
Explore & Respond: Look at the double page spread pp 26-27 together as a class. Without reading, ask the children to identify the layout features they can see. Tick these off on the list and add any additional features to the list. Read Lesson 2: Read/ Teacher Model/Children Practise, which is a sentence from the introduction and a sentence from the paragraph '*Seemed like a good idea'*. Ask the children if the tone of the sentences is the same or different. Encourage the children to consider the formality of the text.
Teacher Talks: The extract from the introduction seems more informal, as the reader is addressed (you). The informal conjunction 'so' also seems to draw the reader in. In the second extract, the author has used more topic specific vocabulary ('*traction engines'*) and more formal, specific verbs ('*powered', 'developed'*) as well as using dates. All of this makes this extract seem more formal.
Fluency: Read the introduction, stressing the bold word ('*ending*') to emphasise why the author chose to present that word in bold. Children to **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the fact box 'Pongy Pollution' to the children. Use **Think Aloud** to answer the **Anchor Question**.
Teacher Talks: I think the author used a bold box to make it stand out. The informal title and the use of alliteration draws the reader in and gets your interest. The sentence is short and snappy so it makes it easy for the reader to remember the fact. It is a specific example which doesn't need any more detail so that's why I think putting it in a box is a good idea.
Reference the text: **Text Mark** explicitly by annotating the features (described above) that provide evidence for the **Anchor Question** on an enlarged copy of the text. See Lesson 2: Teacher Model.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the whole double page spread pp.26-27 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, annotating the features that provide to answer the **Anchor Question.**
If the children are struggling, consider the use of a caption to explain the photograph, the labelled diagrams to explain internal combustion more clearly, the illustrations to attract attention etc.

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 - explaining why the author chose to present the information in that way.
Teacher note: Some of the features have been inserted onto the Apply activity – these can be removed to offer more challenge (so that the children have to find and name them themselves) or all added to offer more support.
Discuss as a class. Ask the class whether they think there is an advantage to using lots of different ways to present information across a double page and throughout an information book. Encourage the children to consider the **Reader Effect**, for example does it make it easier to find specific information or understand more complicated ideas?
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Think aloud, Text Marking, Referencing the Text, Reader Effect**
- 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

iron-clad wheels	an engine driven by the burning of air and fuel
internal combustion	a short, solid piece of metal that moves up and down inside a cylinder in an engine to press the fuel into a small space and to send the power produced by it to the wheels
traction engines	specially reinforced wheels
piston	a steam-powered road vehicle used for pulling very heavy loads

Lesson 2: Fluency

Today, cars are killing our world. The polluting carbon dioxide they produce is warming the Earth's climate. Our grandchildren may live in fiery, parched deserts. So you might be surprised to learn that when motor cars were invented at the end of the 19th century, they were welcomed as a way of **ending** pollution…

Lesson 2: Anchor Question

What different ways has the author chosen to present the information and why?

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Lesson 2: Read / Teacher Model / Children Practise

Extract from the introduction:

Our grandchildren may live in fiery, parched deserts. So you might be surprised to learn that…

Extract from 'Seemed like a good idea'

Steam cars developed from much bigger "traction" engines around 1873. Electric motors powered many horseless carriages from the 1880s.

Pongy Pollution

New York street sweepers removed more than a thousand tons of horse dung each night.

Extract adapted from © How they made things work! In the age of industry Franklin Watts

Lesson 2: Teacher Model

Informal title and use of alliteration draws the reader in and gets your interest.

Pongy Pollution

New York street sweepers removed more than a thousand tons of horse dung each night.

The sentence is short and snappy so it makes it easy for the reader to remember the fact.

It is a specific example which doesn't need any more detail so that's why I think putting it in a box is a good idea.

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Lesson 2: Children Apply

Layout/ presentation feature	Why the author presented the information in that way
Text Box	*I think the author used a bold box to make it stand out. The alliteration and informal title draws the reader in. The sentence is short and snappy so you can remember the fact. It is a specific example which doesn't need any more detail.*
Photograph with caption	
Illustration with caption	
Numbered diagram	
Written explanation 'Fire inside'	

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

Lesson	3	Vehicle Text & Page	How They Made Things Work! In the Age of Industry Richard Platt Extracts adapted from pp.6-7

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Why was the invention of steam railways so important?	plume, transformed, locomotives, freight	• Read closely, annotating for specific purposes • Read widely and frequently for pleasure and information • Retrieve, record and present some 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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Before sharing the title or showing the pages, read the opening sentence to the children. *'In the distance, a plume of smoke rises. A deep panting sound grows gradually louder, until it finally appears: …'* Ask the children to **predict** what *'it'* is and what these pages are about.

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

Vocabulary: Use **Find, Read, Talk** to discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary sheet.

Explore & Respond: Read extract (see Lesson 3: Read / Teacher Model / Children Practise). Ask whether their **predictions** were correct. Draw attention to the word '*terrifying*' to describe the speed of the first steam trains. Ask the children why they think the author chose this adjective. What is the **Reader effect**? Could the words have dual meaning? Consider whether it was terrifying because it was so fast compared to all other travel so far or whether the author is using sarcasm because it is so slow compared to modern trains. Take note of the exclamation mark and ask whether that helps us to understand the author's intent.

Fluency: Model reading the first paragraph again (see Lesson 3: Fluency) with a focus on **Pausing**. Consider the range of punctuation, including the semi-colon to introduce the train and the brackets for additional information. Discuss together how the punctuation aids the reader in fully understanding the sentence. **Choral Read** the same first paragraph.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read Lesson 3: Read / Teacher Model/ Children Practise - the paragraph *'Fresh food and fun'.* Refer to the **Anchor Question** and model how to read closely for the specific purpose of answering that question – evidence of steam railways being important. **Text Mark** explicitly by circling the words and phrases that provide evidence for the **Anchor Question.** Model using **annotating for a purpose** to make notes around the text while you read. See Lesson 3: Teacher Model.

Reference the text: Circle *'Steam trains rushed to markets foods that rotted easily' 'working people to take holidays' and 'seaside resorts boomed'* and annotate around the text.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the extracts from these pages (Lesson 3: 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** the rest of the text, circling the key words and phrases then using **annotating for a purpose** around the text to answer the **Anchor Question**, as modelled.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 3: Children Apply Activity. Children to use their annotated texts to answer the **Anchor Question.**

Verbal & Written Responses: Encourage the children to **Connect Paragraphs** and consider how the double page spread gives the reader information which will make them think that the invention of steam railways was very important.

Children to write each reason why they think the invention of steam railways was important on a strip of paper, then put these in order – from most important to least important. Feedback as a class and encourage the children to justify why they believe certain reasons are most/ least important.

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, Stop and annotating for a purpose, Connect Paragraphs**
- responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question

- Changed how people worked
- Meant people could travel for holidays
- Changed where people lived because they could travel further
- Travel was much quicker than horse-drawn carriage
- Steam railway travel was cheap
- Railways were used to carry freight

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Lesson 3: Vocabulary

plume	freight
transformed	locomotives

Lesson 3: Fluency

In the distance, a plume of smoke rises. A deep panting sound grows gradually louder, until it finally appears: a shiny steam train, and travelling at the terrifying speed of 50 kilometers (km) an hour (30mph)!

Lesson 3: Anchor Question

Why was the invention of steam railways so important?

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Lesson 3: Read / Teacher Model / Children Practise

In the distance, a plume of smoke rises. A deep panting sound grows gradually louder, until it finally appears: a shiny steam train, and travelling at the terrifying speed of 50 kilometers (km) an hour (30mph)!

Steam trains carried Victorian people faster and farther than ever before. They transformed Britain, changing where everyone lived, how they worked and relaxed, and even what they ate.

Can't you go any faster?

Getting about was soooo slowww before the train. The 320-km (200-mile) journey from London to Manchester took a horse-drawn carriage more than four days in 1750. In winter the muddy roads could double this time.

Steaming along

Within 20 years railway companies were using locomotives to pull passengers and freight. They proved that rail travel was fast and cheap. A web of rail lines quickly spread across Europe.

Fresh food and fun

Steam trains rushed to markets foods that rotted easily, and gave many city dwellers their first taste of fresh milk. Low fares made it possible for working people to take holidays, and seaside resorts, such as Blackpool or Cleethorpes, boomed.

Extract adapted from © How they made things work! In the age of industry Franklin Watts

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Lesson 3: Teacher Model

People could get fresh food more easily

Fresh food and fun

Steam trains rushed to markets foods that rotted easily, and gave many city dwellers their first taste of fresh milk. Low fares made it possible for working people to take holidays, and seaside resorts, such as Blackpool or Cleethorpes, boomed.

People could go on holiday

Seaside resorts boomed

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Lesson 3: Children Apply

- Write each reason why you think the invention of steam railways was important on a strip.
- Next, cut them out and place them into order – from most important to least important.
- Be ready to justify why you believe certain reasons are most/ least important.

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

Lesson	4	Vehicle Text & Page	How They Made Things Work! In the Age of Industry Richard Platt Adapted from pp. 10&11 **You will need the actual pages**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A Which features does the author use to contribute to meaning and help the reader? **B Why was the invention of the light bulb so necessary?**	those who could afford a supply, petrel seabirds, threaded with wicks	• Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices • Use information on-screen and on paper • Read closely, annotating for specific purposes • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present some 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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children if they know who invented the light bulb. Ask them to consider what life might have been like without the electric light. Take brief feedback.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary.
Explore & Respond: Refer to **Anchor Question A**. Give the children a copy of the double page each and ask them to work in pairs to annotate the features used. Feedback as a class and sort the features into two columns – layout and language. Teacher note: The children will probably have found many more examples of layout (for example introduction, subheadings, illustrations, captions) so encourage them to look for examples of formal language and topic specific vocabulary. Read the introduction aloud to the class. Consider whether the language in the introduction is more informal than the rest of the pages and why. Recap the purpose of the introduction – to draw the reader in.
Fluency: **Paired reading –** One partner to read the extract from the second paragraph – Flaming night-lights – and the other partner to listen and **Stop and Jot** any formal, topic specific language. Children to swap roles and repeat.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question B**. Read the paragraph, 'Flaming night-lights' -Lesson 4: Read/ Teacher Model/ Children Practise. Text mark the text, by circling the words that provide evidence for the **Anchor Question**. Teacher model how to annotate to answer the question, encouraging the children to **Infer** - for example next to '*needed regular refilling or replacement*' write '*the light bulb was necessary as candles and oil lamps took a lot of maintenance and didn't last long*'.
Reference the text: Circle *'only one way to light a room: burn something', 'not very bright', 'needed regular refilling or replacement', 'those who could afford a supply lit their homes with gas jets'.*

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the other extracts -Lesson 4: Read/Teacher Model/ Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** the extracts, circling the key words and phrases and then annotating to answer the **Anchor Question B.**
If the children are struggling, consider '*only just bright enough to read and sew by', 'could set light to clothes or furnishings.' 'caught and killed thousands of greasy stormy petrel seabirds.' , 'glowed for more than 1,200 hours before it needed replacing.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 4: Children Apply Activity.
Verbal & Written Responses: Refer to **Anchor Question A** again. Ask the children if they can think of any other ways of presenting the information which could aid understanding. Consider a timeline. Discuss that the advantage of a timeline is that events can be sequenced. Children to retrieve then present their learning from this double page spread on a timeline. Children to use **Sequencing** and write the dates and key events which happened on their timeline. Discuss whether putting this timeline on the double page would be helpful for the reader and justify why.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Paired reading, Infer, Text Marking, Referencing the Text, Sequencing**
- responses to the **Anchor Question**.

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Lesson 4: Vocabulary

those who could afford a supply	petr**e**l seabirds
threaded with wicks	

Lesson 4: Fluency

Candles and oil lamps were traditional sources of light. However, they were not very bright, and needed regular refilling or replacement. From about 1820, gas was piped along city streets, and those who could afford a supply lit their homes with gas jets.

Lesson 4: Anchor Questions

A Which features does the author use to contribute to meaning and help the reader?

B Why was the invention of the light bulb so necessary?

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Lesson 4: Read / Teacher Model / Children Practise

Imagine a world where most activity stops when the sun goes down. Flickering flames cast puddles of dim yellow light indoors. People travelling at night wait for a full moon so they can see their way. This was the world before the electric light bulb: an extraordinary invention that literally turned night into day.

Flaming night-lights

After dark, there was only one way to light a room: burn something! Candles and oil lamps were traditional sources of light. However, they were not very bright, and needed regular refilling or replacement. From about 1820, gas was piped along city streets, and those who could afford a supply lit their homes with gas jets.

Candles, oil and gas lamps were only just bright enough to read and sew by, and needed careful attention, otherwise they could set light to clothes or furnishings.

Light up the petrel

Anything oily can stand in for a candle: until the late 19th century the people of Britain's Shetland islands caught and killed thousands of greasy stormy petrel seabirds. Threaded with wicks and burned, the feathered corpses lit the long winter nights.

Let there be light

Early electricity experimenters noticed around 1800 that electric power heated thin wires until they glowed white. However, gas lights were brighter. Over the next 80 years more than 20 inventors tried to make brighter, longer lasting electric lights. American Thomas Edison had the most success. He replaced the hot wire with a strip of charred bamboo, enclosed it in a glass globe and sucked out the air. His "electric lamp" glowed for more than 1,200 hours before it needed replacing.

Edison showed off his "thousand light" generator, the world's biggest, in October 1881.

Extract adapted from © How they made things work! In the age of industry Franklin Watts

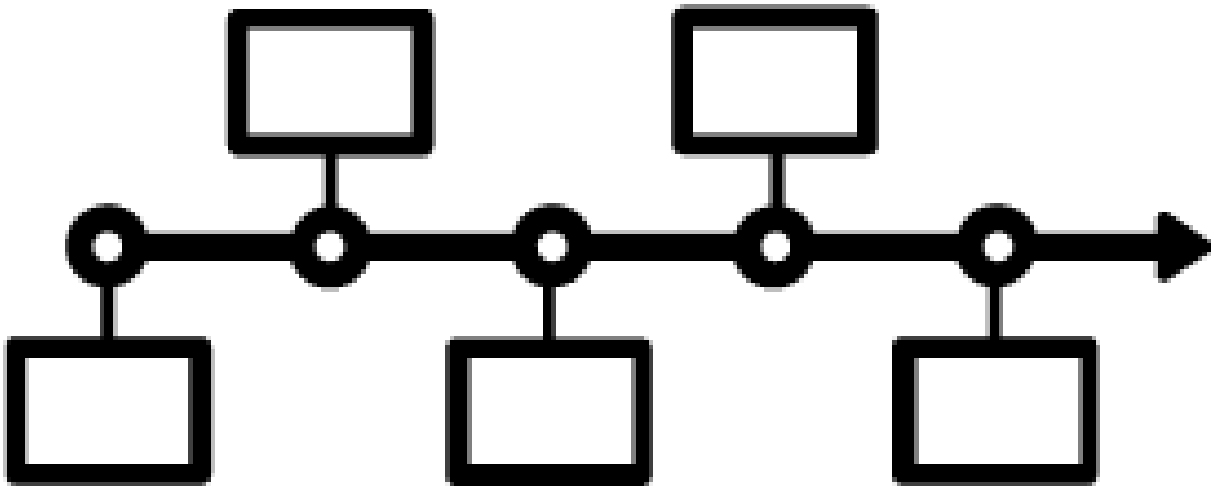
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Lesson 4: Read Activity

Layout	Language

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Lesson 4: Apply Activity



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

Lesson	5	Vehicle Text & Page	How They Made Things Work! In The Age of Industry Richard Platt Adapted from pp. 20&21 and the other pages used during this unit.

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A Compare the same information presented in written and drawn form. **B Who is this information for, what makes it effective and how could it be improved?**	mass production, wooden casings, mortising, sheave	• Make comparisons within and across books • Identify how language, structure and presentation contribute to meaning • Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices • Use information on-screen and on paper • Read closely, annotating for specific purposes	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Vocabulary
- Lesson 5: Application Activities
- The Vehicle Text – including all of the pages used throughout the unit.

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: Recap all of the different ways the author has presented information in this book – using examples from the whole unit. Encourage the children to consider why these different methods of presentation have been chosen and what is the **Reader Effect**.

Vocabulary: Together, discuss and explain these in the context of where they are located within the text and refer to Lesson 5: Vocabulary .

Share Anchor Question: Refer to these throughout the session.

Enjoy and Respond to the text: Read Lesson 5: Read - the opening paragraph from p.20. Use **Connect Paragraphs** strategy. Discuss whether this introduction has the same more informal tone as the others read during this unit. Encourage the children to **text mark** and circle words and phrases which are more informal.

Written Responses / Evidence Anchor Question(s):

Refer to **Anchor Question A**. Children to read the Children Apply Activity 1. Children to look at the table - read the written description from 'Machines to make machines' then look at the illustrations. Children to match the written description to the illustration. Ask the children to decide which way of presenting the information they feel is the most effective and why.

Refer to **Anchor Question B**. Use **Book Talk**. Children Apply Activity 2: Children to have copies of all of the pages looked at this week and read closely and annotate specifically to answer **Anchor Question B**. Children to work in pairs to write a review of this book, using the writing frame to support.

Comprehension Questions

1. In modern day, how can you be sure that if you need to buy new brakes, they will fit your bike?
2. Who invented the block making machine?
3. What is the name of the machine used to round the corners on the blocks?
4. Why do you think the author included diagrams to go with the writing?

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, Reader Effect, Connect Paragraphs, Book Talk**
- responses to the **Anchor Questions**.

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

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Lesson 5: Vocabulary

mass production	wooden casings
mortising	sheave

Lesson 5: Anchor Questions

A Compare the same information presented in written and drawn form.
B Who is this information for, what makes it effective and how could it be improved?

Lesson 5: Read

Mass Production

When the brakes on your bike wear down, you can be sure that the new pair you buy will fit, for every bike part is a standard size and shape. Each was made using machines that turn out identical parts, over and over again. It seems like common sense, yet two centuries ago nothing fitted neatly together like this.

Extract adapted from © How they made things work! In the age of industry Franklin Watts

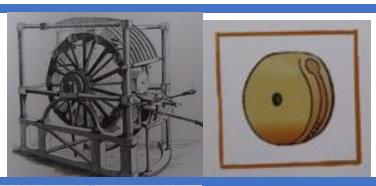
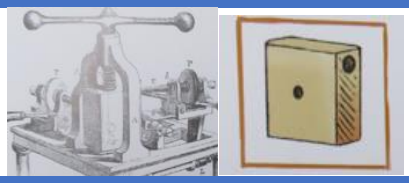
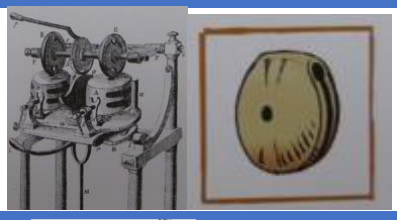
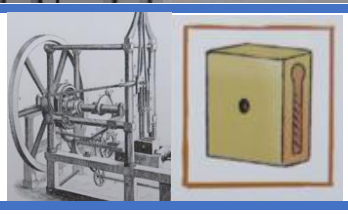
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Lesson 5: Children Apply Activity 1

Machines to make machines

Each ship in Britain's Royal Navy needed hundreds of blocks: wheels that ropes ran round, inside wooden casings. In 1808 Marc Isambard Brunel – father of Isambard Kingdom Brunel – invented machines to make blocks.

Match the written description with the correct illustration. Do you think that the information is clearer when it is presented in the written or drawn form?

Written description	Illustration
The boring machine drilled two holes in the shell.	
The mortising machine made a slot for the sheave.	
The shaping machine rounded the corners of ten blocks.	
The grooving machine cut grooves for supporting ropes.	

Extract adapted from © How they made things work! In the age of industry Franklin Watts

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Lesson 5: Children Apply Activity 2

Book Review: How They Made Things Work! In the Age of Industry by Richard Platt
Brief description of the book:
What is good about the book?
What could be better about the book?
Who would you recommend this book to and why?

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Comprehension Questions

1. In modern day, how can you be sure that if you need to buy new brakes, they will fit your bike?

_____

_____

2. Who invented the block making machine?

_____

3. What is the name of the machine used to round the corners on the blocks?

_____

4. Why do you think the author included diagrams to go with the writing?

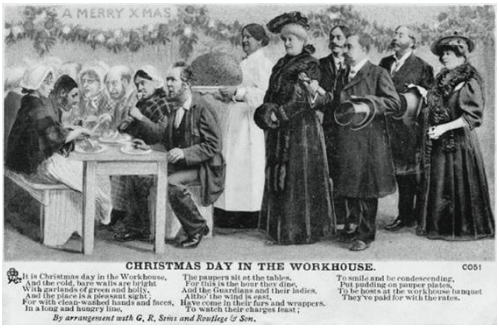
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Shared Reading Planning
Year 5
Poetry
Curriculum Driver: History
Unit C: Victorians



Brick-yard Boy

Song of the Shirt

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

Lesson	1	Vehicle Text & Page	First five stanzas adapted from 'Song of the Shirt' by Thomas Hood Song of the Shirt by Thomas Hood - Poems | Academy of American Poets

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus: Contents Domain
What has happened in the first half of the poem?	ply(ing) dolorous gusset fasts phantom of grisly bone poverty shroud	With support, locate relevant information in a text Read closely, annotating for specific purposes Finding the main idea of a text Retrieve and record some information from a text	2b retrieve and record information / identify key details

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Display picture of a Victorian woman (p.15 DK Eyewitness Victorians). Ask the children what the woman is doing. Can the children remember her job title? 'Seamstress'. Explain that this was a skilled job (sewing) and that during Victorian times, many women would do this job for very little pay.

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

Vocabulary: Share vocabulary (Lesson 1: Vocabulary). Explain *'shroud'* a cloth used to wrap a dead body before being buried. Explain *'dolorous'*: feeling or expressing great sorrow. Explain *'gusset':* piece of fabric inserted into a seam to reinforce/strengthen clothing i.e. the shoulders, underarms and hems. Children use **Find Read Talk** to work out the remaining vocabulary words in the context of the poem.

Explore & Respond: Read the first five stanzas (see Lesson 1: Read/ Teacher Model/Children Practise) from the poem once, paying attention to new vocabulary. Use a tone that is sad and despairing and respond to punctuation, in particular the exclamation marks to emphasise the futility of this woman's situation. Indicate that this is a rhyming poem. In the first stanza, highlight the end words that rhyme. The rhyming pattern is abcbdede. Explore the reason the poem contains repetition of the words *'work'* and *'stitch'*. Quick **Stop and Jot** against **Anchor Question.** Take brief feedback.

Fluency: Children to **Choral Read** the first stanza with the teacher (see Lesson 1: Fluency) with **Intonation and Rhythm.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of the first stanza (Lesson 1: Read / Teacher Model / Children Practise). Model how to **Visualise** (create images in mind's eye) what is happening in order to answer the **Anchor Question**. Read the stanza in full first, then return to the first two lines and underline *'With fingers weary and worn,' 'With eyelids heavy and red,'*. Use **Think Aloud** to explain how these words are helping you to **Visualise** what is happening. **Infer** meaning from *'…sat in unwomanly rags'*.

Teacher Talks: This woman, who we know to be a seamstress, is very tired. The alliteration in the words *'weary and worn'* act to emphasise how tired she is. Then the words *'heavy and red'* to describe her eyelids help to explain that she is more than just tired. She is exhausted. *'…sat in unwomanly rags'* gives us a clue (**infers**) what she is wearing. These *'rags'* for clothes make her feel unwomanly – the opposite of womanly.

Reference the Text: Ensure key words and phrases that provide evidence to answer the **Anchor Question** are circled and the link between these words and the **Visualisation** are explicit. Draw simple images around the stanza that show what you are Visualising, e.g. heavy eyelids, red eyes, rags for clothes etc.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy of the first half of the poem (Lesson 1: Read / Teacher Model / Children Practise). Children to examine stanza 2 and read through in pairs. One copy of the poem between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children circle key words and phrases in the second stanza that are central to what is happening in the poem. They then **Think Aloud** together to create an image in their mind's eye (**Visualise**) of what has happened. **Infer** meaning from the lines beginning *'While the cock is crowing …'* and *'Till the stars…'*.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children discuss with another pair, what they have **Visualised.**

Verbal & Written Responses: Children to draw simple images around the stanza to explain what they are **Visualising**. Teacher to briefly feedback. As a class, return to the **Anchor Question** and share the visual images they have created. Teacher scribes answers as class agree what has happened in the first half of the poem. Compare visual images and discuss why they might be different.

Feedback on Learning: Use assessment for learning to inform feedback to chien. This may include:
Use of the strategies taught i.e. **Find Read Talk, Visualise, Think Aloud** or **Anchor Question** responses.

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

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Lesson 1: Vocabulary

ply(ing)	dolorous feeling or expressing great sorrow
barbarous	gusset piece of fabric inserted into a seam to reinforce/strengthen clothing i.e. the shoulders, underarms, and hems
shroud a cloth used to wrap a dead body before being buried.	fasts
phantom of grisly bone	poverty

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Lesson 1: Fluency

With fingers weary and worn,
  With eyelids heavy and red,
A woman sat in unwomanly rags,
  Plying her needle and thread—
    Stitch! stitch! stitch!
In poverty, hunger, and dirt,
  And still with a voice of dolorous pitch
She sang the "Song of the Shirt."

Lesson 1: Anchor Question

What has happened in the first half of the poem?

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Lesson 1: Read / Teacher Model / Children Practise

Song of the Shirt by Thomas Hood (first 5 stanzas)

With fingers weary and worn,
  With eyelids heavy and red,
A woman sat in unwomanly rags,
  Plying her needle and thread—
    Stitch! stitch! stitch!
In poverty, hunger, and dirt,
  And still with a voice of dolorous pitch
She sang the "Song of the Shirt."

  "Work! work! work!
While the cock is crowing aloof!
  And work—work—work,
Till the stars shine through the roof!
It's O! to be a slave
  Along with the barbarous Turk,
Where woman has never a soul to save,
  If this is Christian work!"

  "Work—work—work,
Till the brain begins to swim;
  Work—work—work,
Till the eyes are heavy and dim!
Seam, and gusset, and band,
  Band, and gusset, and seam,
Till over the buttons I fall asleep,
  And sew them on in a dream!"

  "O, men, with sisters dear!
  O, men, with mothers and wives!
It is not linen you're wearing out,
  But human creatures' lives!
    Stitch—stitch—stitch,
  In poverty, hunger and dirt,
Sewing at once, with a double thread,
  A Shroud as well as a Shirt."

  "But why do I talk of death?
  That phantom of grisly bone,
I hardly fear his awful shape,
  It seems so like my own—
It seems so like my own,
  Because of the fasts I keep;
Oh, God! that bread should be so dear.
  And flesh and blood so cheap!"

Extract adapted from © Song of the Shirt by Thomas Hood

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Lesson 1: Teacher Model



With fingers weary and worn,
  With eyelids heavy and red,
A woman sat in unwomanly rags,
  Plying her needle and thread—
    Stitch! stitch! stitch!
In poverty, hunger, and dirt,
  And still with a voice of dolorous pitch
She sang the "Song of the Shirt."







Lesson 1: Children Apply

What has happened in the first part of the poem?

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

Lesson	2	Vehicle Text & Page	'Song of the Shirt' by Thomas Hood (Stanzas 4, 5 & 6) Song of the Shirt by Thomas Hood - Poems | Academy of American Poets

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does this woman feel in the poem? Which words and phrases give you that impression?	dolorous, barbarous, benumbed, shroud, phantom, fasts, flags	• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Read closely, annotating for specific purposes • Use a range of strategies to make meaning from words	2d: Make inferences from the text/explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recall the work from the previous lesson. Explain to a partner what happened in the poem. Discuss the strategies used to answer the **Anchor Question.**

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

Vocabulary: Share today's vocabulary. Explain the word *'fasts'* meaning a period of time when you eat no food. Explain *'benumbed'* meaning unable to feel because of cold, shock etc. Play synonyms matching game for the vocabulary words (Lesson 2: Vocabulary). Here, children use their knowledge of the definitions to match cards to a similar meaning. **Clarify** understanding.

Explore & Respond Read through the extract of the poem once (see Lesson 2: Read/ Teacher Model/ Children Practise) using **Intonation and Rhythm**. Refer to how the poet sometimes uses language where it is not always exactly clear what they are trying to convey to the reader. They leave clues to **Infer** meaning. We will be learning to **Infer** by using evidence in the poem's text to work out what is really happening when it is not clearly stated.

Fluency **Choral Read** stanza 4 with **Intonation and Rhythm**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Display an enlarged copy of stanza 5 (Lesson 2: Read / Teacher Model / Children Practise) and **Think Aloud** and **Infer** meaning of how this woman is feeling. Model how to read closely, circling words and phrases that show how the poet portrays the woman's feelings.

Teacher Reads: "B*ut why do I talk of death?"*

Teacher Thinks: This tells me that this rhetorical question is prompted by the word 'shroud' in the last line of the previous stanza. The ceaseless (never ending), weary work makes her think that the only alternative to this exhausting life is 'death'. She is in despair.

Teacher Reads: *'That phantom of grisly bone'.*

Teacher Thinks: This suggests that death is seen as a phantom (ghost) of skin and bone. This is how the woman sees herself – thin and bony, akin to a ghostlike figure – hopeless.

Teacher Reads: *'Because of the fasts I keep'.*

Teacher Thinks: This infers that the woman is deprived of food (hungry) – not through choice.

Reference the Text: Teacher to read all of stanza 5 when modelling **Think Aloud** and **Infer.** Annotate stanza 5 for a specific purpose (circling key words and phrases). Then transfer these words and phrases onto the outside of the resource (Lesson 2: Teacher Model) to record findings. Populate the inside with words and phrases that demonstrate how this woman is feeling in order to answer the **Anchor Questions**.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine stanza 6 (Lesson 2: Read/ Teacher Model / Children Practise) and read through in pairs. One copy of the poem between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Use the **Think Aloud** and **Infer** strategies to inform the discussions they have. Children should read closely and annotate for a specific purpose, circling words and phrases that help them to answer the **Anchor Questions**. Consider the words chosen and how this woman feels.

If the children are struggling, consider *'My labour never flags', 'what are its wages', 'Crust of bread', 'Rags', 'shattered roof—this naked floor', 'my shadow I thank', 'For sometimes falling there!'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply - with words and phrases depicting the woman's feelings.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have done. On the enlarged copy of the poem scribe the responses to the **Anchor Question.**

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught i.e. **Find Read Talk, Think Aloud, Infer, annotate for a specific purpose** or **Anchor Question** responses.

Acceptable Point(s) Anchor Question

- She always works hard
- She feels it's pointless and unfair – she doesn't get fair wages – just a bed of straw, broken furniture, rags and scraps of food.
- Lonely – she is glad her shadow is there

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

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Lesson 2: Vocabulary

Word	Synonym
dolorous	cloak/veil
barbarous	deprives
benumbed	fades
shroud	distressing
fasts	deadened
flags	brutal

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Lesson 2: Fluency

"O, men, with sisters dear!
O, men, with mothers and wives!
It is not linen you're wearing out,
But human creatures' lives!
Stitch—stitch—stitch,
In poverty, hunger and dirt,
Sewing at once, with a double thread,
A Shroud as well as a Shirt."

Lesson 2: Anchor Questions

How does this woman feel in the poem? Which words and phrases give you that impression?

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Lesson 2: Read / Teacher Model / Children Apply

Stanzas 4, 5, 6 & 7

"O, men, with sisters dear!
O, men, with mothers and wives!
It is not linen you're wearing out,
But human creatures' lives!
Stitch—stitch—stitch,
In poverty, hunger and dirt,
Sewing at once, with a double thread,
A Shroud as well as a Shirt."

"But why do I talk of death?
That phantom of grisly bone,
I hardly fear his terrible shape,
It seems so like my own—
It seems so like my own,
Because of the fasts I keep;
Oh, God! that bread should be so dear.
And flesh and blood so cheap!"

"Work—work—work!
My labour never flags;
And what are its wages? A bed of straw,
A crust of bread—and rags.
That shattered roof—this naked floor—
A table—a broken chair—
And a wall so blank, my shadow I thank
For sometimes falling there!"

"Work—work—work!
From weary chime to chime,
Work—work—work,
As prisoners work for crime!
Band, and gusset, and seam,
Seam, and gusset, and band,
Till the heart is sick, and the brain benumbed,
As well as the weary hand.

©Extract adapted from Song of the Shirt by Thomas Hood

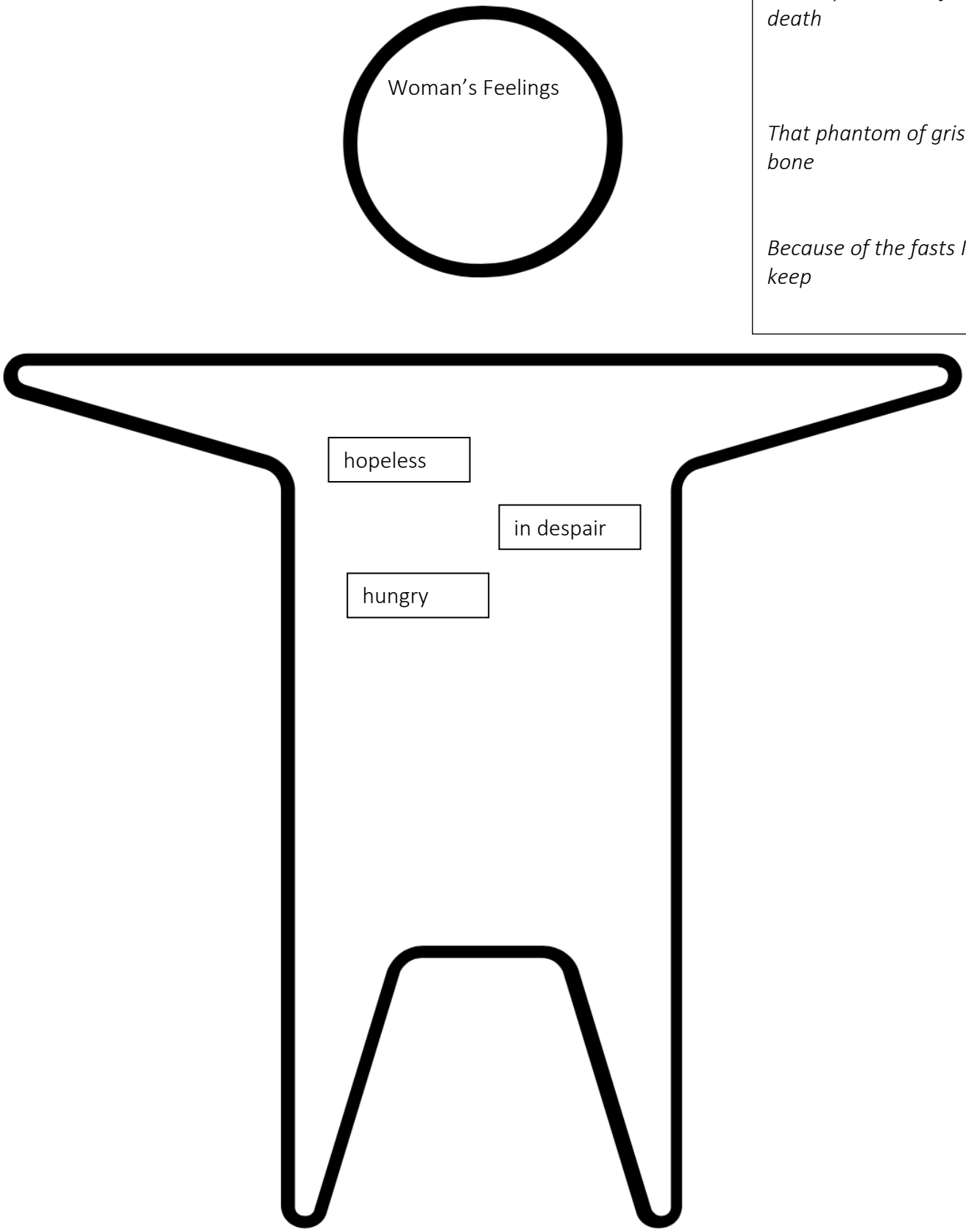
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Lesson 2: Teacher Model

But why do I talk of death

That phantom of grisly bone

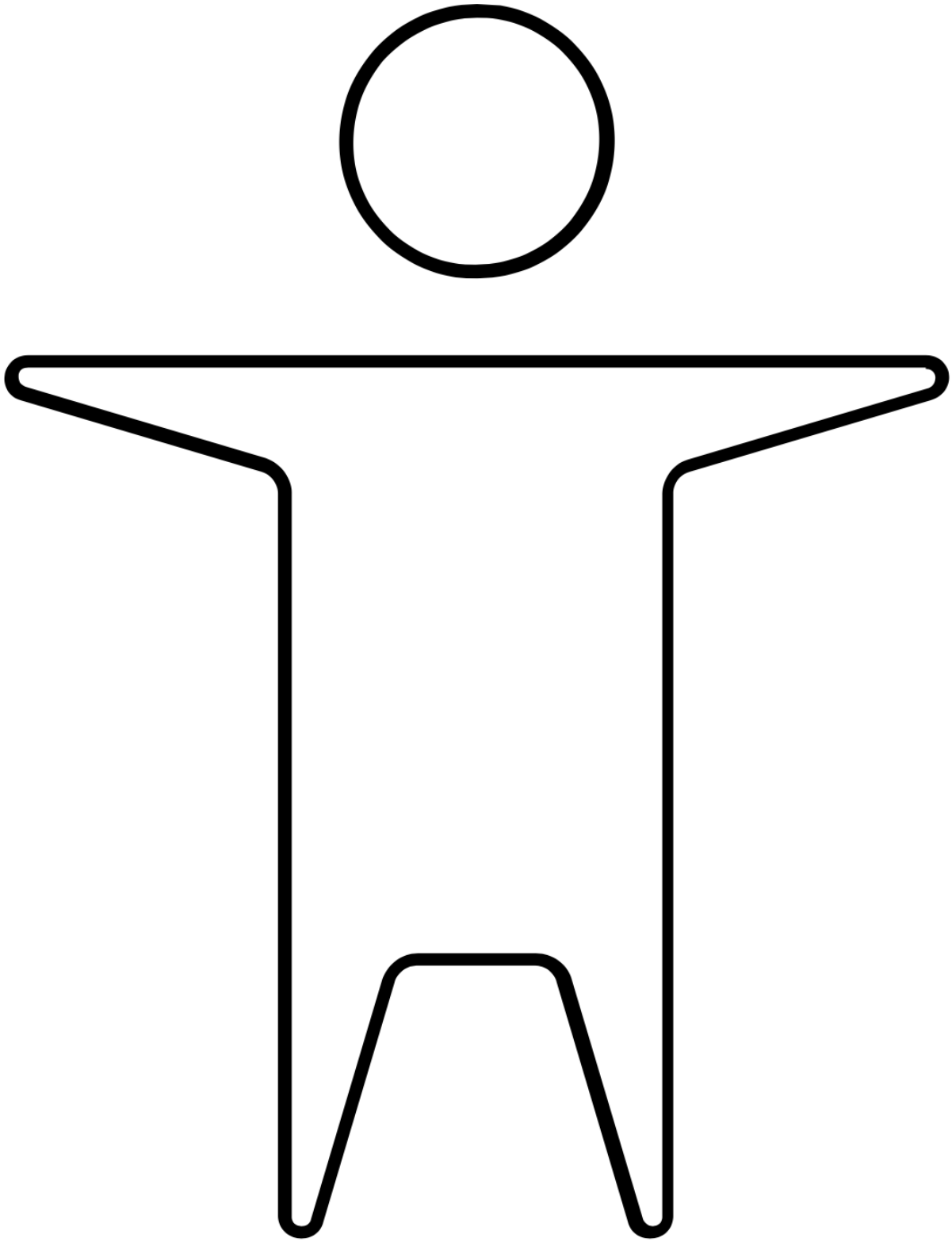
Because of the fasts I keep



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Lesson 2: Children Apply

How does this woman feel in the poem?



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

Lesson	3	Vehicle Text & Page	Christmas Day in the Workhouse by George Robert Sims The Victorianist: 'In the Workhouse; Christmas Day'; by George R. Sims (Stanzas 1 to 11 – provided in resources)

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What is the first half of the poem about?	pauper(s), condescending, meek and lowly, rose, dank, (un)hallowed, paltry, slew	• With support, locate relevant information in a text • Read closely, annotating for specific purposes • Finding the main idea of a text	2b retrieve and record information / identify key details



Step 1: Read

Read to Children 12 mins

Activate prior knowledge: Introduce the Victorian workhouse using non-fiction books studied or a short video such as: Voices from the Workhouse - YouTube Take brief feedback as to what life was like in the Victorian workhouse and why some people had to live there.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Consider new vocabulary (see Lesson 3: Vocabulary). Explain *'pauper'*: a very poor person. Explain *'paltry'*: very small or meagre. Explain *'slew'*: past tense for slay (kill). Use **Find, Read,** talk together to **Clarify** understanding of the rest of the vocabulary.
Explore & Respond: Tell the children that this poem is long – 21 stanzas. Read through half of the poem (to end of stanza 11, last line ending '*But they wouldn't give out 'relief'.*'). Model **Intonation & Rhythm** and **Stress,** paying attention to new vocabulary. Examine the layout of the poem: 21 stanzas altogether with 8 lines in each. The rhyming pattern is abcbdefe. **Stop & Jot** briefly their initial responses to the **Anchor Question.** Take brief feedback.
Fluency: Teacher read section of the poem (see Lesson 3: Fluency). Note the voice and feelings of the man (denoted by speech marks) and how he demonstrates anger. Children then **Choral Read** the same section of the poem with the teacher, using **Intonation & Rhythm** and **Stress.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of the first stanza of the poem (Lesson 3: Read / Teacher Model/ Children Practise). Model how to **Think Aloud** and **Visualise** what is happening in these lines. Read this stanza, then return to the first two lines and circle *'cold bare walls are bright'.* Why are they '*bright*'?
Teacher Thinks: Usually, the walls of the Workhouse are '*cold*' and '*bare*' because this building lacks warmth and decoration – no plaster on walls, just brick. In contrast, because it is Christmas Day, these cold bare walls are now '*bright*'. Read the next two lines and circle '*…garlands of green and holly,' 'pleasant sight'.* Christmas decorations have been hung, ready for Christmas. They are decorated with holly and leaves garlands, which cover and hide the cold bare, brick walls. Obviously, this is a *'pleasant sight'* for the paupers who will be there to dine on Christmas Day.
How does this contrast when it is not Christmas Day? Link to Victorian times in the Workhouse.
Circle further information and talk through how the paupers have washed and are waiting in line for their Christmas meal. Draw simple images around the stanza as you **Visualise**.
Reference the Text: Circle the key words and phrases that give detail about what is happening in the poem.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the second stanza (Lesson 3: Read / Teacher Model / Children Practise) and read through in pairs. One copy between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children then go back and, a line at a time, circle key words and phrases that will help them to **Visualise** what is happening. Use **Think Aloud** to talk through the images that the words are making them think. Draw simple images around the stanza to explain what you are **Visualising**. Teacher to briefly feedback. Children continue to **Text Mark** the poem and **Visualise** what is happening.
If the children are struggling, consider *'come in their furs and wrappers', 'watch their charges feast', 'smile and be condescending', 'hosts at the workhouse banquet', 'They've paid for'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Children Apply
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the words and phrases the children circled and the visual images they have created. Then together, consider the rest of the first half of the poem. Teacher scribes answer as class agree what has happened in the first half of the poem.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught i.e. **Visualise, Think Aloud, annotate for a specific purpose** or **Anchor Question** responses.
Fluency: reading with appropriate **Intonation & Rhythm** and **Stress**.

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Lesson 3: Vocabulary

pauper(s)	condescending having or showing an attitude of patronising superiority) e.g. showing that you consider yourself better or more intelligent
meek and lowly	rose
dank, (un)hallowed… damp, unholy/wicked	paltry
slew	

Lesson 3: Fluency

"Do you think I will take your bounty,
And let you smile and think
You're doing a noble action
With the parish's meat and drink?"

Lesson 3: Anchor Question

What is the first half of the poem about?

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Lesson 3: Read / Teacher Model/ Children Practise

It is Christmas Day in the workhouse,
And the cold, bare walls are bright
With garlands of green and holly,
And the place is a pleasant sight;
For with clean-washed hands and faces,
In a long and hungry line
The paupers sit at the table,
For this is the hour they dine.

And the guardians and their ladies,
Although the wind is east,
Have come in their furs and wrappers,
To watch their charges feast;
To smile and be condescending,
Put pudding on pauper plates.
To be hosts at the workhouse banquet
They've paid for — with the rates.

Oh, the paupers are meek and lowly
With their "Thank'ee kindly, mum's!'"
So long as they fill their stomachs,
What matter it whence it comes!
But one of the old men mutters,
And pushes his plate aside:
"Great God!" he cries, "but it chokes me!
For this is the day she died!"

The guardians gazed in horror,
The master's face went white;
"Did a pauper refuse the pudding?"
"Could their ears believe aright?"
Then the ladies clutched their husbands,
Thinking the man would die,
Struck by a bolt, or something,
By the outraged One on high.

But the pauper sat for a moment,
Then rose 'mid silence grim,
For the others had ceased to chatter
And trembled in every limb.
He looked at the guardians' ladies,
Then, eyeing their lords, he said,
"I eat not the food of villains
Whose hands are foul and red:

"Whose victims cry for vengeance
From their dark, unhallowed graves."
"He's drunk!" said the workhouse master,
"Or else he's mad and raves."

"Not drunk or mad," cried the pauper,
"But only a haunted beast,
Who, torn by the hounds and mangled,
Declines the vulture's feast.

"I care not a curse for the guardians,
And I won't be dragged away;
Just let me have the fit out,
It's only on Christmas Day
That the black past comes to haunt me,
And prey on my burning brain;
I'll tell you the rest in a whisper —
I swear I won't shout again.

"Keep your hands off me, curse you!
Hear me right out to the end.
You come here to see how paupers
The season of Christmas spend;.
You come here to watch us feeding,
As they watched the captured beast.
Here's why a penniless pauper
Spits on your paltry feast.

"Do you think I will take your bounty,
And let you smile and think
You're doing a noble action
With the parish's meat and drink?
Where is my wife, you traitors —
The poor old wife you slew?
Yes, by the God above me,
My Nance was killed by you!

'Last winter my wife lay dying,
Starved in a filthy den;
I had never been to the parish —
I came to the parish then.
I swallowed my pride in coming,
For ere the ruin came,
I held up my head as a trader,
And I bore a spotless name.

"I came to the parish, craving
Bread for a starving wife,
Bread for the woman who'd loved me
Through fifty years of life;
And what do you think they told me,
Mocking my awful grief,
That 'the House' was open to us,
But they wouldn't give 'out relief'.

© Adapted from Christmas Day in the Workhouse George R Sims

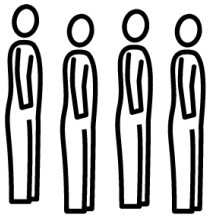
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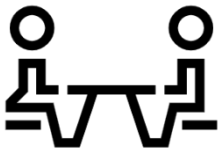
Lesson 3: Teacher Model



It is Christmas Day in the Workhouse,
And the cold bare walls are bright
With garlands of green and holly,
And the place is a pleasant sight:
For with clean-washed hands and faces,
In a long and hungry line
The paupers sit at the tables
For this is the hour they dine.







Lesson 3: Children Apply

And the guardians and their ladies,
Although the wind is east,
Have come in their furs and wrappers,
To watch their charges feast;
To smile and be condescending,
Put pudding on pauper plates.
To be hosts at the workhouse banquet
They've paid for — with the rates.

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

Lesson	4	Vehicle Text & Page	Christmas Day in the Workhouse by George Robert Sims The Victorianist: 'In the Workhouse; Christmas Day'; by George R. Sims (Stanzas 12 to 21 – provided in resources)

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does this man/pauper feel in the poem?	slunk, awry, 'bide, brine, woo'd, threshold, in vain, yonder, smug, parochial	• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Read closely, annotating for specific purposes	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 10 mins

Activate prior knowledge: Share an illustration of the workhouse: https://en.wikipedia.org/wiki/Christmas_Day_in_the_Workhouse#/media/File:Christmas_Day_in_the_Workhouse.png) reminding the children of what this poem is about (gist). Ask children to work in pairs to recall what the poem (the part they have read so far) was about. Take brief feedback.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Explain the trickier words (Lesson 4: Vocabulary). Encourage children to **Find, Read, Talk** the other words.
Explore & Respond: Read the second half of the poem (Lesson 4: Read/ Teacher Model/ Children Practise) with **Intonation** and **Rhythm.** Consider the language used around the man's feelings. Use **Stress** to emphasise these 'feelings' words (denoted by italics in the poem).
Fluency: Model **Phrasing**, so it is very clear that you are using the punctuation to help you read and fully understand the poem. **Choral Read -** demonstrating **Phrasing** and continue the use of **Intonation & Rhythm** and **Stress.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Display an enlarged copy of stanza 12 (Lesson 4: Read/Teacher Model/ Children Practise) and read. Then circle *'slunk', 'clenched', 'awry', 'mournfully'*. **Think Aloud** and **infer** meaning of how this man is feeling. Use **Think Aloud** to talk through the way in which these words relate to the **Anchor Question. Text Mark.**
Teacher Thinks: These words are powerful and demonstrate this man's feelings and behaviour. Sometimes we can tell how someone is feeling because of their behaviour. *'Slunk'*, from the root word 'slink', describes the way he moves – trying to avoid being seen. If something is *'clenched'* it is being held very tightly. The man's fists are *'clenched'* (Demonstrate this action). There are reasons he does this – to stop himself from thieving from the bakers' shops and that he is determined to continue on his way. **Self Questioning:** Where is he going? How might he be feeling? *'Awry'* is used in relation to the position of his head being held in a different way – perhaps bowed downwards because he feels ashamed that he is returning to his wife empty-handed. Eventually, he does tell her why he is empty-handed and the poet uses *'mournfully'* to describe the way he is feeling when he tells her. This stanza paints a painful picture to the reader: not only anger, but hopelessness and profound sadness.
Reference the Text: Stanza 12, circling evidence to answer the **Anchor Question**. Complete Lesson 4: Teacher Model



Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine further stanzas of the poem and read through in pairs. One copy between two encourages collaborative working and discussion. It is helpful to still encourage children to visualise what is happening as they read, so they get the gist of the poem. You may want to clarify this before they move on to the man's feelings.
Practise Taught Strategies & Skills: Children **Text Mark** by circling words and phrases that demonstrate the man's feelings. Use **Thinking Voice** and use **Think and Search Question** and **Infer.**
If the children are struggling, consider *'weeping', 'like a madman', 'Crying, 'Food for a dying woman!', 'I fought with a dog in the street', 'tore from the mongrel's clutches A crust he was trying to eat', 'My heart sank down', 'I paused with a sudden thrill', 'O God! had I but known!', 'I craved for a human life', 'Don't mind me in the least', 'smug parochial way',*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply activity
Verbal & Written Responses: Children to add their ideas to the Lesson 4: Children Apply activity, as modelled. Use **Think Aloud** to share their answers as a class .
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught i.e. **Think Aloud, Inference** annotate for a purpose or **Anchor Question** responses.
Fluency: **Phrasing and Intonation.**

Acceptable Point(s) Anchor Question
- desperate
- sad/ sorrowful
- guilty for not being there when his wife died
- angry/ bitter towards the workhouse guardians

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

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Lesson 4: Vocabulary

slunk	awry away from the usual; amiss/different
‘bide	brine water containing a large amount of salt
woo’d to seek affection or love from someone	threshold
in vain without success/pointless	smug

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Lesson 4: Fluency

Stanza 16. (**Stress** on verbs in italics)

'I *rushed* from the room like a madman,
And *flew* to the workhouse gate,
Crying, 'Food for a dying woman!'
And the answer came, 'Too late.'
They drove me away with curses;
Then I *fought* with a dog in the street,
And *tore* from the mongrel's clutches
A crust he was trying to eat.

Lesson 4: Anchor Question

How does this man/pauper feel in the poem?

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Lesson 4: Read / Teacher Model / Children Practise

"I slunk to the filthy alley —
'Twas a cold, raw Christmas Eve —
And the bakers' shops were open,
Tempting a man to thieve;
But I clenched my fists together,
Holding my head awry,
So I came to her empty-handed
And mournfully told her why.

"Then I told her the house was open;
She had heard of the ways of that,
For her bloodless cheeks went crimson,
and up in her rags she sat,
Crying, 'Bide the Christmas here, John,
We've never had one apart;
I think I can bear the hunger —
The other would break my heart.'

"All through that eve I watched her,
Holding her hand in mine,
Praying the Lord and weeping,
Till my lips were salt as brine;
I asked her once if she hungered,
And as she answered 'No' ,
T'he moon shone in at the window,
Set in a wreath of snow.

"Then the room was bathed in glory,
And I saw in my darling's eyes
The faraway look of wonder
That comes when the spirit flies;
And her lips were parched and parted,
And her reason came and went.
For she talked of our home in Devon,
Where our happiest years were spent.

"And the accents, long forgotten,
Came back to the tongue once more.
For she talked like the country lassie
I woo'd by the Devon shore;
Then she rose to her feet and trembled,
And fell on the rags and moaned,
And, 'Give me a crust — I'm famished —
For the love of God!' she groaned.

"I rushed from the room like a madman
And flew to the workhouse gate,
Crying, 'Food for a dying woman!'
And the answer came, 'Too late.'
They drove me away with curses;
Then I fought with a dog in the street
And tore from the mongrel's clutches
A crust he was trying to eat.

"Back through the filthy byways!
Back through the trampled slush!
Up to the crazy garret,
Wrapped in an awful hush;
My heart sank down at the threshold,
And I paused with a sudden thrill.
For there, in the silv'ry moonlight,
My Nance lay, cold and still.

"Up to the blackened ceiling,
The sunken eyes were cast —
I knew on those lips, all bloodless,
My name had been the last;
She called for her absent husband —
O God! had I but known! —
Had called in vain, and, in anguish,
Had died in that den — alone.

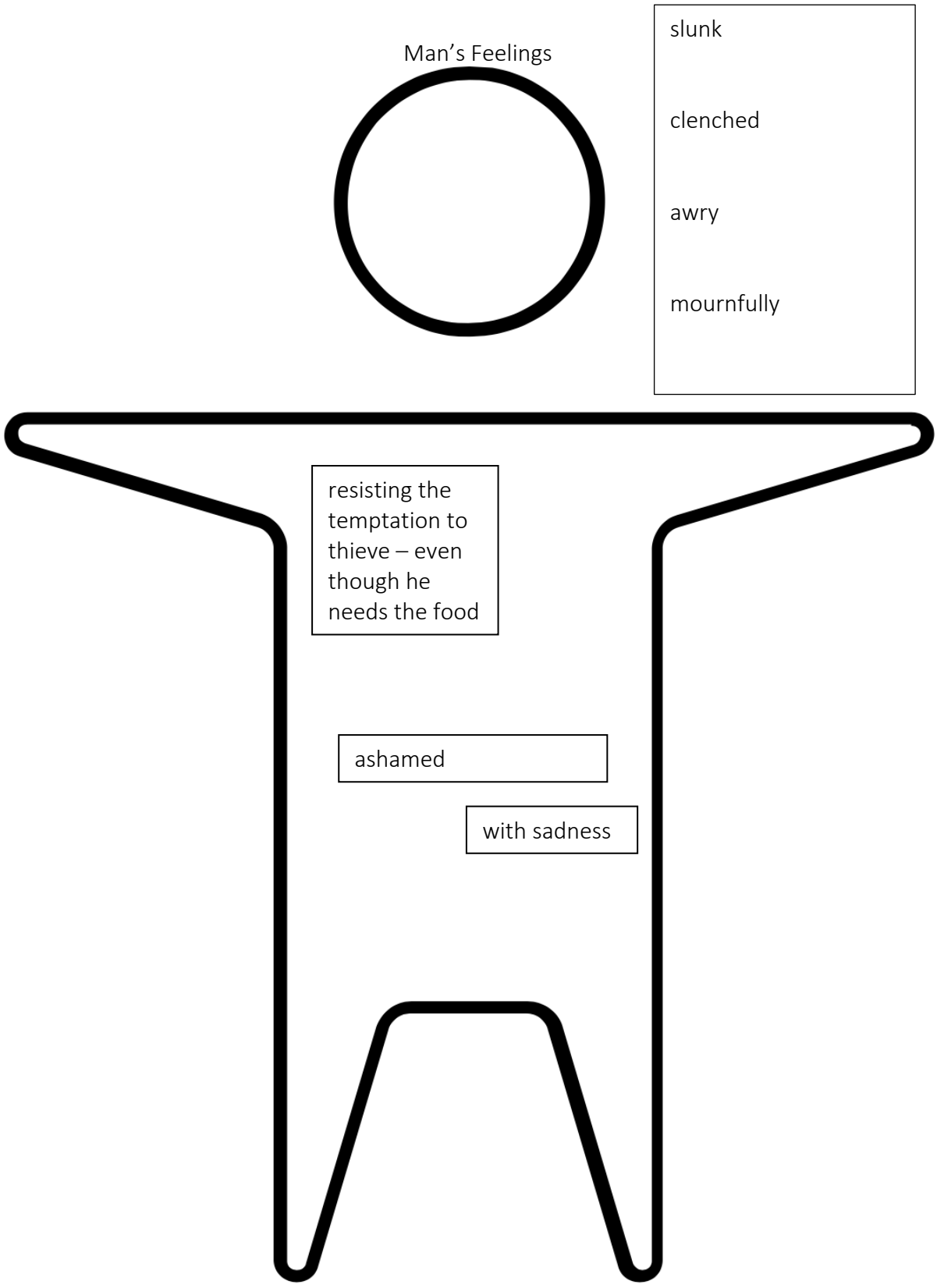
"Yes, there, in a land of plenty,
Lay a loving woman dead,
Cruelly starved and murdered
for a loaf of the parish bread;
At that gate, last Christmas,
I craved for a human life,
You, who would feed us paupers,
What of my murdered wife!"

'There, get ye gone to your dinners,
Don't mind me in the least,
Think of the happy paupers
Eating your Christmas feast;
And when you recount their blessings
In your smug way,
Say what you did for me, too,
Only last Christmas Day."

© Adapted from Christmas Day in the Workhouse by George Robert Sims

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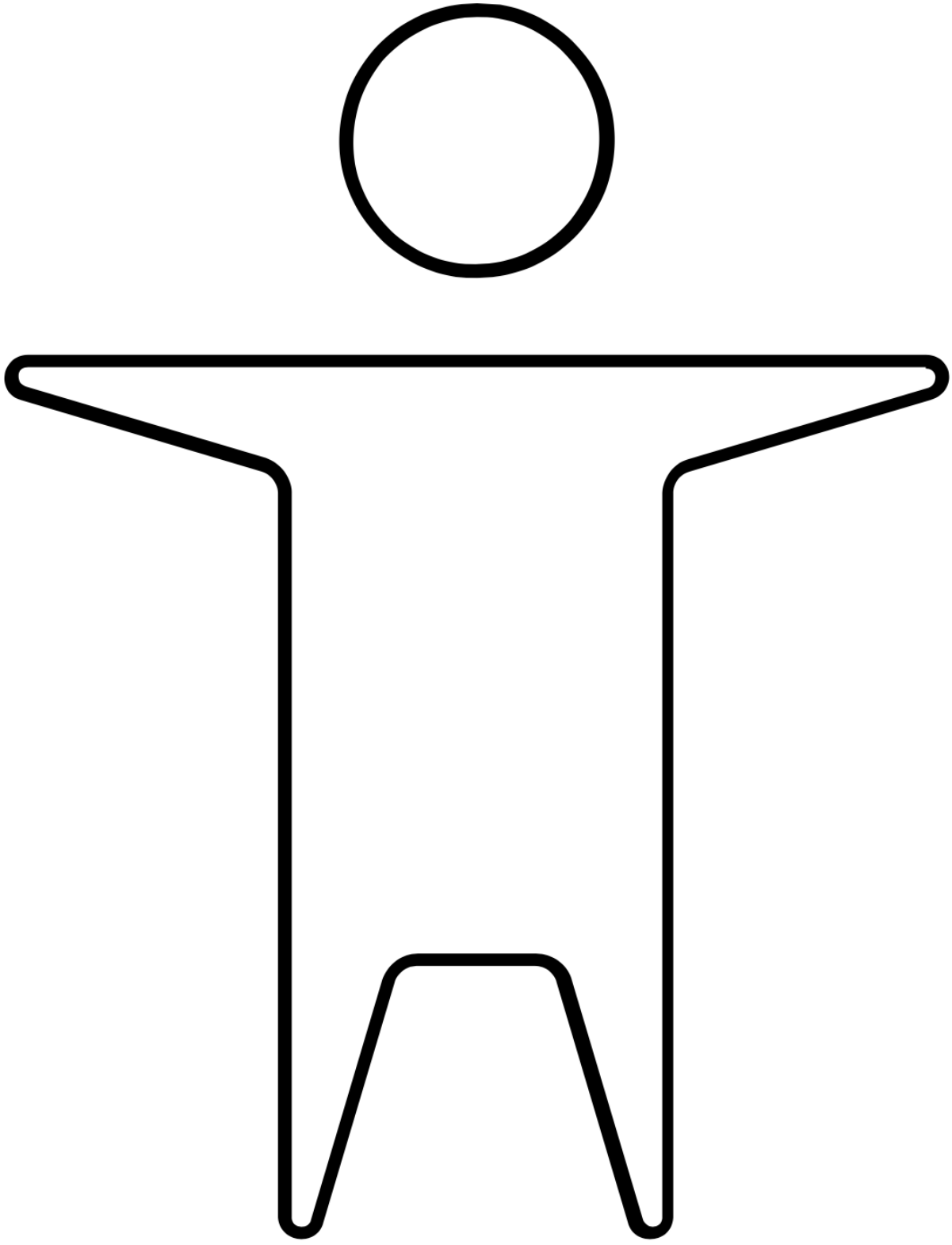
Lesson 4: Teacher Model



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Lesson 4: Children Apply

How does this man/ pauper feel in the poem?



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

Lesson	5	Vehicle Text & Page	Brick-yard Boy – Anon (provided in resources)

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A What happens in this poem? **B What impression do you get of the boy?**	N/A	• Read closely, annotating for specific purposes • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2b Retrieve and record information 2d: Make inferences from the text/explain and justify inferences with evidence from the text



Extended Apply lesson

Activate prior knowledge: Talk through the poems you have looked at this week. Focus particularly on the feelings of the woman in 'Song of the Shirt' and the man in 'Christmas Day in the Workhouse'. Remind them of the language (words and phrases) the poets used and how reading with **Intonation, Rhythm** and **Stress** helped **Visualise** what was happening in the poems.
Vocabulary: N/A
Share Anchor Questions: Refer to these throughout the lesson.

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

Enjoy and Respond to the Poem: Share the poem 'Brick-yard Boy'. (Lesson 5: Read). Read through the poem noting that there are three stanzas containing six lines in each. The rhyming pattern is abcbdd. Take general feedback about the poem from the children.
Written Responses/Evidence Anchor Question(s):
Children to work in pairs. One copy between two encourages collaborative working and discussion. Children to circle key words and add symbols or images around the stanzas, to explain what is happening.
Children then have an outline (Lesson 5: Children Apply Activity). On the outside, they write words to describe what is happening in this poem. On the inside they write words that give the reader an impression of the boy i.e. what does he look like.

Learn and perform the poem: It would be an excellent opportunity to perform 'Christmas Day in the Workhouse'. Perhaps learn a section e.g. the first four stanzas that show the man's anger towards the guardians and the ladies. A narrator could read the poem while the rest of the class have roles as paupers, guardians and ladies. Performance is an excellent aid to enhance learning as well as being fun. It also provides an opportunity to use expression, intonation stress and accent.

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

There are prizes to be won!

Comprehension Questions
1. What does it mean when the poet says *'His legs had tumbled 'neath the weight of forty pounds of clay or more"*? (line 4 & 5, stanza 2)
2. Which two reasons does the poet give as to why the boy is poor?
3. Find the line that tells us how old the boy is. What is his age?

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught across the week i.e. **Rhythm, Intonation** and **Stress, Visualising, Find Read Talk** and **Infer**.
•Responses they have given to the **Anchor Questions** & Comprehension Questions

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Lesson 5: Anchor Questions

A What happens in this poem?
B What impression do you get of the boy?

Lesson 5: Read

Brick-yard Boy - anon

I saw a little brick-yard boy
With body almost bare,
What clothes he had were thin and torn,
And matted was his hair;
And such a little boy was he,
In years not more than three times three.

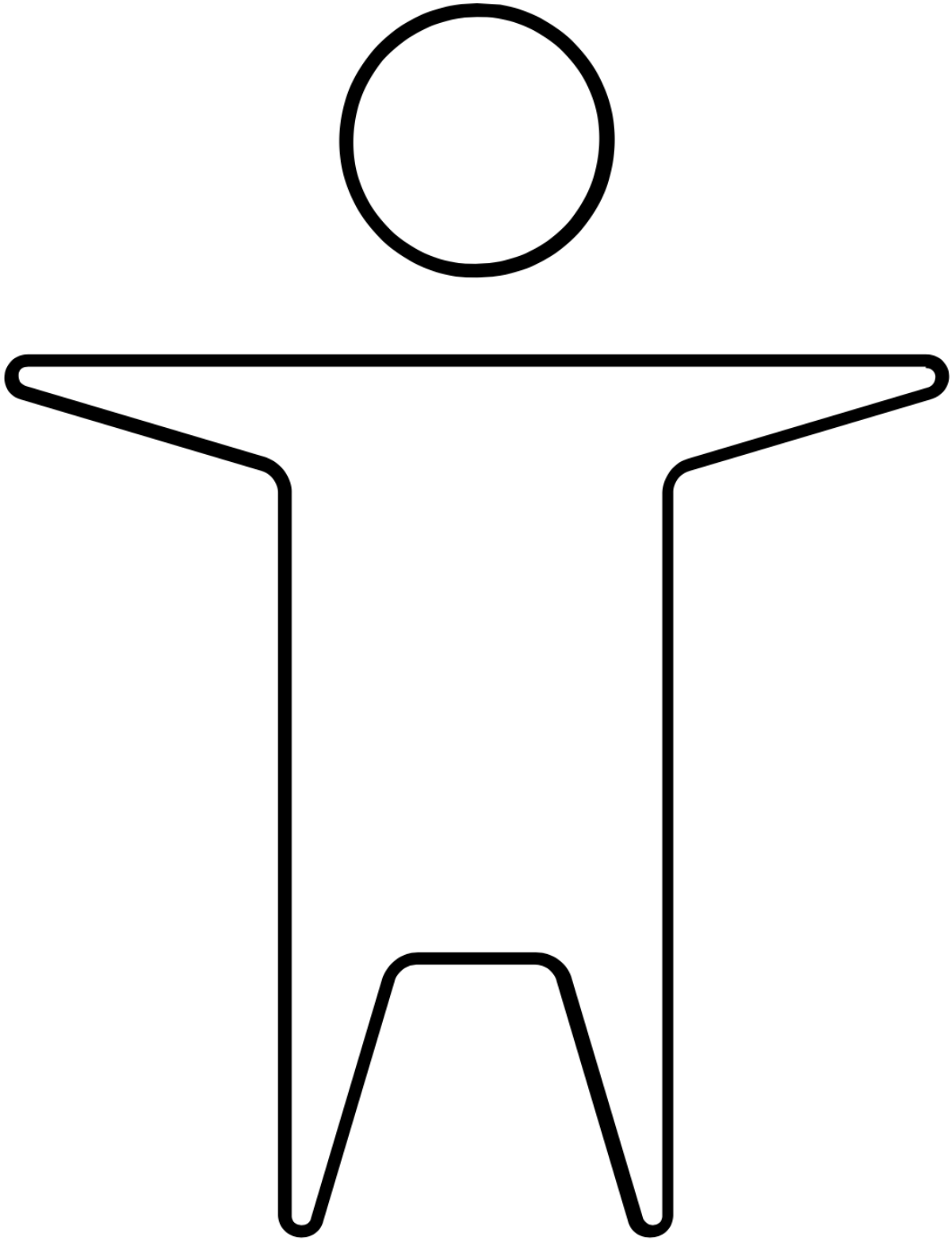
And yet for very little play,
He'd work so hard the live long day,
From six at mourn, till seven or eight,
His legs had tumbled 'neath the weight
Of forty pounds of clay or more, -
And ah, poor lad! His feet were sore.

No wonder, either, for those feet
A many miles had run,
With hurried speed across the floor
Beneath the burning sun;
Poor little slave on British soil.
So young in years, why dost though toil?

Anon

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Lesson 5: Children Apply Activity



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Lesson 5: Comprehension Questions

1. What does it mean when the poet says *'His legs had tumbled 'neath the weight of forty pounds of clay or more'*? (line 4 & 5, stanza 2)

_____
_____
_____

2. Which two reasons does the poet give as to why the boy is poor?

- _____
- _____

3. Find the line that tells us how old the boy is. What is his age?

_____

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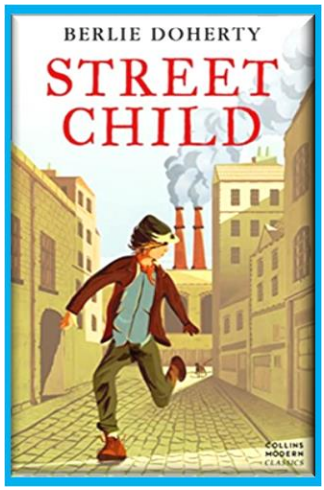
Shared Reading Planning

Year 5

Curriculum Driver: History

Unit C: Victorians

Fiction



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

Lesson	1	Vehicle Text & Page	Street Child by Berlie Doherty Adapted from Chapter 1, pp. 15 & 16

Anchor Question(s):
How will the characters influence how the story develops?

Teacher Model Question:
How will the setting influence how the story develops?

Vocabulary Teaching
shilling, swaying horses, whipped on, as hot as a piece of coal, gurgling, winked at her like an eye

Focus Comprehension & Strategies:
- With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main idea.
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Read closely, annotating for specific purposes

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover of the book 'Street Child'. **Book Talk** the image to elicit children's ideas about what is happening.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (Lesson 1: Vocabulary). Encourage children to explain vocabulary in the context of each sentence. Explain *'shilling'*: old coinage.
Explore & Respond: Read the opening (the first paragraph in Lesson 1: Read/Teacher Model/ Children Practise). Tell the children that character and setting details help the reader to predict what could happen in the story. Ask children to **Stop & Jot** their initial thinking about the characters and the setting and how they may influence the story.
Fluency: Read the first two sentences (see Lesson 2: Fluency). These are complex sentences and include descriptive language. Model rereading these sentences again, in order to make sense of the text. Children **Pair Read** the same sentences, checking their understanding and rereading where necessary.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Focusing on Setting Gather words and phrases from the text extract (see Lesson 2: Read / Teacher Model/Children) that help make **Predictions and Inferences** about what might happen in the story. Teacher note: Predictions are rooted in evidence.
Reference the Text: **Text Mark** the following significant words that help us make inferences and predictions about what might happen as a result of the setting already described in the opening pages:
'edge of road', 'carriages', 'traffic', 'small shops', 'hanging lanterns', 'meat pudding shop'
• Teacher makes **Inferences** about the events: These words and phrases suggest that Jim lives in a busy place, maybe a town or city as there is a lot of traffic and shops and he seems to be by a busy road. The traffic is not cars, but carriages, telling me that the story is set in the past. The hanging lanterns again, make me think it is in a time before electricity and the 'meat pudding shop' sounds old fashioned too.
• Teacher make a **Prediction**: I **Predict** that the story will be set in a busy city in the past, probably the Victorian era.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Focusing on the characters (Jim and the boys): Children to work in pairs to gather words and phrases from the text extract (see Lesson 2: Read / Teacher Model/ Children Practise) that help make **Predictions and Inferences** about what might happen in the story. Teacher to ask some guide questions to support the children as they reread the extract: What are they like? How do you know? What is being suggested about them? What might happen to them in this story based on the words you have read? What predictions can you make?
Practise Taught Strategies & Skills: Children work with a partner to discuss how the words and phrases they have chosen help them to make **Inferences** and **Predictions**.
If children are struggling, consider: *'his feet blue with cold', 'hungry boys', 'waiting for scraps', 'stomach gurgling', 'sick of little boys', 'where did you find this?', 'stole the pie'.*

Step 4: APPLY

Children Apply 10 mins

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

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Lesson 1: Vocabulary

shilling old coinage	winked at her like an eye
swaying horses	as hot as a piece of coal
whipped on	gurgling

Lesson 1: Fluency

Jim Jarvis hopped about on the edge of the road, his feet blue with cold. Passing carriages flung muddy snow up into his face and his eyes, and the swaying horses slithered and skidded as they were whipped on by their drivers.

Lesson 1: Anchor Questions

Teacher Model Question:

How will the setting influence how the story develops?

Anchor Question:

How will the characters influence how the story develops?

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Lesson 1: Read / Teacher Model / Children Practise

Chapter 1: The Shilling Pie

Jim Jarvis hopped about on the edge of the road, his feet blue with cold. Passing carriages flung muddy snow up into his face and his eyes, and the swaying horses slithered and skidded as they were whipped on by their drivers. At last Jim saw his chance and made a dash for it through the traffic. The little shops in the dark street all glowed yellow with their hanging lamps, and Jim dodged from one light to the next until he came to the shop he was looking for. It was the meat pudding shop. Hungry boys and skinny dogs hovered round the doorway, watching for scraps. Jim pushed past them, his coin as hot as a piece of coal in his fist. He could hear his stomach gurgling as the rich smell of hot gravy met him.

Mrs Hodder was trying to sweep the soggy floor and sprinkle new straw down when Jim ran in.
"You can run right out again," she shouted to him. "If I'm not sick of little boys today!"
"But I've come to buy a pudding!" Jim told her.
He danced up and down, opening and closing his fist so his coin winked at her like an eye.
She prised it out of his hand and bit it. "Where did you find this, little shrimp?" she asked him. "And stop your dancing! You're making me rock like a ship at sea!"

He ran home with the pie clutched to his chest, warming him through its cloth wrapping. Some of the boys outside the shop tried to chase him, but he soon lost them in the dark alleys, his heart thudding in case they caught him and stole the pie.

Extract adapted from © Street Child by Berlie Doherty. Harper Collins

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Lesson 1: Teacher Model

Setting	
Reference the Text	**Inference**
edge of the road	He is next to a road – so perhaps an urban setting
carriages	This suggests that the story is set in the past as we don't have carriages on roads now
traffic	This suggests a busy place as traffic means lots of modes of transport
small shops	This suggests a town or city where there are shops to buy lots of different things
hanging lanterns	Again, this is a reference to the story being set in the past – in a time before electricity
meat pudding shop	This sounds old fashioned too
Prediction: What might happen in the story?	
I predict the story will be set in a busy city in the past, probably in the Victorian era.	

Lesson 1: Children Apply

Characters - Jim and the boys	
Reference the Text	**Inference**
Prediction: What might happen in the story?	

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

Lesson	2	Vehicle Text & Page	Street Child by Berlie Doherty Adapted from Chapter 7 The Wild Thing pp. 61-63

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impressions do you have of Mr Barrack? Teacher Model Question: **What impressions do you have of Jim?**	sheered round, hauled, hollering, like a wild bird, shimmer of pain and thrumming wings, flinched, skip off, bobbies	• Read closely, annotating for specific purposes • With occasional prompting, draw inferences such as inferring thoughts and motives from their actions, and justifying inferences with evidence	2d Make inference from the text/explain and justify inferences with evidence from the text

Step 1: Read

Read to Children 12 mins

Activate prior knowledge: Ask children what they know of life in the workhouse. Refer back to poetry work to support children's discussions. Take some feedback. Ask if children know how children were treated in the workhouse.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (Lesson 1: Vocabulary). Encourage children to explain vocabulary in context of each sentence. *'Bobbies'* was referred to in previous non-fiction lesson (Eyewitness Victorians). Explain *hauled* and *holler(ing)*.
Explore & Respond: Read the extract (Lesson 2: Read/ Teacher Model/ Children Practise). Use expression. Take some short responses and encourage the children to **Stop & Jot** their initial thinking around the **Anchor Question**.
Fluency: Read the extract -Lesson 2: Fluency Model **Phrasing** so that you make it really clear that the punctuation has been used to aid meaning. Following this, children to **Choral Read,** using **Phrasing** and **Pausing**, the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have the extract enlarged or on screen (Lesson 2: Read/ Teacher Model / Children Practise). Refer to the Teacher model question: What impressions do you get of Jim?
Reference the Text: Read the extract in full first, then return and circle *'like a wild bird,' 'lift him up and carry him away', 'flung him like a bundle of rags', 'thrumming wings'*. Use **Think Aloud** to explain how these words are helping you to picture Jim as fragile and birdlike.
Teacher Thinks: I get the impression Jim is birdlike. There are direct references to Jim being like a wild bird. When he is left in pain, the author uses the description, 'thrumming wings', again likening him to a small, fragile bird. He his '*flung like a bundle of rags'*, making him appear small, light and fragile compared to Mr Barrack. I also get a sense that he could fly up into the air (lift him up and carry him away). Add to the Teacher Model sheet.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract (Lesson 2: Read/ Teacher Model/ Children Practise) and read through in pairs. One copy between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children read the extract as a whole first. Then go back and, a line at a time, circle key words and phrases that give them impressions of Mr Barrack. Use **Think Aloud** to talk through the words and phrases and what impressions they get of him.
If the children are struggling, consider *'eyes alight with anger and joy', 'triumphant', 'angrier than ever', 'At last he had caught Jim out', 'greasy handkerchief', 'tying it tight', 'Just in case you feels like hollering' , 'he flung him like a bundle of rags'*

Step 4: APPLY

Children Apply 12 mins

Evidence Anchor Question(s): Complete Lesson 2: Apply activity
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the impressions they have of Mr Barrack. Scribe on a flipchart words that show the impression they get of him, e.g. violent, angry. Then show children how to orally generate an answer to the questions, using two acceptable points, with evidence for one, e.g. My impression of Mr Barrack is that he is violent because he beat Jim. He is also an angry man. Children choose their own points and evidence to support. This can be an oral or written answer.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Thinking Voice, Infer, annotate for a specific purpose** or **Anchor Question** responses.
-Fluency: **Phrasing and Pausing**

Acceptable Point(s) Anchor Question
- violent
- angry
- vindictive
- cruel/ careless/ heartless

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

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Lesson 2: Vocabulary

sheered round	hauled
hollering	like a wild bird
shimmer of pain and thrumming wings	lift him up and carry him away
flinched	skip off
Bobby/ies old word for ‘police’	daresn’t

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Lesson 2: Fluency

All the other boys stared in front of them. The rope stung Jim again and again, and the beating inside him was like a wild bird now, throbbing in his limbs and in his stomach, in his chest and in his head, so wild and loud that he felt it would lift him up and carry him.

Lesson 2: Anchor Question

Teacher Model Question:

What impressions do you have of Jim?

Anchor Question:

What impressions do you have of Mr Barrack?

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Lesson 2: Read / Teacher Model / Children Practise

Jim's wild thoughts drummed inside him, so loud that he imagined everyone would hear them. He leaned over to Tip and whispered in his ear, "Tip, I'm going to run away today. Come with me?"

Tip sheered round, and put his hand to his mouth. Mr Barrack sprang down from his chair his eyes alight with anger and joy.

"You spoke!" he said to Jim, triumphant. "It was you."

Tip closed his eyes and held out his hand, but Jim stood up. He didn't mind. He didn't mind anything any more. The teacher hauled him off his stool and swung his rope round. It hummed as it sliced through the air.

"I don't mind," Jim tried to explain, but this made Mr Barrack angrier than ever. At last he had caught Jim out, and he was beating him now for every time he had tried and failed. He pulled a greasy handkerchief out of his pocket and wound it round Jim's head, tying it tight under his chin.

"Just in case you feel like hollering," he said.

All the other boys stared in front of them. The rope stung Jim again and again, and the beating inside him was like a wild bird now, throbbing in his limbs and in his stomach, in his chest and in his head, so wild and loud that he felt it would lift him up and carry him away.

When the schoolmaster had finished with him he flung him like a bundle of rags across the desk. Jim lay in a shimmer of pain and thrumming wings. He wanted to sleep. The bell rang and the boys shuffled out. Jim felt Tip's hand on his shoulder. He flinched away.

"That's what they do to the boys who skip off, Jim," Tip whispered. "They thrash 'em like that every day until they're good."

Jim felt the wild thing fluttering again. "Only if they catch them."

"They always catch 'em. Bobbies catch 'em and bring 'em in, and they get thrashed and thrashed.

Jim struggled to sit up. The stinging rolled down his body. "Won't you come with me?"

"I daresn't. Honest, I daresn't. Don't go, Jim."

Jim looked up at the great archways of the schoolroom. He knew the words off by heart. God is good. God is holy. God is just. God is love.

"I've got to," he said. "And I'm going tonight, Tip."

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Lesson 2: Teacher Model

What impressions do you have of Jim?	
Impression	Evidence
fragile	lift him up and carry him away flung him like a bundle of rags
birdlike	like a wild bird thrumming wings

Lesson 2: Children Apply

What impressions do you have of Mr Barrack?	
Impression	Evidence

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

Lesson	3	Vehicle Text & Page	Street Child by Berlie Doherty Adapted from Chapter 10, pp.85-87

Teacher Model Question:
How does Rosie feel when she realises the boy is Jim?

Anchor Question(s):
How does the character feel when he sees Rosie? Which words and phrases make you think that?

Vocabulary Teaching:
brazier, coaxing, glistening herring, twisting down inside him, spurted like a blue light,
smelt of warmth, let out all the hurt

Focus Comprehension & Strategies:
- Read closely, annotating for specific purposes
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Focus Content Domain(s):
2d Make inferences from a text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share that Jim has escaped from the workhouse. Ask the children where he might go and how he would be feeling. Take feedback.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (Lesson 3: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions should they arise. Source an image of a *'brazier'* and invite children to describe what it is and for what purpose. Explain *'coaxing'*.
Explore & Respond: Read the section of text to the children (see Lesson 3: Read/ Teacher Model/ Children Practise). Read again, asking them to **Stop and Jot** their thoughts in relation to the **Anchor Question**.
Fluency: Read the fluency section. Model use of **Phrasing** and **Pausing** to reflect the punctuation and meaning. Children **Pair Read** the same section of text.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher Model Question: How does Rosie feel when she realises the boy is Jim? Share enlarged copy of extract (Lesson 3: Teacher Model) and circle words and phrases that indicate how she is feeling.
Teacher note it is important that children recognise that their inferences will *always* be based on textual evidence.
Reference the Text: **Text Mark** the following significant words that help us make inferences about his feelings:
'Lord bless us', 'stared at him, her hand to her mouth', 'she squatted down to his level, putting her hands on his shoulders', 'Rosie pressed him to her and ran her hands through his hair, hugging him as if he was a tiny child again'.
Teacher makes Inferences about the character's feelings: Rosie says *'Lord bless us'* as if it is a miracle that she has seen Jim again. She seems shocked and taken aback for a moment as she puts her hand to her mouth. She then wants to get down to his level to let him know that she is there for him. She seems to care deeply for him as she hugs him and runs her hands through his hair. Complete Lesson 3: Teacher Model - add the circled words and phrases to the outside of a template of a person. Inside, write words to suggest how she may be feeling.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question.** Children to work in pairs to encourage collaborative learning. Children **Think Aloud** their ideas and **Text Mark** their copy of the text extract with **inferences** about how the character is feeling.
Practise Taught Strategies & Skills: Children to circle words and phrases that suggest how the character might be feeling. If children are struggling, consider *'…twisting down inside him.'; 'It was hard for him to breathe'; 'She smelt of warmth…'; …'let out all the hurt…'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Apply Activity.
Verbal & Written Responses: Complete Lesson 3: Apply activity - on the outside, add words and phrases that infer the character's feelings. On the inside, add words that demonstrate what the character (Jim) felt. As a class, return to the **Anchor Question** and take feedback.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught i.e. **Thinking Voice, Infer, annotate for a specific purpose** or **Anchor Question** responses.
- Fluency: **Phrasing and Pausing**

Acceptable Point(s) Anchor Question
- shocked
- overwhelmed
- relieved
- safe

supported by evidence

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Lesson 3: Vocabulary

brazier	coaxing
glistening herring	twisting down inside him
spurted like a blue light	smelt of warmth
let out all the hurt	

Lesson 3: Fluency

"Yes, I'm Rosie," she said. "And I told you…"
"I've come about Lizzie and Emily," he said.
The smoke seemed to be in his throat now, twisting down inside him. It was hard for him to breathe. "I'm Jim Jarvis."

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Lesson 3: Anchor Question

Teacher Model Question:

How does Rosie feel when she realises the boy is Jim?

Anchor Question:

How is the character feeling when he finds Rosie? Which words and phrases make you think that?

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Lesson 3: Read / Teacher Model / Children Practise

At last he plucked up the courage to ask someone where Rosie Trilling lived.

When he knocked at the door a woman's voice shouted to him to come in, and he knew it was Rosie's.

And she was there, crouching over a brazier that was glowing with hot coals, coaxing flames out of it. She was holding a twisted wire with a glistening herring skewered to it. An old woman, wrapped in bundles of brown and grey shawls, huddled next to her in a chair that seemed to be made out of boxes roped together. Rosie was breaking bits off the herring and feeding the old woman with it. She looked up at Jim, surprised.

"The men have set off, son," she told him.

"Rosie," said Jim. His eyes stung from the smoke. He rubbed them with the backs of his hands.

"Yes, I'm Rosie," she said. "And I told you…"

"I've come about Lizzie and Emily," he said.

The smoke seemed to be in his throat now, twisting down inside him. It was hard for him to breathe. "I'm Jim Jarvis."

"Lord bless us." Rosie dropped the herring into the flames, where it spurted like a blue light. The old woman swore at her.

'Annie's little boy?" Rosie stared at him, her hand to her mouth.

Jim nodded. He bit the back of his hand to try to make the stinging in his eyes go away. He could hardly see Rosie. Now she was a brown, blurred shape that was moving round the brazier and coming towards him. She smelt of warmth and fish. She squatted down to his level, putting her hands on his shoulders.

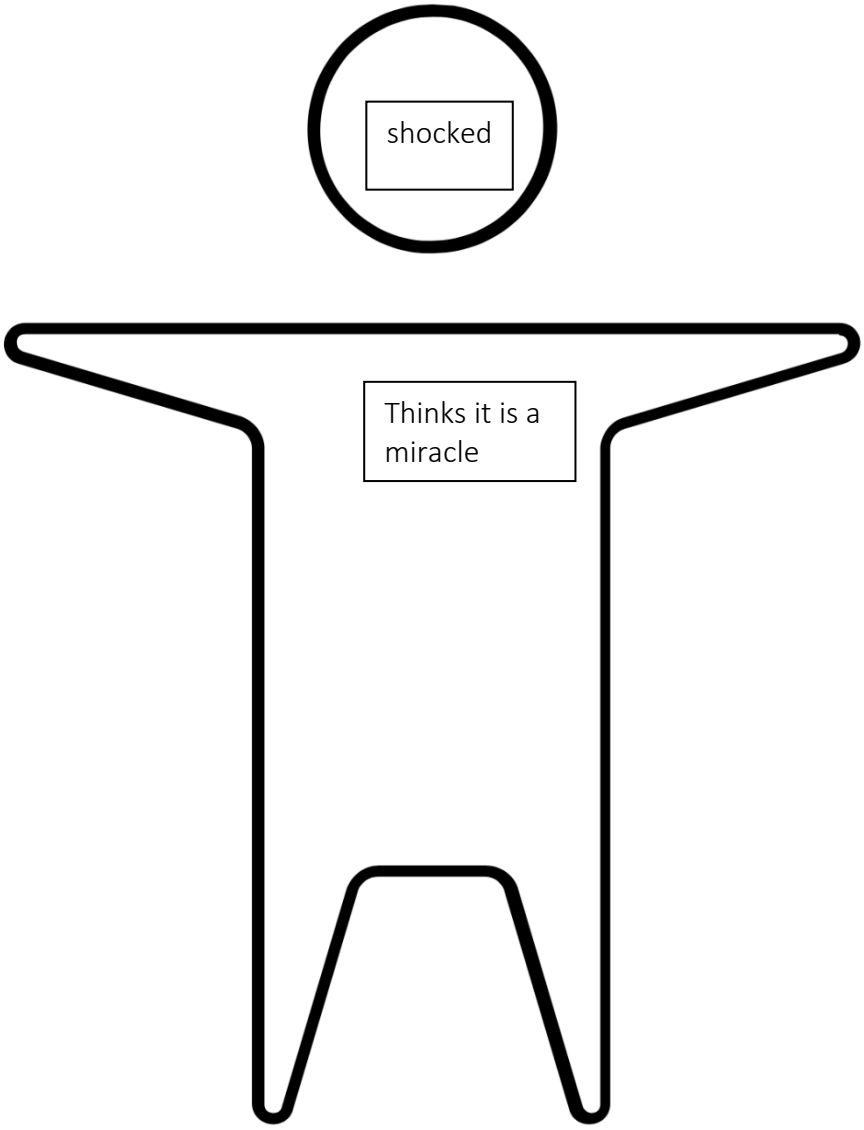
"Ma died. A long time ago," Jim began.

Rosie pressed him to her and ran her hands through his hair, hugging him as if he was a tiny child again, and for the very first time since Joseph had told him the terrible news, Jim let out all the hurt that had been locked up inside him and cried for his mother.

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Lesson 3: Teacher Model



Lord bless us

stared at him, her hand to her mouth

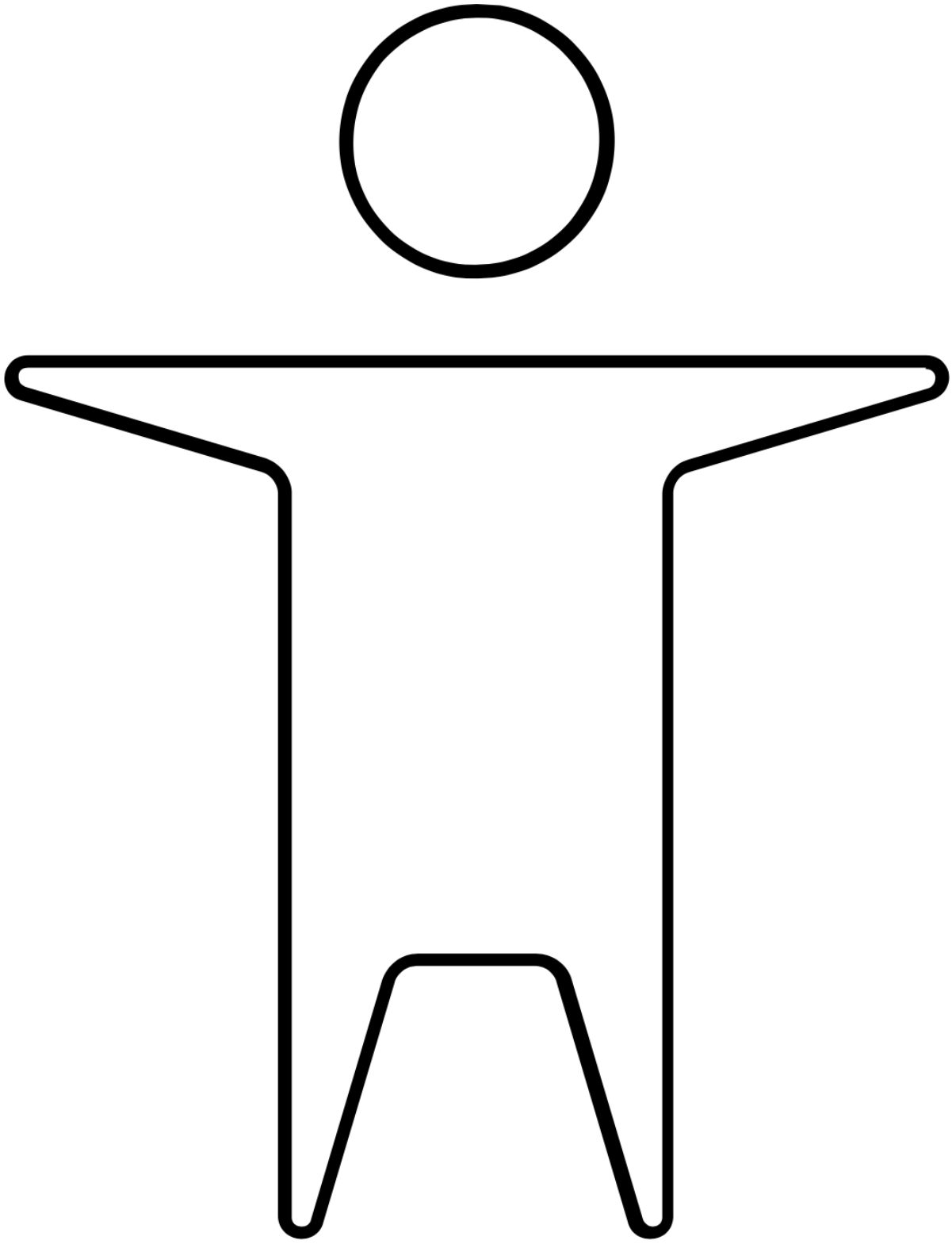
she squatted down to his level, putting her hands on his shoulders

Rosie pressed him to her and ran her hands through his hair, hugging him as if he was a tiny child again

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Lesson 3: Children Apply

How does the character feel when he sees Rosie? Which words and phrases make you think that?



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

Lesson	4	Vehicle Text & Page	Street Child by Berlie Doherty Adapted from Chapter 13 - pp.114-115

Teacher Model Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do we know that Grimy Nick is a nasty character? Anchor Question: How do we know that Jim is struggling to do this job?	lighter, hold, sulphur, whistled in contempt, haft, hatch boards, grey as pigeons, pail, loped, skulk(ing)	• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Read closely, annotating for specific purposes	2d Make inferences from a text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Tell the children that Jim had been living in a shed at Rosie's. He then gets taken by a man called Grimy Nick and Jim must work for him. The focus of the session will be Jim and Grimy Nick shovelling coal from a lighter barge (a boat carrying coal). Source some images of a Victorian lighter barge and note how the coal was in a hold below deck. Consider how difficult it might have been to get the coal out, especially for a child.
Share Anchor Question(s): Explicitly and throughout the lesson.
Vocabulary: Display phrases (Lesson 4: Vocabulary). Use **Find Read Talk** to work out the meanings. Briefly **Clarify**. Give children definitions for words which are too difficult to work out using **Find Read Talk** (Lesson 4: Vocabulary).
Explore & Respond Read through the extract (Lesson 4: Read/ Teacher Model/ Children Practise) using expression and **Pausing**. Perhaps give Grimy Nick's orders in a gruff, snarling manner. **Stop** and **Jot** children's thoughts. We will be learning to **infer** by using evidence in the text to work out what is really happening when it is not clearly stated.
Fluency **Choral Read** Lesson 4: Fluency with expression and **Pausing**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Teacher Model Question**: How do we know that Grimy Nick is a nasty character? **Text Mark** by circling words and phrases that **infer** what type of character Grimy Nick is: *'thrust; 'whistled in contempt.'; 'swore'; 'threw'; 'banged his hand across the back of Jim's head…'* How does he treat Jim? Explore how this character is different to Rosie. Take feedback. Look at the author's word choices. Explain how these words portray this hostile character.
Teacher Talks: Jim is now working for Grimy Nick on a lighter, shovelling coal. It is hard and brutal work. Grimy Nick is also hard and brutal. The author uses the words 'swore', '*thrust', 'threw*' which are hard-hitting words that infer Grimy Nick's manner towards Jim in his new job. When Jim accidentally dropped some coals and yelped in pain, Grimy Nick chose not to demonstrate any form of sympathy or kindness. Instead, he *'whistled in contempt'* – **inferring** that Jim is worthless and annoying. The words *'banged his hand across the back of Jim's head…'* further highlight Grimy Nick's brutality. Complete Lesson 1: Teacher Model.
Reference the Text: Circle words as above.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Question**. Children to work in pairs to encourage collaborative learning. Encourage the children to find key words and phrases that show how Jim is struggling to do this job.
Practise Taught Strategies & Skills: Children **Text Mark** key words and phrases to gather evidence to answer the **Anchor Question.** If the children are struggling, consider '*scrambled down', 'feet slipping', 'Jim stabbed at the coals with his shovel', 'the few coals he managed to lift slid off and bumped against him', 'gave a little yelp of pain', Jim panted, trying to slide the shovel under the lumps of coal again', 'Jim's hands were burning', 'Jim did his best to keep up'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 4: Children Apply activity.
Verbal & Written Responses: Children complete Lesson 4: Children Apply activity. As a group, children prepare their answer to the **Anchor Question** to share with the rest of the class. Teacher to write down findings and then as a class, work together to create a full answer to the question, e.g. We know that Jim is struggling with the job because he cannot use the shovel properly as it says he stabbed at the coals with his shovel. He is also in physical pain. Children can generate an oral or written answer.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-use of the strategies taught (**Text Marking**, **Stop & Jot, Inference**) and responses to the **Anchor Question**.

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Lesson 4: Vocabulary (Phrases)

whistled in contempt	hands were burning
hatch boards	grey as pigeons
The dog loped after him	landing stage
skulking around his legs	

Lesson 4: Vocabulary (Definitions)

lighter	flat-bottomed barge used to transfer goods
hold	a space for carrying cargo e.g. coal
haft	handle i.e. of the shovel
hatch	Small door set in a floor, wall, or ceiling
sulphur	yellow powder, smells of rotten eggs
pail	bucket

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Lesson 4: Fluency

Jim scrambled down beside him, his feet slipping on lumps of coal as he landed. The inside of the lighter was like a black cave, gleaming with heaps of coal.

Lesson 4: Anchor Question

Teacher Model Question:

How do we know that Grimy Nick is a nasty character?

Anchor Question:

How do we know that Jim is struggling to do this job?

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Lesson 4: Read / Teacher Model / Children Practise

Jim scrambled down beside him, his feet slipping on lumps of coal as he landed. The inside of the lighter was like a black cave, gleaming with heaps of coal. It smelt of damp and sulphur. Nick thrust a shovel at Jim. The basket hovered just above the hold and Nick eased it down, steadied it, and started shovelling coal into it, his body swinging into a deep, easy rhythm. Jim stabbed at the coals with his shovel. He had to lift it nearly as high as himself before he could tip it into the basket, and the few coals he managed to lift slid off and bumped against him. He gave a little yelp of pain and Nick stopped shovelling for a moment. He whistled in contempt.

"Get on with it!" he shouted.

Jim panted, trying to slide his shovel under the lumps of coal again, and Nick threw his down and swore at him. He banged his hand across the back of Jim's head and came to stand behind him, reaching round Jim so his hands were gripping the haft just above Jim's own, forcing Jim to swing into his own level rhythm of shovelling and lifting, shovelling and lifting.

When he let go Jim's hands were burning. Jim did his best to keep up, lifting just two or three coals at a time to Nick's shovelful, bending and lifting, bending and lifting as if this was all there was to do in the world. At last the basket was full. Nick yelled up to White-face and the bucket creaked away from them as it was winched upon its rope to the top storey of the building.

Nick swung himself up on the hatch boards, and somehow Jim pulled himself up after him, rolling well away from the dog. Day had come, grey as pigeons.

The man picked up a pail and emptied water out of it into a cooking pot on a small iron stove. "Get some more," he said to Jim. "There's a pump in the yard."

As Jim jumped across to the planks of the landing stage he heard Nick say to the dog, "Watch him, Snipe." The dog loped after him, skulking around his legs as he ran, nipping his ankles.

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Lesson 4: Teacher Model

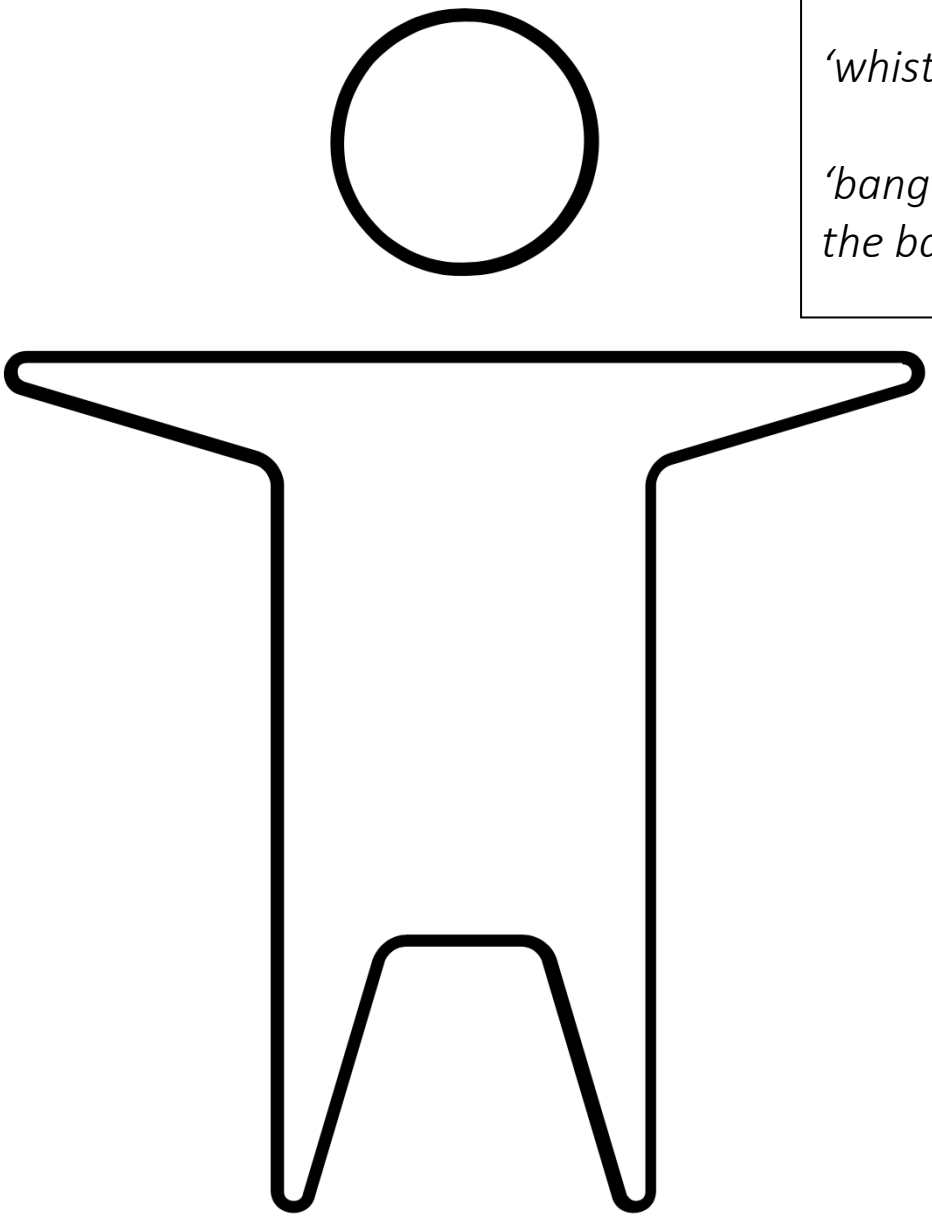
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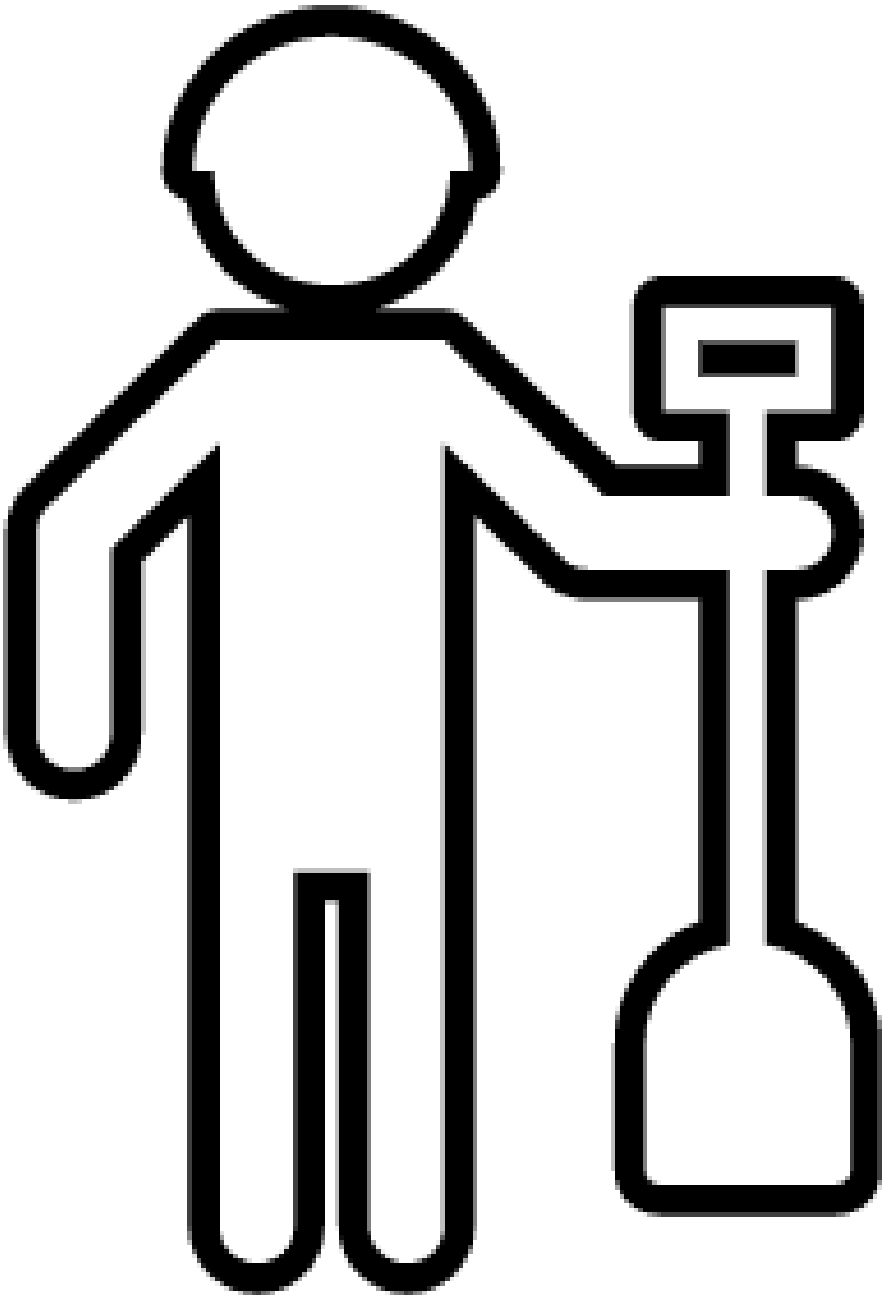
'whistled in contempt'

'banged his hand across the back of Jim's head…'



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Lesson 4: Children Apply



How do we know that Jim is struggling to do this job?

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

Lesson	5	Vehicle Text & Page	Street Child by Berlie Doherty Adapted from Chapter 27

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Can you compare Barnie to Mr Barrack?	lilting, murmured, man's sad eyes, fluffy side whiskers, man didn't mind, didn't flinch away from him	• Read closely, annotating for a specific purpose, connecting prior knowledge and textual information to make inferences • Draw inferences such as inferring characters' thoughts, feelings and motives from their actions and justify inferences with evidence	2d make inferences from texts/ explain and justify inferences with evidence from the text 2h make comparisons within the text



Extended Apply lesson

Through this selection of activities children will need copies of:

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

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

Activate Prior knowledge: Remind children of lesson 2 – Mr Barrack's (schoolmaster) treatment of Jim. Ask the children whether he was a likeable character and what made them think that. Take feedback.

Vocabulary: Share the words and phrases found within the text (Lesson 5: Vocabulary). Give children the meaning of the phrases in relation to the text. Encourage the children in pairs to use **Find Read Talk** to locate these phrases on their copy of the text and discuss these with them.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Display enlarged copy of text (Lesson 5: Read) and read aloud using **Phrasing** and expression. Then in pairs, children to **reread,** circling words and phrases which will help them to answer the **Anchor Question.**

Written Responses / Evidence Anchor Question(s):
Children to complete Lesson 5: Apply Activity. Children to write words and phrases that sum up Barnie's character and Mr Barrack's character.
Teacher note: You may want the children to complete this independently, as evidence of their independent work

Comprehension Questions

1. What is meant by the phrase *'it faded down'*? Why did this happen?
2. Why was Jim worried in case he was recognised by Barnie?
3. What was it about Barnie's character that made the children happy to do whatever he told them?
4. How did Barnie react when the children murmured and giggled?
5. Why did Jim clench his fists when Barnie came over to him?

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

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Lesson 5: Vocabulary

lilting	murmured
man's sad eyes	fluffy side whiskers
man didn't mind	didn't flinch away from him

Lesson 5: Anchor Question

Can you compare Barnie to Mr Barrack?

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Lesson 5: Read

Jim gazed round him, listening to their chatter, and to the way it faded down when the teacher stood up to talk to them in his gentle, lilting voice. He was a tall, slim and with straight brown hair and fluffy side whiskers and spectacles. Jim recognised him straight away as the man Betsy and taken him to listen to in the back alley. He remembered shouting out at him, and how some of the boys had chucked mud balls at him. And he remembered the man's sad eyes. He ducked his head down, worried now in case he would be recognised and thrown out into the cold.

Yet he could see that the children weren't afraid of the man. They didn't flinch away from him as if they expected him to hit them at any minute. They called him "Teacher", and they seemed to be happy to do whatever he told them, though they murmured and giggled among themselves as if they couldn't concentrate for very long. The teacher man didn't seem to mind. Occasionally he looked at Jim but always Jim put his head down or glanced quickly away.

At the end of the day the man asked all the children to stand up and pray with him, and again Jim looked away. He was the only child still sitting, but the man didn't seem to mind. They finished off the day with a hymn, which all the children yelled out cheerfully before they were sent off home.

Still Jim sat by the fire, hoping not to be noticed. The Barnie man finished straightening up the benches and wiping the board, and at last he came over to Jim. Jim clenched his hands together, staring down at them, ready to run if the man hit him. But he didn't. Instead, he sat down next to Jim and warmed his hands by the fire.

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Lesson 5: Children Apply Activity

Can you compare Barnie to Mr Barrack?	
Barnie's Character	Mr Barrack's Character

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Lesson 5: Comprehension Questions

1. What is meant by the phrase '*it faded down*'? Why did this happen?

   _____

   _____

2. Why was Jim worried in case he was recognised by Barnie?

   _____

   _____

3. What was it about Barnie's character that made the children happy to do whatever he told them?

   _____

   _____

   _____

4. How did Barnie react when the children murmured and giggled?

   _____

5. Why did Jim clench his fists when Barnie came over to him?

   _____

   _____

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Shared Reading Planning

Year 5

Curriculum Driver: History

Unit C: Victorians

Fiction



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

Lesson	1	Vehicle Text & Page	A Christmas Carol by Charles Dickens Adapted from Stave 1 pp.2&3

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A How does the author describe Scrooge's character? **B How does the author compare Scrooge's character (personality) to the weather?**	grindstone, covetous old sinner, sharp as flint, solitary as an oyster, gait, more intent on its purpose, entreaty, came down	• Read closely, annotating for specific purposes • Identify how language, structure and presentation contribute to meaning • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2d Make inferences from a text / explain and justify inferences with evidence from the text 2f Identify/explain how information/narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover including the title. Share the author's name, Charles Dickens and ask the children if they have heard of or read anything by this author before. Inform them that this author wrote books during Victorian times. Source and share a picture of the main character, Ebenezer Scrooge.

Share Anchor Question(s): Explicitly and refer to these throughout the lesson. **Clarify** 'character' to mean both appearance and personality.

Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 1: Vocabulary). Encourage children to explain vocabulary in context of each sentence.

Explore & Respond: Read the blurb. Read the extract (Lesson 1: Read/ Teacher Model/ Children Practise). Ask the children what we know about the character and what his appearance is like. Take quick feedback. Children to **Stop & Jot** their initial thinking.

Fluency: Children to **Choral Read** using expression and **Pausing.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of the extract text (Lesson 1: Read / Teacher Model / Children Practise) **first paragraph only**. Model how to **Think Aloud** and **Infer** in order to answer the **Anchor Question(s).** Circle words and phrases that demonstrate the character's personality and appearance.

Reference the Text: **Text Mark** the following significant words that help us make **inferences** about what type of character Ebenezer Scrooge has: '*squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!' 'solitary as an oyster'* and '*…nipped his pointed nose', 'stiffened his gait'*.

Teacher Talks: The author uses six adjectives to describe Scrooge, all of which give an unfavourable impression of him. They suggest to me that he doesn't like to part with money (*grasping, clutching*) and that he still wants more (*covetous*). The squeezing and wrenching makes me think he might try to squeeze as much as he can out of those who work for him and make their lives miserable and stressful. He is all on his own (*solitary as an oyster*), suggesting has no companions / friends.

The author continues to describe how Scrooge's 'cold' personality affects his appearance as if the two are intwined (the same). His cold personality has *'nipped'* (squeezed) his already pointed nose, so making it appear even more pointed. His '*gait*' is the way he walks. Scrooge's '*gait'* has been '*stiffened*' by the cold. Complete Lesson 1: Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Questions.** Children to reread Lesson 1: Read / Model / Practise. Children work collaboratively to find out more about the character of Scrooge and to find evidence of how the author compares his personality to the weather.

Practise Taught Strategies & Skills:

Children work in partners and **Text Mark** their copy by circling words and phrases.

If the children are struggling, consider '*and spoke out shrewdly in his grating voice', 'a frosty rime was on his head, and on his eyebrows, and his wiry chin', 'He carried his own low temperature always about with him', 'External heat and cold had little influence on Scrooge', 'No warmth could warm, nor wintry weather chill him' , 'No wind that blew was bitterer than he', 'no falling snow was more intent upon its purpose', 'no pelting rain less open to entreaty', 'Foul weather didn't know where to have him'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Apply Activity to capture ideas. Children also refer to Teacher Model Activity and Lesson 2: Vocabulary.

Verbal & Written Responses: Children to feedback to their group and prepare their answer to the **Anchor Questions** to share with the rest of the class. Teacher to scribe their answers on the board/flipchart.

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

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

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Lesson 1: Vocabulary

more intent upon its purpose more sure of what to do e.g. the snow is sure to cover everything.	entreaty an honest and humble request
came down the rain, snow etc 'came down' – Scrooge never '*calmed down*'	grindstone
covetous old sinner	sharp as flint
solitary as an oyster	gait

Lesson 1: Fluency

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty.

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Lesson 1: Anchor Questions

A How does the author describe Scrooge's character?
B How does the author compare Scrooge's character (personality) to the weather?

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Lesson 1: Read / Teacher Model / Children Practise

He was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out in his grating voice. Frost was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

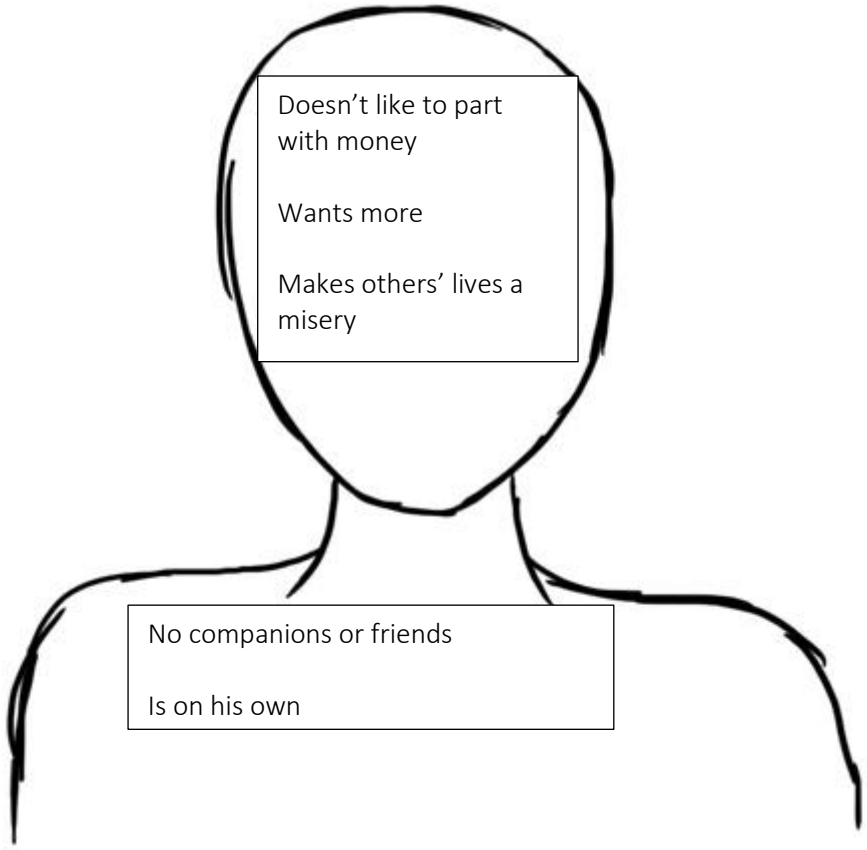
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Lesson 1: Teacher Model

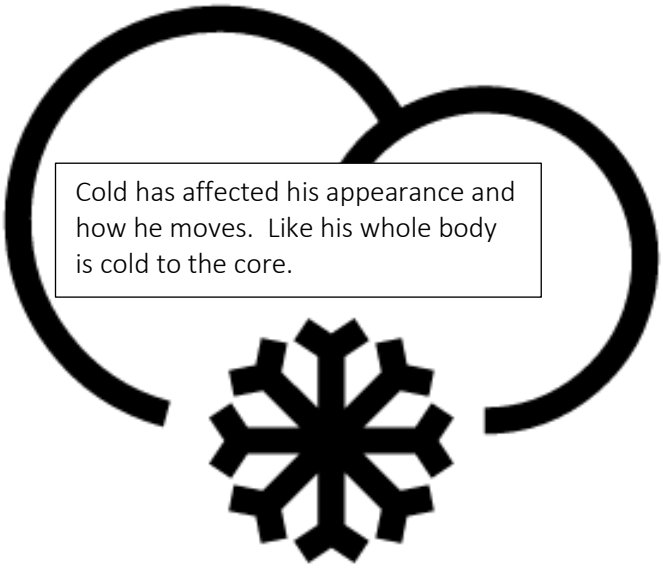
'squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!'

'solitary as an oyster'



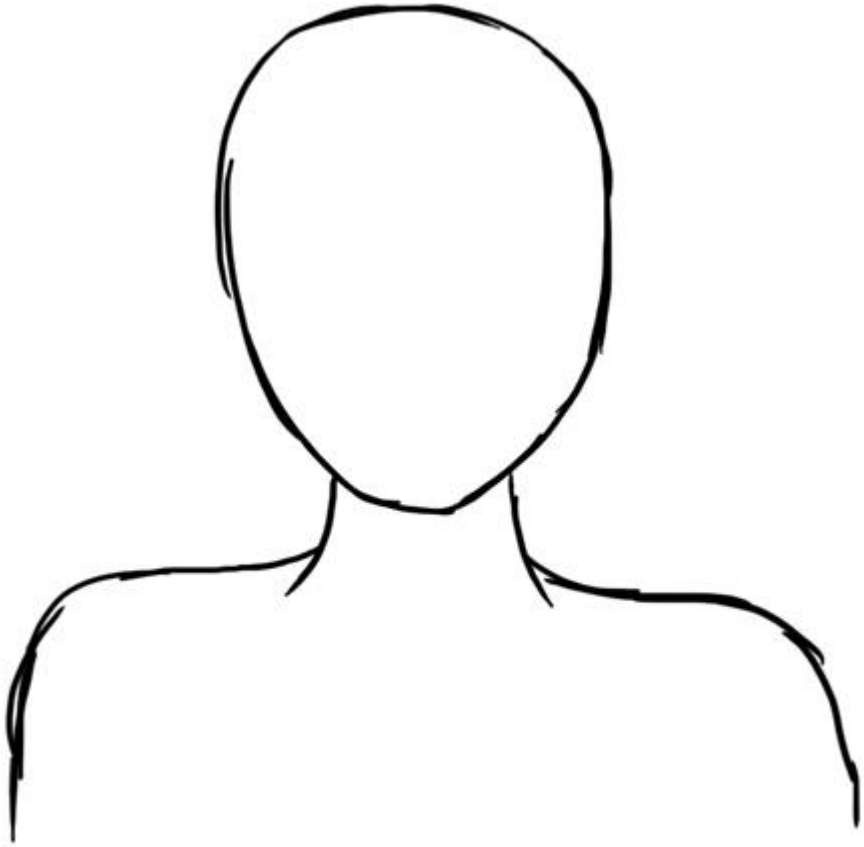
'nipped his pointed nose'

'stiffened his gait'



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Lesson 1: Children Apply





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

Lesson	2	Vehicle Text & Page	A Christmas Carol by Charles Dickens Adapted from Stave 1 pp. 14-19

Teacher Model Question:
What atmosphere is the author creating through the description of Scrooge's home?

Anchor Question(s):
How would you describe the atmosphere being created in the extract? Which words and phrases make you think that?

Vocabulary Teaching:
dreary, fain to grope, glance, chamber, storey, astonishment, inexplicable dread, outset, succeeded, casks

Focus Comprehension & Strategies:
- Read closely, annotating for specific purposes
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Focus Content Domain(s):
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: In the previous lesson we learnt about Ebenezer Scrooge's character – his appearance and personality. In this lesson he is visited by Marley (his deceased business partner). Marley is a ghost.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Share vocabulary. Demonstrate how to use **Find Read Talk** to define the word '*casks*'. When you read around the word in the sentence, it is referring to casks in a wine-merchant's cellar. I know that wine is kept in large barrels in cellars, so casks is another word for barrels. Explain *'fain to grope'* meaning that Scrooge happily feels around in the dark to find his way'. Encourage the children to use **Find Read Talk** to locate and discuss (Lesson 2: Vocabulary). **Clarify** understanding.
Explore & Respond: Read Lesson 2: Read/ Teacher Model/ Children Practise to the children and try to draw out the tense and scary atmosphere. Read again. Children **Stop and Jot** their thoughts in relation to the text and **Anchor Question**.
Fluency: Read the fluency section. Note that this sentence has many commas in it, encouraging the reader to read it in a particular way to gain the full meaning. Children **Pair Read** the same section of text.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher Model Question: What atmosphere is the author creating through the description of Scrooge's home? Have the text enlarged or on screen (Lesson 2: Read / Teacher Model/ Children Practise), **Text Mark** by circling words and phrases to help answer the Teacher Model Question. Use **Thinking Voice** to explain choices.
Reference the Text:
Teacher talks: there is definitely a gloomy atmosphere being created, Dickens even uses the word gloomy in his description. The place in which he lives is described as being situated in a place where it has *'no business to be'* – it is not right for a home to be there. It is old and dreary and Scrooge has to feel his way to his dwelling because it is so dark. The unpleasant weather adds to the gloomy atmosphere as do the words *'black'* and *'old'*. Circle the words *'gloomy', 'up a yard', 'where it had so little business to be', 'forgotten the way out', 'old enough', 'dreary enough', 'nobody lived in it but Scrooge', 'the yard was so dark', 'fain to grope', 'fog and frost hung', 'black old gateway'*. Complete Lesson 2: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have copies of the text (Lesson 2: Read / Teacher Model / Children Practise). One copy between two encourages collaborative working and discussion. Children circle words and phrases to help answer the **Anchor Questions**.
Practise Taught Strategies & Skills: Children will be using their **Thinking Voice** and work collaboratively to answer the **Anchor Questions**.
If the children are struggling, consider: *'disused bell', 'inexplicable dread', 'it seemed an hour', 'clanking noise, deep down below', 'dragging a heavy chain', 'ghosts in haunted houses were described as dragging chains', 'his colour changed', 'the dying flame leaped up', 'Marley's Ghost'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply activity.
Verbal & Written Responses: Work together as a group to formulate an answer to the **Anchor Question** and share with the rest of the class. You could source a part on a television adaptation (starting from the bell chiming) where the ghost appears and dim the lights so the children feel the full dramatic effect of this scene. Ask how they have captured the atmosphere in the scene and whether it is effective. Ask whether there is anything else the children would have done when creating the scene for television.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
use of the strategies taught (**Text Marking**, **Think Aloud**, **Find Read Talk** and **Stop & Jot**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
- mysterious
- sense of anticipation
- spooky/ ghostly
- full of horror

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

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Lesson 2: Vocabulary

dreary	fain to grope
glance	chamber
storey	astonishment
inexplicable dread	outset
succeeded	casks
deceased	

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Lesson 2: Fluency

His colour changed, though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, "I know him! Marley's Ghost" and fell again.

Lesson 2: Anchor Question

Teacher Model Question

What atmosphere is the author creating through the description of Scrooge's home?

Anchor Question

How would you describe the atmosphere being created in the extract? Which words and phrases make you think that?

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Lesson 2: Read

He lived in chambers which had once belonged to his deceased partner. They were a gloomy suite of rooms, in a building up a yard, where it had so little business to be, that people wondered if it had run there when it was a young house, playing at hide-and-seek with other houses, and forgotten the way out again. It was old enough now, and dreary enough, for nobody lived in it but Scrooge, the other rooms all being let out as offices. The yard was so dark that even Scrooge, who knew its every stone, was fain to grope with his hands. The fog and frost hung about the black old gateway of the house. "Humbug!" said Scrooge; and walked across the room. After several turns he sat down again. As he threw his head back in the chair, his glance happened to rest upon a bell, a disused bell, that hung in the room, and communicated, for some purpose now forgotten, with a chamber in the highest storey of the building. It was with great astonishment, and with a strange, inexplicable dread, that, as he looked, he saw this bell begin to swing. It swung so softly in the outset that it scarcely made a sound; but soon it rang out loudly, and so did every bell in the house.

This might have lasted half a minute, or a minute, but it seemed an hour. The bells ceased as they had begun, together. They were succeeded by a clanking noise, deep down below, as if some person were dragging a heavy chain over the casks in the wine-merchant's cellar. Scrooge then remembered to have heard that ghosts in haunted houses were described as dragging chains.

The cellar door flew open with a booming sound, and then he heard the noise much louder on the floors below; then coming up the stairs; then coming straight towards his door.

"It's humbug still!" said Scrooge. "I won't believe it."

His colour changed, though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, "I know him! Marley's Ghost" and fell again.

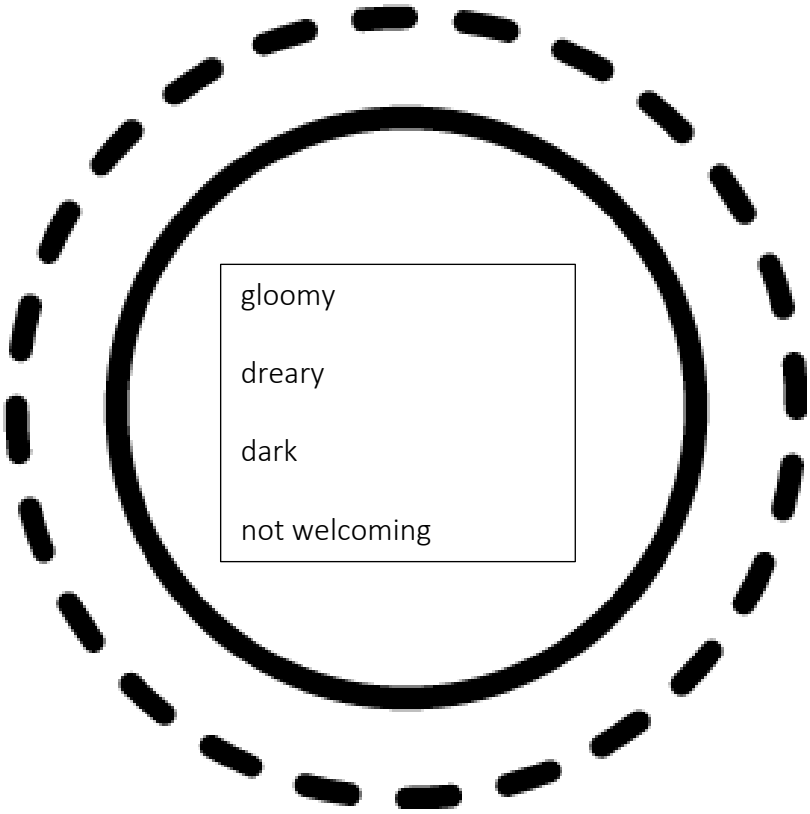
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Lesson 2: Teacher Model

Atmosphere

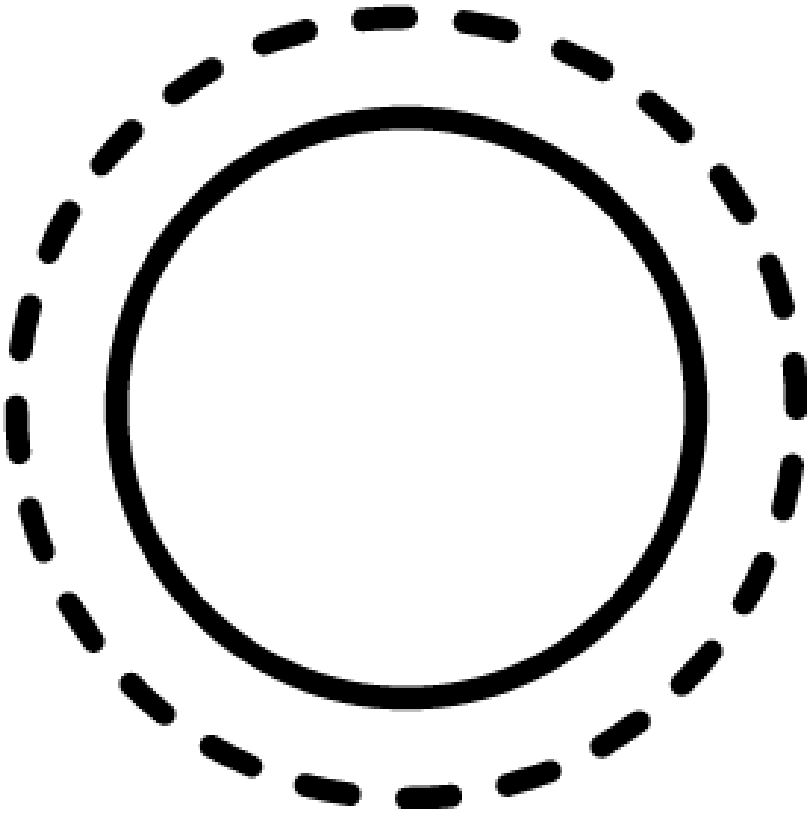
'gloomy'
'up a yard'
'where it had so little business to be'
'forgotten the way out'
'old enough'
'dreary enough'
'nobody lived in it but Scrooge' 'the yard was so dark'
'fain to grope'
'fog and frost hung'
'black old gateway'



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Lesson 2: Children Apply

Atmosphere



How would you describe the atmosphere being created in the extract?

Which words and phrases make you think that?

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

Lesson	3	Vehicle Text & Page	A Christmas Carol by Charles Dickens Adapted from Stave 3 pp. 63-65

Anchor Question(s):
A What do you learn about a Victorian Christmas from the description?
B What atmosphere has the author created in this typical Victorian Christmas scene?

Vocabulary Teaching:
like juggling tricks, grateful to the nose, candied fruits, bilious, pulpy, blushed in modest tartness, Christmas dress

Focus Comprehension & Strategies:
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Read closely, annotating for specific purposes
- Retrieve, record and present dome information from fiction

Focus Content Domain(s):
2b retrieve and record information from 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: In the previous lesson, Scrooge encounters the ghost of Marley. (He told Scrooge that he will be visited by three Spirits). He was then taken on a journey by the first of those Spirits – The 'Ghost of Christmas Past' who led him back in time so to remind Scrooge of different experiences in his past life. Scrooge is now on a journey with the second of these Spirits – The 'Ghost of Christmas Present'. **Clarify** 'present'. Share pre-searched images of Victorian Christmas Shopping scenes. Discuss how it might feel to be there – business / colour / sights and smells etc.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Share vocabulary (Lesson 3: Vocabulary) Ask children to **Clarify** understanding. Explain 'such glimpses!'
Explore & Respond: Read the extract - Lesson 3: Read / Teacher Model / Children Practise to the children. Read again, with children closing their eyes. Ask them to **Visualise** the scene being described. Children to **Stop and Jot** initial ideas.
Fluency: Read the extract (Lesson 3: Fluency), **Pausing** when following punctuation cues, particularly the exclamations and commas. Talk about how you trying to bring the vividness of the scene to life through your reading. Children to **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Display an enlarged copy of Lesson 3: Model. **Text Mark** by circling words and phrases to help answer the **Anchor Questions. Infer** meaning from the text.
Reference the Text: Circle the following words and phrases: *'The grocers', 'two shutters down', 'through those gaps, such glimpses', 'scales descending on the counter'.*
Teacher Talks: There is a lot of information about the grocers' store. I am going to **Visualise** the scene and draw the picture it is making me think of. I'll start with a grocery store with two shutters down – but not all the way to the bottom because we still get glimpses inside the shop. I know there is a counter and scales on so I will draw them too.
Now circle: *'canisters were rattled up and down like juggling tricks', 'so grateful to the nose'* and *'to make the coldest lookers-on feel faint and subsequently bilious'* The author is creating an atmosphere of warmth and joy by describing the food on display in the grocers' shops on Christmas Eve. The noise of the canisters (containers) being *'rattled'* that would usually annoy someone, are being seen as entertaining - *'like juggling tricks'* as the grocers throws them around in a jovial manner. *So grateful to the nose* relates to the scents of tea and coffee being a delight to smell. The appearance of the candied fruits covered and infused with molten sugar could make people outside in the cold who are watching feel faint because this food is inviting and looks delicious. The lookers-on are eager to eat some. Add to Lesson 3: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have copies of Lesson 3: Read/Teacher Model/ Children Practise. One copy between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children circle words and phrases to help answer the **Anchor Questions.** How might the reader (yourself) feel if they were looking at all this Christmas food in Victorian times? Teacher to take feedback.
If the children are struggling, consider the following: *'blended scents of tea and coffee', 'raisins were so plentiful', 'almonds', 'sticks of cinnamon', 'other spices', 'candied fruits ', 'figs', 'plums', 'highly decorated boxes' etc.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply activity to capture ideas. Include their **Visualisations** and words to describe the atmosphere.
Verbal & Written Responses: Children to share their illustrations with others in the class and talk about the evidence they used to make them. Consider why they are all different and consider which ones are firmly rooted in the textual evidence.
As a class, children to answer the **Anchor Questions**, referring to their evidence.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
use of the strategies taught (**Text Marking**, **Stop & Jot Visualise** and **Inference**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question A
- Christmas was a special time -They had amazing, special looking food
- Victorian people were jolly, busy and excited about Christmas

Acceptable Point(s) Anchor Question B
- Positive, happy, busy, delicious, special, inviting, warm

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

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Lesson 3: Vocabulary.

grateful to the nose	candied fruits
bilious	pulpy
blushed in modest tartness	Christmas dress
like juggling tricks	

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Lesson 3: Fluency

The grocers'! Oh, the grocers'! Nearly closed, with perhaps two shutters down, or one; but through those gaps such glimpses! It was not alone that the scales descending on the counter made a merry sound, or that the canisters were rattled up and down like juggling tricks, or even that the blended scents of tea and coffee were so grateful to the nose,

Lesson 3: Anchor Questions

A What do you learn about a Victorian Christmas from the description?

B What atmosphere has the author created in this typical Victorian Christmas scene?

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Lesson 3: Read/Teacher Model/ Children Practise

The grocers'! Oh, the grocers'! Nearly closed, with perhaps two shutters down, or one; but through those gaps such glimpses! It was not alone that the scales descending on the counter made a merry sound, or that the canisters were rattled up and down like juggling tricks, or even that the blended scents of tea and coffee were so grateful to the nose, or even that the raisins were so plentiful and rare, the almonds so extremely white, the sticks of cinnamon so long and straight, the other spices so delicious, the candied fruits so caked and spotted with sugar as to make the coldest lookers-on feel faint and subsequently bilious. Nor was it that the figs were moist and pulpy, or that the French plums blushed in modest tartness from their highly decorated boxes, or that everything was good to eat and in its Christmas dress; but the customers were all so hurried and so eager in the hopeful promise of the day, that they tumbled up against each other at the door, crashing their wicker baskets wildly, and left their purchases upon the counter, and came running back to fetch them, and committed hundreds of the like mistakes, in the best humour possible; while the grocer and his people were so frank and fresh, that the polished hearts with which they fastened their aprons behind might have been their own, worn outside for general inspection, and for Christmas daws to peck at if they chose.

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Lesson 3: Teacher Model

Visualisation of the scene



Words to describe the atmosphere

warm
inviting

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Lesson 3: Children Apply

Visualisation of the scene

Words to describe the atmosphere

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

Lesson	4	Vehicle Text & Page	A Christmas Carol by Charles Dickens Adapted from Stave 4 pp. 93 - 95

Anchor Questions(s):
What atmosphere is the author creating and how does he achieve this?

Vocabulary Teaching:
observing his condition, shrouded, night is waning, concealed, solemn dread, vague uncertain horror

Focus Comprehension & Strategies:
- With occasional prompting, draw inferences such as inferring character' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Read closely, annotating for specific purposes
- Identify how language, structure and presentation contributes to meaning

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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: In the previous lesson, Scrooge had been on a journey with the 'Ghost of Christmas Present'. **Clarify** meaning of 'present' again. Ask the children which will be the third and final Ghost he will meet.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and explain the word '*gravely*' meaning seriously and '*solemn*' also meaning serious. Therefore solemn dread would mean he really has got something serious to be concerned or worried about. Encourage children to use **Find Read Talk** to explain vocabulary in the context of each sentence.
Explore & Respond: Display an enlarged copy of extract Lesson 4: Read/ Teacher Model/Children Practise. Read to the children using **Intonation** and **Expression,** trying to show the dread and fear that Scrooge has at seeing this ghost. Children **Stop and Jot** their initial responses to the **Anchor Question**.
Fluency: Read the fluency extract and focus on the mystery and gloom surrounding this ghost. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have the text enlarged or on screen (Lesson 4: Read / Teacher Model / Children Practise). **Text Mark** by circling words and phrases to help answer the **Anchor Question. Infer** meaning from the text.
Reference the Text: Circle the words '*slowly' and 'silently'* in the first line. Use **Thinking Voice** to explain why you have chosen these words:
Teacher Talks: these words have been used deliberately to make the approach of the phantom seem ominous and threatening. The fact that it slowly and silently approaches is quite terrifying and Scrooge cannot get away.
In the second line circle the words '*it', 'near him', 'bent down on one knee', 'the very air', 'seemed to scatter gloom and mystery'.*
Teacher Talks: Here, it is as if the mere presence of the ghost changes the air surrounding it and Scrooge is forced to drop to his knees. The ghost is described as 'it', again, a common technique for authors when creating ominous or threatening characters. Complete Lesson 4: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to reread Lesson 4: Read/Teacher Model/ Children Practise. One copy between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children **Text Mark** words and phrases to help answer the **Anchor Question** and use **Thinking Voice** to find words and phrases that help answer the **Anchor Question**.
If the children are struggling, consider '*shrouded', 'deep black garment', 'concealed its head, its face, its form', 'nothing visible of it save one outstretched hand', 'its mysterious presence filled him with solemn dread', 'Scrooge feared the silent shape so much that his legs trembled beneath him'* etc.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply activity.
Verbal & Written Responses: Children complete Lesson 4: Children Apply, describing the atmosphere and how the author achieves it. Teacher to take feedback and support children in creating a full answer to the question, for example: The atmosphere seems threatening and ominous because the spectre moves slowly and silently towards Scrooge and there is no escape from it. It is mysterious because it is so dark and hidden and does not speak. Also, the ghost seems to affect the air around him, making it gloomy and mysterious. Children work together to create their answer, orally or in writing.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
use of the strategies taught (**Text Marking**, **Stop & Jot** and **Inference**) and responses to the **Anchor Question**.

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

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Lesson 4: Vocabulary

solemn dread seriously got something to worry about	shrouded
observing his condition	spectral ghost-like
night is waning	vague uncertain horror
concealed	stately

Lesson 4: Fluency

The phantom slowly, silently approached. When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery.

It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand.

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Lesson 4: Anchor Question

What atmosphere is the author creating and how does he achieve this?

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Lesson 4: Read/ Teacher Model/ Children Practise

The phantom slowly, silently approached. When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery.

It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded.

He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with solemn dread. He knew no more, for the Spirit neither spoke nor moved…

…Although he was used to ghostly company by this time, Scrooge feared the silent shape so much that his legs trembled beneath him, and he found that he could hardly stand when he prepared to follow it. The Spirit paused a moment, as observing his condition and giving him time to recover.

But Scrooge was all the worse for this. It thrilled him with a vague uncertain horror to know that, behind the dusky shroud, there were ghostly eyes intently fixed upon him, while he could see nothing but a spectral hand and one great heap of black.

"Ghost of the Future!" he exclaimed. "I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and as I hope to live to be another man from what I was, I am prepared to come with you, and with a thankful heart. Will you not speak to me?"

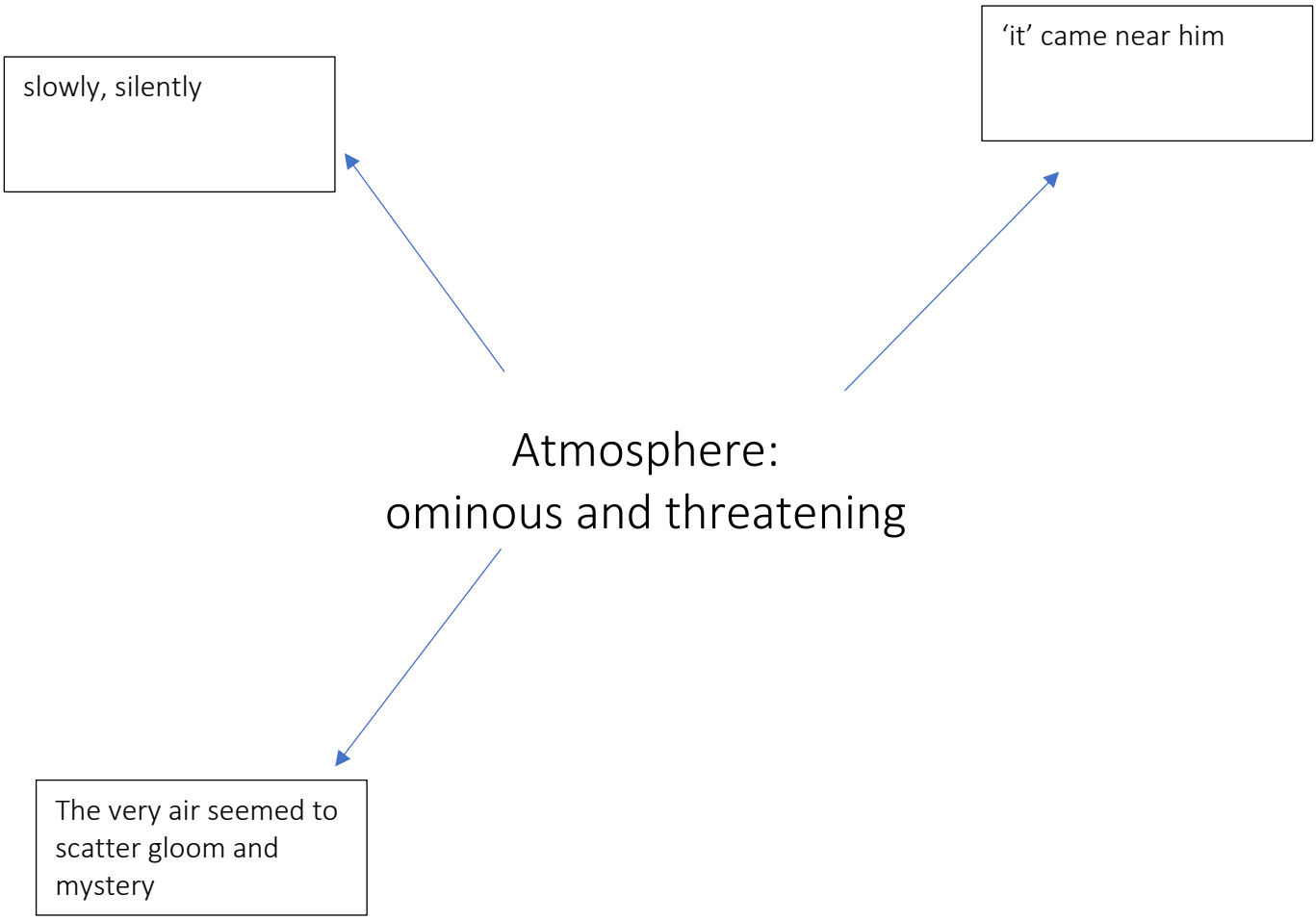
It gave him no reply. The hand was pointed straight before them.

"Lead on!" said Scrooge. "Lead on! The night is waning fast, and it is precious time to e, I know. Lead on, Spirit!"

Extract adapted from © A Christmas Carol by Charles Dickens Scholastic Children's Books

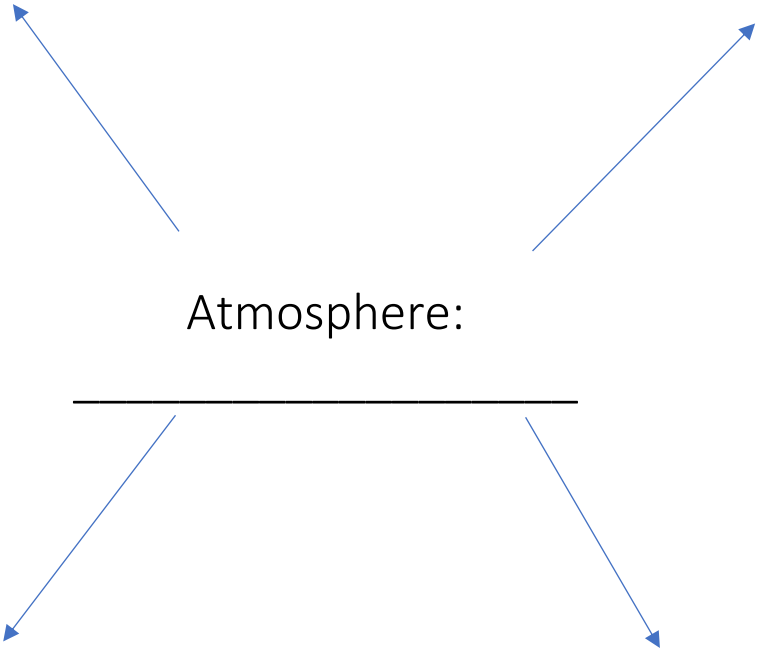
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Lesson 4: Teacher Model



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Lesson 4: Children Apply



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

Lesson	5	Vehicle Text & Page	A Christmas Carol by Charles Dickens Adapted from Stave 5 p.118 & p.126

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A Can you compare Scrooge's character at the beginning of the book to the end? **B What atmosphere has been created in this extract?**	better than his word, infinitely, frisked, illustrious	• Make comparisons within and across texts • Read closely, annotating for specific purposes • With occasional prompting, draw inferences such as inferring character' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	2h make comparisons within the text 2f identify/explain how information/narrative content is related and contribute to meaning as a whole



Extended Apply lesson

Through this selection of activities children will need copies of:

- Lesson 5: Vocabulary
- Lesson 1: completed Teacher Model Activity
- Lesson 5: the Vehicle Text
- Lesson 5: Apply Activities 1 & 2

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

Activate Prior knowledge: Display enlarged completed copy of Lesson 1: Teacher Model Activity to remind children what we found out about Scrooge's character at the beginning of the book. Take feedback as to what his character was like early in the story.
Vocabulary: Children match meanings to definitions. **Clarify** briefly.
Share Anchor Question(s): Refer to these throughout the lesson.

Enjoy and Respond to the text: Independently, children explore and read the text Lesson 5: Read. Note that this is at the end of the story after all of the ghosts have visited Scrooge. Ask the children what Scrooge has learned from his visits from the spectres.
Encourage the children to Text Mark, circling words and phrases which will help them to answer the **Anchor Questions.**

Written Responses / Evidence Anchor Question(s):
Refer to **Anchor Question A**
Children to complete Lesson 5: Apply Activity 1. On an enlarged copy, demonstrate how to complete this Venn diagram.
Teacher note: You may want the children to complete this independently, as evidence of their independent application.

Refer to **Anchor Question B**
Children to complete Lesson 5: Children Apply Activity 2, describing the atmosphere and giving evidence.

Comprehension Questions:
1. List two of the things Scrooge compares himself to in the similes in the first paragraph.
2. Find and copy the verb which shows that Scrooge entered the room happily and excitedly.
3. How do you think Scrooge is feeling in this part of the story? What does Scrooge say and do to make you think that?
4. Why do you think the author repeated the word '*good*' in the last line of this extract?

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

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

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Lesson 5: Vocabulary

infinitely	famous, admired
better than his word	without limit
frisked	moved around happily
illustrious	to do more than you promise someone you will

Lesson 5: Anchor Question

A Can you compare Scrooge's character at the beginning of the book to the end?

B What atmosphere has been created in this extract?

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Lesson 5: Read

"I don't know what to do!" cried Scrooge, laughing and crying in the same breath; and making a perfect Laocoon of himself with his stockings. "I am as light as a feather, I am as happy as an angel, I am as merry as a school-boy. I am as giddy as a drunken man. A Merry Christmas everybody! A Happy New Year to all the world! Hallo here! Whoop! Hallo!"

He had frisked into the sitting-room, and was now standing there: perfectly winded.

"…It's alright, it's all true, it all happened. Ha, ha, ha!"

Really, for a man who had been out of practice for so many years, it was a splendid laugh, a most illustrious laugh. The father of a long, long line of brilliant laughs!

"I don't know what day of the month it is," said Scrooge. "I don't know how long I have been among the Spirits. I don't know anything. I'm quite a baby. Never mind. I don't care. I'd rather be a baby. Hallo! Whoop! Hallo here!"

…Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did *not* die, he was a second father. He became as good a friend, as good a master, and as good a man as the good old City knew, or any other good old city, town or borough in the good old world.

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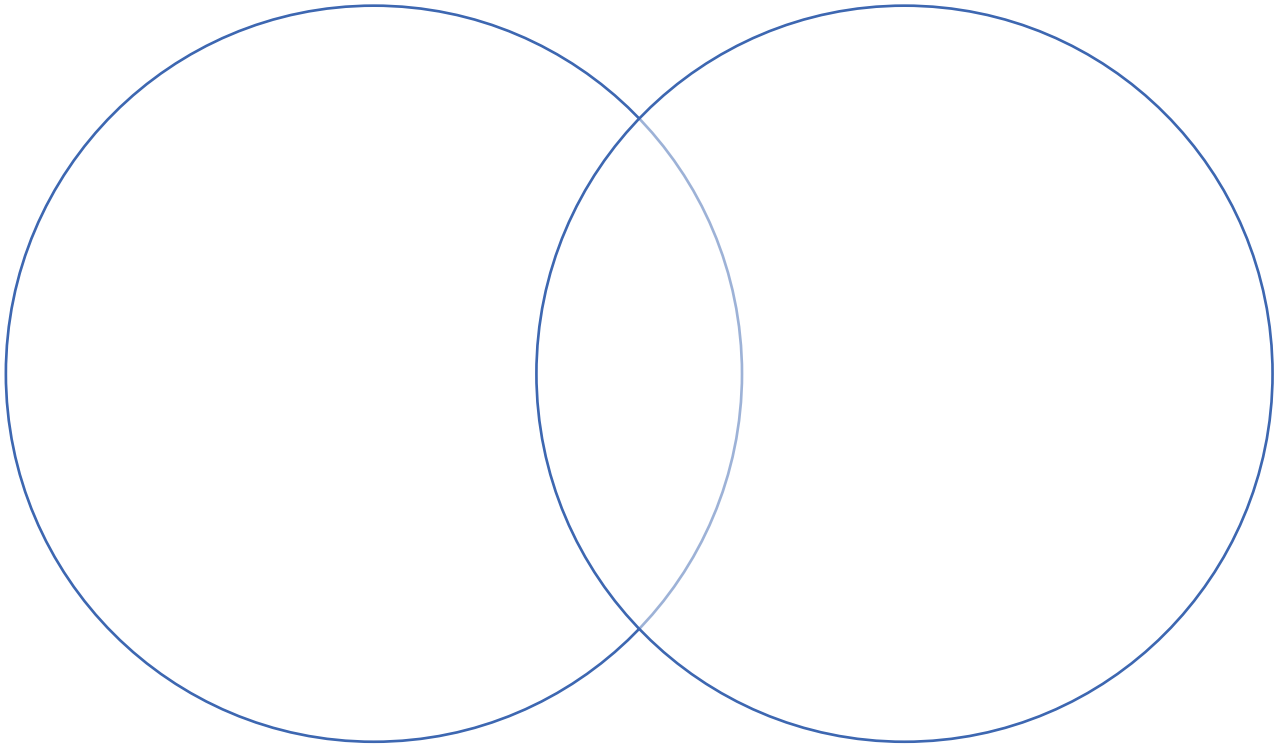
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Lesson 5: Children Apply Activity 1

Compare Scrooge's character (personality)

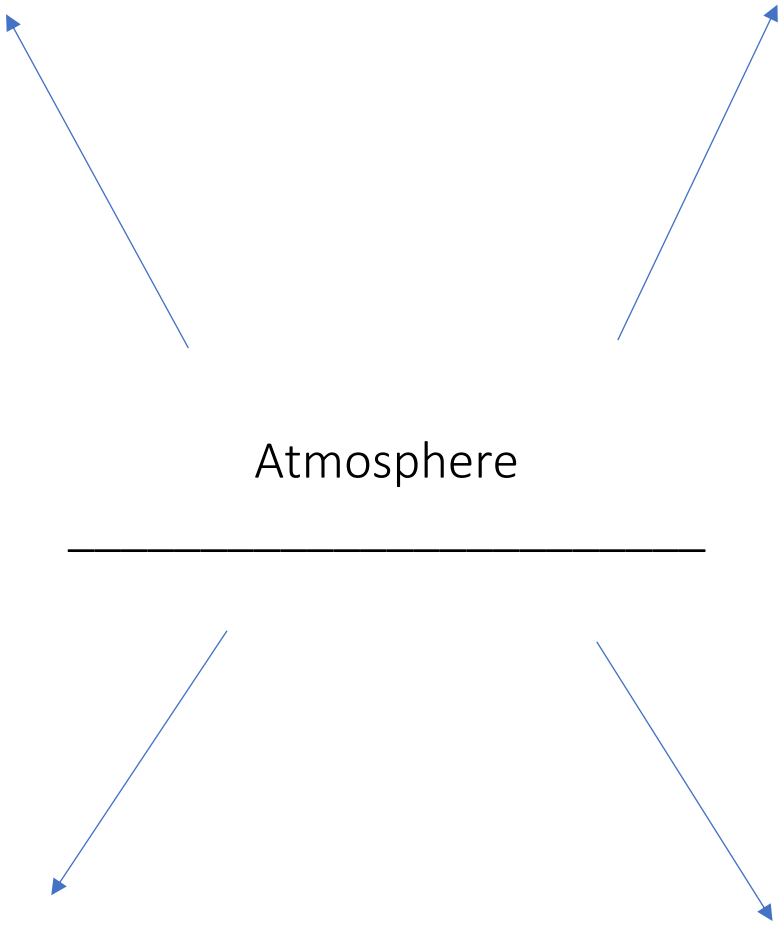
Beginning of the book

End of the book



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Lesson 5: Children Apply 2



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Lesson 5: Comprehension Questions

1. List two of the things Scrooge compares himself to in the similes in the first paragraph.

_____

_____

2. Find and copy the verb which shows that Scrooge entered the room happily and excitedly.

_____

3. How do you think Scrooge is feeling in this part of the story? What does Scrooge say and do to make you think that?

_____

_____

_____

4. Why do you think the author repeated the word '*good*' in the last line of this extract?

_____

_____

_____

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

- word reading

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

Scanning

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

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Self-Correct

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

Sense Making (Syntax)

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

✓ I went to the park.

✗ I went the to park.

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

Themes

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

Think Aloud

Thinking aloud involves the reader making personal thoughts audible while the text is being read (often referred to as the 'thinking voice'). The reader pauses after reading some text and makes their thoughts

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explicit. There are two types of think-aloud: teacher think-aloud and pupil think-aloud. Teacher think-aloud models the process for the pupils, so that they know what to do. This strategy aids deeper thinking.

Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

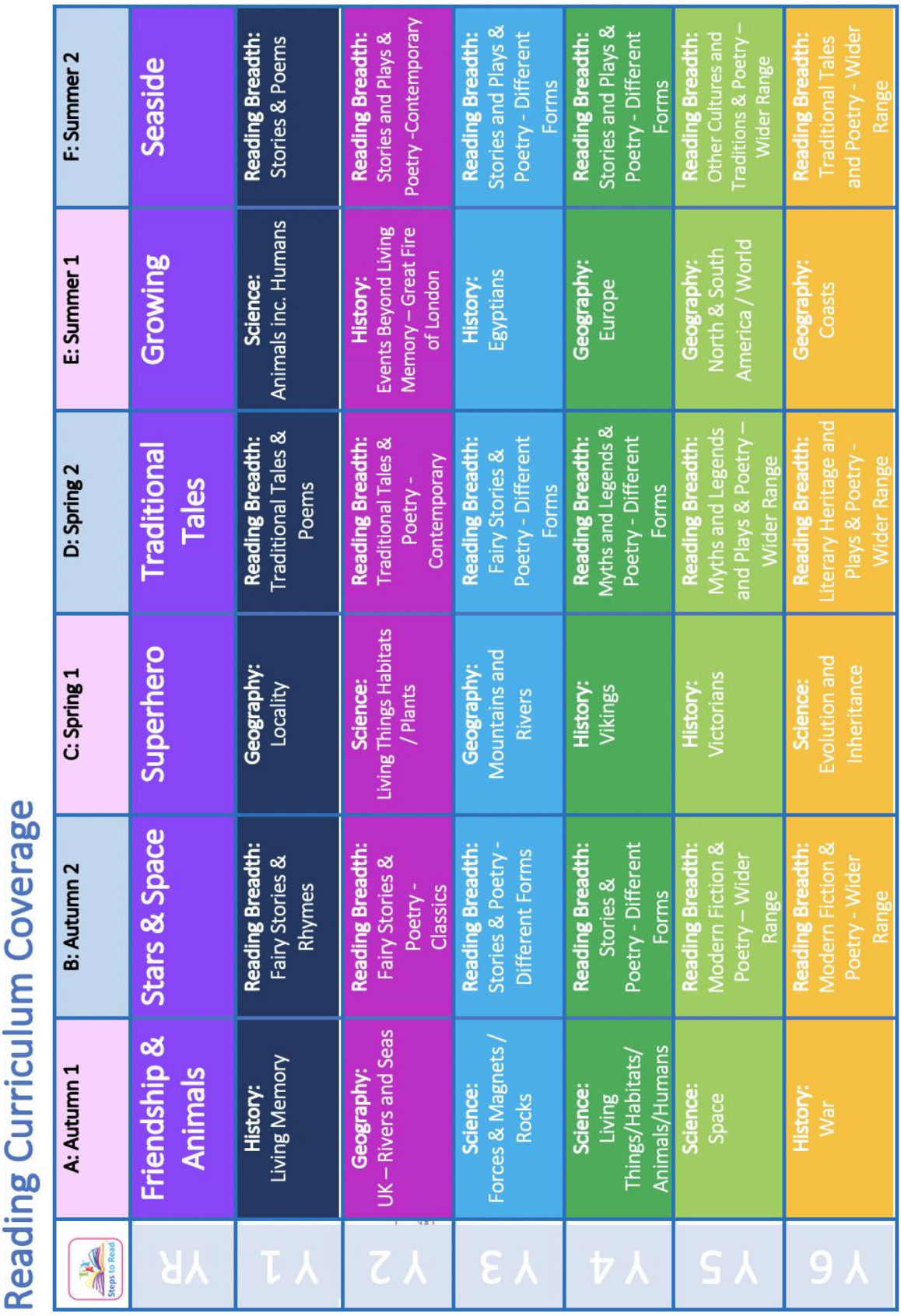
Teacher and child count each word in a sentence. This helps the children to understand the concept of a word and that words make sentences. This helps break down speech into word correspondence. It supports recognition that each word is separated by a space when represented in print. It helps children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

Word Work

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

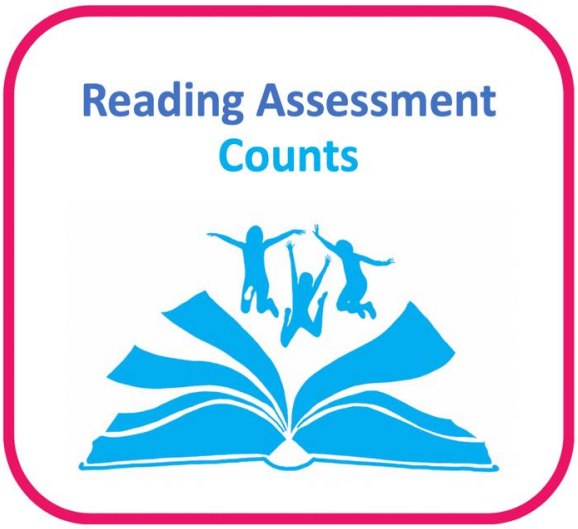
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Reading Curriculum Coverage

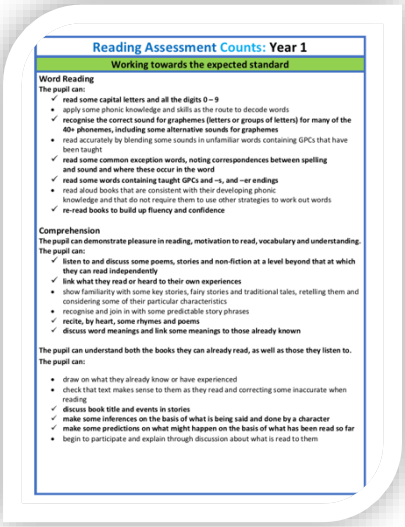


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Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

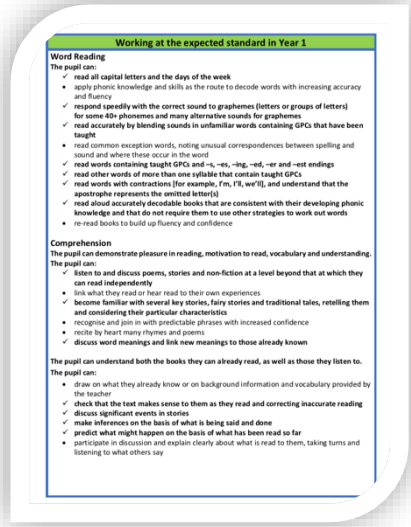
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

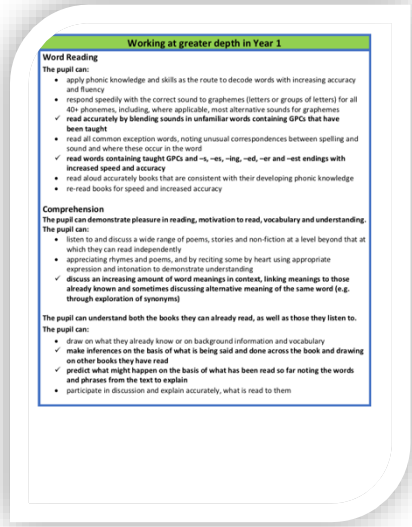
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

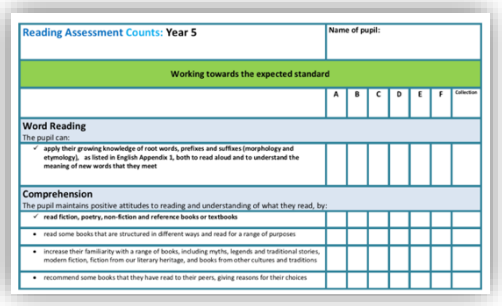
The pupil can:

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

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

The pupil can:

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

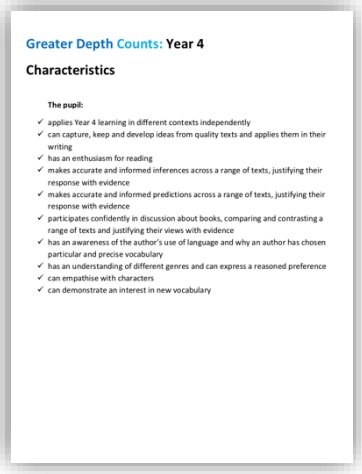


Reading Assessment Counts: **Year 5**

Name of pupil:

Working towards the expected standard

	A	B	C	D	E	F	Collection
Word Reading							
The pupil can:							
✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet							
Comprehension							
The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ read fiction, poetry, non-fiction and reference books or textbooks							
• read some books that are structured in different ways and read for a range of purposes							
• increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions							
• recommend some books that they have read to their peers, giving reasons for their choices							



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

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

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Steps to Read™



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

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

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

Don't forget to share the work you do!
@literacycounts1
#StepsToRead

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing

Take a look at our connected sister product.

Read to Write™

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

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

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

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Connect to Curriculum

Why Connect to Curriculum?

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

Connect to Curriculum overviews support teachers and leaders by providing:

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



History



Geography



Science

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