Steps to Read™

Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit C: Evolution and Inheritance



READ

Steps to Read™ ©Literacy Counts Ltd
All Rights Reserved

Reproduction, storage, modification, adaptation or translation, in any form or by any means, of this publication is prohibited without the prior written permission of © Literacy Counts Ltd. This document is for single school use only and **cannot** be used for commercial purposes. Literacy Counts **will and have charged schools and individuals who use our products without our agreement and / or purchase.**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Contents

The 4 Step Teaching Sequence Overview	4
Unit Focus: Comprehension Skills and Strategies	6
What is Steps to Read?	7
The 4 Step Teaching Sequence Explained	9
Learning across the week & Getting Ready for Lessons	10
Steps to Read planning for Non-Fiction 1	11
Steps to Read planning for Non-Fiction 2	41
Steps to Read planning for Poetry	63
Steps to Read planning for Fiction 1	86
Steps to Read planning for Fiction 2	114
Comprehension skills and Strategies	141
Reading Curriculum Coverage	146
Reading Assessment	147
Connected: Read to Write	149
Connect to Curriculum	150

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

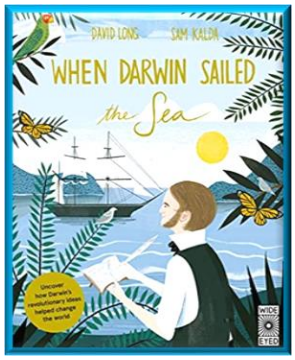
The 4 Steps Teaching Sequence

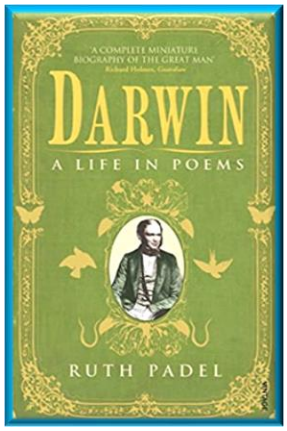
Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

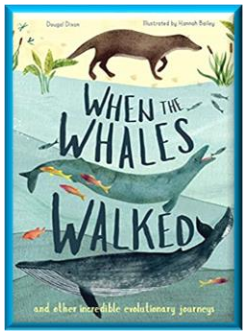
	1:Read	**Read to Children** 12 mins • Activate Prior Knowledge • Share Anchor Question(s) • Vocabulary • Explore & Respond • Fluency
	**2:Model**	**Model to Children** 5 mins • Explicitly Model Strategies & Skills • Reference the Text
	**3:Practise**	**Children Practise** 8 mins • Children Explore &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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Vehicle Texts for this Unit







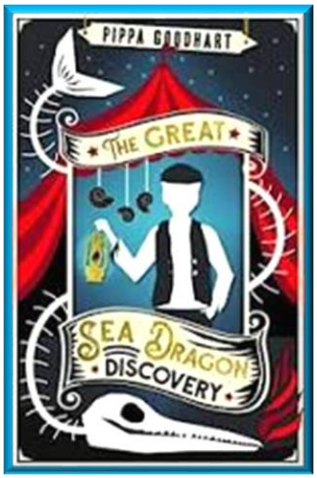
Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit C: Evolution and Inheritance





Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Unit Focus: Comprehension Skills & Strategies

This Year 6 Unit

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
•Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
•Distinguishing between statements of fact and opinion
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
•Identify how language, structure and presentation contribute to meaning
•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 views

Skills and Strategies

Build on Previous Year & Focus on:

•Recognise *all Year 5&6 W*ord List words with automaticity
•Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
•Use a range of strategies for finding and locating information e.g. skimming scanning for detail
•Summarising a text
•Secure responses and understanding through re-reading and cross-check information
•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 6 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
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
•Increase their familiarity with a wide range of books
•Learn a wider range of poetry by heart

Skills and Strategies

Apply the following reading strategies with increasing independence:

•Recognise and read *all Year 5&6 W*ord List words with automaticity
•Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
•Make meaning from text organisation
•Make meaning by drawing on prior knowledge
•Read increasingly complex texts independently for sustained periods
•Find the main idea of a paragraph and text

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 6 focus on:

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Step to Read also:

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

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

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

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

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

The 4 Step Teaching Sequence Explained

Each lesson follows the same Steps to Read teaching sequence and provide 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 eases 'cognitive load' for children. Anchor Question(s), are shared which enables children's read for a purpose. Questioning and enjoyments 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.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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:

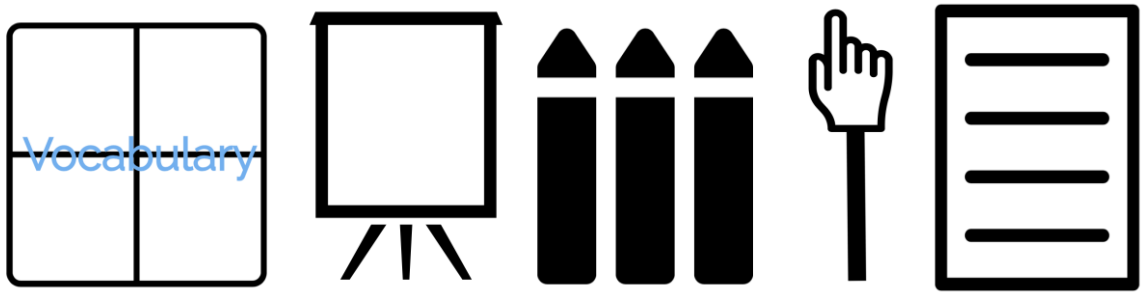
circle evidence

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

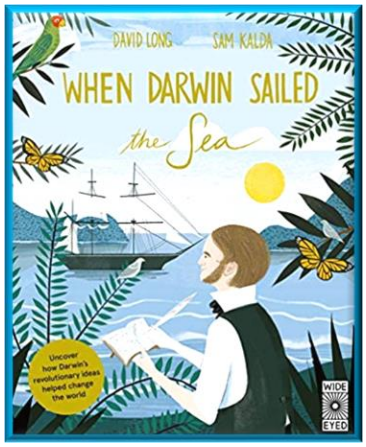
Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit C: Evolution and Inheritance

Non-Fiction



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	1	Vehicle Text & Page	When Darwin Sailed the Sea Extract adapted from pp.7-14

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What happened during Charles Darwin's early life? **B Was his early life happy?**	brought up, siblings, repulsed **Subject specific:** lectures, anatomy, anaesthetics, scientific paper	• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Summarising a text	2c summarise main ideas from more than one paragraph 2b retrieve and record information / identify key details from a text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Use the internet to search for *Charles Darwin £10 bank note.* Ask children to look at the note and discuss what it might reveal about Charles Darwin. Ask whether he must have been a significant person in our history to have his face on a bank note. Ask the children whether they know any other facts about him. Take brief feedback.

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

Vocabulary: Share the meanings of the subject specific words with the children (see Lesson 1: Vocabulary). Encourage children to **Find Read Talk** the rest of the vocabulary words. Briefly **clarify**.

Explore & respond: Read the extracts from Chapter 1 Who Was Charles Darwin (Lesson 1: Read/ Teacher Model/ Children Practise). Ask children to quickly **Stop & Jot** their initial thoughts in relation to the **Anchor Questions.**

Fluency: Read Lesson 1: Fluency and use **Stress** to draw the importance of key words, e.g. *stupid and boring, horrified, repulsed, shocked.* Children to **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Focus on the first **Anchor Question**. Have the extract enlarged or on screen for the class to see (Lesson 1: Read/ Teacher Model/ Children Practise). Explain to the children that they will be using the first chapter to S**ummarise** Charles Darwin's early life during the session. To **Summarise** we must think about what we are reading and pick out the most important ideas. We should list these ideas and then put them together to make a **Summary**. 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 paragraph: '*Darwin was born in 1809 and grew up in a large, comfortable house in Shropshire'*. Add the topic sentence to the Lesson 1: Teacher Model and circle the key words, '*born 1809, large house, Shropshire'*. Now circle words or phrases from the rest of the paragraph that give us further information about his early life and help to **Summarise** what the paragraph is telling us.

Reference the text: Circle the words *'father', 'doctor', 'five siblings', 'playing outside', 'fish', 'ride ponies', 'eight', 'mother', 'died', 'father', 'medical practice', 'brought up', 'three sisters'.* 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**:

Teacher Talks: Darwin was born in Shropshire. His father was a doctor and he had five siblings. He enjoyed playing outside, fishing and riding ponies. His mother died when Darwin was eight and his father focused on his medical practice. Darwin's three sisters brought him up. Add this to the Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have copies of other paragraphs from the chapter (Lesson 1: Read/ Teacher Model/ Children Practise). They work collaboratively to find the topic sentence and circle key words in each paragraph in order to answer **Anchor Question A**.

Practise Taught Strategies & Skills: 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. Teacher to feedback on words and phrases they have circled and the topic sentence.

If the children are struggling, consider *'disliked school', 'lessons dull and boring', 'fascinated by wildlife', 'natural world which excited him' 'exploring the outdoors', 'creating homemade chemistry experiments' , 'poor grades' ,'lack of enthusiasm for education', 'horrified at the sight of blood', 'completely shocked when he saw surgeons operating on patients', 'chemistry experiments', 'John Edmonstone, a freed slave from Guyana' , 'South American rainforest' , 'first ever scientific paper – about sea-shore animals' , 'evolutionary thinking'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Take feedback as a class and ascertain what happened during Charles Darwin's early life. Have the second **Anchor Question** on the flip chart and ask children what evidence there is to show his early life was happy and what evidence shows it was unhappy. Model how to answer this, using the evidence the children have provided during the discussion, e.g. Darwin seemed happy when he was outdoors, discovering and collecting plants when he was young. However, his mother died when he was eight, so that would have made him feel sad. Children orally tell their answers.

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

-use of the strategies taught (**Text Mark, Summarise, Thinking Voice**) and responses to the **Anchor Questions**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Vocabulary

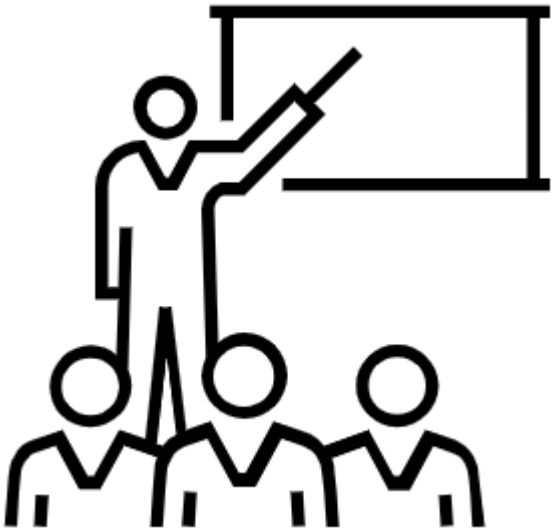
brought up	siblings
repulsed	Resist or push away from something
lectures	A formal talk on a serious subject given to a group of people, especially students
anatomy	The scientific study of the body and how its parts are arranged
anaesthetic	A substance that makes you feel unable to feel pain
scientific paper	Scientific papers are for sharing your own original research work with other scientists



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Fluency

Darwin wrote to his father saying that he found the lectures stupid and boring. He was horrified at the sight of blood, repulsed by his anatomy lectures and completely shocked when he saw surgeons operating on patients without the use of anaesthetics.



Lesson 1: Anchor Questions

A What happened during Charles Darwin's early life?
B Was his early life happy?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Read / Teacher Model / Children Practise

Darwin was born in 1809 and grew up in a large, comfortable house in Shropshire. His father Robert Darwin was a successful doctor, and his mother Susannah Darwin looked after Charles and his five siblings. The children spent their time playing outside and learnt how to fish and ride ponies. However, when Darwin was only eight years old his mother Susannah died. After that, Darwin's father spent more and more time focused on his medical practise and the running of the house was left to the children. Because of this, Darwin was mostly brought up by his three older sisters, Marianne, Caroline and Susan.

From a young age, Charles disliked school. He found his lessons dull and boring and could never see the point in learning Latin and studying Greek. He quickly became fascinated by wildlife and the natural world which excited him much more than his lessons. He spent as much time as possible exploring the outdoors, collecting sandy seashells, cracked birds' eggs, fluttering moths and any other creature or plant he could lay his hands on. He even joined his brother in creating homemade chemistry experiments in their own back garden.

Despite his poor grades and clear lack of enthusiasm for education, Robert Darwin was determined that his son would make something of himself and attend university. He wanted his son to follow him into the world of medicine… Darwin wrote to his father saying that he found the lectures stupid and boring. He was horrified at the sight of blood, repulsed by his anatomy lectures and completely shocked when he saw surgeons operating on patients without the use of anaesthetics.

However, one thing he did find interesting about his new life were the chemistry experiments. He soon became friends with John Edmonstone, a freed slave from Guyana, who taught him how to stuff birds and animals and delighted Darwin with stories about the South American rainforest which he remembered in fascinating detail. Darwin wrote his first ever scientific paper – about sea-shore animals. Although Darwin's first years at Edinburgh weren't successful, the seeds of the evolutionary thinking that he would go on to write about later had already begun to blossom…

Extract adapted from © When Darwin Sailed the Sea David Long Wide Eye Editions

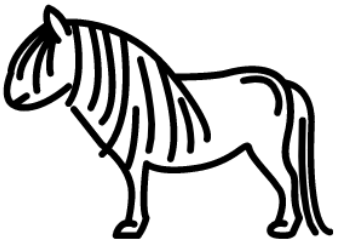
Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Teacher Model

Topic Sentence	Key words and phrases from the rest of the paragraph
Darwin was born in 1809 and grew up in a large, comfortable house in Shropshire	*father, doctor, five siblings, playing outside, fish, ride ponies, eight, mother, died, father, medical practice, brought up, three sisters*

Paragraph Summary

Darwin was born in Shropshire. His father was a doctor and he had five siblings. He enjoyed playing outside, fishing and riding ponies. His mother died when he was eight and his father focused on his medical practise. Darwin's three sisters brought him up.



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: 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	

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	2	Vehicle Text & Page	When Darwin Sailed the Sea Chapter 5 Galapagos Extract adapted from pp.39-46

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A Summarise what Darwin learned when studying tortoises and other wildlife on the Galapagos. **B Was this a significant discovery?**	exotic, fascinating, Subject Specific: extinct, specimens, vegetation	• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Summarising a text • Secure responses and understanding through re-reading and cross-check information	2b retrieve and record information / identify key details from a text 2c summarise main ideas from more than one paragraph

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Search the internet for images of the Galapagos and find the group of islands on a map of the world / atlas. Explain that this was one of the parts of the world that Darwin visited and made some startling scientific discoveries, which we will find out more about in the next few lessons.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Share definitions of subject specific words. Children **Find, Read, Talk** the rest of the vocabulary.
Explore & respond: Read the extracts from the chapter (Lesson 2: Read/ Teacher Model/ Children Practise). Discuss the fact that the extract will help us to succinctly understand what Darwin learned when studying tortoises in the Galapagos.
Fluency: Read Lesson 2: Fluency to the children, using **Pausing**. Focus in particular on how the author has used punctuation to aid understanding of more complex sentences. Children to **Pair Read** the same paragraph.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read a section and tell the children you are struggling to understand the meaning. Tell them you will **reread** for sense. Explain this is a strategy to use when a reader is unsure of what they have just read.
Share **Anchor Question A.** Model to the children how to circle key words and phrases in the first paragraph (Lesson 2: Read / Teacher Model/ Children Practise).
Reference the text: Circle the following words: *'enormous tortoises', 'most exotic, unusual, largest males weigh three or four times as much as man'.* Add these to Lesson 2: Teacher Model. Then show children how to create the sentence that **Summarises** what Darwin learned about tortoises from this paragraph. It must be short and succinct, including the key words.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have a copy of other paragraphs from the chapter (Lesson 2: Read/Teacher Model/ Children Practise) and work collaboratively to answer **Anchor Question A**.
Practise Taught Strategies & Skills: Children circle key words and phrases, ensuring they focus on what Darwin noticed about the tortoises and other creatures. If children are struggling, consider *'tell which island', 'shell', 'assumed', 'wildlife would be the same', 'varieties of plants and animals', 'individual islands', 'slightly different', 'islands slightly different', 'creatures too', 'appearance changed slightly', 'from one island to another'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Children Apply activity.
Verbal & Written Responses: Come back together as a class and allow time to feed back on their paragraph summaries. Scribe the summary sentence for each paragraph on a flipchart. Check when they are read out that this does summarise what Darwin found out – essentially that the animals and plant life varied in their appearance as did the islands that they lived on. Finally, -read the final paragraph from this chapter (see Lesson 2: Apply). Together circle words and phrases that show this was to be an important scientific discovery. Consider the following words together: *'exciting new scientific theory', 'dramatically enhance his reputation', 'completely alter', 'famous place of enormous scientific importance and discovery'.*
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-use of the strategies taught (**Summarise, Find, Read, Talk**) and responses to the **Anchor Questions**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Vocabulary

exotic	fascinating
extinct	specimens
vegetation	

Lesson 2: Fluency

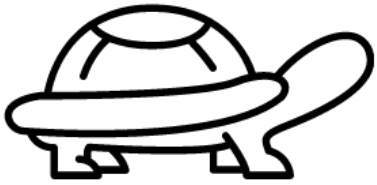
The enormous tortoises that roamed the island were the most exotic and unusual animals that Darwin came across, although sadly hundreds of them had already been caught, killed and eaten by sailors from passing ships. The largest males weighed three or four times as much as a man, but one crew killed so many of them (possibly around 700) that within ten years of the *Beagle's* visit that particular species was extinct.

Lesson 2: Anchor Questions

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

A Summarise what Darwin learned when studying tortoises and other wildlife on the Galapagos

B Was this a significant discovery?



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Read/ Teacher Model/Children Practise

The enormous tortoises that roamed the island were the most exotic and unusual animals that Darwin came across, although sadly hundreds of them had already been caught, killed and eaten by sailors from passing ships. The largest males weighed three or four times as much as a man, but one crew killed so many of them (possibly around 700) that within ten years of the *Beagle's* visit that particular species was extinct.

During his time on the Galapagos, Darwin met an Englishman called Nicholas Lawson who was in charge of an Ecuadorian prison. Lawson explained to Darwin that it was possible to tell which island a tortoise came from just by looking at its shell, which Darwin found completely fascinating. Until that moment he had assumed that the wildlife would be the same on all the different islands.

When Darwin took a closer look at the tortoises, he realised that his fellow Englishman was indeed correct. And it wasn't just the tortoises that differed from one island to the next. Studying his own specimens, Darwin could see that the variety of plants and animals living on each of the individual islands were all slightly different. This was a hugely important discovery for Darwin. Just as the islands were all slightly different from each other –so too were the creatures that lived on them and the vegetation that grew there.

Like the tortoise shells, the appearance of bird and plant species (and even snails) changed slightly as he moved from one island to another. Darwin wasn't sure yet why this was, but he felt sure it was important and was determined to find a reason for it.

©Extract adapted from When Darwin Sailed the Sea David Long Wide Eye Editions

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

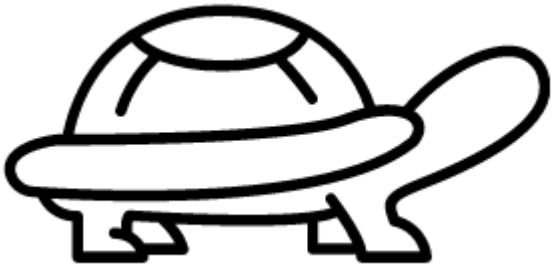
Lesson 2: Teacher Model

Key Words

enormous tortoises, most exotic, unusual, largest males weigh three or four times as much as man

Summary Sentence

Darwin found exotic and unusual tortoises that were enormous: they could weigh three or four times more than a man.



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Children Apply

Key Words
Summary Sentence

Key Words
Summary Sentence

Key Words
Summary Sentence

Darwin would eventually use the specimens he collected from the islands to illustrate and explain an exciting new scientific theory. This theory would dramatically enhance his reputation as a scientist, and completely alter the way people thought of the world. It would also mean that, instead of being somewhere most people had never heard of, the Galapagos Islands would eventually become famous as a place of enormous scientific importance and discovery.

©Extract adapted from When Darwin Sailed the Sea David Long Wide Eye Editions

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	3	Vehicle Text & Page	When Darwin Sailed the Sea Chapter 7 Natural Selection Extract adapted from pp.54-59

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Summarise what Charles Darwin discovered about natural selection	emerge, occur, generation, sufficient number, variations, theory, process, enabled, adapt, thrive	• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Summarising a text • Secure responses and understanding through re-reading and cross-check information	2b retrieve and record information / identify key details from a text 2c summarise main ideas from more than one paragraph

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Look at the summary sentences from yesterday and recall what Darwin discovered about the wildlife on the Galapagos, including that the discovery was to be of great scientific importance. Explain that we will find out more about this during the session.

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

Vocabulary: Children use **Find Read Talk** to find definitions of vocabulary (Lesson 3: Vocabulary). Take brief feedback and **Clarify** understanding.

Explore & respond: Read the extract from Chapter 7 (Lesson 3: Read/ Teacher Model/ Children Practise). Discuss briefly why this theory is considered to be so significant in terms of scientific discovery.

Fluency: Read Lesson 3: Fluency, using **Pausing** as you follow the punctuation cues. Note the use of brackets and dashes and how these are used to aid meaning. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read a section and tell the children you are struggling to understand the meaning. Tell them you will reread for sense. Remind the children that this is a strategy to use when a reader is unsure of what they have just read. Have the first section of text enlarged or on screen (see Lesson 3: Read / Teacher Model/ Children Practise). Refer to the **Anchor Question** and start by circling the topic sentence. Go on to circle key words and phrases in the rest of the paragraph that will help to sum up what this paragraph is telling us about natural selection.

Reference the Text: Circle the topic sentence: *Darwin began to think that if species changed very slowly over time then it might be possible for a new species to emerge in this way* and add to Lesson 1: Teacher Model.

Now circle '*changes didn't occur*', '*one single life time*', '*as one generation replaced another* and *small variations appear*'. Add these words to Lesson 3: Teacher Model. Show how these ideas and key words can be put together to make a **Summary**, using **Thinking Voice**:

Teacher Talks: Darwin thought that species changed slowly over time and a new species could emerge in this way. The changes didn't occur in one single life time but as one generation replaced another, small variations in the species would appear. Add this summary to Lesson 3: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have copies of the extract (Lesson 3: Read / Teacher Model/ Children Practise) and they work collaboratively to **Summarise** each paragraph, finding the topic sentence and circling key words and phrases in order to answer the **Anchor Question**.

Practise Taught Strategies & Skills: 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. Teacher to feedback on words and phrases they have circled and the topic sentence.

If the children are struggling, consider *'after a sufficient number of generations had been born or died', 'small variations to alter the way a particular plant or animal looked or behaved', 'called the process 'natural selection', 'explain why some species die out' , 'why others survive', 'adapt to suit their particular environment', 'Those that don't adapt suffer instead of thriving', 'poorly adapted species will eventually die' , 'survival of the fittest'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Ask the children to feedback and scribe the summary sentences. Read them together and agree whether a complete **summary** of the paragraphs on natural selection have been achieved. Adjust if necessary, through discussion and referring back to the text.

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

-use of the strategies taught (**Text Marking**, **Find Read Talk, Summarise** and **Thinking Voice**) and responses to the **Anchor Question**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Vocabulary

emerge	occur
generation	sufficient numbers
variations	theory
process	enabled
adapt	thrive



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Fluency

Using natural selection, Darwin was able to show why plants and animals differ so much from one country to another – or, as he had seen for himself, from one island to the next. It also enabled him to explain why some species die out (and become fossils) and why others survive.

Lesson 3: Anchor Question

Summarise what Charles Darwin discovered about natural selection.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Read/ Teacher Model/ Children Practise

Darwin began to think that is species changed very slowly over time then it might be possible for a new species to emerge in this way. He knew that the changes didn't occur during one single life time of an individual plant or animal. Instead he thought that as one generation replaced another, small variations would start to appear.

A new species would emerge only after a sufficient number of generations had been born or died, allowing these small variations to alter the way a particular plant or animal looked or behaved.

The begin with, this was just an idea and not a scientific theory because Darwin couldn't describe how these variations occurred or why species were changing. It took him a while to think of a process that could explain it, but eventually he did, and he called the process 'natural selection'.

Using natural selection, Darwin was able to show why plants and animals differ so much from one country to another – or, as he had seen for himself, from one island to the next. It also enabled him to explain why some species die out (and become fossils) and why others survive.

The key thing, he realised, was the way in which plants and animals change or adapt to suit their particular environment. Some adapt very well but others don't. The creatures that adapt well go on to breed successfully and the offspring they have are as well adapted to the environment as their parents. They thrive and produce lots of offspring. Species like this that adapt well to their environment go on to do well. Those that don't adapt suffer instead. They struggle to survive and may die without producing any young at all. Any they do produce will be poorly adapted (like their parents) and won't thrive. If this happens often enough, over time these poorly adapted species will eventually die out and become extinct. This process became known as 'survival of the fittest'.

© Adapted from When Darwin Sailed the Sea David Long Wide Eye Editions

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Teacher Model

Topic Sentence	Key words and phrases from the rest of the paragraph
Darwin began to think that if species changed very slowly over time then it might be possible for a new species to emerge in this way.	*changes didn't occur* *one single life time* *as one generation replaced another* *small variations appear*

Paragraph Summary

Darwin thought that species changed slowly over time and a new species could emerge in this way. The changes didn't occur in one single life time but as one generation replaced another, small variations in the species would appear.



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: 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	

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	4	Vehicle Text & Page	When Darwin Sailed the Sea Chapter 7 Natural Selection Extract adapted from pp.54-59

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Summarise the example of natural selection	survive, breed, gradually, particular, camouflage, realise	• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Summarising a text • Secure responses and understanding through re-reading and cross-check information	2b retrieve and record information / identify key details from a text 2c summarise main ideas from more than one paragraph



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the illustration on p.58 and ask the children which rabbits stand out in the illustration the most and why. Refer to their bright white colour, compared to the brown rabbits. Ask the children which rabbits the bird is likely to see more easily, when hunting for food. Briefly discuss which they think have adapted better to their environment and why. Consider what might happen to the white rabbits over time.

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

Vocabulary: Children use **Find, Read, Talk** to **Clarify** the meanings of the words (Lesson 4: Vocabulary)

Explore & respond: Read the extract to the children (Lesson 4: Read/Techer Model/ Children Practise). Allow children time to briefly **Stop and Jot** their response to the **Anchor Question**.

Fluency: Read Lesson 4: Fluency- using **Phrasing,** ensuring you are modelling how to read sentences that include parenthesis to aid meaning. Children **Pair Read** the same section.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read a section and tell the children you are struggling to understand the meaning. Tell them you will reread for sense. Recap that this is a strategy to use when a reader is unsure of what they have just read. Share an enlarged version of the text and explain you have twenty five counters. These counters will be used to cover all of the key words in the entire text that would support a complete **Summary** of the information.

Reference the text: Start with the first sentence and cover the word *'some', 'of', 'the', 'rabbits', 'brown'* and *'white'*. Stop at this point and explain that you have already used six of your counters and they will soon all be used up. Use **Thinking Voice** to talk about the choices of words and explain that *'of'* and *'the'* are not key words (then remove the counters covering these), but *'some', 'rabbits', 'brown'* and *'white'* are (leave these counters on the page). Talk about how these words are key to the sentence and will help us to **Summarise** the content. You also have several counters left to cover other key words.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have copies of the extract (Lesson 4: Read/ Teacher Model/ Children Practise) and they work collaboratively to identify the key words for the **Summary**.

Practise Taught Strategies & Skills: Children use their **Thinking Voices** to talk through which words are key to the **Summary** and where to place their counters. Place the counters on the key words but be ready to move them if needed to ensure they have included the words that will help with the summary. Teacher to feedback and support where necessary.

If the children are struggling, consider *'outnumber', 'white', 'disappear', 'not a good adaptation', 'brown', 'better', 'camouflage', 'snowy landscape', 'natural selection', 'worked', 'all species', 'applied to humans', 'controversial'*



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to work in pairs to orally rehearse then write their **Summary** sentences in order to answer the **Anchor Question**. Take the children's suggestions as to which were the key words and discuss if needed. **Clarify** the example of natural selection.

Feedback on Learning: -use of the strategies taught (**Summarise, Thinking Voice, Phrasing**) and responses to the **Anchor Questions**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Vocabulary

survive	breed
gradually	particular
camouflage	realise



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Fluency

Brown rabbits will gradually begin to outnumber the white ones. The white rabbits could even disappear altogether. They make lovely pets (and a useful prop for a magician) but white fur is not a good adaptation in this particular environment. In this big, open field, brown is a better adaptation because it provides camouflage for the rabbits. However, in a different environment (the snow-covered Arctic for example), the opposite would be true: in a snowy landscape, white rabbits would be better camouflaged than brown ones.

Lesson 4: Anchor Question

Summarise the example of natural selection.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Read/ Teacher Model/ Children Practise

Some of the rabbits are brown while some are white. A hungry hawk flying over the field looking for something to eat finds it much easier to spot the white rabbits. Because of this, more white rabbits are killed and eaten than brown ones. As more brown rabbits survive, more of them will go on to breed and produce even more brown rabbits.

Brown rabbits will gradually begin to outnumber the white ones. The white rabbits could even disappear altogether. They make lovely pets (and a useful prop for a magician) but white fur is not a good adaptation in this particular environment. In this big, open field, brown is a better adaptation because it provides camouflage for the rabbits. However, in a different environment (the snow-covered Arctic for example), the opposite would be true: in a snowy landscape, white rabbits would be better camouflaged than brown ones.

Darwin was beginning to realise that natural selection worked with all species, meaning plants and animals. Scientists and interested readers began to understand that this meant it applied to humans as well as wildlife. The implications of this were especially controversial.

© Adapted extract When Darwin Sailed the Sea David Long Wide Eye Editions

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Children Apply

Can you summarise the example of natural selection?

Key Words
Summary Sentences

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	5	Vehicle Text & Page	When Darwin Sailed the Sea Extract adapted from pp.62&63

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Summarise what Christians believed at the time that Darwin's scientific theories were shared	descended, literally, deeply offended, suggestion, unique, heated debates, banned, protests, dismiss	• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Summarising a text	2b retrieve and record information / identify key details from a text 2c summarise main ideas from more than one paragraph



Extended Apply lesson

Through this selection of activities children will need copies of:

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

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

Activate Prior knowledge: Show children the illustration at the bottom of p.62 and ask them what they think it represents. Discuss the word *'blasphemy'* and ask why those who believed in God might be offended by Darwin's theories. Take brief feedback.

Share Anchor Questions: Refer to this throughout the lesson.

Vocabulary: Discuss meanings of vocabulary, using **Find, Read, Talk**

Enjoy and Respond to the text: Read the paragraphs about Christian beliefs (Lesson 5: Read) and **Stop and Jot** initial thoughts about the **Anchor Question**.

Written Responses / Evidence Anchor Question(s):

• Children to reread the extract in pairs. Children to complete Lesson 5: Apply activity. Remind the children to circle the key words before adding these and writing their summary sentences.

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

Comprehension Questions:

1 Who did most people believe that we were all descended from?
2 Which word in the first paragraph tells us that people really disliked the suggestion that humans evolved from apes and monkeys?
3 How did newspapers respond to Darwin's theories?
4 In which year was the book published?

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, Summarising**
•Responses they have given to the **Anchor Questions**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Vocabulary

descended	literally
deeply offended	suggestion
unique	heated debates
banned	protests
dismiss	

Lesson 5: Anchor Question

Summarise what Christians believed at the time that Darwin's scientific theories were shared.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Read

Most people at the time believed that we are all descended from Adam and Eve, like it says in the Bible, and Darwin's theory showed that this wasn't true. His research also proved that humans were closely related to apes and monkeys. People thought monkeys were unintelligent, dirty creatures and thought that the suggestion the humans had evolved from apes in the same way that new species of plants and animals evolved from ancient ones was completely outrageous.

The idea that men, women and children were all related to ordinary animals shocked many people. If it was true, it meant that humans were just another kind of animal. Some priests and churchgoers accepted that many of the stories in the Bible couldn't be taken literally; however, they could not accept that humans were not created by God. A lot of people were deeply offended by the suggestion that they had evolved from apes; they wanted to believe that humans were created as something unique and special.

Many readers simply refused to accept Darwin's evidence and heated debates about this theory carried on for years. People were so outraged by his theories that for a long time, the book was actually banned from the library of his own college at Cambridge University.

Newspapers in England and in France printed cruel cartoons showing the author as a chimpanzee, and there were even protests when Queen Victoria considered making him Sir Charles Darwin.

Today, there are still people who think that Darwin and his evolutionary idea are wrong and who dismiss his ideas. However, most people now agree with Darwin's theories and that *On the Origin of the Species* contains one of the greatest scientific discoveries of all time. Since 1859, millions of copies have been printed all over the world.

© Extract adapted from When Darwin Sailed the Sea David Long Wide Eye Editions

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

Key Words
Summary Sentence

Key Words
Summary Sentence

Key Words
Summary Sentence

Key Words
Summary Sentence

Key Words
Summary Sentence

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

Summarise what Christians believed at the time that Darwin's scientific theories were shared.



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Comprehension Questions

1. Who did most people believe that we were all descended from?

_____

2. Which two words in the first paragraph tells us that people really disliked the suggestion that humans evolved from apes and monkeys?

_____ and _____

3. How did newspapers respond to Darwin's theories?

_____

_____

4. In which year was the book published?

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

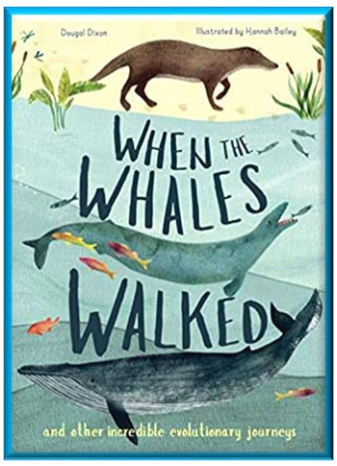
Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit C: Evolution and Inheritance

Non-Fiction



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	1	Vehicle Text & Page	When the Whales Walked Dougal Dixon **You will need the actual pages from the book** pp.4&5 (What is Evolution?) and pp.10&11 (Nature's Big Experiment)

Anchor Question(s):
What is evolution?
1 In the 'What is Evolution' section, why do the birds that eat the shrimp survive?
2 Where does evolution happen?
3 What is a mutation?
4 What happens when a mutation is successful?
Use your answers to consider the main Anchor Question – What is evolution?
Teacher Model Question:
What is nature's big experiment?

Vocabulary Teaching:
blown off course, flock, descendants, original, distant relatives, process, gradually, generations, offspring, environment, advantage, uncover
Subject Specific:
migration, species, habitat, climate, genes

Focus Comprehension & Strategies:
- Use a range of strategies for finding and locating information e.g. skimming and scanning for detail
- Read books that are structured in different ways and read for a range of purposes
- Recognise all Year 5&6 Word Lis words with automaticity
- Retrieve, record and present information from non-fiction texts

Focus Content Domain(s):
2b retrieve and record information / identify key details from non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover and the blurb of the book. Flick through the pages and ask them to consider what type of book this is. Note the content and index pages – indicating non-fiction. Talk a little about that fact that the book is illustrated (there are no photographs). Ask whether this common for non-fiction books. Note the similar feel to the previous non-fiction book 'When Darwin sailed the sea'.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Define the Subject Specific words for the children (Lesson 1: Vocabulary Sheet). Encourage children to locate the vocabulary words in the text using **Read Find Talk**. Briefly **clarify** as a class. Note Y5/6 spelling word – *available*
Explore & Respond: All children have access to pp.4&5 and have an enlarged copy to share. Note the use of bold print, titles, fact boxes and illustrations that help to orientate the reader and locate where to find the answers to any questions we might have. Read the whole double page spread to the children.
Fluency: Return to the opening paragraph, modelling fluency by **Pausing** at punctuation cues (Lesson 1: Fluency). Children, together in pairs, read the rest of p.10 using **Pausing** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher to use a different page and Teacher Model Question to model. Share the question: What is nature's big experiment? Show pp.10&11, either enlarged on the flipchart or on the screen for 10 seconds.
Reference the text: Demonstrate **Skimming** (by quickly identifying bold print, titles, fact boxes and illustrations, and the information this tells the reader). Remove the image of the pages (after the 10 seconds) and explain that **Skimming** gives a quick idea of the information found in the text. Refer to what you saw when **Skimming** and how it will help to answer the question e.g. the title, *Nature's big experiment* helps us to see that the whole double page spread will provide us with information to answer the question. The bold subheadings *Trial and Error* and *Strange Fossils* should give us further information to find the answer. The illustrations of a range of strange looking creatures and facts by them will also support us in finding the answer. Show two more **Questions** (see Lesson 1: Teacher Model): How did nature appear to be trying out all sorts of shapes and lifestyles? How did the Canadaspis succeed in evolving over time?
Reveal the pages again (for 25 seconds this time) and demonstrate how to **Scan** read this time as you must locate the information for a more specific question. Locate the words *Trial and Error* at speed and read around to find the answer. For the second question, locate the fact box that includes the creature's name *Canadaspis* and the illustration. Then read around to find the answer. Model how knowing the answers to these additional **questions** helps to answer the model question more fully and how scanning means you can quickly locate the answer without having to read through the whole piece each time.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have pp.4&5, one copy per pair to encourage collaboration (facing down on the table) plus the **Anchor Questions.**
Practise Taught Strategies & Skills: Children are given 10 seconds to **Scan** the page, identifying bold print, titles, captions and photographs. Turn the page back over and discuss what they know / how this text might help them to find the answer to the **Anchor Question.** Take brief feedback. Children are given five further questions to help them fully answer the **Anchor Question** (see Lesson 1: Children Practise/ Children Apply Activity). They have 30 seconds to **Skim** read to locate the answers. Work in small groups and discuss how they will try to locate the information, before turning over the page. Discuss their answers after 30 seconds and write down their responses.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Children Practise/ Children Apply. Discuss how they will use all of the information they have found to fully answer the **Anchor Question**. Talk about how this technique ensures we can quickly locate answers to questions in a text, without having to read the entire extract. Share answers as a class.
Verbal & Written Responses: Take feedback as a class.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-use of the strategies taught (**Skimming, Scanning** and **Pausing**) and responses to the **Anchor Question**.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Vocabulary

blown off course	flock
descendants	original
distant relatives	process
gradually	generations
offspring	environment
advantage	uncover

migration	The process of animals travelling to a different place, usually when the season changes
species	A set of animals or plants that have similar characteristics to each other and can breed with each other
habitat	The natural environment in which an animal or plant usually lives
climate	The general weather conditions usually found in a particular place
genes	A part of the DNA in a cell that controls physical development, behaviour etc and is passed on from its parents

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Fluency

Imagine a volcano growing on the ocean floor and erupting through the water's surface. The lava cools, forming a new island. A flock of birds have been blown off course in their migration, and they stop to rest on the new island. The only food available is the shrimp that was up on the shore. Only a few of the birds have a taste for these shrimp. The rest of the flock either dies or flies away to look for food elsewhere.

Lesson 1: Anchor Question

What is evolution?

A In the 'What is Evolution' section, why do the birds that eat the shrimp survive?
B Where does evolution happen?
C What is a mutation?
D What happens when a mutation is successful?

Use your answers to consider the main Anchor Question – What is evolution?

Teacher Model Question

What is nature's big experiment?

A How did nature appear to be trying out all sorts of shapes and lifestyles?
B How did the Canadaspis succeed in evolving over time?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Teacher Model

What is nature's big experiment?

Nature was experimenting by trying different shapes and sizes and some of them successfully evolved over time. One example is the Canadaspis that had a segmented body and hard shell and went on to develop into the modern marine arthropods.

Lesson 1: Children Practise/ Children Apply

A In the 'What is Evolution' section, why do the birds that eat the shrimp survive?

_____

_____

B Where does evolution happen?

_____

C What is a mutation?

_____

_____

D What happens when a mutation is successful?

_____

Use your answers to consider the main Anchor Question – **What is evolution?**

_____

_____

_____

_____

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	2	Vehicle Text & Page	When the Whales Walked Dougal Dixon pp.12&13 **You will need the actual pages from the book**

Anchor Questions:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do labels support the reader in understanding how fins eventually became feet? Teacher Model Question: **How do the fact boxes support the reader when understanding more about the prehistoric creatures?**	well-adapted, streamlined, ancestors Subject specific: landlubber, prehistoric, marrow, limbs	• Read books that are structured in different ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap what the children learned about evolution yesterday, including the words species, mutation, adaption etc.

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

Vocabulary: Model how to **Find Read Talk** the words '*streamlined*' and '*landlubber*'. The sentence reads, '*The streamlined shape that helps a fish glide through water is not necessary for a landlubber*'. Streamlined refers to the shape of the fish which helps it to move through the water. I think '*streamlined*' must mean the fish has been deigned to move easily through the water. The later part of the sentence explains that a '*landlubber*' does not need to move easily through water. The start of the word 'land' tells me it is a creature that lives on land. Explain the meaning of vertebrate (Having a spine). Children **Find, Read, Talk** the rest of the vocabulary.

Explore & respond: Open the book at p.12, have an enlarged copy or on-screen version. Read the double-page spread with **Intonation**. Take time to consider the information on the pages.

Fluency: Return to the section '*What's a tetrapod?*' (see Lesson 2: Fluency), modelling fluency by **Pausing** at punctuation cues – particularly the inverted commas, commas and exclamation marks. Children **Pair Read** the rest same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Teacher Model Question: How do the fact boxes support the reader when understanding more about the prehistoric creatures?

Reference the text: Circle the fact boxes and use **Thinking Voice** to discuss how they help the reader.

Teacher Talks: The fact boxes give us the names and how the reader should pronounce them. This is useful as they are not words I have seen before and find the pronunciation hard. It is also good to have details about the length of the creatures, so I can picture their size and make comparisons between them. The extra information at the bottom of each box helps me to further understand how they were finally able to walk on land.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have the **Anchor Question** and the same double page spread (pp. 12 & 13), one between two to ensure collaboration and discussion.

Practise Taught Strategies & Skills: Children focus on the labels for each of the prehistoric creatures and circle key words and phrases about the body features that helped them to eventually walk on land.

If the children are struggling, consider *'fins had strong muscles', 'filled with marrow…found in tetrapods', 'breathing holes…strong ribcage…suggest Tiktaalik had lungs', 'muscular fins…good for crawling', 'proper limbs with toes'* etc.

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Together consider what the children found in the labels to help them understand how fins became feet. Discuss how effective the labels are in supporting the reader in their understanding. Construct a written answer together then share the answers as a class.

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

-use of the strategies taught (**Find Read Talk, Reference the Text** and **Pausing**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question

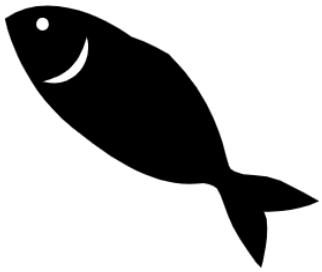
- Labels give information on how the bodies of the creatures changed in order to walk on land. The labels describe how the creatures change from:
- having fins which had strong muscles
- having muscular fins which were good for crawling.
- having proper limbs with toes

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Vocabulary

well-adapted	streamlined
ancestors	landlubber
prehistoric	marrow
limbs	



Lesson 2: Fluency

What's a tetrapod?

The name given to land-living vertebrates is 'tetrapod'. This literally means 'four feet'. It applies even to things that have only two feet, like birds, or no feet at all, like snakes! This is because birds and snakes evolved from four-footed ancestors, and so they are part of the tetrapod group.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Anchor Question

How do labels support the reader in understanding how fins eventually became feet?

Teacher Model Question:

How do the fact boxes support the reader when understanding more about the prehistoric creatures?

Lesson 2: Teacher Model Activity

EUSTHENOPTERON
Pronounced: Yoo-then-op-ter-on
Lived: 385 MYA (Devonian)
Size: 1.8 m long

Eusthenopteron looked very like a fish, but had some important differences.

Extract adapted from © When the Whales Walked Dougal Dixon Quarto Books

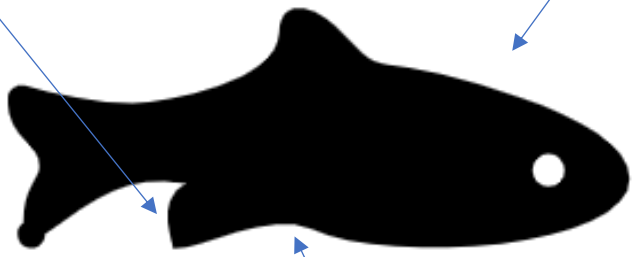
Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Children Apply Activity

This is just an extract from the pages. Please use the double page spread (pp.12&13)

The type of bones in the bases of the paired fins show the fins had strong muscles

Typical fish-shaped body



Eusthenopteron bones were filled with marrow – this is something found in tetrapods but not usually in fish.

How do labels support the reader in understanding how fins eventually become feet?

© Adapted from When the Whales Walked Dougal Dixon Quarto Books

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	3	Vehicle Text & Page	When the Whales Walked Dougal Dixon p. 8 (Working out the evolutionary tree) and pp.6&7 (A timeline of life on earth) **You will need copies of these pages**

Anchor Question(s):	Vocabulary Teaching and subject specific words:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do you think about the way information is organised in a different part of the text? Is there a reason for why this has been done?	stable, vast, comprehend, organisms, geological, preserved, rare, combined	• Make comparisons within and across books • Read books that are structured in different ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2h: Make comparisons within the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to **Think Pair Share** what they know about layout in non-fiction texts and how it can orientate the reader and be used to encourage the reader to read on. Recall some of the elements that they feel are effective. Refer to the use of fact boxes and labels (the focus of yesterday's lesson) too.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Children match the vocabulary to the definitions (Lesson 3: Vocabulary). Briefly **Clarify.**
Explore & respond: Show an enlarged copy of pp.6&7 or an onscreen version. From an initial look, children **Stop and Jot** what they think the differences are in terms of organisation and why this page might look different. Take brief feedback. Share some of the key milestone dates with the children. Ask them which dates they would like to explore.
Fluency: Return to the opening paragraph, modelling fluency by **Pausing** at punctuation cues (Lesson 3: Fluency). Children **pair read** the same paragraph, **pausing** appropriately.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher focuses on a different page to model
Share an enlarged or onscreen copy of p.8 (**the single page only**) and place alongside a double page spread studied during the previous lesson (pp.12&13). Begin by talking about the differences that can be seen / why there might be differences and share your thoughts about the effect.
Reference the text: Teacher Talks: The layout has changed and we now have a tree diagram. Focus on the tree diagram on p.8 and read the accompanying paragraph. Use **Thinking Voice** to discuss why the organisation of the information on this page is particularly helpful in understanding the paragraph:
Teacher Talks: The illustrator, Hannah Bailey, has made a visual image of the paragraph so that the reader can fully understand Darwin's explanation of how animals evolved over time. The image shows the 'branches' and how they continue to split as animals evolve. This is particularly important in information books as often, readers have to understand new and difficult concepts.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have pp.6&7 double page spread, one copy per pair, to encourage collaboration. They also have the **Anchor Question** and a different double page spread that they used in the previous lesson (pp.12&13).
Practise Taught Strategies & Skills: Children read pp.6&7 and begin circling different aspects of layout, discussing how they think the text is organised and why the author chose to change the layout in this section of the book. Use questions to prompt their thinking if needed, e.g. Why use maps? Why use a table to present the information? Why include fact boxes? Why add colour to the time scale? Could it be presented in a different way or is this the most effective? Why do you think that? Discuss together what they think about the organisation of the information.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 3: Children Apply.
Verbal & Written Responses: Children to make judgements about the organisation and whether they think these are the best ways to present the information and why the author has chosen to change the way the information is presented. Take feedback as a class. Consider together whether they think this change in layout has been effective for the information that is being presented to the reader.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-use of the strategies taught (**Stop and Jot, Pausing, Reference the Text**) and responses to the **Anchor Question**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Vocabulary

stable	Related to rocks and similar substances that make up the earth's surface
vast	Understand
comprehend	Firmly fixed – not likely to move or change
organism	A single living plant, animal, virus etc.
geological	Not common or frequent – very unusual
preserved	Consisting of two or more things joining together
rare	huge
combined	To keep something as it is, especially in order to prevent it from being damaged or destroyed

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Fluency

There has been life on Earth ever since the planet was cool enough and stable enough to support it – about three and a half billion years. The timescales are so vast that they are hard to comprehend. To make it easier, scientists divide Earth's history into manageable chunks, or periods. These periods are based on the types of living things that existed during that time.

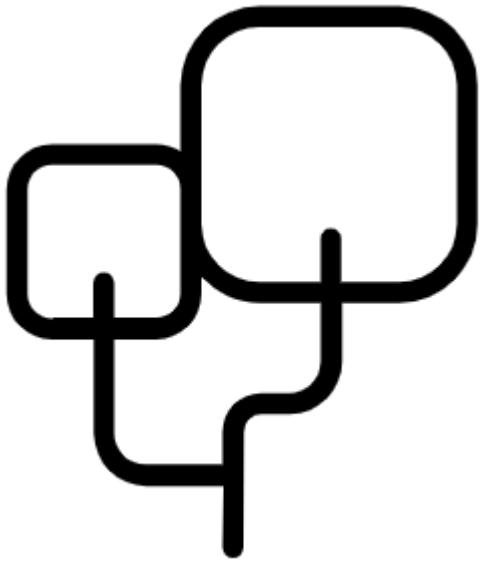
Lesson 3: Anchor Questions

What do you think about the way information is organised in a different part of the text?
Is there a reason for why this has been done?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Teacher Model Activity

Layout features and reasons for change in layout		
Layout Feature	Why presented in this way	What I think about the layout
Tree of life represented in a diagram, showing the branches	The illustrator, Hannah Bailey, has made a visual image of the paragraph so that the reader can fully understand Darwin's explanation of how animals evolved over time. The image shows the 'branches' and how they continue to split as animals evolve.	It is really useful, and particularly important in helping the reader to understanding the concept as fully as possible.



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Children Apply Activity

Layout features and reasons for difference in layout		
Layout Feature	Why presented in this way	What I think about the layout

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	4	Vehicle Text & Page	Range of reviews of the book Where the Whales Walked (see Lesson Resources below)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What are the facts and opinions in the book reviews?	glimpse, complex, multiple, constituent, relevant, various, statistics, overwhelming, precursors, scientifically minded	• Distinguish between statements of fact and opinion	2b retrieve and record information from non-fiction texts



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Have some fact and opinion cards (see Lesson 4: Read Activity). Hold them up one at a time and ask children to move to one side of the room if you read a fact and the other if you read an opinion. Clarify what we mean by a fact and an opinion (facts can be proved to be correct whereas opinions may be correct but cannot be proved in the same way).

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

Vocabulary: Children to locate and **Find Read Talk** the new vocabulary. (Lesson 4: Vocabulary). Briefly **clarify** understanding.

Explore & respond: Read the two reviews (see Lesson 4: Read/ Teacher Model/ Children Practise), modelling **Expression** and **Pausing**. Consider how the question marks, commas and brackets give cues as to how to pause appropriately to make sense of the text.

Fluency: Return to the first review, modelling fluency by **Pausing** at punctuation cues and use **Expression**. Children **pair read** the same review.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the **Anchor Question**. Have Review 1 enlarged or on screen (see Lesson 4: Read / Teacher Model / Children Practise). Read through and use a highlighter in one colour to highlight fact sentence. Use **Thinking Voice** to explain your choices.

Reference the text: Highlight the first sentence and talk about how it gives a brief factual overview of what the book is about. No opinions have been made here – it is just telling you the content of the book.

Read the second sentence. Take a different colour and highlight it. Note that now we are getting a personal opinion about the quality of the book, in terms of information and how it is presented. Circle '*Well written*' and '*beautifully presented*' which are the opinions of the writer and not everyone may feel the same. The next sentence is a fact as it is something that the writer of the review actually did, so return to the first highlighter and colour again. The final sentence is also factual, as it refers to the actual content, rather than the quality of the text.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have Review 2, one copy per pair to encourage collaboration (Lesson 4: Read/Teacher Model/ Children Practise).

Practise Taught Strategies & Skills: Share the **Anchor Questions** again and explain they will be using different coloured highlighters to identify **Facts and Opinion** in the articles. Use highlighters to **Text mark** the evidence for **facts** and **opinions.** If the children are struggling, consider that opinions include *'slightly eyebrow-raising title','isn't simplified particularly for young children', 'the detail isn't overwhelming', 'lots of fascinating facts here'*



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to highlight the facts and opinions on Review 2. Discuss as a group why opinions have been added. Take feedback as a class and ensure a clear understanding of the difference between fact and opinion. Discuss the importance of both facts and opinions in reviews.

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

-use of the strategies taught (**Expression, Text Mark, Fact and Opinion**) and responses to the **Anchor Questions**.

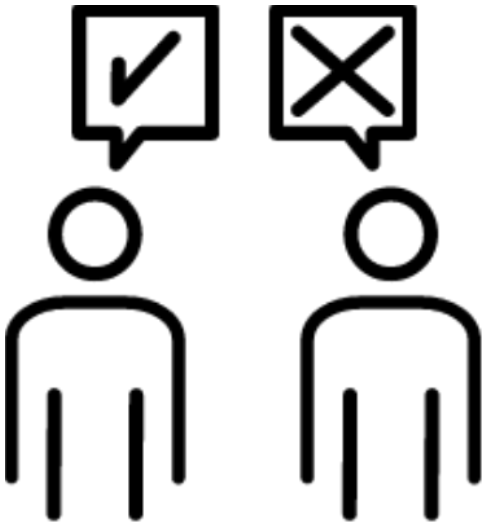
*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Read activity

Fact or Opinion

It will be dark here at midnight tonight	Vegetables provide healthy vitamins
There are 30 days in the month of September	The best form of exercise is swimming
It is nice to visit the beach on a hot day	There are 24 hours in a day
Painting is very relaxing	September is the best month



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Vocabulary

glimpse	scientifically minded
complex	multiple
constituent	relevant
various	statistics
overwhelming	precursors



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Fluency

When the Whales Walked gives you a glimpse of life on our planet hundreds of millions of years ago. This book was informative, well written and beautifully illustrated. I was sharing facts with my husband as I was reading through the book. It discusses not just what animals were like at one time, but explains how the animals evolved through the years.



Lesson 4: Anchor Question

What are the facts and opinions in the book reviews?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Review 1

When the Whales Walked gives you a glimpse of life on our planet hundreds of millions of years ago. This book was informative, well written and beautifully illustrated. I was sharing facts with my husband as I was reading through the book. It discusses not just what animals were like at one time, but explains how the animals evolved through the years.

Review 2

Evolution is a complex topic for children to understand, with millions of years of 'change over time' to cover and multiple stages to grasp.

This breaks the overall concept down into constituent parts, most with a slightly eyebrow-raising title: When whales walked on land? When snakes had legs? They do make you want to read the relevant pages to know just what could have happened.

Starting with a brief page on evolution using an example of shrimp-eating birds on a volcanic island, and gives the terms adaptation and mutation.

After this we see a timeline of Earth's life and diagrams of how the continents have also changed (I always found this fascinating), then some more detail on the Tree of Life. This isn't simplified particularly for young children, the scientific terms are used and there is no Horrible Histories-style comic strip or joke in sight. It's science for children, explained clearly and illustrated with colour and lifelike drawings.

Next are thirteen case studies following various groups of animals. From hard shells, to lungs, to fins and later to dinosaurs, there are example of creatures with their key statistics given, and the detail isn't overwhelming. Just a few sentences to describe each major evolutionary leap so you can see the general movement.

We eventually reach the stages where you can see the precursors to humanity (who only feature on a short double page) in their various forms, and then a reminder that evolution hasn't and won't stop.

It is thorough and gives the key detail without becoming too dry or complicated for a KS2 or KS3 reader. Children of this age will be able to manage the vocabulary, concepts and format of the book. There are lots of fascinating facts here, diagrams showing tusks evolving, strange and new names as well as some key points that readers will be familiar with already.

One for school libraries and classes as well as for homes with scientifically minded youngsters, aged 8-13.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	5	Vehicle Text & Page	When the Whales Walked by Dougal Dixon

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Write a book review for the book When the Whales Walked. Include facts and opinions about its content and layout.	N/A	•Read closely, annotating for specific purposes •Read books that are structured in different ways for a range of purposes •Retrieve and record information from non-fiction •Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc •Identify how language, structure and presentation contribute to meaning	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2h: Make comparisons within the text 2b retrieve and record information / identify key details from fiction and non-fiction



Extended Apply lesson

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

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

Activate Prior knowledge: Remind children of the book reviews from yesterday and explain they will be creating their own book reviews based on what they have seen of the book so far. Recap the different ways in which the information was organised in order to help the reader with their understanding and encourage them to read on. Jot these down on a flipchart.
Discuss together how the book has further supported their understanding of evolution.
Vocabulary: N/A
Share Anchor Questions: Refer to this throughout the lesson.
Enjoy and Respond to the text: Allow time for the children to reread and consider the pages they have already focused on in the book. Teacher can share further pages if felt necessary. A copy of the book can be available to refer to.

Written Responses / Evidence Anchor Question(s):
- Children to complete Lesson 5: Children Apply activity – writing their own book review including facts and opinions.

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

Comprehension Questions:
Use p.54 to answer the following questions
1 Why did many cats evolve huge canine teeth?
2 Match the description to the cat name
3 Why have side views of the cats' faces been used on this page to accompany the text?
4 Which cat did the biggest teeth of all belong to?

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, Scanning, Summarising.**
•Responses they have given to the **Anchor Questions.**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Anchor Question

Write a book review for the book When the Whales Walked.
Include facts and opinions about its content and layout.

Lesson 5: Children Apply



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Comprehension Questions

Use p. 54 to answer these questions

1 Why did many cats evolve huge canine teeth?

_____

_____

2 Match the description to the cat name:

Scimitar-toothed cats	At 2.5 metres long, these cats were much bigger than any modern cat.
Sabre-toothed cats	This cat probably hunted by ambush, like a modern leopard.
Dirk-toothed cats	They lived in colder climates and probably hunted by running down young mammoths.

3 Why have side views of the cats' faces been used on this page to accompany the text?

_____

_____

4 Which cat did the biggest teeth of all belong to?

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

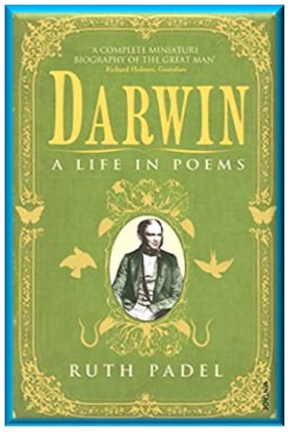
Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit C: Evolution and Inheritance

Poetry



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	1	Vehicle Text & Page	The Awfulness of Plymouth by Ruth Padel Adapted from Darwin A Life in Poems p.27

Anchor Questions:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A Which words and phrases tell you how Darwin is feeling in this poem? **B Is he a natural sailor? What makes you think this?** Teacher Model Question: **How did Darwin prepare for the journey?**	laundering, brace of pistols, portable, dissecting, provisioning, hugger-mugger, adieu, cilia, prophecy, awash	• Read closely, annotating for specific purposes • Draw inferences, justifying inferences with evidence	**2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge Source images of Plymouth, in particular Devonport, where the journey of the Beagle began. **Think Pair Share** what it would feel like to be there. Consider the sights, sounds, smells etc. Take brief feedback.

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

Vocabulary Model how to work out the meaning of '*provisioning*'. Read the sentence before and explain that there would be a lot of preparation before embarking on such a journey. Look at the word '*provisioning*' and explain it is based on the word provision which means, 'supplies, food or necessary equipment'. In pairs match the meanings to the words for the rest of the vocabulary then briefly share and **Clarify** definitions (Lesson 1: Vocabulary).

Explore & Respond Look at the front cover of the book. Note that the poet, Ruth Padel, has created an entire book of fictional poems, based on the life of Darwin. Also, interestingly, she is Darwin's real life great- great granddaughter. She was told stories of his life by her grandmother and these led to her creating a whole book of poems about him. Read *all* of the poem, paying attention to new vocabulary. Use expression, particularly when reading the question and exclamation sentences. Indicate that this poem has five stanzas and does not rhyme. Quick **Stop and Jot** against **Anchor Question.** Take brief feedback.

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

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question: How did Darwin prepare for the journey? Share an enlarged or on-screen copy of the first stanza (Lesson 1: Read/ Teacher Model/ Children Practise). Use **Thinking Voice** to consider any words or phrases that reveal how Darwin prepares for the journey.

Reference the Text: Circle the words '*laundering on a ship', 'his sisters mark his shirts', 'packs Paradise Lost', 'only book he'll slip in his pocket wherever he goes', 'New Testament', 'brace of pistols', 'portable dissecting microscope'.*

Teacher Talks: Darwin has clearly had help from his sisters (who raised him) to pack plenty of clothes for him – they have even labelled his shirts. He is taking his trusty book, Paradise Lost, and a copy of the New Testament from the bible. He has a pair of pistols and a microscope that he can carry so it is easy to view any specimens he finds on his travels.

Answer the question orally.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Refer to the **Anchor Questions.** Children to examine the rest of the poem 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 to answer the **Anchor Questions**. If the children are struggling, consider '*there's two, three months' delay', 'in the long provisioning he starts a journal', 'the awfulness of Plymouth', 'hammock twists like an eel', 'spits him out', 'slink hugger-mugger back to land', 'so more delay', 'he's sick, awash, in bits', 'he's one long see-saw groan!'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on the words and phrases the children used to explain how Darwin was feeling. On the enlarged copy of the poem, underline the evidence to support these feelings words. Now demonstrate how to answer the **Anchor Question** orally, taking two acceptable points, one with evidence. You may want to develop this part of the session into an opportunity to practise a written answer.

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

-Use of the strategies taught i.e. **Find Read Talk, Stop & Jot, Thinking Voice,** annotating for a purpose or **Anchor Question** responses.

Acceptable Point(s) Anchor Question

Not a natural sailor:

- uncomfortable
- cannot sleep well (because of hammock twisting)
- is sea sick
- unhappy about the delay

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

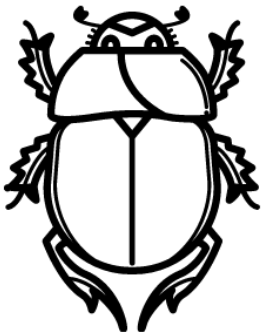
Lesson 1: Vocabulary

laundering	covered with water, tossed about by the waves
portable	easy to move around
provisioning	secretly
adieu	a statement saying what is going to happen in the future
prophesy	pair of guns
brace of pistols	goodbye
dissecting	cut something open, e.g. a body or plant, to study its structure
hugger-mugger	getting food and supplies ready
cilia	washing
awash	small hairs around cells in the body

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Fluency

Laundering on a *ship*? His sisters mark his shirts 'Darwin'.
He packs *Paradise Lost*, the only book he'll slip
in his pocket wherever he goes. Plus his New Testament, in Greek,
a brace of pistols and a portable dissecting microscope.



Lesson 1: Anchor Questions

A Which words and phrases tell you how Darwin is feeling in this poem?
B Is he a natural sailor? What makes you think this?

Teacher Model Question

How did Darwin prepare for the journey?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Read/ Teacher Model/ Children Practise

Use the entire poem from the book. Here is an extract:

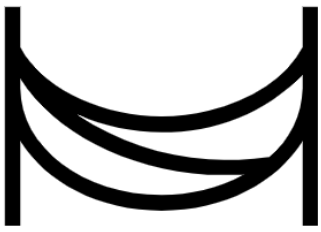
Laundering on a *ship*? His sisters mark his shirts 'Darwin'.
He packs *Paradise Lost*, the only book he'll slip
in his pocket wherever he goes. Plus his New Testament, in Greek,
a brace of pistols and a portable dissecting microscope.

Captain Fitzroy gives him Lyell's *Geology*. The Captain's keen
on Natural History too; they all are, even the crew.
But now there's two, three months delay. The cabins need
refitting, the little deck is raised. In the long provisioning

He starts a journal. The awfulness of Plymouth – and Devonport!
His hammock twists like an eel and spits him out. They set sail
in waves like fantasies of Jonah and then slink hugger-mugger
back to land. A letter, in his lodgings, from Fanny Owen

…and he's sick, awash, in bits. He's one long see-saw
groan! The Captain beds him down on his own sofa.

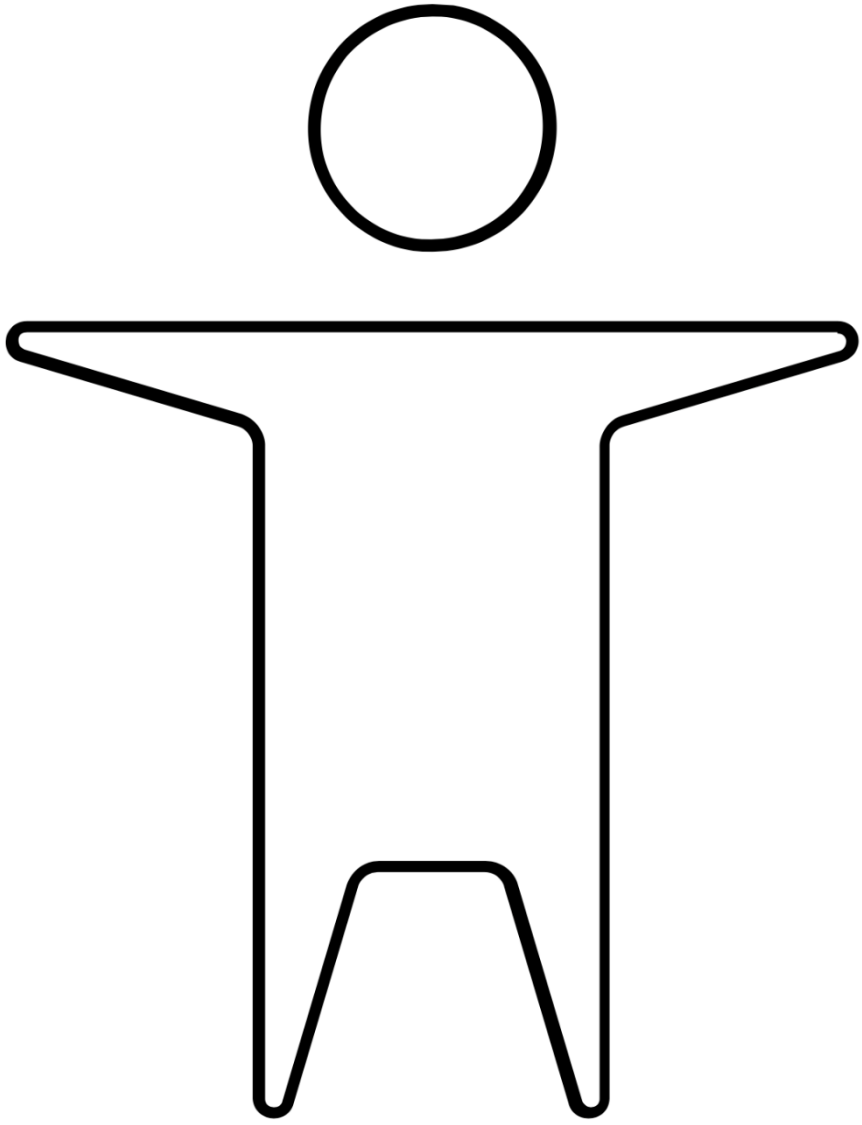
Adapted from The Awfulness of Plymouth by Ruth Padel , Darwin A Life in Poems



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Children Apply

How is he feeling?



Is he a natural sailor? What makes you say this?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	2	Vehicle Text & Page	In the Seraglio by Ruth Padel Adapted from Darwin A Life in Poems p.38

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does Darwin feel during his stay in Botofogo Bay?	Begin-calls, reverence, Turkish Bath, Sultan,	• Read closely, annotating for specific purposes • Draw inferences, justifying inferences with evidence	**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 a search engine, type Botofogo Bay Charles Darwin, to help children to visualise one of the places that Darwin visited on his journey. Share the following information: From April to June 1832, Darwin rented a cottage on Botofogo Bay outside Rio, collecting, exploring and learning about the tropics. The walks he took here were among the most vivid of his whole journey. Children to **Predict** how he might be feeling in the poem that will be shared in this session, related to his stay in Botofogo Bay.

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

Vocabulary: Explain to the children the meaning of *'reverence'* – a feeling of respect or admiration for something or someone. Also explain what a Turkish Bath and Sultan are – (both words appear in the poem – not in the extract studied but when the entire poem is read aloud to them) -a health treatment in which you sit in a bath full of steam and a ruler – especially in the past – of some Muslim countries. Briefly **Clarify**.

Explore & Respond Read through all of the poem twice, using **Expression** particularly when reading *'A forest is a gold mine to a Naturalist'* and *'As a Sultan in a Seraglio I am becoming quite hardened to beauty'*.

Fluency **Choral Read** the second stanza with the children (Lesson 2: Fluency).

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher Model based only on stanza 1. Refer to the **Anchor Question**. Circle words and phrases that help to answer the question, and use **Thinking Voice** to explain your thoughts to the children.

Reference the Text: Circle *'content', 'hot blind kitchen of night', 'listening to sleepy begin-calls of birds', 'feel jungle press the house around him'.*

Teacher Talks: *'content'* shows that he feels happy and satisfied to be in the dark, busy, noise place – like a hot, blind kitchen. He feels that the surroundings are alive. He feels that the jungle is close - closing in on him. *'Feel the jungle press the house around him'*

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work collaboratively to circle words and phrases that help them to answer the **Anchor Question**. Use **Thinking Voice** to support their discussions.

Practise Taught Strategies & Skills: If children are struggling, consider *'a forest is a gold mine to a Naturalist', 'reverence', 'feels walls of his life dropping away', 'the broken trails', 'sudden pits underfoot',*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the feelings words the children have used. Work together as a class to answer as fully as possible, using two acceptable points, one with evidence. Children to use their feelings words and the evidence they circled to orally tell or write an answer. They may want to orally rehearse the answer or write it down.

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, Thinking Voice,** or **Anchor Question** responses.

Acceptable Point(s) Anchor Question
- in awe of the surroundings
- the surrounding feel huge and impressive
- feels like the surroundings are having a positive impact on him,
- feels like a luxurious environment to be in
- feels like beauty surrounds him
- feels free

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Vocabulary

begin-calls	reverence

Lesson 2: Fluency

‘A forest is a gold mine to a Naturalist.’
The live hush – rustle – reverence.
He feels walls of his life dropping away.

Lesson 2: Anchor Question

How does Darwin feel during his stay in Botofogo Bay?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Read / Teacher Model/ Children Practise

Use the entire poem from the book. Here is an extract:

He lies content in the hot blind kitchen of night
in his cottage on Botofogo Bay, listening
to sleepy begin-calls of birds. He can feel
jungle press the house around him.

'A forest is a gold mine to a Naturalist.'
The live hush – rustle – reverence.
He feels walls of his life dropping away.

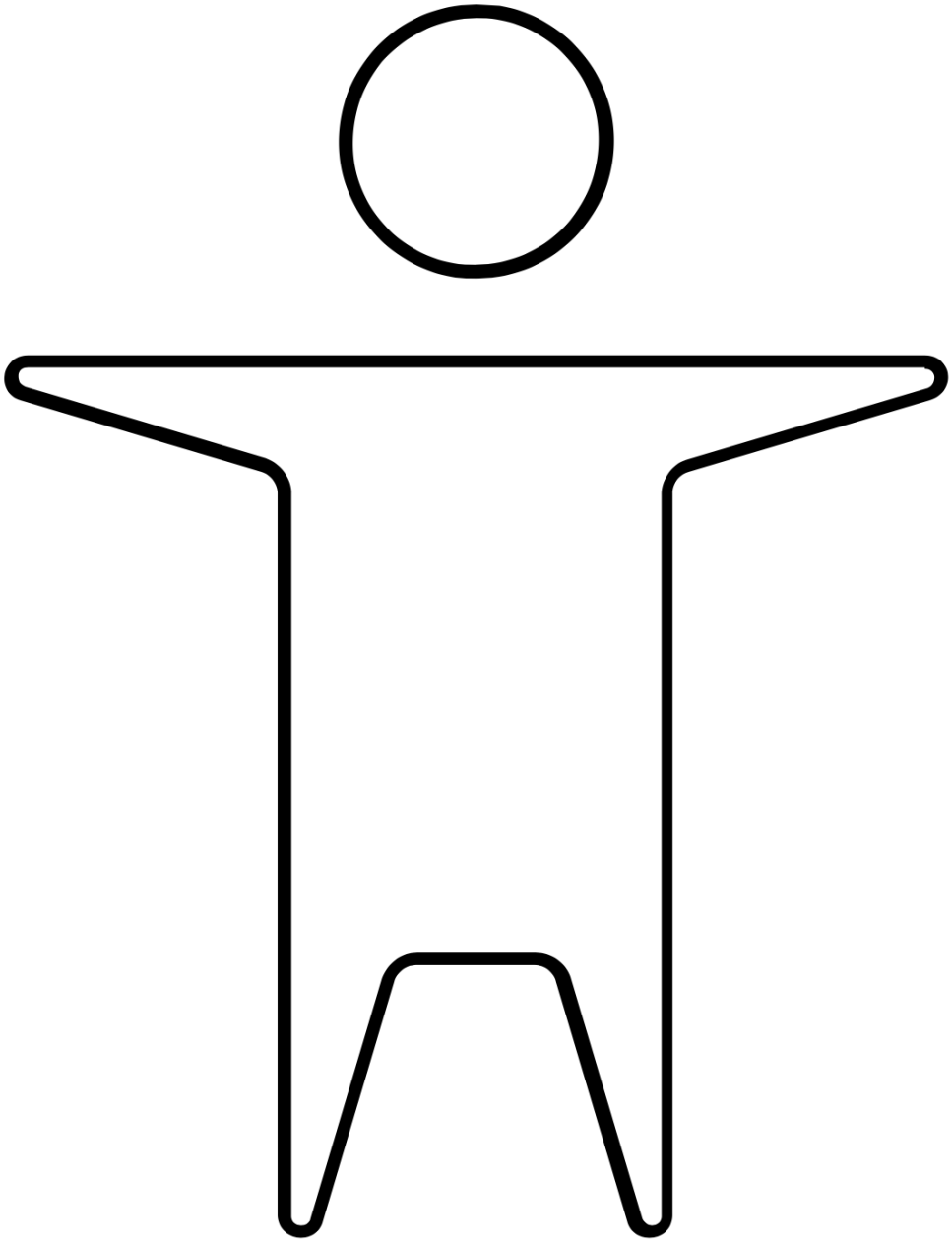
You need people who know
the broken trails, sudden pits underfoot,
and the animals. Capybara, jaguar, agouti.

Extract ©from Darwin a Life in Poems Ruth Padel Vintage Books



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Children Apply



How does Darwin feel during his stay at Botofogo Bay?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	3	Vehicle Text & Page	The Balance Sheet by Ruth Padel From Darwin A Life in Poems p. 59

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What are the arguments for and against marriage for Darwin as presented in this poem?	society, solitude, anxiety, responsibility, misrule, quarrelling, banished, indolent, companion,	• Read closely, annotating for specific purposes • Retrieve, record and present information • Recognise Y5/6 word list words with automaticity	2b retrieve and record information / identify key details from a text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the handwritten note on this page on the internet: Charles Darwin Creates a Handwritten List of Arguments for and Against Marriage (1838) | Open Culture Explain that Darwin was unsure as to whether or not he should marry after returning from his travels so he made a list of pros and cons to marriage.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: Talk about the phrase *'Not…bend in every* trifle' and explain that this means – not to get involved in trivial things. Children to match the words with the definitions. Take brief feedback and **Clarify**. Note words in the Y5/6 spelling list – *interfere.*
Explore & Respond: Read through all of the poem, paying attention to new vocabulary. Examine the layout of the poem (title, 6 stanzas, no rhyme – in two parts). Note that the first half of the poem includes the reasons against marriage and the second half, the reasons for. Try to read as if contemplating the reasons for and against to help children understand the points made in the poem.
Fluency: Teacher read stanza 3 with **Expression** and **Intonation**. Particularly focus on the line that ends in exclamation mark. Children to **Choral Read** the stanza with the teacher.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share an enlarged copy of the first stanza and refer to the **Anchor Question**. Begin by circling words and phrases that show some of the reasons against marriage. Use **Thinking Voice** as you annotate the text.
Reference the Text: Circle *'freedom to go where I please', 'conversation of clever men', 'choice of society', 'no one to interfere with solitude', 'not forced to visit relatives', 'she…might hate London'.* Now consider what each of these pieces of evidence tell us about why he doesn't want to marry.
Teacher Talks: I will add the word *'freedom'* to the reasons against marriage, as he has stated that he will be able to go where he pleases if he doesn't get married. *'Good conversation'* will be added to the table next, as he wants to be able to talk to men who are as clever as he is. *'To be alone'* will go next as no one will be forcing him to mix with others if he doesn't want to. Complete Lesson 3: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Child A to have a copy of the 'Against' part of the poem and child B have a copy of 'For'. They each focus on one of the sides of the argument then feedback to each other and discuss.
Practise Taught Strategies & Skills: Each child circles key words that help to show the reason for or against marriage and uses **Thinking Voice** to justify choices.
If children are struggling consider 'For' – *'children are anxiety', 'responsibility', 'expense', 'not so much money for books', 'misrule in the house', 'quarrelling', 'banished to country', 'unable to read', 'fat and indolent'.* 'Against' evidence may include, *'constant companion', 'friend in old age', 'object to be loved', 'played with', 'better than a dog', 'female chat', 'charm of music'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 3: Apply Activity, including words that sum up the two sides of the argument as to whether to get married or not.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the words and phrases chosen and the words they have used to sum up both sides of the argument. Remind children that the poems are fictional, but that this is based on an actual list that Darwin wrote in order to decide whether he should marry or not. **Do not reveal whether or not he decided to marry at this point.**
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Thinking Voice, annotate for a specific purpose** or **Anchor Question** responses.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

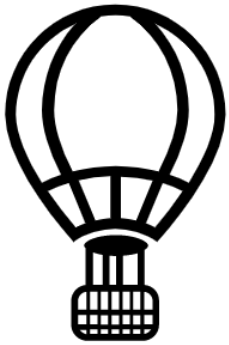
Lesson 3: Vocabulary

society	Large group of people living together in an organised way
solitude	A layer of dirt on skin or on a building
anxiety	An uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
responsibility	Something that is your job or duty to deal with
misrule	Bad government that shows no justice or fairness
quarrelling	Dark and often also dirty
banished	A person you spend a lot of time with because you are friends or you are travelling together
indolent	The situation of being alone without other people
companion	Showing no real interest or effort

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Fluency

Freedom to go where I please. Conversation of clever men at clubs. Choice of society: and little of it…No one to interfere with solitude I need. Not forced to visit relatives, or bend in every trifle. Whoever she is might hate London!



Lesson 3: Anchor Question

What are the arguments for and against marriage for Darwin as presented in this poem?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Teacher Model/ Children Practise

Use the entire poem from the book. Here is an extract:

Against

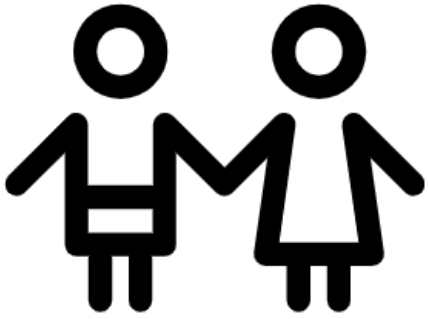
Freedom to go where I please. Conversation of clever men
at clubs. Choice of society: and little of it…No one to interfere
with solitude I need. Not forced to visit relatives, or bend
in every trifle. Whoever she is might hate London!

Children are anxiety, responsibility, expense.
Not so much money for books. There could be misrule
in the house. Quarrelling, even. Banished to country,
unable to read in the evening, becoming fat indolent fool.

For

A constant companion and friend in old age.
An object to be loved & played with. Better than dog.
Children, if it please God. A home –
and someone to care for it. Female chat

Extract ©from Darwin a Life in Poems Ruth Padel Vintage Books



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Teacher Model

Against Marriage	For Marriage
Freedom	
Good conversation	
To be alone when he feels like it	
Choose his own company	

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Children Apply

Against Marriage	For Marriage



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	4	Vehicle Text & Page	The Balance Sheet by Ruth Padel From Darwin A Life in Poems p. 59

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can we perform the poem to show the dilemma Darwin had about whether to marry or not?	society, solitude, anxiety, responsibility, misrule, quarrelling, banished, indolent, companion,	• Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Make comparisons within the text • Increase understanding of how punctuation can vary and affect sentence structure and meaning to help avoid ambiguity	2h make comparisons within a text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap the poem from yesterday and some of the reasons for and against marriage.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Recap vocabulary from yesterday's session.
Explore & Respond: Explain to the children that they will be considering a way to perform the poem – in which each side of the argument is brought to life through their performance. They will be considering ways to make the strongest argument, using their performance.
Fluency: Read the first stanza and note how the end of the lines do not correlate with how the poem is read. Draw attention to punctuation, particularly ellipsis, commas and exclamations as you model fluency. Children to **Choral Read.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the second stanza without any expression and without following the punctuation cues. Discuss together with the children how this can be improved in order to answer the **Anchor Question**.
Reference the Text: Draw out together ways in which it can be performed in a better way. For example, consider **Stress,** where you add emphasis to certain words, e.g. *'anxiety', 'responsibility', 'expense', 'misrule', 'quarrelling', 'banished'* and *'fat indolent fool'*. Demonstrate a change in voice as these words are read. Look at how facial expression and body movement may support too, e.g. using fingers to count out *anxiety, responsibility, expense,* as if listing all of the bad things associated with having children. All of the time, discuss whether it sounds better when making these performance changes. Ensure you are modelling how you evaluate each performance change you make.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Class to split into two parts, one working on the 'For' performance and the other the 'Against' (the children could be split into smaller groups to do this).
Practise Taught Strategies & Skills: Encourage children to follow the cues of the poet and to constantly evaluate the performance changes they are making – listening each time and discussing ways to improve. Challenge the children by saying you will take the role of Darwin and make your decision based on their most convincing performance.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Watch and listen to the performances and allow opportunities for more than one attempt if needed.
Verbal & Written Responses: Evaluate each other's performance, focusing on how they have followed the cues of the poet and their own choices around making the performance of the argument effective. Allow opportunities to tweak and change based on feedback. Tell them who you would side with based on their performances and then reveal that Darwin did, indeed marry.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Stress, Performance,** or **Anchor Question** responses.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Vocabulary

society	Large group of people living together in an organised way
solitude	The situation of being alone without other people
anxiety	An uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
responsibility	Something that is your job or duty to deal with
misrule	Bad government that shows no justice or fairness
quarrelling	Arguing
banished	To send someone away, especially from their country, and not allow them to come back
indolent	Showing no real interest or effort
companion	A person you spend a lot of time with because you are friends or you are travelling together

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Fluency

Freedom to go where I please. Conversation of clever men at clubs. Choice of society: and little of it…No one to interfere with solitude I need. Not forced to visit relatives, or bend in every trifle. Whoever she is might hate London!

Lesson 4: Anchor Question

How can we perform the poem to show the dilemma Darwin had about whether to marry or not?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Read/ Teacher Model/ Children Practise

Use the entire poem from the book. Here is an extract:

Against

Children are anxiety, responsibility, expense.
Not so much money for books. There could be misrule
in the house. Quarrelling, even. Banished to country,
unable to read in the evening, becoming fat indolent fool.

For
A constant companion and friend in old age.
An object to be loved & played with. Better than dog.
Children, if it please God. A home –
and someone to care for it. Female chat

Extract ©from Darwin a Life in Poems Ruth Padel Vintage Books

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	5	Vehicle Text & Page	Darwin A Life in Poems Ruth Padel The Awfulness of Plymouth p.27, In the Seraglio p.38, The Balance Sheet p.59

Anchor Question(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What impressions do you get of Darwin based on the fictional poems?	N/A	• Read closely, annotating for specific purposes • Draw inferences, justifying inferences with evidence	• Make inferences from the text / explain and justify inferences with evidence from the text



Extended Apply lesson

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

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

Activate Prior knowledge: Ask children to look through the range of poems they had this week. Recap which parts of Darwin's life they are related to and how Padel used extensive knowledge of the events in his life and the recollections of family members, to create the poems. Whilst they are fictional, they are based on true events.

Vocabulary: N/A

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Allow time for the children to explore and reread the poems.

Written Responses / Evidence Anchor Question(s):

Children to work in pairs to read through each poem and circle and discuss words and phrases that give us an impression of what he might have been like.

Children complete Lesson 5: Children Apply activity by choosing an acceptable point about the person that Darwin might have been and evidence to support.

Additional Activity:

Drama activity – Host a 'This is your life' type interview of Darwin. A few children to take turns to be in role as Darwin and the other children to ask questions. Encourage the children to use their knowledge from the poems.

Comprehension Questions

1. Find and copy three words that tell you children would be a burden to Darwin.
2. Which city does Darwin want his wife to like, if he were to marry?
3. Find **one** positive and **one** negative aspect of having a wife, according to the poem
4. Find two words that show London is not a clean and pleasant environment to live in

Feedback on Learning:

Use assessment for learning to inform feedback to children. This may include **Text Mark, Infer**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Anchor Question

What impressions do you get of Darwin from the poems studied?

Lesson 5: Children Apply

Impressions (points)	Evidence	Poem Title

What impressions do you get of Darwin from the poems?

Include 2 points with evidence for one of them.

_____

_____

_____

_____

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

Use the poem The Balance Sheet to answer the following questions

1. Find and copy three words that tell you children would be a burden to Darwin.

_____ _____ _____

2. Which city does Darwin want his wife to like, if he were to marry?

_____

3.

Find **one** positive and **one** negative aspect of having a wife, according to the poem?		
	Positive	Negative
Wife		

4. Find two words that show London is not a clean and pleasant environment to live in?

_____ _____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

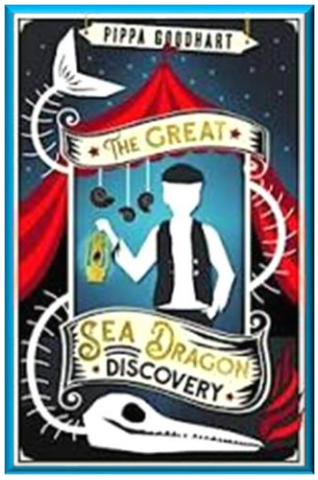
Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit C: Evolution and Inheritance

Fiction



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	1	Vehicle Text & Page	The Great Sea Dragon Discovery Pippa Goodhart Adapted from pp.1&2 and blurb

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

Vocabulary Teaching:
wilting, grubby

Subject Specific Vocabulary:
ink well, coprolite

Focus Comprehension & Strategies:
- Read closely, annotating for specific purposes
- Connecting prior knowledge and textual information to make inferences and predictions
- Predict what might happen from details stated and implied

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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the front cover of the book. **Book Talk** the illustration and draw out key features, e.g. old fashioned clothing, lantern with real flame, fossils hanging. Use a flipchart to record initial thoughts about the book. Share the blurb and encourage further discussion around the character, setting and content of the story. Ask children to point out evidence to back up their ideas.

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 the words *'wilting'* and *'grubby'* (Lesson 1: Vocabulary). Encourage children to explain vocabulary in context of each sentence. Tell children the meanings of *'coprolite'* and *'ink well'*.

Explore & Respond: Read to the children the blurb and the first two pages of the Vehicle Text (Lesson 1: Read) ensuring children also have access to it. Read with expression. There are two main areas within this extract that link the **Anchor Question** which are 1) setting (time and place) 2) characters – particularly the character of Bill. Take some short responses and encourage the children to **Stop & Jot** their initial thinking about how the characters and the setting will influence how the story develops.

Fluency: Read again the blurb, using **Expression** and noting exclamation marks ellipses etc. (Lesson 1: Fluency). Children to **Pair Read** using expression.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read a section and tell the children you are struggling to understand the meaning. Tell them you will reread for sense. Explain this is a strategy to use when a reader is unsure of what they have just read.

Model **Text Marking** -circling words and phrases from the text extract (Lesson 1: Read / Teacher Model / Children Practise) that helps make **Predictions and Inferences** about what might happen in the story. Teacher note: it is important that children recognise that their predictions and inferences will *always* be based on textual evidence.

Reference the Text: Focusing on Setting: Circle *'coprolite diggings', 'Grantchester', 'September 1860', 'village', 'schoolroom', 'a hundred children crammed in', 'farm cart down the road'.*

- Teacher makes Inferences about the setting: these words and phrases suggest a rural environment where the natural environment and farming may be a feature. *'Coprolite diggings'* suggest these special fossils have been found in the village surroundings. It is set in the Victorian era, as we can see from the date, suggesting there will be historical details in the story and life will be different to how it is today. The schoolroom is a feature of the opening and many children are in one class – again suggesting it is not set in current times.
- Teacher make a prediction: I predict that the story will centre around the coprolite diggings and how the village responds. The action could take place in the village, the schoolroom and where the diggings are happening. It is set in the past and the details about life in Victorian times will be included in the story. Add to Lesson 1: Teacher Model sheet.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Focusing on the characters – particularly the character of Bill: Children to work in pairs to make inferences and predictions based on information about the characters. Some teacher guide questions: What is he like? How do you know? What is being suggested about him? What might happen to him in this story based on the words you have read? What predictions can you make?

Practise Taught Strategies & Skills: Children to use **Text Marking** to inform their discussions.

If the children are struggling, consider *'Bill feels it's up to him to make things better', 'dropping out of school', 'starting work at the coprolite diggings', 'makes a great discovery', 'change their lives forever', 'prove himself…make everything right', 'by the end of the afternoon he'd know', 'thirsty as a daisy', 'sour smell…made Bill long to be outside again'.*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to feedback to their group and prepare their answer to the **Anchor Question** to share with the rest of the class. Children to 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**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
Character: Answers such as:
- Bill is poor and his family are struggling. I predict he will be able to help them out of their tough times.
- He is curious, inquisitive and determined. I predict he will find a fossil which will change life for them all.
- He prefers being outside to in school so I predict he will leave school and that gives him the chance to make his discovery.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Vocabulary

wilting	grubby
coprolite	A stony mass consisting of fossilized faecal matter of animals
Ink well	A pot for ink housed in a hole in a desk



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Fluency

Dad has lost his job and mum is really ill…
Bill feels it's up to him to make things better – even if that means dropping out of school and starting work at the coprolite diggings.
Then one day he makes a great discovery…a gigantic sea dragon hidden underground!
Bill and his friend Alf think this amazing ancient fossil could change their lives forever. Can Bill finally prove himself and make everything right?



Lesson 1: Anchor Question

How will the setting and characters influence how the story develops?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Read / Teacher Model / Children Practise

Blurb

Dad has lost his job and mum is really ill…

Bill feels it's up to him to make things better – even if that means dropping out of school and starting work at the coprolite diggings.

Then one day he makes a great discovery…a gigantic sea dragon hidden underground!

Bill and his friend Alf think this amazing ancient fossil could change their lives forever. Can Bill finally prove himself and make everything right?

Grantchester, September 1860

The daisy on Miss Snelling's desk was wilting in the heat. Bruisewort. It was old Mrs Coddle in the village who called daisies Bruisewort. She said their juice would cure bruises or keep a cut clean. But Dad had told Bill that 'daisy' was really 'day's eye', because the flower opened in daylight but closed at night. Bill had picked this one in the school lunch break, from the patch of grass where he and the others sat to eat and chat. Coming back into the schoolroom for afternoon lessons, he'd popped the daisy into the inkwell on Miss Snelling's desk. He could see it now, flopped over but still with petals spread wide. Would a plant drink ink as happily as it would drink water? Or would the ink kill it? By the end of the afternoon he'd know.

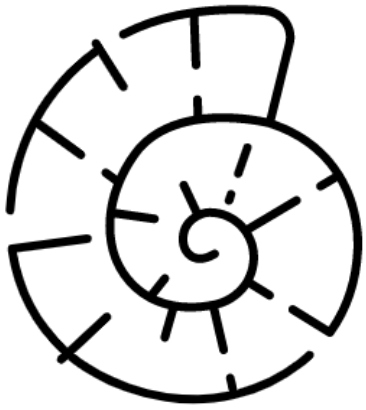
Bill was as thirsty as the daisy. It was too hot in that small classroom with a hundred children crammed in. There was a new lot who had only arrived in the school that day. The Smiths. Eight of them, so that now everyone was squashed tighter than ever into the school benches. The sour smell of hot, grubby bodies made Bill long to be outside again. At least his end of the bench was near the window. Bill squinted into the sunlight shining through the diamond panes, watching a farm cart being pulled down the road by a big white horse.

Adapted extract © The Great Sea Dragon Discovery Pippa Goodhart Catnip Publishing Ltd

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Teacher Model Activity

Setting	
Reference the Text	Prediction: What might happen in the story
Village / farm cart	Story will be set in a rural environment and the discovery of the coprolites might a surprise or shock to the rural community
Coprolite diggings	These are special fossils and suddenly there is a large dig going on in this village environment. I think the story will centre around the diggings and how the village responds to what is unearthed
1860	It is set in the past and the details about life in Victorian times will be included in the story.
Crammed schoolroom	Some of the action could take place here and we might learn what school life was like during the Victorian era



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Children Apply

Characters – especially Bill	
Reference the Text	Prediction: What might happen in the story

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	2	Vehicle Text & Page	The Great Sea Dragon Discovery by Pippa Goodhart Adapted extracts from pp.95-97

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How did people respond to Darwin's theories in the Victorian times? Teacher Model Question: **How do we know that Darwin's theories were new to people in the Victorian era?**	suspect, relatively late, clerical	• Read closely, annotating for specific purposes • Draw inferences, justifying inferences with evidence • Retrieve, record and present information from fiction	2d make inferences from the text / explain and justify inferences with evidence from the text 2b retrieve and record information

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Remind children that the story is set at the time that Darwin's 'On the Origin of the Species' had just been published (1859) and the public were starting to hear about his theories on evolution. Ask the children what they recall from the non-fiction work as to how people responded to his work.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage the children to use **Find Read Talk** to locate and discuss (Lesson 2: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions should they arise.
Explore & Respond: Read the extract from pp.95-97 (Lesson 2:Teacher Model / Children Practise / Children Apply). Focus in particular on changing your voice as each character speaks – the expert adult and the interested child. Take initial responses to the **Anchor Question** using **Stop & Jot.**
Fluency: Read the extract where Mr Seeley asks Bill to be quiet (Lesson 2: Fluency). Emphasise the difference between Bill's innocent questioning (use **Volume** and **Expression**) and Mr Seeley's warning tone, as he implores Bill to be quiet. Children to **Pair Read,** using expression, the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question. Gather words and phrases from the text extract (see Lesson 2: Teacher Model Activity Sheet) that help us to see that Darwin's theories were new in the Victorian era. Use **Thinking Voice** to explain choices to the children.
Reference the Text: Circle the words *some scientists suspect, man didn't even exist, School of Mines, I learned, very odd fish-like things, no animals let alone humans.*
Teacher Talks: Here the words 'some scientists suspect', tells us that only a few people in society were thinking of the possibility of man not being on Earth since the beginning of time. To suspect means they are only just beginning to have some grounds for thinking that this could have been the case. The 'School of Mines' was a place where geology and mining could be studied and they were beginning to learn about fossils. This study showed that there were no human remains – so scientists and geologists learning at these places were beginning to consider that life may have changed over millions of years.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children explore the rest of the extract, working collaboratively to answer the **Anchor Question**. Child A focuses on the scientific ideas coming out at the time and Child B considers the view the church.
Practise Taught Strategies & Skills: Children circle words and phrases and use **Thinking Voice** to answer the **Anchor Question.** If the children are struggling, consider *'Mr Charles Darwin', 'believe that life changed', 'humans arriving relatively late', 'things evolved over enormous stretches of time', 'God can't have made the world for people, then', 'Shush!', 'frowning fiercely', 'not everyone agrees…not even Professor Sedgwick', 'that questions is exactly what scientists and men of the church are arguing about', God can't have made a mistake or changed his mind', 'others think…changed and evolved over more time than you or I can get our brains to think about'.*

Step 4: APPLY

Children Apply 10 mins

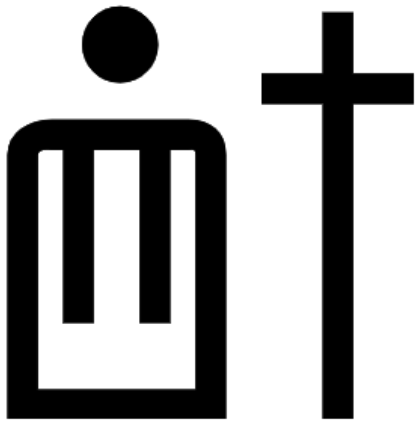
Evidence Anchor Question(s): Children complete Lesson 2: Apply activity
Verbal & Written Responses: Discuss together the attitudes towards the theories using the evidence circled. What does this tell us about the responses to Darwin's theories? Darwin was a religious man himself – how might he have felt, writing about these findings and sharing them with the world?
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-use of the strategies taught (**Text Marking**, **Thinking Voice, Volume** and **Expression** and **Stop & Jot, Find Read Talk**) and responses to the **Anchor Question**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Vocabulary

suspect	relatively late
clerical	



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Fluency

‘God can’t have made the world for people, then,’ said Bill. ‘But if God made the world for dinosaurs, then why aren’t they still around?’

‘Shush!’ Mr Seeley put a finger to his mouth again,and nodded his head towards where the white-haired gentleman in clerical collar was frowning fiercely. ‘Not everyone agrees with Mr Darwin’s ideas, not even Professor Sedgwick. Come and see something more, and then I must get to my lunch, and I suspect you must do the same.’

Lesson 2: Anchor Question

How did people respond to Darwin’s theories in the Victorian times?

Teacher Model Question:

How do we know that Darwin’s theories were new to people in the Victorian era?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Read / Teacher Model / Children Practise

Actually, some scientists now suspect that man didn't even exist in those times.' Mr Seeley looked at Bill. 'After all, we don't find human fossils. In fact, when I was at the School of Mines I learned how the very deepest fossils being found in the coal mines show plants and some very odd fish-like things, but no animals at all, let alone humans. A Mr Charles Darwin, and others too, believe that life changed over millions of years, with humans arriving relatively late into the world. Things evolved over enormous stretches of time.'

'God can't have made the world for people, then,' said Bill. 'But if God made the world for dinosaurs, then why aren't they still around?'

'Shush!' Mr Seeley put a finger to his mouth again, and nodded his head towards where the white-haired gentleman in clerical collar was frowning fiercely. 'Not everyone agrees with Mr Darwin's ideas, not even Professor Sedgwick. Come and see something more, and then I must get to my lunch, and I suspect you must do the same.'

Mr Seeley showed Bill some stuffed and bottled birds and creatures. 'See these ones?' Mr Seeley pointed to a case of small birds. 'These were brought back from his travels to the other side of the world by Mr Darwin. The fascinating thing he found was that these particular birds are not found anywhere on earth except in the Galapagos Islands. And there are some creatures which are found only in Australia.

'So those lands *weren't* ever joined to Africa?' said Bill.

'Seemingly not.'

'But why did any of the land move?' said Bill. 'Isn't it fixed with, oh, roots or something? Did God change his mind and move it about, or did it move on its own?'

Mr Seeley raised his hands. 'That question is exactly what scientists and men of the church are arguing about. Some think that God can't have made a mistake or changed his mind. Others think that the world, and its creatures, have changed and evolved over more time than you or I can get our brains to think about.'

'Mr Gander said that God killed off the dinosaurs when he made the Great Flood,' said Bill. 'The dinosaurs were too big to fit in the ark.' He frowned. 'But some of these old animals could swim, couldn't they? Do you think the dinosaurs were wicked?'

'So many questions! And I don't have the answers.'

Adapted Extract from © The Great Sea Dragon Discovery Pippa Goodhart Catnip Publishing Ltd

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Children Apply

How did people respond to Darwin's theories in Victorian times?	
Scientists	The church

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	3	Vehicle Text & Page	The Great Sea Dragon Discovery Pippa Goodhart Adapted extracts from pp.105&106

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author show the negative feelings of Mrs Buckle as the boys show her the fossils? Teacher Model Question: **What details about Victorian homes and life has the author included in this extract?**	vicarage, pillars, lantern, lit wick, tradesmen, ammonite, hooped tartan skirt, tartly, heathen	• Read closely, annotating for specific purposes	2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to recall the different attitudes people had to Darwin's theories in the Victorian times and recall how opinion was divided as to the discovery of the fossils and what this meant about the origins of the world.

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

Vocabulary: Have a picture from the non-fiction texts already used to show what a hooped skirt would have looked like. Explain tartan. Share the rest of the 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 **Clarify**.

Explore & Respond: Read the extract (Lesson 3: Read/Teacher Model/Children Practise) and make it very clear from the use of you voice that Mrs Buckle does not entertain the idea of having fossils in the house. When you read the part, '*and her hand went to her throat'*, do the action at the same time. Ensure children are clear that she was not happy. Consider the fact that she lives in a vicarage. Ask why this might be relevant to her feelings about the fossils. Ask children to **Stop & Jot** their initial responses to the **Anchor Question**.

Fluency: Read the fluency section. Model use of **Expression** as you move from one character's voice to another and focus on the italicised words being said as an aside. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher Model Question: What details about Victorian homes and life has the author included in this extract? Circle words and phrases and use **Thinking Voice** to explain choices.

Reference the Text: Circle the words *'handle to pull a chain out of the wall that rang a bell', 'fancy lantern', 'lit wick flickering inside it', 'maid', 'tradesman's entrance', 'great hooped tartan skirt'.*

Teacher Talks: Here we have details about the vicarage. There was clearly a chain mechanism in Victorian times that acted as a doorbell when people came to the door. Inside the fancy lantern, there is a candle - not an electric light, which we would have nowadays. A maid working in the vicarage would have been common in Victorian times. They also had a door for work people (the tradesman's entrance), rather than coming through the grander front entrance! Mrs Buckle's skirt has a large metal hoop inside to make it stand out – typical fashion for the Victorian era.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children work collaboratively to answer the **Anchor Question**. Focus on the way the author has shown how she is feeling through what she says, what she thinks and what her body is doing.

Practise Taught Strategies & Skills:

Children use **Thinking Voice** to circle key words and phrases. If the children are struggling, consider '*what do you boys want? she asked tartly', 'her hand went to her throat', 'Oh no', 'Not fossils'. 'From those awful diggings', 'won't have', 'heathen things', 'this house', 'she slammed the door shut', 'she thinks that fossils make people doubt that God made the world in six days'.*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children use the circled words and phrases to help them complete the Apply sheet. Discuss together how authors use a range of techniques to show the reader how a character is feeling. Discuss how effective they are in this case.

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, Thinking Voice**) and responses to the **Anchor Question**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Vocabulary

vicarage	pillars
lit wick	tradesmen
ammonite	hooped tartan skirt
tartly	heathen

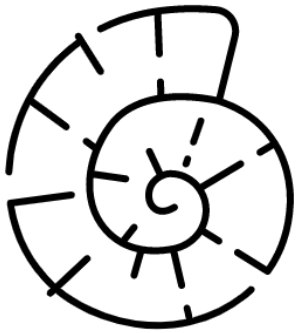


Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Fluency

'What do you boys want?' she asked tartly. Then she saw what they had in their baskets, and her hand went to her throat. 'Oh no,' she said. 'Not fossils. From those awful diggings, I suppose. Well, I won't have those heathen things in *this* house, and neither will the vicar!'

She doesn't know about those fossils in his desk drawer then, thought Bill. He supposed in a big house like this there was room for more secrets than would ever hide in his or Alf's sorts of home. But didn't God see all?



Lesson 3: Anchor Question

How does the author show the negative feelings of Mrs Buckle as the boys show her the fossils?

Teacher Model Question:

What details about Victorian homes and life has the author included in this extract?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Read / Teacher Model / Children Practise

The vicarage door was a big one under a porch with stone pillars. There was a handle to pull a chain out of the wall that rang a bell deep inside the house. Beside the door hung a fancy lantern, the metal cut in a pattern of ivy, with a lit wick flickering inside it. In the door was a brass letterbox mouth, waiting for packages and letters.

A maid opened the big door. It was Ena who'd been at school with Bill until last year. 'You can't come here!' she said, glancing over her shoulder. 'Go to the tradesmen's entrance.'

So they went around to the side of the house, to a door that didn't have posh stone pillars holding up a roof over you as you waited, or a lit lantern to welcome you, or a brass handle to pull and make a bell jangle somewhere inside. They knocked on the ordinary door, and it was still Ena who opened it.

'What've you got in there, then?' she said, poking an ammonite in Alf's basket.

'Fossils,' said Bill. 'We thought the vicar…' But before he could say any more, there was Mrs Buckle sweeping to fill the doorway with her great hooped tartan skirt,

'What do you boys want?' she asked tartly. Then she saw what they had in their baskets, and her hand went to her throat. 'Oh no,' she said. 'Not fossils. From those awful diggings, I suppose. Well, I won't have those heathen things in *this* house, and neither will the vicar!'

She doesn't know about those fossils in his desk drawer then, thought Bill. He supposed in a big house like this there was room for a lot of secrets. But didn't God see all?

'Who is there, Mama?' asked one of the vicar's daughters, trying to push past her mother's skirt to see.

'Nobody at all,' said Mrs Buckle, and she slammed the door shut.

'Charming,' said Alf.

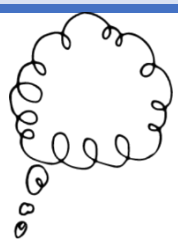
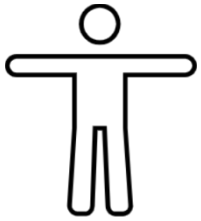
'She thinks fossils make people doubt that God made the world in six days, all of a piece and just how he wanted it,' said Bill, remembering what Mr Seeley had told him.

'She's right about that.'

Extract adapted from © The Great Sea Dragon Discovery Pippa Goodhart Catnip Publishing Ltd

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Children Apply

How does the author show Mrs Buckle's negative feelings as the boys show her the fossils?	
What is Mrs Buckle thinking? 	How does this show her negative feelings?
What is Mrs Buckle saying / how is she saying it? 	How does this show her negative feelings?
What is she doing / what is her body doing? 	How does this show her negative feelings?
Any other devices the author uses	How does this show her negative feelings?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	4	Vehicle Text & Page	The Great Sea Dragon Discovery Pippa Goodhart Adapted extract from pp. 117-120

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How is Bill affected by the fall into the trench where the big fossil lies?	gritty water, trench, greensand, numbed, frantic, solidifying, yearning	• Draw inferences, justifying inferences with evidence • Read closely, annotating for specific purposes • Retrieve, record and present information from fiction • Recognise all Y5&6 Word List words with automaticity	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: Read the section, *'The rain suddenly turned into hard hail, throwing itself so viciously at Bill he closed eyes hot with tears, and staggered backwards…stepping into nothing'.* Share some pre-searched images of fossil excavation trenches. Settle on an image of a deep, trench and ask children to think about what it would feel like if they were had suddenly fallen into the trench. Discuss together how the character might have felt to be inside the deep trench. Take brief feedback.

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

Vocabulary: Children **Find Read Talk** the new vocabulary. **Clarify** understanding. Give children the meanings of trickier words (Lesson 4: Vocabulary). Note words in the extract from the Y5/6 spelling list – *shoulder, bruising, desperate, determined*

Explore & Respond: Read the extract -Lesson 4: Read / Children Practise / Children Apply). **Stop & Jot** their initial responses to the **Anchor Question**.

Fluency: Read again the first paragraph (Lesson 4: Fluency). Focus on **Pausing,** using punctuation cues to aid meaning. Note the italicised *oomph!* and the use of the exclamation mark. Use appropriate **Intonation.** Children to **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Anchor Question. Model how to circle key words and phrases and use **Thinking Voice** to explain how they help to answer the **Anchor Question**.

Reference the Text: **Text Mark** the following significant words and phrases:

'gasping with shock', 'hitting…head…shoulders on the hard', 'wet earth walls', 'freezing cold mud'.

Teacher Talks: he doesn't know what has happened – he stepped back expecting there to be ground to step onto. Instead he has fallen in the trench and is in shock. He has been physically hurt by the fall and is freezing cold down in the trench. Underline any new vocabulary. Add to the Lesson 4: Teacher Model sheet, showing what Bill is saying, what he is thinking and how his body is affected and the harsh conditions of the trench itself.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have a copy of the text per pair to allow for discussion and collaboration. Encourage children to find evidence to answer the **Anchor Question**.

Practise Taught Strategies & Skills: Children **text Mark** by circling key words and phrases to gather evidence to answer the **Anchor Question**. If the children are struggling, consider *'head dizzy', 'body hurting', 'cold and bruising', 'trying to work out where he was', 'cold', 'gritty water washed over his face', 'spluttered and coughed', 'he knew', 'bottom of a long, narrow, steep-sided trench', 'desperate to escape', 'Oh no!', 'Bill was sobbing now', 'couldn't feel them'.*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Look together at what children have gathered on their Apply activities. Check that the points they have included are acceptable then use the information to create a complete written answer to the **Anchor Question**, with a focus on including two acceptable points, one with evidence. For example: When Bill fell into the trench he was physically hurt as it said that he hit his head and shoulders on the hard walls. He was also desperate to get out. Children to use their Apply activies and formulate an answer to the question, using appropriate evidence.

Acceptable Point(s) Anchor Question

- shocked
- didn't know where he was/confused
- physically hurt
- desperate
- upset
- trapped/ feeling the need to get out

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

-use of the strategies taught (**Text Marking**, **Stop & Jot**) and responses to the **Anchor Question**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Vocabulary

gritty water	trench
numbed	frantic
solidifying	yearning
gravelly greensand	A supplement to improve the condition of soil

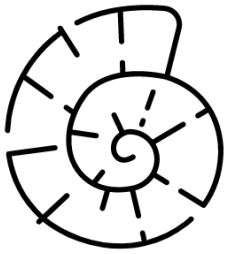
Lesson 4: Fluency

Bill fell, gasping with shock, and hitting his head and shoulders on the hard, wet earth walls as he fell before landing – *oomph!* – into freezing cold mud.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Anchor Question

How is Bill affected by the fall into the trench where the big fossil lies?



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Read / Teacher Model / Children Practise

Bill fell, gasping with shock, and hitting his head and shoulders on the hard, wet earth walls as he fell before landing – *oomph!* – into freezing cold mud.

He lay for some moments, head dizzy, body hurting with cold and bruising, trying to work out where he was. He turned his head, and cold, gritty water washed over his face. He spluttered and coughed, pushing himself upright. And then he knew. He was at the bottom of a long, narrow, steep-sided trench.

Bill forced himself to sit, and then to stand, leaning against the mud. He reached his hands up towards the light of open air above him, but his fingertips were a good three or more feet below the top of the trench. There were steps at the end of every trench, so Bill waded, desperate to escape, but the earth steps had already been washed away.

'Oh no!' Bill lifted a foot and tried to climb the slight lumps that had been steps, but the slippery wet clay crumbled under him as soon as he put weight on it. 'Oh, please!' Bill was sobbing now, pressing his hands into the mud walls, but the trench was too wide to let him press his hands and feet on either side, to work his way up.

He was trapped. The trench was an oversized grave, waiting to bury him with the ancient remains of other creatures from all those years ago. But he had a life to live *now!* A Ma who needed him, and a baby sibling who depended on him, too. And Dad, away but trusting Bill to care for those others!

Bill's boots were under water, that was so cold it hurt his legs and numbed his feet. When he lifted one foot out, the other sank deeper. A part of the wall crumbled and fell into the water at his feet with a splash. 'Please, no!' Another splash, and suddenly Bill was frantic, clawing and kicking at the cold, hard, wet earth and stones of the trench wall, trying to work hand holds and foot holds to climb…

…But who could hear Bill, down as deep as the bodies in the graveyard? Bill sat in the rising cold water now, trying to make his lungs work as he panicked at the thought of never being able to breathe again. All he could think was that he would be buried, and the world would go on, just as it had always done. Would he turn into a fossil, solidifying into stone over thousands – millions – of years? His legs might as well be stone already. He couldn't feel them. Tears, hot as new-made tea, scorched down his face…

…Bill's heart ached with a yearning to know his baby brother or sister. He ached to put things right with Ma and Dad. He ached with a longing to have more life in which to find out more about…oh, everything. He wanted to live!

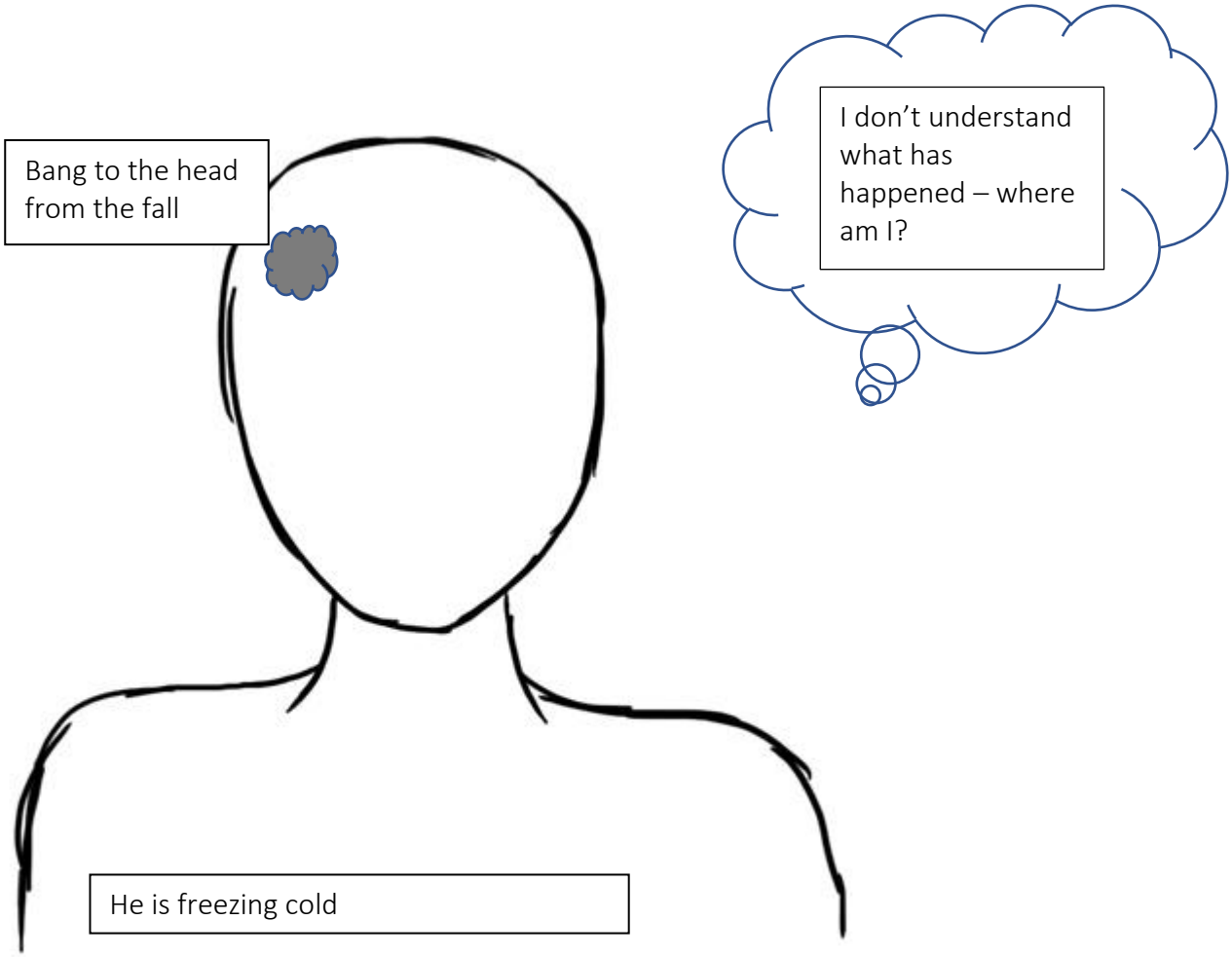
With a roar of fury, Bill stood and kicked his already dead-seeming legs, determined to try again and get out. He kicked away a patch of the greensand that slumped into the dirty water.

And that's when he saw the crocodile.

Extract from © The Great Sea Dragon Discovery Pippa Goodhart Catnip Publishing Ltd

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

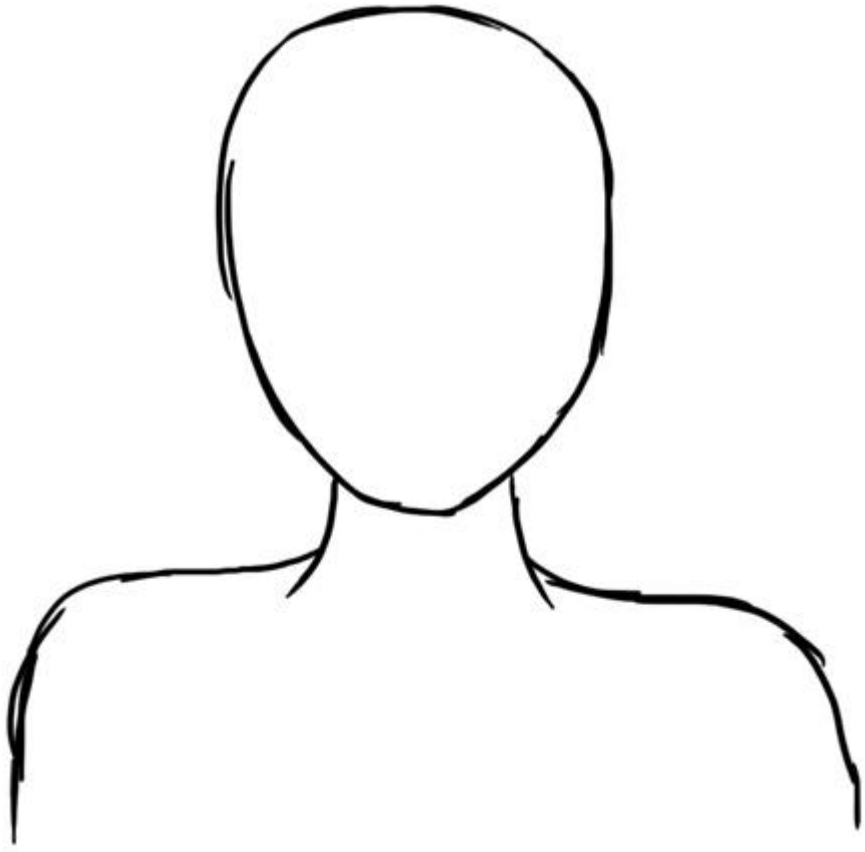
Lesson 4: Teacher Model



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd.

Lesson 4: Children Apply

.



How is Bill affected by the fall into the trench where the big fossil lies?

Include 2 points with evidence for one of them.

_____

_____

_____

_____

_____

_____

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	5	Vehicle Text & Page	The Great Sea Dragon Discovery Pippa Goodhart Adapted extract from pp.219-222

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What does the discussion between Bill and Mr Seeley tell us about evolution?	reinforced, laid bare, bony structure, excavating, mass of small bones, haunches, origin, according to their circumstances	• Read closely, annotating for specific purposes • Retrieve, record and present information from fiction • Recognise all Y5&6 Word List words with automaticity	2b retrieve and record information / identify key details from fiction



Extended Apply lesson

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

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

Activate Prior knowledge: Remind children of the knowledge gained when reading the non-fiction books about evolution. Jot some of the points the children make down on a flip chart.

Vocabulary: Share the words and phrases found within the text (see Lesson 5: Vocabulary). Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and discuss these with them. Nb Y5/6 word list word – *environment*.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Allow time for the children to explore and read the extract (Lesson 5: Read). Encourage the children to **Text Mark** words and phrases which provide evidence to help them to answer the Anchor Question. Take general feedback.

Written Responses / Evidence Anchor Question(s):
Children to complete the Apply activity, answering the **Anchor Question**

Additional Apply Activity:
Drama activity – Group role play. Ask children to work in groups and to act in role as the characters from the book and to have a discussion about the findings and their views on it. Encourage 'Mr Seeley' to talk confidently about what the findings tell him about evolution and 'Mrs Buckle' to show the alternative view – that the similarities are because God made them all. 'Bill' can question both, trying to understand more and come to his own conclusions.

Comprehension Questions
1. How is Bill useful to the university men?
2. What animal shape did the ichthyosaur resemble?
3. Was Bill interesting in the fossil digging? What makes you say this?
4. What explanation did Mr Seeley give for why animals had changed so much over time?

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**
•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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Vocabulary

reinforced	laid bare
bony structure	excavating
mass of small bones	haunches
origin	according to their circumstances

Lesson 5: Anchor Question

What does the discussion between Bill and Mr Seeley tell us about evolution?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

Bill was useful to the university men, not just in showing where he'd found the fossil, but in doing odd jobs too. They sent him to the pubs to fetch hot drinks in bottles wrapped in cloths to keep the heat in. they asked him to fetch tools or to put small fossil finds somewhere safe. Every so often, Mr Seeley invited Bill down into the reinforced trench to see that the rest of the ichthyosaur was being laid bare for the first time in what he said was probably millions of years. Bit by bit, nearly all of the bony structure of Croccy's body was revealed; it was much longer than Bill, and shaped rather like pictures of dolphins he'd seen. Bill felt as if the creature was being slowly born from a very different time into the world that Bill knew. If only Croccy could speak and talk about the world he had lived in here when it was so different!

'See that?' said Mr Seeley, a few days into the excavating. 'That's one of the ichthyosaur's paddles.' There was a mass of small bones, together making a paddle shape. 'Like a Roman mosaic, do you see? It's the creature's hand, of course.'

'It doesn't look like a hand,' said Bill.

'There are no fingers, it's true,' said Mr Seeley. 'But the bone structure is just the same as if it were fingers, but supporting a paddle shape rather than a hand like yours or mine.' Bill spread out his hand and looked at it. Mr Seeley sat back on his haunches and brushed soil from his trousers. 'A bird's wing, a bear's paw, a human hand, or an ichthyosaur's paddle; they all have the same bone structure. Some would say that shows that one designer, God, made them all. Men such as a chap called Huxley say that those bone similarities show that all creatures developed from the same origin. They evolved differently according to their circumstances.'

'So do I have the same thousand-of-times-great-grandparents as this ichthyosaur?' said Bill.

'I don't know about that,' said Mr Seeley. 'All these dinosaur and sea creatures laid eggs, of course, while mammals such as you and I are born from our mothers. With that in mind, you might say that fish and dinosaurs have more in common with birds than us.'

'But why have animals changed so much since the ichthyosaur lived here?'

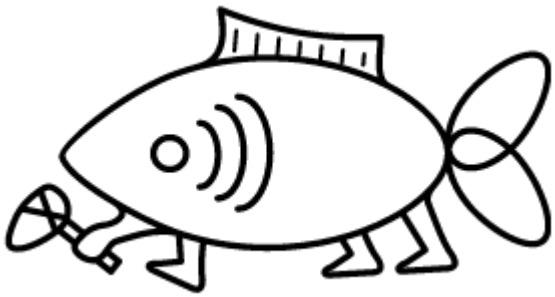
'They probably evolved tiny bit by tiny bit as the climate changed, or the food supply changed, and goodness knows what else changed. Creatures adapt to the environment they find themselves in because those best suited survive and breed, while those less suited die out.

Adapted extract from © The Great Sea Dragon Discovery Pippa Goodhart

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

What does the discussion between Bill and Mr Seeley tell us about evolution?



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

1. How is Bill useful to the university men?

_____

_____

_____

2. What animal shape did the ichthyosaur resemble?

_____

3. Was Bill interested in fossil digging? What makes you say this?

_____

_____

_____

4. What explanation did Mr Seeley give for why animals had changed so much over time?

_____

_____

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Shared Reading Planning

Year 6

Curriculum Driver: Science

Unit A: Evolution and Inheritance

Fiction



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	1	Vehicle Text & Page	The Explorer Katherine Rundell Adapted extracts from pp.1-4

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How will the characters and setting influence how the story develops?	cockpit, throttle, vast sweep of blue, grimacing, deserted, ferocious, soldierly, slumped	• Read closely, annotating for specific purposes • Connecting prior knowledge and textual information to make inferences and predictions • Recognise all Y5&6 Word List words with automaticity	2e predict what might happen from details stated and implied

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show pictures of the front cover and the blurb, including the reviews on the back cover and use **Book Talk** to explore what the children think the story might be about. Ask whether they have they read any other books with a similar plot / by the same author. Consider what **prior knowledge** they can use to support their **predictions.**

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

Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 1: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions, should they arise. Note the Y5/6 spelling list words – *soldier(ly), determined(ly)*.

Explore & Respond: Read extract from the first chapter (Lesson 1: Read/Teacher Model/Children Practise). There are two main areas within this extract that link the **Anchor Question** which are 1) characters and 2) setting. Take some short responses and encourage the children to **Stop & Jot** their initial thinking about the characters and the events.

Fluency: Read the final section from the extract (Lesson 1: Fluency). Focus on **Expression**, particularly when speaking the girl's words. Following this, children to **Pair Read** using **Expression** the same paragraph.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Re-read the extract and model circling words and phrases from the text extract that help make **Predictions and Inferences** about what might happen in the story. Add these to Lesson 1: Teacher Model. Teacher note: predictions are rooted in evidence.

Reference the Text: Focusing on Setting **Text Mark** the following significant words that help us make inferences and predictions about what might happen as a result of the events already described in the opening pages:

'following the swerve of the Amazon river', 'Manaus, the city on the water'., 'Brazilian sun', 'the trees rose up', 'the sky…gave way'.

• Teacher makes Inferences about the events: these words and phrases suggest that the story will be set in the heat of Brazil by the Amazon river. A city called Manaus is also mentioned so some of the action may take place here or it may have a bearing on the story. I think they will land in the rainforest as the plane appears to be falling out of the sky and into the trees.

• Teacher make a prediction: I predict that the children will explore the hot Brazilian rainforest after their plane crashes. Add to the Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Focusing on the characters: In pairs the children have copies of the extract.

Child A consider how Fred may influence how the story develops

Child B consider how the other characters may influence how the story develops

Practise Taught Strategies & Skills:

Children **Text Mark** their copy of the extract (Lesson 1: Read/Teacher Model/ Children Practise). Encourage the children to consider what they learn about the characters and how these initial impressions might impact on the story and how it develops. If children are struggling, consider, *gripped his seat, held his breath, Fred's jaw was set with concentration, following the movements of the pilot, pressed his forehead against the window, the girl had been shy, staring down at the water…singing under her breath, her brother trying to eat his seatbelt, pale girl, neck ruffle that came up to her chin…tugging it down and grimacing, determinedly not looking out of the window, he felt like he was being gently cooked in his own skin, it was almost dark when Fred began to worry.*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to feedback to their group and prepare their answer to the **Anchor Question** to share with the rest of the class. Children to 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**) and responses to **Anchor Question.**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Vocabulary

cockpit	throttle
vast sweep of blue	grimacing
deserted	ferocious
soldierly	slumped



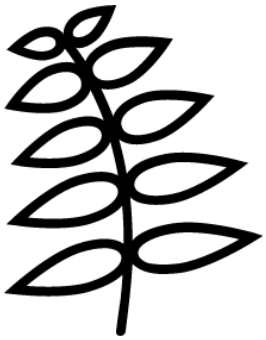
Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Fluency

'What's happening?' asked the blonde girl sharply. 'What's he doing? Make him stop!'

The little boy in the back began to shriek. The pilot coughed and gasped. The pilot grasped Fred's wrist hard for a single moment, then his head slumped against the dashboard.

The trees rose up. And the sky, which had seconds before seemed so reliable, gave way.



Lesson 1: Anchor Question

How will the characters and setting influence how the story develops?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Read / Teacher Model / Children Practise

Like a man-made magic wish, the aeroplane began to rise.

The boy sitting in the cockpit gripped his seat and held his breath as the plane climbed into the arms of the sky. Fred's jaw was set with concentration, and his fingers twitched, following the movements of the pilot beside him: joystick, throttle.

The aeroplane vibrated as it flew faster into the setting sun, following the swerve of the Amazon River below them. Fred could see the reflection of the six-seater plane, a spot of black on the vast sweep of blue, as it sped towards Manus, the city on the water. He brushed his hair out of his eyes and pressed his head against the window.

Behind Fred sat a girl with her little brother. They had the same slanted eyebrows and the same brown skin, the same long eyelashes. The girl had been shy, hugging her parents until the last possible moment at the airfield; now she was staring down at the water, singing under her breath, her brother trying to eat his seatbelt.

In the next row, on her own, sat a pale girl with blonde hair down to her waist. Her blouse had a neck-ruffle that came up to her chin, and she kept tugging it down and grimacing. She was determinedly not looking out of the window.

The airfield they had just left had been dusty and almost deserted, just a strip of tarmac under the ferocious Brazilian sun. Fred's cousin had insisted that he wear his school uniform and cricket jumper, and now, inside the hot, airless cabin, he felt like he was being gently cooked inside his own skin.

The engine gave a whine, and the pilot frowned and tapped the joystick. He was old and soldierly, with brisk nostril hair and a grey waxed moustache which seemed to reject the usual laws of gravity. He touched the throttle and the plane soared higher into the clouds.

It was almost dark when Fred began to worry…

… 'What's happening?' asked the blonde girl sharply. 'What's he doing? Make him stop!'

The little boy in the back began to shriek. The pilot coughed and gasped. He grasped Fred's wrist hard for a single moment, then his head slumped against the dashboard.

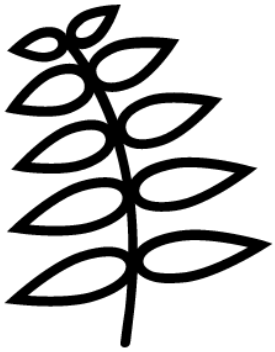
The trees rose up. And the sky, which had seconds before seemed so reliable, gave way.

Adapted extract from © The Explorer Katherine Rundell Bloomsbury Publishing

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Teacher Model Activity

Setting	
Reference the Text	**Prediction: What might happen in the story**
Following the swerve of the amazon river	They are on the edge of the Amazon river
Manaus, the city on the water	The city may feature in the story as it is mentioned at this early point. They may travel to it from their landing spot in the rainforest
Brazilian sun	The Brazilian heat will impact them in the story
The trees rose up	They will land in the actual rainforest and this where the story will take place



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 1: Children Apply

Fred	
Reference the Text	Prediction: What might happen in the story

Other characters	
Reference the Text	Prediction: What might happen in the story

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	2	Vehicle Text & Page	The Explorer Katherine Rundell Adapted extract from pp.97&98

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression do you get of the new environment that Fred is exploring?	vast, so very palpably alive, laden, gave it a wide berth, forbidding, a tapestry of air, clustered	• Read closely, annotating for specific purposes • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	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: Refer back to the poetry lesson where Darwin describes being in the little cottage (In the Seraglio) and how he feels about the new environment he finds himself in.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 2: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions, should they arise.
Explore & Respond: Read the extract to the children (Lesson 2: Read / Teacher Model / Children Practise), trying to show the sense of awe of being a new and vastly different environment to any he had ever been in before. Children **Stop & Jot** their initial responses to the **Anchor Question**.
Fluency: Read the section which describes the greenness (Lesson 2: Fluency). Use **Pausing** helping the children to understand how punctuation aids meaning. Children **Pair Read** the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Reread the first paragraph (Lesson 2: Read/ Teacher Model/ Children Practise). Circle words and phrases that help to answer the **Anchor Question** and use **Thinking Voice** to explain choices.
Reference the Text: Circle the words *'so much to look at', 'strange', 'new and vast', 'very palpably alive'.*
Teacher Talks: The new environment is full of things for Fred to observe for the first time. It is unfamiliar to him and different, as he uses the word '*strange*' to describe what he can see. The surroundings seem alive – he can almost touch the life of the forest.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children work in pairs to continue to find evidence to answer the **Anchor Question**. One copy of the text between to encourages discussion and collaboration.
Practise Taught Strategies & Skills: Children **Text Mark** their copy of the text extract (Lesson 2: Read/ Teacher Model/ Children Practise). Use **Thinking Voice** to discuss the impression they get of the new surroundings.
If the children are struggling, consider '*trees dipped down their branches', 'a vast termite nest', 'as big as a bathtub', 'gave it a wide berth', 'seemed such a forbidding wall of colour', 'a thousand different colours', 'made him think of sunken ships', 'Fred breathed in the smell', 'it was detailed', 'it was a tapestry of air'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: Children to feedback to their group and prepare their answer to the **Anchor Question** to share with the rest of the class. Show the children how to answer the questions with two acceptable points and evidence for one, for example, 'I get the impression that the new environment is very different to what Fred is used to as it says it is 'strange and new'. It also seems to be filled with movement and sound.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:
-use of the strategies taught (**Text Marking**, **Thinking Voice** and **Stop & Jot**) and responses to **Anchor Question.**

Acceptable Point(s) Anchor Question
- huge
- dangerous
- unwelcoming (forbidding)
- colourful
- fragrant

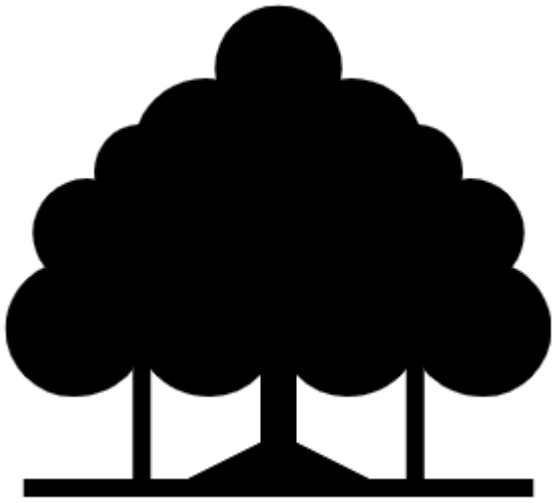
supported with evidence from the text

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Vocabulary

vast	so very palpably alive
laden	gave it a wide berth
forbidding	a tapestry of air
clustered	



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Fluency

The greenness, which had seemed such a forbidding wall of colour, was not, up close, green at all, Fred thought. It was a thousand different colours; lime and emerald and moss and jade and a deep dark almost black green that made him think of sunken ships.



Lesson 2: Anchor Question

What impression do you get of the new environment that Fred is exploring?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Read / Teacher Model / Children Practise

At first, Fred went fast, his head down, marking the trees with an X scratched in the bark, watching his feet among the roots and fallen branches.

But soon he began to slow. There was so much to look at; so much that was strange; so much that was new and vast and so very palpably alive.

The trees dipped down their branches, laden with leaves broad enough to sew into trousers. He passed a tree with a vast termite nest, as big as a bathtub, growing around it. He gave it a wide berth.

The greenness, which had seemed such a forbidding wall of colour, was not, up close, green at all, Fred thought. It was a thousand different colours; lime and emerald and moss and jade and a deep dark almost black green that made him think of sunken ships.

Fred breathed in the smell. He'd been wrong to think it was thick, he thought; it was detailed. It was a tapestry of air.

The trees clustered more closely together the further he walked. The light grew dimmer, though he was sure it was still mid-afternoon, a deep green filtering down through a roof of leaves and vines. He heard something move in one of the green bushes that clustered around his feet.

Adapted extract from © The Explorer Katherine Rundell Bloomsbury Publishing

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 2: Children Apply

What impression do you get of the new environment that Fred is exploring?

Include two points with evidence for one of them.

_____

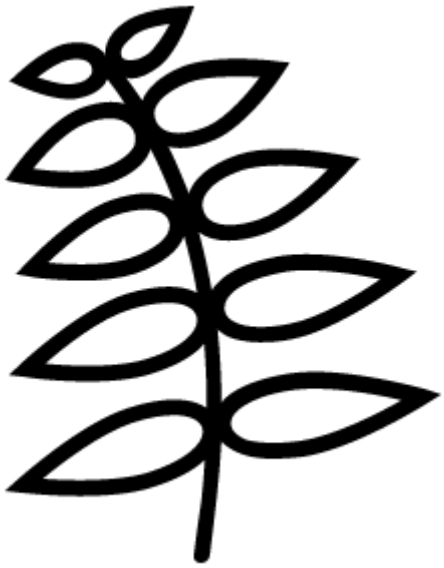
_____

_____

_____

_____

_____



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	3	Vehicle Text & Page	The Explorer Katherine Rundell Adapted extract from pp.151-154

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author make the smoke and fire seem ominous and threatening?	clearing, billowing, paralysed, squinted	• Read closely, annotating for specific purposes	2b retrieve and record information / identify key details in fiction



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children pp. 150&151 (the open pages to the chapter entitled 'Smoke'). Write the words 'Smoke' and 'Fire' in the centre of the flipchart and ask children to **Think, Pair Share** their thoughts about how they both move. Consider how flames flicker then roar and how smoke fills the air. Ask what might happen in the rainforest if there is a fire. Also tell the children that Baca is a sloth.

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

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

Explore & Respond: Read the extract, particularly trying to convey the danger of the scene and how afraid the children are, by using **Expression** and **Intonation**. Children **Stop & Jot** initial responses to the **Anchor Question**.

Fluency: Read the section that includes the speech of some of the characters (Lesson 3: Fluency). Draw out the contrast between Lila and Fred shouting and Max replying with a 'tiny voice'. Discuss how punctuation has been used to guide the reader and reveal more about the characters and their reactions to the fire. Children **Pair Read** the same extract x2.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Re-read the first section of the extract – up to 'swirl of grey' (Lesson 3: Teacher Model) and **Text Mark** key words and phrases that help to answer the **Anchor Question.** Use **Thinking Voice** to justify choices.

Reference the Text: Circle the following significant words and phrases

'a shiver passed down Fred's spine', 'something smell odd', 'Baca seemed nervous', 'where there should be shards of green sunlight there was a swirl of grey'.

Teacher Talks: Fred seems to sense something is wrong and has a physical reaction – a shiver down his spine. He mentions an odd smell, indicating that something is different about the environment. Baca, the sloth, is behaving differently in his natural habitat. His nervousness suggests something is wrong – the reader is waiting to find out about the 'smoke' in the title of the chapter. The children also notice the forest looks different - grey is overtaking the green of the forest. All of these descriptions make the reader feel the threat of the smoke – it adds to an ominous atmosphere. Add to the Lesson 3: Teacher Model.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children work in pairs and reread the rest of the extract to explore how the author makes the smoke and fire feel ominous and threatening.

Practise Taught Strategies & Skills: Children **Text Mark** their copy of the text extract (Lesson 3: Read/ Teacher Model/ Children Practise). Use **Thinking Voice** as they gather evidence. If the children are struggling, consider '*billowing grey', 'paralysed', 'let out a scream', 'smoke began to flow like water', 'sweeping out of the trees towards them', 'Fred's eyes stung', 'splashing frantically towards the raft', 'The clearing's on fire'. 'It's horrible!', 'divided between shock and terror', 'the first flames appeared', 'snaking along the path', 'heat sent up sparks', 'catching at Lila's skin and Max's feet'.*



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to feedback to answer to the **Anchor Question** and share with the rest of the class. Work together to answer the question using two appropriate points and evidence for one, from the text, e.g. The author makes the smoke and fire sound ominous by describing how they seem to change the environment. It smells different and what should have been green is now grey. Also, the smoke seems alive. Children write their own answer to the **Anchor Question** using appropriate points and evidence.

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

-use of the strategies taught (**Text Marking**, **Find Read Talk, Thinking Voice** and **Stop & Jot**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
- describes how it changes the environment
- makes the smoke seem alive
- shows how the children and animals react
- uses threatening language

supported with evidence from the text

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Vocabulary

clearing	billowing
paralysed	squinted

Lesson 3: Fluency

Lila let out a scream, and the scream shook the whole raft. 'Max! Where's Max?'

'He was right there, on the bank, with Con!' The smoke began to flow like water, sweeping out of the trees towards them. Fred's eyes stung.

…

'The clearing's on fire! It's horrible!' her eyes were red and wild. She stared around. 'Where's Max?'

'I thought he was with you!' Lila's face was unrecognisable…

…'I'm here!' The voice was tiny and thin and sounded of pure panic.

Lesson 3: Anchor Question

How does the author make the smoke and fire seem ominous and threatening?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Read / Teacher Model / Children Practise

Baca was half in, half out of Lila's pocket, sniffing the breeze. A swirl of air reached them from the jungle, and Baca let out a mew. A shiver passed down Fred's spine.

'Does something smell odd to you?' Baca seemed nervous. He began trying to bite Lila's hem into ribbons.

Lila stared back towards the path to the clearing. Where there should have been shards of green sunlight there was a swirl of grey.

'Is that…dust?'

'It's smoke,' said Fred. He sniffed again. 'It's a fire!'

For a moment they both stared at the billowing grey, paralysed. Then Lila let out a scream, and the scream shook the whole raft. 'Max! Where's Max?'

'He was right there, on the bank, with Con!' The smoke began to flow like water, sweeping out of the trees towards them. Fred's eyes stung.

There was a pounding of feet and Con came sprinting out of the bushes, her hair flying behind her, catching in the trees. She half dived, half fell into the river and swam, splashing frantically towards the raft.

'I saw it!' she cried, hauling herself up over the edge. 'The clearing's on fire! It's horrible!' her eyes were red and wild. She stared around. 'Where's Max?'

'I thought he was with you!' Lila's face was unrecognisable…

…'I'm here!' The voice was tiny and thin and sounded of pure panic.

Fred and Con sat on the raft below, Con holding Baca in both hands, watching, coughing as the smoke thickened around them.

Max was crouching like a sloth, with his arms and legs wrapped around the branch. Fred squinted up to see Lila crawling along the branch, talking to him, coaxing him, trying to untangle him, her body shaking as she moved. Max had stopped crying and was now rigid faced and completely silent, which was somehow more frightening than the screaming.

The first flames appeared, snaking along the path from the clearing. The heat sent up sparks, catching as Lila's skin and Max's feet. There was a bang, like an erupting paper bag, as below them seedpods exploded in the heat.

'Jump in!' Fred shouted wildly. 'Just jump in and we'll come and get you!'

There was only smoke now: smoke and the sound of Lila calling to Max, singing to him, coaxing him desperately.

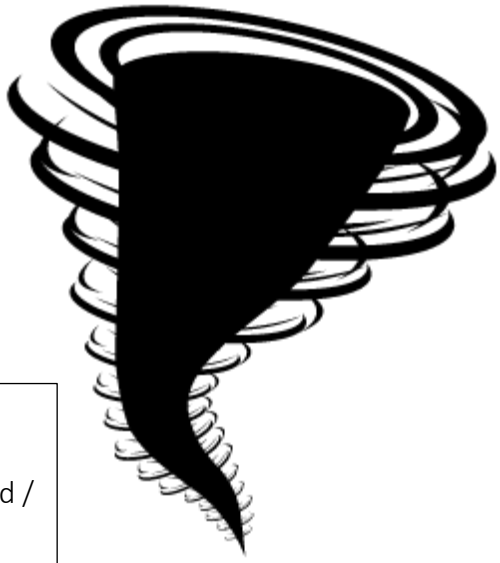
Adapted extract from © The Explorer Katherine Rundell Bloomsbury Publishing

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Teacher Model

Odd smell – this shows there is something different – not right about the environment

A shiver passed down Fred's spine – he senses something is wrong

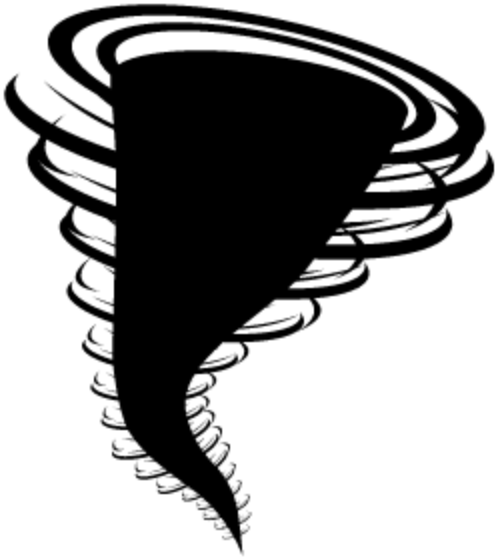


Where there should have been shards of green sunlight there was a swirl of grey – the rainforest colours have gone – grey is taking over the green forest.

Baca seemed nervous – the sloth is behaving differently in his natural environment. He should feel relaxed / at home but instead feels nervous

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 3: Apply



How does the author make the smoke and fire seem ominous and threatening?

_____

_____

_____

_____

_____

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	4	Vehicle Text & Page	The Explorer Katherine Rundell Adapted extract from pp.178-182

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author make the journey up the cliff face seem difficult?	foliage, great green expanse, handholds, rigid with fear, moored, navigating, vicious	• Read closely, annotating for specific purposes • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence	2d make inferences from the text / explain and justify inferences with evidence from the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show children the double page spread on pages 177 and 178, without reading the words. Ask them why they think the author may have wanted the pages to be black and to include bare branches and a vulture. Consider what it makes them think about when they consider the cliff that the children are faced with.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary with the children and give them the definitions of foliage and moored. Encourage children to **Find, Read, Talk** the other words. Briefly **Clarify** meanings.
Explore & Respond: Read the extract (Lesson 4: Read/ Teacher Model/ Children Practise) and explain that the author has used a range of ways to show the reader that the journey would be difficult. These include: the description of the cliff, the reactions of the children and the path towards the cliff.
Fluency: Read fluency extract (Lesson 4: Fluency) particularly focusing on expression. Following this, children to **Pair Read,** using expression, the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Focus on the reactions of the children as they come face to face with the cliff. Use **Thinking Voice** and circle key words and phrases that show they are concerned about the journey ahead.
Reference the Text: Circle *'Oh, no,' whispered Con., 'I don't want to do this', 'Lila's hand', clutching Baca…was shaking', 'Fred? Could you climb that?', 'Fred swallowed', 'Definitely,' he lied'*
Model how to add these ideas to Lesson 4: Teacher Model.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Focusing on the description of the cliff, the path towards the cliff and any further reactions of the children: Child A looks at the description of the cliff and **Text Marks** any descriptions that help to answer the **Anchor Question**. Child B focuses on the path towards the cliff and any descriptions that help to answer the **Anchor Question**. Together, they also consider any further reactions from the children.
Practise Taught Strategies & Skills:
If the children are struggling, they could consider the following words and phrases: *'great cliff rose up', 'fifty times as tall as Fred', 'it seemed to rise from the earth like a growing thing', 'great green expanse', 'would be like climbing a green cathedral', 'trees grew so thickly they had to force their way between them', 'took fully half an hour of hauling', 'Navigating under tree trunks lined with vicious thorns'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply Activity.
Verbal & Written Responses: Children to feedback to table and prepare their answer to the **Anchor Question** to share with the rest of the class. Again, focus on providing two appropriate points and one piece of supporting evidence, e.g The journey seems too difficult for the children to do as Lila questions Fred as to whether or not he can do it and he lies and says he can. The description and comparison to the cathedral makes it seem too high to climb too. Children answer the **Anchor Question** 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, Inferences**) and responses to the **Anchor Question**.

Acceptable Point(s) Anchor Question
- shows the children's fear/ uncertainty
- makes it sound very high
- compares it to climbing a cathedral
- describes trees obstructing the path so difficult to get to it
- takes a long time to get to the cliff
- makes it sound dangerous (e.g thorns)

supported with evidence from the text

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Vocabulary

rigid with fear	foliage the leaves of a plant or tree, or leaves on the stems or branches on which they are growing
great green expanse	handholds
navigating	vicious
moored attach a boat to the shore	

Lesson 4: Fluency

A great cliff rose up from the jungle, covered in vines. It was fifty times as tall as Fred. The rock face would have been grey but it was so covered in foliage that it seemed to rise from the earth like a growing thing, a green extension of the jungle floor.
'That's what the black square meant,' breathed Fred.
'Oh, no,' whispered Con. 'I don't want to do this.'

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Anchor Question

How does the author make the journey up the cliff face seem difficult?

Lesson 4: Read / Teacher Model / Children Practise

A great cliff rose up from the jungle, covered in vines. It was fifty times as tall as Fred. The rock face would have been grey but it was so covered in foliage that it seemed to rise from the earth like a growing thing, a green extension of the jungle floor.

'That's what the black square meant,' breathed Fred.

'Oh, no,' whispered Con. 'I don't want to do this.

Lila's hand, clutching Baca on her shoulder, was shaking. 'Fred? Could you climb that?'

Fred swallowed. 'Definitely,' he lied. He stared at the great green expanse. It would be like climbing a green cathedral, he thought. 'We all could. There'll be so many handholds it'll be like climbing a ladder.'

'Max can't climb ladders,' said Lila.

'Then one of us could strap him to their back,' said Fred.

'I just don't think- ' began Con.

But Fred had never wanted anything as much as he wanted to know what was at the top of that cliff. 'Where would we go, if we turn back now?' he said.

Lila bit down on one of her plaits. Her jaw was rigid with fear, but her gaze was steady. 'We've got to try, haven't we? There might be someone up there who can get us home.'

They moored the raft and picked their way through the jungle towards the cliff. The trees grew so thickly they had to force their way between them, and even though it was barely two hundred metres it took fully half an hour of hauling Max over tree trunks and navigating under branches lined with vicious thorns. Fred stood at the foot of the cliff and laid a hand on it.

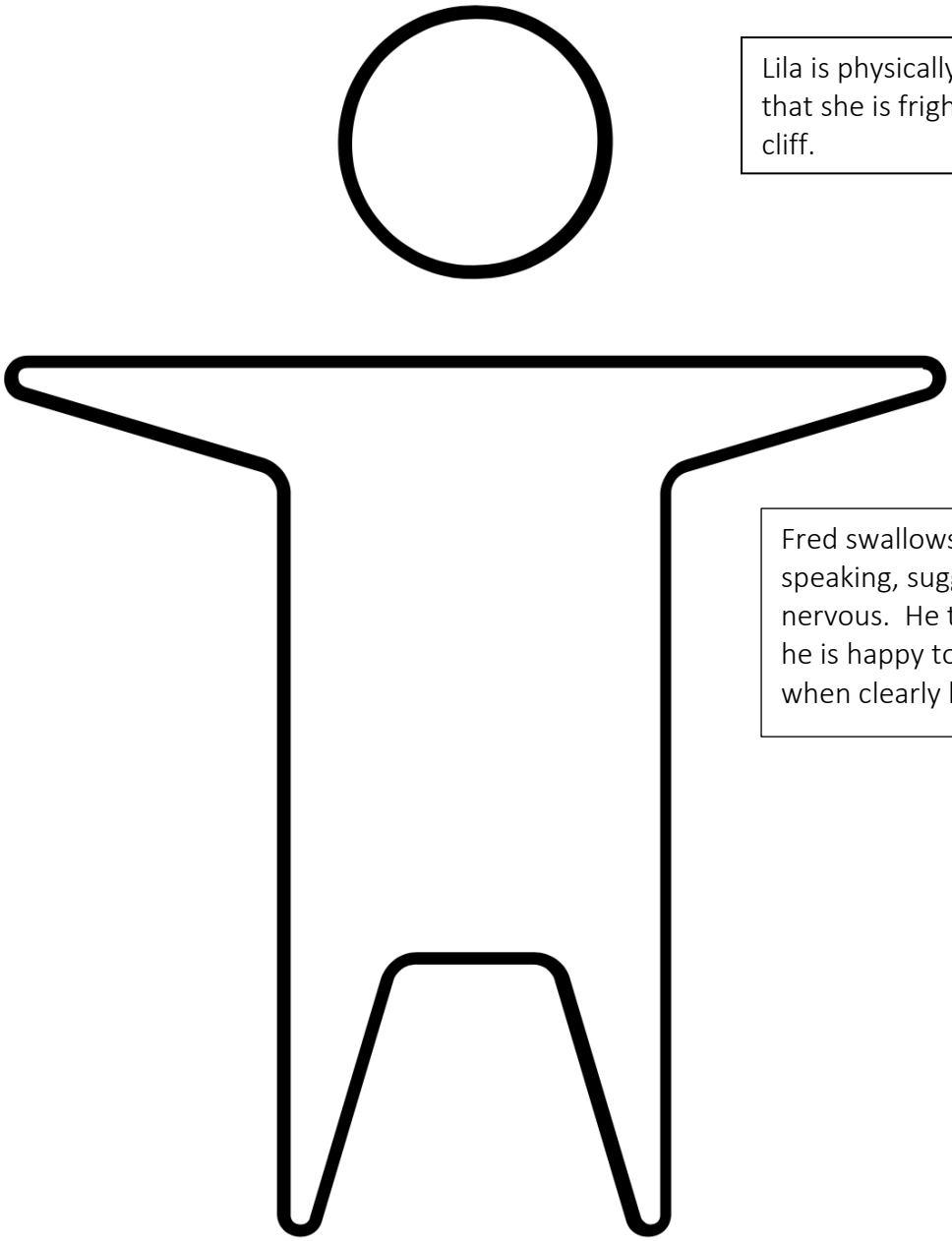
Adapted extract from © The Explorer Katherine Rundell Bloomsbury Publishing

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Teacher Model

Children's reactions to the cliff

Con immediately responds by saying 'Oh no', showing that she does not like the idea of the journey



Lila is physically shaking, suggesting that she is frightened of climbing the cliff.

Fred swallows before speaking, suggesting he is nervous. He then lies and says he is happy to climb the cliff, when clearly he is not

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 4: Children Apply

Descriptions of the cliff



Descriptions of the path leading to the cliff



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Lesson	5	Vehicle Text & Page	The Explorer Katherine Rundell Extract from pp. 354-357

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How does Fred feel about flying the aeroplane? How do you know?	canopy, jolting, boulevard, throttle, gestured, intercom, criss-crossed	• Read closely, annotating for specific purposes • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence	2d make inferences from the text / explain and justify inferences with evidence from the text



Extended Apply lesson

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

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

Activate Prior knowledge: Share the illustration on p.350 and explain that the children have been given an aeroplane by 'The Explorer' in order to get to the city of Manaus. Ask them to imagine how they would feel to fly an aeroplane as a child. Take brief feedback.

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

Share Anchor Question: Refer to these throughout the lesson.

Enjoy and Respond to the text: Read the extract (Lesson 5: Read) to the children. Take general feedback in relation to the **Anchor Question**.

Written Responses / Evidence Anchor Question(s):

Children to reread the extract and circle the words and phrases which give evidence to help answer the **Anchor Question**. Explain to the children that they will put Fred's feeling on the inside of the body outline and how the reader know/ how he acts/ what he says on the outside of the outline.

Children to complete Lesson 5: Apply activity.

You may want the children to complete this independently to see how they are applying their learning.

Additional Activity:

Children to choose one of the days from the story visited during this unit of work (for example the day the plane crashed, the day of the fire, the day of the cliff climb, the day of flying the plane) and write Fred's diary from that day. Encourage the children to **Reference the Text**, including descriptions and Fred's feelings.

Comprehension Questions

1 '*Do you hear that? That's the sound of life becoming!' said the explorer. His eyes were glinting.*
What does this tell us about how the explorer is feeling?
2 Tick what Fred must do to make the plane take off.
3 How did the explorer help Fred to make the plane take off?
4 What does Fred think about the jungle when he looks down from the plane?

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

Fluency:

Children may have time to apply their fluency skills, particularly around expression and **Pausing**.

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Vocabulary

vibrating	canopy
throttle	gestured
intercom	boulevard
jolting	criss-crossed

Lesson 5: Anchor Question

How does Fred feel about flying the aeroplane? How do you know?

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Read

'Now, you see the button I told you not to press – the black one on the right?'

It wasn't a button so much as an oblong, like the lid of a pen sticking out from the dashboard.

'Yes.'

'Press it.'

Fred pressed it. His hands were shaking. Nothing happened.

'Again,' said the explorer.

Fred pressed harder.

The engine gave a moan, a cough, and then roared into action. The plane shook. Fred could feel it vibrating. It added to the wild prickling of his skin.

'Do you hear that? That's the sound of life becoming!' said the explorer. His eyes were glinting.

Fred whispered under his breath, 'Oh help.'

'Now – taking off is the easy part. You just point the plane in the direction you need to go – up through the hole in the canopy – open the throttle, pull back on the joystick, and fly.'

Fred's breath had given up entirely now. 'What about the rest of it?' He gestured at the dials.

'I'll tell you when you're up there. We'll have to shout: if there's a wind it'll be loud, and the intercom was one of the few things I couldn't fix. Luckily, we have no need of a radio control tower. Now – go.'

Fred's entire body was metal and stone. He had to force his feet to move, pressing the left pedal to point the plane down the boulevard runway.

'Now open the throttle,' shouted the explorer over the scream of the engine.

'How?' Fred roared.

'Wind the winder! At your left side!'

The plane gathered speed, the wheels jolting over the slabs of ancient stone.

'Pull back! Pull back!'

Fred pulled back on the joystick with all his strength. He felt the nose lift, the front wheels leave the ground, his stomach jerk, and suddenly they were hurtling straight for the top of the canopy. The sky above him was criss-crossed with green.

Fred let out a yell of fear, but the explorer pulled back further on his own joystick, and the tail cleared the greenery of the jungle.

'It would be a good idea to open your eyes,' said the explorer. 'It makes piloting easier.'

Fred opened his eyes. They were in the sky.

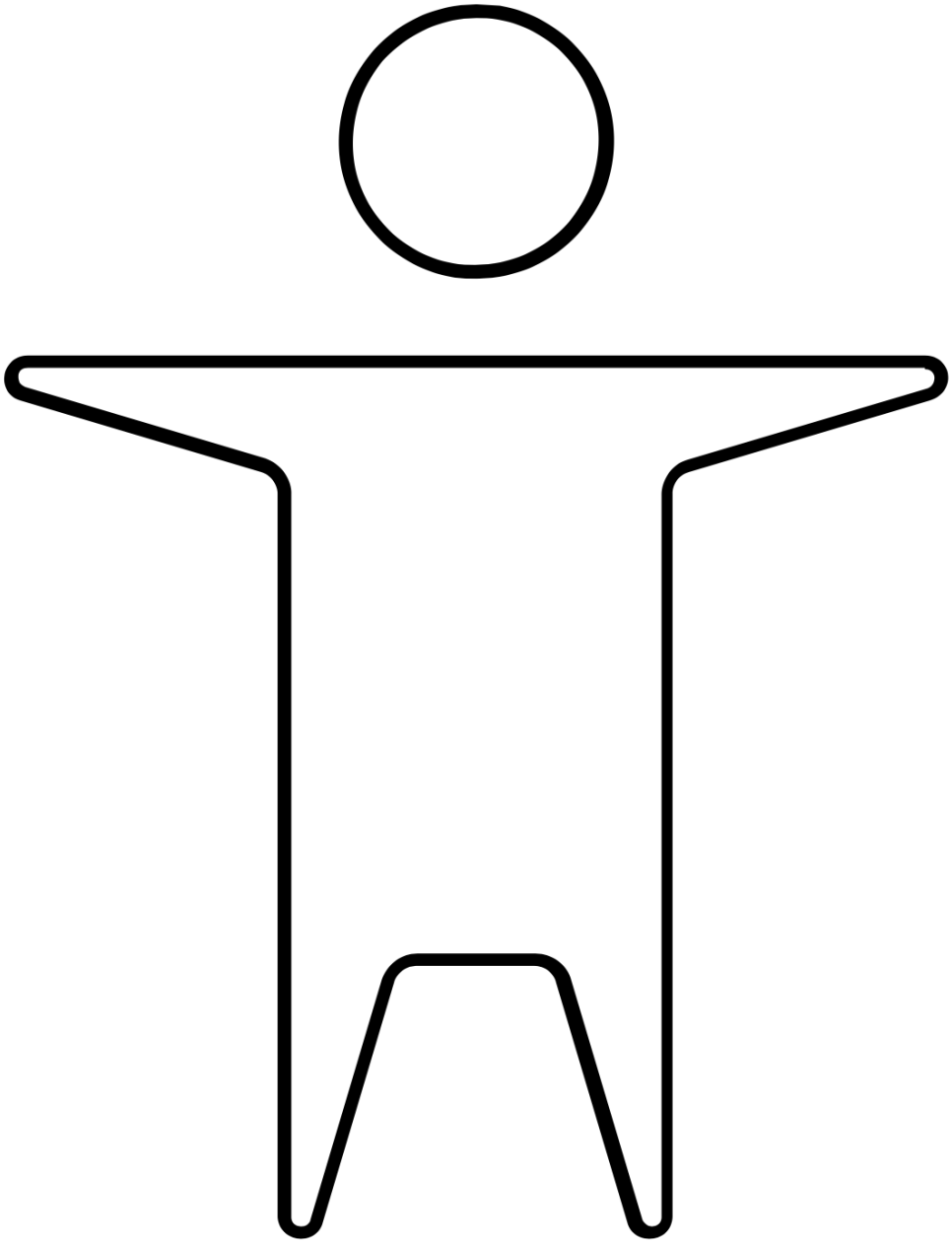
Fred looked down. The jungle was an infinite sweep of green: a carpet for a god. His heart was roaring louder than the wind ripping past his ears.

Adapted extract from The Explorer Katherine Rundell Bloomsbury Publishing

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5 Children Apply

How does Fred feel about flying the aeroplane? How do you know?



Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Lesson 5: Children Apply

Comprehension Questions

1. *'Do you hear that? That's the sound of life becoming!' said the explorer. His eyes were glinting.*
What does this tell us about how the explorer is feeling?

_____

_____

2. Tick <u>two</u> things that Fred must do to make the plane take off:

To take off, Fred must:	
Point the plane in the direction you need to go	
Press the accelerator	
Open the throttle	
Push the black button	

3. How did the explorer help Fred to make the plane take off?

_____

_____

_____

4. What does Fred think about the jungle when he looks down from the plane?

_____

_____

_____

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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.

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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:

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

Scanning

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Self-Correct

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

Sense Making (Syntax)

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

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

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

Themes

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

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

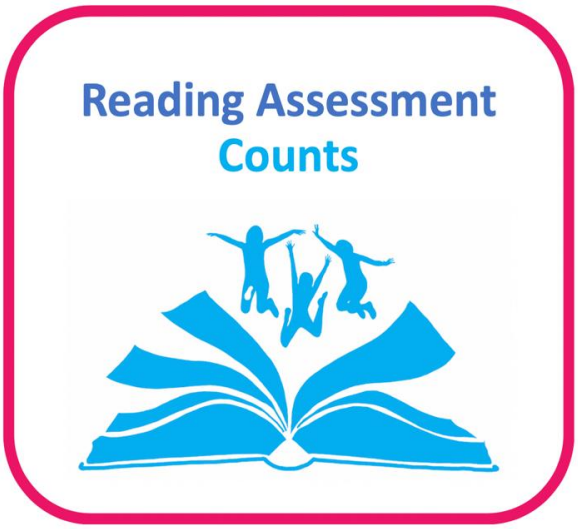
Reading Curriculum Coverage

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

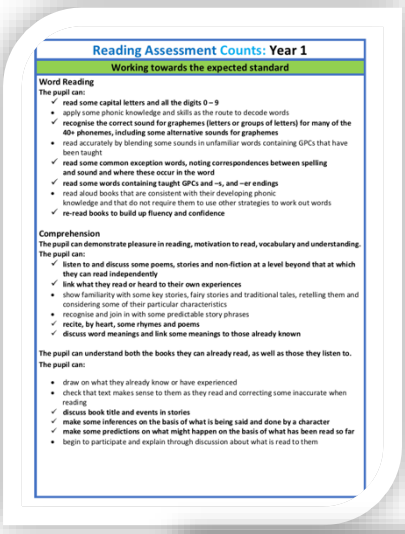
Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.** **146**

Reading Curriculum Coverage

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.

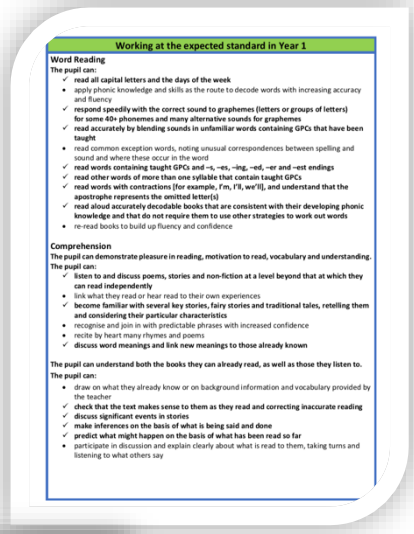
The pupil can:

- ✓ **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.

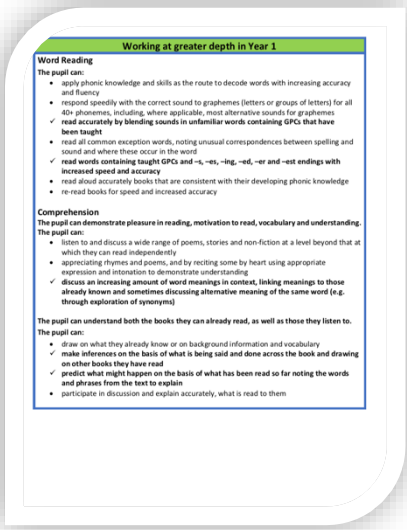
The pupil can:

- ✓ **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.

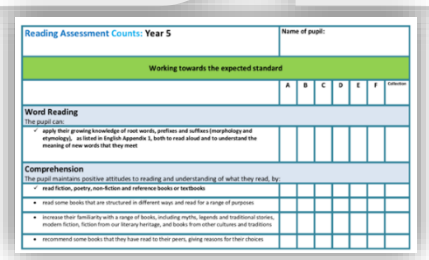
The pupil can:

- 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

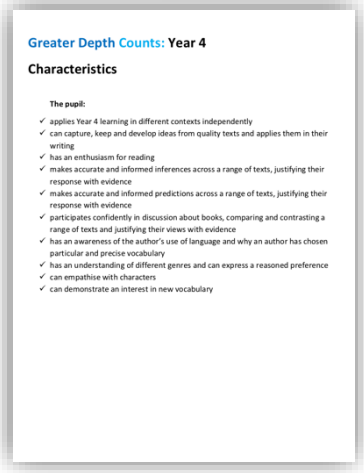


Reading Assessment Counts: **Year 5**

Name of pupil:

Working towards the expected standard

	A	B	C	D	E	F	Collective
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/

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

More Incredible Units Online

Steps to Read™



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

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

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

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'

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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**

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

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

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**

Copyright ©Literacy Counts Ltd & Steps to Read™ You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **Edited December 2021.**