Steps to Read™

Shared Reading Planning

Year 3

Unit D: Reading Breadth

Fairy Stories & Poetry

LiteracyCounts

Improving outcomes for children

READ

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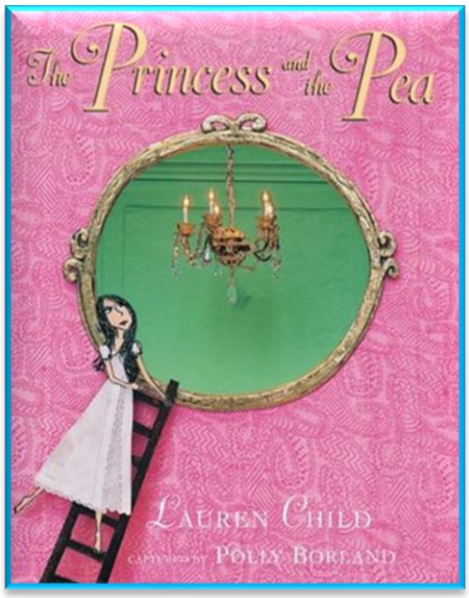
The 4 Steps Teaching Sequence

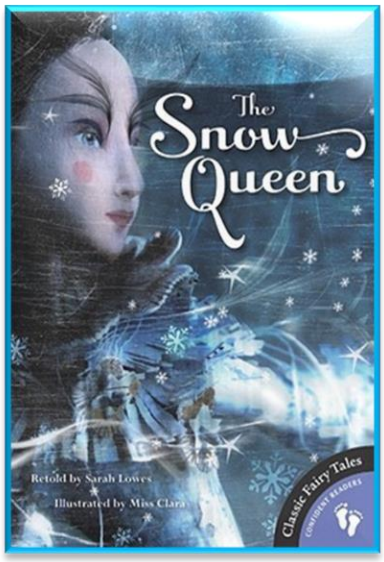
Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning /

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

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Vehicle Texts for this Unit



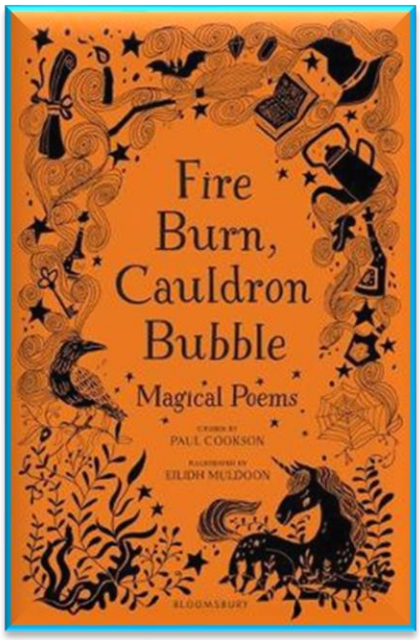


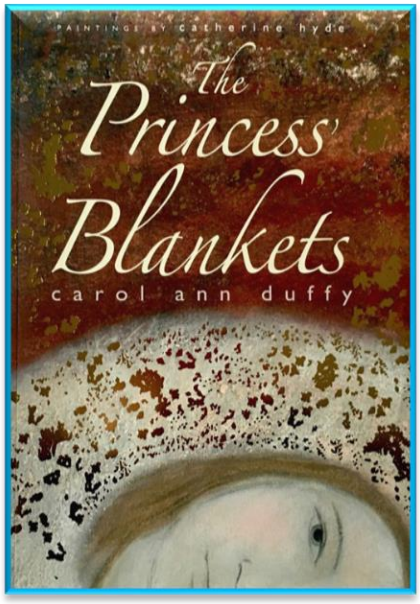
Shared Reading Planning

Year 3

Unit D: Reading Breadth

Fairy Stories & Poetry





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Unit Focus: Comprehension Skills & Strategies

This Year 3 Unit

Word Reading

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

Comprehension

Build on Previous Term & Focus on:
•Increase their familiarity with a wide range of books, including fairy stories
•Identify simple themes and conventions in an increasing range of books
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Recognise some different forms of poetry [for example, free verse, narrative poetry]
•Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Skills and Strategies

Build on Previous Term & Focus on:
•Recognise and read *most Year 3&4 W*ord List words
•Read aloud with attention to punctuation, including full stops, question, exclamation and
speech marks *and* intonation
•Re-reading sentences for clarity

Content Domains*

Build on Previous Term & Focus on:
2d make inferences from the text / explain and justify inferences with evidence from the text
2h make comparisons within the text

Throughout Year 3 focus on

Comprehension

Building on Previous Year and throughout Year 3 focus on:
•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Participate in discussion about both books that are read to them and those they can read for themselves
•Use dictionaries to check the meaning of many unknown words that they have read
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Increase their familiarity with a wide range of books and retell some of these orally

Skills and Strategies

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

Content Domains*

***Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.**
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

Steps to Read rests within a broad and rich reading entitlement for children:
• Phonics Lessons
• Guided Reading
• Whole Class Shared Reading (Steps to Read)
• Read Aloud
• Paired Reading
• Reading with children
• Performance Reading
• Independent Reading

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

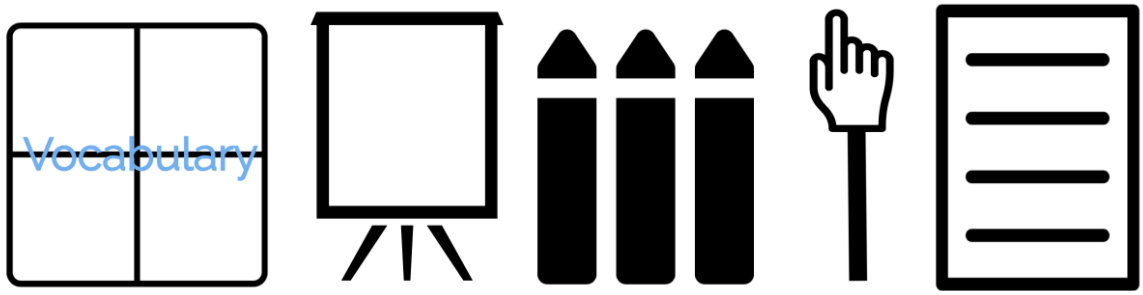
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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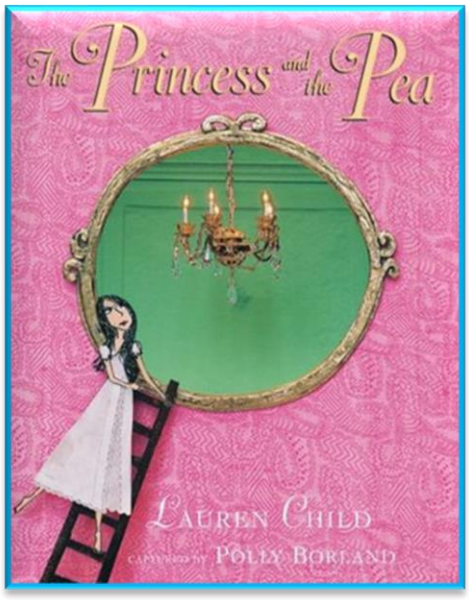
Shared Reading Planning

Year 3

Unit D: Reading Breadth

Fairy Stories & Poetry

Fiction 1



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

Lesson	1	Vehicle Text & Page	The Princess and the Pea by Lauren Child From the start to *'Not only was he romantic but also a little dramatic!'*

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What impression do you get of the Prince? B) Why was it so hard to find a Princess?	don't object, condition, mesmerising, fascinating, bowled over, eternity, captured	• Increase their familiarity with a wide range of books, including fairy stories • Identify simple themes and conventions in an increasing range of books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Apply growing knowledge of root words, prefixes and suffixes	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Through **Mind Map** ask children to briefly **Think Pair Share** their ideas about how Princesses and Princes are conveyed in fairytales and record these on flipchart paper. Now share the following line from the vehicle text 'The servants made her a bed of 12 feather mattresses'. Invite children to consider what story this might come from and then share the front cover of the vehicle text. Briefly reflect on how the Princess and the Prince might be conveyed in this story compared to the ideas collected through the mind map. Explain that extracts from the book will be used across the next 5 sessions.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding and to inform definitions of words and those previously taught from the statutory Year 3/4 Word List.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 1 Teacher Model/Children Practise).
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 1 Teacher Model / Children Practise Activity sheet and read through. Read **Anchor Questions** and model the type of evidence needed. Draw attention to those words that contain taught **Suffixes** and **Prefixes** to aid understanding and discussion.
Example Model for Anchor Question A: What impression do you get of the Prince?
Model using **Think Aloud** on the question, noting what the Prince actually does and says as a clue to help locate evidence (**Infer**). Model locating and circling the words and phrases that provide the answer (i.e. *he did make one condition-he wanted to marry for love*'). Explain that this suggests he knew his own mind / didn't want to be forced in to marrying anyone. Teacher Note: there is more evidence for this question that the children will find in the Practise part of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 1: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence consider '*must be a certain… something about her', 'wasn't all that interested in details', 'knew he wouldn't get peace until he agreed', 'hardly any mesmerising and fascinating princesses out there'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk, Suffix, Prefix, Root Words, Infer**

Acceptable Point(s) Anchor Question A
- Determined
- Unhappy
- Won't settle for anything
- Persistent

Acceptable Point(s) Anchor Question B
- must be a Princess and have royal blood (blue blood)
- didn't have the special someone think the prince was after
- must have the qualities the prince was after mesmerising / fascinating

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

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Lesson 1: Vocabulary

don’t object	condition
mesmerising	fascinating
eternity	captured
bowled over	

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Lesson 1: Fluency

No, if he couldn't marry for love, then he would rather live alone for all eternity, gazing at all the stars in the night sky. Not only was he romantic but also a little dramatic!

Lesson 1: Anchor Questions

A) What impression do you get of the Prince?

B) Why was it so hard to find a Princess?

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Lesson 1: Teacher Model / Children Practise

One day when the Prince was old enough, his parents decided it was time for him to be married. You know what parents are like and a Princes' parents are no different. The Prince didn't object to the idea, but he did make one condition – he wanted to marry for love. He was just that kind of romantic boy. He told his father and his mother, "I would gladly get married tomorrow but, whoever she is, she must be more mesmerising than the moon and I must find her more fascinating than all the stars in the sky. There must also be a certain… something about her."
"What something?" asked the Queen.
"Just… Something," replied the prince.
"Yes, yes," agreed the king, "that's all very lovely but our condition is that she must be a Princess of blue blood and equal in royal ways to you."
The Prince wasn't all that interested in these details but knew he wouldn't get any peace until he agreed. So, he did.

Finding yourself a suitable Princess is not an easy thing to do even if you are a handsome prince. There are hardly any mesmerising and fascinating princesses out there.

Well, the king and queen did all the traditional fairy-tale things in order that their son might be bowled over by the right girl. They threw a royal ball and invited all the single royal girls in the land. Everyone said yes. Everyone danced. Everyone had a good time. But none of them captured the Prince's heart.

The Prince explained to the King and the Queen how simply none of them were mesmerising or fascinating. None of them, not one of them, had a certain… something about them. No, if he couldn't marry for love, then he would rather live alone for all eternity, gazing at all the stars in the night sky. Not only was he romantic but also a little dramatic!

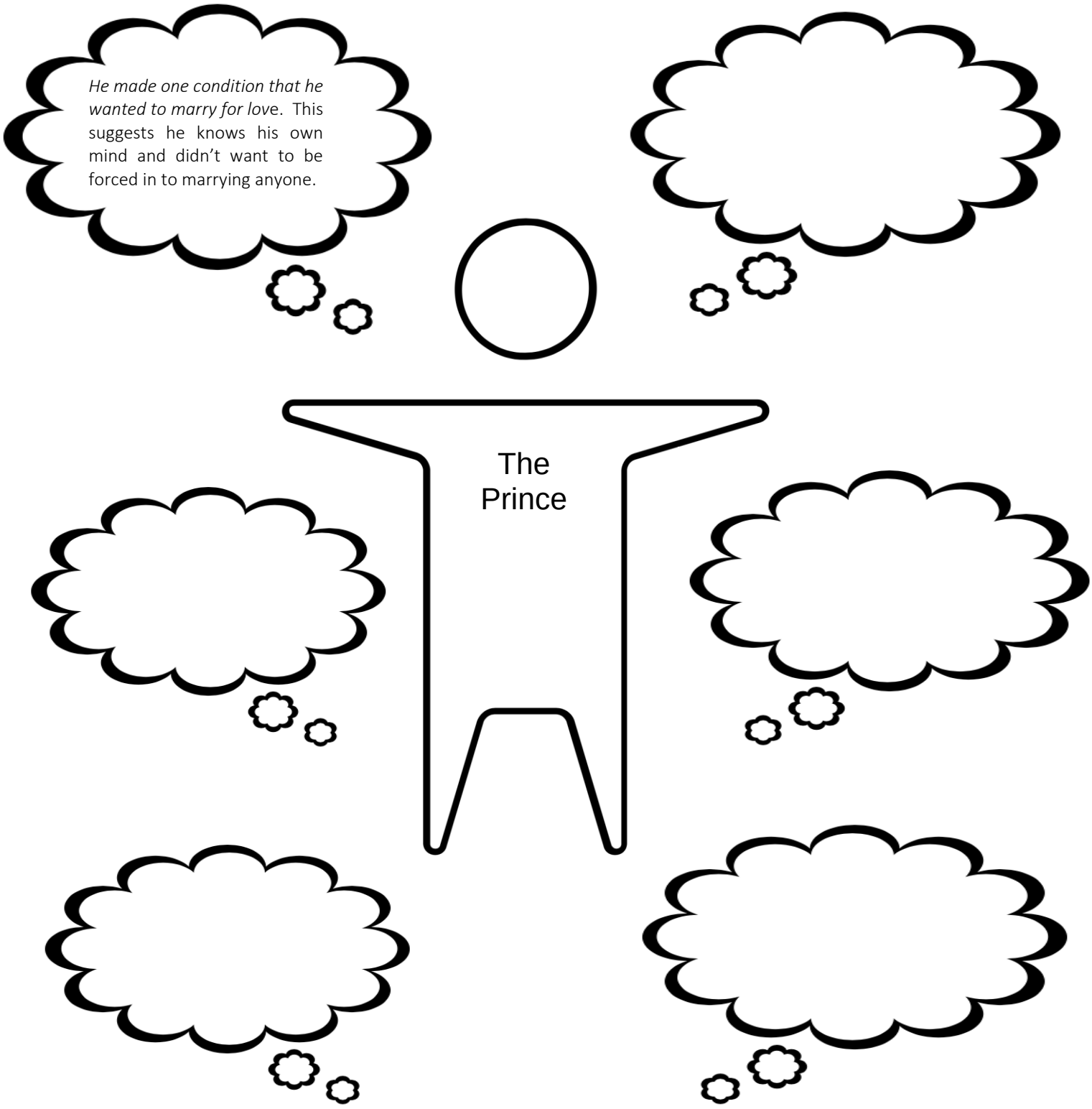
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Lesson 1: Children Apply

A) What impression to you get of the Prince?

(Think about wat he does and says. Use words and phrases from the text to help you answer this question.)



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Lesson 1: Children Apply

B) Why was it so hard to find a Princess?	
Evidence from the text	Why could this be hard?

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

Lesson	2	Vehicle Text & Page	The Princess and the Pea by Lauren Child From to 'The only problem with real princesses,' *to* 'Would it be so beautiful in the woods?" considered the girl. And it was, it really was…'

Anchor Questions(s):
A) How do we know where the Prince feels sad in this particular extract?

B) What impression do you get of the setting where the princess' kingdom is?

Vocabulary Teaching:
hard to come by, rarely listen, fascinatingly beautiful, vain, downcast, rook pie, perched, considered

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of books, including fairy stories
- Identify simple themes and conventions in an increasing range of books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Apply growing knowledge of root words, prefixes and suffixes

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
2a give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Revisit the **Mind Map** from the previous session. Briefly reflect on how the Prince might be conveyed in this story so far compared to the ideas collected through the mind map.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding and to inform definitions of words and there was previously taught from the s statutory Year 3/4 Word List.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 2 Teacher Model/Children Practise). Share the themes of Disappointment, Upset, and Determination. Discuss which parts of the extract best reflect these themes.
Fluency: **Choral Read** x2 the fluency extract. Point to words being read and encourage attention to punctuation when reading. Focus on expression.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2 Teacher Model / Children Practise Activity sheet and read through. Read **Anchor Questions** and model the type of evidence needed. Draw attention to those words that contain taught **Suffixes** and **Prefixes** to aid understanding and discussion.
Example Model for Anchor Question A: How do we know where the Prince feels sad in this particular extract?
Model using **Think Aloud** on the question, noting what the Prince actually does and says as a clue to help locate evidence (**Infer**). Model locating and circling the words and phrases that provide the answer (i.e. 'the Prince came back very downcast). Explain that this suggests that he felt sad because he couldn't find a Princess . Teacher Note: there is more evidence for this question that the children will find in the Practise part of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provide evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 2: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence, consider *'refused to eat anything', 'just stood and gazed', 'moon dancing on her ceiling', 'down the stairs into the garden', 'moonlight shone in a magical way', 'could it possibly look as beautiful on the other side of the garden wall?'* etc.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Suffixes, Prefixes, Infer**

Acceptable Point(s) Anchor Question A
- downcast or sad because he couldn't find a princess
- Frustrated because he looked in his kingdom and other people's kingdoms
- upset that he couldn't find the type of princess that he wanted he fascinatingly beautiful
- annoyed that the princesses he did find were vain
- Anguished lovesick couldn't eat any of the pie that had been prepared

Acceptable Point(s) Anchor Question B
- magical/ enchanting with moon perched on moonlight shone
- beautiful - beautiful moon, beautiful forest, beautiful moonlight

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

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Lesson 2: Vocabulary

hard to come by	rarely listen
fascinatingly beautiful	vain
downcast	rook pie
perched	considered

Lesson 2: Fluency

The moonlight shone in such a magical way that she wondered to herself if it could possibly look as beautiful on the other side of the garden wall. So, she tripped down the garden path and slipped through the gate, where she saw the moon perched on top of the mountain.

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Lesson 2: Anchor Questions

A) How do we know where the Prince feel sad in this particular extract?
B) What impression do you get of the setting where the Princess' kingdom is?

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Lesson 2: Teacher Model / Children Practise

"The only problem with real princesses," said the King, "is that they are terribly hard to get hold of."
"Indeed," said the Queen, "real princesses are very hard to come by. No one has ever found one by looking, you just have to wait for one to come to you."



So the Prince, who rarely listened to his mother's advice, went off riding far and wide looking throughout the kingdom for a *real* Princess. He even rode far and wide to other people's kingdoms. But the girls he met were fascinatingly beautiful but horribly vain.

After searching for a very long time, the Prince came back very downcast. He refused to eat anything for supper, not even the very delicious rook pie that the Royal Cook had prepared as a welcome home. He left a candle in his window and just stood and gazed into the night sky.

Not so far away, in a treetop house just over the mountain, there was a girl with the most beautiful black, black hair you had ever seen. She woke up that night to see the moon dancing on her ceiling, and she popped on her favourite pea-green dress and glided down the stairs into the garden.

The moonlight shone in such a magical way that she wondered to herself if it could possibly look as beautiful on the other side of the garden wall. So, she tripped down the garden path and slipped through the gate, where she saw the moon perched on top of the mountain. "I wonder if the moon would be as beautiful up there," she thought out loud. And it was, so she continued walking, running down the other side of the moon until she came to the wild woods. "Would it be so beautiful in the woods?" considered the girl. And it was, it really was…

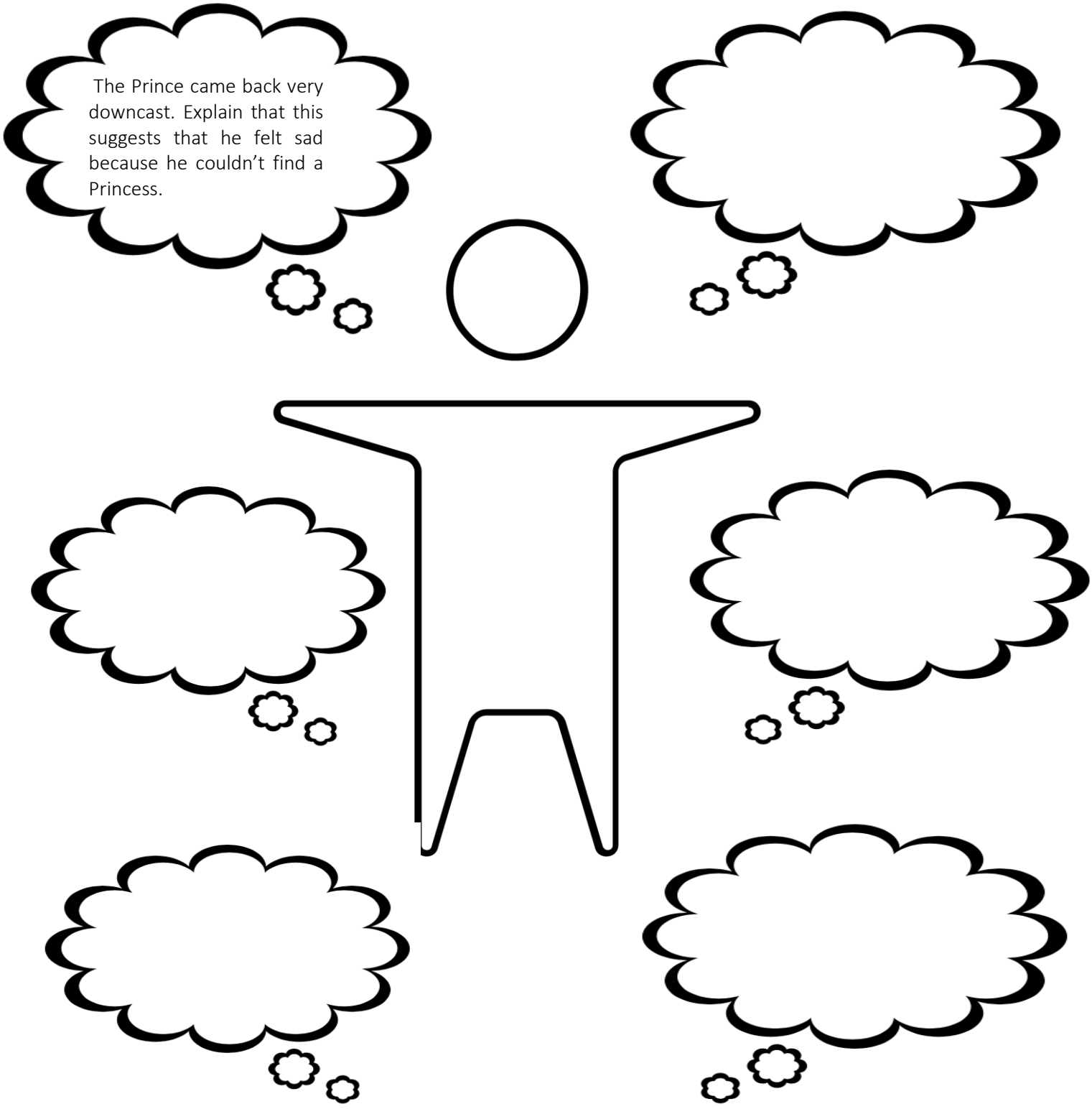
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Lesson 2: Children Apply

A) How do we know where the Prince feels sad in this particular extract?

(Use words and phrases from the text to help you answer this question.)



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Lesson 2: Children Apply

B) What impression do you get of the setting where the Princess' kingdom is?	
Evidence from the text	This tells us?



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

Lesson	3	Vehicle Text & Page	The Princess and the Pea by Lauren Child From *'Just as she came out of the woods a dark cloud moved across the moon' to 'Instead he told the girl to warm herself by the fire while he called for his wife.'*

Anchor Questions(s):

A) What impression do you get of the weather and the woods?

B) How did the weather affect the Princess?

Vocabulary Teaching:
oh brother, a storm is brewing, might part company, pounded, forked tongue, good fortune, last drop of energy, raven black hair, despite

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of books, including fairy stories
- Identify simple themes and conventions in an increasing range of books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Apply growing knowledge of root words, prefixes and suffixes

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Share and discuss internet images of both forests and thunderstorms and encourage children to consider what it would be like for them to be in a forest during a thunderstorm. Now share the illustration of the princess within the forest with a fork lightning above using **Book Talk** to explore.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding and to inform definitions of words which were previously taught from the statutory Year 3/4 Word List. Explore & respond: Teacher to read aloud the focus extract (See Lesson 3 Teacher Model/Children Practise). Share the **Themes** of fear, discomfort, determination, and beauty. Discuss which parts of the extract best reflect these themes (Teacher Note: There may be more than one theme in each paragraph. This is an opportunity for rich discussions and to justify opinions from the text). Fluency: **Choral Read** x2 the fluency extract. Point to words being read and encourage attention to punctuation when reading. Focus on expression.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3 Teacher Model / Children Practise Activity sheet and read through. Read **Anchor Questions** and model the type of evidence needed. Draw attention to those words that contain taught **Suffixes** and **Prefixes** to aid understanding and discussion.
Example Model for Anchor Question A: A) What impression do you get of the weather in the woods?
Model using **Think Aloud** on the question, noting the descriptions of the weather and forest. Model locating and circling the words and phrases that provide the answer (i.e. *'dark clouds moved across the moon'*). Explain the clouds blocked out any light in the forest the moon gave, making the woods even darker. Teacher Note: there is more evidence for this question that the children will find in the Practise part of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 3: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence, consider *'dark cloud moved across the moon', 'suddenly the woods were not so beautiful anymore', 'feel a storm brewing', 'felt the first drop of rain', 'already soaked to the skin', 'two shoes were filled with water', 'wind was howling, trees were creaking and cracking', 'wild, wild night', 'umbrella would have done you no good at all', 'dripping wet girl', 'shivering cold and looked like she might collapse'.*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk, Suffix, Prefix, Root Words, Themes**

Acceptable Point(s) Anchor Question A
- Difficult to see
- Scary / fearful place
- Like an animal

Acceptable Point(s) Anchor Question B
- made her very wet
- needed a rest / difficult to continue
- concerned
- unwell

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

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Lesson 3: Vocabulary

oh brother!	a storm is brewing
might part company	pounded
forked tongue	good fortune
last drop of energy	raven black hair
despite	

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Lesson 3: Fluency

The wind was howling, the trees were creaking and cracking as if they might part company with their roots, and the rain pounded down and the lightning flashed its forked tongue in the blackness. And the girl began to tire. It was not umbrella weather - an umbrella would have done you no good at all.

Lesson 3: Anchor Questions

A) What impression do you get of the weather and the woods?

B) How did the weather affect the Princess?

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Lesson 3: Teacher Model / Children Practise

Just as the Princess came out of the woods a dark cloud moved across the moon and suddenly the woods were not so beautiful anymore. Oh brother, thought the girl. She could feel a storm was brewing. She would never make it back to her own little treehouse in time. There was nothing for it but to walk on. So on she walked. She had not gone more than seven steps when she felt the first drop of rain fall upon her cheek. Brother, thought the girl. Within three minutes she was already soaked to the skin, and her two shoes were filled with water.

The wind was howling, the trees were creaking and cracking as if they might part company with their roots, and the rain pounded down and the lightning flashed its forked tongue in the blackness. And the girl began to tire. It was not umbrella weather - an umbrella would have done you no good at all.

"I think I might just catch a terrible cold, unless I have the very good fortune to spot a light in the window… but what is the likelihood of that on this wild, wild night in the middle of nowhere?" said the girl out loud. However, as she made her way round the next corner, that's exactly what she saw. Using her very last drop of energy she climbed the steep, steep steps to the huge front door.

The Queen was woken all of a sudden by a very, very loud knock at the palace door. Being a Queen, she sensibly woke her husband, and asked him to go and see who in all the kingdom might be banging on the door at this time of night. When the King opened the door, what he saw was a dripping wet girl standing, without even a coat, on his doorstep. She had a long raven black hair and skin as pale as ivory and lips as red as rose petals. She was, despite the effects of the weather, a real beauty. But she was also shivering cold and looked like she might collapse at any moment. Of course, the king was very polite. He didn't even mention the large puddle that was forming on his very expensive royal floor. Instead he told the girl to warm herself by the fire while he called for his wife.

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Lesson 3: Children Apply

A) What impression do you get of the weather and the woods?

(Use words and phrases from the text to help you answer this question.)

Evidence from the text	This tells us…
'dark clouds moved across the moon.'	Clouds blocked out any light in the forest the moon gave, making the woods even darker.

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Lesson 3: Children Apply

B) How did the weather affect the Princess?	
Evidence from the text	This tells us?

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

Lesson	4	Vehicle Text & Page	The Princess and the Pea by Lauren Child From to 'The Queen thought the girl looked special...' *to* 'I knew she couldn't really be a real, real Princess.'

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) In what ways do we know the Queen is suspicious as to whether the Princess is a real Princess? Explain your answer using evidence from the text.	not quite put a finger on, straight to the point, pondered, admiring, exquisite, plumpest, hardly slept a wink, daybreak	• Increase their familiarity with a wide range of books, including fairy stories • Identify simple themes and conventions in an increasing range of books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Apply growing knowledge of root words, prefixes and suffixes	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context **2b** retrieve and record information / identify key details from fiction



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Recap what has happened in the story so far and how the princess has turned up on the doorstep of the King and Queen's Palace. Share the word 'suspicious' and the phrase 'under suspicion' with the children. Explore its definition and who might be suspicious in the story as whether or not the Princess is a *real* Princess.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding and to inform definitions of words and there was previously taught from the statutory Year 3/4 Word List. Explore & respond: Teacher to read aloud the focus extract (See Lesson 4 Teacher Model/Children Practise). Share the **Themes** of suspicion, truth and honesty. Discuss which parts of the extract best reflect these themes (Teacher Note: There may be more than one theme in each paragraph. This is an opportunity for rich discussions and to justify opinions from the text). Fluency: **Choral Read** x2 the fluency extract. Point to words being read and encourage attention to punctuation when reading. Focus on expression.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4 Teacher Model / Children Practise Activity sheet and read through. Read **Anchor Question** and model the type of evidence needed. Draw attention to those words that contain taught **Suffixes** and **Prefixes** to aid understanding and discussion.
Example Model for Anchor Question A: A) In what ways do we know the Queen is suspicious as to whether the Princess is a real Princess? Model using **Think Aloud** on the question, noting the descriptions of the weather and forest. Model locating and circling the words and phrases that provide the answer (i.e. '*The Queen thought, well, she sounds like a real princess, she looks like a real princess, but we'll see…*). Explain that this evidence shows that the queen isn't completely sure / convinced. Teacher Note: there is more evidence for this question that the children will find in the Practise part of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 4: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence, consider '*but we'll see', 'We'll see, thought the queen', 'a tiny pea and 12 mattresses', 'I knew she couldn't really be a real, real Princess'* etc.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk, Suffix, Prefix, Root Words, Themes**

Acceptable Point(s) Anchor Question A
- Unsure / needed convincing
- The Queen set a test – 12 mattresses and a Pea
- Thought that the princess had failed the test

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Lesson 4: Vocabulary

not quite put a finger on	straight to the point
admiring	plumpest
hardly slept a wink	daybreak
exquisite	pondered

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Lesson 4: Fluency

So after a little time, the Queen ordered a steaming hot bath and supplied her with soft towels and an exquisite nightgown.
“Oh, this is far too good for me,” said the girl, which, of course, is exactly the kind of thing a real Princess would say.

Lesson 4: Anchor Questions

A) In what ways do we know the Queen is suspicious as to whether the Princess is a real Princess?

Explain your answer using evidence from the text.

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Lesson 4: Teacher Model / Children Practise

The Queen thought the girl looked special, there was something mesmerising, something fascinating, something… something that the Queen could not quite put her finger on. Unlike her husband she came straight to the point. "So, my dear, who are you on such a wild and unruly night?"
"Oh, I am a Princess and I live in a treehouse on the other side of the mountain."
"A treehouse?" ponder the King.
"A Princess," enquired the Queen. "What kind of a Princess?"
"I am a *real* princess. I was outside admiring the moon when it started to rain and then, what with the thunder and lightning, well, then I lost my way and then I saw a light in your window… I do hope you can forgive my waking you at such an hour."
The Queen thought, well, she sounds like a real princess, she looks like a real princess, but we'll see…



So after a little time, the Queen ordered a steaming hot bath and supplied her with soft towels and an exquisite nightgown.
"Oh, this is far too good for me," said the girl, which, of course, is exactly the kind of thing a real Princess would say.

While the girl was taking her bath, the Queen had the servants make up her bed – in a most unusual fashion. She chose the most fabulous bedchamber with the most beautiful four-poster bed. Then right in the middle of the bed she placed a tiny, tiny green pea-green pea from the Royal Garden, then on top of the pea she piled not one or two feather mattresses, but twelve! Upon which she placed the finest linen sheets and the plumpest goose-down pillows.



"What a beautiful bed," gasped the girl. "Oh, I am sure I will sleep like a real Princess in that bed." And up the ladder she climbed. We'll see, thought the Queen. But that night the poor girl hardly slept a wink. She was tossing and turning all night. Despite her exhaustion she could not make herself comfortable. Worse still, the next morning she found she was black and blue and rather achy. At daybreak the Queen knocked on the door with a cup of tea. "How did you sleep, my dear? I trust comfortably."
Not wanting to be rude, the girl replied, "Oh, very well. Yes, perfectly. Thank you so much for asking."
Ha ha, thought the Queen, I knew she couldn't really be a real, real Princess.

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Lesson 4: Children Apply

Explain your answer using evidence from the text.

A) In what ways do we know the Queen is suspicious as to whether the Princess is a real Princess?	
Evidence from the text	This tells us
The Queen thought, well, she sounds like a real princess, she looks like a real princess, but we'll see...	This evidence shows that the queen isn't completely sure / convinced.

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

Lesson	5	Vehicle Text & Page	The Princess and the Pea by Lauren Child From '*But what the Queen was forgetting…*' to the end.

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How do you know the Prince liked the princess? B) How do we know the Princess liked the Prince? C) What made the Queen realise that the girl was actually a *real* Princess? **About the whole fairy tale** D) Compare things that are the same and different about the Princess and the Prince.		• Increase their familiarity with a wide range of books, including fairy stories • Identify simple themes and conventions in an increasing range of books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Apply growing knowledge of root words, prefixes and suffixes	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context **2h** make comparisons within the text



Extended Apply Lesson

Activate prior knowledge: Recap the **Mind Map** Started during session 1 of this book (about how Princesses and Princes are conveyed in fairytales)

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings and examining the root words were appropriate to help understanding. Address any misconceptions.

Share Anchor Questions: Refer to them throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Think, Pair Share** and reflect on the similarities and differences between the Prince and the Princess in the story.

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

Written Responses / Evidence Anchor Question:

• In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Questions** independently.

Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the Anchor Questions

A) How do you know the Prince liked the princess?
B) How do we know the Princess liked the Prince?
C) What made the Queen realise that the girl was actually a *real* Princess?

Extended Application Activity 1 – Main Events

Draw a story mountain of the events in The Princess and The Pea (Opening, Build up, Problem, Ending). Also place an accompanying **Theme** next to each event on the story mountain.

Extended Application Activity 2 – Compare and Contrast

Write directly into reading journals two short diary entries. One as the Princess and the other as the Prince on the evening of the stormy night. Think about how their experiences were very different in this event (the Princess had to endure the weather and the dark forest, the Prince will have had a peaceful night yet be upset that he cannot find a Princess). Read out in role at the end of the session.

Extended Application Activity 3 – Venn Diagram

D) Compare things that are the same and different about the Princess and the Prince.

Complete event diagram (see Application Activity Resource) noting the similarities and differences between the Prince and the Princess. Children will need to draw on all of the events from the story and reflect upon how the characters have changed from one part of the story to another. Teacher note: For confident readers provide all five extracts covered throughout this vehicle text to support compiling the similarities and differences that exist between these two characters.

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

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Lesson 5: Vocabulary

impeccable manners	charming
escape the Queen's notice	in a very real fashion
clumsiness	splendid time
host	

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Lesson 5: Anchor Questions

A) How do you know the Prince liked the Princess?
B) How do you know the Princess liked the Prince?
C) What made the Queen realise that the girl was actually a *real* Princess?
About the whole fairy tale
D) Compare things that are the same and different about the Princess and the Prince.

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Lesson 5: Teacher Read / Children Practise

But what the Queen was forgetting was that any real Princess has such impeccable manners that it would be impossible for her to tell her host, who had gone to all the effort of making her a bed stacked with twelve feather mattresses. In truth, it was the most uncomfortable night she had ever had, in all her life. The Queen, though most disappointed, invited her young guest to have breakfast down in the royal dining room.

When the Prince saw the girl, his eyes lit up. He thought she was more mesmerising than the moon and when she spoke, he found her more fascinating than the stars. And there was a certain… something about her that caused him to let go of his teacup, which clattered on the floor. The Princess couldn't help thinking there was something romantic, something dramatic, something… strangely charming about his clumsiness. She also noticed there was a light in the Prince's dark eyes which reminded her of all the stars in the night sky.

It did not escape the Queen's noticed that she the girl let out a cry of pain.
"Whatever is the matter, my dear?" asked the King.
"Oh dear, I am all aches and pains today and I just don't know why and I feel so awful when you went to so much effort and how ungrateful I am must seem and I hope you will forgive me."
But there was nothing to forgive because, as anyone will know, a girl who can turn black and blue when a tiny, tiny green garden pea is placed under twelve feather mattresses, must just surely be a real Princess. The Prince, who was not very bothered about this detail, simply said, "there is a certain something about you."

After the moon had risen and set several more times, the Prince asked the girl to marry him. That's the thing about a *real* Prince, they know all the right questions to ask. And she being a bright girl – as all real Princesses are – knew a real Prince when she saw one, and said yes. And so they were married in a very real fashion, outside in a garden where the sky twinkled, the stars and the moon shone down and everybody had a splendid time. Peas were not served because, as everyone knows, *real* Princesses are not especially fond of peas.

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Lesson 5: Children Apply

A) How do you know the Prince liked the Princess?	
Think about what the character does and says and how are their actions described.	What does this tell you the reader?

B) How do you know the Princess liked the Prince?	
Think about what the character does and says and how are their actions described.	What does this tell you the reader?

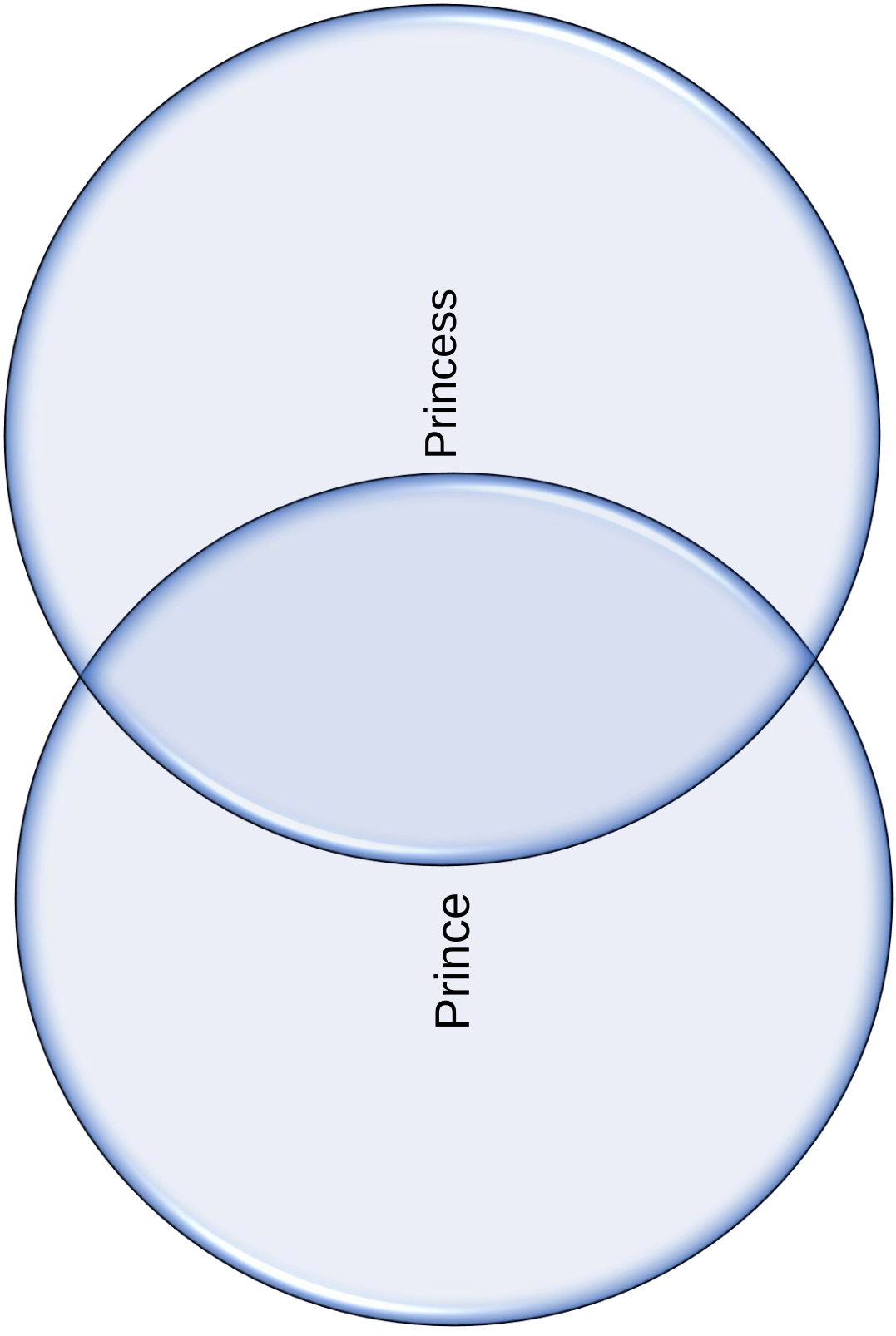
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C) What made the Queen realise that the girl was actually a *real* Princess?

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D) Compare things that are the same and different about two Princess and the Prince.

Think about wat they say / do / how they are described / events in the story.



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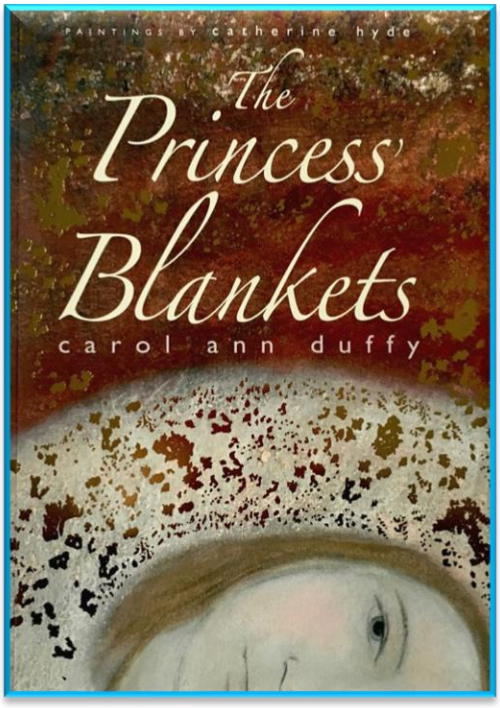
Shared Reading Planning

Year 3

Unit D: Reading Breadth

Fairy Stories & Poetry

Fiction 2



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

Lesson	1	Vehicle Text & Page	The Princess' Blankets by Carol Ann Duffy From the start to *'He planned to carry the Princess back to his own land to be his wife.'*

Anchor Questions(s):
A) How do you know the King and Queen cared for the Princess?
B) Why is it unusual that the Princess was so cold?
C) Why might the Princess be wary of the stranger?

Vocabulary Teaching:
flocks of sheep
shivered fleeceless,
announced, even
unto half its kingdom,
bearing, despite the
fact

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of books, including fairy stories
- Identify simple themes and conventions in an increasing range of books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
2a give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Ask children to explore the word 'coldness'. Briefly explore places / feelings / people that are could be considered cold. Under a thick blanket hide warm clothing (or pictures) such as night caps, nightgowns, bed socks and sleeping gloves, hot water bottle and hide the words found at the font of the book just before the story starts (these are the names of the illustrations contained within the book on a page titled 'The Paintings'). Ask the children to briefly **Think Pair Share** their ideas about how the words and the materials could be connected. Connect to **Prior Knowledge** children may have acquired from related learning on Princesses, and the connectivity between the items of clothing shared. Share the front cover and use **Book Talk** approaches to study and discuss the cover illustration. Encourage the children to speculate as to the story's content and relate this to the book title. Explain that extracts from the book will be used across the next 5 sessions.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 1 Teacher Model/Children Practise).
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 1 Teacher Model / Children Practise Activity sheet and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.
Example Model for Anchor Question A: A) How do you know the King and Queen cared for the Princess?
Model using **Think Aloud** on the question, noting what the King and Queen actually did as a clue to help locate evidence. Model locating and circling the words and phrases that provide the answer (i.e. *the King, ordered huge, roaring fires to be lit in every room*'). Explain that the roaring fires in every room shows that he wanted to keep his daughter warm. Teacher Note: there is more evidence for this question that the children will find in the Practise part of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 1: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence, consider *'always to be dressed in the heaviest fleece and warmest woollens', 'dressed from head to toe in wool and fleeces', 'shawled', 'gloved, hatted and scarfed', 'dressed in black', 'did not bow', 'grey eyes', 'knew magic', 'taken her to be his wife'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions** •Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk**

Acceptable Point(s) Anchor Question A
- kept the palace warm
- cared for the Princess more than the servants
- ordered warmer clothes
- asking for help from the people of the land

Acceptable Point(s) Anchor Question B
- she was wearing so many clothes
- people would be warm wearing this many clothes

Acceptable Point(s) Anchor Question C
- she didn't know him / dressed in black /
- he didn't bow / take her to be his wife

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

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Lesson 1: Vocabulary

flocks of sheep shivered fleeceless	announced
even unto half its kingdom	bearing
despite the fact	

Lesson 1: Fluency

It was nearing dusk one evening, when a stranger arrived at the palace demanding to see the king. The man was dressed in black clothes and did not bow when the King entered. He had, grey eyes like polished stones.

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Lesson 1: Anchor Questions

A) How do you know the King and Queen cared for the Princess?
B) Why is it unusual that the Princess was so cold?
C) Why might the Princess be scared of the stranger?

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Lesson 1: Teacher Model / Children Practise

A princess lived, once, who was always cold. Even when the sun was at its warmest she refused to get out of her bed. Her father, the King, ordered huge, roaring fires to be lit in every room of the palace but, although this made the royal servant so hot that sweat dripped from the end of their noses and splashed onto the marble floors, the princess remained cold. Her mother, the Queen, instructed that the princess was always to be dressed in the heaviest fleece and the warmest woollens but, despite the fact that every dressmaker in the land stitched and sewed far into the night, and whole flocks of sheep shivered fleeceless out of their fields, the princess stayed cold.

One day, the King announced that everyone in the land who could think of a way to stop the princess feeling so cold would be rewarded in any manner they choose, even unto half its kingdom. People came from far and wide, carrying hot water bottles plump with boiling water, or bearing bright copper warming pans crammed with glowing coal; bringing night caps, nightgowns, bed socks and sleeping gloves. Families empties their drawers and chests of bed linen and blankets made their way hopefully up to the palace. But it was all useless. The Princess stayed shivering in her bed, dressed from head to toe in wool and fleeces, shawled, gloved, hatted and scarfed, complaining of the cold.

It was nearing dusk one evening, when a stranger arrived at the palace demanding to see the king. The man was dressed in black clothes and did not bow when the King entered. He had, grey eyes like polished stones. He explained to the King that he knew magic and could stop the princess suffering from the cold. If he was successful, as he was certain he would be, he planned to carry the Princess back to his own land to be his wife.

Extract adapted from ©The Princess' Blankets Carol Ann Duffy Templar Books

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Lesson 1: Children Apply

A) How do you know the King and Queen cared for the Princess?	
Evidence from the text	Why could this be dangerous?
'The King, ordered huge, roaring fires to be lit in every room.'	The roaring fires in every room shows that he wanted to keep his daughter warm by heating the entire palace.

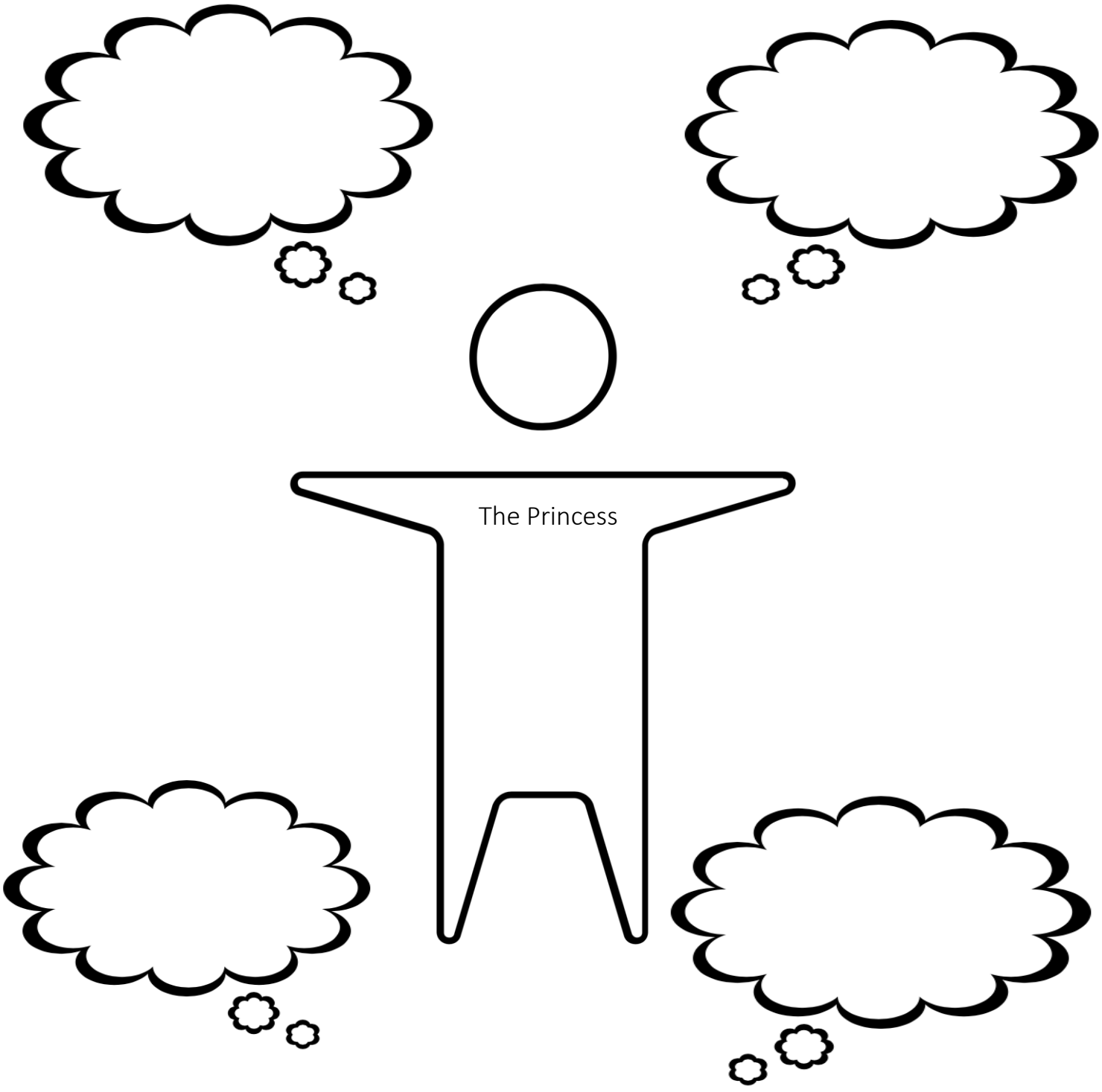
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B) Why is it unusual that the Princess is still so cold?
1
2
3

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C)Why might the Princess be wary of the stranger?

(Think about how the stranger is described)



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

Lesson	2	Vehicle Text & Page	The Princess' Blankets by Carol Ann Duffy From 'When the Queen heard that the stranger was planning…' to '..tossed another huge blanket over her..'

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What impression do you have of the stranger? (Think about the words and phrases that help to answer this question)	remonstrated, escorted, cure, arrogant, turned on is heal, flung, blanket swarmed her, lapped	• Increase their familiarity with a wide range of books, including fairy stories • Identify simple themes and conventions in an increasing range of books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Apply growing knowledge of root words	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Recap on previous learning and show children a globe. Briefly **Think Pair Share** the main things that can be seen. Navigate the children to oceans, mountains, forests and Earth (these are the names of the different blankets that the stranger shares with the Princess). Provide the following 4 blanket names: THE OCEAN'S BLANKET, THE FOREST'S BLANKET, THE MOUNTAIN'S BLANKET, THE EARTH'S BLANKET. Discuss how these may relate to the story of a very cold Princess.
Share Anchor Question(s): Explicitly refer to this throughout the session.
Vocabulary: Discuss and explain this in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 2 Teacher Model/Children Practise). Children **Stop & Jot** their initial thoughts about the **Anchor Question.**
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2 Teacher Model / Children Practise Activity sheet and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.
Example Model for Anchor Question A: A) What impression do you have of the stranger?
Model using **Think Aloud** on the question, noting what the stranger does / says as clues to help locate evidence. Model locating and circling the words and phrases that provide the answer (i.e. *'had cruel eyes'*). Explain that the 'cruel eyes' gives the impression that he is not a pleasant character and that he could be mean to her. Teacher Note: there is much more evidence for this question that the children will find in the Practise part of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 2: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence, consider *'felt afraid', 'had cruel eyes', 'sure her daughter wouldn't care to be the wife of a man with such stony eyes', 'hopes he would not be a person who would cure her', 'arrogant man', 'glad to think she had got rid of him', 'demanded the stranger', 'flung down the huge blanket'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk**

Acceptable Point(s) Anchor Question A (Good)
- Kind wanted to warm her up
- Kept trying persistent got more blankets

Acceptable Point(s) Anchor Question A (Bad)
- Unkind
- Unpleasant appearance
- Hurtful
- Impatient

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

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Lesson 2: Vocabulary

remonstrated	escorted
cure	arrogant
turned on is heal	flung
blanket swarmed her	lapped

Lesson 2: Fluency

He was gone for some time and, although the Princess was freezing, she was glad to think she had got rid of him. But no sooner had she thought this than he appeared again in her room. He flung down a huge blanket onto her bed.

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Lesson 2: Anchor Questions

What impression do you have of the stranger?

(Think about the words and phrases that help you answer this question)

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Lesson 2: Teacher Model / Children Practise

When the Queen heard that the stranger was planning to take the Princess away she was unhappy and remonstrated with the King. She was sure her daughter would not care to be the wife of a man with such stony eyes. But the King said no, the stranger should have his chance, and it would be the Princess who would have to pay to find warmth.

The stranger was escorted to the Princess' bedchambers and stood before her. The Princess was sitting up in bed, wrapped in a fleece. The man told her why he was there and that soon he hoped to win her for his wife. The Princess felt afraid, for the stranger had cruel eyes, and even though she longed to feel warm, she hoped that he would not be the person who would cure her.
"How cold do you feel?" asked the stranger.
I shall make it difficult for this arrogant man, thought the Princess to herself. So she answered,
"As cold as the ocean is."

The stranger gave a small smile, and turned on his heel. He was gone for some time and, although the Princess was freezing, she was glad to think she had got rid of him. But no sooner had she thought this than he appeared again in her room. He flung down a huge blanket onto her bed. The Princess gasped as the blanket swamped her. It was woven in blues and greens and greys and it moved over her body in urgent waves. It smelled salty and seaweedy as she tossed her head on the pillow, and when she looked closer at the pattern on the blanket, she saw that many fish swam in it and the dolphins leaped in its borders. There were whales in the blanket and sad, sunken ships. The blanket lapped at her and she felt sick.

"THE OCEAN'S BLANKET," he said. "Warmer now?" demanded the stranger.
However the princess was even colder than before, and trembled in her bed.
I will not go with you, she thought. So she replied,
"No. I am as cold as the forest is."

The man nodded at her, and left the room. The Princess lay in her bed, hoping that she had seen the last of him, but soon enough she heard his footsteps at the door. He came into the bedchamber and tossed another huge blanket over her.

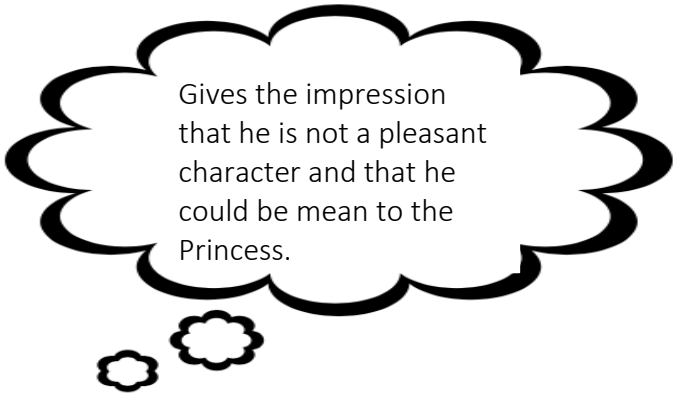
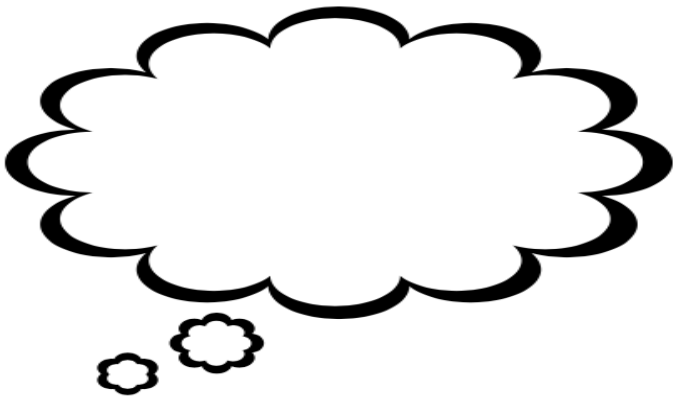
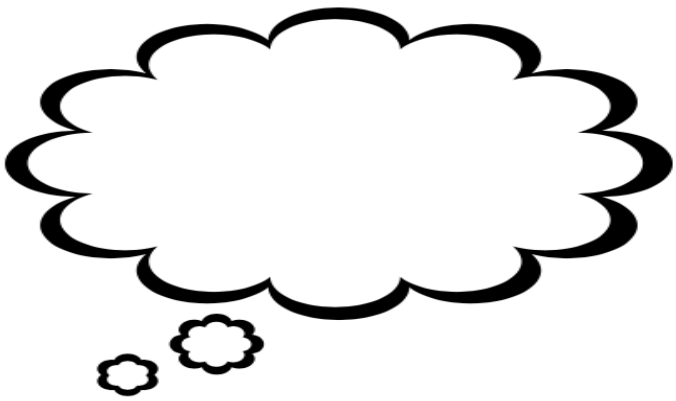
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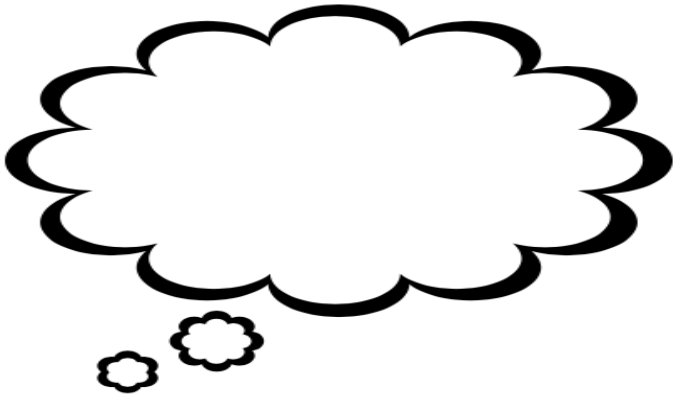
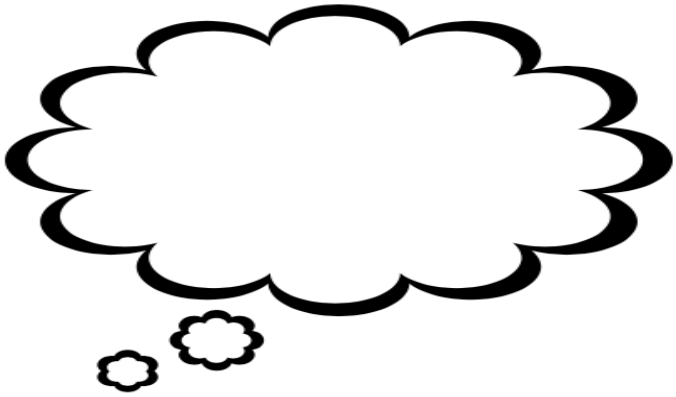
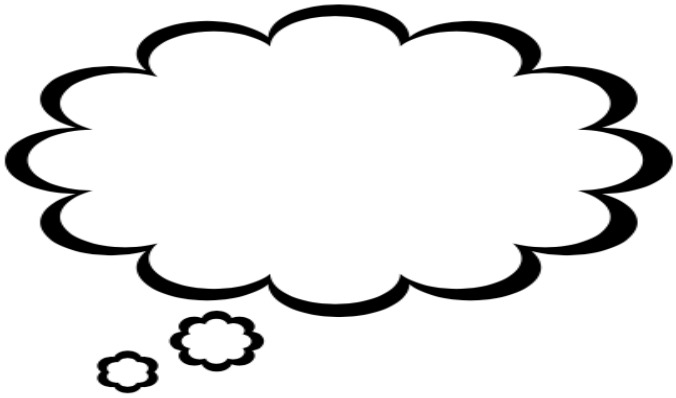
Lesson 2: Children Apply

A) What impression do you have of the stranger?

(Think about the words and phrases that help you answer this question)

Bad impression words/ phrases	Explain
had cruel eyes	
	
	

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Good impression words/ phrases	Explain
	
	
	

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

Lesson	3	Vehicle Text & Page	The Princess' Blankets by Carol Ann Duffy From '*The blanket was coarse and spikey and…* ' to '…and spread it over her.'

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Explain why the Princess may not like the forest and mountain blankets.	coarse, drawing blood, embroidered, undergrowth, felt faint, sheer cliffs, bore down on her	• Increase their familiarity with a wide range of books, including fairy stories • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Apply growing knowledge of root words	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context **2h** make comparisons within the text

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Revisit the names of the blankets: THE OCEAN'S BLANKET, THE FOREST'S BLANKET, THE MOUNTAIN'S BLANKET, THE EARTH'S BLANKET. Briefly **Think Pair Share** what these blankets may have embroidered on them and how they might feel to the princess.
Share Anchor Question(s): Explicitly refer to this throughout the session.
Vocabulary: Discuss and explain this in the context of where they are located within the text and refer to Lesson 3 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 3 Teacher Model/Children Practise).
Fluency: **Choral Read** x2 the fluency extract. Teacher model first by pointing to words being read and paying attention to punctuation when reading and conveying an understanding through **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3 Teacher Model / Children Practise Activity sheet and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). **Reread** entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.
Example Model for Anchor Question A A) Explain why the Princess may not like the blankets.
Model using **Think Aloud** on the question, noting what happens to the Princess and how they are described to help locate evidence. Model locating and circling the words and phrases that provide the answer (i.e. *'the blanket was coarse and spiky'* and *'the princess tried to push it off'*). Explain that this gives the impression that she didn't like the blanket (push it off) because of the way it felt (coarse and spiky). Teacher Note: there is much more evidence for this question that the children will find in the Practise step of the lesson.
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 3: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are struggling to find evidence, consider *'scratched at her arms and hands drawing blood', 'roughly woven', 'smelled mossy and damp', 'embroidered with dark undergrowth and small, wild creatures', 'darkness in the blanket', 'frightening shadows', 'brambles and snakes clawed and her and she felt faint', 'sheer chills', 'ice-cold streams and dark ravines', 'frozen snow', 'blanket bore down on her'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk**

Acceptable Point(s) Anchor Question A
- the way they made her feel
- what they did to her
- they didn't warm her / made her even colder
- what was on them
- how they smelt (mossy/damp)

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

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Lesson 3: Vocabulary

coarse	drawing blood
embroidered	undergrowth
felt faint	sheer cliffs
bore down on her	

Lesson 3: Fluency

She pushed against it with her hands, but it was as hard as stone and as jagged as a rock, and her fine nails broke against it. She looked down and saw the pattern of the sheer cliffs.

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A) Explain why the Princess may not like the forest and mountain blankets.

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Lesson 3: Teacher Model / Children Practise

The blanket was coarse and spikey and, as the Princess tried to push it off, it scratched at her arms and hands drawing blood. It was roughly woven in blacks and browns and dark greens. The blanket smelled mossy and damp and the Princess saw it was patterned with ancient trees and birds of prey, embroidered with dark undergrowth and small, wild creatures.
"THE FOREST'S BLANKET," he said.

There was darkness in the blanket; there were frightening shadows. There were brambles and snakes. The blanket clawed at her and she felt faint.
"Warmer now?" asked the stranger.
But she was colder than ever and her teeth chattered. You will not win me, thought the Princess.
Then she replied, "No. I am as cold as a mountain is."

The man looked angry, but he turned and strode from the room. He was gone for quite a while, and the Princess began to hope that he would not return. But the hope froze in her heart as she saw the stranger entre her bedchamber yet again. He threw a great blanket over her bed. The blanket was so heavy that the Princess could hardly breath as it pressed down on her. It was woven in many different ways, and shot through with sparkling silver. She pushed against it with her hands, but it was as hard as stone and as jagged as a rock, and her fine nails broke against it. She looked down and saw the pattern of the sheer cliffs. There were ice-cold streams in the blanket and dark ravines. Frozen snow was heaped in its borders. The blanket bore down on her and she felt dizzy.

"THE MOUNTAIN'S BLANKET" he said.
"Warmer now?" demanded the stranger.
But the Princess was like ice, and chittered on her bed.
I will not be yours she thought. So she said,
"No. I am as cold as the earth."

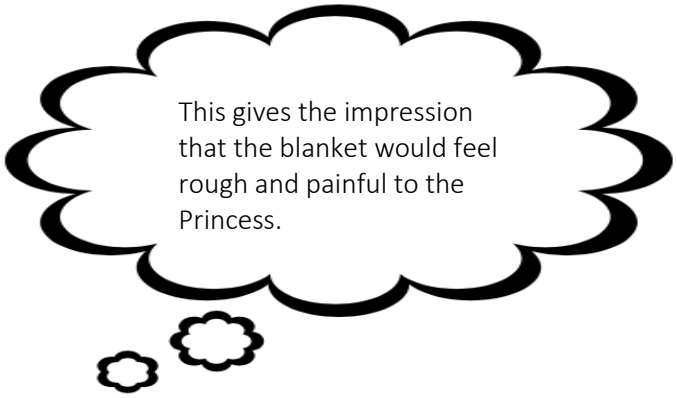
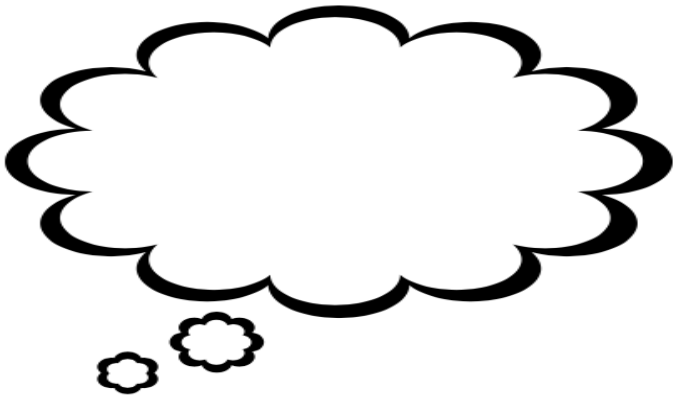
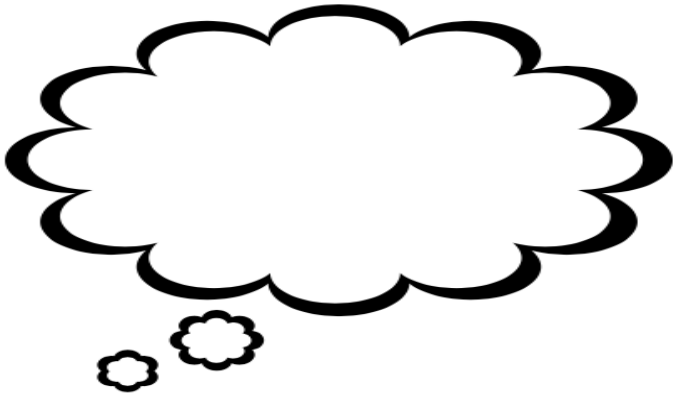
The stranger stared at her, then walked from the room. A long time passed, and the Princess prayed that he was gone for good. But as the prayer formed on her pale lips, the man stood before her once more. He held a huge blanket in his arms, and spread it over her.

Extract adapted from ©The Princess' Blankets Carol Ann Duffy Templar Books

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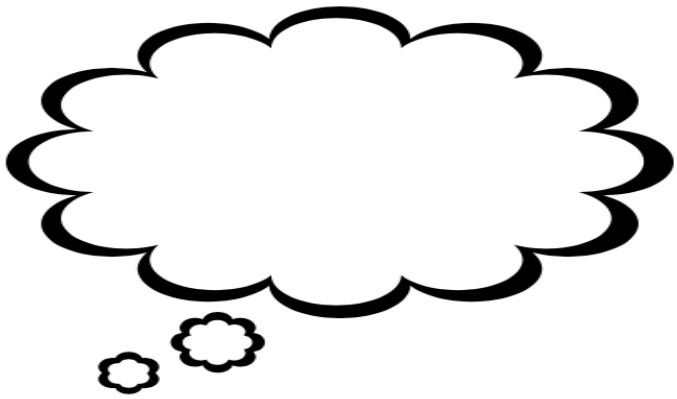
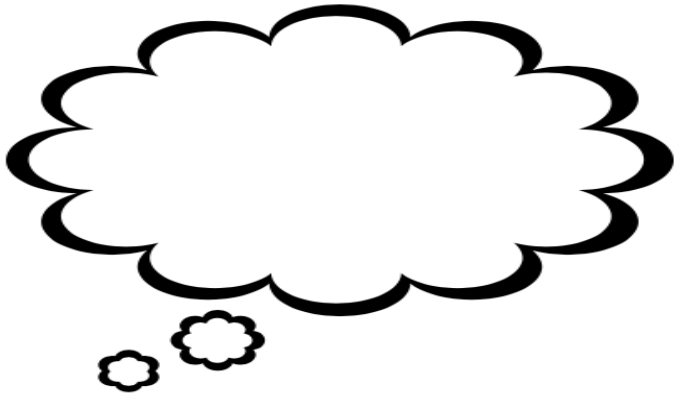
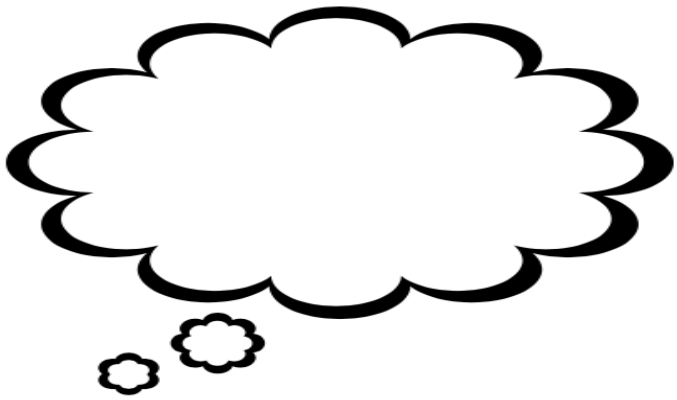
Lesson 3: Children Apply

A) Explain why the Princess may not like the blankets.

The Forest Blanket	Explain
'the blanket was coarse and spiky'	
	
	

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A) Explain why the Princess may not like the blankets.

The Mountain Blanket	Explain
	
	
	

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

Lesson	4	Vehicle Text & Page	The Princess' Blankets by Carol Ann Duffy From 'The Princess moaned as the blanket came down over her' to 'her blankets of ocean and forest and mountain and earth'

Anchor Questions(s):
A) Why was the land so arid and bleak?
B) What impression do we get of the musician? Why?
Model Question:
Why might the strange man be cross with the Princess?

Vocabulary Teaching:
clammy, embroidered, shroud, folk, high peaks, bleak and arid

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of books, including fairy stories
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Apply growing knowledge of root words

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
2a give / explain the meaning of words in context
2h make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Revisit the names of the blankets: THE OCEAN'S BLANKET, THE FOREST'S BLANKET, THE MOUNTAIN'S BLANKET, THE EARTH'S BLANKET. Search the Internet for images of bleak and arid lands and use **Think Pair Share** to briefly discuss the images. Ask the children to consider if anything might live and grow there and why this might be.
Share Anchor Question(s): Explicitly refer to this throughout the session.
Vocabulary: Discuss and explain this in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet. Where appropriate also examine the **Root Words** to deepen understanding.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 4 Teacher Model/Children Practise).
Fluency: **Choral Read** x2 the fluency extract. Teacher model first point to words being read and paying attention to punctuation when reading and conveying an understanding through **Intonation.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4 Teacher Model / Children Practise Activity sheet and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.
Example Model Question for demonstration: Why might the strange man be cross with the Princess?
Model using **Think Aloud** on the question, noting what the stranger did and said to help locate evidence. Model locating and circling the words and phrases that provide the answer (i.e. *'there was no reply', 'the furious man' and 'kick his heels down the palace corridors'*). Explain that this gives the impression that he was being ignored (*'there was no reply'*) he was cross (*'the furious man', 'kick his heels down the palace corridors').*
Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer and circle this in green.
On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 4: Children Practise Activity to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading. See Acceptable Points box to support.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking, Book Talk**

Acceptable Point(s) Anchor Question A
- Each blanket had taken something from the Earth needed for sustaining life (water fish trees rain vegetables corn flowers)
- identifying different items has been stripped from the Earth that prevented growth

Acceptable Point(s) Anchor Question B
- he was respectful / he had a good heart / bowed for the king / kissed Queens hand
- concerned for the princess' well-being
- he smiled - he was friendly

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

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Lesson 4: Vocabulary

clammy	embroidered
shroud	folk
high peaks	bleak and arid

Lesson 4: Fluency

There was no earth. The earth was one of the Princess' blankets so there were no vegetables growing in the soil, no corn or wheat in the breeze, no colourful flowers or cool green grass.

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Lesson 4: Anchor Questions

A) Why was the land so arid and bleak?
B) What impression do we get of the musician? Why?

Teacher Model Question:

Why might the strange man be cross with the Princess?

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Lesson 4: Teacher Model / Children Practise

The Princess moaned as the blanket came down over her, covering even her face. It smelt of dead leaves and decay, and felt moist and clammy. She pulled it from her face, feeling its soft, crumbly texture in her hands. The blanket was woven in the darkest brown. It was patterned with worms and spiders and embroidered with bulbs. There was tangled roots in the blanket, pale, hollow skulls and crumbling bones of dead creatures. The blanket clung to her like a shroud, and she felt weak.
"THE EARTH'S BLANKET," he said.
"Warmer now?" asked the man.
There was no reply.
"How cold now?"
But the Princess was too cold to answer him, and the furious man had no choice but to leave and kick his heels down the palace corridors never to be seen again.

And now the people were sad and frightened, because there was no ocean left to fish in. The ocean was one of the Princess' blankets, and all the empty fishing boats lay useless on the sands and mud flats, and folk went hungry for fish, nor was there a forest to pick fruit from, or hunt in or chop and gather wood from to make fire. The forest was one of the Princess' blankets, and there were no trees left and no birds to sing in them. And the mountain was gone. The mountain was one of the Princess' blankets, so there were no high peaks to collect rain from the clouds and no mountain streams bringing fresh water tumbling down the towns and villages. There was no earth. The earth was one of the Princess' blankets so there were no vegetables growing in the soil, no corn or wheat in the breeze, no colourful flowers or cool green grass. Word passed from mouth to mouth that all this had come about because the Princess would not love the man with the stony eyes.

One evening in late summer, a musician was walking quite near to the palace whilst playing his flute. He wondered why the land was so bleak and arid, and why the people were so gloomy. He came to hear about the cold Princess and the terrible magic done by the stranger and how none of it had made the Princess warm. The musician had a kind and good heart, and went to the palace himself to see if he could help. He bowed before the sad King, and kissed the hand of the tearful Queen, and then he was led into the bedchamber, where the cold Princess lay beneath her blankets of ocean and forest and mountain and earth.

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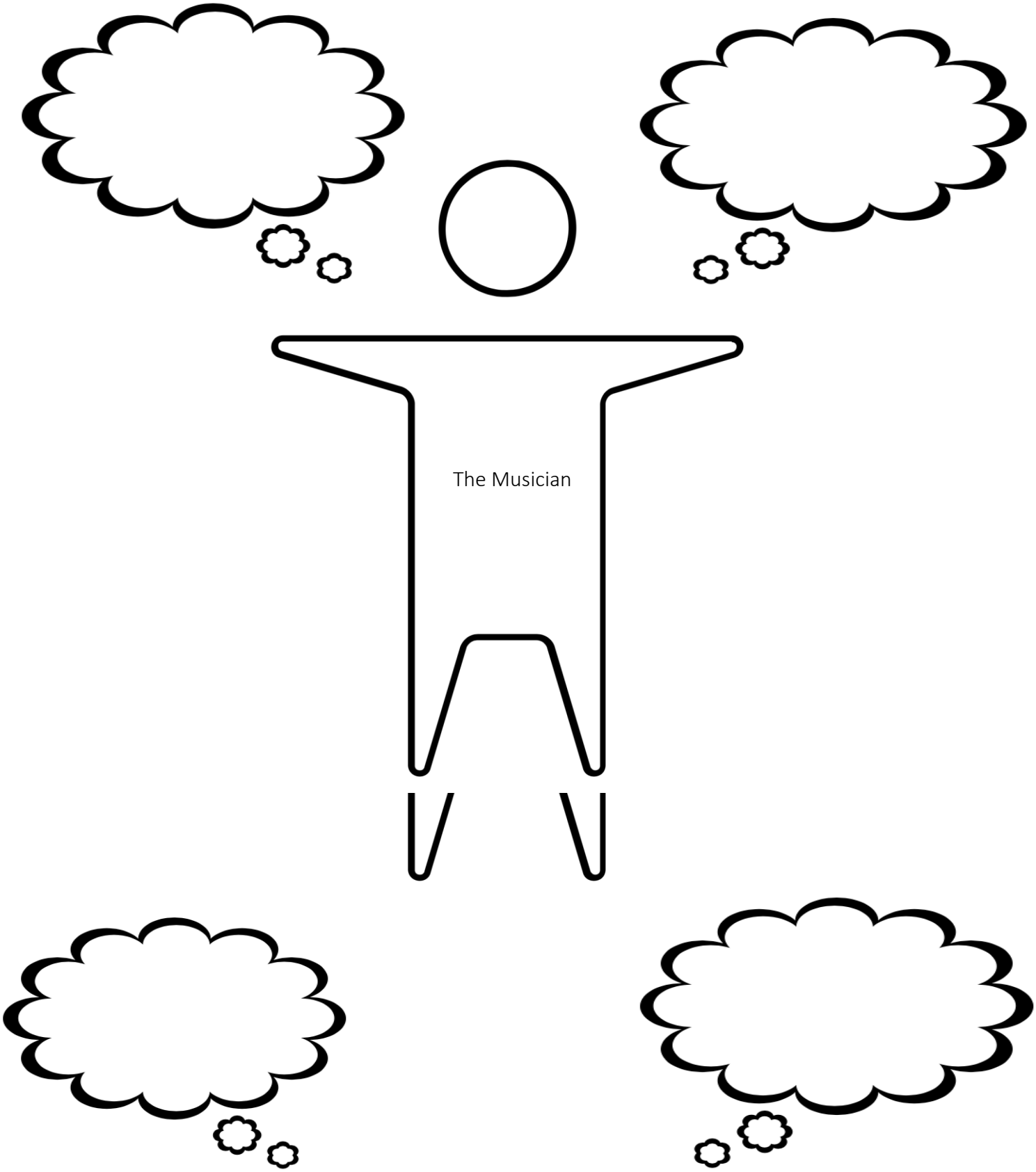
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Lesson 4: Children Apply

A) Why was the land so arid and bleak? Think about what each blanket took from the planet	
The Ocean's Blanket	
The Forest's Blanket	
The Mountain's Blanket	
The Earth's Blanket	
Explain how your evidence helps answer the question.	

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B) What impression do we get of the musician? Why?
(Think about what the musician does and what this tells us about his character)



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

Lesson	5	Vehicle Text & Page	The Princess' Blankets by Carol Ann Duffy From 'As soon as he saw how beautiful she was, and how cold, the musicians heart flooded with love.' to 'they slept outside, hearing the mountain stream, and the sea, and the wind in the trees, under a blanket of stars.'

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How did the musician help warm up the princess? B) What are the themes in this extract? C) How do you know the Princess and the magician were in love? D) How did the musician help the Earth?	soul, listened intently, surge of life, nourishing	• Increase their familiarity with a wide range of books, including fairy stories • Identify simple themes and conventions in an increasing range of books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Apply growing knowledge of root words	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context **2h** make comparisons within the text



Extended Apply Lesson

Activate prior knowledge: Recap the descriptions of the blankets in the extracts shared this week.

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings and examining the root words were appropriate to help understanding. Address any misconceptions.

Share Anchor Questions: Refer to them throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Think, Pair, Share** and reflect on the similarities and differences the Princess' Blanket has with other well-known fairy stories.

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

Written Responses / Evidence Anchor Question:

• In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the Anchor Questions

A) How did the musician help warm up the princess?
B) What are the themes that are in this extract?
C) How do you know the Princess and the magician were in love?
D) How did the musician help the Earth?

Extended Application Activity 1

Draw a story mountain of the events in The Princess' Blanket (Opening, Build up, Problem, Ending). Also place an accompanying theme next to each part of the story mountain.

Extended Application Activity 2

Write a timeline of the events in the story

Extended Application Activity 3

Raise questions based on the text in order to improve your understanding. (Who, what, where, when, why and how). What are the unanswered questions? Encourage the children to think deeply about where characters came from and what happened to them

Extended Application Activity 4

The children could write a prequel or a sequel get them to think deeply about the characters the nature of their actions and how they came to be this type of activity will help demonstrate their understanding of themes, the characters and the setting of this fairytale.

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

Additional Apply Activity:

Children to complete the Children Apply activities provided.

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

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Lesson 5: Vocabulary

soul	listened intently
surge of life	nourishing

Lesson 5: Anchor Questions

A) How did the musician help warm up the princess?
B) What are the themes that are in this extract?
C) How do you know the Princess and the magician were in love?
D) How did the musician help the Earth?

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Lesson 5: Teacher Model / Children Practise

As soon as he saw how beautiful she was, and how cold, the musicians heart flooded with love. He took out his flute and began to play the loveliest tune he knew, playing with his soul so that she would know how much he loved her. After a little while, the princess turned her head on the pillow and looks towards him. The musician played on and the princess sat up a little, listened intently to the wonderful music. When he had played the last note of his melody, the musician put down his flute and knelt by the side of the Princess. He took her cold hands from where they lay on the blanket and kissed each one. As he did so, the princess felt his warmth flow into her with a surge of life and energy.

Then, the earth's blanket fell to the ground. Then the musician bent down and kissed the Princess' pale cheeks and the princess flushed as they felt his warm breath on her face. Then the mountains blanket slid to the floor. The musician heard the princess sigh in his ear and thought he would die with love, but he took her face in his hand and kissed her eyelids. Two warm tears trickled down the princess' face, and the forests blanket slipped to the floor. The musician and the princess looked into each other's eyes and they saw their souls there, and, when the musician kissed her on the lips, the princesses heart warmed a whole body with love. The oceans blanket lay on the floor.

Outside, the roaring, glittering sea rushed in foaming, white waves from the shore, and the shouting, pointing fisherman ran to their boats. The forest shook the birds from its hair, tossing its leaves and branches in the wind. Further still, the huge mountain towered against the skyline, its snowy peaks covered in cloud, as though it was deep in thought. Later as evening began to fall, the fertile Earth grew blurred and soft, nurturing and growing harvest and nourishing its scented flowers.

The people went back to their ordinary lives, grateful for the earth and the ocean, for the forest and the mountain. The king, with the Queen beside him, kept his word and told the musician to name his reward, even unto half the kingdom. The musician asked to stay always by the princess' side, and the Princess agreed.

Sometimes, on summer nights, they slept outside, hearing the mountain stream, and the sea, and the wind in the trees, under a blanket of stars.

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Lesson 5: Children Apply

A) How did the musician help warm up the princess? (Think about the things he actually did and that happened)	
What happened? What did he do?	Made her Warm
blanket fell to the ground	The blankets were actually making her feel colder and colder for this helped warm her up.

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Lesson 5: Children Apply: Theme Cards

B) What are the themes in this extract?

- Place a theme card next to each paragraph.
- Are there more than one theme in each paragraph?
- Use evidence from the text to answer this.



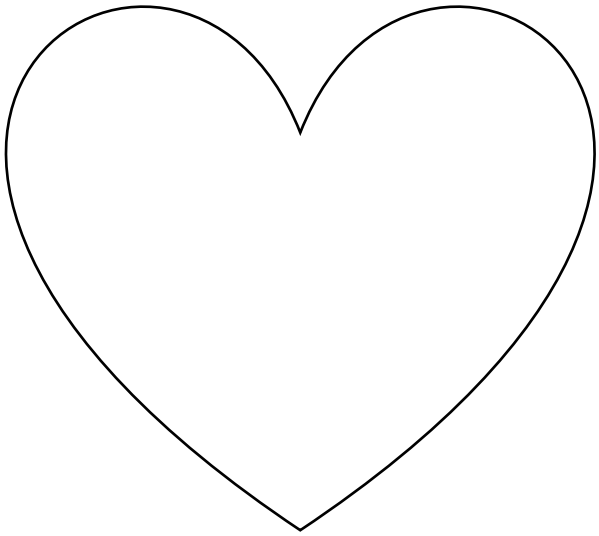
love	care
survival	kindness
healing	protection

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Lesson 5: Children Apply

C) How do you know the Princess and the magician were in love?

Write your answers using evidence from the text around the love heart below.



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Lesson 5: Children Apply

D) How did the musician help the Earth?

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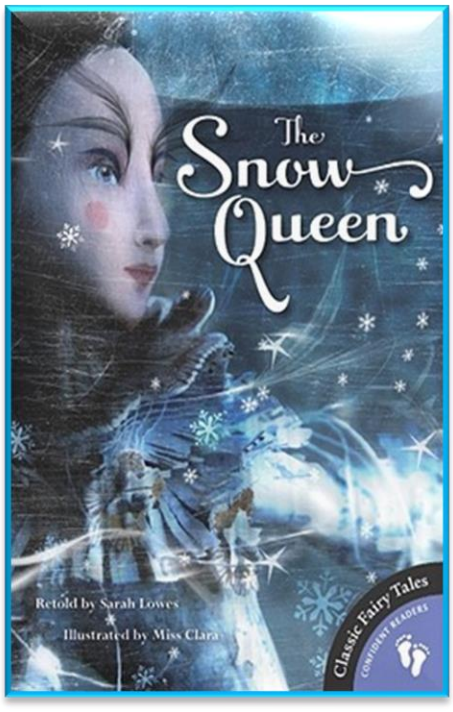
Shared Reading Planning

Year 3

Unit D: Reading Breadth

Fairy Stories & Poetry

Fiction 3



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

Lesson	1	Vehicle Text & Page	The Snow Queen Retold by Sarah Lowes Front cover, blurb and Chapter 1 pp.7&8 (see adapted extract)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How will the characters influence how the story develops?	delighted, remarkable, shrank, dreary, lush, apprentices, revelled, contentment, commanded	• Predict what might happen from details stated and some which are implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation • Re-reading sentences for clarity	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2e** predict what might happen from details stated and implied

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show pictures of the front cover and the blurb and use **Book Talk** to explore what the children think the story might be about. Have they heard of this story before? Do they have any idea what type of story this will be? What **prior knowledge** can they 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 Y3/4 spelling list words – *perhaps, disappear(ed).*

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

Fluency: Read the first section from the extract (see Lesson 1: Fluency). Focus on **Pausing**, using punctuation cues (the exclamation marks, commas and full stops). Following this, children to **Pair Read,** using **Pausing,** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 1: Read / Teacher Model / Children Practise Activity sheet and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Gather words and phrases from the text extract that help make **Predictions and Inferences** about what might happen in the story. Teacher note: predictions are rooted in evidence.

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

'Magician's apprentices revelled in the misery', 'flew around the world', 'no one left who had not gazed into it', 'brought the mirror to the Snow Queen', 'commanded the apprentices to fly up into the sky with the mirror'.

• Teacher makes Inferences about the apprentices: These words and phrases suggest that the magician's apprentices enjoy the misery that the mirror brings and that they want as many people as possible to be negatively affected by it. They seem to know that, in the hands of the Snow Queen, it will bring even more suffering and torment to the world.

• Teacher make a prediction: I predict that the actions of the magician's apprentices and them giving the dreadful mirror to the Snow Queen will mean that people in all parts of the world will be touched with sadness and misery. I think their actions will affect how people feel and how they view the world as the story unfolds. Add this to Lesson 1: Teacher Model sheet.

Ensure all evidence to answer the **Anchor Question** is circled and new vocabulary is underlined.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Focusing on the Snow Queen: In pairs the children have copies of the extract. They focus on the character of the Snow Queen. Questions to support: What does she do when the apprentices give her the mirror? What do you think her 'plan' is? What does she do when the mirror shatters / how is she feeling?

Practise Taught Strategies & Skills:

Children **Text Mark** their copy of the adapted extract (see Lesson 1: Practise). What do they learn about the character of the Snow Queen and how she responds to being given the mirror? How might these initial impressions impact on the story and how it develops? If children are finding it difficult to locate words and phrases, they may consider, '*she knew at once', 'perfect weapon against happiness and contentment', 'formed a plan', 'commanded the apprentices to fly up into the sky', 'laughed with a cruel joy'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.

Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions** •Use of the strategies taught i.e. **Re reading, Prediction, Find Read Talk, Text Marking, Pair reading, Pausing**

Acceptable Point(s) Anchor Question

- pieces of the mirror to cover the whole world
- make all of the people in the world feel sadness and misery
- use the magician's assistants to spread sadness and misery using the mirror
- make herself happy seeing the misery of others

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

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Lesson 1: Vocabulary

delighted	remarkable
shrank	drearier
lush	apprentices
revelled	contentment
commanded	



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Lesson 1: Fluency

Listen! The story begins. Perhaps, by the end, we shall know more than we do now. There was once a magician who delighted in the dark side of his magic. One day, he invented a remarkable mirror.

Lesson 1: Anchor Question

How will the characters influence how the story develops?

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Lesson 1: Teacher Model / Children Practise

Listen! The story begins. Perhaps, by the end, we shall know more than we do now. There was once a magician who delighted in the dark side of his magic. One day, he invented a remarkable mirror. This mirror made ugly things look huge and shrank beautiful ones almost to nothing. The beauty of our world disappeared altogether in the mirror's glass and plain things appeared ten times drearier than before. Lush green fields looked like boiled spinach, and people who were usually quite attractive and pleasant became so ugly and hateful that even their friends couldn't recognise them. A girl with just one pimple looked as though it had spread all over her face, and if she had a good or happy thought, a wrinkle immediately appeared in the mirror.

The magician's apprentices revelled in the misery that the mirror created, and they flew around the world with it until there was no one left who had not gazed into it. Everyone turned aside in horror at their hideous reflections, or at the sight of the cruelty and evil that the mirror displayed.

One day, the apprentices brought the mirror to the Snow Queen. She knew at once that the mirror would be her perfect weapon against happiness and contentment, and she formed a plan. She commanded the apprentices to fly up into the sky with the mirror. As they did so, the mirror began to crack until it shattered into millions of tiny pieces, and the Queen laughed with cruel joy at what would come next.

Extract adapted from ©The Snow Queen Retold by Sarah Lowes Barefoot Books

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Lesson 1: Teacher Model

Magician's Apprentices	
Reference the Text	**Prediction: What might happen in the story**
Magician's apprentices revelled in the misery	They love the idea of spreading sadness
Flew around the world	All parts of the world will be touched by the evil and misery caused by the mirror
No one left who had not gazed into it	It will affect everyone
Brought the mirror to the Snow Queen	In the hands of the Snow Queen it will cause even more suffering and sadness
Commanded the apprentices to fly up into the sky with the mirror	They are holding this destructive mirror above the earth – if it falls, it will affect many people



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Lesson 1: Children Apply

The Snow Queen	
Reference the Text	Prediction: What might happen in the story

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

Lesson	2	Vehicle Text & Page	The Snow Queen Retold by Sarah Lowes Chapter 1 p.9 (adapted extract)

Anchor Questions(s):
The world has become a worse place to live in since the splinters were scattered. Which words and phrases tell you that?
Teacher Model Question:
The view from people's windows has changed. Which words tell you that?

Vocabulary Teaching:
splinters, continued, sorry sight, fragments, hopeless, fate, received, revealed

Focus Comprehension & Strategies:
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Re-reading sentences for clarity
- Identify how language and structure contribute to meaning
- Locate and discuss words and pre taught vocabulary to find out what the text is about

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
2b retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Think Pair Share with a partner what has happened so far in the story. Recall the predictions they made as to how the story might unfold.
Share Anchor Question: Explicitly refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet. Consider the word '*hopeless*' with the children. **Clarify** what we mean by the word hope. What happens when we add the suffix '*less*'? Allow time for children to **Find Read Talk** the rest of the words. **Clarify** meanings briefly. Draw attention to words from the Y3/4 spelling list: '*continue(d)*'.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 2 Teacher Model/Children Practise). Allow time for children to consider the **Anchor Question** using **Stop & Jot**. Compare this extract to what they thought would happen when they made predictions yesterday.
Fluency: Teacher model reading the fluency extract, using **Pausing,** particularly taking note of the comma and colon. Children **Pair Read** x2 the fluency extract.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2: Read / Teacher Model / Children Practise extract and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). **Re read** entire sentence correctly. Read Teacher Model Question and model the type of evidence needed.
Example Model Question for demonstration: The view from people's windows has changed. Which words tell you that? Model locating and circling the words and phrases that provide the answer: '*a sorry sight indeed*'. Use **Think Aloud** to explain why this evidence has been circled:
Teacher Talks: '*Sorry sight*' suggests that when people look out of their windows now, they are greeted by an unpleasant view. When the homeowners view the world now, they only see bad or unpleasant things. Add to teacher model sheet.
Reference the text:
On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 2: Read / Teacher Model / Children Practise extract to help aid discussions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking**. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are having difficulty in locating evidence, consider, '*spectacles, causing their owners endless trouble*', '*slipped into some people's eyes, making everything seem ugly and hopeless*', '*worst by far*', '*received a splinter of glass in their hearts*', '*once been warm and loving became cold and hard*'.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Re reading, Inference, Find Read Talk, Text Marking, Choral reading, Pausing**

Acceptable Point(s) Anchor Question
- the views from people's windows have become unpleasant
- those wearing spectacles could not see clearly through them
- everything seemed ugly and hopeless
- people who had once been warm and loving became cold and hard

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

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Lesson 2: Vocabulary

splinters	continued
sorry sight	fragments
hopeless	fate
received	revealed



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Lesson 2: Fluency

Tiny pieces slipped into some people's eyes, making everything they looked upon seem ugly and hopeless. Worst by far was the fate of those who received a splinter of glass in their hearts: people who had once been warm and loving became cold and hard.

Lesson 2: Anchor Questions

The world has become a worse place to live in since the splinters were scattered. Which words and phrases tell you that?

Teacher Model Question:

How has the view from people's windows changed?

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Lesson 2: Read / Teacher Model / Children Practise

The splinters of glass scattered themselves all over the world and continued their evil work. Some pieces made into windowpanes, making the view from those houses a sorry sight indeed. Smaller fragments were used to make spectacles, causing their owners endless trouble as they tried to see clearly through them. Tiny pieces slipped into some people's eyes, making everything they looked upon seem ugly and hopeless. Worst by far was the fate of those who received a splinter of glass in their hearts: people who had once been warm and loving became cold and hard.

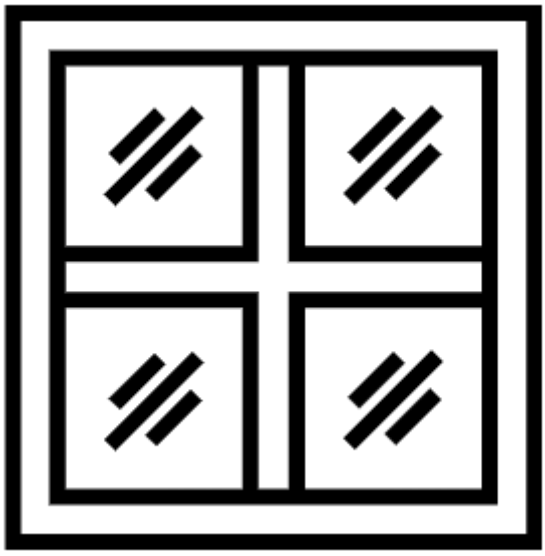
Fragments of that mirror exist to this very day. Others play a part in my story, as will soon be revealed.

Extract adapted from ©The Snow Queen Retold by Sarah Lowes Barefoot Books

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Lesson 2: Teacher Model

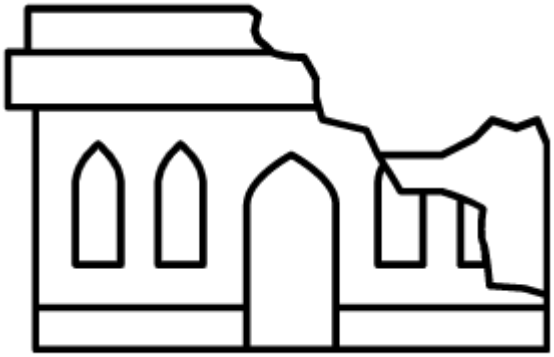
A sorry sight indeed



The view from people's windows has changed. Which words and phrases tell you that?

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Lesson 2: Children Apply



The world has become a worse place to live in since the splinters were scattered. Which words and phrases tell you that?

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

Lesson	3	Vehicle Text & Page	The Snow Queen Retold by Sarah Lowes Chapter 2 pp.13&14 (adapted extract)

Anchor Question:
Why might Kay have been enchanted by the Snow Queen?
Teacher Model Question:
How is Kay feeling after the splinters went in his eye and heart?

Vocabulary Teaching:
Vocabulary
dazzling, beckoned, stinging sensation, discontented, previously, dull, unmoved, sufferings of others, compassion, yearning

Focus Comprehension & Strategies:
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Re-reading sentences for clarity
- Identify how language and structure contribute to meaning
- Locate and discuss words and pre taught vocabulary to find out what the text is about

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Explain to the children that the rest of the story centres around two friends, Kay (a boy) and Gerda (a girl). Read the following words from the story: '*On very cold days, they would sit by the stove in Gerda's house and her grandmother would tell them a story. One afternoon she told Kay and Gerda about the Snow Queen. 'She passes by each house at night,' she told them, 'and breathes on the windowpanes, leaving frosty patterns behind.'* Ask the children what the Snow Queen might be doing moving through the towns and cities in this way? Remind them of earlier extracts. What was she hoping to spread across the world using the splinters from the mirror?
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Consider the word '*unmoved*', discussing what it means to be 'moved' and how the prefix 'un' gives the word the opposite meaning. Refer to Lesson 3 Vocabulary sheet and use **Find Read Talk** to find the meanings. **Clarify** understanding briefly.
Explore & respond: Teacher to read aloud the focus extract (See Lesson 3: Read/Teacher Model/Children Practise). Ask children to consider how it might have felt to have seen the Snow Queen. You may want to briefly role play this part of the session – one child being Kay and one child being the Snow Queen.
Fluency: **Pair Read** x2 the fluency extract. Teacher model first, using **Pausing** to show how the punctuation can support understanding. Also, use your voice to **Stress** words like dazzling, tall, beautiful, glittering, twinkling as these will aid the children in answering the **Anchor Question.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3 Teacher Model / Children Practise and read through. Select a sentence to model **Re reading** for clarity strategy (this can be modelled by ignoring punctuation). **Re read** entire sentence correctly. Read Teacher Model Question and model the type of evidence needed.
Example Model Question for demonstration: How is Kaye feeling after the splinters went in his eye and heart? Model locating and circling the words and phrases that provide the answer, e.g. '*became more and more grumpy and discontent', 'now seemed dull and uninteresting', 'book was for babies', 'rose arch was ugly', 'argued and interrupted', 'quite unmoved by the sufferings of others', 'did not even care', 'heart was slowly turning to ice'.*
Use **Think Aloud** to explain how the words and phrases provide evidence for the model question.
Teacher Thinks: Clearly the splinters in Kay's heart and eye have had a negative impact on Kay's feelings. He is unhappy and sees only unpleasantness and ugliness. He no longer cares about his friendship with Gerda and is mean to her. He is unkind to others and doesn't seem to care if others are upset or suffering. His heart seems to be hardening as if it was turning to ice.
Reference the text: On an enlarged copy of the text use also **Text Mark** to: A) draw a circle around the words that provide evidence for the question B) underline the new vocabulary explored.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 3: Children Practise extract to help aid discussions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Use **Think Aloud** as they work. If children are struggling to locate evidence, consider, '*one snowflake seemed to grow', 'became a dazzling figure', 'tall and beautiful', 'eyes like glittering stars', 'crown made of twinkling icicles', 'shining eyes', 'beckoned him to join her', 'smiled and blew him a kiss'.* Encourage children to use **Re read** strategy to seek clarity when reading.

Step 4: APPLY

Children Apply 10 mins

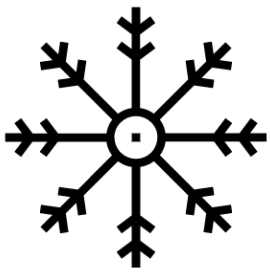
Evidence Anchor Question(s): In Reading Journals, children to complete Apply Activity – writing around her outline why Kay might have been enchanted.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children record responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re reading, Prediction, Find Read Talk, Text Marking, Pair reading, Pausing, Think Aloud**
*terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Acceptable Point(s) Anchor Question
- amazed by the snowflake changing into a person
- her beauty
- the sparkling and twinkling of the bright figure caught his eye
- she encouraged him to come to her
- her smile and kiss

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Lesson 3: Vocabulary

dazzling	beckoned
stinging sensation	discontented
previously	dull
unmoved	sufferings of others
compassion	yearning



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Lesson 3: Fluency

The snow was falling silently, and as he watched, one snowflake seemed to grow in size until it became a dazzling figure. It was a woman, dressed all in white. She was tall and beautiful, with eyes like glittering stars and a crown made of twinkling icicles.

Lesson 3: Anchor Questions

Why might Kay have been enchanted by the Snow Queen?

Teacher Model Question:

How does Kaye feel when the splinters enter his eye and his heart?

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Lesson 3: Read / Teacher Model / Children Practise

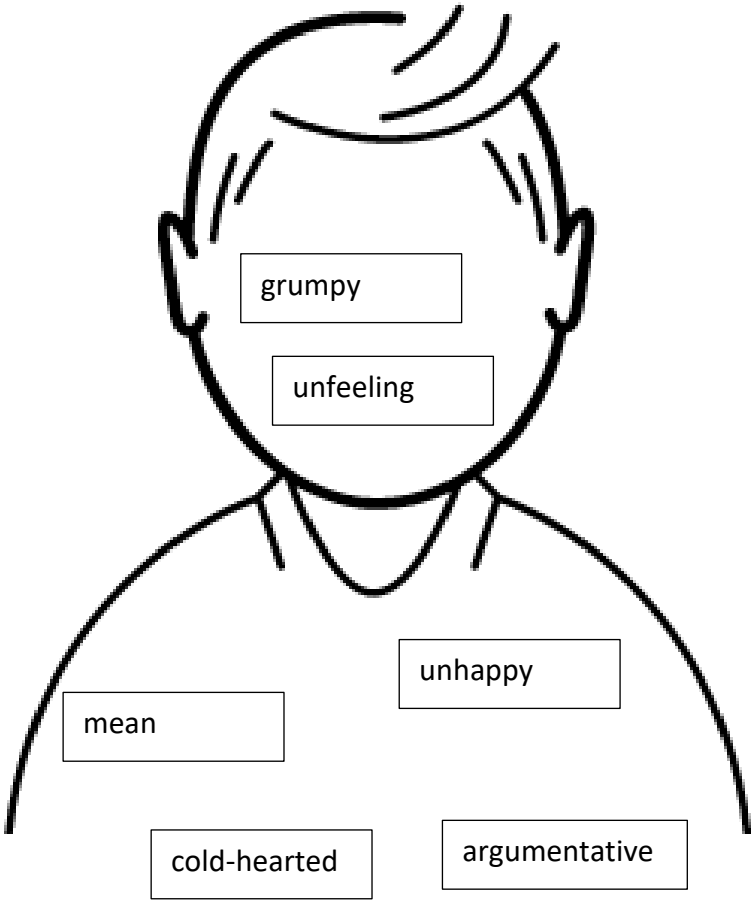
Kay's eyes grew wide when he heard this. That night, he opened his bedroom window and looked out. The snow was falling silently, and as he watched, one snowflake seemed to grow in size until it became a dazzling figure. It was a woman, dressed all in white. She was tall and beautiful, with eyes like glittering stars and a crown made of twinkling icicles. The woman looked at Kay with her shining eyes and beckoned him to join her, but he was afraid and drew back. She smiled and blew him a kiss and with it two splinters of the magic mirror. One entered his eye and the other, his heart. For a moment, Kay felt a stinging sensation and then all was just as before.

The days went by and Kay became more and more grumpy and discontented. Everything that had previously brought him joy now seemed dull and uninteresting. He told Gerda that her favourite picture book was for babies and that the rose arch was ugly. Kay argued and interrupted when Gerda's grandmother tried to tell them a story. The splinters of mirror in his eye and heart made him quite unmoved by the sufferings of others. He did not even care when he hurt Gerda's feelings. His heart was slowly turning to ice, freezing out any feelings of happiness and compassion, and he found himself yearning for something he could not name.

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Lesson 3: Teacher Model
How does Kay feel when the splinters enter his eye and heart?



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Lesson 3: Children Apply
Why might Kay have been enchanted by the Snow Queen?



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

Lesson	4	Vehicle Text & Page	The Snow Queen Retold by Sarah Lowes Chapter 6 pp.49&50 (adapted extract)

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How is Gerda feeling? Teacher Model Question: How do the animals feel?	tremble, drew to a halt, keening sound, territory, trudged, horizontally, menacing, vapour	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation	2d Make inferences from the text/explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Explain that the Snow Queen has taken Kay and he has been missing for some time. Gerda, his friend, has journeyed to find him and is approaching the Snow Queen's palace. **Think Pair Share** where her palace might be? What environment would it be in? (NB she is, after all, the Snow Queen). Briefly feedback explaining why the children think this.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet. **Find Read Talk** the rest of the new vocabulary. Briefly **Clarify**.
Explore & Respond: Listen to the adapted extract (see Lesson 4: Read) and ask children to think about Gerda's approach to the palace. In pairs, hot seat how she might be feeling as she moves through the frozen landscape.
Fluency: Model reading the Lesson 4 Fluency extract. Pay particular attention to punctuation for speech and varying your voice to reflect the different characters and their emotions as they speak. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4 Teacher Model / Children Practise and read through. Select a sentence to model **Re reading** for clarity strategy (this can be modelled by ignoring punctuation). **Re read** entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.
Example Model Question for demonstration: How do the animals feel? Model locating and circling the evidence words and phrases that provide the answer, e.g. '*wolf began to tremble', 'reindeer drew to a halt', 'I feel her power growing and I cannot go with you any further', 'a single tear rolled down his face', 'farewell and good luck'.*
Use **Think Aloud** to explain how the evidence helps to answer the model question: the wolf is physically shaking, as if he is trembling with fear. The animals feel they can't go any further because they fear the power of the Snow Queen. The wolf is sad and they all wish Gerda luck as they know she faces danger from the queen.
Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Practise Taught Strategies & Skills: Using Lesson 4 Children Practise, ask the children to read through this with a partner and explore words and phrases that will help them answer the **Anchor Question**. Children to explicitly **Text Mark** by circling words and phrases which provide evidence.
Children Explore & Discuss: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Use **Think Aloud** as they work. If children are struggling to locate evidence, consider, '*tucked her coat around herself', 'set off bravely', 'trudged through the snow', 'Gerda kept pushing forwards', 'began to pray with all her might', 'her breath turned to ice vapour', 'kept on walking, unafraid now and no longer feeling the bitter cold'*. Encourage children to use **Re read** strategy to seek clarity when reading.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity, by writing how Gerda feels around the outline.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re reading, Find Read Talk, Text Marking, Pair reading, Think Aloud**

Acceptable Point(s) Anchor Question
- cold
- brave
- finds it difficult to walk through the snow
- determined
- feels that only her faith can help her
- unafraid
- no longer affected by the cold

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

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Lesson 4: Vocabulary

tremble	drew to a halt
keening sound	territory
trudged	horizontally
menacing	vapour



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Lesson 4: Fluency

'This is the beginning of the Snow Queen's territory,' he said. 'I feel her power growing and I cannot go with you any further.' The wolf and the raven stopped too. Gerda thanked her friends for all their help and said goodbye sadly. As she stroked the wolf's thick fur, a single tear rolled down his face. 'We will wait here for you, Gerda,' said the raven. 'Farewell and good luck.'

Lesson 4: Anchor Question

How is Gerda feeling?

Teacher Model Question:

How do the animals feel?

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Lesson 4: Read / Teacher Model / Children Practise

The next day, the four friends set off on the last part of their journey. A few snowflakes started to fall and the wolf began to tremble. After a while, the reindeer drew to a halt. 'This is the beginning of the Snow Queen's territory,' he said. 'I feel her power growing and I cannot go with you any further.' The wolf and the raven stopped too. Gerda thanked her friends for all their help and said goodbye sadly. As she stroked the wolf's thick fur, a single tear rolled down his face. 'We will wait here for you, Gerda,' said the raven. 'Farewell and good luck.'

Gerda tucked her cloak around her and set off bravely into the cold north wind. As she trudged through the snow, the wind blew more fiercely with a wild, keening sound and the snowflakes fell more thickly. Suddenly, she noticed that the snowflakes were travelling horizontally across the ground. They took on menacing forms: huge porcupines, knotted snakes and great bears. An army of them was closing in on her. Gerda kept pushing forwards and began to pray with all her might. It was so cold that her breath turned to ice vapour. As she watched, the vapour became a legion of bright angels who glided to the ground, forming a safe wall around her. Each angel wore a helmet, shield and spear, which they used to shatter the snowflake army into tiny pieces. Gerda kept on walking, unafraid now and no longer feeling the bitter cold because the angels had brought warmth to her hands.

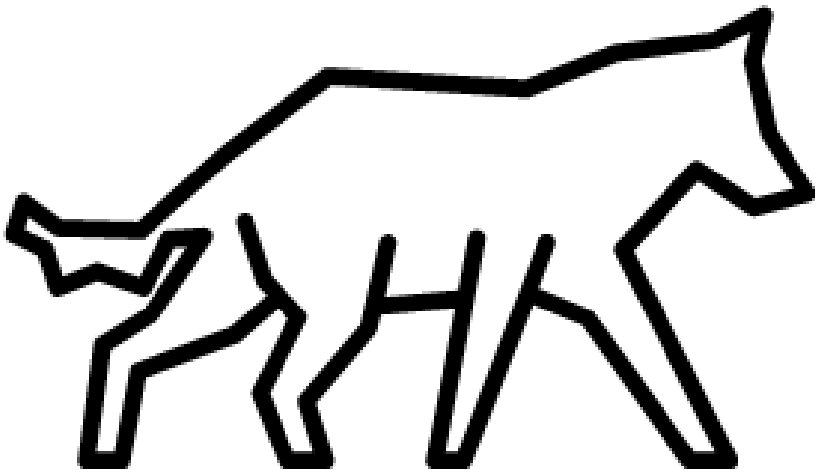
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Lesson 4: Teacher Model
How do the animals feel?

Fearful

Frightened of the Snow Queen's power

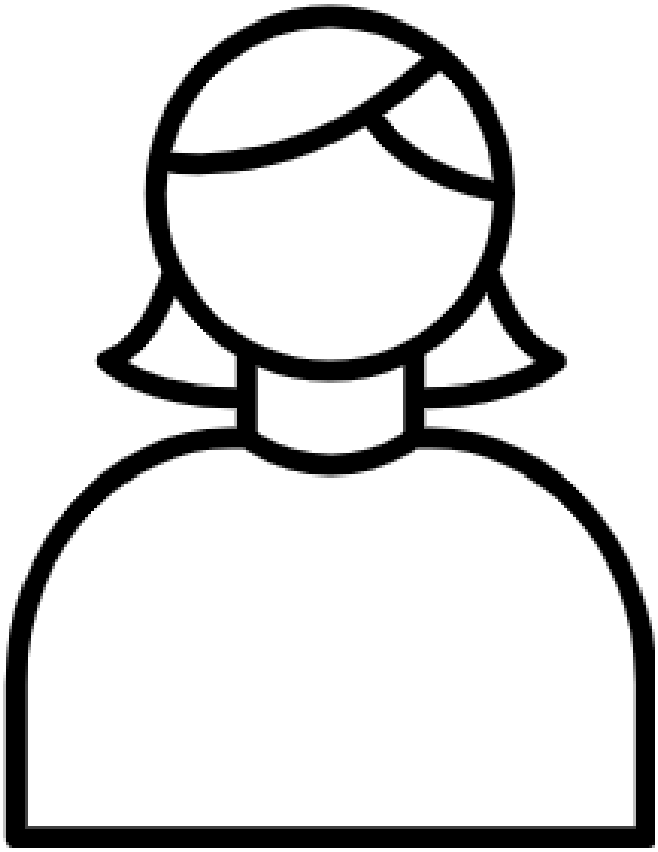


Sad

Hoping that Gerda will be okay

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Lesson 4: Children Apply
How does Gerda feel?



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

Lesson	5	Vehicle Text & Page	The Snow Queen Retold by Sarah Lowes Chapter 7 pp.62&63 (use adapted extract)

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Is the world a better place without the Snow Queen? What makes you think that?	blooming, faithful, anxious, admired, embraced, beloved	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	2b Retrieve and record information/ identify key details from fiction 2d Make inferences from the text/explain and justify inferences with evidence from the



Extended Apply Lesson

Activate prior knowledge: Recap what has happened in the story so far and explain how Gerda finally freed Kay from the Snow Queen (you can use pp. 55-60 of the book to help you explain what happened).

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings. Address any misconceptions.

Share Anchor Questions: Refer to them throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Think, Pair Share** relating to the **Anchor Question.**

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

Written Responses / Evidence Anchor Question:

- In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Questions** independently.

Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the **Anchor Questions.**

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

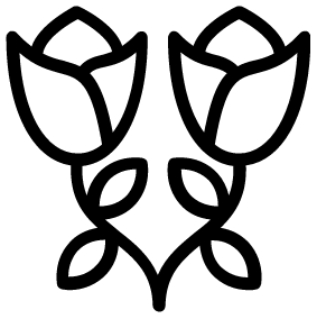
Additional Apply Activity:
Children to complete the Children Apply activities provided.

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

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Lesson 5: Vocabulary

blooming	faithful
anxious	admire
embraced	beloved



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Lesson 5: Anchor Questions

Is the world a better place without the Snow Queen? What makes you think that?



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Lesson 5: Read / Children Practise

As they drew closer to home, the two friends noticed that the trees were in leaf and the flowers were blooming. The sun was warm on their backs and the air was mild. When they came to their town, they said goodbye to the two reindeer and the faithful raven, who was anxious to return to his beloved. Kay and Gerda embraced their friends and walked on. As they did so, all the church bells rang out to welcome them home. When they reached their own street, they saw that the rose trees were once more in bud and they stopped to admire the arch that joined their two houses. As their families ran out to greet them, Kay and Gerda realised that they were now as tall as their parents and many years must have passed. They were children no longer and a beautiful spring world was waiting for them.

Extract adapted from ©The Snow Queen Retold by Sarah Lowes Barefoot Books

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Lesson 5: Children Apply

Is the world a better place without the Snow Queen? What makes you think that?

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Lesson 5: Children Apply Comprehension Question

1. What did the two friends notice as the drew closer to home?

2. 'The sun was warm on their backs and the air was mild'. Which two words tell us that the weather was not cold.
a
b

3. Why did the raven want to leave?

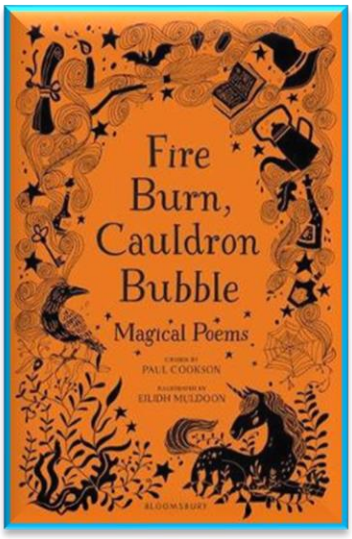
4. How do we know that Kay and Gerda have grown up?

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Steps to Read™

Shared Reading Planning
Year 3
Unit D: Reading Breadth
Fairy Stories & Poetry

Poetry



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

Lesson	1	Vehicle Text	Witchy Magic – Mary Serenc pp.53&54 From Fire Burn, Cauldron Bubble Chosen by Paul Cookson

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can you tell that something bad is going to happen?	menace, reeks, stagnant, ghouls, hypnotic trance, stark	• Recognise some different forms of poetry [for example, free verse, narrative poetry] • Draw inferences such as inferring characters' feelings and thoughts	2b Retrieve and record information/key details from the text 2C Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Write the word 'Witch' on a flipchart and ask children to **Think Pair Share** what they know about witches. What do they know from stories about witches? What types of things do witches do? Do they know any poems or stories that include witches? **Note that you will not be reading the final stanza when you share the poem with the children.**

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

Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text (See Lesson 1: Read) and underline. Consider the words 'hypnotic trance'. Discuss how hypnotic makes you think of the word hypnotise – where someone does not have control of themselves / they are under someone's power. A hypnotic trance makes you think the witches have rendered people unable to break from their power and control. Give the children the meanings of the more tricky words (see Lesson 1: Vocabulary). Children **Find Read Talk** the other words. **Clarify** the meanings as a class. Note Y3/4 spelling words - *breath*

Explore & respond: Read the poem to the children **but not the final stanza**. Point out the number of stanzas and a rhyming pattern of a,b,c,b. As you read, use **Intonation** and **Rhythm.** Use your voice to build up to the eerie conclusion **but don't share the final stanza.** Ask children to discuss with a partner what has happened in the poem. Read the poem again. Note the repetition of the noun in the second lines, e.g. '*The moon sits high, The moon shines bright*'. Discuss why repetition might have been used (a more eerie impact as we learn about the different things that each noun does). How might this be reflected in our reading of the poem?

Fluency: Teacher to model reading the third stanza of the poem, using **Intonation** and **Rhythm**. Children **Choral Read x 2.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first stanza of the poem again (Lesson 1: Read / Teacher Model / Children Practise), making a mistake with the word '*menace*'. Explain that it doesn't sound right and **Re read**, this time reading the word correctly. Use Lesson 1: Teacher Model to consider how the moon and swamp have been described in a way that makes us feel something bad is going to happen.

Reference the text: Circle the words, '*beaming menace', 'reeks death', 'stagnant water'* and *'on its breath'*. Use **Think Aloud** to explain why you have circled this evidence.

Teacher Talks: the moon is sending out signals of threat and harm into the night. It is not a soft, gentle moon-light, but one that is threatening. In the second stanza, even though the swamp is still, this is not something positive. The unmoving water gives off the unpleasant smell of death. The fact that it is 'on its breath', makes the swamp seem alive – breathing this foul smell into the atmosphere. Add to the Lesson 1: Teacher Model.

Explain how this leads you to believe that something bad is going to happen: 'Both the moon and the swamp seem threatening and menacing. It is as if they are alive. They are making the village seem like a scary and dangerous place as they 'beam menace' and smell of death'.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Read the whole poem through again but not the final stanza (see Lesson 1: Read / Teacher Model / Children Practise). Consider evidence for the **Anchor Question** in pairs as they read.

Practise Taught Strategies & Skills: Ask children to use **Think Aloud** to consider the **Anchor Question**. Work through the poem **(but not the final stanza)** and consider how the poet makes us think that something bad is going to happen. If children are finding it difficult to find the evidence, consider the following, '*mist creeps', 'ghosts and ghouls of night take flight', 'castle beckons', 'silent gargoyles at its gates', 'weaving their hypnotic trance', 'night grows cold', 'night is stark', 'witchy magic stirs the dark', 'spell is deep', 'plague of moths and crawling things', 'people scream', 'people run'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted and the notes they have made. Children to record their responses. Read the final stanza and reflect on what has happened.

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

•Responses to the **Anchor Questions**

•Use of the strategies taught i.e. **Re reading, Find Read Talk, Text Marking, Intonation, Rhythm, Choral Reading, Think Aloud**

Acceptable Point(s) Anchor Question
- scary creatures in the village
- witches arrive
- weather turns bad
- people are frightened
- objects in the village seem to come alive

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

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Lesson 1: Vocabulary

menace	reeks
stagnant	ghouls
hypnotic trance	stark



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Lesson 1: Anchor Question

How can you tell that something bad is going to happen?

Lesson 1: Fluency

The mist creeps in
    The mist glows white
As ghosts and ghouls of night
    take flight

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Lesson 1: Read / Teacher Model / Children Practise

Witchy Magic by Mary Serenc

Find the whole poem in Fire Burn, Cauldron Bubble – Chosen by Paul Cookson

The moon sits high
The moon shines bright
Beaming menace
into the night.

The swamp lays still
The swamp reeks death
Stagnant water
on its breath.

The mist creeps in
The mist glows white
As ghosts and ghouls of night
take flight.

The witches come
The witches dance
Weaving
their hypnotic trance.

The night grows cold
The night is stark
As witchy magic
stirs the dark.

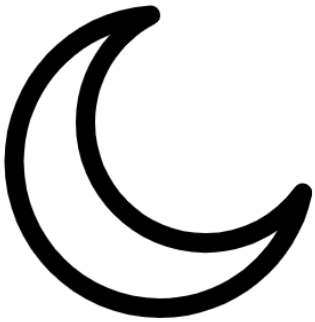
The people scream
The people run
For they know
the spell has just begun.

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Lesson 1: Teacher Model

How can you tell that something bad is going to happen?	
moon	Beaming menace
swamp	Reeks death Stagnant breath



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Lesson 1: Children Apply

How can you tell that something bad is going to happen?	
Mist	
Castle	
Witches	
Night	
Spell	
People	

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

Lesson	2	Vehicle Text	Witchy Magic – Mary Serenc pp.53&54 From Fire Burn, Cauldron Bubble Chosen by Paul Cookson

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can I use my voice and body to convey the meaning and atmosphere of the poem to a listener?	menace, reeks, stagnant, ghouls, hypnotic trance, stark	• Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	2a Give/explain the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Have a poetry website on the screen where the children are able to listen to poems being read, e.g. The Children's Poetry Archive. Ask children to listen to a few and discuss with a partner what the presenters do to engage the listener and convey what is happening / the atmosphere of the poem.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Recap the vocabulary from yesterday. Think about the meanings and how we might say these words to convey their meanings. For example, when we say the work '*reek*', meaning a really unpleasant smell or stink, we can really emphasis this with our voices. We might use facial expression / hold our noses or turn up our noses as we say the word in the poem.
Explore & respond: Read through the whole of the poem. Recall yesterday's work where we know the poem is leading us to a terrible conclusion. Discuss how this will need to be conveyed in the performance of the poem.
Fluency: Model the second stanza, paying attention to **Intonation** and **rhythm.** Use facial expression too to convey the atmosphere of the poem. Children to **Choral Read x2.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first stanza of the poem in a monotonous way, without any expression or focus on the atmosphere. Use **Think Aloud** to reflect on your reading.
Teacher Talks: I don't think I have really helped the listener to notice that the moon is quite threatening and menacing. I will really try to emphasise the '*beaming menace*' part of the stanza using my voice. I will use my hands and spread them out as I say these words, towards my audience, showing how the menace is spreading out towards the people of the village. I will also try to add expression and keep a steady rhythm to the whole verse.
Read the stanza again, making the changes you talked about. Discuss how you feel the changes have impacted on the performance of the poem.
Reference the text: **Annotate** the text as you make your decisions about how to perform the stanza. Circle '*beaming menace*' and write notes around the outside of the stanza as to how you will perform – what your voice and body will be doing.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy, one between two, of the poem or work in small groups. You may wish to have a group perform one or two stanzas or the whole poem as appropriate to your class.
Practise Taught Strategies & Skills: Using copies of the poem, children use **Think Aloud** to decide how they will perform it. Circle any words that they would like to emphasise when they perform and **Annotate** the poem to consider any other elements of the performance they wish to include. Try out a few ideas for performance as they work, e.g. emphasising particular words.



Step 4: APPLY

Children Apply 10 mins

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

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

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Lesson 2: Vocabulary

menace	reeks
stagnant	ghouls
hypnotic trance	stark



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Lesson 2: Fluency

The swamp lays still
    The swamp reeks death
Stagnant water
    on its breath.

Lesson 2: Anchor Question

How can I use my voice and body to convey the meaning and atmosphere of the poem to a listener?

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Lesson 2: Read / Teacher Model / Children Practise

Witchy Magic by Mary Serenc

Find the whole poem in Fire Burn, Cauldron Bubble – Chosen by Paul Cookson

The moon sits high
The moon shines bright
Beaming menace
into the night.

The swamp lays still
The swamp reeks death
Stagnant water
on its breath.

The mist creeps in
The mist glows white
As ghosts and ghouls of night
take flight.

The witches come
The witches dance
Weaving
their hypnotic trance.

The night grows cold
The night is stark
As witchy magic
stirs the dark.

The people scream
The people run
For they know
the spell has just begun.

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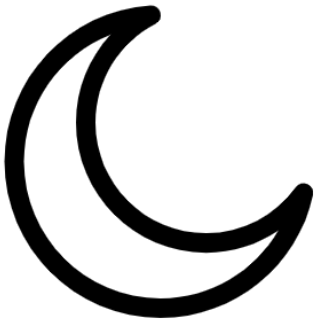
Lesson 2: Teacher Model

The moon sits high
The moon shines bright
Beaming menace
into the night.

try to add expression and keep a steady rhythm to the whole verse.

emphasise the '*beaming menace'* part of the stanza using my voice

use my hands and spread them out as I say these words, towards my audience, showing how the menace is spreading out towards the people of the village. I will also try to add expression and keep a steady rhythm to the whole verse.



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Lesson 2: Children Practise / Apply

Witchy Magic by Mary Serenc

Find the whole poem in Fire Burn, Cauldron Bubble – Chosen by Paul Cookson

The moon sits high
The moon shines bright
Beaming menace
into the night.

The swamp lays still
The swamp reeks death
Stagnant water
on its breath.

The mist creeps in
The mist glows white
As ghosts and ghouls of night
take flight.

The witches come
The witches dance
Weaving
their hypnotic trance.

The night grows cold
The night is stark
As witchy magic
stirs the dark.

The people scream
The people run
For they know
the spell has just begun.

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

Lesson	3	Vehicle Text & Page	How do Dragons Fly? Liz Brownlee From Fire Burn, Cauldron Bubble Chosen by Paul Cookson pp.94&95

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Are dragons strong fliers? Teacher Model Question Is dragon flight good for the environment?	exultant, bold, shrieks, shimmering heat, glimmering, scorching, steeples, ashes	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Recognise some different forms of poetry [for example, free verse, narrative poetry]	2a Explain/give the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Without revealing the poem, write the title, 'How do dragons fly?' on the flipchart and ask the children to **Think, Pair, Share** how they might answer this. Briefly scribe feedback.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Give them the definition of exultant (triumphantly happy) and steeples (a church tower or spire). Demonstrate how to use **Find, Read, Talk** to work out the meanings of the other words, e.g. for the word *'ashes'*, look at what comes before and after: *'leaving a trail of sparks and ashes as they pass'.* The fire that they breathe burns things and turn them into ashes (the remains of a fire). Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context. Briefly **Clarify**.
Explore & respond: Read the poem twice, using your voice to ask the question on the first line and reply with the remaining lines in each stanza. Discuss the structure (4 stanzas, a question and answer format and no regular rhyming pattern). Compare the content of the poem to any points made during the start of the lesson.
Fluency: Model how to read the second stanza, using the punctuation to support and using **Stress** to emphasise the words exultant, fearless and bold. Children **Choral Read** the fluency section x2 (see Lesson 3: Fluency).

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question: Is dragon flight good for the environment?
Refer to the whole poem (see Lesson 3: Read / Teacher Model / Children Practice). Show the children how to circle words that tell us how the environment has been impacted by the dragons. Use **Think Aloud** to explain your choices.
Reference the text: Circle *'their shrieks split mountains', 'steaming rivers', 'blackening grass', scorching steeples', 'leaving a trail of sparks and ash'.*
Teacher Talks: the dragons have a huge negative impact on the environment. Their loud cries break up the mountains and they burn things as they fly. Even the water is warmed up by their fire and the grass is blackened by the flames.
Complete Lesson 3: Teacher Model.
Circle evidence and underline new vocabulary.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have the poem, one between two to allow for collaboration, and the **Anchor Question** (see Lesson 3: Teacher Model/Children Practise).
Practise Taught Strategies & Skills: Use **Think Aloud** to decide which words and phrases tell whether the dragons are strong fliers or not. Circle words and phrases that are evidence for the **Anchor Question**. If children are finding it difficult to locate evidence, they may circle, *'wings of skin, paper thin', 'crackling in the wind', 'exultant', 'fearless', 'bold', 'with beats, slashes, creaks', 'over steaming rivers, blackened grass, scorching steeples'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Find Read Talk, Choral Read, Stress, Think Aloud**

Acceptable Point(s) Anchor Question
- use their light, thin wings
- happily
- they are not afraid – daring and courageous
- they beat their wings
- they can fly over rivers and tall buildings with ease

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

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Lesson 3: Vocabulary

exultant	bold
shrieks	shimmering heat
glimmering	scorching
steeples	ashes



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Lesson 3: Fluency

How do dragons fly?
Exultant,
fearless,
bold,
breathing fire –
their shrieks
split mountains.

Lesson 3: Anchor Question

Are dragons strong fliers?

Teacher Model Question

Is dragon flight good for the environment?

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Lesson 3: Read/Teacher Model/Children Practise

How do Dragons Fly?

Find the whole poem on pp.94&95 of Fire Burn, Cauldron Bubble – Paul Cookson

How do dragons fly?
On wings of skin,
paper-thin,
crackling in the wind.

How do dragons fly?
Exultant,
fearless,
bold,
breathing fire –
their shrieks
split mountains.

How do dragons fly?
Over steaming rivers
blackening grass
scorching steeples
leaving a trail of
sparks
and ashes
as they pass.

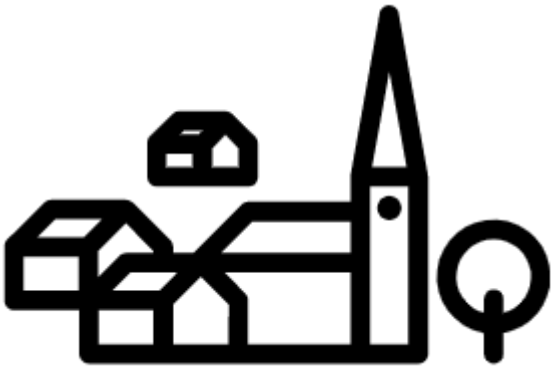
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Lesson 3: Teacher Model

Warm up the rivers

Blacken the grass



Scorch the steeples

Burn things and leave a trail of sparks and ashes

Is dragon flight good for the environment?

Is dragon flight good for the environment?
No, it is not good for the environment as parts of the landscape are burned, buildings are scorched and even the rivers are warmed up.

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Lesson 3: Children Apply



Are dragons strong fliers?

Are dragons strong fliers?

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

Lesson	4	Vehicle Text & Page	How do Dragons Fly? Liz Brownlee From Fore Burn, Cauldren Bubble Chosen by Paul Cookson pp.94&95

Anchor Questions:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can I use my voice and body to convey the meaning and atmosphere of the poem to a listener?	paper-thin, exultant, bold, shrieks, shimmering heat, glimmering, scorching, steeples, ashes	• Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	2a Give/explain the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to **Think, Pair, Share** the way they used their voices and bodies to perform the Witchy Curse poem earlier in the week.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Recap the vocabulary from yesterday. Think about the meanings and how we might say these words to convey their meanings. For example, when we say the word 'shrieks', meaning a high pitched or piercing sound, we can really emphasis this with our voices.
Explore & respond: Read through the whole of the poem. Recall yesterday's work where we know the poem is leading to the environment being ruined by the fire and sparks. Discuss how this will need to be conveyed in the performance of the poem.
Fluency: Model the second stanza, paying attention to **Intonation** and **Stress.** Use facial expression and body movement to convey the atmosphere of the poem. Children to **Choral Read x2.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the third stanza of the poem in a monotonous way, without any expression or focus on the atmosphere. Use **Think Aloud** to reflect on your reading.
Teacher Talks: I don't think I have really helped the listener to appreciate the huge wings of the dragons and how they slash and beat as they fly. The words *'beats', 'slashes'* and *'creaks'* can be **Stressed** to emphasise the sound and movement of the huge wings. I will try and use my arms to and 'beat' and 'slash' through the air. I also want to really emphasise *'shimmering'* and *'glimmering'* too as I read the final lines. I think the poet wanted me to picture the wings shining and sparkling in the heat.
Read the stanza again, making the changes you talked about. Discuss how you feel the changes have impacted on the performance of the poem.
Reference the text: **Annotate** the text as you make your decisions about how to perform the stanza. Circle *'beats, slashes, creaks, shimmering* and *glimmering'* and write notes around the outside of the stanza as to how you will perform – what your voice and body will be doing.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy, one between two, of the poem or work in small groups. You may wish to have a group perform one or two stanzas or the whole poem as appropriate to your class.
Practise Taught Strategies & Skills: Using copies of the poem, children use **Think Aloud** to decide how they will perform it. Circle any words that they would like to emphasise when they perform and **Annotate** the poem to consider any other elements of the performance they wish to include. Try out a few ideas for performance as they work, e.g. emphasising particular words.

Step 4: APPLY

Children Apply 10 mins

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

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

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Lesson 4: Vocabulary

exultant	bold
shrieks	shimmering heat
glimmering	scorching
steeples	ashes



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Lesson 4: Fluency

How do dragons fly?
Exultant,
fearless,
bold,
breathing fire –
their shrieks
split mountains.

Lesson 4: Anchor Question

How can I use my voice and body to convey the meaning and atmosphere of the poem to a listener?

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Lesson 4: Read/Teacher Model/Children Practise

How do Dragons Fly?

Find the whole poem on pp.94&95 of Fire Burn, Cauldron Bubble – Paul Cookson

How do dragons fly?
On wings of skin,
paper-thin,
crackling in the wind.

How do dragons fly?
Exultant,
fearless,
bold,
breathing fire –
their shrieks
split mountains.

How do dragons fly?
With beats,
slashes,
creaks,
in shimmering heat
with glimmering scales.

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Lesson 4: Teacher Model

How do dragons fly?
With beats,
slashes,
creaks,
in shimmering heat
with glimmering scales.

The words *'beats', 'slashes'* and *'creaks'* can be **Stressed** to emphasise the sound and movement of the huge wings
use my arms to and 'beat' and 'slash' through the air.

really emphasise *'shimmering'* and *'glimmering'*
I think the poet wanted me to picture the wings shining and sparkling in the heat

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Lesson 4: Children Practise / Apply

How do Dragons Fly?

Find the whole poem on pp.94&95 of Fire Burn, Cauldron Bubble – Paul Cookson

How do dragons fly?
On wings of skin,
paper-thin,
crackling in the wind.

How do dragons fly?
Exultant,
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their shrieks
split mountains.

How do dragons fly?
With beats,
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Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning /Comprehension Monitoring

Lesson	5	Vehicle Text & Page	Ooshus Magooshus – Joshua Seigal pp.22&23 Fire Burn, Cauldron Bubble Chosen by Paul Cookson

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How has the poet made you feel about Ooshus Magooshus? **How can we perform a poem effectively?**	disturb, lair, flesh, scoffed, waft, hefty	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	2a Give the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text



Extended Apply Lesson

Activate prior knowledge: Write the word 'Ooshus Magooshus' on a flipchart. Say the name andyou're your voice to make the words sound scary / mysterious. Encourage the children to say the words several times and experiment with using their voices in the same way.

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

Vocabulary: Share the new vocabulary (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 explicitly **Text Mark** by underlining them.

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

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

Enjoy and Respond to the text: Read the poem together. Discuss the structure (4 stanzas of 8 lines each) and the rhyme (a, b, c, b, d, b, e, b). Ask children what they know about Ooshus Magooshus from the detail of the poem.

Written Responses / Evidence Anchor Question(s):

• In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets (relate to the **Anchor Questions**).

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

Apply Activity 2: Children circle words and phrases that they will focus on when presenting the poem. **Annotate** around the poem any notes they wish to make about performance.

Additional activity: Reading Comprehension

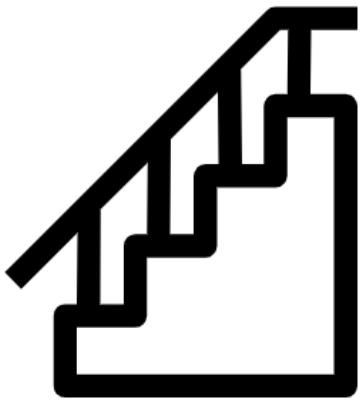
See Lesson 5: Apply

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

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Lesson 5: Vocabulary

disturb	lair
waft	scoffed
hefty	flesh



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Lesson 5: Anchor Questions

How has the poet made you feel about Ooshus Magooshus?
How can we perform a poem effectively?

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Lesson 5: Read

Ooshus Magooshus

Find the whole poem on pp.22&23 of Fire Burn, Cauldron Bubble – Paul Cookson

Ooshus Magooshus
Lives under the stairs
You shouldn't disturb him
You wouldn't dare –
He'll claw at you face
And he'll tear at your hair,
For this is Ooshus
Magooshus's lair.

Now Ooshus Magooshus,
He sometimes goes out
He wanders the street
He wanders about
So if you pass a stranger
And you are in doubt
Scream 'Ooshus Magooshus!'
With a big, hefty shout!

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Lesson 5: Extended Activity

How has the poet made me feel about Ooshus Magooshus?

How I feel	Words and phrases that make me feel this

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Lesson 5: Reading Comprehension

A. Where does Ooshus Magooshus live?

Find **three** pieces of evidence from the poem, which tell you this.

_____

_____

_____

B. What does Ooshus Magooshus like to do?

Put a tick in the correct box to show whether each of the following statements are **true** or **false**.

	True	False
Eat children		
Be disturbed		
Tear at your hair		
Clean the shed		
Burp		

C. *'He scoffed and scoffed'*

What does this tell us about how he eats?

_____

_____

_____

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

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

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

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

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

Also see self-correction.

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

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

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

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

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

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

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

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Think Aloud

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

Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

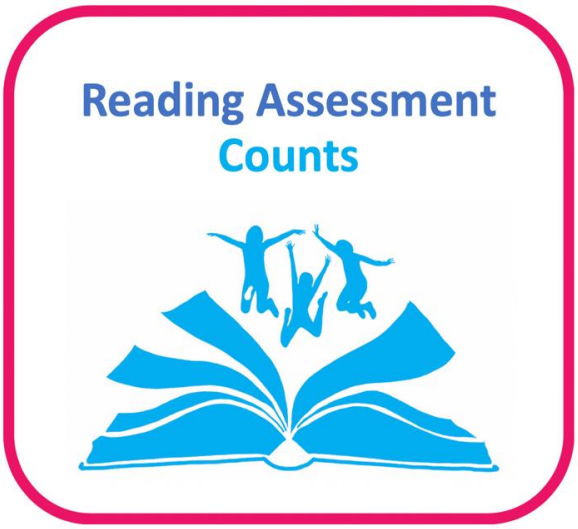
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Reading Curriculum Coverage

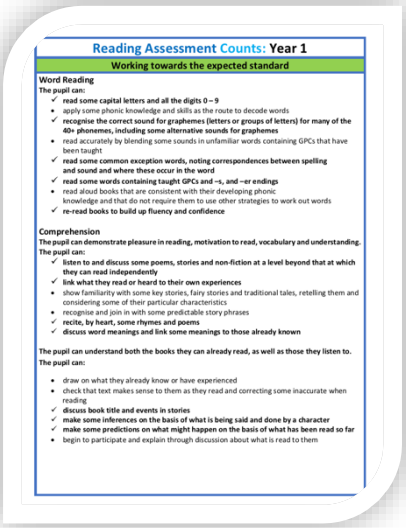


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Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

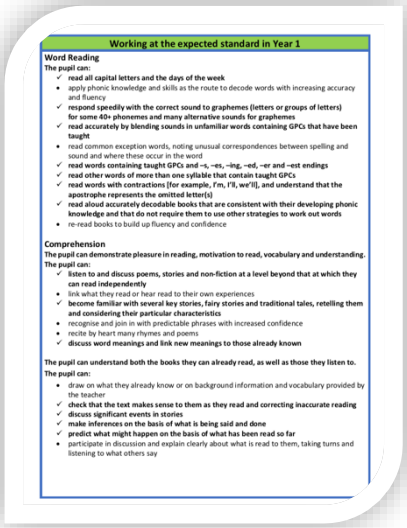
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

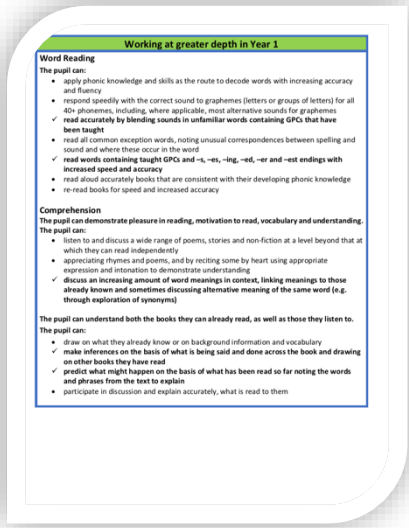
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

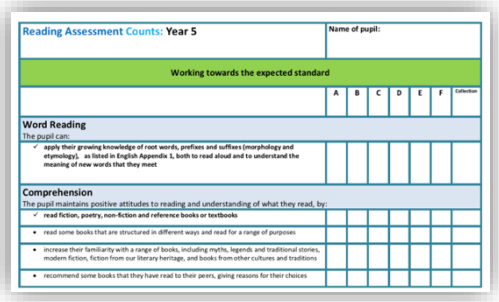
The pupil can:

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

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

The pupil can:

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

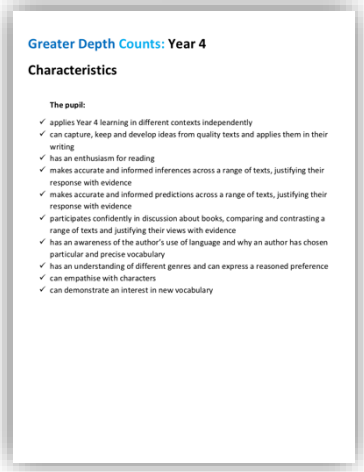


Reading Assessment Counts: **Year 5**

Name of pupil:

Working towards the expected standard

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



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

This document will aid teachers in gaining a deeper understanding of each standard within a year group and the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools. **Shop online**
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JORDAN MOORCROFT
St Finbar's Catholic Primary School, Teacher, 2020

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

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing

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

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

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
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Connected Curriculum

Find out how reading and writing leads to stronger knowledge-based learning for the curriculum through our medium-term plans for foundation subjects.



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