Steps to Read™

Shared Reading Planning

Year 4

Reading Breadth

Unit D: Myths and Legends & Poetry in Different Forms

LiteracyCounts

Improving outcomes for children

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READ

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The 4 Steps Teaching Sequence

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

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

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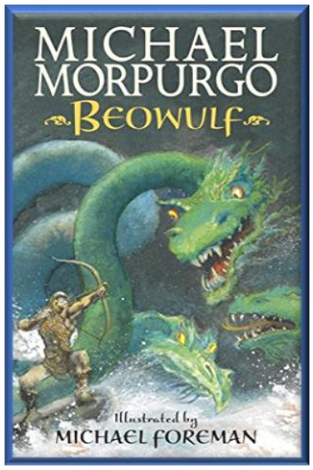
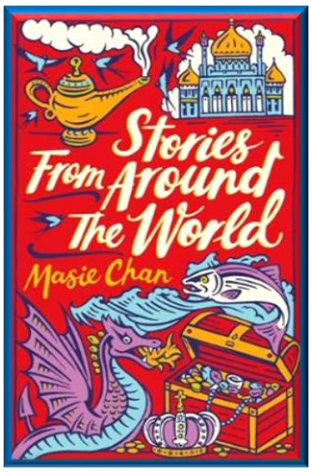
Vehicle Texts for this Unit



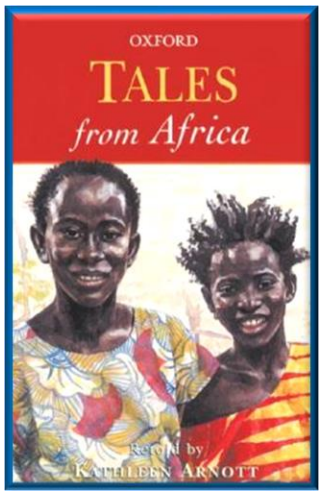


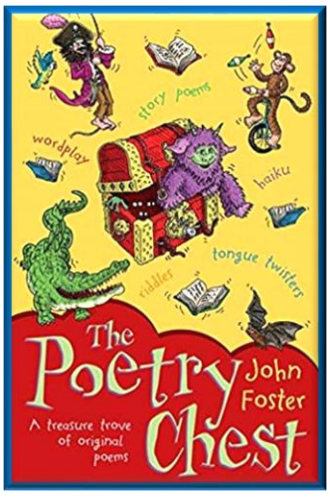
Shared Reading Planning

Year 4

Reading Breadth

Unit D: Myths and Legends & Poetry in Different Forms





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Unit Focus: Comprehension Skills & Strategies

This Year 4 Unit

Word Reading

Build on Previous Term & Focus on:

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

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

Comprehension

Build on Previous Term & Focus on:

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

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

•Identify themes and conventions in an increasing range of books

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

•Recognise a range of poetic forms [for example, free verse, narrative poetry]

Skills and Strategies

Build on Previous Term & Focus on:

•Recognise and read Year 3&4 Word List

•Read aloud with attention to and increasing range of 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 4 focus on

Comprehension

Throughout Year 4 Focus on:

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

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

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

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

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

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

Skills and Strategies

Apply the following reading strategies with increasing independence:

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

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

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

•With increased independence develop views about what is read

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

Content Domains*

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

2a give / explain the meaning of words in context

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

Reading Terminology for Pupils

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

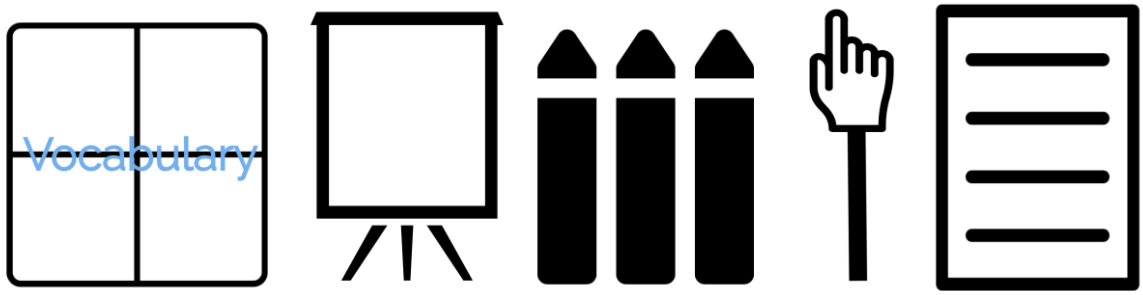
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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Shared Reading Planning

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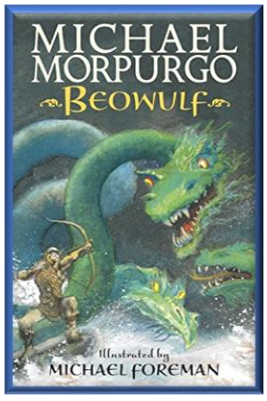
Unit D: Myths and Legends & Poetry in Different Forms

Fiction 1



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

Lesson	1	Vehicle Text & Page	Beowulf by Michael Morpurgo pp.17-19

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do you know Grendel is pure evil?	dim, stalked, hateful, enraged, fury, slaughter, bloodlust, lair, corpses	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Re-reading sentences for clarity	**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: Briefly gather the children's knowledge of Anglo-Saxons. Have a timeline and point to the Anglo Saxons. Introduce the words 'myth' and 'legend'. Ask the children to **Think Pair Share** about what they think these types of stories are, what characters might be in them, and what kind of plot they follow. Take brief feedback. Show the children the front cover and explain that Beowulf was a mighty Anglo-Saxon legend. You will need to explain to the children who King Hrothgar (king of Denmark) is and what Heorot was (a great feasting hall).

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

Vocabulary: Use **Find, Read, Talk** to discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet. Demonstrate how to use **Find, Read, Talk** to find the definition of *'bloodlust':* the word comes at the end of the sentence, '*Thirty men were murdered in his bloodlust'.* He has killed a huge number of men – this makes me think he had an uncontrollable desire to kill – he killed one after another.

Explore & Respond: Teacher to read aloud extract from pp. 17-19 (see Lesson 1 Teacher Model/Children Practise). Ask children to turn to partner and **Summarise** what has happened. Children **Stop & Jot** their initial responses to the **Anchor Question**. Fluency: Children **Choral Read** the fluency extract with teacher modelling **Pausing.** Children then **reread** the fluency extract twice more to secure understanding.



Step 2: MODEL

Model to Children 5 mins

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

Model how to **Text Mark** the first paragraph to answer the **Anchor Question.** Circle *'enemy of hell itself', 'a beast born of evil and shame', 'because it was good it was hateful to his ears' 'enraged the beast…having to listen to all this happiness, 'more than his evil heart could bear'.* Model turning this circled evidence into a complete written sentence. Teacher Talks: I know Grendel is evil because it says good, happy sounds were hateful to his ears and it also says he had an evil heart.

Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Question** on an enlarged copy of the text and underline the new vocabulary.



Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to examine the second paragraph of Lesson 1: Read / Teacher Model / Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** this paragraph, circling the key words and phrases to answer the **Anchor Question.**

If children are finding it difficult to locate evidence, focus on the phrases *'such fury' 'none could escape the terrible slaughter' 'murdered in his bloodlust' 'savage and swift' 'a maddened fox in a chicken hut' 'carried them off home' 'blooded corpses'*



Step 4: APPLY

Children Apply 10 mins

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

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

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled. Share some of the oral responses. Ensure children are constructing a complete sentence with **Referencing the Text.** Children to record their responses in writing.

Acceptable Point(s) Anchor Question
- he hated good things
- he waited for everyone to be asleep before he attacked
- he killed the men
- any reference to him being violent or aggressive with specific example given

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

- use of the strategies taught i.e. **Text Marking, Pausing, Stop & Jot**
- responses to the **Anchor Question**

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

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Lesson 1: Vocabulary

dim	stalked
hateful	enraged
fury	slaughter
bloodlust	lair
corpses	

Lesson 1: Fluency

But there was another listener. Outside the walls of Heorot in the dim and dark there stalked an enemy from hell itself, the monster Grendel, a beast born of evil and shame.

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Lesson 1: Anchor Question

How do you know Grendel is pure evil?



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Lesson 1: Read / Teacher Model / Children Practise

But there was another listener. Outside the walls of Heorot in the dim and dark there stalked an enemy from hell itself, the monster Grendel, a beast born of evil and shame. He heard the wondrous story of God's good creation, and because it was good it was hateful to his ears. He heard the sweet music of the harp, and afterwards the joyous laughter echoing through the hall. Nothing had ever so enraged this beast as night after night having to listen to all this happiness. It was more than his evil heart could bear.

The night Grendel struck was the darkest night of all. He waited until the King had gone to his bed, and only the men who nightly guarded Heorot were left. They were fast asleep when he pounced. He was upon them so suddenly and with such fury that none could escape the terrible slaughter. Thirty men were murdered in his bloodlust. He was as savage and swift as a maddened fox in a chicken hut. He left not one of them alive, but carried them off home to his lair to feast on their blooded corpses when he chose.

Extract adapted from ©Beowulf by Michael Morpurgo

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Lesson 1: Children Apply

How do you know Grendel was pure evil?



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

Lesson	2	Vehicle Text & Page	Beowulf by Michael Morpurgo pp. 33 - 35

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Is Beowulf brave or foolish? **Why do you think this?**	companions, steadfast, murderous, advantage, barehanded, sea-serpents, grapple, fiend	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Read aloud with attention to and increasing range of 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: Use **Summarising** to recap what the children know about Grendel. Encourage the children to look back at yesterday's text. Explain that most myths and legends have a villain and a hero. Introduce children to the character Beowulf.

Share Anchor Question(s): Explicitly and refer to this throughout the session. **Clarify** the words brave and foolish.

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary sheet. Explore the meaning of the phrase *'all that is in my power'.* (he will do whatever it takes).

Explore & respond: Teacher read aloud the extract from pp. 33 – 35 (see Lesson 2: Read/Teacher Model/Children Practise). Discuss the fact that this is a speech Beowulf is making and this should affect the **Intonation** we use when reading it. Allow time for children to **Stop & Jot** their initial responses to the **Anchor Question.**

Fluency: Model how to read the Lesson 2: Fluency, using the commas to help with **Phrasing** to make the text feel like a dramatic speech. Children to **Pair Read** the Fluency extract two times using **Intonation** and **Phrasing** to read it as if they were Beowulf making the speech.

Step 2: MODEL

Model to Children 8 mins

Explicitly Model Strategies & Skills: Share the **Anchor Question** and make sure the children are clear on what brave and foolish mean. Use Lesson 2: Read / Teacher Model / Children Apply (first paragraph). Model how to **Text Mark** the first paragraph to find evidence that can be used for both a brave and foolish answer to the **Anchor Question** (see Lesson 2: Teacher Model activity) Circle *'ready and willing to serve you', 'strong and steadfast in our determination' 'drive out this evil', 'all that is in my power'* and *'It is my promise'.* Model how this evidence can be used to argue either he is brave or foolish. Teacher Talks: Beowulf is brave because he says he will *'drive out this evil'* which shows he knows Grendel is evil but he is still willing to fight AND Beowulf is foolish because he says he will *'drive out this evil'* but he doesn't even know how evil Grendel is before he attacks him'. 'Ready and willing to serve you' could show he is brave because he doesn't even know the King but he is willing to help him anyway AND he is foolish because he is putting himself in great danger for someone he doesn't know. Add to Lesson 2: Teacher Model as you talk.

Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Questions** on an enlarged copy of the text and underline the new vocabulary.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the second paragraph of Lesson 2: Read / Teacher Model / Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** this paragraph, circling the key words and phrases that could be used to answer the **Anchor Question.**

If children are finding it difficult to locate evidence, focus on the phrases *'I need no advantage.', 'I will carry no shield, nor wear any armour.', 'just as I fought giants', 'with my bare hands I shall grapple', 'There will, I fear, be nothing of us left to bury, 'carry off our bloody corpses'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Children Apply Activity. They add the evidence to the table and then consider how that evidence could be used to argue either for him being brave or foolish.

Verbal & Written Responses: In pairs, children return to the **Anchor question,** and weigh the evidence they have gathered and decide their answer. As a class, take feedback on the children's opinions and evidence. Address any answers given which do not specifically answer the question.

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

- use of the strategies taught i.e. **Summarising, Phrasing, Text Marking**
- responses to the **Anchor Question**

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

Acceptable Point(s) Anchor Question

He is brave:
- He knows the risk but he is willing to fight anyway
- He has fought giants and sea-serpents
- He is willing to fight without weapons

He is foolish:
- He doesn't really know how evil Grendel is
- He isn't going to fight with weapons

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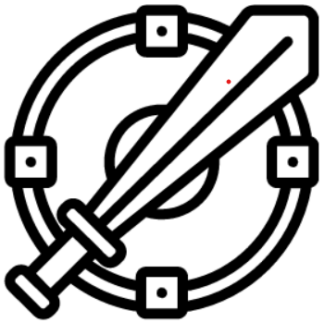
Lesson 2: Vocabulary

companions	steadfast
murderous	advantage
barehanded	sea-serpents
grapple	fiend



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Lesson 2: Fluency

"So I stand here in Heorot with my good companions, ready and willing to serve you. All of us are strong and steadfast in our determination to drive out this evil once and for all, to bring peace and joy to your kingdom again."



Lesson 2: Anchor Question

Is Beowulf brave or foolish?
Why?

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Lesson 2: Read / Teacher Model / Children Practise

“So I stand here in Heorot with my good companions, ready and willing to serve you. All of us are strong and steadfast in our determination to drive out this evil once and for all, to bring peace and joy to your kingdom again. Be sure that I shall do all that is in my power to achieve this. It is my promise.”

“I have heard,” Beowulf went on, “that Grendel never carries a weapon, no axe or sword on his murderous missions. Well then, neither will I. I need no advantage. I will carry no shield, nor wear any armour. I shall go up against this beast barehanded, just as fought giants and sea-serpents. With my bare hands I shall grapple with this foul fiend and fight him to the death. Whichever of us dies must face God, as we all must when the time comes. There will, I fear, be nothing of us left to bury, should this flesh-eating monster win. In that case, from all I hear, he would carry off our bloody corpses to his lair and feat on us as he has on so many brave men before us.”

Extract adapted from ©Beowulf by Michael Morpurgo

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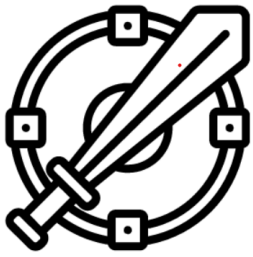
Lesson 2: Teacher Model

Evidence	Argument that he is brave	Argument that he is foolish
'ready and willing to serve you'	He wants to protect the king and his people	He doesn't even know the king and his people
'drive out this evil'		



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Lesson 2: Children Apply

Evidence	Argument that he is brave	Argument that he is foolish

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

Lesson	3	Vehicle Text & Page	Beowulf by Michael Morpurgo pp.43-44

Anchor Question(s):
How can you tell Beowulf and his men are nervous?

Model Question(s):
How can we tell Beowulf and his men believe in God?

Vocabulary Teaching:
endeavours, triumph, fitful, warriors, tossing and turning, steeling

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation
- Recognise and read Year 3&4 Word Lists

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: Get the children to share with a partner what they already know about Grendel and Beowulf. Ask them to consider how they would feel facing Grendel if they were one of Beowulf's men.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary. Use **Find, Read, Talk** to explore the vocabulary. For the words *'fitful'*, *'tossing and turning'* and *'steeling'* actions will be helpful for the children's understanding.
Explore & respond: Read all of extract from pp.43–44 (See Lesson 3: Read/Teacher Model/Children Practise). Pause at certain points so that children can **Stop and Jot** evidence about Beowulf's emotions. Use **Intonation** to model the difference between Beowulf's speech and the tone of the rest of the extract.
Fluency: Model reading the first paragraph (see Lesson 3: Fluency) using **Intonation** appropriate for Beowulf's speech. Children **Choral Read** the first paragraph (see Lesson 3: Fluency. Use **Intonation** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher to use **Model Question:** How can we tell Beowulf and his men believe in God? to model skills needed for **Anchor Question**. Model reading the whole extract (See Lesson 3: Read/Teacher Model/Children Practise) and circling the key words and phrases which answer the **Model Question.**
Reference the text: **Text Mark -** circle the evidence '*We ask the Lord to bless' 'fight in his name', 'God-given strength', 'Let God choose', 'silent prayer', 'in the hands of God.'*. Talk about how these words help you to answer the **Model Question**. Construct a written answer using the evidence. Teacher Talks: We know Beowulf and his men believe in God because it says they prayed and put their life in his hands. Also Beowulf believes his strength has been given by God.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the entire extract (See Lesson 3: Read/Teacher Model/Children Practise). One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to work in pairs to **Text Mark -** circle the key words and phrases which answer the **Anchor Question**. If children are struggling focus them on *'sleep was fitful', 'how the night would end', 'knew very well how many brave men…', ' 'how unlikely it was…', 'silent prayer', 'tossing and turning', 'steeling himself'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Children Apply Activity. Children to use their key words and phrases from their **Text Mark** to orally answer the **Anchor Question** with a partner.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled. Share some of the oral responses. Ensure children are constructing a complete sentence with **Referencing the Text**. Children to record their responses in writing.

Acceptable Point(s) Anchor Question
- they couldn't sleep
- they didn't know what would happen
- they prayed to God for help
- they knew they might die

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Find, Read, Talk, Stop and Jot, Intonation, Text Marking, Referencing the Text**
- responses to the **Anchor Question**

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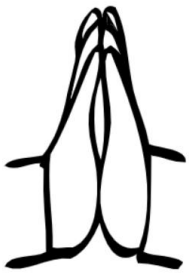
Lesson 3: Vocabulary

endeavours	triumph
fitful	warriors
tossing and turning	steeling



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Lesson 3: Fluency

"We ask the Lord to bless our endeavours tonight," Beowulf whispered. "Remember we fight this fight in his name. I shall cut short the monster's life with my own God-given strength. Let God choose which of us shall triumph and we have no fear of losing. Believe that, my friends, and we shall win."

Lesson 3: Anchor Question

How can you tell Beowulf and his men were nervous?



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Lesson 3: Read / Teacher Model / Children Practise

“We ask the Lord to bless our endeavours tonight,” Beowulf whispered. “Remember we fight this fight in his name. I shall cut short the monster’s life with my own God-given strength. Let God choose which of us shall triumph and we have no fear of losing. Believe that, my friends, and we shall win.”

So Beowulf and his men went to their beds, but in truth their sleep was fitful. There was not one of them, not even Beowulf himself, who could be certain how the night would end. They did not know whether any of them would ever again see the light of dawn. They knew very well how many brave men this Grendel creature had dragged lifeless and bleeding from Heorot. They knew how unlikely it was that some, or all of them, would ever again see their home. In silent prayer, each of them placed his life in the hands of God.

Up from his lair and through the shadows came Grendel, while in Heorot the warriors lay tossing and turning in their sleep. Only one of them was left on ever watchful guard, every moment steeling himself for the battle he knew must come soon.

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Lesson 3: Children Apply

How can you tell Beowulf and his men were nervous?

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

Lesson	4	Vehicle Text & Page	Beowulf by Michael Morpurgo - extracts from pp.46-52

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Is Beowulf a normal man? **How do you know?**	seized, vainly, embrace, reeled, writhed, buckled, banish Subject Specific Vocabulary: iron braces, tendons	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Re-reading sentences for clarity	**2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Look at **Anchor Question**. Children briefly consider their answer to the **Anchor Question** based on what they have read in previous lessons.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet. Teacher will need to explain the meaning of '*these two giants*' to make sure children are clear that it isn't literal. Explore & respond: Use **Line by Line** and **Think Aloud** to read the first paragraph of Lesson 4: Read/Teacher Model/Children Practise.
Teacher Thinks: I think the grip might be Beowulf but it sounds very strong for a man. (Read next sentence) It has seized him not cut him and Beowulf has no weapon so it could be him. (Read next sentence) It says *'he had met his match'* and Beowulf thought he was sent by God so he could be a match for someone so evil. (Read final sentence) Now I know it is definitely Beowulf.
Then teacher continue to read the rest of Lesson 4: Read/Teacher Model/Children Practise. Who do you think will win the battle? Allow children time to **Stop & Jot** their initial response to the **Anchor Question**.
Fluency: Model using **Stress** to emphasise particular words, e.g. *'pounced', 'grip of steel', 'harder and tighter', 'seized'* to show the drama of the scene. Children **Pair Read** x2 the extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have enlarged copy of Lesson 4: Fluency. Model answering **Anchor Question** by re-reading the first paragraph (See Lesson 4: Read/Teacher Model/Children Practise) and circling key words and phrases which help answer the question.
Reference the text: **Text mark** by circling *'grip of steel' 'harder and tighter than he had ever known' 'met his match' 'ever tightening grip'* Tell the children that the evidence shows that Beowulf is not a normal man. Model placing the evidence on a zone of relevance (See Lesson 4: Teacher Model). Here – the centre of the circle is any words or phrases that show he is a normal man. If we take *'grip of steel'* this would be on the outside of the circles as this is not what a normal man is capable of. Continue with other words and phrases.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the following three paragraphs read in pairs. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to use **Text Marking** to circle key words and phrases to answer the **Anchor Question.** If children are struggling direct them to *'these two giants' 'iron braces simply snapped' 'brave Beowulf' 'banish the beast' 'Great-hearted' 'muscles split apart…'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete the Lesson 4: Children Apply Activity, placing evidence of the **Anchor Question** on a zone of relevance.
Verbal & Written Responses: As a class, collate the evidence the children circled and discuss where they placed it on the zone of relevance. Teacher scribe ideas onto enlarged zone of relevance. Decide as a class if the evidence is strong enough to prove Beowulf was not a normal man. Children work in pairs to orally construct an answer using **Reference the Text.**
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Think Aloud, Text marking**, **Reference the text**
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Question
- God gave him his strength
- he could grip Grendel
- he was Grendel's match
- the fight was so fierce it broke iron
- he ripped his arm off

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Lesson 4: Vocabulary



seized	vainly
embrace	reeled
writhed	buckled
banish	

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Lesson 4: Fluency

Onto his next victim Grendel pounced but now he was met with a grip of steel, a grip harder and tighter than he had ever known. It seized him and held him fast by the arm. Locked in the vice of this grip, Grendel could not break free, and he knew at once he had met his match. Vainly, he tried to pull away, but Beowulf's fingers fastened harder still in an ever tightening grip around the killer's arm.

Lesson 4: Anchor Question

Is Beowulf a normal man? How do you know?



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Lesson 4: Read / Teacher Model / Children Practise

Onto his next victim Grendel pounced but now he was met with a grip of steel, a grip harder and tighter than he had ever known. It seized him and held him fast by the arm. Locked in the vice of this grip, Grendel could not break free, and he knew at once he had met his match. Vainly, he tried to pull away, but Beowulf's fingers fastened harder still in an ever tightening grip around the killer's arm.

It was amazing that the great hall of Heorot was not destroyed that night, so ferocious was the wrestling between these two giants. Locked together in this deadly embrace they reeled and writhed about the hall. Sturdy, well-made iron braces simply snapped and buckled as the two of them wrestled and grappled and struggled with one another.

They fought on. Grendel was now fear-soaked and his strength was failing him. Brave Beowulf, had his fist still clenched around the monster's arm and knew he only had to cling on to banish the beast forever.

Only pure strength could end the fiend's unnatural life. Great-hearted Beowulf, sensing his enemy's fading strength, still had him by the arm. He twisted it and turned it until the shoulder muscles split apart, the tendons snapped, the bone joints burst, and Grendel's arm was ripped and wrenched from his body.

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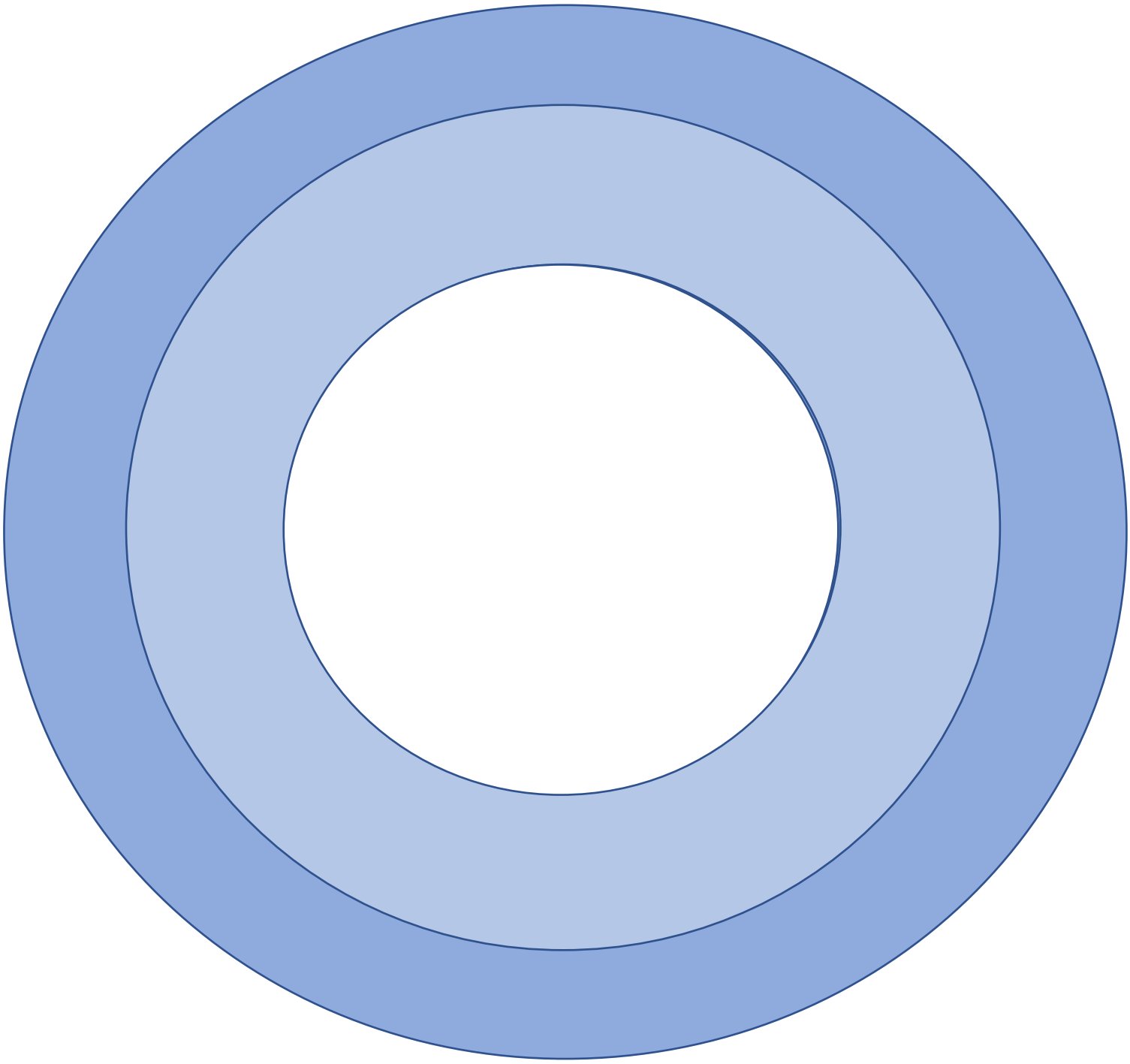
Lesson 4: Teacher Model



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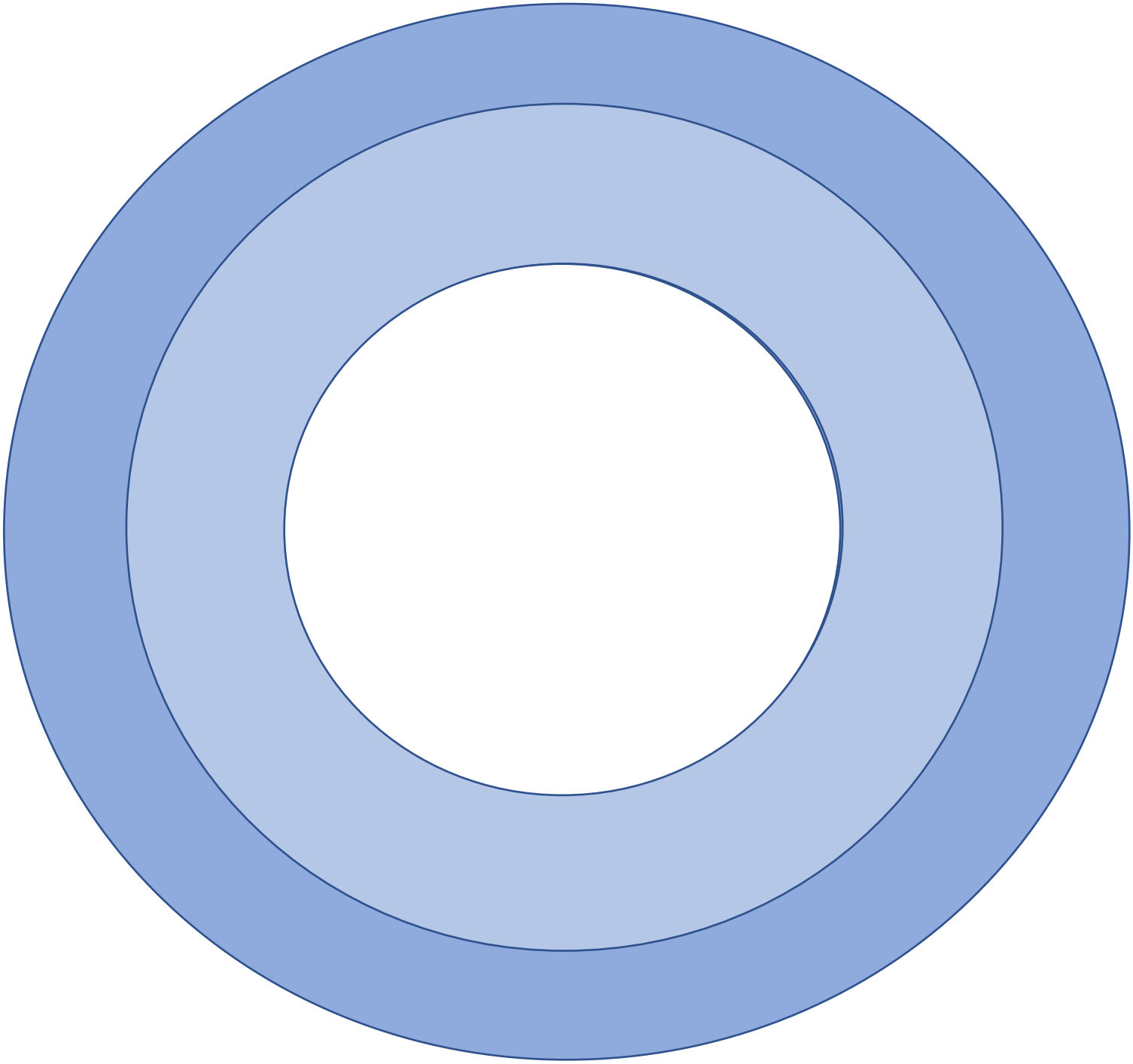
Lesson 4: Children Apply



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

Lesson	5	Vehicle Text & Page	Beowulf by Michael Morpurgo pp. 58 – 59

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Do you think Beowulf will be remembered forever by the people of Heorot?	proclaimed, noble, yearn, cherish, desire, deeds, gratitude, rafters	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence	**2d** make inferences from the text / explain and justify inferences with evidence from the text



Extended Apply Session

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

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

Activate Prior knowledge: Remind the children of the discussion in Lesson 1 about myths and legends. Ask them if they think the story Beowulf is a legend. Remind them that legends have good and evil characters, heroes, kings, and often focus on one particular person.

Vocabulary: Explore the vocabulary in the context of the extract (See Lesson 5: Vocabulary and Lesson 5: Read)

Share Anchor Question: Refer to this throughout the session.

Enjoy and Respond to the text: Give one copy of the Lesson 5: Read extract out between two children. Children **Pair Read** the extract. Children **Text Mark** the Lesson 5: Read extract with evidence to answer the **Anchor Question**.

Written Responses / Evidence Anchor Question(s):
Lesson 5: Children Apply Activity 1: Children pretend to be a person who lived in Heorot during the time of Beowulf. Children write a description of Beowulf by drawing on all they have read about him. They need to use the evidence from Lesson 5: Read to write with the correct bias. To help them with this Teacher Talk: It says '*You will have my undying honour and gratitude and love, and that of all my people too.*' so we know that the people of Heorot loved Beowulf. If they were going to describe him, it would definitely be very positive and probably a bit over the top.

Additional Activity: Comprehension Questions for written responses in Reading Journal
See Lesson 5: Children Apply Activity 2
A. King Hrothgar is older than Beowulf. Give one piece of evidence from the text to support this.
B. What does Hrothgar offer Beowulf as a thank you?
C. *'…only silenced when Beowulf himself began to speak.'* What does this tell us about how the people feel about Beowulf?

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Pair Read, Choral Read, Text Mark**
- responses to the **Anchor Question** & Comprehension Questions

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Lesson 5: Vocabulary

proclaimed	noble
yearn	cherish
desire	deeds
gratitude	rafters

Lesson 5: Anchor Question

Do you think Beowulf will be remembered by the people of Heorot forever?



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Lesson 5: Read / Teacher Model / Children Practise

“Then God sent us this man, this hero amongst men, now here at my side,” proclaimed King Hrothgar. “The noble Beowulf, and his companions. Together they have achieved in one night what we had tried and failed to do in twelve long years of sorrow. What mother would not be proud to have such a son as this? What father does not yearn for a son like Beowulf? So Beowulf, best of men, from this moment on I cherish you as I would my own son. And as I promised before, I will give you anything you desire as a gift. Whatever it is will be too small a reward for your great service to us all.

Know also that your deeds will bring you more than riches. You will have my undying honour and gratitude and love, and that of all my people too. May Almighty God always grant you the success you enjoyed last night, wherever you go, whatever the fight, whoever the foe may be.”

And the cheering that followed this rang loud in the rafters of Heorot, and was only silenced when Beowulf himself began to speak. It was not at all in a proud or boasting tone - that was never his way.

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Lesson 5: Children Apply Activity 1

Beowulf the Great!

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Lesson 5: Children Apply Activity 2

A. King Hrothgar is older than Beowulf.

Give **one** piece of evidence from the text, which suggests this.

_____

_____

_____

B. What does King Hrothgar offer to Beowulf?

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

	True	False
A mother		
Whatever he desired		
A fight		
His own gratitude		
The love of his people		

C. *'…only silenced when Beowulf himself began to speak.'*

What does this tell us about how the people feel about Beowulf?

_____

_____

_____

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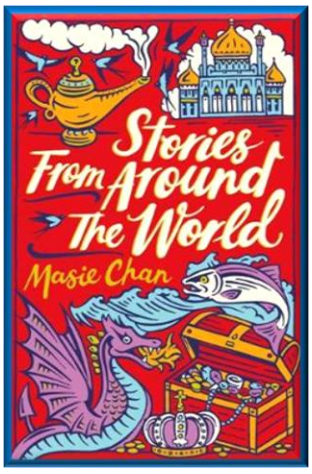
Shared Reading Planning

Year 4

Reading Breadth

Unit D: Myths and Legends & Poetry in Different Forms

Fiction 2



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

Lesson	1	Vehicle Text & Page	Stories from Around the World – Mulan pp 3 - 4

Anchor Questions(s):
What evidence is there that the theme of this story will be 'being different'?

Vocabulary Teaching:
orchids, quick-witted, ebony, weaving, martial arts, combat

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language
- Identify themes and conventions in an increasing range of books
- Re-reading sentences for clarity

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: Share the title. Ask the children what they already know about the story of Mulan. Recap what myths and legends are. Explain to the children what themes are. The children could use a themes sheet to support them (see Lesson 1: Activating Prior Knowledge). Get them to **Think Pair Share** a list of book themes they already know. Teacher gather ideas on a flipchart.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Model **Find, Read, Talk** using *'quick-witted'*. Teacher Talks: Quick-witted means she is able to think quickly. Children to **Find, Read, Talk** to define the rest of the vocabulary.
Explore & Respond: All children have access to Lesson 1: Read/Teacher Model/Children Practise and have an enlarged copy visible. Read the whole extract to the children. Model how to **Reread** sentences for **Clarity** (e.g. *'Like those flowers, Mulan grew into a fine young woman.'*) Ask children to **Summarise** what has happened.
Fluency: Model how to **Reread** parts of the sentence for **Clarity,** using the punctuation cues to help. Children **Choral Read** the same sentence.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have Lesson 1: Read/Teacher Model/Children Practise on screen or enlarged on a flip chart and share the **Anchor Question.** Teacher use first paragraph to model circling the evidence that indicates the theme of the book is being different. Teacher circle *'strong and quick-witted' 'useful skills that girls were supposed to know' 'Mulan was bored' 'secretly wished he would teach her how to fight' 'she couldn't understand why everybody said combat was just for boys.'* Use **Think Aloud** to explain evidence choices. Teacher Talks: Mulan clearly doesn't enjoy the things that girls are expected to do – in fact she is bored. She wants to fight and thinks she should be allowed to just like boys are. This is different to how girls are expected to feel.
Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Question** on an enlarged copy of the text and underline the new vocabulary.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children read the second paragraph of Lesson 1: Read/Teacher Model/Children Practise. One copy of the text between two encourages collaborative working and discussion. Children circle evidence to answer the **Anchor Question.** If children are struggling focus them on: *'Mulan couldn't keep quiet any longer' 'I don't want to stay home and sew' 'your mother will never agree' 'just because I am a girl'.*
Practise Taught Strategies & Skills: Working in pairs, children **Text Mark**, circling the key words and phrases to answer the **Anchor Question.**

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete the Lesson 1: Children Apply Activity. Children to use the key words and phrases from their **Text Mark** to answer the **Anchor Question.**
Verbal & Written Responses: Briefly collect the children's answers to the **Anchor Question** and teacher record them on a flipchart.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Re-read, Think Pair Share, Text Marking, Find, Read, Talk, Summarise, Choral Read, Think Aloud**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Question
- Mulan doesn't like sewing and weaving
- Mulan wants to fight
- Mulan talks about not being like other girls
- Mulan doesn't understand why combat is just for boys

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Lesson 1: Activate Prior Knowledge

Friendship	Characters who enjoy spending time together, trust each other and are loyal to each other.
Responsibility	Characters who 'do the right thing' by keeping their promises or looking after someone or something
Kindness	Characters who are helpful and considerate of others.
Courage	Characters who overcome their fears.
Good Vs Evil	Characters who do the right thing against characters who do the wrong thing.
Co-operation	Characters who work together to achieve something.
Acceptance	Characters who support other characters and their differences.

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Lesson 1: Vocabulary

orchids	quick-witted
ebony	weaving
martial arts	combat

Lesson 1: Fluency

Her mother taught her many useful skills that girls were supposed to know back then, like sewing and weaving, but Mulan was bored.

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Lesson 1: Anchor Question

What evidence is there that the theme of this story will be 'being different'?



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Lesson 1: Read / Teacher Model / Children Practise

Once upon a time in China, a baby girl was born. Her father called her Mulan after the beautiful orchids that blossomed around their home. Like those flowers, Mulan grew into a fine young woman. She was strong and quick-witted, with beautiful long hair the colour of ebony. Her mother taught her many useful skills that girls were supposed to know back then, like sewing and weaving, but Mulan was bored. She wanted to be in the fresh air, training in martial arts – just as her father had done. She secretly wished he would teach her how to fight and how to use a sword. She couldn't understand why everybody said combat was just for boys.

One day Mulan couldn't keep quiet any longer and begged her father, "Please train me so that I might have adventures like you. I don't want to stay home and sew!"
"I'm afraid your mother will never agree to it," was his reply.
"But father, just because I am a girl, that does not mean I should only be able to do things girls are supposed to do. I am as strong as Liao who lives down by the stream. He is older than me but I can lift him over my head."

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Lesson 1: Children Apply

What evidence is there that the theme of this story will be 'being different'?	
1	*'Mulan was bored'*
2	
3	
4	
5	

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

Lesson	2	Vehicle Text & Page	Stories From Around The World – Mulan extracts from pp. 6, 8 & 9

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Is the strongest theme in this section loyalty or bravery?	declared, imminent, throbbed, meagre, deed	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Identify themes and conventions in an increasing range of books • Read aloud with attention to and increasing range of 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 to the children the words loyalty and bravery. Make sure they understand the difference between the two. Children **Think, Pair, Share** real life experiences where they have seen loyalty and bravery.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary sheet. Teacher to explain *'meagre'*. Teacher Talks: meagre means poor, not much of it or not quality.
Explore & respond: Read Lesson 2: Read/Teacher Model/Children Practise. Model using the speech marks to support **Intonation.** Allow children time to **Stop & Jot** their initial responses to the **Anchor Question**.
Fluency: Choral read Lesson 2: Fluency, focusing on **Intonation** at the speech. Children then pair read Lesson 2: Fluency to practise **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: **Re-read** Lesson 2: Read/Teacher Model/Children Practise and model how to **Text Mark**, finding key words and phrases to prove the theme of the extract is loyalty. Circle *'Mulan felt ill' 'Her heart throbbed as she thought…' 'He heart was breaking' 'only way to save them'*. Teacher Talks: The strongest theme is loyalty because Mulan makes her decision because she wants to protect her family. It says she thought *'what she was doing was the only way to save them'*. Also *'her heart was breaking'* because she doesn't want to leave and is loyal to her family.
Reference the text: **Text Mark** by circling the key words and phrases to answer the **Anchor Question** and prove the theme is loyalty.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine Lesson 2: Read/Teacher Model/Children Practise. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to **Text Mark** by circling the key words and phrases to answer the **Anchor Question** by proving the strongest theme is bravery. If children are finding it difficult to locate information, consider *'she placed her father's armour' 'Determined, …Mulan turned away' 'Mulan's pulse quickened with fear' 'Mulan's fingers trembled' 'She took a deep breath'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: Children to use their words and phrases to write a full answer to the **Anchor Question.** The answer should contain at least 2 different points supported by **Referencing the Text**. - Lesson 2: Children Apply Activity.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Stop & Jot, Intonation, Text Marking, Reference the Text**
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Question
- Mulan puts on her father's armour even though it is too big
- Mulan is sad but she still leaves
- Mulan is frightened but she still goes into the camp
- Mulan's fingers are shaking but she signs it and becomes a soldier

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

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Lesson 2: Vocabulary

declared	imminent
throbbed	meagre
deed	



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Lesson 2: Fluency

"Next!" shouted the officer taking the register.
"Hua," she replied.
"Put your mark here," he asked.
Mulan's fingers trembled. She took a deep breath and then made the mark of her family name. The deed was done.

Lesson 2: Anchor Question

Is the strongest theme of this section loyalty or bravery?



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Lesson 2: Read / Teacher Model / Children Practise

“No! It can’t be true!” she gasped.
Her father’s name was on the list – Hua. The notice declared that war was imminent and soldiers were needed, so no family could be spared. Mulan felt ill. Her father had been sick since winter. There was no way he could go to war. Her heart throbbed as she thought of what going to fight would do to him.

At dawn the next day, whilst her family slept peacefully, Mulan wound her hair into a tight knot. She placed her father’s armour over her body and padded it. Then she packed her meagre belongings on to the horse and sighed. Her heart was breaking at the thought that she might never see her family again. But she knew what she was doing was the only way to save them from the Emperor’s punishment. Determined but with sadness in her heart, Mulan turned away and set off on her new adventure.

Into the night, she rode. Mulan’s pulse quickened with fear as she arrived at the soldiers’ camp. She stood last in the long line, hoping everyone would see just another soldier, not a young girl who had run away from home.
“Next!” shouted the officer taking the register.
“Hua,” she replied.
“Put your mark here,” he asked.
Mulan’s fingers trembled. She took a deep breath and then made the mark of her family name. The deed was done. To all who met her, she was now her father, and a member of Emperor’s army.

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Lesson 2: Children Apply

Is the strongest theme of this section loyalty or bravery?
The strongest theme of this section is bravery because…
Also…

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

Lesson	3	Vehicle Text & Page	Stories From Around the World – Mulan – p. 10

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How is the theme of friendship demonstrated in these paragraphs?	revealed, befriended, inseparable, valiantly Subject Specific: general	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Identify themes and conventions in an increasing range of books • Re-reading sentences for clarity	**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: Get children to **Think, Pair, Share** situations where they have been lonely and a friend has come and made them feel better.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Use **Find, Read, Talk** to define the vocabulary. Teacher to demonstrate with the word '*befriended*'. It is in the sentence '*But eventually she befriended a king solider named Wei.'* It includes the root word 'friend' and it happens when she meets a kind solider so I think she makes friends with him. Children **Find, Read, Talk** the rest of the vocabulary. Teacher to explain *'General'*. Teacher Talks: Remember Mulan is in the army. A General is someone in charge of groups of soldiers.
Explore & respond: Teacher read extract (See Lesson 3: Read/Teacher Model/Children Practise. Pause at certain points so that children can **Stop and Jot** their answers so far to answer the **Anchor Question.** Take brief feedback.
Fluency: **Choral Read** –Fluency extract (See Lesson 3: Fluency). Model **Re-reading** for clarity. Children then practise this.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: **Reread** the first paragraph (See Lesson 3: Read/Teacher Model/Children Practise) and model crossing out the irrelevant parts e.g. the parts that do not relate to friendship. See Lesson 3: Teacher Model.
Then model how to **Text Mark** by circling the most relevant words and phrases to answer the **Anchor Question**. Circle *'very lonely' 'befriended' 'kind soldier' 'joked and laughed together' 'their old lives'*.
Reference the text: **Text Mark** by crossing out the irrelevant sections and then circling the key words and phrases to answer the **Anchor Question.** Teacher Talks: The theme of friendship is demonstrated as Mulan was *'very lonely'* but then she *'befriended'* someone. They were good friends because they shared experiences because *'their old lives'* were similar.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the second paragraph and read in pairs. One copy of the text between two encourages collaborative working and discussion. See Lesson 3: Children Practise. If children need support direct them to *'happy to have someone' 'inseparable' 'fighting side by side' 'second-in-command'*
Practise Taught Strategies & Skills: Children first to **Text Mark** by crossing out the irrelevant sections. Then they **Text Mark** by circling the most relevant key words and phrases which answer the **Anchor Question.**

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children pull together evidence from Lesson 3: Children Practise and write a full answer to the **Anchor Question**. Share answers as a class.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

Acceptable Point(s) Anchor Question
- Mulan liked talking to Wei
- They were inseparable and fought together.
- She made Wei her second-in-command.
- They won the war together

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Lesson 3: Vocabulary

revealed	befriended
inseparable	valiantly

Lesson 3: Fluency

But eventually, she befriended a kind soldier name Wei. He came from a small village, too, and they often joked and laughed together about their old lives.

Lesson 3: Anchor Question

How is the theme of friendship demonstrated in these paragraphs?



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Lesson 3: Read / Teacher Model / Children Practise

Soon they marched off to war, and death and destruction was all around. Mulan was very lonely because she was afraid to make friends in case her secret was revealed. She hardly spoke and avoided causing any fuss. But eventually, she befriended a kind soldier name Wei. He came from a small village, too, and they often joked and laughed together about their old lives.

Mulan was happy to have someone to talk to. She tried not to give too much away about her family life but she told Wei about the farm where her parents lived. Soon the pair became inseparable, fighting side by side. When Mulan was made General, she made Wei her second-in-command. They fought valiantly in each battle and led the armies to success after success. Finally, the war was won and victory belonged to the Emperor.

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Lesson 3: Teacher Model

~~Soon they marched off to war, and death and destruction was all around~~. Mulan was very lonely because she was afraid to make friends in case her secret was revealed. ~~She hardly spoke and avoided causing any fuss.~~ But eventually, she befriended a kind soldier name Wei. He came from a small village, too, and they often joked and laughed together about their old lives.

Lesson 3: Children Practise

Mulan was happy to have someone to talk to. She tried not to give too much away about her family life but she told Wei about the farm where her parents lived. Soon the pair became inseparable, fighting side by side. When Mulan was made General, she made Wei her second-in-command. They fought valiantly in each battle and led the armies to success after success. Finally, the war was won and victory belonged to the Emperor.

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Lesson 3: Children Apply

How is the theme of friendship demonstrated in these paragraphs?

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

Lesson	4	Vehicle Text & Page	Stories From Around the World – Mulan pp. 11 - 12

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
The theme of this extract is family love. How do the different characters display this theme?	horizon, long-lost, embraced, thick of war, overjoyed, insisted, taken their toll	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Identify themes and conventions in an increasing range of books • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation • Recognise and read Year 3&4 Word List	**2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Look back at the flipchart from Lesson 1 which showed the themes the children knew. As a class identify the themes already covered in the **Vehicle Text.** Ask the children to **Predict** what theme may come next as Mulan travels home.

Share Anchor Question(s): Explicitly and refer to these as they appear 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. Children use **Find, Read, Talk** to explore the vocabulary.

Explore & respond: Read Lesson 4: Read/Teacher Model/Children Practise. Allow children time to **Stop & Jot** their initial response to the **Anchor Question.** Teacher point out the Year 3 & 4 Word List words (appeared, thought)

Fluency: Model how to read Lesson 4: Fluency, focusing on using **Intonation** for speech marks. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Look at the **Anchor Question.** Teacher **Reread** the first paragraph (up to *'her family.'*) Teacher model circling evidence of the characters' behaviour which shows family love. Teacher then add these words and phrases to an enlarged template (see Lesson 4: Teacher Model). Teacher to circle *'It's my Mulan' 'hurried towards' 'long-lost' 'Father! Mother! Brother!' 'she shouted' 'running towards'.* Use **Think Aloud** to explain evidence choices.

Teacher Talks: The theme of family is explored in this part of the extract as they are happy to be reunited as a family again.

Reference the text: **Text Mark** by circling the key words and phrases to answer the **Anchor Question** and completing the Lesson 4: Teacher Model activity.

Step 3: PRACTISE

Children Practise 8 mins

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

Practise Taught Strategies & Skills: Children circle evidence of the characters' behaviour that demonstrates the theme of family love. Use **Think Aloud** as they discuss their evidence choices. If children are struggling focus them on *'embraced' 'tears streaming' 'overjoyed' 'arms of her family' 'Let us feed you' 'had not been moved' 'neatly made' 'let out a sigh' 'Home at last'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children take the evidence they have circled and add it to the template in the correct section for each character. Share the ideas as a class. Teacher add the children's ideas to their enlarged template. Model how to verbally construct a complete sentence answer to the **Anchor Question.** Teacher Talks: Mulan's mum demonstrates the theme of family love by offering to cook food for Mulan.

Children work in pairs to verbally construct a complete answer to the **Anchor Question.**

Acceptable Point(s) Anchor Question
- They hug each other and cry
- Mulan is overjoyed.
- Her mum insists she feed her
- They kept her room all set up
- They grew an orchid to remind them of her
- Mulan sighed happily

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

This may include:
- use of the strategies taught **Find, Read, Talk, Stop & Jot, Text Mark, Reference the text, Think Aloud**
- responses to the **Anchor Questions**

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Lesson 4: Vocabulary

horizon	long-lost
embraced	thick of war
overjoyed	insisted
taken their toll	

Lesson 4: Fluency

"It can't be! It's my Mulan!" Mulan's father hurried towards his long-lost daughter.
"Father! Mother! Brother - you are not so little anymore! I am home!" she shouted, getting off her horse and running towards her family.



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Lesson 4: Anchor Question

The theme of this extract is family love. How do the different characters display this theme?



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Lesson 4: Read / Teacher Model / Children Practise

Back at home, the sun was setting over the farm when a figure appeared on the horizon. As the horse came nearer, the soldier took off their helmet and shook their head. Jet-black hair flowed down over the soldier's shoulders.
"It can't be! It's my Mulan!" Mulan's father hurried towards his long-lost daughter.
"Father! Mother! Brother - you are not so little anymore! I am home!" she shouted, getting off her horse and running towards her family.

They embraced, tears streaming down their faces. They had been sure their daughter must have died in the thick of war. Mulan was overjoyed to be home in the arms of her family.
"Come, come! Let us feed you!" her mother insisted.
"I'd like to change my clothes first," Mulan said. "The years of wearing this heavy armour have taken their toll. I wish for lighter clothes."

With that, Mulan was taken to her room, where she took off the armour. Her robes and hairbrushes had not been moved. Even her bed was neatly made and a fresh orchid bloomed on the table. She could see the love her family had for her everywhere she looked. Sitting down on her bed, she let out a sigh. *Home at last,* she thought.

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Lesson 4: Teacher Model



Mulan

she shouted

running towards her family

Mulan's Father



"It's my Mulan!" Mulan's father hurried towards his long-lost daughter.



Mother!



Mulan's Mother

Brother - you are not so little anymore!



Mulan's brother

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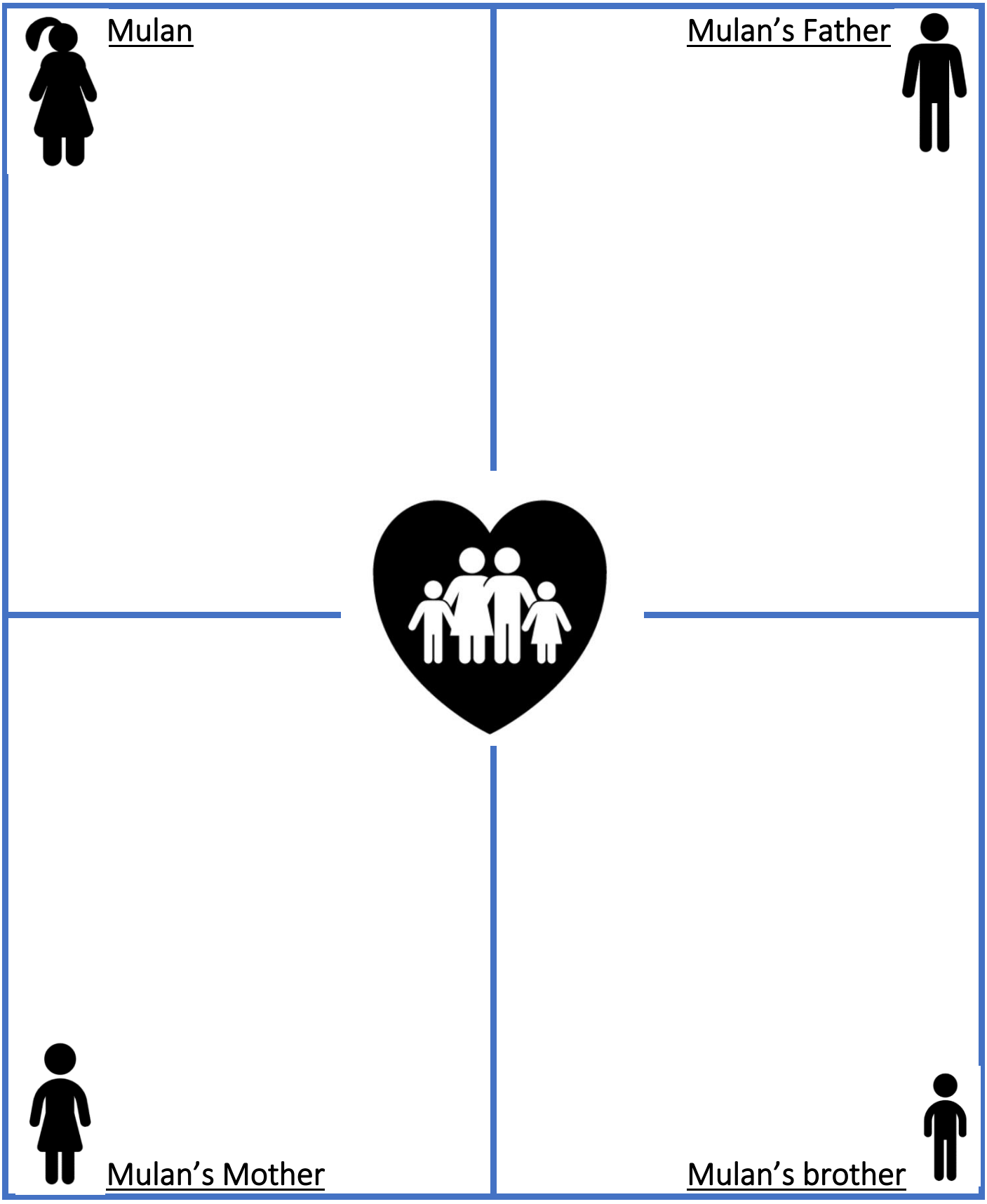
Lesson 4: Children Practise/Apply



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

Lesson	5	Vehicle Text & Page	Stories From Around The World – Mulan pp. 12 - 14

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Application of Content Domain(s):
A. What theme is in this extract? **B. Which theme do you think is the strongest in the whole story?**	beyond belief, stern, wide-eyed, dismounted, saluted, graciously, raised a toast	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Identify themes and conventions in an increasing range of books • Recognise and read Year 3&4 Word List	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2h** make comparisons within the text



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Read extract
- Lesson 5: Extended Application Activity
- the Vehicle Text or copies of all the extracts used this week

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

Activate Prior knowledge: Look back at the themes flipchart from Lesson 1. Children **Think, Pair, Share** about what themes we have seen so far in Mulan.

Vocabulary: Use **Find, Read, Talk** technique to explore the vocabulary in context. Also get the children to underline the words from the Year 3&4 Word List '*belief*' '*appeared*' '*different*' '*woman*' '*though*'

Share Anchor Questions: Refer to these throughout the session.

Enjoy and Respond to the text: Read an enlarged copy of the Lesson 5: Read extract. Use Lesson 5: Children Apply Activity 1 cards to answer **Anchor Question A.** In pairs or groups give the children the theme cards and children identify the theme of Lesson 5: Read from the cards. Gather children's ideas as class. They must **Reference the Text** when explaining their answer. TEACHER NOTE: The main themes of the extract are Respect and Acceptance.

Written Responses / Evidence Anchor Question(s):

Children use all they have learnt during the week and the Read extracts from all lessons to answer **Anchor Question B**. Children decide which theme they think is the strongest in the whole story. Children who have made the same choice are then placed in the same group. Each group should gather evidence for their viewpoint from the text. As a group they construct a written answer to **Anchor Question B** (See Lesson 5: Children Apply Activity 2). If time, organise a class debate to answer to **Anchor Question B.** The different groups put forward their viewpoint and evidence and get to question other group's ideas.

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. Why were the soldiers shocked beyond belief?
B. How do we know the men aren't sure how to react to Mulan?
C. Find two pieces of evidence to prove Wei respects Mulan.

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

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Lesson 5: Vocabulary

beyond belief	stern
wide-eyed	dismounted
saluted	graciously
raised a toast	

Lesson 5: Anchor Questions

A. What is the theme of this extract?

B. Which theme do you think is the strongest in the whole story?

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Lesson 5: Read

“We’ve come to visit General Hua. Is this the right farm?” Wei asked. Mulan’s little brother ran inside, calling for her. The soldiers were shocked beyond belief when, instead of stern General Hua, beautiful Mulan appeared. Her face was familiar to them, but everything else was different.
“I am the one you seek,” she said.
“But it can’t be!” Wei exclaimed, as he looked into the face of his friend.
“I am the person you knew as Hua,” Mulan explained. “I am still the same person who fought alongside you. I was a woman the whole time.”
The men stood wide-eyed with their mouths open, and they stepped away from Wei and Mulan. But, taking off his helmet, Wei dismounted his horse and stood in front of Mulan. He raised his arm and saluted his general, and when the other men saw this, they did the same.

That night Mulan’s mother and father put on a feast for the soldiers.
“We now know that even though you are a woman, you were the best warrior our kingdom had ever seen,” said one of the soldiers as he lifted the rice bowl to his face.
“Thank you,” Mulan replied graciously. “I hope you have learnt that women are at least as strong and clever as any man,” Mulan smiled. Wei nodded and raised a toast to Mulan – the finest warrior ever seen in the kingdom.

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Lesson 5: Children Apply Activity 1

Jealousy	Hope	Respect
Teamwork	Family love	Kindness
War and Peace	Acceptance	Evil

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Lesson 5: Children Apply Activity 2

B. Which theme do you think is the strongest in the whole story?

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Lesson 5: Children Additional Activity

A. Why were the soldiers *'shocked beyond belief'?*

_____

_____

_____

B. How can we tell the soldiers didn't know how to react to Mulan*?*

_____

_____

_____

C. Find two pieces of evidence to prove that Wei respects Mulan.

1. _____

_____

2. _____

_____



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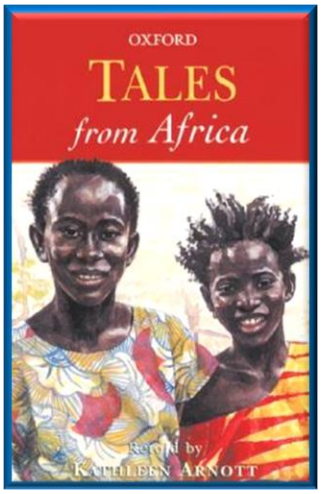
Shared Reading Planning

Year 4

Reading Breadth

Unit D: Myths and Legends & Poetry in Different Forms

Fiction 3



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

Lesson	1	Vehicle Text & Page	Tales from Africa – The Magic Drum pp. 126 - 127

Anchor Question:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do the king's actions demonstrate the theme of generosity? Teacher Model Questions: **How do the king's actions demonstrate the theme of good leadership?**	contented, justice, quantities, famines, assembled	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Identify themes and conventions in an increasing range of books • Re-reading sentences for clarity	**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 story they will be looking at is from West Nigeria and find it on a map. Explain that in traditional African stories there are often talking animals and usually a moral. Ask the children to define what a moral is and give an example of one (e.g. always tell the truth / believe in yourself).
Share Anchor Question(s): Explicitly and refer to this throughout the session. Give a definition of 'generosity'.
Vocabulary: Discuss and explain these in the context of where they are located within the extract (**Find Read Talk**) and refer to Lesson 1: Vocabulary sheet. Underline new vocabulary in the extract.
Explore & respond: Read the extract (See Lesson 1: Read/Teacher Model/Children Practise). Ask children to turn to a partner and **Summarise** what has happened. **Reread** the extract and model **Thinking Aloud** to express your developing opinion of the king as you read. Teacher Thinks: The king had fifty wives. That isn't normal in our culture but it might be normal in traditional West Nigeria culture. (Read some more). Everyone in his kingdom is happy so that probably means he is a good king who shares the good things he has. (Continue in a similar vain for the rest of the extract).
Fluency: Children **Paired read** the fluency section and practise **Thinking Aloud** (See Lesson 1: Fluency)



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Teacher Model Question**. Model **Text Marking** the first paragraph by circling the words and phrases that demonstrate the king's good leadership. Circle *'kingdom was happy and contented' 'kind and peaceful' 'justice'.* Model writing a sentence to answer the **Anchor Question.**
Teacher Talks: The king's actions demonstrate the theme of good leadership because he makes sure his kingdom is *'happy and contented'* and it says he rules with justice.
Reference the text: 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 Explore & Discuss: Refer to the **Anchor Question.** Children to work in pairs to read the rest of the extract (see Lesson 1: Read / Teacher Model / Children Practise). Encourage children to use **Think aloud** with their partner as modelled
Practise Taught Strategies & Skills: Children to locate the words and phrases that evidence the theme of generosity. On their copy of the text, use **Text Mark** and circle their evidence. If children are struggling focus them on *'famines came' 'helped his people' 'not only' 'invited the wild animals' 'eat their fill.* Teacher to feedback as children work.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 1: Children Apply Activity
Verbal & Written Responses: Children take the evidence they have circled and turn it into a written answer to the **Anchor Question.** Children should make sure they **Reference the Text** at least twice in their answer.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Think Aloud, Text Mark, Reference the text, Paired Read**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Question
- He helped his people during famines
- He feed human beings
- He feed the animals
- The animals had their fill

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Lesson 1: Vocabulary

contented	justice
quantities	famines
assembled	



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Lesson 1: Fluency

Now the cause of most of king's wealth was a magic drum. Whenever the king beat this drum large quantities of the most delicious food appeared, spread on tables ready to eat. In a country where famines came so frequently, this was wealth indeed.

Lesson 1: Anchor Question

How do the king's actions demonstrate the theme of generosity?



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Lesson 1: Read / Teacher Model / Children Practise

Once upon a time there lived a very rich king. He had fifty wives and many children, miles of farmland and hundreds of servants to work there. Everyone in his kingdom was happy and contented, for the king was a kind and peaceful man and ruled with justice.

Now the cause of most of king's wealth was a magic drum. Whenever the king beat this drum large quantities of the most delicious food appeared, spread on tables ready to eat. In a country where famines came so frequently, this was wealth indeed.

Not only did the king feed human beings with the food from his drum, but he often invited the wild animals. In those days men understood the language of the beasts. Elephants, lions, leopards, antelopes, and buffaloes would all come together, eat their fill and return peacefully to the forest.

Now there was a secret about the drum that nobody knew except the king. It would always provide food when it was beaten by the owner unless they had walked over a stick lying in their path or had crossed over a fallen tree-trunk in their travels. Then, when the drum was beaten, instead of food, three hundred angry warriors would appear and would beat the assembled people with sticks.

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Lesson 1: Children Apply

How do the king's actions demonstrate the theme of generosity?

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

Lesson	2	Vehicle Text & Page	Tales from Africa – The Magic Drum pp 129 - 130

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A. What is the theme for each of these extracts? **B. How are these two extracts similar and different?**	rejoicing, boasted, prosperous, big-headed, plump, pandemonium, unpleasant, unconscious	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Identify themes and conventions in an increasing range of books • Read aloud with attention to and increasing range of 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 **2h** make comparisons within the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Read the Vehicle Text from the bottom p. 127 to the bottom of p. 129 (stop before the start of Lesson 2: Read/Teacher Model/Children Practise).
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Recap the function of the prefix 'un' and note the amount of words in the extracts which contain it (*unknowingly, unpleasant, unkind, unconscious*). **Clarify** their learning. Use **Find Read Talk** to explore the meaning of the vocabulary in context.
Explore & respond: Read Extract 1 and Extract 2 (See Lesson 2: Read/Teacher Model/Children Practise). Model using **Pausing** and **Intonation** by taking note of the punctuation including the speech marks. Ask children to turn to a partner and **Summarise** what has happened.
Fluency: Model reading the Lesson 2 fluency extract. Children **Choral Read** x2 each time adjusting and improving their **Pausing** and **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read Extract 1 (See Lesson 2: Read/Teacher Model/Children Practise). Read **Anchor Question A.** Model **Text Marking** by circling the key points of the extract which make the theme clear. Circle *'rejoicing' 'such full stomachs' 'wife was delighted' 'boasted loudly' 'never have to do another day's work' 'How happy Tortoise was!' 'prosperous' 'show him respect' 'more big-headed'.*
Reference the text: On an enlarged copy of the text use also **Text Mark**. Teacher Talks: From the evidence I have circled I think the theme of Extract 1 could be greed or pride. The tortoise is happy but only because he doesn't have to work and he can show off to others.

Step 3: PRACTISE

Children Practise 6 mins

Children Explore & Discuss: Children read Extract 2. A shared copy of the text encourages collaboration. Children **Text Mark** by circling the key points of the extract which make the theme clear. If children are struggling focus them on *'demanding food' 'What shrieks! What cries!' 'beat them so hard' 'exhausted on the ground' 'unpleasant animal' 'other people should be beaten too' 'unkind creature' 'evil grin' 'poor guests' 'threatening revenge'*
Practise Taught Strategies & Skills: Children to locate and circle the key points of evidence which demonstrate the theme. Then in pairs children discuss what they think the theme could be. If children are struggling give them a choice of themes to choose from. Give them the options of: friendship, war, revenge, consequences, rags to riches.
Teacher note: The main themes of Extract 2 are revenge or consequences.

Step 4: APPLY

Children Apply 12 mins

Evidence Anchor Question(s): Evidence in children's text marked Extract 2 and on Lesson 2: Children Apply activity.
Verbal & Written Responses: Gather ideas about what themes the children thought were evident in Extract 2. Expect children to **Reference the Text** when giving their answers.
As a class look at **Anchor Question B.** Using the enlarged teacher **Text Marked** Extract 1 and the children's **Text Marked** Extract 2 make comparisons between the two extracts. Through class discussion, children use Lesson 2: Children Apply activity to note similarities and differences between the two extracts.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

- use of the strategies taught i.e. **Pausing, Intonation, Text Mark, Referencing the Text**
- responses to the **Anchor Questions**.

Acceptable Point(s) Anchor Question A
• The theme is consequence because the tortoise was boasting so bad things happened to him
• The theme is revenge because the tortoise took revenge on the wealthy people who had ignored him/the tortoise tricked the king so the drum got revenge on him
• ANY OTHER THEME WHICH IS EVIDENCED IN THE TEXT

Acceptable Point(s) Anchor Question B
• Similarities – the drum is used, people come to see the tortoise, the tortoise is selfish
• Differences – tortoise is wealthy and then unlucky, people like/dislike tortoise, drum makes food/warriors/tortoise's family are

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Lesson 2: Vocabulary

rejoicing	boasted
prosperous	big-headed
plump	pandemonium
unpleasant	unconscious



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Lesson 2: Read / Teacher Model / Children Practise

Extract 1:

What rejoicing there was in the tortoise's home that night, when he demonstrated the magic powers of the drum. The little tortoise children had never had such full stomachs, and his wife was delighted that her days of collecting firewood and standing over a cooking-pot were ended. As for Tortoise, he boasted loudly about his cleverness in getting the drum from the king and told his wife he would never have to do another day's work in his life.

How happy Tortoise was! For the first time in his life he was prosperous. Other wealthy people began to invite him into their homes and show him respect, but he got more and more big-headed every day.

Extract 2:

One evening as he was walking back from a party, he unknowingly stepped right over a branch that lay on the pathway.

The next morning, with his plump-looking family around him, demanding food, he beat the drum to get their breakfast.

What shrieks! What cries! What pandemonium! Three hundred warriors filled the house and beat the tortoise and his family. They beat them so hard that, in spite of their hard shells, they were all left exhausted on the ground.

When Tortoise had recovered slightly, the unpleasant animal said to himself: "Why should my family and I be the only ones to suffer? If we are beaten, then other people should be beaten too."

The unkind creature sent messages to all those who had been invited to a meal before. So crowds of visitors streamed into his home. With an evil grin, Tortoise beat the drum as loudly as he could and then flung himself under a bench where he could not be seen. Three hundred warriors lost no time in appearing, and the poor guests were beaten almost unconscious.

After that, Tortoise could not so much as put his nose outside his door without some angry person threatening revenge on him.

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Lesson 2: Fluency

What shrieks! What cries! What pandemonium! Three hundred warriors filled the house and beat the tortoise and his family. They beat them so hard that, in spite of their hard shells, they were all left exhausted on the ground.

When Tortoise had recovered slightly, the unpleasant animal said to himself: “Why should my family and I be the only ones to suffer? If we are beaten, then other people should be beaten too.”



Lesson 2: Anchor Questions

A. What is the theme for each of these extracts?
B. How are these two extracts similar and different?

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Lesson 2: Children Apply

Similarities	Differences

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

Lesson	3	Vehicle Text & Page	Tales from Africa – The Magic Drum pp. 132 - 133

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Has the tortoise learned anything and changed his attitude? Teacher Model Questions(s): **Has the king learned anything and changed his behaviour towards the tortoise?**	exchange, keen, casually, wither away, arrogant, appetising Subject Specific Vocabulary: foo-foo, calabashes	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Read aloud with attention to and increasing range of 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 **2h** make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: In pairs, children **Summarise** what has happened so far in the story. Refer to the **Anchor Question.** Ask the children if they think he will change after what has happened to him.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Teacher gives definition of *'foo-foo'* and *'calabashes'.* Foo-foo is a traditional African meal made of yams. Calabashes are containers made of gourds/fruit from a calabash tree. Children use **Find Read Talk** to explore the other words (see Lesson 3: Vocabulary). Briefly **Clarify.**
Explore & respond: Read the text (See Lesson 3: Read/Teacher Model/Children Practise). Children **Stop & Jot** initial ideas in response to the **Anchor Question.**
Fluency: Model reading the Lesson 3 fluency extract. Model using **Pausing** and **Intonation** by taking note of the punctuation including the speech marks. Children **Pair Read** x2 each time adjusting and improving their **Pausing** and **Intonation.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher introduce the **Model Question.** Explicitly and clearly model **Stop & Jot** as you recall information about how the king has behaved from reading extracts in previous lessons. As you talk, note down how he has behaved, e.g. kind and generous, fed animals when they needed food etc. (See Lesson 3: Teacher Model) Then model **Text Marking** the Lesson 3: Read extract in light of what you have noted down. Circle *'expecting' 'realised' 'casually' 'trying not to let Tortoise know'.*
Reference the text: On an enlarged copy of the text use **Text Mark**. Teacher Talks: I think the king has learned not to be tricked by the tortoise. He was *'expecting'* him this time, so he wasn't easily tricked. Also, the king is *'trying not to let Tortoise know'* what he is doing so he has learned to trick the Tortoise himself.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs with a copy of the Lesson 3: Read/Teacher Model/Children Practise text. Children **Stop & Jot** anything they recall about the tortoise's attitude in previous lessons. (See Lesson 3: Children Practise). Then children **Text Mark** by circling words and phrases that show his attitude now. If children are struggling focus them on *'complained' 'tortoise was delighted' 'old, arrogant self' 'What a feast the tortoises had that night!' ' he would not say' 'He remembered'*
Practise Taught Strategies & Skills: Children complete **Stop & Jot** activity (See Lesson 3: Children Practise) to recall previous information and then **Text Mark** the new extract. Teacher to feedback as children work.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 3: Apply added to the books.
Verbal & Written Responses: Children take the information from the **Stop & Jot** activity and their **Text Marking** and create a written response to the **Anchor Question.**
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught **Summarise, Find Read Talk, Pausing, Stop & Jot, Text Mark, Pair Read**
- responses to the **Anchor Question.**

Acceptable Point(s) Anchor Question
- He hasn't learned because he is still arrogant
- He hasn't learned because he was still greedy by taking the tree
- He hasn't learned because he was still being sneaky with the king
- He has learned a little something because he remembered what the king said
- ANY OTHER RELEVANT POINT ABOUT THE TORTOISE NOT LEARNING THAT CONNECTS TO PREVIOUS READING

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Lesson 3: Vocabulary

exchange	keen
casually	wither away
arrogant	appetising

foo-foo 	calabashes 



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Lesson 3: Fluency

"I am tired of this thing," complained Tortoise, "and I want you to exchange it for something else."
"Very well," replied the king, who was keen to get his magic drum back again. "It so happens that I have a magic tree I will exchange for the drum" he said casually, trying not to let Tortoise know how delighted he was to see the drum again.

Lesson 3: Anchor Question

Has the tortoise learned anything and changed his attitude?

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Lesson 3: Read / Children Practise / Children Apply

That evening, Tortoise crept out with drum towards the king's house. The king was expecting this because he had heard of the great beating and he realised that Tortoise did not know the secret of the drum.

"I am tired of this thing," complained Tortoise, "and I want you to exchange it for something else."
"Very well," replied the king, who was keen to get his magic drum back again. "It so happens that I have a magic tree I will exchange for the drum" he said casually, trying not to let Tortoise know how delighted he was to see the drum again. "This tree," he continued, "will bear soup and foo-foo once every day, but only once. Should anyone return to gather more on the same day, then the tree will wither away and die." The tortoise was delighted and went home with his wonderful tree, and hid it in a very secret place.

The next morning Tortoise was his old, arrogant self again, and told his wife to collect ten calabashes together and follow him. Soon she found herself standing before the magic foo-foo tree, where she could hardly believe her eyes. Quickly she filled her calabashes with the appetising food.

What a feast the tortoises had that night! But when the children asked Tortoise where he got the food, he would not say. He remembered what the king had told him about using the tree only once each day.

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Lesson 3: Teacher Model

How did the king behave in our previous reading?
Kind and generous
Fed animals when they needed food
Ruled with justice
Peaceful



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Lesson 3: Children Practise

What was Tortoise's attitude in our previous reading?



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Lesson 3: Children Apply

Has the tortoise learned anything and changed his attitude?



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

Lesson	4	Vehicle Text & Page	Tales from Africa – The Magic Drum pp. 133 - 134

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Is the main theme of this extract "greed" or "secrecy"?	portions, stealthily, hearty, satisfied, dismay Subject Specific: Alas	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Recognise and read Year 3&4 Word List	**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: Children **Summarise** what has happened in the story so far. Then in pairs children **Predict** how they think the story will end.
Share Anchor Question(s): Explicitly and refer to this throughout the session. Make sure children are clear on what the themes mean.
Vocabulary: Children to read the Lesson 4: Vocabulary and use **Find Read Talk** to explore the vocabulary in context. Teacher explain the traditional use of the word *'Alas'*. It is used to express grief or distress.
Explore & respond: Read the extract (See Lesson 4: Read/Teacher Model/Children Practise) Teacher use **Stress** to point out the words in the text from the Year 3 & 4 word list. *'enough' 'continue' 'surprise' 'through' 'hearty' 'believe' 'early'*
Fluency: **Choral read** the fluency extract. Children use **Stress** to emphasise the Year 3 & 4 words.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model reading the first two paragraphs (See Lesson 4: Read/Teacher Model/Children Practise). Refer to **Anchor Question** and circle words and phrases that might be evidence of either of the themes. Teacher model **Think Aloud** and adding this evidence onto a spectrum (See Lesson 4: Teacher Model activity).
Reference the text: **Text Mark** by circling *'complained that their portions were not large enough' 'refused to let anyone' 'keep such a good thing to himself'*. Use **Think Aloud** to explain evidence choices.
Teacher Thinks: The first piece of evidence shows the theme of greed because the children want more food. I will put that nearer the 'greed' end of the spectrum. The next piece of evidence is about Tortoise not telling anyone where the tree is so I will put it nearer the 'secrecy' end of the spectrum.
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 Explore & Discuss: Children to work in pairs to read the final four paragraphs. Children use **Think Aloud** and circle key words and phrases that might evidence either of the themes in the **Anchor Question.** If children are struggling focus them on *'feasted greedily' 'selfish old man' 'mouths so full of food' 'fancy keeping this to himself' 'effects of over-eating' 'Alas! Someone has discovered my tree' 'spell is broken' 'magic is gone'*
Practise Taught Strategies & Skills: Children will circle the key words and phrases related to both themes in the **Anchor Question**

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Evidence in Lesson 4: Children Apply activity
Verbal & Written Responses: Refer to the **Anchor Question**. Children work in pairs to discuss the evidence they have circled in the extract and place it on the spectrum.
As a class discuss which theme they think is the main theme based on the evidence they have gathered on the spectrum.

Acceptable Point(s) Anchor Question
• As long as the children are discussing relevant points relating to the evidence and themes it does not matter which theme they conclude is the main theme.

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

- use of the strategies taught i.e. **Summarising, Predict, Choral reading, Text Marking, Reread, Think Aloud**
- responses to the **Anchor Question**.

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Lesson 4: Vocabulary

portions	stealthily
hearty	satisfied
dismay	



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Lesson 4: Fluency

The next morning, the eldest son stealthily followed his father, and great was his surprise when he peered through the long grasses and saw his father collecting soup and foo-foo from the magic tree. Silently he returned home, and ate a hearty breakfast with the rest of his family.



Lesson 4: Anchor Questions

Is the main theme of this extract "greed doesn't pay" or "keeping secrets is bad"?

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Lesson 4: Read

After a few days, the children complained that their portions were not large enough, but still their father refused to let anyone else fetch the food. The eldest son was angry and said to the others, “Does our father think he can continue to keep such a good thing to himself?”

The next morning, the eldest son stealthily followed his father, and great was his surprise when he peered through the long grasses and saw his father collecting soup and foo-foo from the magic tree. Silently he returned home, and ate a hearty breakfast with the rest of his family.

Later in the day when he began to feel hungry again, he called his brothers and sisters together, and he led the way to the magic tree. They could hardly believe their eyes, and laughed with joy as they feasted greedily on the soup and the foo-foo.

“What a selfish old man our father is,” they exclaimed as best they could with their mouths so full of food. “Fancy keeping this to himself, when we are always so hungry.” At last, they were satisfied and on shaky legs they staggered home to sleep off the effects of over-eating.

The next morning, Tortoise was up early, as usual, and crept off to his foo-foo tree. When he got there, he gasped in dismay, for the tree was not to be seen. It had withered and died.

“Alas! Alas!” wept Tortoise. “Someone has discovered my tree and gathered food from it. Now the spell is broken and the magic is gone.”

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Lesson 4: Teacher Model

Greed — **Secrecy**

complained that their portions were not large enough

'refused to let anyone' 'keep such a good thing to himself'



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Lesson 4: Children Apply



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

Lesson	5	Vehicle Text & Page	Tales from Africa – The Magic Drum

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A. What is the moral of the story? **B. How does Tortoise's fortune change throughout the story?**	N/A	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2h** make comparisons within the text



Extended Apply Session

Through this selection of activities children will need copies of:
• The extracts from the previous four lessons.

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

Activate prior knowledge: Children briefly retell the whole story of The Magic Drum to a partner. As a class **Summarise** the story into six main parts. Teacher to write these down on a flipchart.

Share Anchor Question: Refer to these throughout the session. Make sure the children know what a moral is and what the word 'fortune' means.

Enjoy and Respond: Look at the **Summary** (six main story points) noted down on the flipchart. Consider **Anchor Question A** together as a class. Get the children to decide what the moral of the story is by reflecting on the summary created as a class. Ask the children to think of any other stories they know of with a similar moral. Teacher to gather these ideas on flipchart.

Written Responses / Evidence Anchor Question(s):
Focus children's attention on **Anchor Question B.** Give children Lesson 5: Apply. This activity is a graph axis containing events from the story. In pairs, children consider each event and place an X or dot on the graph according to Tortoise's fortune at the time. Once they have completed this they can join the marks up to great a line graph of Tortoise's fortune throughout the story. There are then two written questions for them to answer based on the graph they have created in which they must **Reference the Text.**

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. Order the events of the story.
B. What do you think will happen to Tortoise and his family now?
C. Which character do you think the author wants us to like most? Explain why.

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

- use of the strategies taught **Summary, Reference the Text**
- responses to the **Anchor Questions**

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

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Lesson 5: Anchor Question

A. What is the moral of the story?

B. How does Tortoise's fortune change throughout the story?



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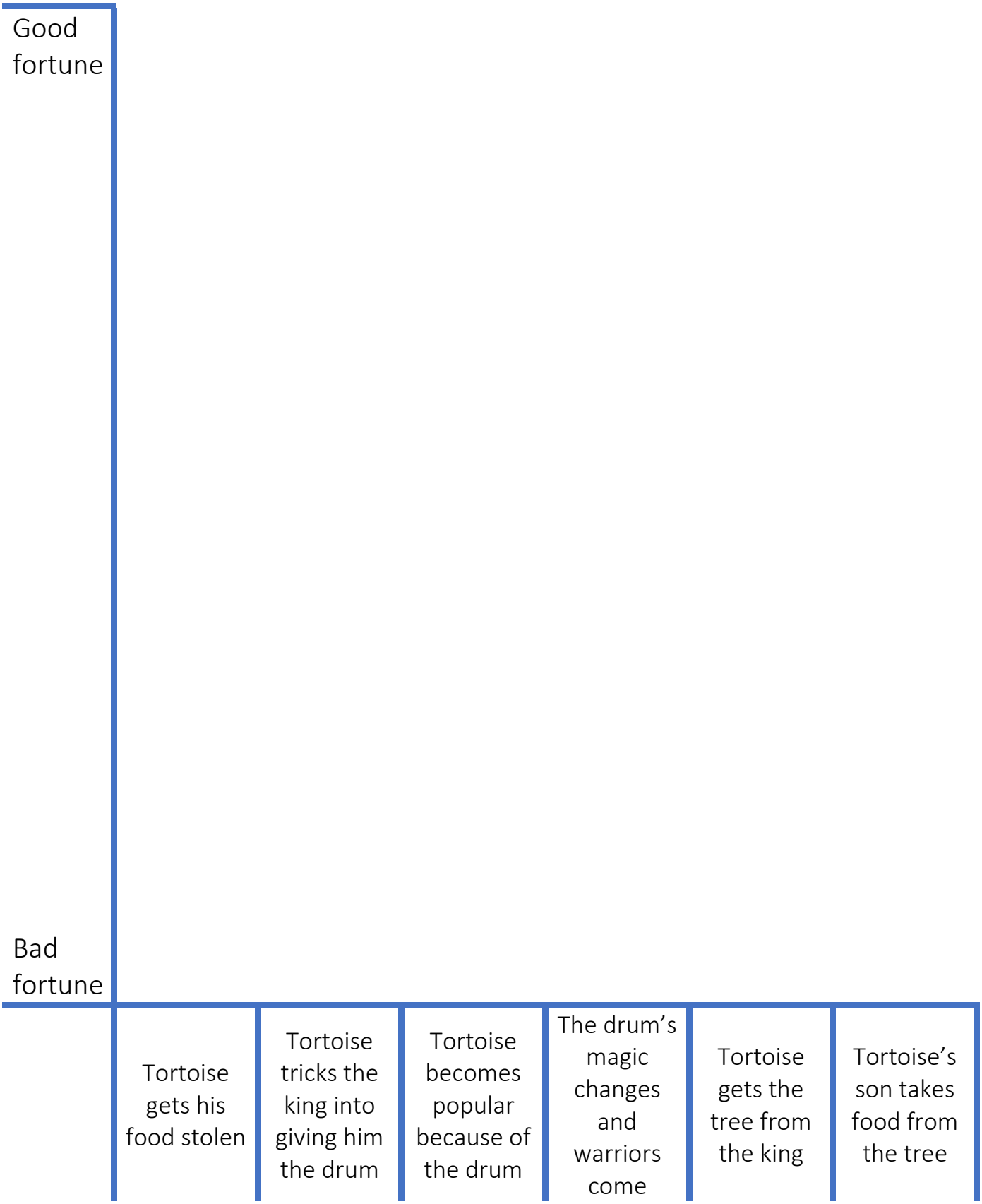
Lesson 5: Apply



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Lesson 5: Additional Activity

A. Number these events from 1-5 in the order in which they happen.

Warriors attack Tortoise's guest	☐
Tortoise tricks the king into giving him the drum	☐
Tortoise becomes prosperous	☐
The tree withers and dies	☐
Tortoise gets the foo-foo tree	☐

B. What do you think will happen to Tortoise and his family now*?*

_____

_____

_____

C. Which character do you think the author wants us to like the most*?* Explain why.

_____

_____

_____

_____

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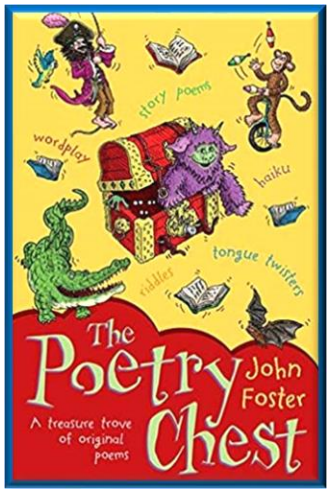
Shared Reading Planning

Year 4

Reading Breadth

Unit D: Myths and Legends & Poetry in Different Forms

Poetry



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

Lesson	1	Vehicle Text & Page	The Poetry Chest by John Foster p.183 Sky-Dragon

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A. What does the Sky-Dragon represent? **B. Why should you bolt the door when they Sky-Dragon is around?** Teacher Model Questions(s): **What does the Sky-Dragon's tail represent?**	asunder, cascades, valley, plain, bolt the door	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Recognise a range of poetic forms [for example, free verse, narrative poetry]	**2d** make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Introduce the words stanza and rhyme to the children. Teacher Talks: A stanza is verse of a poem i.e. a group of 2 or more lines. Rhyme is when two or more words sound the same at the end. Children **Think Pair Share** pairs of rhyming words.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet. Use the **Find Read Talk** strategy to help children understand vocabulary in context.
Explore & respond: Read the poem to the children (See Lesson 1: Read/Teacher Model/Children Practise). Teacher model using **Intonation and Rhythm** to help emphasise the way in which the poem should flow. Ask children to identify some of the rhyming words in the stanzas. Explain the ABCB rhyming model of each stanza.
Fluency: Model reading the first stanza (See Lesson 1: Fluency) using **Stress** to emphasise the rhyming words. Children **Pair Read** the Fluency extract and use **Stress** to emphasise the rhyming pairs.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share **Teacher Model Question.** Model **Scanning** for the word *'tail'* and then read the third stanza. Circle evidence that shows what the tail represents. Circle *'howling gales' 'snap the masts' 'shred their sails'*. Teacher Talks: I think the Sky-Dragon's tail represents the wind because it says when it moves there are *'howling gales'* that can destroy ships.
Reference the text: 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 Explore & Discuss: Children to work in pairs to reread the whole poem (See Lesson 1: Read/Teacher Model/Children Practise) Children **Text Mark** evidence that might answer **Anchor Question A.** If children are struggling focus them on *'King of thunder' 'pouring rain' 'howling gales' 'lightning strikes'*
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** to circle significant words and phrases.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 1: Children Apply Activity
Verbal & Written Responses: Children write a complete answer to the **Anchor Question A** with at least two **References to the Text.** Lesson 1: Children Apply Activity. Pairs to feedback to class.
As a class look at **Anchor Question B** in light of the children's answers to **Anchor Question A.** Explore why the Sky-Dragon suggests you should bolt the door and the connection to bad weather.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

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

Acceptable Point(s) Anchor Question A
• The Sky-Dragon represents a storm / bad weather.
• Any references to the text that refer to weather and the damage it causes.

Acceptable Point(s) Anchor Question B
• Need to bolt the door because the storm the Sky-Dragon makes might damage your house or hurt you.

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Lesson 1: Vocabulary

asunder	cascades
valley	plain
bolt the door	



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Lesson 1: Fluency

I am Sky-Dragon,
King of the thunder.
When I bellow and roar,
Clouds tear asunder.

Lesson 1: Anchor Questions

A. What does the Sky-Dragon represent?
B. Why should you bolt the door when they Sky-Dragon is around?



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Lesson 1: Read / Teacher Model / Children Practise

For the full poem see The Poetry Chest p. 183

I am Sky-Dragon,
King of the thunder.
When I bellow and roar,
Clouds tear asunder.

When I thrash my tail,
The howling gales
Snap the masts of ships
And shred their sails.

I am Sky-Dragon,
When you hear me roar,
Fasten your windows
And bolt the door!

Extract adapted from ©Sky-Dragon – The Poetry Chest by John Foster

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Lesson 1: Children Apply

What does the Sky-Dragon represent?

The Sky-Dragon represents…

because...

Also…

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

Lesson	2	Vehicle Text & Page	The Poetry Chest by John Foster p.288 - The Mermaid and the Fisherman

Anchor Questions(s):
The mermaid is magic. True or false? Provide evidence for your answer.

Teacher Model Question(s):
Summarise the story being told in this narrative poem.

Vocabulary Teaching:
coral, haunting, bewitching, oar, ashore, wild look, enchanting, lures, spellbound

Focus Comprehension & Strategies:
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
- Recognise a range of poetic forms [for example, free verse, narrative poetry]
- Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation

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: Recap the words stanza and rhyme. Help the children to recall the ABCB rhyming structure of the last poem. Introduce the fact that this poem is narrative poem. That means it is a poem that tells a story. Most narrative poems rhyme but they don't have to.
Share Anchor Question(s): Explicitly and refer to this throughout the session. Also explicitly share the **Model Question**.
Vocabulary: Use Lesson 2: Vocabulary and discuss the meanings in context.
Explore & respond: Read the full poem (See Lesson 2: Read/Teacher Model/Children Practise). Teacher to model using **Intonation and Rhythm** to help emphasise the way in which the poem should flow. Children to **Stop & Jot** their initial response to the **Anchor Question.**
Fluency: Model how to read the third stanza, focusing on **Intonation and Rhythm**. Children **Choral Read** the same extract with a focus on finding the **Rhythm.** Teacher Note: The poem's rhythm needs you to linger on the second and fourth lines of each stanza.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the whole poem (See Lesson 2: Read /Teacher Model) and model **Text Marking** by circling the key events in the poem. Circle *'fisherman hears her voice' 'head for the shore' 'a boat is dragged ashore' 'stands in front of the cave' 'she lures him down'*. Model **Summarising** these main events into a retelling of the story in no more than three sentences. Remind the children that this is possible because it is a narrative poem (one that tells a story)
Reference the text:
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 Explore & Discuss: Children to work in pairs to read and examine the whole poem. Children circle words and phrases which help to answer the **Anchor Question.** If children are struggling focus them on *'haunting tune' 'bewitching sound' 'enchanting mermaid' 'wild look' 'lures him' 'spellbound'*
Practise Taught Strategies & Skills: Working in pairs, children to **Text Mark** the extract, circling words and phrases which answer the **Anchor Question.**



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): **Text Marked** evidence gathered on Lesson 2: Children Apply
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback from what the children have added to their table (see Lesson 2: Children Apply).
Return to the poem and **Choral Read** it again using **Intonation and Rhythm** to make sure the tale of the poem is told clearly.

Acceptable Point(s) Anchor Question
- True
- Any references to the text that implies the mermaid is using magic such as her bewitching voice, luring him in, the fisherman being spellbound.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught **Intonation and Rhythm, Choral Read, Text Mark, Reference the Text**
- responses to the **Anchor Question**.

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

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Lesson 2: Vocabulary

coral	haunting
bewitching	oar
ashore	wild look
enchanting	lures
spellbound	



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Lesson 2: Fluency

By a cave of coral the mermaid smiles
Hearing the splash of an oar
And the scrapping of pebbles on the beach
As a boat is dragged ashore.



Lesson 2: Anchor Questions

The mermaid is magic. True or false?
Provide evidence for your answer.

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Lesson 2: Read / Teacher Model / Children Practise

For the full poem see The Poetry Chest p. 288

By a cave of coral the mermaid sits
Beneath a silvery moon
And the lonely fisherman hears her voice
As she sings a haunting tune.

He forgets his nets and he grabs the oars
And he swings the boat around
To head for the shore for he must hear more
Of the soft bewitching sound.

The fisherman stands in front of the cave
With a wild look in his eyes.
On a seaweed bed in a coral cave
An enchanting mermaid lies.

In a coral cave the fisherman sits,
Spellbound at a mermaid's side.
On the beach above an abandoned boat
Is rocked by the morning tide.

Extract adapted from ©The Mermaid and the Fisherman – The Poetry Chest by John Foster

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Lesson 2: Children Apply

The mermaid is magic. True or false?	
Evidence from poem	True or false?

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

Lesson	3	Vehicle Text & Page	The Poetry Chest by John Foster p. 217 - Knights and their Habits

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A. Explain what three of the knights' names mean. **B. How will you best perform part of the poem?**	excess, duress, extent, superficial, official	• Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Re-reading sentences for clarity	**2a** give / explain the meaning of words in context **2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap that so far we have seen a rhyming poem and a narrative poem. Introduce the idea that today's poem is a wordplay poem. This means the poet has experimented with the meanings of words or the way words sound.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Teacher model looking *'duress'* up on an online dictionary and making a note of the meaning. Give children Lesson 3: Vocabulary and ask them to look the words up in a dictionary and make a note of the meaning.
Explore & respond: Read the poem (See Lesson 3: Read/Teacher Model/Children Practise). Note the different spellings of sir in the poem. Explore why this is and make sure the children understand that the first two words of each line work together to make a word. Make sure the children understand that description of what the knight does is connected to the meaning of the knight's name.
Fluency: Read Lesson 3: Fluency. Model **Stress** for the first two words in each line that make the knight's name. Children **Choral Read** the fluency extract using **Stress** to emphasis the play on words.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Recap **Anchor Question A.** Read the first line. Then model **Rereading** to help clarify what word the knight's name is supposed to be. Model looking up *'circumference'* in the dictionary. Then **Reread** the first line to clarify what the play on words is. Make sure the children understand the joke. Add the definition of *'Cir Cumference'* to the Lesson 3: Teacher Model. Repeat this process for the second line and *'Sur Vey'.*



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to work in pairs to choose three more knight's names and add the definition of them to Lesson 3: Children Practise.
Practise Taught Strategies & Skills: Children to **Reread** a line to clarify the knight's name. Then they look up the meaning of that word in the dictionary and add it to the table. Finally, children **Reread** that line again to make sure they understand the play on words.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 3: Children Practise.
Verbal & Written Responses: Children to share with another pair what their favourite play on words was.
Recap **Anchor Question B.** In groups of four, each child choses one line and practise performing that line as if they were the knight. Children should consider their **Intonation** and some actions that match the knight.
Each group of four should get the chance to perform their four lines to another group or to the whole class.

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

- use of the strategies taught i.e. **Stress, Reread, Intonation,** Perform
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Question A
• All correct definitions of the names
• DO NOT ACCEPT alternative meanings of the words that are not the one refer to the in description of the knight (e.g. Surface meaning to come up out of the water – this is not the meaning played with in the poem.)

Acceptable Point(s) Anchor Question B
• Look for performances where intonation and stress are used correctly.
• Look for performances that clearly demonstrate an understanding of the word.
• Look for performances that express the humour of the word play.

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Lesson 3: Vocabulary

duress	threats or force used to make someone do something
excess	
extent	
superficial	
official	



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Lesson 3: Fluency

Cir Cumference goes round and round.
Sur Vey looks closely at the ground.
Sur Plus is given to excess.
Sur Render quits under duress.



Lesson 3: Anchor Question

A. Explain what three of the knights' names mean.
B. How will you best perform part of the poem?

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Lesson 3: Read/Teacher Model/Children Practise

For the full poem see The Poetry Chest p. 217

Cir Cumference goes round and round.
Sur Vey looks closely at the ground.
Sur Plus is given to excess.
Sur Render yields under duress.
Sur Prise has something else in store.
Sur Charge will make you pay some more.
Sur Pass is greater in extent.
Cir Cus lives in a great big tent.

Extract from ©Knights and their Habits – The Poetry Chest by John Foster

Lesson 3: Teacher Model

Knight's name	Meaning
Cir Cumference	*'goes round and round'* Circumference means the perimeter of a circle. Cir Cumference goes round and round like a circle.
Sur Vey	*'looks closely at the ground'* Survey means to look closely at something. Sur Vey looks closely at the ground because he is surveying it.

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Lesson 3: Children Practise

Knight's name	Meaning



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

Lesson	4	Vehicle Text & Page	St George and the Dragon by A H Shacknofsky from allpoetry.com

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A. Is this poem a cinquain or a limerick? **B. Add actions and use intonation to read the poem aloud.**	fairest, might, slew, bloodthirsty	• Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation	**2b** retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recap the three types of poems covered already (rhyming ABCB, narrative, wordplay). Explain that today's poem only has one stanza. Tell the children that St George is the patron saint of England.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss, underline and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet. Children use **Find Read Talk** method to explore the vocabulary.
Explore & respond: Teacher read the poem to the children whilst modelling **Intonation and Rhythm.** Make sure the children understand the **Rhythm** of the poem and the story of it.
Fluency: **Choral Reading** of the whole poem. Children to use **Intonation and Rhythm.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Focus on **Anchor Question A.** Explain the rules for cinquains and limericks (See Lesson 4: Teacher Model 1). Model reading and **Text Marking** to analyse the enlarged examples of a cinquain and limerick (See Lesson 4: Teacher Model 2).
Reference the text: Teacher analyse the poem examples by counting and numbering the lines, circling the rhyming words, and counting the syllables or rhythm of each line.
Teacher Talks: Use **Think Aloud:** I can tell poem A is a limerick because it has five lines and lines 1, 2, and 5 rhyme with each other. I can tell poem B is a cinquain because it has five lines and the first and last line have two syllables but the fourth line has eight syllables.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: In pairs children answer **Anchor Question A** by **Text Marking** to analyse the poem using the rules (See Lesson 4: Children Practise)
Practise Taught Strategies & Skills: Children to analyse the poem examples by counting and numbering the lines, circling the rhyming words, and counting the syllables or rhythm of each line.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Lesson 4: Children Practise & Lesson 4: Children Apply
Verbal & Written Responses: Children verbally explain their answer to **Anchor Question A** to another pair.
Learn and Perform the Poem: Remind children of **Anchor Question B.** In pairs children **Text Mark** by underlining the main words in each line that they can add an action to. E.g. *'dragon' 'feast' 'girls' 'wasn't' 'knight' 'challenge' 'might' 'St George' 'slew'.* Children add actions to these key words. In pairs children read the poem out loud with appropriate **Intonation and Rhythm** whilst adding their actions to it.
(Be sure to share these performances with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult #StepstoRead)

Acceptable Point(s) Anchor Question A
• It is a limerick
• It has 5 lines, lines 1,2 & 5 rhyme, lines 3 & 4 rhyme, lines 1, 2 & 5 have a rhythm of three beats, lines 3 & 4 have a rhythm of 2 beats.

Acceptable Point(s) Anchor Question B
• Look for performances where intonation and rhythm are used correctly.
• Look for performances that have clear actions.
• Look for performances where children are beginning to not need to read off the page but remember the words.

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

- use of the strategies taught i.e. **Choral Read, Intonation and Rhythm, Text Marking**
- responses to the **Anchor Questions**

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Lesson 4: Vocabulary

fairest	might
slew	bloodthirsty



Lesson 4: Anchor Questions

A. Is this poem a cinquain or a limerick?
B. Add actions and use intonation to read the poem aloud.

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Lesson 4: Read / Teacher Model / Children Practise

There was once a great dragon who'd feast
on the fairest girls in the East.
And there wasn't a knight
who could challenge its might,
till St George slew that bloodthirsty beast.

Poem adapted from St George and the Dragon by A H Shacknofsky



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Lesson 4: Teacher Model 1

Rules for cinquains	Rules for limericks
A poem made of five lines	A poem made of five lines
None of the lines rhyme	Lines 1, 2 and 5 rhyme
Lines 1 & 5 have two syllables	Lines 3 and 4 rhyme
Line 2 has four syllables	Lines 1, 2 and 5 have three beats
Line 3 has six syllables	Lines 3 and 4 have two beats
Line 4 has eight syllables	Usually funny
Tells a story	

Lesson 4: Teacher Model 2

Poem A

Hickory, dickory, dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory, dickory, dock

Poem B

Watermelon
Juicy, sweet
Dripping, slurping, smacking
So messy to eat
Yummy

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Lesson 4: Children Practise

Rules for cinquains		Rules for limericks	
A poem made of five lines		A poem made of five lines	
None of the lines rhyme		Lines 1, 2 and 5 rhyme	
Lines 1 & 5 have two syllables		Lines 3 and 4 rhyme	
Line 2 has four syllables		Lines 1, 2 and 5 have three beats	
Line 3 has six syllables		Lines 3 and 4 have two beats	
Line 4 has eight syllables		Usually funny	
Tells a story			

Lesson 4: Children Apply

There was once a great dragon who'd feast
on the fairest girls in the East.
And there wasn't a knight
who could challenge its might,
till St George slew that bloodthirsty beast.

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

Lesson	5	Vehicle Text & Page	Fabulous Features of Mythical Creature by Paul Perro www.history-for-kids.com

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A. Which stanza of the poem is your favourite? Explain why. **B. Perform your favourite stanza using intonation and actions.**	remarkable, squid	• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation	**2h** make comparisons within the text



Extended Apply Session

Activate prior knowledge: Recap all the types of poetry looked at during the week. Recap the importance of **Intonation and Rhythm** when reading aloud poems, especially rhyming ones.

Share Anchor Question: Refer to these throughout the session.

Enjoy and Respond to the Poem: Read all of the different stanzas of the poem using **Intonation, Stress and Rhythm.** (See Lesson 5: Read) Children **Think Pair Share** their initial response to **Anchor Question A.**

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

Written Responses / Evidence Anchor Question(s):
Children to read the poem again and make a definite decision to answer **Anchor Question A.** Verbally explain their answer to a partner by making comparisons across the text. E.g. I like the stanza about the dragon because I like the poet's choice of the word *'remarkable'.* The dragon stanza has more interesting vocabulary in it than the cyclops stanza.

Learn and perform the poem: To help do **Anchor Question B**, children **Text Mark** their chosen stanza by underlining the key words which can have actions added to them. Put children in groups of four where each child has chosen a different stanza. Children work as a group to practise a performance of the poem. Each child should perform their chosen stanza solo and then the whole group should perform the conclusion together. Children need to learn their stanza and the conclusion off by heart without reading the words. These performances could be shown to another class, an assembly, or recorded. (Be sure to share these performances with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult #StepstoRead)

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. Find and copy one word which means extraordinary.
B. Which creature is most like an octopus?
C. Which word best describes the tone of the poem?

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

- use of the strategies taught **Intonation, Stress, Rhythm, Think Pair Share, Text Mark**
- responses to the **Anchor Questions**.

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

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Lesson 5: Vocabulary

remarkable	squid



Lesson 5: Anchor Questions

A. Which stanza of the poem is your favourite? Explain why?

B. Perform your favourite stanza using intonation and actions.

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Lesson 5: Read

Dragon
A dragon can breathe fire
And what he likes to do most,
Is use this remarkable talent
To make himself plenty of toast.

Cyclops
A cyclops only has one eye,
Which means he cannot wink.
Every time he has a try
It turns into a blink.

Medusa
Medusa's a grumpy woman,
You'd best leave her alone.
She's got snakes instead of hair
And can turn you to stone.

Kraken
The kraken is a giant squid
That lives under the sea.
Sometimes when it's hungry it has
Fish and ships for tea.

Conclusion
None of these creatures are real you know,
They are all just pretend.
There are lots of other mythical beasts
But for now, this is the end.

Extract adapted from ©Fantastic Features of Mythical Creatures by Paul Perro

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Lesson 5: Additional Activity

A. Find and copy one word that means extraordinary

_____

B. Which creature is most like an octopus? Why?

_____

_____

_____

_____

C. Which word best describes the tone of poem?

amusing	
shocking	
puzzling	
comforting	

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Comprehension Skills & Strategies

Supporting the development of comprehension:

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

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

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

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

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

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

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

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

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

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My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

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Reread

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

Scanning

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

Self-Correct

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

Sense Making (Syntax)

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

✓ I went to the park.

✗ I went the to park.

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

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Themes

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

Think Aloud

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

Visualising

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

What Next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Reading Curriculum Coverage

Reading Curriculum Coverage

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

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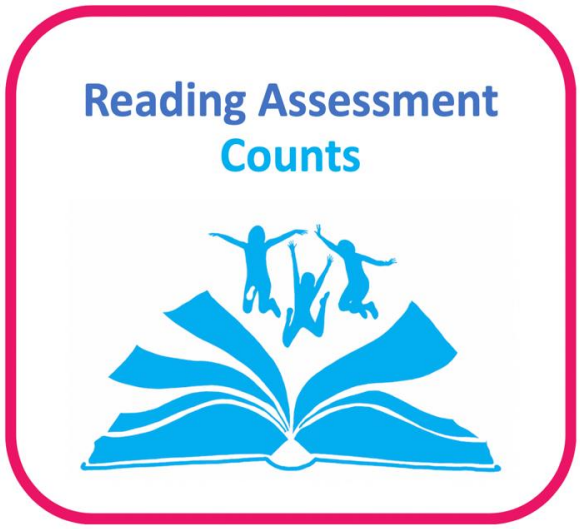
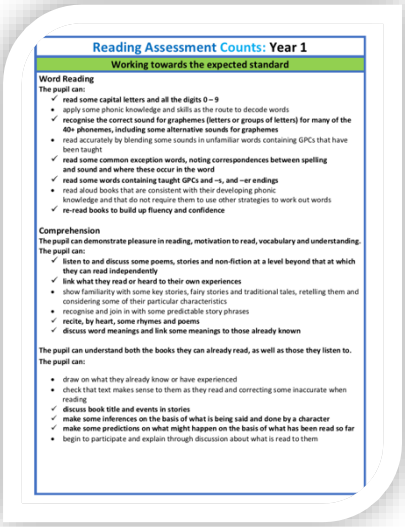
Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

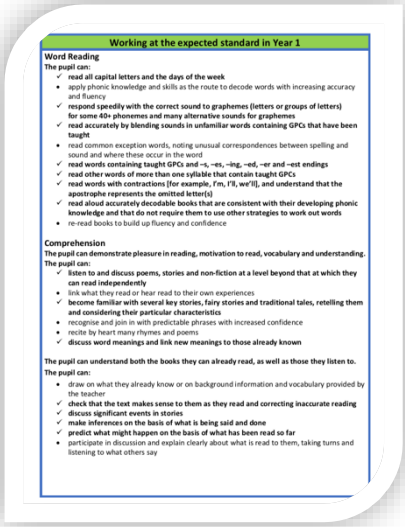
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

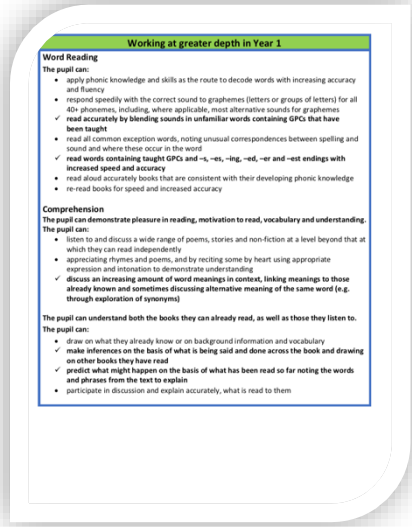
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

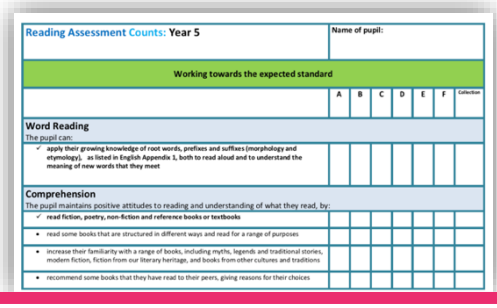
The pupil can:

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

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

The pupil can:

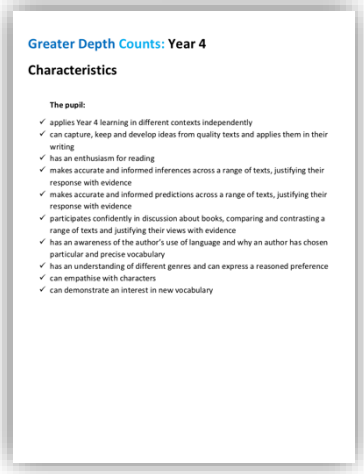
- draw on what they already know or on background information and vocabulary
- ✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read**
- ✓ **predict what might happen on the basis of what has been read so far noting the words and phrases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



Reading Assessment Counts: **Year 5** | Name of pupil:

Working towards the expected standard

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



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

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



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

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

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

Don't forget to share the work you do!
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'Clarified and emphasised the essential elements for Shared Reading. Fantastic demonstrations and activities to help us understand how to improve pupil outcomes. Amazing session! Thank you.'

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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