Steps to Read™

Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians

LiteracyCounts

Improving outcomes for children

READ

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

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

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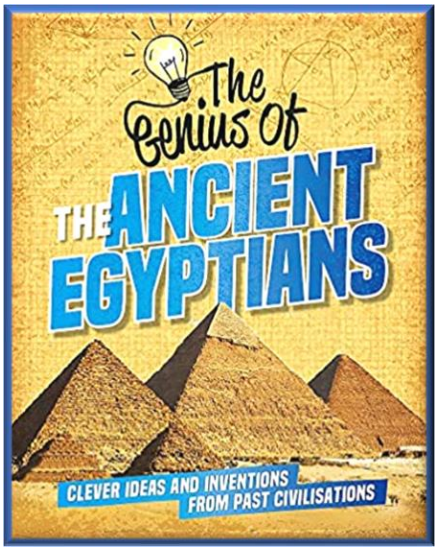
The 4 Steps Teaching Sequence

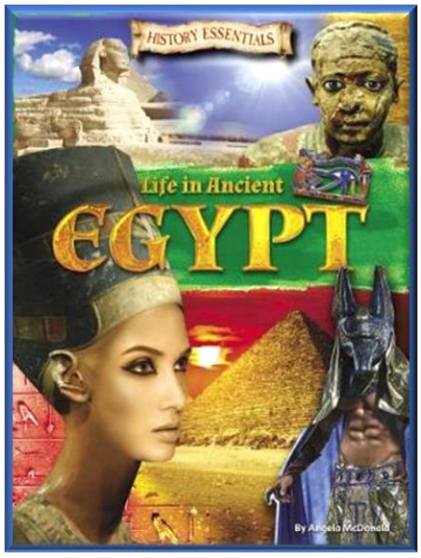
Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning /

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

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Vehicle Texts for this Unit



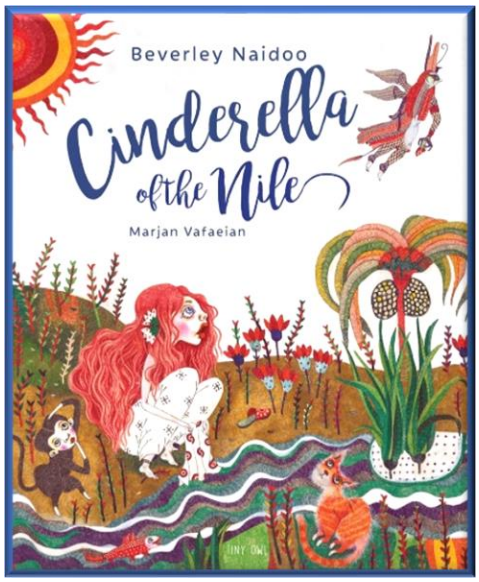


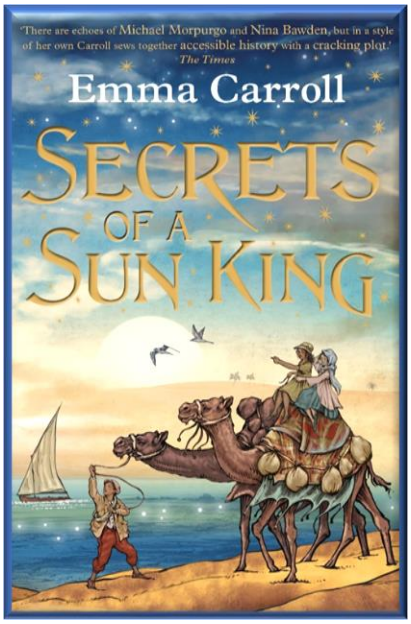
Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians





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Unit Focus: Comprehension Skills & Strategies

This Year 3 Unit

Word Reading

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

Comprehension

Build on Previous Term & Focus on:
•Read a range of books that are structured in different ways and read for a range of purposes
•Identify simple themes and conventions in an increasing range of books
•Discuss some words and phrases that capture the reader's interest and imagination
•Identify how language and structure contribute to meaning
•Retrieve and record some information from non-fiction

Skills and Strategies

Build on Previous Term & Focus on:
•Recognise and read *all Year 3&4 W*ord List words with automaticity
•Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*
•Skim to gain an overview of a text, e.g. topic, purpose
•Look for specific information in texts using contents, indexes, glossaries, dictionaries

Content Domains*

Build on Previous Term & Focus on:
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Throughout Year 3 focus on

Comprehension

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

Skills and Strategies

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

Content Domains*

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

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

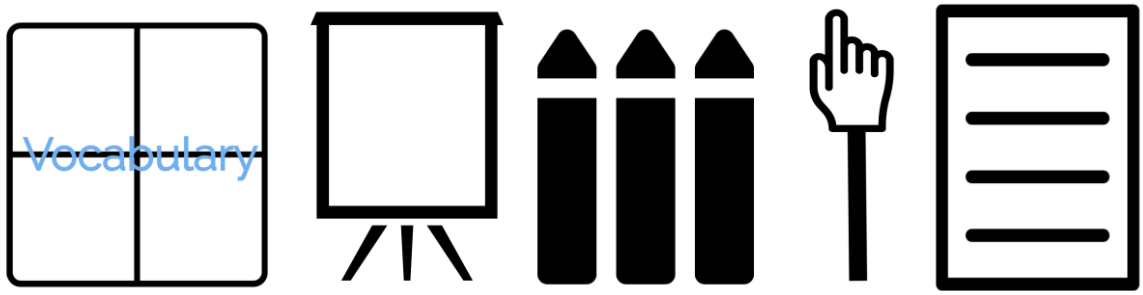
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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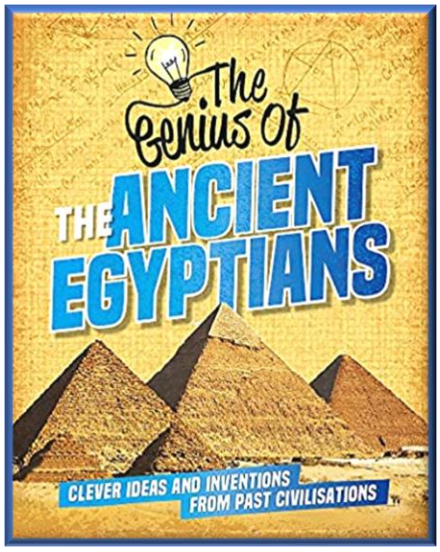
Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians

Non-Fiction 1



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

Lesson	1	Vehicle Text & Page	The Genius of The Ancient Egyptians by Sonya Newland pp.4-5

Anchor Questions(s):
A. What were the three kingdoms that made up Egypt and when did they happen?
B. How did the pharaohs show their power?
C. What brought the Egyptian civilisation to an end?

Teacher Model Questions(s):
When was the first Egyptian civilisation fully established?

Vocabulary Teaching:
communities, flourished, unrest, prosperous, legacy

Technical Vocabulary:
civilisation, invaders, artefacts

Focus Comprehension & Strategies:
• Read a range of books that are structured in different ways and read for a range of purposes
• Retrieve and record some information from non-fiction

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Through **Mind Map** ask children to briefly **Think Pair Share** their ideas about what they know about the ancient Egyptians. Show the children on a simple timeline when the Egyptian period was compared to other historical periods they have already studied. Explain to the children they will be looking at a non-fiction book.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1 Vocabulary sheet. Where possible children use **Find Read Talk** to discuss the meanings. Teacher to model using an online dictionary to look up the definitions of the technical vocabulary. Note the Year 3 & 4 spelling words: building, centuries, different, groups, history.
Explore & respond: Show children the front cover of the book. Ask them to **Think Pair Share** about the sorts of things they expect to find in the book – focus them on the word *'genius'* in the title. Explore what the children's preconceptions about layout in the non-fiction book will be like. Teacher to show the children the double page spread and then read it aloud (See Lesson 1 Teacher Model/Children Practise).
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: When was the first Egyptian civilisation fully established? Model locating the correct paragraph by looking at the headings. Model circling the key words in the question i.e. *civilisation, established.* Clarify what the word *established* means. Model **Scanning** for those key words in the paragraph and then reading the whole sentence that contains the key words. Then circle the correct answer *'by 3100 BCE'* Model writing this as a complete sentence answer. Teacher Talks: The first civilisation established in Egypt was fully developed by 3100 BCE.
Reference the text: On an enlarged copy of the text use also **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 1: Children Practise Activity for children to circle the key words in the question. Children then use headings to locate the correct paragraph and **Scan** for the key words in the text. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to **Text Mark** by circling words and phrases when looking for evidence against the **Anchor Questions**. If children are struggling to find evidence consider: A – *'Old Kingdom (2686 – 2181 BCE)' 'Middle Kingdom (2055 – 1786 BCE)', 'New Kingdom (1567 – 1085 BCE)'*
B – *'building amazing temples and pyramids'* C – *'under the control of the Romans'*

Step 4: APPLY

Children Apply 10 mins

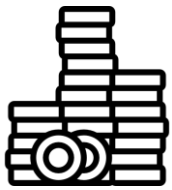
Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have **Text Marked.** Children to record their responses.
Feedback on Learning: Use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

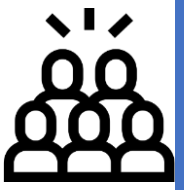
Acceptable Point(s) Anchor Question A
• Old Kingdom, Middle Kingdom & New Kingdom
• Correct dates should be copied from the extract
Acceptable Point(s) Anchor Question B
• by building temples and pyramids
• DON'T ACCEPT a reference to honouring themselves and gods without mention of building temples and pyramids
Acceptable Point(s) Anchor Question C
• the civilisation was brought under the control of the Romans

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

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Lesson 1: Vocabulary

communities 	flourished
unrest 	prosperous 
legacy 	

civilisation 	a group of people living together sharing a way of life at a certain period of time
invaders 	an army or country that goes into another country to take control of it
artefacts 	objects that are made by people especially something that is historically important

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Lesson 1: Fluency

Who were the Egyptians?

People started to live along the banks of the River Nile in Egypt around 9000 years ago. As time passed, these small groups of hunters and fishermen began to settle and grow crops. In turn, these farming communities grew into villages and towns. Systems of trade developed, and by 3100 BCE a civilisation had been established that would become one of the greatest in the world.

Lesson 1: Anchor Questions

A. What were the three kingdoms that made up Egypt and when did they happen?
B. How did the pharaohs show their power?
C. What brought the Egyptian civilisation to an end?

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Lesson 1: Teacher Model / Children Practise

Who were the Egyptians?

People started to live along the banks of the River Nile in Egypt around 9000 years ago. As time passed, these small groups of hunters and fishermen began to settle and grow crops. In turn, these farming communities grew into villages and towns. Systems of trade developed, and by 3100 BCE a civilisation had been established that would become one of the greatest in the world.

Egyptian kingdoms

Ancient Egyptians history is generally divided into three kingdoms: the Old Kingdom (2686–2181 BCE), the Middle Kingdom (2055–1786 BCE) and the New Kingdom (1567–1085 BCE). The country flourished in these times. The times in between these kingdoms are known as 'intermediate periods'. These were years when the rulers were weak and when there was fighting in Egypt.

Powerful leaders

The rulers of Egypt were called pharaohs. They showed their power and wealth by building amazing temples and pyramids to honour themselves and the many gods they worshipped. For more than 2500 years great pharaohs ruled over a prosperous land.

What happened?

Throughout this time, the Egyptians sometimes had to fight their neighbours such as the Nubians and the Assyrians. But because Egypt was in a desert if was fairly safe from invaders, and life there went on the same for centuries. Eventually, however, in 30 BCE, this great civilisation fell under the control of the Romans.

The ancient Egyptians left behind a huge legacy of information. This contained in many different artefacts, from huge palaces and temples to paintings and even dead bodies.

Extract adapted from ©The Genius of the Ancient Egyptians by Sonya Newland

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Lesson 1: Children Practise Activity

Circle the key words in the Anchor Question

A. What were the three kingdoms that made up Egypt and when did they happen?

B. How did the pharaohs show their power?

C. What brought the Egyptian civilisation to an end?



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Lesson 1: Children Apply

A. What were the three kingdoms that made up Egypt and when did they happen?

Complete the table

Kingdom	Dates

B. How did the pharaohs show their power?

_____

_____

_____

C. What brought the Egyptian civilisation to an end?

_____

_____

_____

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

Lesson	2	Vehicle Text & Page	The Genius of The Ancient Egyptians by Sonya Newland pp. 10 – 11 and p. 30 (the glossary)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What is the difference between hieroglyphics and hieratic? Teacher Model Question How did historians learn to read hieroglyphics?	abstract, sacred, religious, experts Technical Vocabulary: papyrus	• Read a range of books that are structured in different ways and read for a range of purposes • Retrieve and record some information from non-fiction • Look for specific information in texts using contents, indexes, glossaries, dictionaries	**2b** retrieve and record information / identify key details from fiction and non-fiction **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Revisit the **Mind Map** and add any information on to it from last lesson. Children **Think Pair Share** to generate any questions they might have about the ancient Egyptians that they hope to answer through looking at this and the next non-fiction book. Gather these questions on a flipchart.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Use the Lesson 2: Vocabulary sheet to give the children definitions for the following vocabulary: *sacred, religious, and experts.* Model using the glossary to look up the word *abstract*. Children then use the glossary to look up the word *papyrus.* Add definitions for both onto the Lesson 2: Vocabulary sheet. Note Year 3 & 4 word list words: *certain, different, important*
Explore & respond: Teacher to read aloud the two-page extract from the Vehicle Text (not from the Lesson 2: Teacher Model/Children Practise). Explicitly discuss and model the order in which to read the captions and text in call out boxes.
Fluency: **Choral Read** x2 the fluency extract. Point to words being read and encourage attention to punctuation when reading. Use **Stress** to emphasis new or key vocabulary.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2 Teacher Model / Children Practise sheet and read through. Example Model Question for demonstration: How did the historians learn to read hieroglyphics? Model making a connection between the word *expert* (taught in the vocabulary section above) and the word *historians* in the **Model Question**. Explain to the children that sometimes the question might have a slightly different phrasing than exactly what is in the text. Model **Scanning** the text for the word *experts.* Read the whole paragraph (final paragraph) containing this word. **Text Mark** the evidence to answer the **Model Question.** Circle *'Rosetta Stone', 'same piece of text' 'comparing the three'*
Model turning this evidence into a complete sentence answer. Teacher Talks: The historians learnt how to read hieroglyphics by looking at the Rosetta Stone. It has the same piece of text written in three languages and they compared them to find out what the hieroglyphics meant.
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 to explore and discuss: Examine text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions. Remind the children of the **Anchor Question.** Children work in pairs to read the Lesson 2: Teacher Model/Children Practise extract.
Practise Taught Strategies & Skills: Children **Scan** the extract for the words *hieroglyphics* and *hieratic.* Children circle evidence to help answer the **Anchor Question.** If children are struggling to find evidence, consider *'pictograms' 'abstract shapes' 'symbols' 'joined-up' 'mainly used for religious texts' 'much quicker to write' 'written in ink on papyrus rather than carved on stone'.*



Step 4: APPLY

Children Apply 10 mins

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

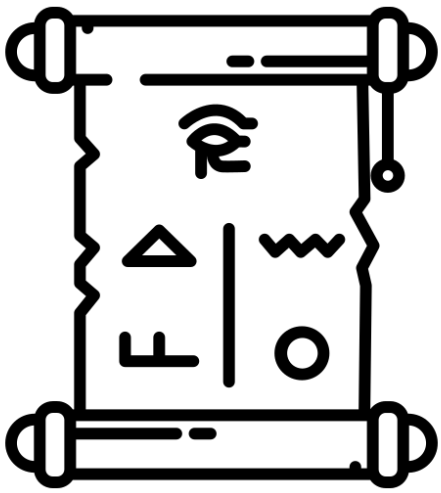
Acceptable Point(s) Anchor Question
- Hieroglyphics are individual pictures and symbols.
- Hieroglyphics are carved on stone
- Hieratic is joined up symbols
- Hieratic is used for religious texts
- Hieratic is faster to write
- Hieratic is written with ink on paper

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

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Lesson 2: Vocabulary

sacred	connected to God, people think it is holy
religious	to do with what people believe in
experts	a person with special knowledge, skill or training in something
abstract	
papyrus	



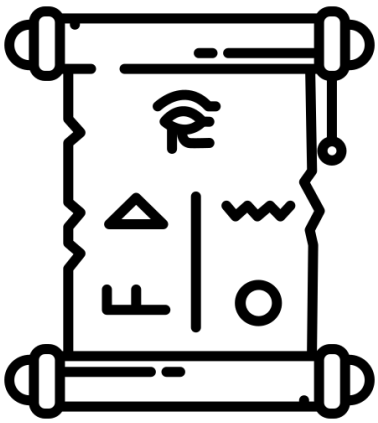
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Lesson 2: Fluency

The ancient Egyptians wanted to record important events in their world. To do this, they became one of the first civilisations to develop their language into a form of writing. In fact, the amazing Egyptians created a few systems of writing, including hieroglyphics and hieratic.

Lesson 2: Anchor Questions

What is the difference between hieroglyphics and hieratic?



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Lesson 2: Teacher Model / Children Practise

Writing

The ancient Egyptians wanted to record important events in their world. To do this, they became one of the first civilisations to develop their language into a form of writing. In fact, the amazing Egyptians created a few systems of writing, including hieroglyphics and hieratic.

Picture Writing

At first the Egyptians use pictures, called pictograms, to represent objects. As this form of writing developed it began to include more abstract shapes, which represented certain sounds. Having these additional symbols mean that people could write down things like names and ideas. These pictures and symbols are known as hieroglyphics from the Greek for 'sacred carving'.

Joining things up

Alongside hieroglyphics, the Egyptians developed a joined-up form of writing called hieratic. The word means 'priestly writing' and it was called this because it was mainly used for religious texts. Hieratic was much quicker to write than hieroglyphics, especially as it was usually written in ink on papyrus rather than carved on stone.

Test of Time

For many years, no one could read hieroglyphics. The discovery of the Rosetta Stone in 1799 changed that. On this stone was the same piece of text written in hieroglyphics, a later Egyptian writing called Demotic and ancient Greek. By comparing the three, experts worked out what different hieroglyphics meant.

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Lesson 2: Children Apply

What is the difference between hieroglyphics and hieratic?	
Hieroglyphics facts	Hieratic facts

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

Lesson	3	Vehicle Text & Page	The Genius of The Ancient Egyptians by Sonya Newland p. 3 (the contents) and pp. 12 – 13

Anchor Questions(s):

What method was used to make papyrus?.

Teacher Model Question:
What 2 things did people write on before papyrus sheets?

Vocabulary Teaching:
invention, revolution, marshy, fibrous, scrolls

Focus Comprehension & Strategies:
- Read a range of books that are structured in different ways and read for a range of purposes
- Retrieve and record some information from non-fiction
- Look for specific information in texts using contents, indexes, glossaries, dictionaries

Focus Content Domain(s):
2b retrieve and record information / identify key details from fiction and non-fiction
2f identify / explain how information / narrative content is related and contributes to meaning as a whole



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Children recap what we have learnt so far about the ancient Egyptians. Explain that yesterday they learnt the word *'papyrus'* but today they are going to learn more about it. Give children a copy of contents page (one between two). Get them to identify what pages the information about papyrus will be on.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Model looking up *fibrous* on oxfordlearnersdictionaries.com – demonstrate how to click on the word 'fibre' to **Clarify** the definition of *fibrous.* Children then use physical or online dictionaries to look up the other words on Lesson 3: Vocabulary sheet. Children record the definitions using illustrations. Note Year 3 & 4 Word List word: *material*
Explore & respond: Make sure children can see a copy of the double page extract from the Vehicle Text. Teacher to read aloud the double page extract from the Vehicle Text (not from the Lesson 3: Teacher Model/Children Practise). Explicitly discuss and model the order in which to read the captions and text in call out boxes.
Fluency: **Choral Read** x2 the fluency extract. Point to words being read and encourage attention to punctuation when reading. Focus on expression.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3 Teacher Model / Children Practise sheet and read through. Example Model Question for demonstration: What 2 things did people write on before papyrus sheets? Demonstrate circling the key words in the question and **Scanning** to find the appropriate paragraph. Circle *'tablets made of stone or clay' 'pieces of wood' 'animal skin'.* Model how to record the answer on the Lesson 3: Teacher Model Activity.
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 to explore and discuss: Examine text and read through in pairs. Children **Scan** for the section that talks about the process of making papyrus (note: there are two places – one is the second paragraph and one is the instructions). In pairs children **Text Mark** the evidence for answering the **Anchor Question.**
Practise Taught Strategies & Skills: In pairs children **Text Mark** the extract. If children are struggling to find evidence, consider *'peeled into strips using a sharp tool' 'strips from stalk laid out in two layers' 'pressed and dried' ' joined together' ' outer green skin was sliced off' ' placed in two layers' 'one on top of the other' 'beaten with a mallet'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled. Explain to the children that they must not repeat themselves in their written answer even if they have two pieces of evidence saying the same thing. In pair children verbally explain the process of making papyrus before they write it.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Scan, Text Marking, Choral Reading**

Acceptable Point(s) Anchor Question
- Papyrus is picked from marshy areas
- Reference to papyrus being peeled or the skin sliced off
- Strips laid out in layers (can add on top of each other or across one another but it it not necessary for acceptable point)
- Reference to being beaten or pressed (could reference fibres bonding but it is not necessary for the acceptable point)
- The sequence of making papyrus MUST be in the correct order

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

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Lesson 3: Vocabulary

invention	
revolution	
marshy	
fibrous	
scrolls	

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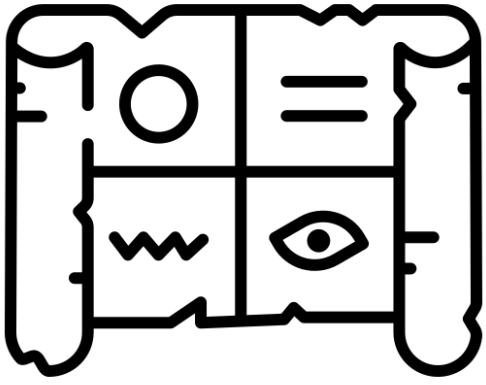
Lesson 3: Fluency

Papyrus

Before the Egyptians created papyrus sheets, people wrote on tablets made of stone or clay, or on pieces of wood or animal skin. When other civilisations discovered the Egyptians' clever invention, it caused a writing revolution.

Lesson 3: Anchor Questions

Explain the method for making papyrus.



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Lesson 3: Teacher Model / Children Practise

Papyrus

Before the Egyptians created papyrus sheets, people wrote on tablets made of stone or clay, or on pieces of wood or animal skin. When other civilisations discovered the Egyptians' clever invention, it caused a writing revolution.

Making paper

Papyrus is a tall plant that grows in the marshy areas along the banks of the Nile. Inside the papyrus stalk is a strong, fibrous material that can be peeled into stripes using a sharp knife. To make papyrus sheets, strips from the stalk were laid out in two layers, one across the other. They were then pressed and dried. Once dried, the sheets were often joined together to create longer scrolls.

Making papyrus sheets

1. The outer green skin was sliced off the stem.

2. Thin slices of the fibres inside the papyrus stem were places in two layers, one on top of the other.

3. The layers were beaten with a mallet to help the fibres join together.

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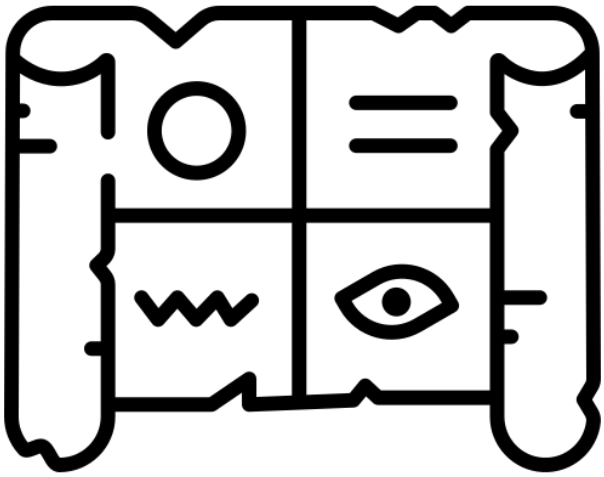
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Lesson 3: Teacher Model

What 2 things did people write on before papyrus sheets.

1. _____

2. _____



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Lesson 3: Children Apply

Explain the method for making papyrus sheets.	
First	
Then	
After that	
Next	
Finally	

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

Lesson	4	Vehicle Text & Page	The Genius of The Ancient Egyptians by Sonya Newland pp. 20 – 21 and p. 32 (the Index)

Anchor Questions(s):
A. What is the job of a gnomon?
B. What is the main problem with a sundial?
C. How did a water clock work?.

Teacher Model Questions:
How did Egyptians use obelisks as sundials?

Vocabulary Teaching:
device, sophisticated, bolt, vessel, constant rate

Technical Vocabulary:
obelisk

Focus Comprehension & Strategies:
- Read a range of books that are structured in different ways and read for a range of purposes
- Retrieve and record some information from non-fiction
- Look for specific information in texts using contents, indexes, glossaries, dictionaries

Focus Content Domain(s):
2b retrieve and record information / identify key details from fiction and non-fiction
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: **Mind Map** what the children already know about clocks. In pairs children **Think Pair Share** how they think the ancient Egyptians would have been able to tell the time. Explain the purpose of an index. As a class use the index to find the pages which would talk about how Egyptians could tell the time. (Clocks 20-21)
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet. Teacher to give a definition and children create actions to help them remember the meaning.
Explore & respond: Make sure children can see a copy of the double page extract from the Vehicle Text. Teacher to read aloud the double page extract from the Vehicle Text (not from the Lesson 3: Teacher Model/Children Practise). Explicitly discuss and model the order in which to read the captions and text in call out boxes and the purpose of this layout.
Fluency: **Choral Read** x2 the fluency extract. Point to words being read and encourage attention to punctuation when reading. Use **Stress** to emphasis the new vocabulary.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4 Teacher Model / Children Practise sheet and read through.
Example Model Question for demonstration: How did Egyptians use obelisks as sundials? Demonstrate circling the key words in the question and **Scanning** to find the appropriate paragraph. Circle *'noted how the shadow moved' 'surface of the obelisk' 'work out the longest and shortest days'.* Model how to record the answer on the Lesson 4: Teacher Model Activity by **Referencing the Text.**
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 to explore and discuss: Examine text and read through in pairs. Give children a copy of Lesson 4: Children Practise Activity. Children circle the key words in the **Anchor Questions.** Children **Scan** for the key words they underlined in the questions. In pairs children **Text Mark** the evidence for answering the **Anchor Question.**
Practise Taught Strategies & Skills: In pairs children **Text Mark** the extract. If children are struggling to find evidence, consider **Anchor Question A** *'shadow cast' 'sun struck an upright stick'* **Anchor Question B** *'all very well on a bright sunny day' 'how did the …Egyptians tell the time when it was cloudy or at night?'* **Anchor Question C** *'cone-shaped vessel' 'tiny hole in the bottom' 'evenly spaced markings' 'filled with water' 'dripped out through hole' 'water level against the markings'*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity by **Referencing the Text**
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have circled and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Mind Map, Choral Read, Stress, Scanning, Text Marking, Reference the Text**

Acceptable Point(s) Anchor Question A
- To cast a shadow so you can measure the time

Acceptable Point(s) Anchor Question B
- It only works in the sun not in the dark

Acceptable Point(s) Anchor Question A
- Accept an explanation of the water clock that references the text and is in a correct order.
- DO NOT accept an explanation of the water clock that misses out key elements such as the hole in the bottom or the markings.

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Lesson 4: Vocabulary

device	an object that is made to do a certain job
sophisticated	clever or complicated in the way it works
bolt	a long, thin piece of metal
vessel	an object for carrying something often liquid
constant rate	a steady speed that doesn't change
obelisk 	a tall pointed stone column with four sides that is put up to remember a person or an event

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Lesson 4: Fluency

One of the first methods that the ancient Egyptians used to measure time was a simple device called a shadow clock. People worked out the passing of time over a day by looking at the length and position of the shadow cast when the sun hit an upright stick called a gnomon.

Lesson 4: Anchor Questions

A. What is the job of a gnomon?
B. What is the main problem with a sundial?
C. Explain how a water clock worked.

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Lesson 4: Teacher Model / Children Practise

Sunshine and shadow

One of the first methods that the ancient Egyptians used to measure time was a simple device called a shadow clock. People worked out the passing of time over a day by looking at the length and position of the shadow cast when the sun hit an upright stick called a gnomon.

Over time, the Egyptians developed these into more sophisticated sundials. An Egyptian sundial had a flat base with an upright wooden or metal bolt in the middle. Twelve lines were marked on the base, spreading out from the centre. The Egyptians knew the time from where the shadow fell on these lines.

Time drips by

Using a sundial was all very well on a bright sunny day, but how did the ancient Egyptians tell the time when it was cloudy or at night? They used a water clock. This was usually a stone bowl or a cone-shaped vessel. It had tiny hole in the bottom and evenly spaced markings up the inside. The container was filled with water, which dripped out through the hole at a constant rate. This meant time could be measured by looking at the water level changing near the markings.

Brain Wave

The ancient Egyptians used obelisks as a type of sundial. They watched how the shadow moved around the surface of the obelisk throughout the day. From this they could work out the longest and shortest days of the year.

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Lesson 4: Teacher Model Activity

How did Egyptians use obelisks as sundials



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Lesson 4: Children Practise Activity

Circle the key words in these questions

A. What is the job of a gnomon?

B. What is the main problem with a sundial?

C. Explain how a water clock worked.

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Lesson 4: Children Apply Activity

A. What is the job of a gnomon?

_____

_____

_____

B. What is the main problem with a sundial?

_____

_____

_____

C. Explain how a water clock worked.

_____

_____

_____

_____

_____

_____

_____

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

Lesson	5	Vehicle Text & Page	The Genius of The Ancient Egyptians by Sonya Newland pp.22 – 23, p.30 (the Glossary) and p. 32 (the Index)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What is mummification? B) What is natron? C) Who is Anubis?	expertise, preserving, ritual, purify, organs, embalm, jackal Technical Vocabulary: sarcophagus	• Read a range of books that are structured in different ways and read for a range of purposes • Retrieve and record some information from non-fiction • Look for specific information in texts using contents, indexes, glossaries, dictionaries	**2b** retrieve and record information / identify key details from fiction and non-fiction **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole



Extended Apply Lesson

Activate prior knowledge: Explain that the children are going to be looking at mummification today. Children use the index to find out what pages they should be reading.

Vocabulary: Share the words within the text (see Lesson 5 Vocabulary). Explore the definitions. Children then use the glossary to look up *'sarcophagus'*

Share Anchor Questions: Refer to them throughout the lesson.

Enjoy and Respond to the text: Read an enlarged version of the double page spread from the Vehicle Text. Children **Stop & Jot** their initial answers to the **Anchor Questions**.

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

Written Responses / Evidence Anchor Question:

In Reading Journals place the Lesson 5: Children Apply Activity sheet. Ask the children to circle the key words in the questions and then **Scan** the text for these words. Children then **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Questions** independently. They should then complete the Lesson 5: Children Apply Activity.

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

A) What is mummification?
B) What is natron?
C) Who is Anubis?

Extended Application Activity 1 – Quiz

Give children the double page spread and get them to create their own quiz questions for a partner. The children must be able to answer the questions they have written.

Extended Application Activity 2 – How to Guide

Children write a set of instructions for how to mummify a body. They could then perform this and make a How To… video.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught across the week i.e. and, **Text Marking, Stop & Jot, Scan**
- Responses they have given to the **Anchor Questions** & the questions or instructions they generate
- Use of the glossary and index pages

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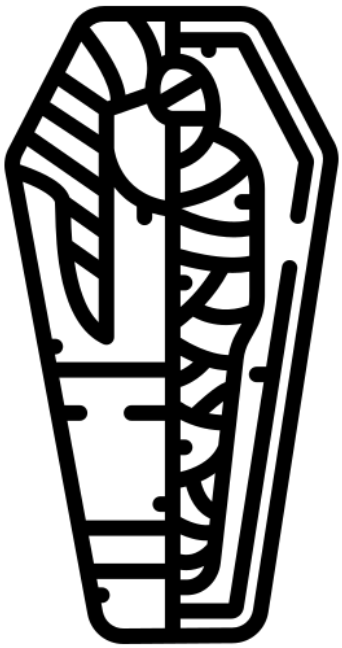
Lesson 5: Vocabulary

expertise	expert knowledge (see previous lesson for meaning of expert)
preserving	keep something in a certain way
ritual	a set of actions always done in the same way
purify 	make clean
organs 	part of the body made to do something specific e.g. heart, lungs
embalm	to stop a dead body being destroyed naturally
jackal 	a wild animal like a dog

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Lesson 5: Anchor Questions

A) What is mummification?
B) What is natron?
C) Who is Anubis?



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Lesson 5: Teacher Read / Children Practise

Mummification

We know a lot about the kinds of medical problems that the ancient Egyptians suffered from. This is mostly thanks to their expertise in preserving the bodies of the dead. The ritual of mummification was extremely important to the Egyptians.

Essentials for the afterlife

The ancient Egyptians believed that for someone to reach the afterlife, their body had to be preserved. So, the bodies of rich, important people were mummified. Afterwards, the body was placed in a tomb with all the things that person might need in the next life, including clothes, jewellery and food. Ordinary people were simply buried in the desert, where the dry sand often preserved their bodies naturally.

> The ancient Egyptians believed that Anubis weighed someone's heart when they died to judge whether they could pass into the afterlife.

Making a mummy

First the body was washed, to purify it for the afterlife. Then all the organs except the heart were removed. Most of these were preserved in special containers called canopic jars, which were buried with the person.

Drying out

The body was filled with a type of stuffing and covered with a natural salt called natron. This dried out the body. After, it was left for 40-50 days, the stuffing was removed and replaced with either cloth or sawdust. Bandages were wrapped around the body before it was placed in a stone coffin called a sarcophagus.

Wow!

It took about 70 days to embalm a body. During the process of embalming, the priest wore the mask of a jackal, which represented Anubis, the god of the dead and embalming.

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Lesson 5: Children Apply Activity

A. What is mummification?

_____

_____

_____

_____

_____

B. What is natron? Tick one answer.

A mummified body ☐ Cloth or sawdust ☐

A natural salt ☐ A type of stuffing ☐

C. Who is Anubis?

_____

_____

_____

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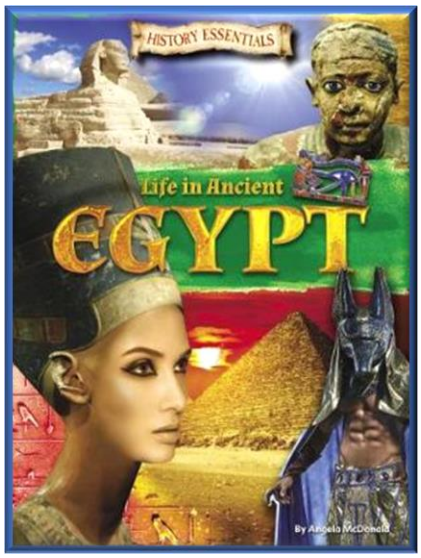
Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians

Non-Fiction 2



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

Lesson	1	Vehicle Text & Page	Life in Ancient Egypt by Angela McDonald pp. 6 -7, p. 3 (the contents) and pp. 30 – 31 (the glossary)

Anchor Questions(s):
What is the purpose of the subheadings on these pages?

Teacher Model Questions:
What is the purpose of the labels on these pages?

Vocabulary Teaching:
craftsman, bound, ruler

Technical Vocabulary:
mummy, afterlife, preserved, souls, amulets

Focus Comprehension & Strategies:
- Read a range of books that are structured in different ways and read for a range of purposes
- Identify how language and structure contribute to meaning
- Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*
- Look for specific information in texts using contents, indexes, glossaries, dictionaries

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Look back at the questions the children generated the previous week. Explore whether they have found the answers to all these questions yet. Show the children the front cover of the new Vehicle Text and ask them if they think this book will help them answer the rest of their questions. In pairs give children a copy of the contents page (p. 3). Children **Think Pair Share** as they look at the contents page to see if the book will answer any more of their questions.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet. For the technical vocabulary, the children should locate them in the double page spread and note that they are bold. They will then use the glossary (pp. 30-31) to check the definitions. Teacher Note: Year 3 & 4 Word List words: guard, imagining, believed, earth, women
Explore & respond: Teacher use an enlarged copy of the double page spread from the Vehicle Text. Use **Book Talk** to discuss the layout of the pages and the unique features of this compared to a fiction text. Teach then read aloud the focus extract with an emphasis on **Pausing** at punctuation (See Lesson 1 Teacher Model/Children Practise). Explicitly model in what order to read labels and text boxes.
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage **Pausing** to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through an enlarged copy of double page spread from the Vehicle Text (Lesson 1: Teacher Model/Children Practise contains the words but not the layout so does not provide all the information needed for this lesson).
Example Model Question for demonstration: What is the purpose of the labels on these pages?. Teacher use **Think Out Loud** to explore the possible purposes of the labels in the text. Teacher Thinks: The labels could be there to clarify what is in the pictures and diagrams. They could be there to illustrate or reemphasise a point. They could be there to give technical names to things that would be hard to explain in words. Also they could be there to draw the readers eye to important pieces of information.
Teacher should model **Referencing the Text** by giving specific examples of where the labels are achieving the above purposes. Gather these ideas on a **Mind Map** using Lesson 1: Teacher Model Activity. Circle *'Nut (Sky)' 'Anubis' 'Bes amulet' 'The crocodile god Sobek stole life away'*
Reference the text:
On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around examples of labels fulfilling their purpose
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine the double page spread from the Vehicle Text and read through in pairs. (Lesson 1: Teacher Model/Children Practise contains the words but not the layout so does not provide all the information needed for this lesson). Remind children of the **Anchor Question.** Children use **Think Out Loud** and **Mind Mapping** with their partner to discuss possible purposes of the subheadings in the text. Pairs gather their ideas on Lesson 1: Children Practise Activity
Practise Taught Strategies & Skills: Children circle examples of the subheadings fulfilling their purposes using **Text Marking.** Then they **Reference the Text** by noting down some of these examples on their **Mind Map.** If children are struggling to find examples, consider *'The Creator Gods' 'Gods of the Afterlife' 'Balance and Opposites'*

Step 4: APPLY

Children Apply 10 mins

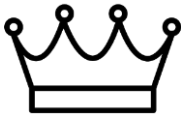
Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1: Children Practise Activity.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have circled and the notes they have made on their **Mind Map**. Teacher to help children eliminate less relevant ideas (See Acceptable Points for the ideas that are most relevant)
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Think Pair Share, Book Talk Pausing, Choral Read, Think Out Loud, Mind Mapping, Reference the Text**

Acceptable Point(s) Anchor Question
- help the reader navigate around the text
- inform the reader what they are going to read about next
- tell the reader they are going on to a different section
- group the information in similar topics
- help break up the information it to helpful chunks

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

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Lesson 1: Vocabulary

craftsman 	a person with a special skill, often makes beautiful things by hand
bound 	wrapped up tightly
ruler 	A person in charge of a country

Technical Vocabulary

Look this up in the glossary of the book

mummy	afterlife
preserved	souls
amulets	

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Lesson 1: Fluency

In the city of Heliopolis, people believed the world began with the god Shu (air) and the goddess Tefnut (moisture). Shu and Tefnut had two children, Nut (sky) and Geb (Earth).

Lesson 1: Anchor Questions

What is the purpose of the subheadings on these pages?

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Lesson 1: Teacher Model / Children Practise

The Guardians

Ancient Egypt's many gods and goddesses looked after the worlds of the living and the dead.

The Creator Gods

Each Egyptian city told its own story about how the world began. In Memphis, the craftsman god Ptah created all things by imagining them and giving them names. In Aswan, the ram-god Khnum created humans out of clay.

Air, Moisture, Sky and Earth

In the city of Heliopolis, people believed the world began with the god Shu (air) and the goddess Tefnut (moisture). Shu and Tefnut had two children, Nut (sky) and Geb (Earth).

Shu loved his daughter Nut so much that he raised her high up above himself. Nut stretched herself over her family and became the starry sky. She watched over them and kept them safe forever.

Gods of the Afterlife

The god Osiris was killed by his brother Seth, who cut him into 14 pieces. Anubis, the jackal god, protected Osiris's body by drying it out. He bound the pieces back together with bandages and made the first mummy. The Osiris was brought back to life by the magical powers of his sisters. Osiris became the ruler of the afterlife. When ancient Egyptians died, they hoped to live in his kingdom with their bodies preserved and their souls alive again.

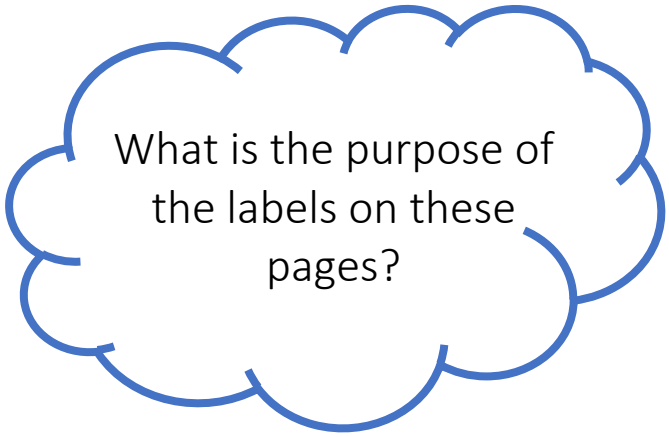
Guard Gods

Women and children word amulets that were supposed to give the protection of Bes and Tawaret. These gods scared harmful things away from people and houses. The goddess Hathor had many temples outside Egypt. She looked after lonely travellers if they felt homesick.

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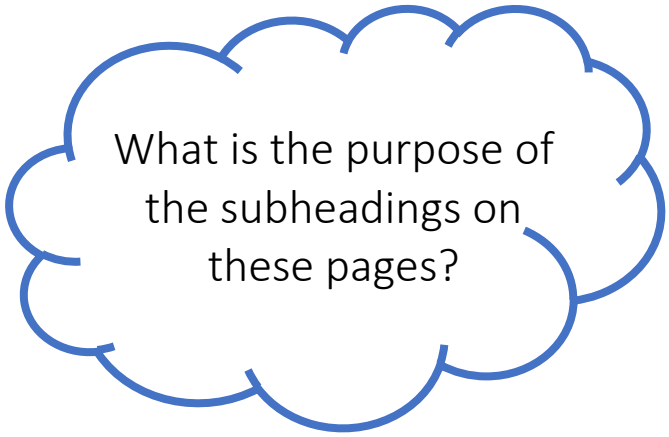
Lesson 1: Teacher Model



Don’t forget to include examples of where the labels are fulfilling their purpose.

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Lesson 1: Children Practise



Don’t forget to include examples of where the headings are fulfilling their purpose.

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

Lesson	2	Vehicle Text & Page	Life in Ancient Egypt by Angela McDonald pp. 10 – 11 and pp. 30 – 31 (the glossary)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which subheadings do these facts come under?	directly, ambitious, royal, splendid	• Read a range of books that are structured in different ways and read for a range of purposes • Identify how language and structure contribute to meaning • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Look for specific information in texts using contents, indexes, glossaries, dictionaries	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Children **Think Pair Share** and describe the importance of a contents, a glossary, an index, and subheadings. Gather the children's ideas and note them on a flipchart. Teacher to model **Skimming** the double page spread and explaining the general overview of the text. Teacher should use the title, headings, and illustrations to **Skim** the text.
Share Anchor Question(s): Explicitly refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary sheet. Children use the glossary to look up the definition of the word *'ambitious'* Teacher Note: Year 3 & 4 Word List words: famous, guards, history, important, height
Explore & respond: Teacher use an enlarged copy of the double page spread from the Vehicle Text. Use **Book Talk** to discuss the layout of the pages and the unique features of this compared to a fiction text. Teach then read aloud the focus extract. Teacher make a **Deliberate Mistake** with some of the more difficult names and words. Model **Self-Correcting** after each mistake. Explicitly model in what order to read labels and text boxes.
Fluency: Children **Pair Read** x2 the fluency extract. Children focus on **Self-Correcting** if they make a mistake.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2 Teacher Model / Children Practise Activity sheet and read through.
Example Model Question for demonstration: Which subheadings to these facts come under? Explain that the model and Anchor Question are the same but relate to matching different facts to different subheadings. Show the children an enlarged version of Lesson 2: Teacher Model Activity. Model circling the key words in the selected fact and then **Scanning** the text for these words. Then circle the phrases in the text and identify the subheading that comes above the fact. Make sure children are clear that subheading above the information is the right one not the subheading below it. Explain that reading all the information under each subheading is less efficient than **Scanning** for specific facts.
Teacher circle *'New Kingdom' 'temples' 'limestone'* and the complete Lesson 2: Teacher Model Activity.
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 to explore and discuss: Examine text and read through in pairs. Use the Lesson 2: Children Practise Activity to give children the facts they should be identifying. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart.
Practise Taught Strategies & Skills: Actively encourage children to circle the key words in the facts and then **Scan** for these in the text. After that, they circle the words in the main text and identify the subheading above it. If children are struggling to identify the key words and phrases, consider '*pharaoh's song' 'next king' 'Hatshepsut' '18th dynasty' 'fought wars' 'important names' 'birth name'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have matched up. Teacher complete an enlarged version of Lesson 2: Children Apply Activity according to the children's findings.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Think Pair Share, Self-Correcting, Scanning, Text Marking**

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

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

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Lesson 2: Vocabulary

directly 	with nobody or nothing in between
royal 	connected to the king or queen
splendid 	very impressive or beautiful
ambitious	

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Lesson 2: Fluency

What's in a name?

Kings have five royal names. A king's two most important names – his birth name and his throne name – were written in hieroglyphs inside an oval called a *cartouche*. A king was given his throne name when he came to power.

Lesson 2: Anchor Questions

Which subheadings do these facts come under?

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Lesson 2: Teacher Model / Children Practise

The King

To the Egyptian people, their king was like a God. And only he could speak directly to the gods.

Duties and Dangers

Ancient Egyptian kings, or pharaohs, faced danger every day. They fought wars in faraway lands to protect Egypt from her enemies. And at home there was the danger of ambitious men who wanted power. In one famous story, the ghost of King Amenemhat I warns his son not to trust anyone. That's because he had been murdered by his own bodyguards!

Kingdoms and Dynasties

Ancient Egyptian history is divided into a timeline of three Kingdoms – Old, Middle, and New. The timeline is then divided again into families of kings called Dynasties. A pharaoh's eldest son expected to become the next king. Every king wanted to be richer, stronger and more powerful than the one before.

What's in a name?

Kings have five royal names. A king's two most important names – his birth name and his throne name – were written in hieroglyphs inside an oval called a *cartouche*. A king was given his throne name when he came to power.

A Female King

In the 18th dynasty (around 1450 BC) two unusual Kings ruled Egypt together. It was a young boy called Thutmosis III and his stepmother, Hatshepsut. Thutmosis was too young to rule alone, so Hatshepsut was his protector. Eventually, she made herself king! During her reign, Hatshepsut built many splendid temples. After she died, and Thutmosis came to power, her buildings and statues were mysteriously destroyed. Did Thutmosis take revenge on his stepmother for stealing his throne?

The Great Pyramid at Giza

In the Old Kingdom, pharaohs built enormous pyramids to be their tombs. Khufu's pyramid at Giza is the largest. It contains 2.3 million limestone blocks and is the height of a 40 Storey building.

The Temple at Karnak

The New Kingdom was the age of enormous temples, such as Karnak in Thebes. This temple was the home of the god Amun. New Kingdom kings kept adding more sections to the temple until it was as big as a city!

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Lesson 2: Teacher Model Activity

Match the fact with the subheading it comes under.

The Great Pyramid at Giza	New Kingdom kings built temples.
The Temple at Karnak	Egyptians built with limestone.

Lesson 2: Children Practise Activity

Circcle the key words in the facts

A pharaoh's son will probably become the next king.
Hatshepsut ruled in the 18th dynasty.
Pharaohs fought in wars in different countries.
One of king's most important names is his birth name.

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Lesson 2: Children Apply Activity

Match the fact with the subheading it comes under.

A Female King	A pharaoh's son will probably become the next king.
Duties and Dangers	Hatshepsut ruled in the 18th dynasty.
What's in a Name?	Pharaohs fought in wars in different countries.
Kingdoms and Dynasties	One of king's most important names is his birth name.

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

Lesson	3	Vehicle Text & Page	Life in Ancient Egypt by Angela McDonald pp. 26 – 27

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do the clues tell us may have happened to Tutankhamun's missing treasure?	rubble, passageway, valuable, replastered	• Read a range of books that are structured in different ways and read for a range of purposes • Identify how language and structure contribute to meaning • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Re-reading sentences for clarity	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Introduce the idea of the idea of the children being historical detectives for the lesson. Read p. 26 and p. 27 (EXCLUDING the section headed *'C.S.I King Tut's Tomb'*) to the children. Use **Book Talk** to discuss the information on the pages. Encourage the children to ask questions and wonder.
Share Anchor Question(s): Explicitly refer to this throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3: Vocabulary sheet.
Teacher Note: Year 3 & 4 Word List words: earlier
Explore & respond: Teacher to read aloud the focus extract (See Lesson 3: Teacher Model/Children Practise). Model reading **Line by Line** and **Rereading** for clarity. Explain the usefulness of the diagram and how it helps to make the information clearer.
Fluency: **Pair Read** x2 the fluency extract. Children focus on **Rereading** some sentences for clarity.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of the diagram from p. 27 (Lesson 3: Teacher Model / Children Practise only contains the words and the diagram is needed for the lesson's comprehension focus). Example Model Question for demonstration: What do the clues tell us may have happened to Tutankhamun's missing treasure? Explain that this is also the Anchor Question and that Teacher will model the first four bullet points and the first clue ONLY. Share the Model Question again. Model circling *'hole' 'low down' 'outer door' 'replastered'* and then **Infer** and answer from the clue.
Teacher Thinks: Because the hole is low down, I think that some has broken in but tried to keep it hidden. This clue only talks about the outdoor so maybe they couldn't get in that way which is why they replastered it.
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 to explore and discuss: Give children the diagram and bullet points under the heading *C.S.I King Tut's Tomb'* (Lesson 3: Teacher Model / Children Practise only contains the words and the diagram is needed for the lesson's comprehension focus) and read through in pairs. Use the Lesson 3: Children Practise Activity to **Stop & Jot** their ideas in response to **Line by Line** reading of each clue. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Actively encourage children to circle the key words in the clues and then **Infer** an answer based on each clue. If children are struggling to identify the key words and phrases, consider '*beneath the rubble' 'less valuable objects' 'top of the inner door' 'replastered' 'mixed in' 'valuable objects' 'top of outer door'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3: Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have circled and **Inferred**. Children to record their responses. Once the children have recorded their answers share the information at the bottom of p. 32. Ask if any of the children had solve the mystery.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Book Talk, Line by Line, Rereading, Pair Read, Stop & Jot, Inference**

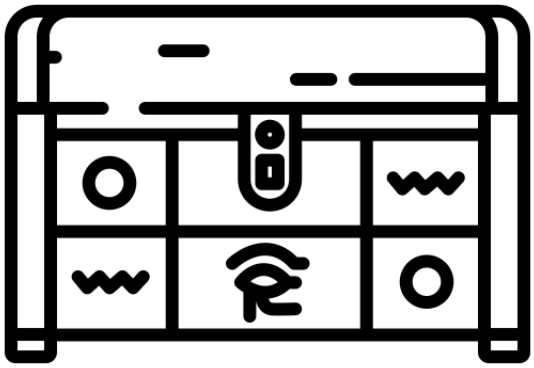
Acceptable Point(s) Anchor Question A
- they tried to break in different ways but couldn't get through
- they got into the tunnel, but it collapsed
- someone got in once and then filled the tunnel with rubble so no-one else could get in
- they drop some less valuable and valuable objects as they tried to escape

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Lesson 3: Vocabulary

rubble 	broken stone often from buildings that have been damaged
passageway	a long thin area with walls on either side that joins one room or place to another
valuable 	worth a lot of money
replastered	covered again in plaster (a paste made of lime, water, and sand)



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Lesson 3: Fluency

- Items were missing from Tut's tomb, So Carter knew it had been robbed.
- But when Carter found the underground passageway that led to Tuts' tomb, it was filled with rubble that Carter had to remove to get inside.
- The doors at each end of the passageway were still sealed but showed signs of earlier damage and repair.

Lesson 3: Anchor Questions

What do the clues tell us may have happened to Tutankhamun's missing treasure?

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C.S.I King Tut's Tomb

- Items were missing from Tut's tomb, So Carter knew it had been robbed.
- But when Carter found the underground passageway that led to Tuts' tomb, it was filled with rubble that Carter had to remove to get inside.
- The doors at each end of the passageway were still sealed but showed signs of earlier damage and repair.
- Look at the clues in the diagram. Can you be a historical detective like Carter and figure out what happened in Tut's tomb?

Clue 1: A hole low down in the outer door had been replastered.
Clue 2: On the floor beneath the rubble, Carter found less valuable objects.
Clue 3: A hole at the top of the inner door had been replastered.
Clue 4: Mixed in with the rubble were valuable objects.
Clue 5: A part at the top of the outer door had been replastered.

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Lesson 3: Children Practise Activity

Clue	Your thoughts
1	
2	
3	
4	
5	

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Lesson 3: Children Apply Activity

Use the clues to explain what you think happened to Tutankhamun's missing treasure.

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

Lesson	4	Vehicle Text & Page	Life in Ancient Egypt by Angela McDonald pp. 20 - 21

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which statements are true and which are false?	justice, deeds, devourer, limbs	• Read a range of books that are structured in different ways and read for a range of purposes • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Retrieve and record some information from non-fiction	**2b** retrieve and record information / identify key details from fiction and non-fiction



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Children **Think Pair Share** to create a quick **Mind Map** about what they have learned about what the Egyptians believed about the afterlife from their previous reading. Teacher Note: The afterlife has been mentioned in extracts in Week 1 & Week 2. Teacher to model **Skimming** the double page spread and explaining the general overview of the text. Teacher should use the title, headings, and illustrations to **Skim** the text.

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

Vocabulary: Discuss and explain this in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet. Encourage children to try to use the words in sentence. The context of sentence should not be Egyptians but rather a more familiar context. Teacher Note: Year 3 & 4 Word List words: believed, ordinary, heart, weigh, disappear

Explore & respond: Teacher to read aloud an enlarged version of the double page spread (See Lesson 4: Teacher Model/Children Practise for a copy of the words but the text is needed for children to see the purpose of the layout, images etc.). Teacher model using **Stress** to make clear the meaning of more technical language.

Fluency: **Choral Read** x2 the fluency extract. Teacher model first point to words being read and paying attention to punctuation when reading and using **Stress** to emphasis the more technical language.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged version of the double page spread (See Lesson 4: Teacher Model/Children Practise for a copy of the words but the text is needed for children to see the purpose of the layout, images etc.). Example Model Question for demonstration: Which statements are true and which are false? Use the two statements in the Teacher Model Activity. Model reading through each of the statements in the table first. Teacher then circle the key words in these statements and **Scan** the double page spread of the key words. Model reading the sentences around the key words you find in the text to check if the statement is true or false. Complete the Lesson 4: Teacher Model Activity. Teacher circle *'afterlife in the Kingdom of Osiris' 'every person was born …'*

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 to explore and discuss: Examine text and read through in pairs. (See Lesson 4: Teacher Model/Children Practise for a copy of the words but the text is needed for children to see the purpose of the layout, images etc.). Use the Lesson 4: Children Practise Activity for children to circle the key words in the statements. Children then **Scan** the text and circle the relevant words in the main text. In pairs children should discuss if they think the statements are true or false at this stage.

Practise Taught Strategies & Skills: Actively encourage children to circle the key words in the statements and then **Scan** for these in the text. Encourage children to read around the key words or the sentence to put it into context. If children are struggling to identify the key words and phrases, consider *'ba, … allowed… to move 'stay with their body' 'food and drink placed in tomb' 'weighed against a feather' 'bad deeds' 'bad heart was heavier' 'gobbled up' 'keep bodied perfect'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4: Children Apply Activity.

Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have circled. Children then complete the table in Lesson 4: Children Apply Activity

Acceptable Point(s) Anchor Question
- False, True, True. False, True, True

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Question**
- Use of the strategies taught i.e. **Skimming, Mind Mapping, Stress, Scan, Text Mark**

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

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Lesson 4: Vocabulary

justice	a system of law to make sure people are treated fairly
deeds	actions
devourer	someone or something that eats things greedily
limbs	an arm or leg or a similar part of an animal

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Lesson 4: Fluency

The dead had to face Osiris in the Hall of Justice. Here, a person's heart was weighed against the feather of justice. During life, a person's heart soaked up all their good and bad deeds.

Lesson 4: Anchor Questions

Which statements are true and which are false?

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Lesson 4: Teacher Model / Children Practise

Life After Death

After death, people in ancient Egypt hoped they would spend the afterlife in the kingdom of Osiris.

The *Ka* and *Ba*

The ancient Egyptians believed that every person was born with a *ka*, a ghostly copy of themselves that came alive after death. Like a living person, the *ka* needed to eat, drink and be kept comfortable. A person also had a *ba*, which allowed the dead to move around the afterlife.
In order for a person to live on in the afterlife, their *ka* and *ba* had to stay with their body.
To preserve a dead body and keep it safe, it was mummified and laid in a tomb. Then food and drink were placed in the tomb for the *ka*. However, only the wealthy could afford a tomb. Ordinary Egyptians were laid in a simple grave dug in the ground.

The Final Judgement

The dead had to face Osiris in the Hall of Justice. Here, a person's heart was weighed against the feather of justice. During life, a person's heart soaked up all their good and bad deeds. A good heart would weigh lighter than the feather, allowing its owner to enter Osiris's kingdom. A bad heart was heavier and would be gobbled up by the Devourer monster. Its owner would disappear and never reach the afterlife!

Forever Perfect

Mummification aimed to keep bodies perfect – and fix imperfect ones. Mummies have been found with dyed hair and even false legs to replace limbs that were missing. A beautiful mask was added to the bandaged body to make sure the mummy's face looked perfect.

Extract adapted from ©Life in Ancient Egypt by Angela McDonald

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Lesson 4: Teacher Model Activity

Statement	True	False
Egyptians want to spend the afterlife in the Kingdom of Osiris.		
Egyptians believed that only the wealthy were born with *ka* and *ba.*		

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Lesson 4: Children Practise Activity

Underline the key words in these statements.

Statement
The *ka* helped the dead to move around the afterlife.
The *ka* and *ba* had to stay with the body.
Food and drink were put in the tomb.
A person's heart was weighed against their body.
The Devourer monster eats the hearts full of bad deeds.
Mummified bodies had to be made perfect.

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Lesson 4: Children Apply Activity

Statement	True	False
The *ka* helped the dead to move around the afterlife.		
The *ka* and *ba* had to stay with the body.		
Food and drink were put in the tomb.		
A person's heart was weighed against their body.		
The Devourer monster eats the hearts full of bad deeds.		
Mummified bodies had to be made perfect.		

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

Lesson	5	Vehicle Text & Page	Life in Ancient Egypt by Angela McDonald pp. 12 – 13 & pp. 30 -31 (the glossary)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which job would you prefer to have in ancient Egypt? Refer to the extract in your answer.	officials, dozens, command, labourers, precious stones, captives, property **architects, scribes**	• Read a range of books that are structured in different ways and read for a range of purposes • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Look for specific information in texts using contents, indexes, glossaries, dictionaries • Skim to gain an overview of a text, e.g. topic, purpose	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole



Extended Apply Lesson

Activate prior knowledge: Look back at the list of questions the children asked about Egyptian life at the start of Week 1. Explore whether they have found answers to all these.

Vocabulary: Share the words and phrases found within the text (see Lesson 5: Vocabulary), taking discussion on meanings. Address any misconceptions. Children to use the glossary to explore the words in bold. Teacher Note: Year 3 & 4 Word List words: women, learn, important, often, different, building, probably

Share Anchor Questions: Refer to this throughout the lesson.

Enjoy and Respond to the text: Give the children the double page spread from the Vehicle Text (See Lesson 5: Teacher Model/Children Practise for a copy of the words but the text is needed for children to see the purpose of the layout, images etc.). Each child should choose a paragraph and **Skim** the text using the heading, illustration and labels. Children then **Think Pair Share** what they think the paragraph is about based on their **Skimming**. Teacher to read the double page spread to the children with a focus on **Stress** for technical vocabulary.

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

Written Responses / Evidence Anchor Question:

Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

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

Which job would you prefer to have in ancient Egypt? Refer to the extract in your answer.

Extended Application Activity 1

Carry out some simple research into one of the specific jobs. Then write a diary for a day in the life of one of the jobs.

Extended Application Activity 2

Write a job advert for one of the jobs in the extract.

Extended Application Activity 3

Children write an explanation of what they think would be the worst job in ancient Egypt and refer to the extract for evidence.

Extended Application Activity 4

If there are any other unanswered questions from the class list of questions, children could carry out some simple research to answer them.

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. Name one of the ways we can learn about what people's jobs were?
B. What did a vizier do?
C. Match the job to the joke from "The Satire of the Trades".

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

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

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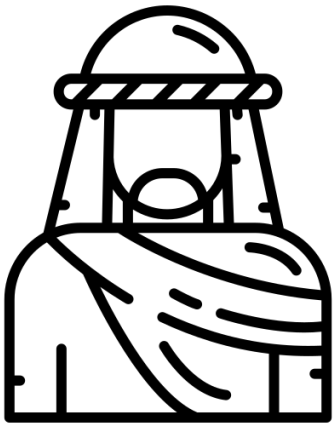
Lesson 5: Vocabulary

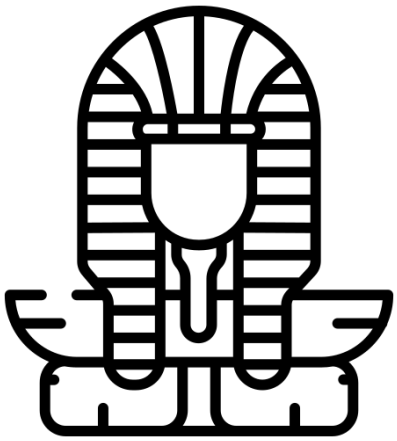
officials	a person who is in charge of something
dozens	lots
command	give orders
labourers 	people who do physical work
precious stones 	jewels and gems like diamonds
captives 	people who aren't free like slaves
property	something that belongs to someone

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Lesson 5: Anchor Questions

Which job would you prefer to have in ancient Egypt? Refer to the extract in your answer.





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Lesson 5: Teacher Model / Children Practise

Jobs in Ancient Egypt

In ancient Egypt, men went out to work, while most women took care of their house and family.

In Charge of Breakfast and Cakes

We learn about the jobs some people did by the titles they used. Important officials often had dozens of different titles. Some tell us exactly what the job was – for example, "Overseer of the King's Breakfast", "Maker of Stone Vases" or "Chief of the Thousands and Thousands of Cakes".

Running the Country

One of the most important jobs was vizier – the king's prime minister. The vizier collected taxes, settled law cases and managed the king's building projects. It wasn't just men who did this important job. A few of women did it, too.

Serving the King

Some ancient Egyptians became soldiers, priests, doctors, **architects** or **scribes**. But most people were farmers.

Every Egyptian was the king's servant and he could command them to do anything he wanted. When they weren't needed in the fields, farmers worked for their king as labourers building pyramids and temples.

Master Makers

The king had hundreds of craftsmen working for him. Stonemasons cut and shaped rock for building with. Sculptors made statues and carpenters built ships and furniture. Jewellers created beautiful objects from gold and precious stones.

Life for Slaves

Slaves in ancient Egypt were usually captives who became the property of important officials or the king. For some slaves daily life meant hard work and painful punishments. But the slaves of some rich families probably lived in more comfort than a poor farmer and became part of the family they served.

Ancient Egyptian Comedy

A song called "The Satire of the Trades" makes fun of every job. Reed-cutters get eaten by mosquitoes, gardeners get hunched shoulders, farmers are stinky and fishermen will probably get eaten by a crocodile.

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Lesson 5: Children Apply

Which job would you prefer to have in ancient Egypt? Refer to the extract in your answer.

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Lesson 5: Additional Activity

A. Name one of the ways we can learn about what people's jobs were?

_____

_____

B. What did a vizier do?

_____

_____

_____

C. Match the job to the joke from "The Satire of the Trades".

Reed-cutter	get hunched shoulders
Farmers	get eaten by mosquitoes
Fishermen	are stinky
Gardeners	will get eaten by a crocodile

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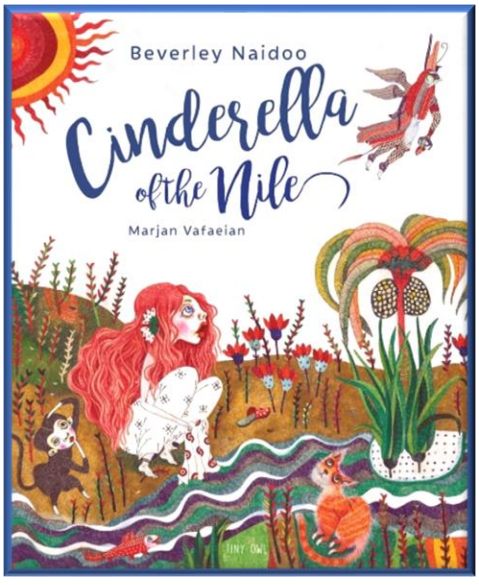
Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians

Fiction 1



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

Lesson	1	Vehicle Text & Page	Cinderella of the Nile by Beverley Naidoo From "Long, long ago…" to "a fat bag of silver coins"

Anchor Questions(s):
Which two words or phrases most effectively describe how beautiful Rhodopis is?

Teacher Model Question:
What do we know about the parents from the author's word choices?

Vocabulary Teaching:
roamed, sapphires, finest, band of pirates

Focus Comprehension & Strategies:
- Discuss some words and phrases that capture the reader's interest and imagination
- Identify how language and structure contribute to meaning

Focus Content Domain(s):
2g identify / explain how meaning is enhanced through choice of words and phrases
2a give / explain the meaning of words in context



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show pictures of the front cover and use **Book Talk** to explore what the children know about the traditional European version of Cinderella and how they think this story will differ. What **prior knowledge** can they use to support their **predictions?**
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 1: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions, should they arise. Note Year 3 & 4 Word List word: thought
Explore & Respond: Read extract (see Lesson 1: Teacher Model/Children Practise. Focus on **Pausing**, using punctuation cues (the exclamation marks, speech marks, commas and full stops). Encourage the children to **Stop & Jot** their initial thinking about **Anchor Question**.
Fluency: Children **Choral Read** the Fluency extract (see Lesson 1: Fluency). Focus on **Pausing** for punctuation cues.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 1: Teacher Model / Children Practise and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Example Model Question for demonstration: What do we know about the parents from the author's word choices? Use **Scanning** to help gather words and phrases to help answer the **Model Question** and discuss the impact of the language choices on the reader. Teacher circle *'happy parents' 'waited many years' 'You are our treasure!' 'thought they were safe'*. Teacher Talks: The author makes it clear that the parents love Rhodopis a lot. They call her their 'treasure'. The word 'treasure' makes you think of something valuable and special. The author also says they had waited many years which helps you to realise how much they had wanted a child.
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: In pairs the children have copies of the extract. Put the **Anchor Question** on a whiteboard/flipchart so all children can see it. Teacher Note: Make sure the children are familiar with what makes language effective. Children **Scan** the text for words and phrases that describe Rhodopis' beauty and **Think Pair Share** about the effectiveness of the words and phrases for helping to create an image in their heads of her appearance.
Practise Taught Strategies & Skills:
Children **Text Mark** their copy of the extract (see Lesson 1: Teacher Model / Children Practise) by circling words and phrases to answer the **Anchor Question.** If children are finding it difficult to locate words and phrases, then consider, *'eyes like sapphires' 'fine red curls' 'cheeks were so rosy' 'colour of the finest sunset' 'unusual beauty' 'a girl like her'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1: Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled and the notes they have made. Children to record their responses. Ensure the children **Reference the Text** in their answer.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Prediction, Find Read Talk, Pausing, Stop & Jot, Scanning, Text Mark, Reference the Text**

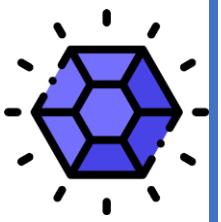
Acceptable Point(s) Anchor Question
- Accept any of the words and phrases noted in Step 3: Practise and a relevant explanation as to why they are effective.

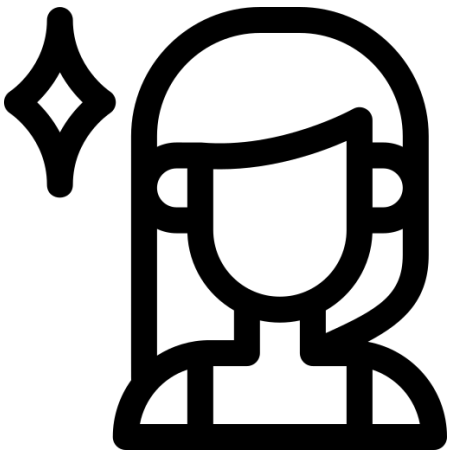
For example:
- sapphires are precious jewels so help to make her sound beautiful
- fine red curls make her hair sound delicate and dainty
- sunsets are a natural beauty and so make her sound like a natural beauty too.
- the word unusual implies no-one else is as beautiful as her.

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

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Lesson 1: Vocabulary

roamed 	moved around an area without any aim
sapphires 	bright blue precious stone
finest 	the very best
band of pirates 	a group of people who steal and travel on boats or ships



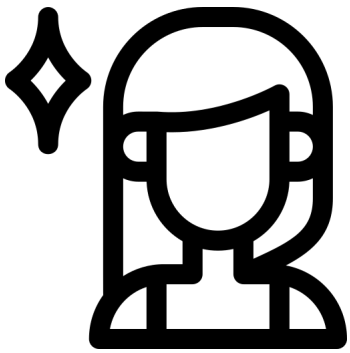
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Lesson 1: Fluency

Long, long ago when pirates freely roamed the seas around Greece, a beautiful baby girl was born in a quiet village. She had eyes like sapphires and fine red curls.

Lesson 1: Anchor Question

Which two words or phrases most effectively describe how beautiful Rhodopis is?



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Lesson 1: Teacher Model / Children Practise

Long, long ago when pirates freely roamed the seas around Greece, a beautiful baby girl was born in a quiet village. She had eyes like sapphires and fine red curls. The happy parents. Who had waited many years for this child, named her “Rhodopis” because her cheeks were so rosy.

Rhodopis was a kind child who loved milking the goats and helping to make cheese. She collected water from the well, fed the chickens, and did everything her parents asked with a smile.

“You are our treasure!” they said.

However, the other villagers thought that her greatest treasure was her hair, the colour of the finest sunset.

As Rhodopis grew up, word of her unusual beauty spread over the mountains. Her parents thought they were safe as they lived far away from the sea but unfortunately news of their red-haired daughter reached a band of pirates. A girl like her could be sold for a fat bag of silver coins.

Extract adapted from ©Cinderella of the Nile by Beverley Naidoo

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Lesson 1: Children Apply

Which two words or phrases most effectively describe how beautiful Rhodopis is?		
	Word or Phrase	Reason it is effective
1		
2		

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

Lesson	2	Vehicle Text & Page	Cinderella of the Nile by Beverley Naidoo From "Down by the sea, a bright blue kingfisher…" to "However, her heart remained heavy"

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author help the reader to understand how upset and scared Rhodopis is?	kingfisher, bandit, seized, highest bidder, duties, light work, heavy heart	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Re-reading sentences for clarity • Identify how language and structure contribute to meaning • Discuss some words and phrases that capture the reader's interest and imagination	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Explain to the children that Rhodopis has been captured by a bandit (explore this word) and is being taken to the sea to be sold in another country. Make a connection between Rhodopis' situation and the reading they did around slaves in the previous week.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet. Allow time for children to **Find Read Talk** the words in context. Teacher **Clarify** the meaning of the phrases *'light work'* and having a heavy heart. Note Year 3 & 4 Word List words: *thought, arrived, heard, heart*
Explore & respond: Teacher to read aloud the focus extract (See Lesson 2 Teacher Model/Children Practise). Allow time for children to consider the **Anchor Question** using **Stop & Jot** their initial responses.
Fluency: Teacher model reading the fluency extract (See Lesson 2: Fluency), using **Pausing**. Children **Pair Read** x2 the fluency extract using **Pair Read.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2: Teacher Model / Children Practise extract and read through. Select a sentence to model **Rereading** for clarity strategy (this can be modelled by ignoring punctuation). **Reread** entire sentence correctly. Example Model Question for demonstration: How does the author help the reader to understand how upset and scared Rhodopis is? Explain that the Model Question and Anchor Question are the same and that the Teacher will model finding evidence for it in first paragraph and song ONLY. Teacher to circle *'through her tears' 'softly' 'you are free' 'hear their cries'*. Use **Think Aloud** to explain why this evidence has been circled:
Teacher Talks: The author tells us that Rhodopis is singing *'through her tears'*. This tells us that Rhodopis is crying and it is probably out of fear. Also, the author says she is singing softly and this suggests she is too frightened to make too much noise. Furthermore, the author made Rhodopis point out the bird is free which reflects the fact that she is not.
Reference the text:
On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Use the Lesson 2: Teacher Model / Children Practise extract to help aid discussions. Focus the children on the extract from the song onwards. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking**. Encourage children to use **Re Read** strategy to seek clarity when reading. If children are having difficulty in locating evidence, consider, *'curled like a mouse between two chests' , 'thought they would all drown' 'silent' 'trembled' 'too scared to look up' 'heart remained heavy'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2: Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have circled and the notes they have made. Children to record their responses. Ensure children **Reference the Text** several times in their answer.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Find Read Talk, Stop & Jot, Pausing, Pair Read, Text Marking, Reference the Text**

Acceptable Point(s) Anchor Question
- people often curl up when they are scared to make themselves feel invisible
- a mouse is a small creature so Rhodopis feels small
- she has fears about dying
- she dares not speak
- people shake when they are afraid
- she dares not look up
- she has a heavy heart which means you can not feel happy

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

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Lesson 2: Vocabulary

kingfisher 	a bird that catches fishes in rivers
bandit 	a member of ag group of thieves who attack people
seized 	grabbed
highest bidder	the person who pays the most for something
duties	jobs or responsibilities
light work	easy work, doesn't take too much physical effort
heavy heart 	a very sad feeling

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Lesson 2: Fluency

She has barely finished her song when the bandit seizer her and walked into the water, with Rhodopis laid like a sack over one shoulder. By the time she could turn her head, there was no sign of the little kingfisher.

Lesson 2: Anchor Questions

How does the author help the reader to understand how upset and scared Rhodopis is?

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Lesson 2: Teacher Model / Children Practise

Down by the sea, a bright blue kingfisher landed on a rock beside Rhodopis and turned his head. Quickly, she pulled a few strands of her hair out. The kingfisher gently grasped them from her hand. Through her tears, she sang softly:

Little bird, you can fly, you are free!
Tell my parents you saw me by the sea.
My village is in those mountains there.
You'll hear their cries.
Please give them my hair!

She has barely finished her song when the bandit seizer her and walked into the water, with Rhodopis laid like a sack over one shoulder. By the time she could turn her head, there was no sign of the little kingfisher.

Night and day, the boat rolled and swayed. Rhodopis stated curled like a mouse between two chests. Then one night, a storm caused huge waves to crash down over everyone and she thought they would all drown.

Yet when the morning sun arrived, the sea was calm. Rhodopis was silent as the pirates cheered and she heard the shout, "Land!" A pirate shook her, "Soon we will arrive in Samos! Get up, get up!" they were sailing toward a piece of land surrounded by sea.

Rhodopis was sold to the highest bidder and, was soon, trembling before the man who had bought her. Too scared to look up, she heard him say, "She is as beautiful as I was told." Here duties were to serve and look after his wife's garden. It was light work and Rhodopis soon learn to do it well. However, her heart remained heavy.

Extract adapted from ©Cinderella of the Nile by Beverley Naidoo

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Lesson 2: Teacher Model

How does the author help the reader to understand how upset and scared Rhodopis is?

The author tells us that _____

_____

_____

_____

Also, _____

_____

_____

_____

Furthermore, _____

_____

_____

_____

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Lesson 2: Children Apply

How does the author help the reader to understand how upset and scared Rhodopis is?

The author tells us that _____

_____

_____

_____

Also, _____

_____

_____

_____

Furthermore, _____

_____

_____

_____

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

Lesson	3	Vehicle Text & Page	The Cinderella of the Nile by Beverly Naidoo From "A few days later, Charaxos presented…" to "The owner of this slipper must be found!"

Anchor Question:
Which words and phrases does the author use to make us like and feel sorry for Rhodopis?

Teacher Model Question:
Which words and phrases does the author use to make us dislike and not trust the three sisters?

Vocabulary Teaching:
embroidered, rarely, urgently, false tears, chores, vast, glimpsed

Focus Comprehension & Strategies:
- Discuss some words and phrases that capture the reader's interest and imagination
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

Focus Content Domain(s):
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Explain to the children that Rhodopis spent some time at the first owners house but he got cross at her because she never smiled. He sold her to a new owner who is much kinder. Unfortunately, the new owner also has three sisters who work for him and they are cruel to Rhodopis. Help children to explicitly **Connect Books** by linking the three unkind sisters to the ugly step sisters in the traditional European Cinderella story.
Share Anchor Question(s): Explicitly refer to this throughout the session.
Vocabulary: Refer to Lesson 3: Vocabulary sheet and use **Find Read Talk** to find the meanings.
Explore & respond: Teacher to read aloud the extract (See Lesson 3: Teacher Model/Children Practise). Deliberately make connections between the historical knowledge they gained last week and Pharaoh & Horus. Children **Stop & Jot** their initial response to the **Anchor Question.**
Fluency: **Pair Read** x2 the fluency extract. Teacher model first, using **Phrasing** to show how meaning can be changed by **Intonation.** Children then use **Phrasing** as they read the extract. (See Lesson 3: Fluency)

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3: Teacher Model/Children Practise and read through. Select a sentence to model **Rereading** for clarity strategy (this can be modelled by ignoring punctuation). **Reread** entire sentence correctly.
Example Model Question for demonstration: Which words and phrases does the author use to make us dislike and not trust the three sisters? Read Teacher Model Question and model completing the Lesson 3: Teacher Model Activity. Teacher to model **Scanning** for sections about the three sisters. Teacher should circle *'Of course they said nothing' 'made up a story' 'our parents are ill' 'false tears'*
Use **Think Aloud** to explain how the words and phrases provide evidence for the model question.
Teacher Thinks: The author tells us that the sisters hid information from people and lied to them. She also tells us that they lied about their parents being ill which is not a nice thing to say at all. The phrase *'false tears'* makes it clear that the author wants us to think the sisters are liars.
Reference the text: On an enlarged copy of the text use also **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 3: Teacher Model/Children Practise extract to help aid discussions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart. Children note ideas on Lesson 3: Children Practise Activity
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Question** to inform the discussions they have about the vocabulary when **Text Marking** them. Use **Think Aloud** as they work. If children are struggling to locate evidence, consider, *'Oh thank you' 'offered to do their chores' 'For pity's sake' 'she begged' 'cried hot tears'* Encourage children to use **Reread** strategy to seek clarity when reading.

Step 4: APPLY

Children Apply 10 mins

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

Acceptable Point(s) Anchor Question
- She is thankful when she is given a gift
- She is kind to the sisters even though they are cruel to her
- The author makes her sound very desperate when she is begging
- The author emphasises her tears to make her sound even more upset

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

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Lesson 3: Vocabulary

embroidered 	decorated with a pattern using threads
rarely	not very often
urgently	needs to happen straight away
false tears 	tears aren't real or put on
chores 	a job you need to do often
vast 	very big in size or amount
glimpsed 	spot something for a moment but not clearly

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Lesson 3: Fluency

Of course they said nothing to Rhodopis or their master who rarely left the house. Instead, they made up a story. “Our parents are ill and need us urgently,” they cried with false tears. Charaxos agreed they should go immediately and Rhodopis offered to do their chores.

Lesson 3: Anchor Questions

Which words and phrases does the author use to make us like and feel sorry for Rhodopis?

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Lesson 3: Teacher Model / Children Practise

A few days later, Charaxos presented Rhodopis with a pair of rose-red slippers embroidered with gold thread. “Oh thank you,” she whispered. “I have never seen such beautiful slippers!”

Soon afterward, the Pharaoh sent out an invitation to all the people of the land to attend a feast at this palace. Rumours spread that he was looking for a bride. The three sisters were excited. They would dress in their finest clothes and hopefully he would notice one of them.

Of course they said nothing to Rhodopis or their master who rarely left the house. Instead, they made up a story. “Our parents are ill and need us urgently,” they cried with false tears. Charaxos agreed they should go immediately and Rhodopis offered to do their chores.

Every day, Rhodopis carried a basket of clothes to the river to wash. She removed her new slippers so she didn’t get them wet. One day, she was bent over the water when a vast winged shadow swooped over her.

She looked up to see Horus the Falcon soaring upward with a rose-red slipper gripped in his sharp claws. “For pity’s sake, please bring my slipper back!” she begged. But the falcon-god of the sky was gone. Her animal friends tried to comfort her as she cried hot tears.

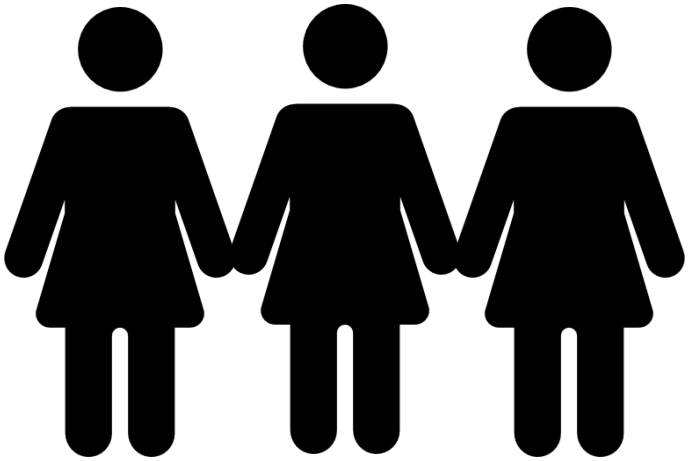
Horus flew south along the valley of the Nile to the great palace. Pharaoh Amasis was tired of the feasting. In fact, some of his guests had begun arguing. He was listening to their complaints when a small rose-red slipper fell from the sky into his hand. He glimpsed the falcon swooping away. “Horus has sent me a sign!” Amasis declared. “The owner of this slipper must be found!”

Extract adapted from ©Cinderella of the Nile by Beverley Naidoo

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Lesson 3: Teacher Model

Which words and phrases does the author use to make us dislike and not trust the three sisters?



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Lesson 3: Children Practise

Which words and phrases does the author use to make us like and feel sorry for Rhodopis?



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Lesson 3: Children Apply

Which words and phrases does the author use to make us like and feel sorry for Rhodopis?

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

Lesson	4	Vehicle Text & Page	The Cinderella of the Nile by Beverley Naidoo From "Horus has sent me a sign!" to the end.

Anchor Question:
How do Rhodopis' emotions change throughout the extract? Refer to the text in your answer.

Teacher Model Question:
How do Pharaoh Amasis' emotions change throughout the extract? Refer to the text in your answer.

Vocabulary Teaching:
chariots, barge, disbelief, word spread, slender, untangled, legend

Focus Comprehension & Strategies:
• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Children **Think Pair Share** to recap what has happened in the story so far. Children use their knowledge of traditional European Cinderella to **Predict** how they think the story will end.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet. **Find Read Talk** the new vocabulary. Explore the prefix 'un' on *'untangled'* and the prefix 'dis' on *'disbelief'*. Teacher **Clarify** the meaning of the phrase *'word spread'*. Note Year 3 & 4 Word List words: arrived, disappearing, heard, women, enough, heard, accidentally, caught, forward
Explore & Respond: Teacher read the extract (see Lesson 4: Teacher Model/Children Practise). Children discuss whether their **Prediction** was accurate and how the real story differed from what they were expecting.
Fluency: Model reading the Lesson 4: Fluency extract. Pay particular attention to punctuation for speech and varying your voice to reflect the different characters and their emotions as they speak. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4: Teacher Model / Children Practise and read through. Select a sentence to model **Rereading** for clarity strategy (this can be modelled by ignoring punctuation). **Reread** entire sentence correctly. Example Model Question for demonstration: How do Pharaoh Amasis' emotions change throughout the extract? Refer to the text in your answer.
Read **Model Question** and model the type of evidence needed. Teacher circle *'Horus has sent me a sign' 'must be found' 'none had a foot small and slender enough' 'curious' 'you are kind' 'lived happily'*. Teacher complete the Lesson 4: Teacher Model Activity to track the changes in Pharaoh Amasis' emotions. Use **Inference** and **Think Aloud** to complete the activity.
Teacher Think: When he is first given the shoe by Horus, the Pharaoh thinks he has been sent a sign and says the owner *'must be found'*, so that implies he is feeling excited and determined. When he goes out to find the shoe, the owner can't be found so he is probably feeling frustrated. (Teacher continue to reflect on the evidence from the text and the emotions they imply Pharaoh is feeling.)
Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Practise Taught Strategies & Skills: Using Lesson 4: Children Practise, ask the children to read through this with a partner and explore words and phrases that will help them answer the **Anchor Question**. Children to explicitly **Text Mark** by circling words and phrases which provide evidence.
Children Explore & Discuss: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Use **Think Aloud** as they work to discuss what emotions the evidence implies. If children are struggling for evidence consider: *'held back' 'behind some reeds' 'amazed' 'reminded her of another kingfisher' 'laughed shyly' 'shed tears' 'lived happily'*

Step 4: APPLY

Children Apply 10 mins

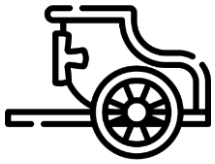
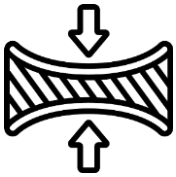
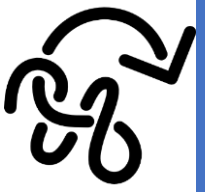
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity, by adding emotions and evidence for each event.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have circled and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Predict, Rereading, Find Read Talk, Text Marking, Pair reading, Think Aloud, Inference**

Acceptable Point(s) Anchor Question
• Saw the Pharaoh – she felt nervous and surprised
• Saw the kingfisher – sad as she missed her family
• Tried on the shoe – embarrassed, pleased, unsure
• Said goodbye to her owner - upset
• Married Pharaoh – happy. content

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

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Lesson 4: Vocabulary

chariots 	an open vehicle with two wheels, pulled by horses
barge 	a large boat with a flat bottom
disbelief 	the feeling of not being able to believe something
word spread 	information was passed around people
slender 	thin
untangled 	separate some that is twisted or knotted
legend 	story from a long time ago about people or events – it may or may not be true

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Lesson 4: Fluency

"Horus chose well. You are kind as well as beautiful," he said.
The three sisters cried out, "Great Pharaoh, she's just a slave! She's not even Egyptian!" Waving them away, Amasis declared that Rhodopis would be his Queen.



Lesson 4: Anchor Question

How do Rhodopis' emotions change throughout the extract? Refer to the text in your answer.

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Lesson 4: Teacher Model / Children Practise

“Horus has sent me a sign!” Amasis declared. “The owner of this slipper must be found!”

Messengers were sent east, west, north, and south. The three sisters arrived at the palace just in time to see them disappearing in their chariots. How furious they were to learn that the feast had ended and the Pharaoh himself was about to leave! When they heard about the search for the owner of a small rose-red slipper with gold thread, they looked in disbelief at each other but said nothing.

Word spread quickly. Day after day, young women from villages along the Nile hurried to its banks for their chance to try on the slipper. But none had a foot small and slender enough.

As the royal barge approached, Rhodopis held back to watch from behind some reeds. How amazed she was to see the Pharaoh and her rose-red slipper in the hands of a royal servant! The three sisters pushed others aside to try it on but, once again, no one’s foot fit the tiny shoe.

Just then Rhodopis heard a bird cry on the other side of the reeds. A bright blue kingfisher had accidentally caught itself in a net. Stretching forward, she gently untangled its wings and set it free. It reminded her of another kingfisher from long ago.

The Pharaoh saw this and was curious. Why had this red-haired girl not come forwards with the others? He told his servant to take the slipper to her. As her foot slid in neatly, Rhodopis laughed shyly.

Pharaoh Amasis climbed down from his barge to greet Rhodopis. “Horus chose well. You are kind as well as beautiful,” he said.

The three sisters cried out, “Great Pharaoh, she’s just a slave! She’s not even Egyptian!” Waving them away, Amasis declared that Rhodopis would be his Queen.

It is said that Rhodopis and Charaxos shed tears as they said goodbye. Did she ever see her parents again? We don’t know. But legend says that Rhodopis and her Pharaoh lived happily together for the rest of their lives.

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Lesson 4: Teacher Model

How do Pharaoh Amasis' emotions change throughout the extract? Refer to the text in your answer.

Event	Emotion	Evidence
Horus drops the slipper		
They search for the owner of the slipper		
He spots Rhodopis in the reeds		
The shoe fits Rhodopis		
They get married		

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Lesson 4: Children Apply

How do Rhodopis' emotions change throughout the extract? Refer to the text in your answer.

Event	Emotion	Evidence
She sees the Pharaoh		
She saw the kingfisher		
She tries on the shoe		
She says goodbye to her owner		
They get married		

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

Lesson	5	Vehicle Text & Page	Cinderella of the Nile – all previous extracts

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How is the story similar and different to the traditional European Cinderella?	All previous vocabulary	• Increase their familiarity with a wide range of books and retell some of these orally • Read a range of books that are structured in different ways and read for a range of purposes	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text



Extended Apply Lesson

Activate prior knowledge: Children **Summarise** what happened in the story. Children reflect on their original **Predictions** from the first lesson. Was it what you were expecting?
Teacher to ensure all children are familiar with the plot of the traditional European Cinderella.

Teacher Note:
In this lesson children will need access to:

- All the extracts used during the week
- All the vocabulary learned during the 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 lessons.
•Depending on the time allocated to this lesson select all or some of the following activities.

Vocabulary: Recap and **Clarify** any of the vocabulary the children have struggled with during the week.
Share Anchor Questions: Refer to this throughout the lesson.
Enjoy and Respond to the text: Give children time to **Scan** the previous extracts. Share the illustrations from the Vehicle Text to recap the plot of the whole story.
Written Responses / Evidence Anchor Question:
• In Reading Journals place the Lesson 5: Children Apply Activity sheet. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.
Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the **Anchor Question**
How is the story similar and different to the traditional European Cinderella?
Extended Application Activity 1
Children create a comic strip to **Sequence** the key events in the story.
Extended Application Activity 2
Write a letter from Rhodopis' point of view to her parents telling them all about her experiences.
Extended Application Activity 3
Have a class debate around the question: Which is the best version of Cinderella?

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. What is the main theme of the story?
B. Order the events of the story.
C. Which character do you like the best? Why?

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

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

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Lesson 5: Anchor Question

How is the story similar and different to the traditional European Cinderella?



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Lesson 5: Children Apply

How is the story similar and different to the traditional European Cinderella?	
Similarities	Differences

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Lesson 5: Children Apply Comprehension Question

A. What is the main theme of the story? Tick **one** box.

Jealousy	☐	Hard work	☐
Revenge	☐	Love	☐

B. Put the events of the story in order. Use the numbers 1 to 5. One has been done for you.

Horus steals Rhodopis' slipper

The Pharaoh and Rhodopis get married

The slipper fits on Rhodopis' foot

Rhodopis is kidnapped 1

Rhodopis is sold to a new owner with 3 cruel servants

C. Which character do you like the best? Why?

_____

_____

_____

_____

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Steps to Read™

Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians

Fiction 2



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Teacher Note:

This weekly plan uses the Vehicle Text, Secrets of a Sun King. While this books provides an engaging story, with rich vocabulary, and a meaningful link to the topic of the Ancient Egyptians, there are some elements of it that may be too mature for some younger Year 3 readers.

The extracts chosen for this weekly unit are **all age appropriate** and **suitable for use** with Year 3 children.

However, if you intend to read the whole book out loud to the class please be aware that there are several detailed descriptions of death and the use of a Ouija board in the story.

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

Lesson	1	Vehicle Text	Secrets of a Sun King by Emma Carroll pp. 12 – 14 Adapted Extract

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What vocabulary does the author choose to make the jar sound old and precious?	urge, port, clasp, musty, affordable, different league	• Discuss some words and phrases that capture the reader's interest and imagination • Participate in discussion about both books that are read to them and those they can read for themselves	**2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to **Think Pair Share** what they remember about Howard Carter. Help the children to understand this story is set in the 1922. Give the children the pictures from Lesson 1: Read Activity. Use **Book Talk** to explore how the items could be linked to each other, to Howard Carter, and to 1922. After the **Book Talk** discussion, share the blurb from the Vehicle Text with the children. Make sure children are clear the main character is Lilian, she has a mum and dad and a grandad. The extract they are about to read starts from Lilian's grandad being in hospital and her finding a parcel at his house. She takes it home to her room.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text. Children **Find Read Talk** the words. Teacher to **Clarify** the phrase *'different league'*. Note Y3/4 spelling words – though, breath, caught, guided, imagining, enough, different, extraordinary. Support the children to explore the **Prefixes and Suffixes.**
Explore & respond: Read the adapted extract to the children. Model **Phrasing** and **Stress** to help build the tension as the jar is revealed.
Fluency: Children **Choral Read x 2** using **Phrasing** and **Stress** to emphasis the tension.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 1: Teacher Model / Children Practise and read through. Select a sentence to model **Rereading** for clarity strategy (this can be modelled by ignoring punctuation). **Reread** entire sentence correctly. Example Model Question for demonstration: What vocabulary does the author choose to make the jar sound precious and old?. Explain that this is also the **Anchor Question** and that Teacher will model the type of evidence needed from the first paragraph only. (There is further evidence in the late paragraphs for the children to discover). Teacher circle *'rough wooden box' 'clasp and hinges rusty' 'hadn't been opened for years' 'willing me to look inside'.* Use **Think Aloud** to consider the evidence circled and how it is effective.
Teacher Think: The author describes the box as rough and wooden which makes me think it has been battered and has been around a long time. They also say the hinges are rusty and it looks like it hasn't been opened for years. If it hasn't been opened for years, then that means it must have been around for years. It must be special though, because old boxes don't normally make people feel they just have to open it.
Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Practise Taught Strategies & Skills: Using Lesson 1: Teacher Model / Children Practise, ask the children to read through this with a partner and explore words and phrases that will help them answer the **Anchor Question**. Children to explicitly **Text Mark** by circling words and phrases which provide evidence. They should use **Think Aloud** to discuss the effectiveness of the vocabulary they circle.
Children Explore & Discuss: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Question** to inform the discussions they have about the vocabulary when **Text Marking** them. If children are struggling for evidence consider: *'musty-smelling' 'breath caught' 'most incredible thing' 'fascinating' 'seriously old-looking' 'whole different league' 'grimy with dirt' 'gold' so beautiful, it made me a bit afraid' 'half as magnificent' 'extraordinary'*



Step 4: APPLY

Children Apply 10 mins

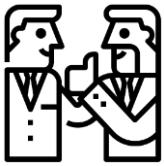
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled and the notes they have made. Children to record their responses. Read the final stanza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

Acceptable Point(s) Anchor Question
• Any of the above evidence or other relevant evidence as long as it is sorted appropriately into implies it is old or special.

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

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Lesson 1: Vocabulary

urge 	try hard to get someone to do something
port 	a strong, dark red type of wine
clasp	a metal object for holding two things together
musty 	smelling wet and unpleasant
affordable 	cheap enough for most people to buy
different league 	much better than anything else

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Lesson 1: Anchor Question

What vocabulary does the author choose to make the jar sound old and precious?

Lesson 1: Fluency

Wrapped in the paper was a rough wooden box. It was about 15cm tall and 5cm deep. It was similar to the ones I'd seen Dad bring home at Christmas with a bottle of port inside. At the top was a lid, the clasp and hinges rusty, like it hadn't been opened for years. It opened now, though, smooth as anything – almost, rather creepily, as if it was willing me to look inside.

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Lesson 1: Teacher Model / Children Practise

This was Grandad's package, not mine, I warned myself. But the urge to look inside was too strong. I opened it.

Wrapped in the paper was a rough wooden box. It was about 15cm tall and 5cm deep. It was similar to the ones I'd seen Dad bring home at Christmas with a bottle of port inside. At the top was a lid, the clasp and hinges rusty, like it hadn't been opened for years. It opened now, though, smooth as anything – almost, rather creepily, as if it was willing me to look inside.

The box was full of musty-smelling straw. Digging my hand in, I could feel something cold and smooth. At first glance, it looked like a metal jar or vase of some sort. I took it out and held it to the light. My breath caught. It was, without doubt, the most incredible thing I'd ever seen.

The jar had a stopper in the top that wouldn't shift. It was fascinating! The stopper was shaped like an animal's head, with a long pointy snout and stand-up ears. I realised it as Anubis, the Egyptian God who guided souls to the underworld. I had seen it in pictures Grandad had showed me, and our many visits to museums. The lid didn't want to come off, though. I tried pulling it, turning it. I even held the whole jar upside down and gave it a little shake. There were no signs that it was meant to open, yet it sounded hollow. I might have been imagining it, but when I shook it, something seemed to move inside.

Now, I'd been in Grandad's shop enough to know a nice object when I saw one, but this jar was seriously old looking. Generally, the things Grandad collected weren't. They were fakes – copies of lovely old things at affordable prices. You could buy them in the street in Egypt, apparently.

This jar was in a whole different league. It was covered all over in little pictures of animals and birds and squiggly lines: hieroglyphics. Though the jar was grimy with dirt, you could see it was made out of gold. To be honest, it was so beautiful, it made me a bit afraid. The only place I'd ever seen things half as magnificent was in cabinets at the British Museum. I couldn't think why my Grandad had been sent something quite so extraordinary.

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Lesson 1: Children Apply

What vocabulary does the author choose to make the jar sound old and precious?



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

Lesson	2	Vehicle Text	Secrets of a Sun King by Emma Carroll pp. 96 – 98 Adapted Extract

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Does the author think secrets are a good or a bad thing? How do you know?	decent, treacle, ajar, tolerate, forcing a smile, stroll	• Identify simple themes and conventions in an increasing range of books • Identify how language and structure contribute to meaning	**2d** Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Children **Think Pair Share** to **Summarise** what happened in the last extract they read. Tell the children that Lilian has now made two new friends called Tulip and Oz and she has told them about the jar. Inside the jar they have found a diary from Tutankhamun's friend. They think the jar may be cursed and has made Lil's Grandad ill. Together they have thought of a plan to get the jar back to Egypt and break the curse by using Tulip's mum's work as a newspaper journalist. Ask the children to **Think Pair Share** about whether they believe in curses.

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

Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text. Children **Find Read Talk** the words. Teacher to **Clarify** the of the phrase *'forcing a smile'*. Getting the children to role play this phrase will help with their understanding. Note Y3/4 spelling words – notice, remember.

Explore & respond: Read through the adapted extract (See Lesson 2: Teacher Model/Children Practise. Model **Intonation** and pay particular attention to the speech marks and expressing character's emotions as they speak. Use **Book Talk** to discuss why the theme of the extract is secrecy.

Fluency: Children **Pair Read x2** the fluency extract (See Lesson 2: Fluency). Children to focus on using appropriate **Intonation** for character's speaking.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use the penultimate paragraph from the extract (See Lesson 2: Teacher Model Activity). Use the **Think Aloud** method to explore how the theme of secrecy is revealed in that paragraph. Example Model Question for demonstration: Does the author think secrets are a good or a bad thing? How do you know? Model crossing out parts of the text that are not important to the theme of secrecy and circling words and phrases that evidence the author's opinions on secrets. See Lesson 2: Teacher Model Activity for the sections to cross out. Teacher to circle *'looked almost lost' 'forcing a smile' 'shaking' 'stuffed them in his pockets' 'muttered'* Teacher to model **Inferring** the author's opinion from the evidence.

Teacher Talks: The author uses a lot of negative language when describing Dad and Lil's body language. She says Dad *'looked almost lost'* and he was *'shaking'*. This makes me think that the author does not like secrets because she thinks they have a negative impact on people's behaviour.

Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Practise Taught Strategies & Skills: Using Lesson 2: Children Practise Activity (containing selected paragraphs from the extract), ask the children to read through this with a partner and explore words and phrases that will help them answer the **Anchor Question**. Children to explicitly cross out parts of the text that are not relevant to the theme of secrecy. They then **Text Mark** by circling words and phrases which provide evidence of the author's view of secrets. They should use **Think Aloud** as they work and use the evidence to **Infer** the author's opinion.

Children Explore & Discuss: Actively encourage children to cross out irrelevant information and locate words and phrases when looking for evidence against the **Anchor Question**. If children are struggling for evidence consider: *'tried my best' 'exhausting' 'head full of Egypt' 'slumped face down' 'couldn't concentrate' 'anxious'*

Step 4: APPLY

Children Apply 10 mins

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

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

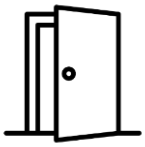
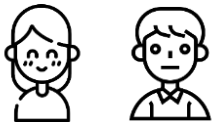
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Rereading, Find Read Talk, Text Marking, Intonation, Paired Reading, Think Aloud, Inference**

Acceptable Point(s) Anchor Question
- The author thinks secrets are a bad thing.
- The phrases imply secrets are hard to keep.
- The phrases imply secrets distract you and you miss good things.
- The phrases imply secrets make people anxious.
- The phrases imply secrets separate people and stop you trusting them.

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

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Lesson 2: Vocabulary

decent 	good enough
treacle 	thick, black, sweet, sticky liquid
ajar 	slightly open
tolerate	let it happen, put up with it
forcing a smile 	smiling when you aren't really happy
stroll 	a slow relaxed walk

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Lesson 2: Fluency

I was all ears: what *were* they on about? It didn't sound like St Kilda's anymore. The kitchen door opened fully. Dad came out, saw me and for a second looked almost lost.
"Oh! There you are!" he said, forcing a smile. His hands were shaking badly. Seeing I'd noticed, he quickly stuffed them in his pockets.
"Dishes are done," I muttered.

Lesson 2: Anchor Question

Does the author think secrets are a good or a bad thing? How do you know?

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Lesson 2: Teacher Model / Children Practise

I wondered how Mr. Carter managed to keep his secrets to himself. All weekend I tried my very best to keep our plans secret. But by Sunday it was getting exhausting.
"What's wrong with that last potato, Lil?" Dad asked as we ate our roast dinner.
"Nothing." I shoved it into my mouth quickly before he could pinch it. I mean, it was a very decent lunch. We had lamb, potatoes roasted in lard, carrots, peas and gravy thick as treacle. Mum was good at roasts, but this one was especially nice, almost as if we were celebrating something. Even with my head full of Egypt, I couldn't fail to notice the effort she had gone to.

When lunch was finished, I went down to wash our dishes under the tap in the backyard, and when I came upstairs again, Mum and Dad were discussing me. Since the kitchen door was ajar, I waited there to listen.
"She could come with us, Reg," Mum was saying. "It might be nice to do it as a family this year."
"What about her schoolwork?" Dad replied. "St Kilda's won't tolerate her falling behind. Sometimes, I wonder if she realises just how lucky she is?"

I groaned. St Kilda's *again*. The work I had to do, the thankfulness I was expected to show. Dad never seemed to talk about anything else.

Except then he said, "We agreed never to tell her, remember?"
"She's older now," Mum pointed out.

I was all ears: what *were* they on about? It didn't sound like St Kilda's anymore. The kitchen door opened fully. Dad came out, saw me and for a second looked almost lost.
"Oh! There you are!" he said, forcing a smile. His hands were shaking badly. Seeing I'd noticed, he quickly stuffed them in his pockets.
"Dishes are done," I muttered.
"Good girl. Your mother and I are popping out for a stroll, all right? It's best that you stay here and get your homework done."

The second my parents left, I slumped face down amongst my schoolbooks. I couldn't concentrate. I was anxious about where they'd gone. They never went out together. Dad went to the pub on a Friday evening and once a month Mum played Scrabble with her work pals: that was it. Where were they?

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Lesson 2: Teacher Model

~~I was all ears: what *were* they on about? It didn't sound like St Kilda's anymore. The kitchen door opened fully.~~ Dad came out, saw me and for a second looked almost lost.

~~"Oh! There you are!"~~ he said, forcing a smile. His hands were shaking badly. Seeing I'd noticed, he quickly stuffed them in his pockets.

~~"Dishes are done,"~~ I muttered.

~~"Good girl. Your mother and I are popping out for a stroll, all right? It's best that you stay here and get your homework done."~~

Lesson 2: Children Practise

I wondered how Mr. Carter managed to keep his secrets to himself. All weekend I tried my very best to keep our plans secret. But by Sunday it was getting exhausting.
“What’s wrong with that last potato, Lil?” Dad asked as we ate our roast dinner.
“Nothing.” I shoved it into my mouth quickly before he could pinch it. I mean, it was a very decent lunch. We had lamb, potatoes roasted in lard, carrots, peas and gravy thick as treacle. Mum was good at roasts, but this one was especially nice, almost as if we were celebrating something. Even with my head full of Egypt, I couldn't fail to notice the effort she had gone to.

The second my parents left, I slumped face down amongst my schoolbooks. I couldn’t concentrate. I was anxious about where they’d gone. They never went out together. Dad went to the pub on a Friday evening and once a month Mum played Scrabble with her work pals: that was it. Where were they?

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Lesson 2: Children Apply

The theme of this extract is secrecy.
Does the author think secrets are a good or a bad thing? How do you know?

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

Lesson	3	Vehicle Text & Page	Secrets of a Sun King by Emma Carroll pp. 184 – 186 Adapted Extract

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Based on the language the author uses would you rather live in Cairo or London? Why? Reference the text in your explanation. **Teacher Model Question:** Which words and phrases effectively describe Cairo?	archway, courtyard, veiled, mosque, haze, dung, shivery thrill	• Discuss some words and phrases that capture the reader's interest and imagination • Identify how language and structure contribute to meaning • Skim to gain an overview of a text, e.g. topic, purpose	**2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Children **Summarise** with a partner what has happened so far in the story. Explain to the children that Lil, Tulip and Oz are all on their way to Egypt with Tulip's mum. She is going to write an article about Carter's discovery of Tutankhamen's tomb. The children are going to try and return the jar to the tomb to break the curse.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Demonstrate how to use **Find Read Talk** to work out the meanings of the words. Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context. Briefly **Clarify** the meanings using the definitions and images on Lesson 3: Vocabulary Sheet. Note Y3/4 spelling words – actually, caught, buildings, busy, women, though, early, strange, imagined, through. Support the children to explore the **Prefixes and Suffixes.**
Explore & respond: Before reading the extract, model **Skimming** it by looking at the opening words/phrases of each paragraph. Model **Inferring** an overview of the extract from this **Skimming.** Read the adapted extract (See Lesson 3: Teacher Model/Children Practise). Get the children to close their eyes and try to picture the view out of the train window as you read.
Fluency: Model how to read the Lesson 3: Fluency extract, using the punctuation to support and using **Intonation** to help paint a picture clearly. Children **Choral Read** the fluency section x2 (see Lesson 3: Fluency).



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use the first three paragraphs of the extract up to "very hot summer's day". Example Model Question for demonstration: Which words and phrases effectively describe Cairo? Teacher to circle *'sand-coloured' 'packed tightly together' 'busy with people going about their lives' 'rising above' 'soft, peachy glow' 'mostly dust' 'haze'* Teacher to model **Think Aloud** to discuss the effectiveness of these words and phrases.
Teacher Talks: The phrase *'soft, peachy glow'* creates a clear image in my mind. It sounds warm and inviting. When the author talks about how the city was *'busy with people'* it helps to make it sound alive and exciting.
Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have the extract, one between two to allow for collaboration, and the **Anchor Question** (see Lesson 3: Teacher Model/Children Practise). Children **Reference the Text** to fill in the Lesson 3: Children Practise Activity table.
Practise Taught Strategies & Skills: Children use **Think Aloud** with a partner to help them make their opinion as to which city they would live in. Children **Text Mark** by circling words and phrases that are evidence for the **Anchor Question**. If children are finding it difficult to locate evidence, they may circle, *'packed tightly together' 'busy' 'soft, peachy glow' 'mostly dust' 'grey, wet London' 'strange and beautiful' 'warm, dusty, animal dung, old apples' 'street's as wide as London' 'expensive-looking' 'all shouting' 'rather dead' 'never seen a dead horse in London' 'no one had moved the poor thing'*



Step 4: APPLY

Children Apply 10 mins

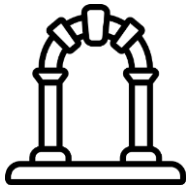
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled and the notes they have made. Children to record their responses.
Feedback on Learning: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

Acceptable Point(s) Anchor Question
- Cairo is too busy and squashed together
- Cairo has a warm, welcoming feeling
- Cairo is dusty and smells of animal dung
- Cairo is beautiful and unusual
- Cairo has expensive-looking buildings
- Cairo has people shouting everywhere just like London
- Cairo has a warm, welcoming feeling
- Cairo has dead horses and London doesn't
- London is grey and wet
- London has wide streets

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

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Lesson 3: Vocabulary

archway 	an open doorway in a curve shape
courtyard	an open space that has buildings around some or all of its sides
veiled 	wearing a covering over your head
mosque 	a place where Muslims worship
haze 	air that is difficult to see through
dung 	animal poo
shivery thrill 	a strong feeling of excitement that makes you shiver

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Lesson 3: Fluency

I'd never seen anywhere, so unlike the grey, wet London I'd left behind. The city was strange and beautiful. Everything I had imagined it might be – and more. Through the little open vent at the top of the window. I could *smell* Cairo: warm, dusty, animal dung, old apples.

Lesson 3: Anchor Question

Based on the language the author uses would you rather live in Cairo or London? Why? Reference the text in your explanation.

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Lesson 3: Teacher Model/Children Practise

An hour and a half later we docked in Alexandria. It was really amazing to be standing on Egyptian land at last: I could've sworn my feet actually *tingled*.

From Alexandria, we caught a train to Cairo. I must've fallen asleep eventually because when I opened my eyes, it was daylight. Oz and Tulip were still asleep. Mrs Mendoza paused in her writing to point her pencil at the window.
"Look!" she whispered. "Cairo!" I sat up, rubbing my eyes.

We were coming into the city. The buildings near the railway line were low, sand-coloured, packed tightly together. Between them were archways leading to little courtyards, alleys, roads, all busy with people going about their lives. I saw men in white robes, veiled women carrying pots on their heads. And rising above it all, every now and then, I'd spot the dome of a mosque. Though it was still early morning, the light had a soft, peachy glow to it. This, I soon realised, was mostly dust, stirred up by carts, donkeys, motor cars and people walking. It was like the sort of haze you get at the start of a very hot summer's day.

I'd never seen anywhere, so unlike the grey, wet London I'd left behind. The city was strange and beautiful. Everything I had imagined it might be – and more. Through the little open vent at the top of the window. I could *smell* Cairo: warm, dusty, animal dung, old apples.

Before long, the train began to slow. Tulip yawned. Oz kicked out his legs and promptly woke up.
"We're here!" he cried, squinting at the window.
"Approaching Cairo station, yes," Mrs Mendoza told him.

The part of the city we were passing through had streets as wide as London's, lined with tall, white, expensive-looking buildings. And like in London there were street sellers, newspaper boys, all shouting above the traffic. Then just before our train slid into the station itself, I spotted a horse lying in the road. It was still wearing its harness and looked rather dead.

I'd never seen a dead horse in London. And the fact no one moved this poor thing reminded me, with a shivery thrill, how far I was from home.

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Lesson 3: Children Practise Activity

Positives of Cairo	Negatives of Cairo
Positives of London	**Negatives of London**

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Lesson 3: Children Apply Activity

Based on the language the author uses would you rather live in Cairo or London? Why? Reference the text in your explanation.

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

Lesson	4	Vehicle Text & Page	Secrets of a Sun King by Emma Carroll pp. 201 - 203 Adapted Extract

Anchor Questions:	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do the author's word choices and sentence structures help emphasis the theme of panic and fear in the extract?	dimmed, billowing, churning, plummeting, sliver, bolt upright, frantic	• Identify simple themes and conventions in an increasing range of books • Identify how language and structure contribute to meaning • Skim to gain an overview of a text, e.g. topic, purpose	**2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to **Summarise** what has happened in the story so far. Remind them that Lil and her friends had been reading a diary from Tutankhamen's friend and it had explained his death. Tell them that had also found his mummified heart in the jar. Explain that they were now walking through the Valley of Kings to try and return the jar to Tutankhamen's private tomb (not the one Howard Carter discovered).

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

Vocabulary: Refer to Lesson 4: Vocabulary Sheet. Demonstrate how to use **Find Read Talk** to work out the meanings of the words. Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context. Briefly **Clarify** the meanings using the definitions and images on Lesson 4: Vocabulary Sheet. Note Y3/4 spelling words – answer, heart, breathe, heard.

Explore & respond: Before reading the extract, give the children an opportunity to **Skim** it by looking at the opening words/phrases of each paragraph. Model **Inferring** an overview of the extract from this **Skimming.** Read the adapted extract (See Lesson 4: Teacher Model/Children Practise). Get the children to close their eyes and try to imagine the feeling the author is creating. **Clarify** why the theme of the extract is panic and fear.

Fluency: Model how to read the Lesson 4: Fluency extract, using the punctuation to support and using **Intonation** to help paint a picture clearly. Children **Choral Read** the fluency section x2 (see Lesson 4: Fluency).



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use the first paragraph of the extract ONLY. Example Model Question for demonstration: How do the author's word choices and sentence structures help emphasis the theme of panic and fear in the extract? Explain that this is also the Anchor Question and that children will be using other parts of the extract to find further evidence to help respond to this question. Model circling words and phrases that develop the theme of panic and fear in the first paragraph only. Teacher to circle *'something' 'One moment' 'huge, billowing wall of dust' 'alarming speed' 'Within seconds' 'in the middle' 'eyes sting' 'couldn't see anything' 'We froze on the hillside' 'plummeting'* Teacher to model **Think Aloud** to discuss the effect the words, phrases, and sentence structures have on the reader.

Teacher Talks: The author uses phrases about time that share a sense of urgency and show how quickly the threat appeared like *'within seconds'*. She also uses a mixture of long descriptive sentences and short sentences like *'We froze on the hillside'* to help make certain moments seem more dramatic. All these choices make the theme of fear and panic clear to the reader.

Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) draw a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have the extract, one between two to allow for collaboration, and the **Anchor Question** (see Lesson 4: Teacher Model/Children Practise). Children only need to **Text Mark** the paragraphs after the first one (the one used by the teacher to model). Children **Text Mark** by circling words and phrases that answer the **Anchor Question**. They may find it helpful to make note of the amount of long and short sentences too.

Practise Taught Strategies & Skills: Children use **Think Aloud** with a partner to discuss how the words and phrases they are circling show the theme of fear and panic. If children are finding it difficult to locate evidence, they may circle, *'so glad to hear her voice' 'tightly' 'didn't prepare me' 'whole sky' 'thunderstorm-dark' 'whipping around' 'nothing to cling to' 'Everywhere was sand' 'just a sliver' 'stood bolt upright, frantic' 'My heart was thumping' 'couldn't breathe' 'terrified'*



Step 4: APPLY

Children Apply 10 mins

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

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

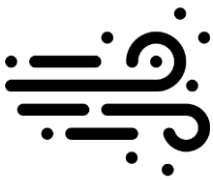
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Find Read Talk, Skimming, Choral Read, Intonation, Think Aloud, Reference the Text, Text Mark**

Acceptable Point(s) Anchor Question
- The author uses words and phrases that create dramatic images
- The author uses words and phrases that make everything sound fast and out of control
- The main character's loose the use of some of their senses
- The words and phrases make the trouble sound like it surrounds them and is overwhelming
- The use of short sentences creates a feeling of panic in the reader
- The author describes the character's body language effectively

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

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Lesson 4: Vocabulary

dimmed 	a light that becomes less bright
billowing 	air, smoke, cloud etc. that rises and moves in a large shape
churning 	something that is like liquid that is swirling and moving
plummeting 	fall suddenly or quickly from a high place
sliver 	a small part or just a little bit
bolt upright 	stand with your back very straight
frantic 	not able to control your emotions because of how frightened or worried you are

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Lesson 4: Fluency

I had no idea how close we were to the edge of the hillside. There was nothing to cling onto. Everywhere was sand. It was in the air. On the ground. In my ears, up my nose, crunching between my teeth. Even when I did open my eyes just a sliver, I couldn't see further than my hand.

Lesson 4: Anchor Question

How do the author's word choices and sentence structures help emphasise the theme of panic and fear in the extract?

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Lesson 4: Teacher Model/Children Practise

Something had happened to the sky. One moment it was low and red, the next it dimmed like it had gone behind a cloud. Only there were no clouds, just a huge, billowing wall of dust coming towards us at alarming speed. Within seconds we were in the middle of a yellow fog. It was hot and gritty. It made my eyes sting and my mouth go powder-dry. Now I really couldn't see anything but swirling, churning sand. We froze on the hillside. One wrong move might send any one of us plummeting to the valley floor.

“Yikes, this is horrible!” Tulip yelled. I was so glad to hear her voice. Even more glad when I felt an arm, then another arm, and Tulip wrapped herself tightly around me, burying her face between my shoulder blades.

“Oz!’ I cried. “Are you there?” I didn’t hear him reply.
“We’ll have to sit it out,” I said, praying that Oz was nearby too, and being sensible. I'd read about sandstorms but that didn't prepare me for what it was like to suddenly be in the middle of one. The whole sky had gone thunderstorm-dark. The wind picked up too, whipping around our heads, blowing sand everywhere. I held my hands over my mouth. Shut my eyes. Behind me, Tulip groaned. “It’s vile!”
“Stop talking!” I told her.

I had no idea how close we were to the edge of the hillside. There was nothing to cling onto. Everywhere was sand. It was in the air. On the ground. In my ears, up my nose, crunching between my teeth. Even when I did open my eyes just a sliver, I couldn't see further than my hand.

I stood bolt upright, frantic: “Oz? Where are you? Answer me if you can hear me!” From somewhere above us came a little cry. Tulip was on her feet now as well.
“Hang on! We’re coming!” I yelled. My heart was thumping. I couldn't breathe. All I knew was Oz was on his own on the hillside, and we had to get to him.

Whether he heard, I had no idea. Wind and sand kept swirling around us. I crept along, half a step at a time, terrified of being too close to the edge of the hill. Tulip crouched behind me. I had to trust the ground beneath my feet. Oz must be nearby. And when I saw a glimmer of blue sky, and the wind began to drop, I almost started to run.

Extract from ©Secrets of a Sun King by Emma Carroll

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Lesson 4: Children Apply

How do the author's word choices and sentence structures help emphasis the theme of panic and fear in the extract?

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

Lesson	5	Vehicle Text & Page	The Secrets of a Sun King by Emma Carroll pp. 236 – 239 Adapted Extract

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What is the main theme of this extract? Reference the text in your answer.	unsure, doubts, rustle, chamber, private, burial place	• Identify simple themes and conventions in an increasing range of books • Skim to gain an overview of a text, e.g. topic, purpose	**2d** Make inferences from the text/explain and justify inferences with evidence from the text



Extended Apply Lesson

Activate prior knowledge: Children **Summarise** what has happened in the story so far. Explain to them that Lil, Tulip and Oz were saved from the sandstorm by an Egyptian boy called Pepe. Lil and Pepe have now found the private tomb of Tutankhamen that his best friends made for him. They are now going to bury his heart in the tomb. Help the children to make a connection to their previous learning about the afterlife from the non-fiction books earlier in this unit.

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

Vocabulary: Share the new vocabulary (see Lesson 5: Vocabulary). Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and explicitly **Text Mark** by underlining them. **Clarify** the meanings using the definitions and images in the Lesson 5: Vocabulary table. Note Y3/4 spelling words – questions, thought, imagining, supposed, important, enough, caught, separate, heart. Support the children to explore the **Prefixes and Suffixes.**

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

Enjoy and Respond to the text: Before reading the extract, give the children an opportunity to **Skim** it by looking at the opening words/phrases of each paragraph. Children independently **Infer** an overview of the extract from this **Skimming.** Read the extract to the children. Use **Book Talk** to help them understand the emotions Lil is feeling in the extract. Ask them if they think this is a satisfying ending to Lil's quest.

Written Responses / Evidence Anchor Question:
• In Reading Journals place the Lesson 5: Children Apply Activity sheet. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

Comprehension Questions for written responses in Reading Journal: Give children the theme cards (See Lesson 5: Children Apply Resources). Make sure children understand all the words on the cards. Children **Think Pair Share** with a partner to connect the evidence they have circled with the possible themes and choose the one they feel is the main theme. Children to write an answer to the **Anchor Question**
What is the main theme of this extract? Reference the text in your answer.

Extended Application Activity 1
Have a class debate around the strongest theme for the extract or perhaps the whole text.
Extended Application Activity 2
Write a letter to Grandad as if you are Lil explaining the adventure you have had and your feelings as you finally delivered the jar to its rightful home.
Extended Application Activity 3
If you were Lil, would you have gone to all that trouble to return the jar? Why?
Extended Application Activity 4
Write a newspaper article imaging what would happen if Howard Carter found the private tomb of Tutankhamen.

Additional Activity: Comprehension Questions for written responses in Reading Journal

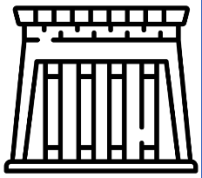
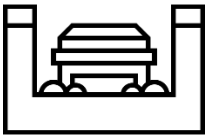
A. *"We're burying the jar here?" Pepe whispered, sounding unsure'* Why do you think Pepe was unsure?
B. What is the name of the god of the underworld?
C. Why do you think Tutankhamen's friends are buried in the tomb with him?

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught across the week i.e. and, **Text Marking, Skimming**, **Inferring, Think Pair Share**
•Responses they have given to the **Anchor Question** & Comprehension Questions

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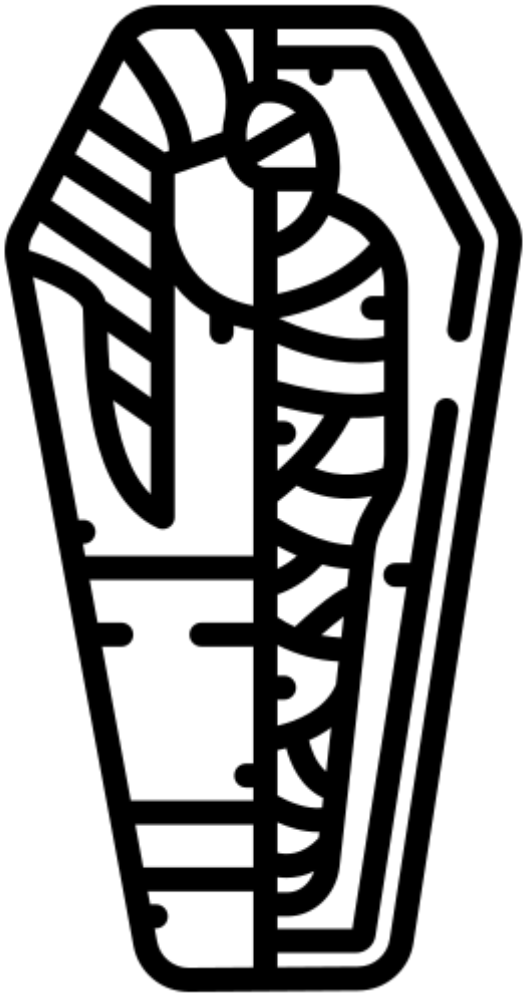
Lesson 5: Vocabulary

unsure 	not certain of something
doubt 	a feeling of not being certain of something
rustle	a noise something life and dry makes when you move it
chamber 	a room
private 	something that belongs to one person and isn't for other people
burial place 	somewhere a dead person is buried

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Lesson 5: Anchor Question

What is the main theme of this extract? Reference the text in your answer.



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Lesson 5: Read

“We’re burying the jar *here*?” Pepe whispered, sounding unsure.
Doubts, as doubts do, chose their moment, and suddenly my head was full of them. What if this *wasn't* the right place? Was I too late? Had Grandad already died? I silenced the questions.
“Yes,” I said. “This is the place.”

There was a rustle of cloth as Pepe dug into his pocket. I knew he now held the jar in his hands. When it started giving off a low, golden light, I thought it was just me imagining it. Yet the glow got stronger. Not quite a torch beam, this was softer, more warming. It lit up Pepe’s face.

As the light grew stronger, we could see we were in a little chamber. The floor was sandy, the walls curved on all sides – not bare rock, but decorated faintly with little figures and flowers. Open-mouthed, I turned slowly to take it all in. With a little bit of light, the tomb was beautiful.

In front of us was an arch that led to another chamber. Above the arch was a picture of a person in white robes, sitting on a throne. He was Osiris, God of the underworld, who, Grandad once told me, was killed by someone in his own family who wanted to take his throne.

There were other pictures - jackals, owls, cobras. To be truthful, I'd seen fancier ancient art back home in the British Museum, yet I'd never felt like this just from looking at it. Seeing it here, in Egypt, where it was supposed to be, meant something deeper – a connection, a sort of tingling in my chest. There was no gold, apart from what Pepe held in his hands. I wondered what Mr. Carter would make of this little place, whether if he saw it now he would think it important enough to dig up. But then, maybe that was the point.

The tomb was private. It was the burial place for a well-loved friend. What I really hoped most of all was that when Pepe and I climbed the steps out of here, no one would ever come down them again.

What caught my eye now was the arch below the Osiris drawing. Looking closer, I saw it wasn't a separate chamber at all, but two stone shelves. On each was a shape, wrapped and wrapped again in cloth.

My throat tightened as I moved closer, the light from the jar growing ever brighter. As Pepe pointed it towards the shelves, I could see what was, in fact, the top of a head. The shape of the body – the shoulders, the hips, the place where the feet would be – was just about visible under the fabric. Another mummified body lay on the shelf below. They were Tutankhamen’s friends, I felt sure of it.

“Are there people buried here?” Pepe asked in a hushed voice.
“Yes, they are all friends.” I started to cry.

I'd expected the tomb to be just for Tutankhamen’s heart, but how stupid of me: without a decent family, his friends *were* his heart. I knew how that felt – not that my family weren't decent, but friends can be as important. And tears aren't always sad, either. Sometimes – like now, for instance – they could be a tangle of all sorts of feelings.

Very gently, Pepe put the jar on the top shelf. The jar seemed too happy – if jars can be that. The light dimmed a little. It flickered, and then, with a fizzing, spitting sound, went out.

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Lesson 5: Children Apply Resources

Jealousy	Friendship	Death
Teamwork	Family love	Kindness
War and Peace	Resolution	Evil

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Lesson 5: Children Apply Activity

What is the main theme of this extract? Reference the text in your answer.

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Lesson 5: Reading Comprehension

A. *"We're burying the jar here?" Pepe whispered, sounding unsure*

Why might Pepe have been unsure?

_____

_____

_____

B. What is the name of the god of the underworld?

Tutankhamen ☐ Anubis ☐

Osiris ☐ Pepe ☐

C. Why do you think Tutankhamen's friends are buried in the tomb with him?

_____

_____

_____

_____

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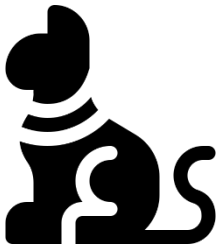
Shared Reading Planning

Year 3

Curriculum Driver: History

Unit E: Egyptians

Poetry



The Naughty Little Egyptian by Mary Mapes Dodge

Ancient Egypt in 19th century poetry – Nicky van de Beek

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

Lesson	1	Vehicle Text & Page	The Naughty Little Egyptian by Mary Mapes Dodge Ancient Egypt in 19th century poetry – Nicky van de Beek Stanzas 1 & 2

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What do we learn about the land of Egypt in these opening stanzas? **B) What do the words 'honoured', deigned', 'sacred', 'gold and precious emeralds', 'temple sparkled', 'golden mats' and 'consecrated floor' tell us about how the Egyptians felt about cats?** Teacher Model Question: What did the family do to look after the sacred cat?	dwelt, honoured, sacred, bathe, deigned, o'er, consecrated	• Confidently retrieve and record information • Identify how language and structure contribute to meaning	**2b** retrieve and record information / identify key details from fiction and non-fiction **2g** identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the title of the poem: The Naughty Little Egyptian. Ask the children to **Think, Pair, Share** what they think the poem might include. For example, can they predict setting / what might happen / character using their background knowledge of the topic? Take brief feedback.

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

Vocabulary: Look at the vocabulary in the first two stanzas. Locate vocabulary and together, with the teacher leading, discuss what they mean. Give them the meanings of deigned (does it – but considers itself too important to do such an act) and consecrated (a religious or holy place). As a whole class **Find, Read, Talk** the rest of the vocabulary.

Explore & Respond: Teacher to read aloud the first two stanzas (see Lesson 1: Read / Teacher Model / Children Practise). Teacher to **Annotate** the two stanzas, as together you work out what has happened in each of them. Teacher note: In stanza 1 draw out that in ancient Egypt, where the pyramids stood, the job of one family was to look after the sacred cat. In stanza 2, it explains what they did to look after it and the precious and sacred temple where it lived. **Don't give too much away about what they do to look after the cat as this is the Teacher Model Question.** Consider together the length of each stanza and the rhyme. Note that this is a narrative poem (it is telling a story) and these stanzas are the introduction to it.

Fluency: Teacher to model reading the first stanza using **Intonation** and **Rhythm.** Children **Choral Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the two stanzas again. Example Model Question for demonstration: What did the family do to look after the sacred cat? Model **Text Marking** and **Think Aloud** in order to answer the question.

Reference the text: Circle *'tend', 'brought the water of the Nile', 'bathe', 'gave it oil and chamomile', 'temple sparkled'.*

Teacher Talks: The family clearly take the job of looking after the cat seriously. They bring it water, clean it, and make sure the environment it lives in is very clean. They also feed it delicacies.

As you talk, complete the Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to use the entire extract to find evidence for the **Anchor Questions**.

Practise Taught Strategies & Skills: For **Anchor Question A**, children **Text Mark** and use **Think Aloud** to find all of the features of Egypt that are mentioned e.g. *'lazy lotus', 'pyramids, vast and grand', 'Nile', 'temple'.*

For **Anchor Question B** children use **Think Aloud** to discuss the words and phrases and what they tell us about how the Egyptians felt about them, e.g. precious, to be looked after, revered, important.

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the **Anchor Question B** and take feedback on what the children have said about the words and phrases the poet has used and how they help us to understand the Egyptian people's feelings about cats.

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, annotate, Text Marking, Intonation, Rhyme, Think Aloud, choral Read**
- responses to the **Anchor Questions**

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Lesson 1: Vocabulary

dwelt	honoured
sacred	bathe
deigned	o’er
consecrated	



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Lesson 1: Fluency

Long, long ago, in Egypt land,
Where the lazy lotus grew,
And the pyramids, though vast and grand,
Were rather fresh and new,
There dwelt an honoured family,
Called Scarabéus Phlat,
Whose duty 't was all faithfully
To tend the Sacred Cat.

Lesson 1: Anchor Question

Anchor Question(s):

A) What do we learn about the land of Egypt in these opening stanzas?

B) What do the words 'honoured', deigned', 'sacred', 'gold and precious emeralds', 'temple sparkled', 'golden mats' and 'consecrated floor' tell us about how the Egyptians felt about cats?

Teacher Model Question:

What did the family do to look after the sacred cat?

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Lesson 1: Read / Teacher Model / Children Practise

The Naughty Little Egyptian Mary Mapes Dodge

Ancient Egypt in 19th century poetry – Nicky van de Beek

Long, long ago, in Egypt land,
Where the lazy lotus grew,
And the pyramids, though vast and grand,
Were rather fresh and new,
There dwelt an honoured family,
Called Scarabéus Phlat,
Whose duty 't was all faithfully
To tend the Sacred Cat.

They brought the water of the Nile
To bathe its honoured feet;
They gave it oil and chamomile
Whene'er it deigned to eat,
With gold and precious emeralds
Its temple sparkled o'er,
And golden mats lay thick upon
The consecrated floor.

©The Naughty Little Egyptian by Mary Mapes Dodge

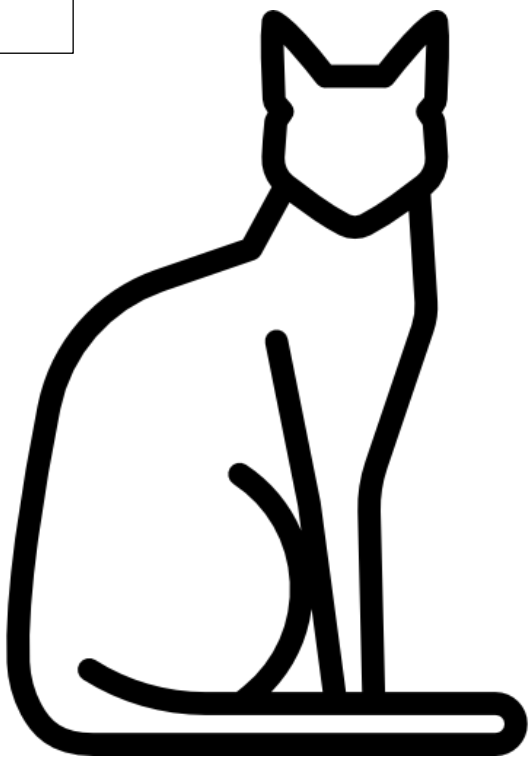
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Lesson 1: Teacher Model

What did the family do to look after the sacred cat?

They bring the cat water from the Nile

They clean it carefully



They keep its home clean

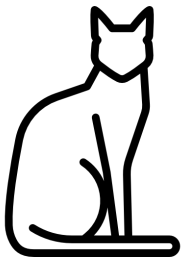
They feed it delicacies

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Lesson 1: Children Apply

A) What do we learn about the land of Egypt in these opening stanzas?

B) What do the words ‘honoured’, deigned’, ‘sacred’, ‘gold and precious emeralds’, ‘temple sparkled’, ‘golden mats’ and ‘consecrated floor’ tell us about how the Egyptians felt about cats?



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

Lesson	2	Vehicle Text & Page	The Naughty Little Egyptian by Mary Mapes Dodge Ancient Egypt in 19th century poetry – Nicky van de Beek Stanzas 3, 4 & 5

Anchor Questions(s):
What impressions of Mrs Scrabeus Phlat do you get from the words, 'smiling, bright and good', 'loved the Sacred Cat', 'joyous pair', 'jolly air', 'never a grumpy syllable', 'neighbours envied them their very jolly air', 'pretty wife', 'smiling'?
Teacher Model Question:
What impressions of Scrabeus Phlat do you get from the words, *'man of cheerful mood', 'held not his trust from love of pelf, For he was very good', 'he thought the Cat a catamount in majesty and strength', 'ever on his bronzed face he wore a look of glee'?*

Vocabulary Teaching:
pelf, catamount in strength and majesty, glee, grumpy syllable, envied them their very jolly air, store, tended

Focus Comprehension & Strategies:
- Identify how language and structure contribute to meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

Focus Content Domain(s):
2g identify / explain how meaning is enhanced through choice of words and phrases
2d make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ — Read to Children 12 mins

Activate prior knowledge: Ask children to **Think Pair Share** what they remember from the first 2 stanzas yesterday and ask them to recall what the Egyptian people thought about cats. Take some notes on the flipchart. If they had the job of looking after really important / magical animals how would they feel? Would they consider it an honour? An important role? Explain the next part of the poem gives us more detail about the couple who had this job in ancient Egyptian times.
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Share the meaning of the word 'pelf' (money) and look at the lines it is featured in to gain full understanding – *'Held not his trust from love of pelf, For he was very good'*. Here we see he is not doing this job for the love of the money – he is a good person who is doing the job because it is important. Also share the meaning of *'catamount in strength and majesty'*. Here, the poet refers to a member of the cat species that is strong and impressive. **Find, Read, Talk** the rest of the vocabulary together.
Explore & respond: Teacher to read aloud the next three stanzas (see Lesson 2: Read / Teacher Model / Children Practise) and **Annotate**, as together you work out what has happened in each of them. Teacher note: Stanza 3 tells us more about Scrabeus Phlat and how he feels about his important job. In stanza 4, we find out more about both of them and stanza 5 is more about Mrs Scrabeus Phlat. Take initial responses as to whether the pair enjoy looking after the sacred cat.
Fluency: Model how to read the Lesson 2: Fluency, using the commas to help with **Pausing.** Children **Choral Read** x2.

Step 2: MODEL — Model to Children 8 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: What impressions of Scrabeus Phlat do you get from the words, *'man of cheerful mood', 'held not his trust from love of pelf, For he was very good', 'he thought the Cat a catamount in majesty and strength', 'ever on his bronzed face he wore a look of glee'?* Use **Think Aloud** as you explain your thinking.
Reference the text: Teacher Talks: *'man of cheerful mood'* I think he is a happy person and he is happy with his job.
Write 'happy' inside the template of the man. Go on to discuss how he was honourable (not just doing it for the money), impressed by the strength of the cat and smiley as he always had a *'look of glee'* on his face.
Add to the Lesson 2: Teacher Model as you talk through your reasoning.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to examine the whole extract - Lesson 2: Read / Teacher Model / Children Practise and read through in pairs. Have the **Anchor Question** to hand too, with the words and phrases to be discussed. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs using **Think Aloud** to consider the word choices and the impressions they give of Mrs Scrabeus Phat.
If children are finding this difficult, consider, *cheerful, always spoke kind words, loving, honourable, jolly, other want to be as happy as her* etc.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Children Apply Activity.
Verbal & Written Responses: Discuss together their impressions of Mrs Scrabeous Phlat. At this point, refer back to the title – The Naughty Little Egyptian. Speculate what might happen in the rest of the poem with such a title. Could Mr or Mrs Phlat be The Naughty Little Egyptian? Why? Why not?
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, Pausing, Annotate, Think Aloud**
- responses to the **Anchor Question**

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Lesson 2: Vocabulary

pelf	catamount in strength and majesty
glee	grumpy syllable
envied them their very jolly air	store
tended	



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Lesson 2: Fluency

And Mrs. Scarabéus Phlat
Was smiling, bright, and good;
For she, too, loved The Sacred Cat,
As it was meant she should.
Never a grumpy syllable
Came from this joyous pair;
And all the neighbours envied them
Their very jolly air.

Lesson 2: Anchor Question

Anchor Question:

What impressions of Mrs Scrabeus Phlat do you get from the words, ***'smiling, bright and good', 'loved the Sacred Cat', 'joyous pair', 'jolly air', 'never a grumpy syllable', 'neighbours envied them their very jolly air', 'pretty wife', 'smiling'***?

Teacher Model Question:

What impressions of Scrabeus Phlat do you get from the words, *'man of cheerful mood', 'held not his trust from love of pelf, For he was very good', 'he thought the Cat a catamount in majesty and strength', 'ever on his bronzed face he wore a look of glee'*?

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Lesson 2: Read / Teacher Model / Children Practise

The Naughty Little Egyptian Mary Mapes Dodge

Ancient Egypt in 19th century poetry – Nicky van de Beek

And Scrabéus Phlat himself—
A man of cheerful mood—
Held not his trust from love of pelf,
For he was very good.
He thought the Cat a catamount
In strength and majesty;
And ever on his bronzèd face
He wore a look of glee.

And Mrs. Scarabéus Phlat
Was smiling, bright, and good;
For she, too, loved The Sacred Cat,
As it was meant she should.
Never a grumpy syllable
Came from this joyous pair;
And all the neighbours envied them
Their very jolly air.

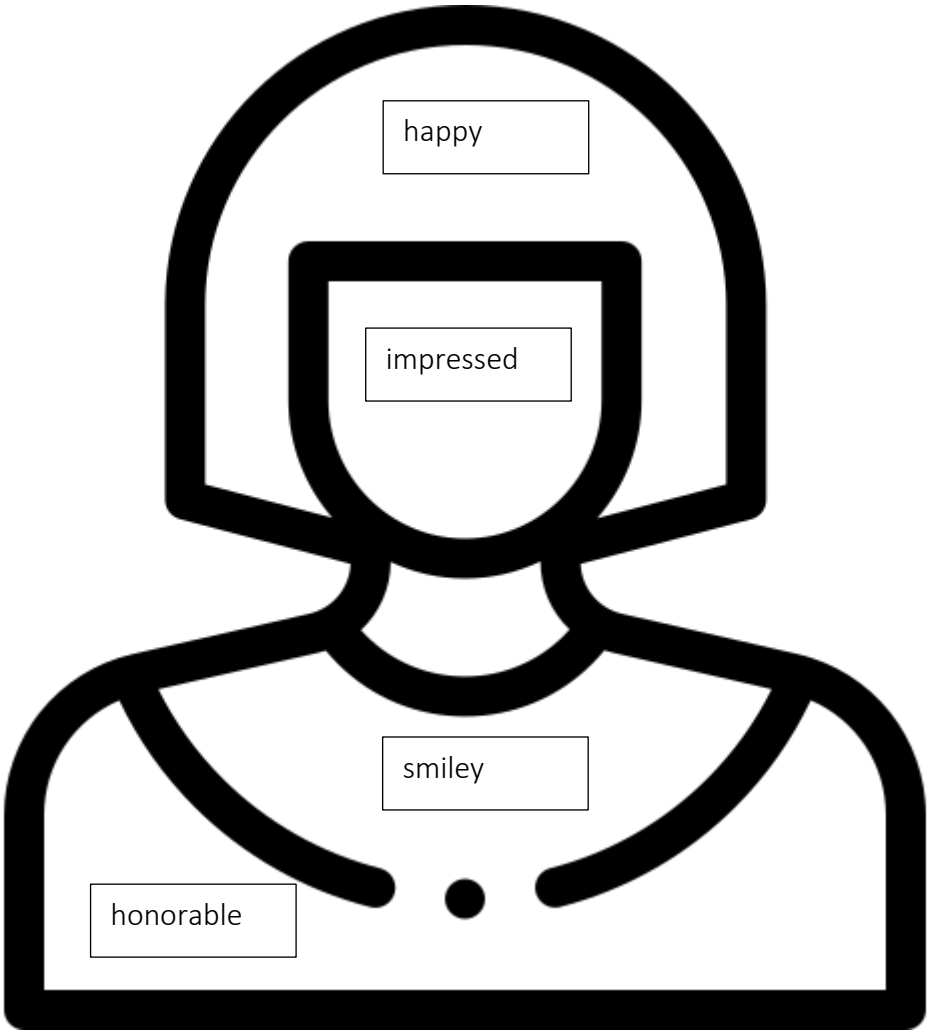
When Scarabéus went to find
the Sacred Cat its store,
The pretty wife he left behind
Stood smiling at the door.
He knew that quite as smilingly
She'd welcome his return,
And brightly on the altar stone
The tended flame would burn.

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Lesson 2: Teacher Model

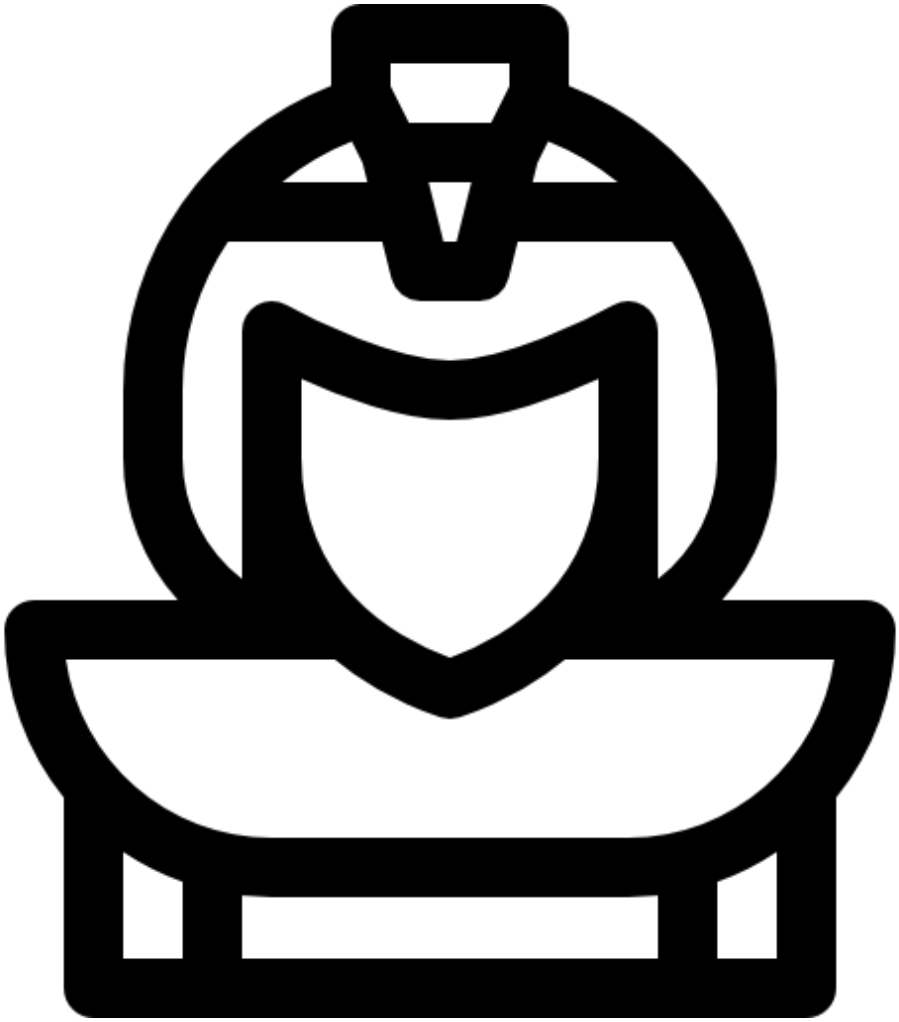
What impressions of Scrabeus Phlat do you get from the words, '*man of cheerful mood', 'held not his trust from love of pelf, For he was very good', 'he thought the Cat a catamount in majesty and strength', 'ever on his bronzed face he wore a look of glee'*?



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Lesson 2: Children Apply

What impressions of Mrs Scrabeus Phlat do you get from the words, ‘smiling, bright and good’, ‘loved the Sacred Cat’, ‘joyous pair’, ‘jolly air’, ‘never a grumpy syllable’, ‘neighbours envied them their very jolly air’, ‘pretty wife’, ‘smiling’?



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

Lesson	3	Vehicle Text & Page	The Naughty Little Egyptian by Mary Mapes Dodge Ancient Egypt in 19th century poetry – Nicky van de Beek Stanzas 6-9

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What do you know about Egyptian life that would explain why the couple served the cat faithfully, no matter how badly it behaved? **B) For what reason did Rameses choose to misbehave?** **C) Who could the Naughty Little Egyptian in the title be? What makes you say this?** Teacher Model Question: How does the boy respond to discipline and what does that tell the reader about his character?	jollity, spoiled, petted, lusciously, t'was, mortal soul, discipline, ill behaved, enslaved	• Connect prior knowledge with context • Retrieve and record some information • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2b** retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ — Read to Children 12 mins

Activate prior knowledge: Read the next stanza (see Lesson 3: Activating Prior Knowledge). Discuss their impressions of the Sacred Cat. How is it different to the couple? Could this be the Naughty Little Egyptian in the title? Why? Why not?
Share Anchor Question(s): Explicitly and refer to this throughout the session.
Vocabulary: Share the meaning of the words '*mortal soul*' (human / person). Children use **Find, Read, Talk** to explore the rest of the vocabulary.
Explore & respond: Read all of extract (See Lesson 3: Read/Teacher Model/Children Practise). Ask children to turn to a partner and **Summarise** what has happened in these three stanzas. Teacher note: the couple have a child who is not well behaved. Recall the impressions we had of the couple from the earlier session. What impressions do they get of the little boy? What makes them say that? Add feedback to a flipchart.
Fluency: Model reading the extract (see Lesson 3: Fluency) using **Pausing** as you use the commas to support understanding. Use your voice for **Expression** as you read the words of the boy. Children **Choral Read** x2 the extract.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question: How does the boy respond to discipline and what does that tell the reader about his character? Use **Think Aloud** to answer.
Reference the text: Circle the following section: '*It wasn't want of discipline, Nor lack of good advice, But just because he didn't care To be the least bit nice'.*
Teacher Talks: It is clear that the boy has been spoken to several times about his behaviour and has been given lots of advice but none of it has made any difference. I get the impression he isn't even trying to be better behaved – he doesn't want to mend his ways.

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 **Text Mark** and work in pairs using **Think Aloud** as they discuss the **Anchor Questions.** As children work, offer feedback. If children are struggling with **Anchor Question A**, ask them what Egyptians felt about cats and how this could help them to answer the question. For **Anchor Question B**, they should circle, *"They'll do the same by me, If I but act like that"* and discuss the fact that the cat is treated really well even though it is badly behaved and he wants to be treated the same way. For **Anchor Question C** they should be talking about the boy and how he is misbehaving.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback. Clarify that they have answered the questions correctly.
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, Summarise, Pausing, Expression, Choral Read, Text Mark, Think Aloud**
- 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 3: Activating Prior Knowledge

The Sacred Cat was different quite;
No jollity he knew;
But, spoiled and petted day and night
Only the crosser grew.
Yet still they served him faithfully,
And thought his snarling sweet;
And still they fed him lusciously,
And bathed his sacred feet.

Lesson 3: Vocabulary



jollity	spoiled
petted	lusciously
T'was	mortal soul
discipline	ill behaved
enslaved	

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Lesson 3: Fluency

Besides he noticed day by day
How ill The Cat behaved,
And how (whatever they might say)
His parents were enslaved;
And how they worshipped silently
The naughty Sacred Cat.
Said he, "They'll do the same by me,
If I but act like that."

Lesson 3: Anchor Question

Anchor Question(s):

A) What do you know about Egyptian life that would explain why the couple served the cat faithfully, no matter how badly it behaved?
B) For what reason did Rameses choose to misbehave?
C) Who could the Naughty Little Egyptian in the title be? What makes you say this?

Teacher Model Question:

How does the boy respond to discipline and what does that tell the reader about his character?

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Lesson 3: Read / Teacher Model / Children Practise

So far, so good. But hear the rest:
This couple had a child,
A little boy, not of the best,—
Rameses, he was styled.
This little boy was beautiful,
But soon he grew to be
So like The Cat in manners,—oh!
'T was wonderful to see!

He might have copied Papa Phlat,
Or Mamma Phlat, as well;
And why he didn't think of that
No mortal soul could tell.
It wasn't want of discipline,
Nor lack of good advice,
But just because he didn't care
To be the least bit nice.

Besides he noticed day by day
How ill The Cat behaved,
And how (whatever they might say)
His parents were enslaved;
And how they worshipped silently
The naughty Sacred Cat.
Said he, "They'll do the same by me,
If I but act like that."

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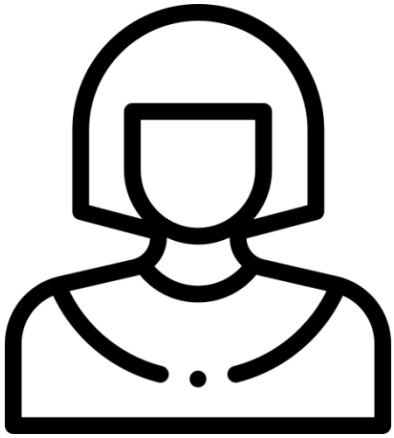
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Lesson 3: Children Apply

A) What do you know about Egyptian life that would explain why the couple served the cat faithfully, no matter how badly it behaved?

B) For what reason did Rameses choose to misbehave?

C) Who could the Naughty Little Egyptian in the title be? What makes you say this?



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

Lesson	4	Vehicle Text & Page	The Naughty Little Egyptian by Mary Mapes Dodge Ancient Egypt in 19th century poetry – Nicky van de Beek Stanzas 10-12

Anchor Questions(s):
A) ***'He snarled, he squalled from night till morn,***
And scratched his mother's eyes'. **Why has the poet chosen to compare the actions of the boy to that of a wild animal?**
B) How are the couple different to the way they were at the start of the poem? Why do you think this is?
Teacher Model Question:
'The Sacred Cat, himself, looked on
In envious surprise.' What does this tell us about how the cat is feeling?

Vocabulary Teaching:
blest, pitying, squalled, look of woe, gloomied all the place

Focus Comprehension & Strategies:
- Discuss many words and phrases that capture the reader's interest and imagination
- Identify how language, structure and presentation contribute to meaning

Focus Content Domain(s):
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Children recall what has happened so far and their thoughts about whether the little boy could be the naughty character. Share the lines, *'The Sacred Cat, himself, looked on In envious surprise.'* What do they think are some of the naughty things the boy might do in the poem that makes even the naughty cat look in surprise? Take brief feedback.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Consider the word *'blest'* and work out together what it might mean. Read it in the context of the line and think about words we use today that it sounds like. Consider what *'squalled'* could mean using **Find, Read, Talk. Clarify** that it is the loud sharp cry that a baby makes. Children **Find, Read, Talk** the rest of the words and briefly **Clarify.**
Explore & respond: Read the stanzas to the children and ask children to turn to a partner and **Summarise** what has happened. Teacher note: They were very happy to have the child to begin with but their treatment by him eventually made them feel sad.
Fluency: Model using **Expression** as you read this sorrowful extract from the poem. Try to use your voice to show the doom and gloom the couple now feel, compared with how cheery they were in earlier stanzas. Children **Choral Read** x2 the same extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Locate the lines from the poem in stanza 11 and circle them. Use **Think Aloud** to explain what it tells you about how the cat is feeling. Example Model Question for demonstration: *'The Sacred Cat, himself, looked In envious surprise.'* What does this tell us about how the cat is feeling?
Reference the text: Teacher Talks: We already know that the Sacred Cat misbehaves, so to look on in enviable surprise suggests that the boy is even more badly misbehaved than the cat. 'Enviable' makes me think that the cat feels like it had thought of such bad behaviour itself – it is almost admiring how badly behaved the boy is.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the extract in pairs and focus on the **Anchor Questions**. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: For **Anchor Question A** children consider *'snarled'*, *'squalled'* and *'scratched'* and how this makes the child sound like something that cannot be tamed. It also emphasises how the boy has observed and is copying the wild ways of the cat. For **Anchor Question B** children to use **Text Marking** to circle key words and phrases that show the sadness / gloominess that the couple now show, e.g. *'wore a look of woe', 'a look of pain they wore', 'no more the wife stood smiling', 'no more...display a jolly face', 'on his brow such sadness sat', 'it gloomied all the place'*. Teacher note: You may want to display / hand out earlier stanzas to remind them of how cheery the couple were originally.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity, by completing the table.
Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence to the table.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Find Read Talk, Clarify, Summarise, Choral reading, Think Aloud, Text Mark**

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Lesson 4: Vocabulary

blest	pitying
squalled	look of woe
gloomied all the place	



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Lesson 4: Fluency

Yes, then, and ever afterward,
A look of pain they wore.
No more the wife stood smilingly
A-waiting at the door.
No more did Scrabéus Phlat
Display a jolly face;
But on his brow such sadness sat
It gloomied all the place.

Lesson 4: Anchor Question

Anchor Questions(s):

A) '*He snarled, he squalled from night till morn,*
And scratched his mother's eyes'. Why has the poet chosen to compare the actions of the boy to that of a wild animal?

B) How are the couple different to the way they were at the start of the poem? Why do you think this is?

Teacher Model Question:

'The Sacred Cat, himself, looked on In envious surprise.' What does this tell us about how the cat is feeling?

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Lesson 4: Read / Teacher Model / Children Practise

At first the parents said: “How blest
Are we, to find The Cat
Glow, humanized, within the breast
Of a Scarabéus Phlat!”
But soon the neighbours, pitying,
Whispered: “’T is very sad!
There’s no mistake,—that little one
Of Phlat’s is very bad!”

He snarled, he squalled from night till morn,
And scratched his mother’s eyes,
The Sacred Cat, himself, looked on
In envious surprise.
And here the record suddenly
Breaks off. No more we know,
Excepting this: That happy pair
Soon wore a look of woe.

Yes, then, and ever afterward,
A look of pain they wore.
No more the wife stood smilingly
A-waiting at the door.
No more did Scrabéus Phlat
Display a jolly face;
But on his brow such sadness sat
It gloomied all the place.

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Lesson 4: Children Apply

A) '*He snarled, he squalled from night till morn,*
And scratched his mother's eyes'. Why has the poet chosen to compare the actions of the boy to that of a wild animal?

_____

_____

_____

_____

_____

B) How are the couple different to the way they were at the start of the poem? Why do you think this is?

Start of the poem	End of the poem

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

Lesson	5	Vehicle Text & Page	The Naughty Little Egyptian by Mary Mapes Dodge Ancient Egypt in 19th century poetry – Nicky van de Beek Stanza 13

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What lesson is the poet giving to little children in this poem? **B) What advice would the couple give to the boy about his behaviour?** **C) Write a list of excuses that the boy would give as to why he is behaving badly. Use the whole poem to help you.**	N/A	• Retrieve and record some information • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2b** retrieve and record information / identify key details from fiction and non-fiction



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: Ask children to turn to a partner and remind themselves of what has happened so far in the poem. We have one stanza left and the poet is going to try and give a message or a lesson to all children reading this poem. What might that lesson be? Children turn to partner and **Think, Pair, Share** their ideas.

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

Share Anchor Question: Refer to these throughout the session.

Enjoy and Respond to the text: Read the text to the final stanza to the children, then read the whole poem as one. **Book Talk** the poem, asking the children what they liked and dislikes and any puzzles and patterns they notice. Share with children the **Anchor Questions** and how to go about completing them.

Written Responses / Evidence Anchor Question(s):
Lesson 5: Children Apply Activity 1: Complete **Anchor Questions A, B and C.**

Additional Activity: Comprehension Questions for written responses in Reading Journal
See Lesson 5: Children Apply Activity 2

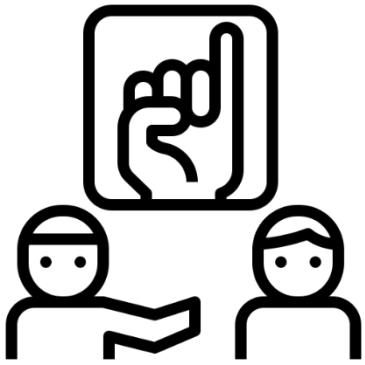
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Pair Read, Text Mark, Think Aloud, Find, Read, Talk**
- responses to the **Anchor Question** & Comprehension Questions

*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 lesson is the poet giving to little children in this poem?
B) What advice would the couple give to the boy about his behaviour?
C) Write a list of excuses that the boy would give as to why he is behaving badly. Use the whole poem to help you.



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Lesson 5: Read / Teacher Model / Children Practise

So, children, take the lesson in,
And due attention give:
No matter when, or where, or how,
Mothers and fathers live,
No matter be they Brown or Jones,
Or Scarabéus Phlat,
It grieves their hearts to see their child
Act like a naughty cat.
And Sacred Cats are well enough
To those who hold them so;
But—oh, take warning of the boy
In Egypt long ago!

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Lesson 5: Children Apply

A) What lesson is the poet giving to little children in this poem?

B) What advice would the couple give to the boy about his behaviour?

C) Write a list of excuses that the boy would give as to why he is behaving badly. Use the whole poem to help you.

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Lesson 5: Children Apply Activity 2

1. *'So children take the lesson in,*
   And due attention give.'
   Underline the two phrases that tell the children they must listen carefully to what she is saying.

   _____

   _____

   _____

2. *'It grieves their hearts to see their child*
   Act like a naughty cat.'
   What does the word 'grieves' mean in these lines?

   _____

   _____

   _____

3. Read the final stanza. Which words tell the reader they must take note of this cautionary tale?

   _____

   _____

   _____

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

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

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

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

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

Also see self-correction.

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

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

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

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

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

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

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

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Think Aloud

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

Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

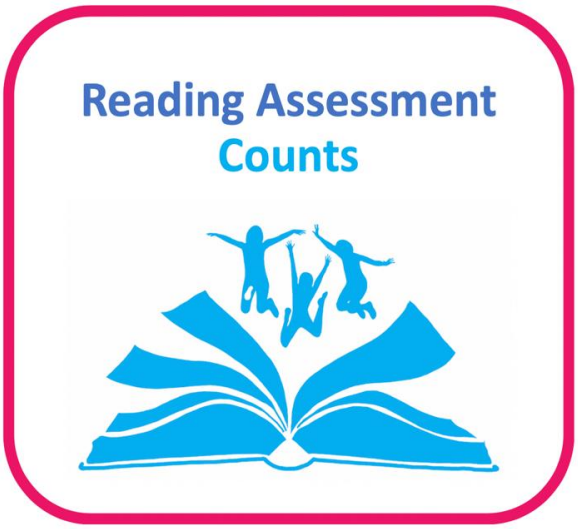
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Reading Curriculum Coverage

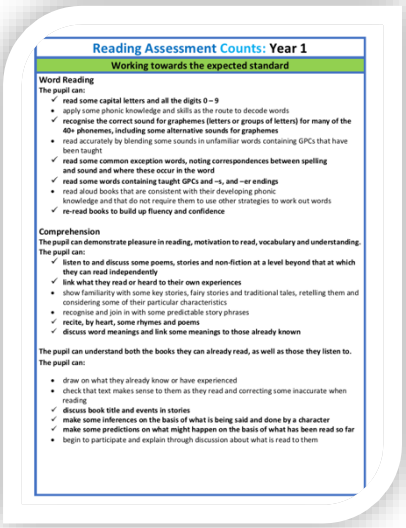


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Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

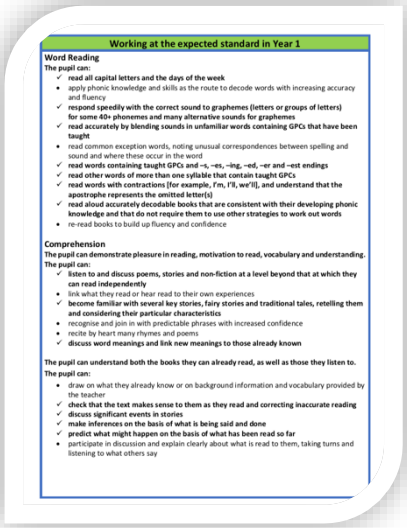
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

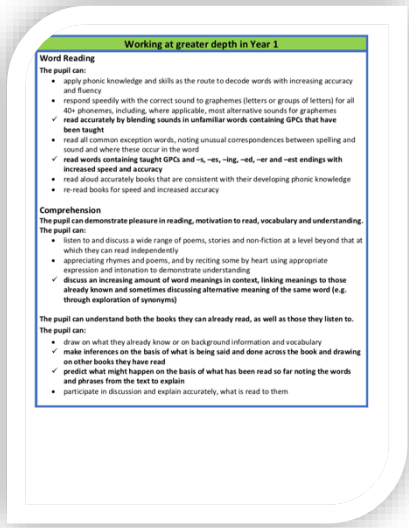
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

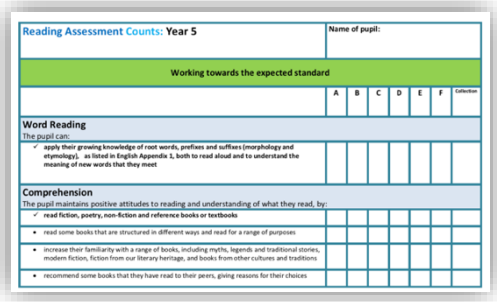
The pupil can:

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

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

The pupil can:

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

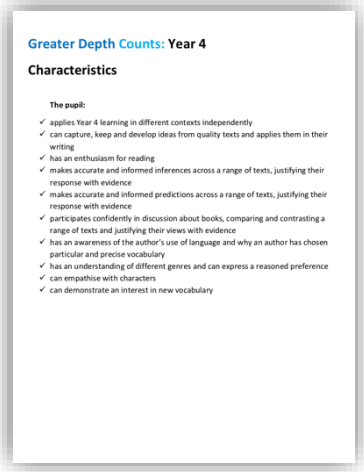


Reading Assessment Counts: **Year 5**

Name of pupil:

Working towards the expected standard

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



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

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

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

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing

Take a look at our connected sister product.

Read to Write™

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

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

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

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

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