Steps to Read™

Shared Reading Planning

Year 4

Curriculum Driver: Geography

Unit E: Europe

LiteracyCounts

Improving outcomes for children

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READ

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

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

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The 4 Steps Teaching Sequence

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

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

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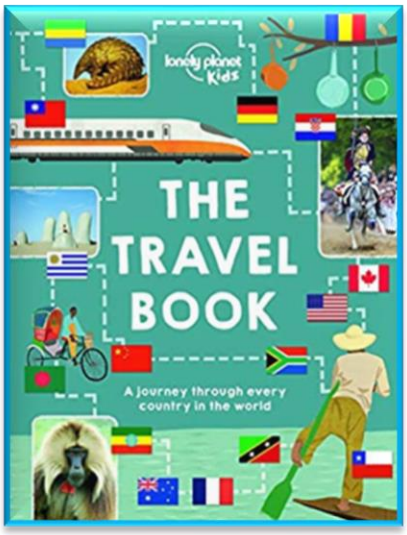
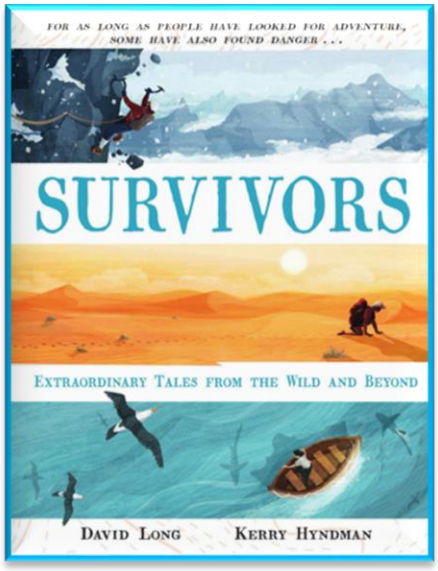
Vehicle Texts for this Unit



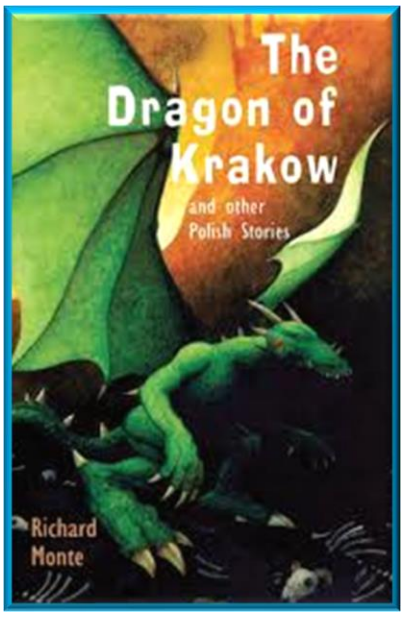


Shared Reading Planning

Year 4

Curriculum Driver: Geography

Unit E: Europe



Non-Fiction Website

&

Online Poetry



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Unit Focus: Comprehension Skills & Strategies

This Year 4 Unit

Word Reading

Build on Previous Year & Focus on:

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

Comprehension

Build on Previous Year & Focus on:

•Read a wide range of books that are structured in different ways and read for a range of purposes
•Discuss many words and phrases that capture the reader's interest and imagination
•Identify how language, structure and presentation contribute to meaning
•Identify themes and conventions in an increasing range of books
•Confidently retrieve and record information from non-fiction

Skills and Strategies

Build on Previous Year & Focus on:

•Recognise and read Year 3&4 Word List
•Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*
•Look for specific information in texts using contents, indexes, glossaries, dictionaries
•Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount*
•Skim to gain the gist of a text or the main idea in a chapter

Content Domains*

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 4 focus on

Comprehension

Throughout Year 4 Focus on:

•Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Read a wide range of books that are structured in different ways and read for a range of purposes
•Begin to use more complex dictionaries to check the meaning of many unknown words that they have read
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
•Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language
•Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action

Skills and Strategies

Apply the following reading strategies with increasing independence:

•Recognise and read *all Year 3&4 W*ord List words with automaticity
•Read texts, including those with few visual clues, increased independence and concentration
•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
•With increased independence develop views about what is read
•Develop positive attitudes to reading and understanding of what is read

Content Domains*

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

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction

Reading Terminology for Pupils

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

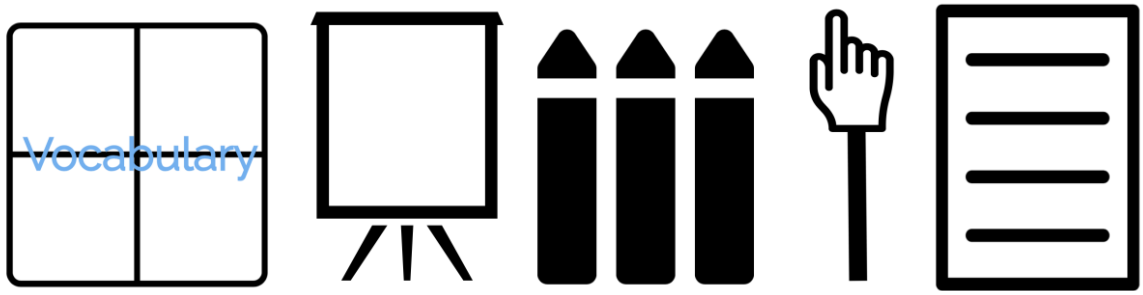
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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Steps to Read™

Shared Reading Planning
Year 4

Unit E: Geography: Europe

Website
Non-Fiction 1

Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com)

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

Lesson	1	Vehicle Text & Page	Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com) It is best to use the actual website

Anchor Question(s):
A)What features does the website have that make it appropriate for children?
B)Where in the world is Europe located?
C)Name 3 countries in Europe
D)What is the highest mountain?
E)What is the longest river?
F)What is the longest coastline?

Vocabulary Teaching: N/A

Focus Comprehension & Strategies:
- Recognise and read Year 3&4 Word List
- Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount*
- Skim to gain the gist of a text

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

Step 1: READ

Read to Children 12 mins

Teacher Note: As one of this lesson's objectives is to **use information on screen**, if possible, the children should access the text on screen on the website in pairs. You may choose to give the children a paper copy of the text to **Text Mark** during the lesson.

Activate prior knowledge: Ask children where they can find out information about Europe. Discuss the fact that websites can also support learning around different subjects. Explain that they will be exploring a website to find out more about Europe. Ask children to Think Pair Share organisational / interactive features they might find when exploring a website.

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

Explore & respond: Begin by sharing the webpage on screen. Ask children to **Skim** read the page to get a gist of what it is about and make any notes on a flipchart in response to their suggestions. Also consider together how the webpage is navigated. Move the cursor over the photographs and sub-headings to see how the reader can make choices about what to read and how to access the information.

Fluency: **Choral Read** x2 the fluency extract, using **Intonation** to aid meaning.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Look at the homepage of the website and share the **Anchor Question**: 'What features does the website have that make it appropriate for children?'

Model how to navigate around the home page and use **Thinking aloud**.

Teacher Talks: Right, so where do I need to start? My eyes are drawn towards the brightly coloured headings and tabs down the side. I wonder why the author of this website has made it so bright and colourful? Is this helpful to me as a reader? Is it to make it attractive to a younger audience? Make **Annotations** as you explore. Also comment on the layout and language used, e.g. '*Our Europe Facts for Kids share lots of interesting and fun facts on the European continent*'. Here, the use of the words 'for kids', 'interesting and fun' might appeal to children.

Reference the Text: On the screen copy, **Text Mark** and discuss the evidence located by:

A) drawing a circle around the words that provide evidence for the model question and **Annotating** short notes around it.

Step 3: PRACTISE

Children Practise 5 mins

Children to explore and discuss: Children continue to answer the first anchor question that has already been discussed as part of the model. Children to examine text on screen or have a hard copy and read through in pairs. One copy of the text / one website page between two encourages collaborative working. Also place all of the **Anchor Questions** on the IWB / Flipchart and encourage discussions. Children record their ideas as **Annotations.**

Practise Taught Strategies & Skills: Actively encourage children to use **Think Aloud** with their partner, as modelled, and to use **Skimming** and **Annotating** when finding the information to answer the questions.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete retrieval questions using the homepage screen on the Lesson 1: Children Apply Activity.

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

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

- use of the strategies taught i.e. **Text Marking, Skimming, Annotate, Intonation, Think Aloud**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Questions:
A)Accept points about layout, language and interactivity that appeal
B)The European continent is located completely in the northern hemisphere and mainly in the eastern hemisphere
D)Mount Elbrus in Russia is the highest mountain in Europe.
E)The Volga River in Russia is Europe's longest river
F)Norway has the longest coastline in Europe

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

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Lesson 1: Fluency

Europe is the second smallest continent in size but the third largest in population. The European continent houses land area of 50 countries. However, of these 50 countries only 44 have their capital city on the European continent!

Lesson 1: Anchor Questions

A)What features does the website have that make it appropriate for children?

B)Where in the world is Europe located?
C)Name 3 countries in Europe
D)What is the highest mountain?
E)What is the longest river?
F)What is the longest coastline?

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Lesson 1: Teacher Model / Children Practise

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Lesson 1: Children Apply

Where in the world is Europe located?
_____ _____ _____ _____

Name 3 countries in Europe
1.
2.
3.

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What is the highest mountain?

What is the longest river?

What is the longest coastline?



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

Lesson	2	Vehicle Text & Page	Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com) It is best to use the actual website

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A)How does the author use language to interest you in visiting these places? **B)Which landmarks are natural?** **C)Which are man-made?**	awe-inspiring, monuments, founded, barren, residence, restoration	• Recognise and read Year 3&4 Word List • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Look for specific information in texts using contents, indexes, glossaries, dictionaries • Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount* • Skim to gain the gist of a text	**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: Use **Summarising** to recap what we learned about Europe in previous session. Encourage children to discuss how they found the information on the website homepage.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary sheet. Explore & respond: Share the Homepage screen with children and explain that the **Anchor Questions** are based upon landmarks. Ask the children which part of the website we could use to try and answer these questions. Model **Skimming** down the homepage looking for a link/picture that will take us to another page on landmarks. **Teacher Note: This is on the right-hand side - Europe Landmarks and Attractions.** Read the opening paragraphs (see lesson 2: Read / Teacher Model) and scroll down the page to get a sense of the different landmarks. Read about two or three of them and explain the children will be able to read more during the session.
Fluency: Children to **Pair Read** the Fluency extract twice using **Intonation.**

Step 2: MODEL

Model to Children 8 mins

Explicitly Model Strategies & Skills: Go back to the top of the Landmarks screen (or use the extract below). Share the **Anchor Question:** How does the author use language to interest you in visiting these places?
Model **Skimming** for the key words and circling them on the text. Model how to answer the question.
Teacher Talks: The first question that addresses the reader: '*Do you know some amazing landmarks in Europe?*' includes the word '*amazing*' which gives me the impression it is somewhere I would want to visit. As I read on it also uses words like '*awe-inspiring*' and '*outstanding*'. Discuss again what awe-inspiring means. Then ask children to choose and discuss the strongest word used to interest us and make us want to read on. Model how to **Stop and Jot** to record words and phrases found in the text.
Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Questions** on an enlarged copy of the text and underline the new vocabulary.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through in pairs and examine more of the text, looking for language that would interest us in visiting a landmark. One laptop/screen between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children **Stop and Jot** a collection of words and phrases of interest that could be used to answer **Anchor Question A.**

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: In pairs, children return to **Anchor Question A** and share the words and phrases that interested them. Consider together why children might have different words to others in their class. Encourage them to explain why the words are of particular interest.
Feedback on Learning: Use assessment for learning to inform feedback to the children. This may include:

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

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

Acceptable Point(s) Anchor Questions:
B) Fjordland, Swiss Alps, Blue Lagoon
C) Eiffel Tower, Neuschwanstein Castle, The Leaning Tower of Pisa, Stonehenge, Acropolis, Fisherman's Bastion, St Peter's Cathedral, Forum Romanun, Hagia Sofia, Sagrada Familia, Reichstag, Atomium, Torre de Belem, London Tower Bridge, Oresund Bridge, Paris Louvre, St Petersburg Summer Palace

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Lesson 2: Vocabulary



awe-inspiring	residence
founded	barren
monuments	restoration

Lesson 2: Fluency

The natural landmarks and physical features as well as man-made attractions that we show below are well known for their unique locations, awe-inspiring natural features or outstanding design and architecture.

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Lesson 2: Anchor Questions

A)How does the author use language to interest you in visiting these places?
B)Which landmarks are natural?
C)Which are man-made?



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Lesson 2: Read / Teacher Model

Do you know some amazing landmarks in Europe?

The natural landmarks and physical features as well as man-made attractions that we show below are well known for their unique locations, awe-inspiring natural features or outstanding design and architecture.



Europe houses 27 countries and there is a vast number of attractions and landmarks on the continent.

There are over 400 UNESCO world heritage sites in Europe with Italy being the leader in having the most UNESCO sites in Europe. Here are some of our favourite monuments and famous landmarks in Europe.

The following landmarks in Europe were chosen as they are attract a huge number of visitors to the region each year. All these landmarks are major tourist attractions in Europe and your kids will love to explore these sites with you.

Extract taken from Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com)

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Lesson 2: Children Practise/Apply

Words and phrases that interest the reader

Natural landmarks

Man-made landmarks

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How does the author use language to interest you in visiting these places?



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

Lesson	3	Vehicle Text & Page	Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com) It is best to use the actual website

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A)How does the author explain to the reader the size of Iceland? B)What language has the author used to interest the reader in the human and physical features of Iceland? C)Describe 3 physical features of Iceland Teacher Model Question: Why do you think the webpage is populated with images and captions?	eruption, hot springs, admire, marvel, geyser, glaciers	• Recognise and read Year 3&4 Word List • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Look for specific information in texts using contents, indexes, glossaries, dictionaries • Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount* • Skim to gain the gist of a text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2g** identify / explain how meaning is enhanced through choice of words and phrases **2b** retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Remind children that we can use this website to find out a plethora of information around Europe. Share the homepage again and explain to children that today we will be focusing on a country that is part of Europe. However, when looking at a map it might be forgotten as part of Europe due to its location. Ask children how we could access a map from this website. Model how to use the right-hand toolbar and how to navigate the maps page. Can children name a country that is part of Europe but not joined by land?

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

Vocabulary: Discuss and explain that some of these are subject specific but for us to understand what we read today we need some understanding. Use **Think, Pair, Share** to allow time for discussion. Refer to Lesson 3: Vocabulary.

Explore & respond: Briefly explore the Iceland webpage before focusing on the extract Lesson 3: Read. Allow children opportunity to consider the layout and use of images.

Fluency: Model reading Lesson 3: Fluency using **Intonation**. Children **Choral Read** Lesson 3: Fluency. Use **Intonation** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher to use **Model Question:** Why do you think the webpage is populated with images and captions? Model **Thinking Aloud** and looking at the webpage.

Teacher Talks: I'm not sure what a geothermal spa is but I can see from the image that it looks like a giant warm lake. There are lots of physical features of Iceland that I have never seen myself before, so the images help me to understand the text and allow me to create imagery. They are also real photographs as this is non-fiction and therefore needs to be factual. Discuss with children how they might feel reading this information if it wasn't split into sections and had accompanying images with captions. Who is the reader of this website?

Reference the text: Circle the words and phrases that are easier to understand through the inclusion of images and captions.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the entire extract (See Lesson 3: Read/Teacher Model/Children Practise) or, ideally, use the web page. One copy of the text / screen between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children to work in pairs to **Text Mark -** circle the key words and phrases which answer the **Anchor Questions**.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Children Apply Activity. Children to use their key words and phrases from their **Text Mark** to orally answer the **Anchor Questions** with a partner.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have circled. Share some of the oral responses. Children to record their responses in writing.

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, Text Marking, Referencing the Text, Intonation, Choral Read**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Questions:

A)gives it an ordinal figure (second largest)
• compares it to 3 other places countries.

B)breath-taking, marvel, admire, be amazed, breath-taking, spectacular

C)geysers, hot springs, geothermal vents, waterfalls, volcanoes,

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

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Lesson 3: Vocabulary

eruption	marvel
admire	hot spring
geyser	glacier

Lesson 3: Fluency

There are also many waterfalls, hot springs, mud pools and geothermal vents, where the heat of the earth comes out from the earth's surface. The energy of the Iceland volcanoes and vents is used by geothermal power stations and supplies the heating to around 85% of all households.

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Lesson 3: Anchor Question

A)How does the author explain to the reader the size of Iceland?

B)What language has the author used to interest the reader in the human and physical features of Iceland?

C)Describe 3 physical features of Iceland.

Why do you think the webpage is populated with images and captions?

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Lesson 3: Read / Teacher Model / Children Practise

Iceland

Iceland lies in the Arctic Region of Northern Europe. Iceland is the second largest island in Europe - after Great Britain. In size, Iceland is slightly bigger than Hungary or South Korea and about the size of the state of Kentucky/USA. To reach Iceland's capital city Reykjavik, it takes a five-hours-flight from New York/USA or a three-hour flight from London/UK.

Iceland is covered by ice, volcanoes, glaciers and geysers. About 11% of the country is covered by glaciers. The country has more than 20 active volcanoes. Grímsvötn and Hekla are Iceland's most active volcanoes. In 2010, the latest major eruption of the island's glaciers took place on the Eyjafjallajökull and in 2011, when Grímsvötn erupted.

The country lies on two tectonic plates along which the volcanoes are located: the Eurasian and North American plates. The lava which came from the volcanoes on the plate borders formed the island. The last land addition to Iceland was formed in 1963: this island is called Surtsey and is located 30km/18.6 miles off the main island. Iceland lies on top of the Mid-Atlantic Ridge and due to the movement of the tectonic plates Iceland grows by about 2.5cm/ 1 inch per year.

There are also many waterfalls, hot springs, mud pools and geothermal vents, where the heat of the earth comes out from the earth surface. The energy of the Iceland volcanoes and vents is used by geothermal power stations and supplies the heating to around 85% of all households.

Did you know that the ice of the glaciers can be up to 1,000m/3280ft thick! Have a look at the thick ice in the picture.

Iceland Attractions

- Take a bath at the Blue Lagoon geothermal spa
- See the spectacular Gullfoss waterfall and the Strokkur geyser which erupts every few minutes and spouts out water up to 30 m/100 ft.
- Hike the breath-taking trails in the Skaftafell National Park
- Admire the many geysers and volcanoes
- Reykjavik: Visit the Hallgrimskirkja church and the National Museum
- Go whale watching. Take a trip from Reykjavik harbour and marvel at the huge humpback whales - only between May to September
- Be amazed by the Northern Lights which can be experienced between November and March

Extract taken from Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com)

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Lesson 3: Children Apply

How does the author explain to the reader the size of Iceland?

What language has the author used to interest the reader in the human and physical features of Iceland?

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Describe 3 physical features of Iceland
1.
2.
3.



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

Lesson	4	Vehicle Text & Page	Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com) It is best to use the website

Anchor Questions(s):
A)Explain what landlocked means.
B)What physical and human features does Switzerland have to offer?
Teacher Model Question:
Explain what makes Switzerland a great place for families.

Vocabulary Teaching: summit, history buff, inhabitants, gradient scenic

Focus Comprehension & Strategies:
- Recognise and read Year 3&4 Word List
- Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount*
- Skim to gain the gist of a text

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

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Explain to children that we will be focusing on another country from Europe. Display the homepage again so children can see it. Describe Switzerland to children and see if they can guess the country. Teacher Talks: The country is a country surrounded by others, it has a mix of weather including snow and palm trees, its flag is made up of two colours and a cross. Reveal country to children and model how to click on a link to that page.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4: Vocabulary sheet.
Explore & respond: Read the Switzerland web page and ask children to Think Pair Share something they have learned about the country. Take brief feedback.
Fluency: Children **Pair Read** x2 the extract. Focus on using **Intonation**.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have enlarged copy of Lesson 4: Fluency or by scrolling down to the bottom of the Switzerland web page. Model answering **Anchor Question** by re-reading the first paragraph (See Lesson 4: Read/Teacher Model/Children Practise) and circling key words and phrases which help answer the question.
Reference the text: Circle the words *'great for families', 'outdoor and barefoot trails', 'bicycle trails', 'outdoor family', 'that's the place to be', 'tons of playgrounds'*.
Teacher talks: there are lots of activities that would appeal to families, particularly involving the outdoors. There are lots of opportunities for play, sport and leisure, e.g. playgrounds and bike trails.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine Lesson 4: Read/Teacher Model/Children Practise or have the Switzerland webpage on a computer screen. One copy of the text / screen between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Children to use **Text Marking** to circle key words and phrases to answer the **Anchor Questions.** If children are struggling talk through what is classed as a natural feature and a manmade landmark.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete the Lesson 4: Children Apply questions applying their answers from the Practise activity.
Verbal & Written Responses: Children work in pairs to orally construct an answer using **Reference the Text** before reading their answers independently during the Apply sections.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Think Aloud, Text marking, Reference the text, Intonation**
- responses to the **Anchor Questions**

Acceptable Point(s) Anchor Questions:
A)Surrounded by land
B)• **Human**: steepest cog railway in Europe, longest and deepest rail tunnel, Museums, fortresses
• **Physical**: highest mountain summits in Europe, longest glacier in Europe, most powerful waterfalls in Europe, lakes

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

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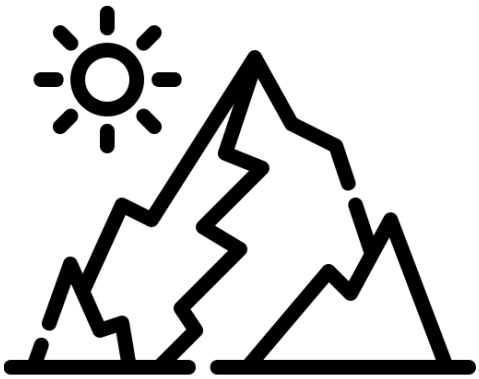
Lesson 4: Vocabulary

summit	history buff
inhabitants	gradient
scenic	



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Lesson 4: Fluency

Switzerland is great for families. There are outdoor and nature barefoot trails and extensive bicycle trails throughout the country. If your family is an outdoor family, then that's the place to be. You can walk, run and there are tons of playgrounds!

Lesson 4: Anchor Question

A)Explain what landlocked means.
B)What physical and human features does Switzerland have to offer?

Explain what makes Switzerland a great place for families.

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Lesson 4: Read / Teacher Model / Children Practise

Switzerland is located in Europe. Switzerland is a landlocked country in Central Europe. The country shares a land border with Germany, Austria, Liechtenstein, Italy and France. The capital city of Switzerland is Bern. However, the largest city of Switzerland is Zürich with a population of 1.3 million inhabitants. Switzerland is about half the size of Austria or slightly less than twice the size of New Jersey/USA.

Interesting Facts about Switzerland

1. Switzerland has **the highest mountains in Europe**. 48 of the mountains are over 4,000 metres/ 13,120 feet high.

2. The Swiss **Aletsch Glacier** is the **longest glacier in Europe**. The glacier is about 23 km/ 14 miles but shrinking every year.

3. The **highest mountain** summit in Switzerland is the **Dufour-Spitze** of Monte Rosa with a height of 4,634 m/ 15,203 ft.

4. The **steepest cog railway in the world** is going up Pilatus mountain in Lucerne. The gradient of the track reaches up to 48%.

5. Switzerland's longest river is the Rhine River with about 375 km/ 233 miles. The Rhine river's source is in the Swiss Alps.

6. The Rhein Falls are the most powerful waterfalls in Europe. They are 23 m/ 75 ft high and 150 m/ 470 ft wide.

Switzerland is great for families. There are outdoor and nature barefoot trails and extensive bicycle trails throughout the country. If your family is an outdoor family, then that's the place to be. You can walk, run and there are tons of playgrounds! If you like museums and middle-aged cities, then you should go to the north. There are many old fortresses and modern and historical museums, so if you're a history buff, take a quick visit to the north like the city of Basel. Nearby is the famous Augusta Raurica, which is a roman archaeological site and an open-air museum. This is the site of the oldest Roman colony on the Rhine. It was founded in 44 BC.
In the south, there are lakes and palm trees. You can swim, take boat rides and much more fun. If you want to see palm trees and take a swim, south is the place to be. The region is called *Ticino* and its main language is Italian. Lake Maggiore has at least two islands and Brissago island has a botanical garden on it that can be visited. Zip lining and various aerial adventure parks as well as the Glacier Express train, which runs through scenic mountain landscape, can be accessed in the centre of Switzerland.

Extract taken from Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com)

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Lesson 4: Children Practise

Physical features	Human features

Explain what ‘landlocked’ means

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Lesson 4: Children Apply

A) Find and copy **one word** that tells us Switzerland is surrounded by other countries.

_____

B) Write down **three** things you are told about Switzerland

1. _____
2. _____
3. _____

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

	True	False
Zurich is the capital of Switzerland.		
Rhein Falls is the largest waterfall.		
Switzerland has the highest mountains in Europe.		
Switzerland is great for families.		

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

Lesson	5	Vehicle Text & Page	Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com) It is best to use the website

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Explain what you think mountainous means. **B) Compare the location and size of Greece to Iceland.** **C) What would attract tourists to Greece?**	voyage, picturesque, monument, prominent, archipelago	• Recognise and read Year 3&4 Word List • Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* • Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount* • Skim to gain the gist of a text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2g** identify / explain how meaning is enhanced through choice of words and phrases **2b** retrieve and record information / identify key details from fiction and non-fiction **2h** make comparisons within the text



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Vocabulary
- Lesson 5: Application Activities
- 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: Revisit the webpage and ask children to explain to you the features of the page and how children (targeted readers) are expected to navigate it.

Vocabulary: Explore the vocabulary in the context of the extract (See Lesson 5: Vocabulary and Lesson 5: Read). Recap the word 'scenic' from previous vocabulary sessions too. Note that an archipelago is a group of small islands.

Share Anchor Question: Refer to these throughout the session.

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

Written Responses / Evidence Anchor Question(s):
Lesson 5: Children Apply Activity 1: Children **Stop and Jot** evidence from the text to answer B and C. Record it in a **Mind Map** with words and phrases from the text.

Additional Activity: Comprehension Questions for written responses in Reading Journal
See Lesson 5: Children Apply Activity. Children answer the comprehension questions applying their knowledge from the text.

Additional Activity 2: Writing
Choose one country we have read about this week (Iceland, Switzerland or Greece) and then write a short paragraph about the country that would interest the reader into visiting this country. Include the words and phrases that we have identified over the lessons that interest the reader.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Pair Read, Choral Read, Text Mark, Stop and Jot**
- 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: Vocabulary

voyage	picturesque
monument	prominent
archipelago	

Lesson 5: Anchor Question

A)Explain what you think mountainous means.

B)Compare the location and size of Greece to Iceland.

C)What would attract tourist to Greece?



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Lesson 5: Read / Teacher Model / Children Practise

Greece is a country in south-eastern Europe. The country is situated on the Balkan peninsula. The country shares land borders with four countries: Albania, North Macedonia, Bulgaria and Turkey.

Greece is a mountainous country as you can see on the map. Mountains cover 80% of the country. The two major mountain ranges are the Pindus and the Taurus mountains.

Greece is located in the Mediterranean Sea. The Greek coastline borders the Ionian Sea and the Aegean Sea as well as the Libyan and Crete Seas in the south. The country consists of the mainland with two peninsulas Peloponnese (in the southwest) and Chalkidiki (in the northeast). Greece also includes an archipelago of about 6 000 islands with Crete being the largest island. Greece is slightly smaller in size than the state of Alabama/USA.

Greece has a mild and temperate climate with wet and colder winters and hot and dry summers.

Interesting Facts about Greece

- Athens is known as the **oldest capital city in Europe**. Athens is named after Athena, the Greek goddess of wisdom.
- Greece has **one of the longest coastlines in the world, and the longest coastline** in the Mediterranean with 13 676 km/ 8 498 miles.
- **Crete is the largest island** of Greece.
- The **Corinth Canal is 6 km/ 3.7 miles long** and shortens the voyage across the isthmus of Corinth by 325 km/ 202 miles.

Landmarks and Attractions

Among the most well-known monuments of Ancient Greece are the Acropolis in Athens and its Parthenon temple, the Sanctuary of Delphi, the ruins of the Olympic stadium in Olympia and the Shrine and Theatre of Asklepios in Epidaurus. Besides the ancient Greek monuments, Greece is known for its scenic landscapes with picturesque villages and stunning beaches such as Elafonissi Beach on the island of Crete. The windmills on the island of Mykonos were built in the 16th century and are a prominent landmark.

Extract taken from Europe Facts | Kids World Travel Guide | Geography | Landmarks (kids-world-travel-guide.com)

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Lesson 5: Activity 1





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Lesson 5: Children Apply Activity 1

A) ‘Greece is a mountainous country….’

What does this tell us about the physical features of Greece?

_____

_____

_____

B) Compare the size and locality of Iceland and Greece by completing the table below.

	Iceland	Greece
Locality		
Size		
Surrounded by		

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What would attract tourist to Greece?

Thinking about the 3 countries you have looked at this week, match the statement to the correct country.

Greece	The country lies on two technic plates
Iceland	Oldest capital city Europe
Switzerland	The country is landlocked

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Lesson 5: Children Apply Activity 2

Choose one country we have read about this week (Iceland, Switzerland or Greece) and then write a short paragraph about the country that would interest the reader into visiting this country. Include the words and phrases that we have identified over the lessons that interest the reader.

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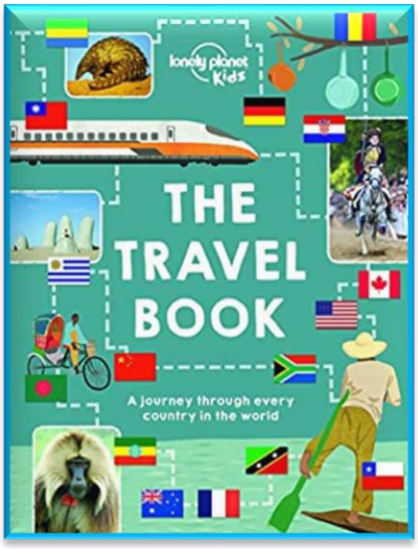
Shared Reading Planning

Year 4

Curriculum Driver: Geography

Unit E: Europe

Non-Fiction 2



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

Lesson	1	Vehicle Text & Page	The Travel Book by Malcom Croft - France p.78

Anchor Questions(s):
A) Name three countries that are joined to France.
B) How many baguettes are sold every year in France?
C) Using the index on page 210 locate where France is on the map.
D) Why might the Tour de France be considered a race of endurance?
Model Question:
How long can you expect to live for in France?

Vocabulary Teaching:
legend, outskirts, astonishing, endurance, literary masters

Subject specific:
croissant, crescent, aristocrats, culinary

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Confidently retrieve and record information from non-fiction
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Source a globe or use Google maps and briefly indicate where different continents are around the world. Pay particular attention to Europe. Through **Think Pair Share** encourage children to quickly name as many countries as they can that are part of Europe, this may include prior knowledge of holidays, last week's learning etc. Now introduce the Vehicle Text front cover and discuss with the children why such a book would be needed by anyone. Briefly familiarise the children with the layout, noting the way in which the text is structured by discussing the following: contents page, front cover, glossaries, title, indexes, glossaries, and explain their function. Look for specific information in texts using the Europe section of the contents page and the country France (and can be found on page 78). Examine additional features found on this page and its layout, noting the way in which the text is structured by discussing the following: bold print words, titles, pictures, captions, arrows, charts and titles etc.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss, define and explain where these are located within the text and refer to Lesson 1 Vocabulary sheet.
Explore & Respond: Now read *all* of p.78 paying attention to new vocabulary. Point to different sections whilst reading through and discuss with children. Fluency: **Choral Read** x2 the section titled Tour De France (see lesson 1 Fluency). Point to words being read and encourage attention to punctuation when reading.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains unfamiliar or unusual correspondences between spelling and sound. Note any prefixes and suffixes and then known GPCs. **Reread** entire sentence correctly. Select another sentence that contains an unfamiliar word and talk about its word class and etymology. Use **Read Ahead** to support what the word could mean in the context of the sentence (avoid words that are that are not written in English). Example Model Question for demonstration: How long can you expect to live for in France?
Model using **Think Aloud** on the question, noting that the words 'live' and 'expect' are clues. Now model locating information on the illustration (page 78 section and read. Model locating and circling the words and phrases that provide the answer (i.e. '*expectancy 81.66*'). Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the example model question on an enlarged copy of the text and underline the new vocabulary taught.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract titled France and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these. Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle green evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 1: Apply Activity.
Verbal & Written Responses: As a class, return to the questions to check responses and where they were located and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions and encourage children to write complete answers.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading** •Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- Germany, Italy, Spain, Switzerland Luxembourg, Belgium

Acceptable Point(s) Anchor Question B
- 10 billion/156 baguettes per person

Acceptable Point(s) Anchor Question D
- race is 3500 km (2200 MI)
- 23 days

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

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Lesson 1: Vocabulary

Technical Words	Definition
croissant	A roll made of sweet flaky dough, eaten for breakfast.
crescent	A shape of a single curve that is broad in the centre and narrows to a point at each end.
aristocrats	People born into royalty or with important titles or roles in a country can also be thought of as upper class.
culinary	Linked to cooking and preparing food e.g. culinary skills.



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New Vocabulary	
literary masters	outskirts
legend	astonishing
endurance	

Lesson 1: Fluency

Tour de France

The world's most astonishing race of endurance and human spirit, the Tour de France has been around for more than a century! Every July, brave cyclists race approximately 3500 KM (2200 mi) around France in a series of stages over 23 days.

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Lesson 1: Anchor Questions

A) Name three countries that are joined to France.
B) How many baguettes are sold every year in France?
C) Using the index on page 210 locate where France is on the map (Teacher Demonstration)
D) Why might the Tour de France be considered a race of endurance?

Model Question:

How long can you expect to live for in France?

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Lesson 1: Children Apply Activity

A) Name three countries that are joined to France.

1. _____

2. _____

3. _____

B) How many baguettes are sold every year in France?

D) Why might the Tour de France be considered a race of endurance? Name **two** reasons
1
2

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

Lesson	2	Vehicle Text & Page	The Travel Book by Malcom Croft – Italy p.82

Anchor Questions(s):
A) Explain what makes the Colosseum's design interesting?
B) The word garnished is closest in meaning to…
C) Where in Italy is the 'floating city'?
D) Use the text to decide whether the statements are true or false.
Model Question:
What's the population size of Italy?

Vocabulary Teaching:
ruins, re-enactment, wishing well, overachiever, garnished
Subject specific:
empire, civilisation, Colosseum

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Confidently retrieve and record information from non-fiction
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
2a give / explain the meaning of words in context
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Through **Think Pair Share** encourage children to quickly name as many things that they know about Italy, its location, it's culture and food etc. Briefly familiarise the children with the layout of this non-fiction text, noting the way in which it is structured by discussing the following: contents page, front cover, glossaries, title, indexes, and explain their function. Look for specific information in texts using the Europe section of the contents page and the country Italy (that can be found on page 82). Examine additional features found on this page - its layout, noting the way in which the text is structured by discussing the following: bold print words, titles, pictures, captions, arrows, charts and titles etc.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss, define and explain where these are located within the text and refer to Lesson 2 Vocabulary sheet.
Explore & Respond: Now read *all* of p.82 paying attention to new vocabulary. Point to different sections whilst reading through and discuss with children. Fluency: **Choral Read** x2 section titled The Colosseum (see Lesson 2 Fluency). Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains an unfamiliar or unusual correspondence between spelling and sound. Note any prefixes, suffixes and then known GPCs within the word to work out how to say and its meaning. **Reread** entire sentence correctly. Select another sentence that contains an unfamiliar word and talk about its word class and etymology (avoid words that are that are not written in English). Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: What's the population size of Italy? Model using **Think Aloud** on the question, noting that the word 'population' is a clue. Now model locating information on the map that resembles a card and read. Model locating and circling the words and phrases that provide the answer (i.e. '*pop. size 59, 831,093*).
Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the example model question on an enlarged copy of the text and underline the new vocabulary taught.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract titled Italy and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle green evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Apply Activity. (NB Alternatively, teacher to take responses collectively and scribe children's collective responses on flip chart paper). Verbal & Written Responses: As a class, return to the questions to check responses and where they were located and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions or encourage children to write their own full answers.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading** •Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- 80,000 ancient Romans could fit inside
- be emptied in less than one minute
- can still use stadiums today

Acceptable Point(s) Anchor Question B
- decorated

Acceptable Point(s) Anchor Question C
- Venice

Acceptable Point(s) Anchor Question D
- true, false, false, true.

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

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Lesson 2: Vocabulary

Technical Words	Definition
empire	A country or places grouped together that are ruled by someone.
civilisation	A country or a place that is better developed and more organised
coliseum	A large theatre, cinema or stadium

New Vocabulary	
re-enactment	wishing well
garnished	ruins
overachiever	

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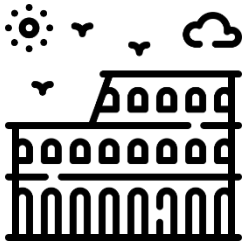
Lesson 2: Fluency

The Colosseum

Rome has many ancient ruins from its powerful empire, founded over 2000 years ago, but it's the Colosseum that's the mightiest. As many as 80,000 ancient Romans could fit inside, often to watch gladiators do battle.



Lesson 2: Anchor Questions

A) Explain what makes the Colosseum's design interesting?

B) The word garnished is closest in meaning to…

C) Where in Italy is the 'floating city'?

D) Use the text to decide whether the statements are true or false.

Model Question:

What's the population size of Italy?

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Lesson 2: Children Apply Activity

A) Explain what makes the Colosseum's design interesting? Name **two** things

1. _____

2. _____

B) 'Margarita pizza is garnished with tomatoes mozzarella and basil.'
In this sentence, the word garnished is closest in meaning to…

Tick one.

baked	☐
decorated	☐
sliced	☐
placed	☐

C) Where in Italy is the 'floating city'?	

D) Use the text to decide whether the statements are true or false.

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

	True	False
Leonardo da Vinci painted the Mona Lisa.		
Throwing a coin in the Trevi Fountain means you'll never go back to Rome.		
There are more than 150 canals in Venice.		
Fruit fights using oranges always happens in February.		

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

Lesson	3	Vehicle Text & Page	The Travel Book by Malcom Croft – Netherlands p.47

Anchor Questions(s):
A) Why is Netherlands referred to as one of the low countries.
B) The word tragically is closest in meaning to…
C) Write down three 'amazing things' to do in Netherlands
D) Name two things you must do when playing the game Fierljeppen
successfully?
Model Question:
How is the Royal Palace held up? Name two things.

Vocabulary Teaching:

translated, tragically, icon, excess water, pressured

Subject specific
originated, outbreak

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Confidently retrieve and record information from non-fiction
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
2a give / explain the meaning of words in context
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
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 illustrations with the children of Amsterdam canals, tulips and windmills. Allow brief discussion time to see if children can connect these pictures to a particular country. Now locate the Netherlands on a globe / online map. Through **Think Pair Share** encourage children to quickly name as many things that they know about the Netherlands, its location, its culture and food etc. Briefly familiarise the children with the layout of this non-fiction text noting the way in which the text is structured by discussing the following: contents page, front cover, glossaries, title, indexes, glossaries, and explain their function. Look for specific information in texts in the Europe section of the contents page and the country of The Netherlands (found on page 47). Examine additional features found this page its layout, noting the way in which the text is structured by discussing the following: bold print words, titles, pictures, captions, arrows, charts and titles etc.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss, define and explain where these are located within the text and refer to Lesson 3 Vocabulary sheet.
Explore & Respond: Now read *all* of p.47, paying attention to new vocabulary. Point to different sections whilst reading through and discuss with children. Fluency: **Choral Read** x2 fluency (see Lesson 3 Fluency). Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains an unfamiliar or unusual correspondence between spelling and sound. Note any prefixes, suffixes and then known GPCs within the word to work out how to say and its meaning (avoid words that are that are not written in English). **Reread** entire sentence correctly. Select another sentence that contains an unfamiliar word and talk about its word class and etymology. Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: How is the Royal Palace held up? Name two things. Model using **Think Aloud** on the question, noting that the word 'Royal Palace' as a clue. Now model locating information on the illustration of the Royal Palace (page 47 section and read). Model locating and circling the words and phrases that provide the answer (1. Perched 2. 13,659 poles). Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the example model question on an enlarged copy of the text and underline the new vocabulary taught.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract titled Netherlands and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these. Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle green evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Apply Activity. (NB Alternatively, teacher to take responses collectively and scribe children's collective responses on flip chart paper). Verbal & Written Responses: As a class, return to the questions to check responses take feedback on any notes the children have made.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading** •Responses they have given to the **Anchor Question**
*terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Acceptable Point(s) Anchor Question A
- It's a flat country
- below sea level

Acceptable Point(s) Anchor Question B
- sadly

Acceptable Point(s) Anchor Question C
- windmills (in Zaanes Schans not essential)
- Tulip gardens (in Keukenhof not essential)
- Historic canals (Amsterdam not essential)

Acceptable Point(s) Anchor Question D
- Born with a long pole/in your hand
- Leap over the water
- climb up the pole

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Lesson 3: Vocabulary

Technical Words	Definition
originated	where or when something started
outbreak	a sudden occurrence of something unwelcome, such as war or disease

New Vocabulary	
pressured	translated
tragically	icon
excess	

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Lesson 3: Fluency

From the windmills to the famous Tulip Gardens and Amsterdam's historic canals, the Netherlands is packed with amazing things to see.

Lesson 3: Anchor Questions

A) Why is Netherlands referred to as one of the low countries.
B) The word tragically is closest in meaning to…
C) Write down three 'amazing things' to do in the Netherlands.
D) Name two things you must do when playing the game 'Fierljeppen' successfully?

Model Question:

How is the Royal Palace held up? Name two things.



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Lesson 3: Children Apply Activity

A) Why is Netherlands referred to as one of the low countries? Name two things

1. _____

2. _____

B) '*Tragically though, he only sold one of them during his lifetime.*'
In this sentence, the word tragically is closest in meaning to…

Tick one.

fortunately	☐
thankfully	☐
pleasingly	☐
sadly	☐

C) Write down three 'amazing things' to do in the Netherlands.
1
2
3

D) Name two things you must do when playing the game 'Fierljeppen' successfully?

1. _____

2. _____

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

Lesson	4	Vehicle Text & Page	The Travel Book by Malcom Croft – Norway p.49

Anchor Questions(s):
A) How is this page organised to help you find information? Match the feature to its explanation.
B) Name 2 interesting facts about the most famous fjord.
C) Name two countries that are joined to Norway.
Model Question:
What is a glacier?

Vocabulary Teaching:
inherit, concentration, daredevil, vaults,
Subject specific
glacier, fjords, boulder

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Confidently retrieve and record information from non-fiction
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
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 illustrations with the children of glaciers and fjords. Allow brief discussion time to see if children can connect these pictures to a particular country. Now locate Norway on a globe / online map. Briefly familiarise the children with the layout of this non-fiction text, noting the way in which the text is structured by discussing the following: contents page, front cover, glossaries, title, indexes, and explain their function. Look for specific information in texts using the Europe section of the contents page and the country of Norway (found on page 49). Examine additional features found this page its layout, noting the way in which the text is structured by discussing the following: bold print words, titles, pictures, captions, arrows, charts and titles etc.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss, define and explain where these are located within the text and refer to Lesson 4 Vocabulary sheet
Explore & Respond: Now read *all* of p.49 paying attention to new vocabulary. Point to different sections whilst reading through and discuss with children. Fluency: **Choral Read** x2 fluency extract (see Lesson 4 Fluency). Encourage attention to punctuation when reading.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains an unfamiliar or unusual correspondence between spelling and sound. Note any prefixes, suffixes and then known GPCs within the word to work out how to say and its meaning (avoid words that are that are not written in English). **Reread** entire sentence correctly. Select another sentence that contains an unfamiliar word and talk about its word class and etymology. Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: What is a glacier? Model using **Think Aloud** on the question, noting that the word 'glacier' as a clue. Now model locating information (next to the image of the glacier). Model locating and circling the words and phrases that provide the answer (1. '*massive chunks of slow moving ice*').
Reference the text: **Text Mark** explicitly by circling the words that provide evidence for the example model question on an enlarged copy of the text and underline the new vocabulary taught.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract entitled Norway and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle green evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 4: Apply Activity. (NB Alternatively, teacher to take responses collectively and scribe children's collective responses on flip chart paper). Verbal & Written Responses: As a class, return to the questions to check responses and where they were located and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions or encourage children to write full answers themselves.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading** •Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- (draw lines to the correct definition)

Acceptable Point(s) Anchor Question B
- Formed when classes retreat / melt
- they food the valleys
- Popular tourist spot / many people visit
- it's a natural landmark
- shape of the letter 'u'

Acceptable Point(s) Anchor Question C
- Sweden & Finland

(Russia also acceptable but not stated in the text)

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

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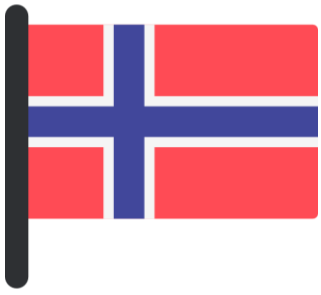
Lesson 4: Vocabulary

Technical Words	Definition
glacier	a slowly moving river of ice formed by the compressed (pushed together) snow on mountains
fjords	a long, narrow, stretch of sea between high cliffs
boulder	a large rock

New Vocabulary	
inherit	concentration
daredevil	vaults



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Lesson 4: Fluency

The world's glaciers are slowly disappearing by the second. Glaciers are massive chunks of slow-moving ice. Norway has the largest glacier in Europe.

Lesson 4: Anchor Questions

A) How is this page organised to help you find information? Match the feature to its explanation.
B) Name 2 interesting facts about the most famous fjord.
C) Name two countries that are joined to Norway.

Model Question:

What is a glacier?

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Lesson 4: Children Apply Activity

A) How is this page organised to help you find information? Match the feature to its explanation.

headings	Can be a sketch, drawing or picture also to show what something is like.
photograph	Can be the titles and subtitles to help group information.
illustration	An actual image taken by a photographer. This helps the reader accurately see what something is actually like.
chart	Information a table or a graph that is organized to get information easily.

Now locate these different features in the text.

B) Name 2 interesting facts about the most famous fjord.

1. _____

2. _____

C) Name two countries that are joined to Norway.	
1	2

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

Lesson	5	Vehicle Text & Page	The Travel Book by Malcom Croft – Finland p.51

Anchor Questions(s):
A) Thinking about how information books work, draw lines to match the non-fiction text feature to its definition.
B) How many letters does Santa receive? What is the capital city of Finland?
C) How do the Sami people survive? Name three things.
D) What unusual activities take place in Finland?

Vocabulary: N/A

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Confidently retrieve and record information from non-fiction
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases



Extended Apply Session

Through this selection of activities children will need copies of:
During this lesson it would be useful to provide lots of information books about Europe (or information books generally if you don't have books on countries in Europe available). Some of the **Anchor Questions** for this session will provide an opportunity for children to also consider similarities and differences between non-fiction books and consider how language, structure and presentation contribute to meaning.

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 selects all or some of the following activities.

Activate Prior knowledge: Introduce the text about Finland. Ensuring that all children have access to a photocopy each. Briefly reflect on all the learning that has taken place in the previous lessons and a gentle reminder about the strategies that have been modelled to them; **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** etc.
Vocabulary: Share the words and phrases found within the text examined in lessons 1-4.
Share Anchor Questions: Refer to these throughout the session.
Enjoy and Respond to the text: Examine the layout of the non-fiction book, noting the way in which the text is structured by discussing the following: contents page, front cover, title, bullet points and explain their function. Spend a little time examining the glossary and index. Compare these books to other information books and compare. Now share and read the focus pages with the children.

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There are prizes to be won!

Written Responses / Evidence Anchor Question(s):
- In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheet (relate to the **Anchor Questions**).

Teacher Note: You may want the children to complete this using paired talk. Some confident readers may well want to complete this independently.
Comprehension Questions for written responses in Reading Journal
Additional Activity 1: Comprehension Questions (see anchor questions and resources) for written responses in Reading Journal.
Additional Activity 2:
- For a non-fiction book, make a list of the organisational features the author uses & why they use them.

Additional Activity 3:
- Use the non-fiction book you have been studying. Write the title. Write down each of these features and put the page number(s) where you find them: index, contents, glossary, main heading, subtitle, picture, and caption. Can you find these features in your non-fiction book? List them and record the page number.

Additional Activity 4:
- Write about and research a different European country (this may relate to a holiday). Present some findings in an information booklet about a chosen country.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught across the week i.e. and, **Text Marking, Find Read Talk** and **Self-Correct, Read Ahead, Reference the Text, Find Read Talk** and **Choral Reading** etc
- 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: Anchor Questions

A) Thinking about how information books work, draw lines to match the non-fiction text feature to its definition.
B) How many letters does Santa receive? What is the capital city of Finland?
C) How do the Sámi people survive? Name three things.
D) What unusual activities take place in Finland?



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Lesson 5: Children Apply Activity

A) Thinking about how information books work, draw lines to match the non-fiction text feature to its definition.

glossary	Extra information about a picture or illustration.
index	An alphabetical list of words with their definitions - a brief dictionary.
caption	Alphabetical list of names and subjects with their page numbers.
contents	A bold print title that tells the reader what the page is about.
diagram	Can be a sketch, drawing or picture to show what something is like.
heading	Like a title but tells the reader about what is in a section of a page. Used to help group information.
subheading	A way of finding information that is inside a book and provides the page number too.

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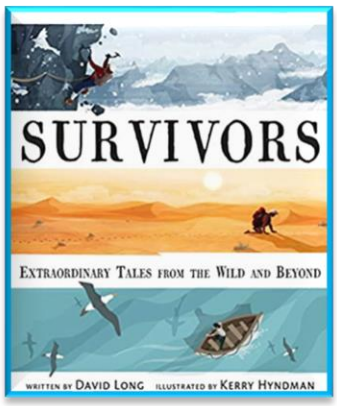
Shared Reading Planning

Year 4

Curriculum Driver: Geography

Unit E: Europe

Fiction 1



This particular text can be referred to as a hybrid text as it provides narrative accounts of factual events. It is a fascinating book that details amazing adventures. It is important that children and teachers explore the entire book for demonstrating how texts work during these five lessons. This text should also be available for children to read independently. Teachers are also encouraged to use this book as an opportunity for 'read aloud' so the entire text can be enjoyed together outside of the Steps to Read lessons.

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

Lesson	1	Vehicle Text & Page	Survivors by David Long Kerry Hyndman Chapter on Johann Westhauser pp.123- 130 (The adapted extract is split over lesson 1 and 2)

Anchor Questions(s):'
A) The writer uses the phrase 'Everest of the deep'. What does this tell us about the caves?
B) Find and copy three of Johann's injuries.
C) What clues are there in the final paragraph that the rescue was going to be difficult? Find 3.
Model Question:
How has the writer made you feel that caves here are dangerous?

Vocabulary Teaching:
map out, complex labyrinth, fateful day, fractured, prevented, treacherous, specialist, shaft

Focus Comprehension & Strategies:
- Apply growing knowledge of root words, prefixes and suffixes
- Discuss many words and phrases that capture the reader's interest and imagination
- Confidently retrieve and record information from non-fiction
- Identify themes and conventions in an increasing range of books
- Identify different purposes of texts, *e.g. to inform*

Focus Content Domain(s):
2a give / explain the meaning of words in context
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
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 words trapped and treacherous along with internet images of caves and climbing ropes. Use **Book Talk** approaches to ask open questions about how these images and words might be linked. Draw on children's prior knowledge from other reading / geography work that relate to the dangers such environments (caves) pose for humans. Share book cover and explain that it details adventures of survival and rescue.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1 Vocabulary sheet.
Explore & respond: Teacher read aloud the adapted extract See Lesson 1 Teacher Model/Children Practise Activity. Children Think Pair Share what has happened in this extract.
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentences by using **Stress** and **Rate.** Point to words being read and encourage attention to punctuation when reading. **Choral Read** x2 the fluency extract with the teacher.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains any unfamiliar or unusual correspondences between spelling and sound, briefly note any prefixes, suffixes and then known GPCs within the word to work out how to say it and its meaning (avoid words that are that are not written in English). **Reread** entire sentence correctly. Select another sentence that contains a potential unfamiliar word and talk about its word class and meaning. Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: How has the writer made you feel that caves here are dangerous? Model using **Think Aloud** on the question, noting that the word 'dangerous' is a clue. Now model locating words and phrases and talking about why this could be good evidence. Circling the words and phrases that provide the answer (*'heavy boulder had fallen' '12 miles long (*suggesting you could get lost*) 'labyrinth of tunnels'* (like a maze/complex) *'not been measured'* (not known size or structure)).
Reference the text: **Text Mark** explicitly by circling the words that provide evidence in green for the example model question on an enlarged copy of the text and underline the new vocabulary taught in green.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract titled Johann Westhauser and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle green evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 1: Apply Activity. Verbal & Written Responses: As a class, return to the questions to check responses and where they were located and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions.

Acceptable Point(s) Anchor Question A
- the cavers go down a long way / 'it's a big thing'
- it is underground 'deep' below
- could take a long time to reach the bottom

Acceptable Point(s) Anchor Question B
- fractured skull
- fractured eye socket
- terrible bleed (preventing arm/leg movement)

Acceptable Point(s) Anchor Question C
- needed a specialist rescue team
- needed to abseil down vertical shafts
- hundreds of feet deep
- crawling along tortuous horizontal sections
- tight tunnels breathe out to squeeze through

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading / Stress/ Rate** and Responses they have given to the **Anchor Question**

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

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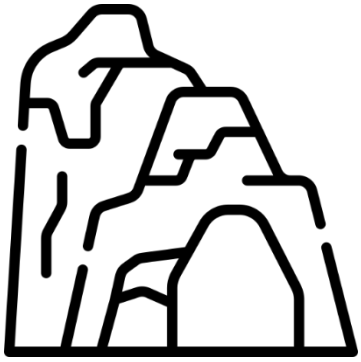
Lesson 1: Vocabulary

shaft	map out
complex labyrinth	fateful day
fractured	prevented
treacherous	specialist



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Lesson 1: Fluency

The journey into the depths involved abseiling on ropes down vertical shafts hundreds of feet deep and crawling along tortuous horizontal sections. To make it even harder, the tunnels were so tight that cavers had to breathe in in order to squeeze through them.

Lesson 1: Anchor Questions

A) The writer uses the phrase 'Everest of the deep'. What does this tell us about the caves?
B) Find and copy three of Johann's injuries.
C) What clues are there in the final paragraph that the rescue was going to be difficult? Find 3.

Model Question:
How has the writer made you feel that caves here are dangerous?

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Lesson 1: Teacher Model / Children practice

Johann Westhauser – Part 1

This is the true story of a caver who got trapped for twelve days in Germany.

When a team of German scientists first stumbled into the country's deepest cave system 20 years ago, they were so amazed by its size that one of them remarked, 'It's a giant thing'. Today these caves are nicknamed the Everest of the Deep.

Adventurers have to travel to the south east of Germany to test their caving skills in a series of caves which run more than twelve miles through the Bavarian Alps. Johann was amongst that original group of explorers. They were to accurately map out this staggeringly complex labyrinth of mountain tunnels and underground rivers which was quite a task. Even to this day hundreds of tunnels have not yet been measured.

On a fateful day in 2014, Johann had been studying the caves with other scientists when he was badly injured by a shock rockfall. A heavy a boulder had fallen from a height of 50 feet. Despite wearing a helmet, he sustained a serious head injury. At the time he was at least 4 miles from the entrance to the caves. He received a fractured skull, fractured eye socket and suffered a terrible bleed inside his head which prevented him moving his arms and legs.

Now this posed a problem, because to reach safety it would have taken even an expert caver the best part of an entire day to reach light. Realising it would be unsafe to move him, one of the scientists began the long, slow journey to get help. Getting to the surface took him 10 hours, an astonishing achievement for someone climbing by themselves.

A specialist rescue team was quickly brought together and eventually they reached Johann. The journey into the depths involved abseiling on ropes down vertical shafts hundreds of feet deep and crawling along tortuous horizontal sections. To make it even harder, the tunnels were so tight that cavers had to breathe in in order to squeeze through them.

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Lesson 1: Children Apply Activity

A) The writer uses the phrase 'Everest of the deep'. What does this tell us about the caves?
_____ _____

B) Find and copy three of Johann's injuries.

1. _____

2. _____

3._____

C) What clues are there in the final paragraph that the rescue was going to be difficult? Find 3.
1
2
3

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

Lesson	2	Vehicle Text & Page	Survivors by David Long Kerry Hyndman Chapter on Johann Westhauser pp.123- 130 part 2

Anchor Questions(s):
A) What is the evidence to tell us that Johann was cared for?
B) How do we know that it was a difficult job to bring Johann up to safety?
C) Which words and phrases describe the poor conditions of the cave?
Model Question:
The author uses the phrase '*nothing short of miraculous*'. What does this tell us about Joann's recovery?

Vocabulary Teaching:
arduous, gruelling, fragile condition, slurred, evacuation, temperatures hovered, miraculous
Technical Vocabulary:
winches, hypothermia, conscious

Focus Comprehension & Strategies:
- Apply growing knowledge of root words, prefixes and suffixes
- Discuss many words and phrases that capture the reader's interest and imagination
- Confidently retrieve and record information from non-fiction
- Identify themes and conventions in an increasing range of books
- Identify different purposes of texts, *e.g. to inform*

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
2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Briefly share and discuss the themes of survival, determination and will power. Use **Book Talk** approaches to ask open questions about how these images and words might be linked and relate to the previous lesson. Study the illustration in the book of the stretcher and men supporting the rescue and link these to the theme words already explored and encourage children to **Think Pair Share** their thinking. Draw on children's prior knowledge from other reading / geography work that relate to the dangers that such environments (caves) pose for humans. Share Anchor Question(s): Explicitly refer to these throughout the lesson. Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet. Explore & respond: Teacher to read aloud the adapted extract (see Lesson 2 Teacher Model/Children Practise Activity). Ask children to work in pairs to **Summarise** what has happened. Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading fluency sentences by using **Stress** and **Rate** and pointing to words being read and encourage attention to punctuation when reading. **Choral Read** x2 the fluency extract with the teacher.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains any unfamiliar or unusual correspondences between spelling and sound. Briefly note any prefixes, suffixes and then known GPCs within the word to work out how to say it and its meaning (avoid words that are that are not written in English). **Reread** entire sentence correctly. Select another sentence that contains a potential unfamiliar word and talk about its word class and meaning. Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: 'The author uses the phrase '*nothing short of miraculous*'. What does this tell us about Joann's recovery?' Model using **Think Aloud** on the question, noting that the word '*nothing short of miraculous*' and '*recovery*' as clues. Now model locating words and phrases and talking about why this could be good evidence. Circling the words and phrases that provide the answer (*'blackouts', 'swelling in his brain', 'words often slurred'*- suggesting that he was so poorly that leaving hospital fully healed was like a miracle and unexpected). Reference the text: **Text Mark** explicitly by circling the words that provide evidence in green for the example model question on an enlarged copy of the text and underline the new vocabulary taught in orange.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract entitled Johann Westhauser Part 2 and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Apply Activity. (NB Alternatively, teacher to take responses collectively and scribe children's collective responses on flip chart paper). Verbal & Written Responses: As a class, return to the questions to check responses and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions or ask the children to write full answers.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading / Stress/ Rate** and Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- The rescuers reached him to save him
- kept warm to avoid hypothermia/ several layers
- returned in stages (so they could monitor him)
- Checked, rechecked / secured
- Carefully loaded him on to the helicopter

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

Acceptable Point(s) Anchor Question C
- narrow parts of the network
- freezing wind made feel far colder
- temperatures hovered / 3 degrees

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

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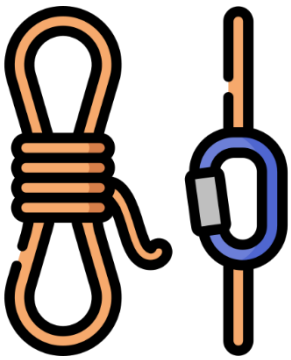
Lesson 2: Technical Vocabulary

hypothermia	A dangerously low body temperature
winches	Rope or chain wrapped around a piece of equipment used for lifting
conscious	Being aware of things that are happening around you



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Lesson 2: Vocabulary

arduous	conscious
gruelling	fragile condition
slurred	evacuation
temperatures hovered	miraculous



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Lesson 2: Fluency

In preparation for this gruelling ascent, Johann was checked and rechecked and then securely strapped into a stretcher. He was wrapped in sleeping bags with several layers to protect him against the cold. This far down, the temperature hovers at around just 3°, though the freezing winds that whistle through the caves make it feel far colder.

Lesson 2: Anchor Questions

A) What is the evidence to tell us that Johann was cared for?
B) Which words and phrases describe the conditions of the cave?
C) How do we know that it was a difficult job to bring Johann up to safety?

Model Question:

The author uses the phrase '*nothing short of miraculous*'. What does this tell us about Johann's recovery?

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Lesson 2: Teacher Model / Children practice

Johann Westhauser – Part 2

Following this arduous journey, the mountain rescue team were able to get to Johann. He was in a bad way. He was conscious, but with such a serious head injury they would not be able to move him – this was out of the question. He also needed to be warmed up so that he wouldn't get hypothermia from the damp, icy cold atmosphere underground. The risk of this was much higher because he wasn't moving and warming up his body.

Johann was so injured he wouldn't be able to make his own way out, nor could he be lifted through the narrow parts of the network of tunnels. Rescuing him would take a lot of time and a lot of effort. There were doubts that it could even be pulled off successfully as the patient was so seriously unwell.

Johann was now having blackouts and he was in a fragile condition. This meant that the journey back out had to take place in stages. He also had to be kept horizontal at all times so that his condition didn't worsen. The swelling in his brain made it hard for Johann to speak and his words were often slurred.

It took another five days before any attempt was made to even start the evacuation. In preparation for this gruelling ascent, Johann was checked and rechecked and then securely strapped into a stretcher. He was wrapped in sleeping bags with several layers to protect him against the cold. This far down the temperature hovers at around just 3°, though the freezing winds that whistle through the caves make it feel far colder.

Slowly moving through several miles of caves was exceptionally slow work, even with a clever system of ropes, levers and winches set up along the escape route. It took five days with an amazing team moving through the passageway at about the speed of 165 feet an hour – about a quarter of the speed of a tortoise!

At the surface Johann was carefully loaded onto the police helicopter and flown to a nearby hospital. Following thorough examination, medical staff were confident that his brain would heal. After a fortnight in hospital, Johann was fit enough to return home! After 12 days so far underground and being so seriously injured, this was nothing short of miraculous.

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Lesson 2: Children Apply Activity

A) What is the evidence to tell us that Johann was cared for?	
Evidence	Explain
'kept horizontal at all times'	This shows that the rescuers helped stop his head injuries from getting worse.

B) How do we know that it was a difficult job to bring Johann up to safety?

	True	False
He was very poorly and needed lots of help to stay well.		
The rescuers needed lots of equipment.		
The rescuers could move very quickly.		
The passageways were all very wide.		
The rescuers had an extremely long journey back to the surface.		

C) Which words and phrases describe the poor conditions of the cave? Find 2	
1	2

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

Lesson	3	Vehicle Text & Page	Survivors by David Long Kerry Hyndman Chapter on Claudio Corti pp. 170 -176 (The adapted extract is in split over lesson 3 and 4)

Anchor Questions(s):
A) How do we know that Claudio Corti is brave?
B) Why is the large ledge referred to as the white spider?
C) Find and copy three different ways that mountaineers have died on Eiger Mountain.
D) '*Claudio was undeterred of these dangers.*' In this phrase, the word undeterred is closest in meaning to…
Model Question:
Find and copy two reasons why Stefano ran into trouble.

Vocabulary Teaching:
defeated, exceptionally difficult, serious consideration, companion
Technical Vocabulary:
summit, avalanche, vertical, frostbite

Focus Comprehension & Strategies:
- Apply growing knowledge of root words, prefixes and suffixes
- Discuss many words and phrases that capture the reader's interest and imagination
- Confidently retrieve and record information from non-fiction
- Identify themes and conventions in an increasing range of books
- Identify different purposes of texts, *e.g. to inform*

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
2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Briefly share and discuss internet images of mountain ranges from around the world and display the words and discuss the themes of bravery, ambition and survival. Use **Book Talk** approaches to ask open questions about how these images and words might be linked to the images. Briefly **Mind Map** the dangers of mountain climbing / safety equipment. Encourage children to **Think Pair Share** their thinking. Draw on children's prior knowledge from other reading / geography work that relate to the dangers such environments (mountains) pose for humans. Share Anchor Question(s): Explicitly refer to these throughout the lesson. Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3 Vocabulary sheet. Explore & respond: Teacher to read aloud the adapted extract (see Lesson 3 Teacher Model/Children Practise Activity). Children work in pairs to **Summarise** what has happened in the extrct. Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading fluency sentences by using **Stress** and **Rate** and pointing to words being read and encourage attention to punctuation when reading. **Choral Read** x2 the fluency extract with the teacher.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains any unfamiliar or unusual correspondences between spelling and sound, briefly note any prefixes, suffixes and then known GPCs within the word to work out how to say it and its meaning. **Reread** entire sentence correctly. Select another sentence that contains a potential unfamiliar word and talk about its word class and meaning. Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: Find and copy two reasons why Stefano 'ran into trouble'. Model using **Think Aloud** on the question, noting that the words '*ran into trouble*' and '*Stefano*' are clues. Now model locating words and phrases and talking about why this could be good evidence by circling the '*suffering from frostbite',* and *'slipped and fell from a rock ledge'*.
Reference the text: **Text Mark** explicitly by circling the words that provide evidence in green for the example model question on an enlarged copy of the text and underline the new vocabulary taught in orange.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract entitled Claudio Corti Part 1 and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle green evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Apply Activity. (NB Alternatively, teacher to take responses collectively and scribe children's collective responses on flip chart paper).
Verbal & Written Responses: As a class, return to the questions to check responses and where they were located and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions or ask children tow write full answers.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading / Stress/ Rate** and Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- attempting to climb a dangerous mountain
- knew others had died but still wanted to try
- he knew of the dangers involved
- decision to cut Stefano save himself and the others

Acceptable Point(s) Anchor Question B
- snow-filled cracks look like spider legs

Acceptable Point(s) Anchor Question C
- 1) avalanche 2) frozen 3) fallen

Acceptable Point(s) Anchor Question D
- fearless

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

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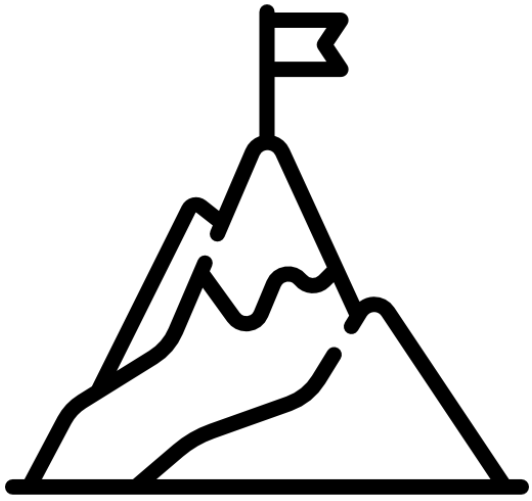
Lesson 3: Technical Vocabulary

summit	Highest point of the hill or mountain.
avalanche	A large amount of snow, ice and rocks falling quickly down a mountain.
vertical	Straight up so that the top of something is directly above the bottom.
frostbite	Damage to the skin caused by very cold temperatures.



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Lesson 3: Vocabulary

defeated	exceptionally difficult
serious consideration	companion

Lesson 3: Fluency

In 1957 a handful of men had reached the summit. Many more had frozen, fallen to the depths or been swept away by avalanches. Claudio was undeterred of these dangers and, together with his climbing companion Stefano and two other German climbers, they started.

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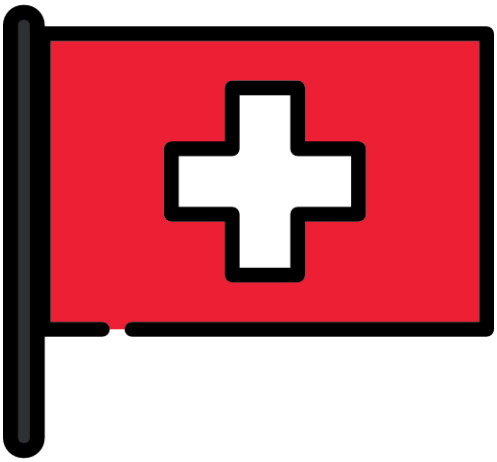
Lesson 3: Anchor Questions

A) How do we know that Claudio Corti is brave?
B) Why is the large ledge referred to as the white spider?
C) Find and copy three different ways that mountaineers have died on Eiger Mountain.
D) '*Claudio was undeterred of these dangers*.' In this phrase, the word undeterred is closest in meaning to…

Model Question:

Find and copy two reasons why Stefano ran into trouble.



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Lesson 3: Teacher Model / Children practice

Claudio Corti - Part 1

The climber who was taken from the ledge of death in Switzerland 1957.

The Eiger mountain in Switzerland is over 13,000 feet. To attempt its north face is one of the most dangerous climbs anywhere in the world. For years, the north face had defeated everyone who attempted it, and more than 60 skilled mountaineers have died trying to reach its summit. At one point it was made illegal to even try!

Known as the wall of death, it is almost vertical, making it exceptionally difficult to climb. For days on end, mountaineers are climbing nothing but bare rock apart from one large icy ledge. This very ledge has several deadly snow-filled cracks coming from its centre and looks like spider's legs - it is known as the White Spider! Rockfall is another serious consideration and it happens *so* regularly that climbers prefer trying in winter, when they hope thick ice might strengthen it.

Claudio Corti attempted to climb the mountain. In 1957 a handful of men had reached the summit. Many more had frozen, fallen to the depths or been swept away by avalanches. Claudio was undeterred of these dangers and, together with his climbing companion Stefano *and* two other German climbers, they started.

All four were skilled mountaineers, but despite their experience and careful preparation, the joint adventures ran into trouble almost immediately. As the team approached the dangerous area of the cliff, Stefano found it harder and harder to keep moving. He was suffering from frostbite. He suddenly slipped and fell from a rock ledge. He was still attached to the others, but no one had the strength to haul him back up to the ledge. They were forced to cut him free, and he died.

Extract adapted from Survivors by David Long ©Faber & Faber

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Lesson 3: Children Apply Activity

A) How do we know that Claudio Corti is brave?	
Evidence	Explain

B) Why is the large ledge referred to as the white spider?

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C) Find and copy three different ways that mountaineers have died on Eiger Mountain.
1
2
3

D) '*Claudio was undeterred of these dangers*.' In this phrase, the word undeterred is closest in meaning to…

Tick one.

scared	☐
fearless	☐
foolish	☐
cowardly	☐

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

Lesson	4	Vehicle Text & Page	Survivors by David Long Kerry Hyndman Chapter on Claudio Corti pp. 170 -176 (The adapted extract is in split over session 3 and 4)

Anchor Questions(s):
A) In paragraph 1 Explain why the two German climbers left Claudio by himself.
B) The author uses phrases such as 'intense cold', 'bitter cold' and 'icy and exposed cliff'. What does this tell us about the setting?
C) What lesson might Claudio Corti have learnt from this experience?
Model Question:
What made it difficult for the rescuer to save Claudio?

Vocabulary Teaching:
head wound, retreat, rescue party, intense cold, exposed, retrieve, twisted, delirious

Focus Comprehension & Strategies:
- Apply growing knowledge of root words, prefixes and suffixes
- Discuss many words and phrases that capture the reader's interest and imagination
- Confidently retrieve and record information from non-fiction
- Identify themes and conventions in an increasing range of books
- Identify different purposes of texts, *e.g. to inform*

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
2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Briefly **Summarise** what happened in the previous extract. Now share and discuss the themes of survival and perseverance. Share the illustration in the book of the Claudio climbing (on p.174 of the book) and link these to the theme words. Use **Book Talk** approaches to ask open questions and encourage children to **Think Pair Share.** Draw on children's prior knowledge from other reading / geography work that relates to the dangers that such environments (mountains) pose for humans. Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.
Explore & respond: Teacher to read aloud the adapted extract See Lesson 4 Teacher Model/Children Practise Activity. Children work with a partner to **Summarise** this extract.
Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading fluency sentences by using **Stress** and **Rate** and pointing to words being read and encourage attention to punctuation when reading. **Choral Read** x2 the fluency extract with the teacher.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to model the **Self-Correction** strategy on a word that contains any unfamiliar or unusual correspondence between spelling and sound. Briefly note any prefixes, suffixes and then known GPCs within the word to work out how to say it and its meaning (avoid words that are that are not written in English). **Reread** entire sentence correctly. Select another sentence that contains a potential unfamiliar word and talk about its word class and meaning. Use **Read Ahead** to support what the word could mean in the context of the sentence.
Example Model Question for demonstration: What made it difficult for the rescuer to save Claudio? Model using **Think Aloud** on the question, noting that the words *'rescuer'* and *'save Claudio'* are clues to locate the correct part of the adapted extract. Now model locating words and phrases and talking about why this could be good evidence. Circle in green (*'nowhere fit enough', 'close to collapse', 'unable to speak', 'delirious'* and *'confused'* - suggesting that it would be difficult for him to climb safely/cooperate fully follow instructions etc). Reference the text: **Text Mark** explicitly by circling the words that provide evidence in green for the example model question on an enlarged copy of the text and underline the new vocabulary in orange.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract entitled Claudio Corti Part 2 and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Questions** on the IWB / Flipchart and encourage children to discuss these. Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Find Read Talk** strategy to inform the discussions they have about the vocabulary when **Text Marking** them. Children to underline the new vocabulary explored and circle evidence. Encourage **Read Ahead, Reread** and **Self-Correct** strategies for accurate reading and understanding.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 4: Apply Activity. (NB Alternatively, teacher to take responses collectively and scribe children's collective responses on flip chart paper). Verbal & Written Responses: As a class, return to the questions to check responses and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions or ask children to write full answers.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught and used i.e. **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** and **Choral Reading/Stress/Rate** and Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- Get help/rescue party
- Too poorly to travel with them
- Best chance of all to survive – tent and food given

Acceptable Point(s) Anchor Question B
- harsh environment / coldness
- difficult to clime (icy/slippy)
- dangerous high winds (exposed)

Acceptable Point(s) Anchor Question C
- too difficult / the mountain too dangerous
- chances of dying too great / wisdom

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

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Lesson 4: Vocabulary

head wound	retreat
rescue party	intense cold
exposed	retrieve
twisted	delirious

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Lesson 4: Fluency

Unsure what to do, the German climbers felt they had no option but to leave him behind and press on. If they could only reach the summit, they thought, it would be possible to climb down the mountain a different way and organise a rescue party. To give Claudio the best possible chance of surviving they left him a small red tent and all their food.

Lesson 4: Anchor Questions

A) In paragraph 1, explain why the two German climbers left Claudio by himself.
B) The author uses phrases such as 'intense cold', 'bitter colds' and 'icy and exposed cliff'. What does this tell us about the setting?
C) What lesson might Claudio Corti have learned from this experience?

Model Question:

What made it difficult for the rescuer to save Claudio?

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Lesson 4: Teacher Model / Children practice

Claudio Corti - Part 2

Next to meet disaster was Claudio himself, who was hit by one of several falling rocks. His head wound was so serious he was unable to continue climbing or to retreat further down the mountain to a safer place. Unsure what to do, the German climbers felt they had no option but to leave him behind and press on. If they could only reach the summit, they thought, it would be possible to climb down the mountain a different way and organise a rescue party. To give Claudio the best possible chance of surviving they left him a small red tent and all their food. The two were never seen alive again.

Claudio struggled to survive in the bitter cold for a terrifying four days. Huddled in a tiny slender tent on a slender rock ledge 820 feet below the summit, he had no choice but to stay and hope someone would rescue him. He was too weak to climb.

Though he was now alone, high up in the intense cold of the icy and exposed cliff, he hadn't gone unnoticed. On a clear day his red tent was spotted. Within hours a large group of volunteers were flocking to the area to witness what was to become the most daring rescue ever. Rescuers climbed up a different, easier route. They would then try and retrieve him from the rock ledge on which he was perched and climb together to the summit.

When they got to him, Claudio was nowhere near fit enough to climb to safety. Beside his injuries and exhaustion, after nine days on the mountain without food he had lost around 45 pounds and was dangerously close to collapse. Unable even to speak clearly, he was hoisted onto the back of a rescuer before they slowly made their way back up the summit.
He was safe, but delirious and confused.

His recovery took several weeks, but eventually he was able to return to the mountains. When he did, he proved himself once more to be a strong and skilled climber but, still haunted by is experience, he never returned to the north face of the Eager Mountain in Switzerland.

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Lesson 4: Children Apply Activity

A) In paragraph 1, explain why the two German climbers left Claudio by himself	
What decision was made	Explain why

B) The author uses phrases such as 'intense cold', 'bitter cold' and 'icy and exposed cliff'. What does this tell us about the setting?	
What decision was made	Explain why
intense cold	
bitter cold	
icy and exposed cliff	

C) What lesson might Claudio Corti have learned from this experience?

_____

_____

_____

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

Lesson	5	Vehicle Text & Page	Survivors by David Long Kerry Hyndman Focus Chapters are: Johann Westhauser (pp 123 to 130) & Claudio Corti (pp. 170 -176)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What are the similarities and differences between the two adventures examined in lessons 1 to 4? **B) How are the conditions on the mountain similar and different to the conditions of the deep caves?** **C) Which of the following themes best represents each of our adventures?** **D) Which adventurer had the worst experience and why?**	All the vocabulary looked at in the previous four lessons	• Apply growing knowledge of root words, prefixes and suffixes • Discuss many words and phrases that capture the reader's interest and imagination • Confidently retrieve and record information from non-fiction • Identify themes and conventions in an increasing range of books • Identify different purposes of texts, *e.g. to inform*	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within texts



Extended Apply Session

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 selects all or some of the following activities.

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There are prizes to be won!

Through this selection of activities children will need copies of:
For this lesson, it would be useful to provide two of the illustrations found on p.128 (Johann being rescued) and p.174 (Claudio climbing the north face of the Eiger Mountain) and reflect on all of the adapted extracts used in the previous 4 lessons. The **Anchor Questions** for this lesson will provide an opportunity for children to make comparisons between the two adventurers explored within the Survivors book, the geographical environments and the impact these had on them.

Vocabulary: Share the words and phrases found within the text examined in lessons 1-4.

Share Anchor Questions: Refer to these throughout the lesson.

Activate Prior knowledge: See Role on the Wall Activity (see resources)
Have ready two different Role on the Wall outlines, representing Johann Westhauser and Claudio Corti. Encourage children to **Think Pair Share** what these characters are like (determined, adventurous, courageous, undeterred etc.) and the things that they did. Once this has been completed, indicate where there are similarities about them (e.g. some may include them both; adventurous, male, became injured, needed to be rescued, rescues involved a lot of people, rescues took a long time, fully recovered etc). Children can then organise this information into a Venn diagram (see resource). These activities will be useful to answer the **Anchor Questions** that follow. Briefly reflect on all the learning that has taken place in the previous lessons and a gentle reminder about the strategies that have been modelled to them; **Self-Correct, Read Ahead, Reread, Reference the Text, Find Read Talk** etc.

Written Responses / Evidence Anchor Question(s):
• In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheet.
Teacher Note: You may want the children to complete this using paired talk. Some confident readers may well want to complete this independently. There are a range of activities here – it is not expected that children complete all. Teacher may want to adapt and or decide which children do which activities.

Additional Activity 1: Comprehension Questions for written responses in Reading Journal
(See Application Activity Lesson 5)
A) What are the similarities and differences between the two adventures examined in lessons 1 to 4?
B) How are the conditions on the mountain similar and different to the conditions of the deep caves?
C) Which of the following themes best represents each of our adventures?
D) Which adventurer had the worst experience and why?

Additional Activity 2: Diary in role of character
Children to write a paragraph as each adventurer, reflecting on the harshness of the environment they found themselves in. Compare and highlight the different environmental features that are shown through the diary writing. E.g. Johann - caves were described as network of tunnels with freezing winds, underground rivers. Claudio – bitter cold, intense cold, icy and exposed cliff.

Additional Activity 3: Technical Subject Specific Vocabulary
• Encourage children to extrapolate words that are specific to caves and words that are specific to mountains from the adapted text extracts and to label these on drawings/illustrations.

Additional Activity 4: Make a fact file about each of the two adventurous and compare.
• Write about and research a different European country (this may relate to a holiday). Present some findings in a short information booklet about a chosen country. **Feedback on Learning:** Use assessment for learning to inform feedback to children. This may include: Use of the strategies taught across the week i.e. and, **Text Marking, Find Read Talk** and **Self-Correct, Read Ahead, Reference the Text, Find Read Talk** and **Choral Reading** etc •Responses they have given to the **Anchor Questions** & Comprehension Questions *terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

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Lesson 5: Anchor Questions

A) What are the similarities and differences between the two adventures examined in lessons 1 to 4?
B) How are the conditions on the mountain similar and different to the conditions of the deep caves?
C) Which of the following themes best represents each of our adventures?
D) Which adventurer had the worst experience and why?

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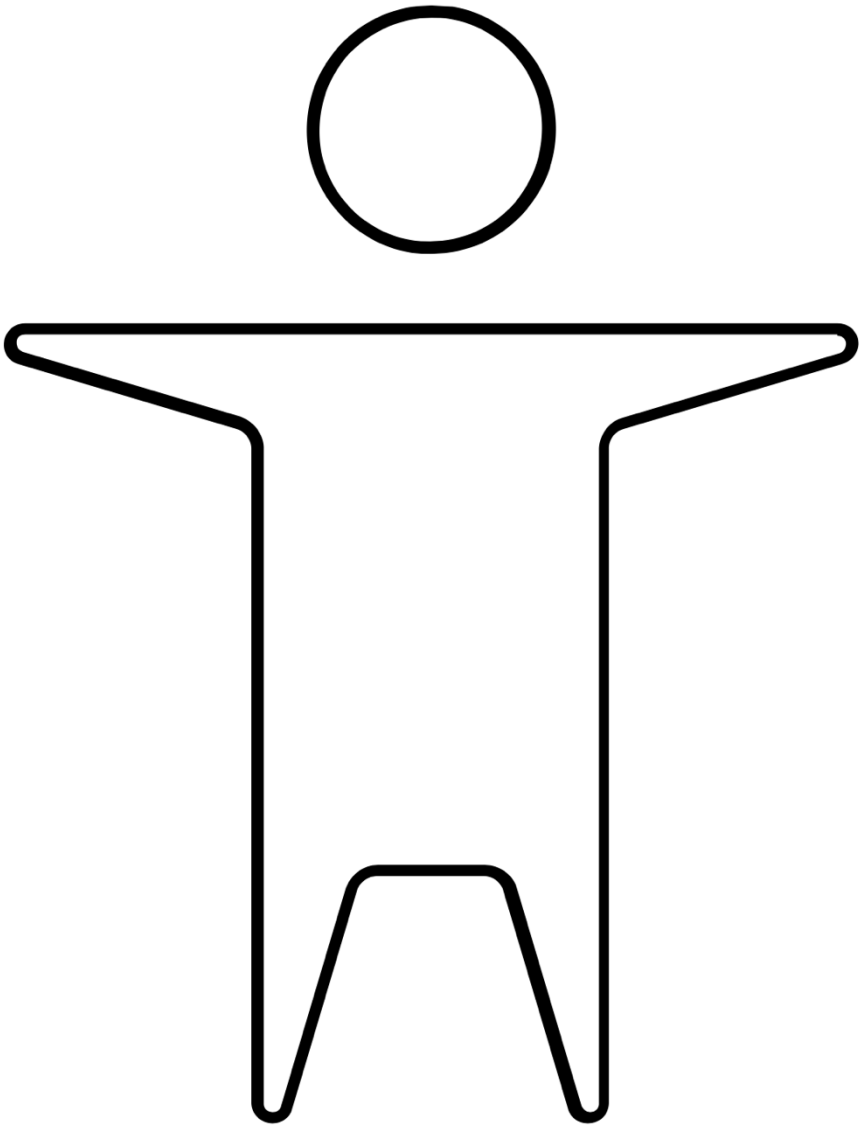
Lesson 5: Role on the Wall



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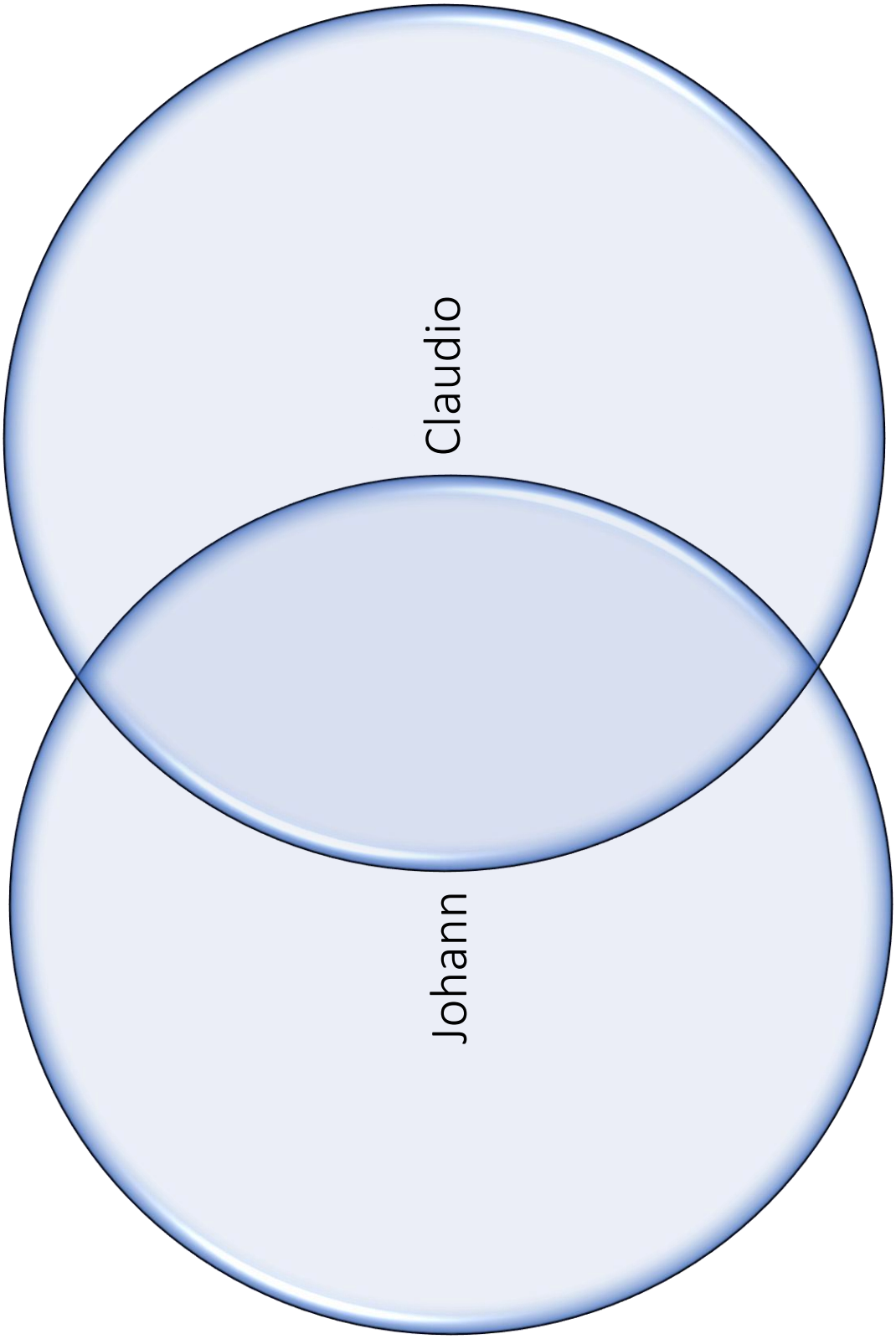
Lesson 5: Apply Activities

A) What are the similarities and differences between the two adventures examined in lessons 1 to 4?



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B) How are the conditions on the mountain similar and different to the conditions of the deep caves?

See extracts below.

Cave story	Mountain story
• down vertical shafts hundreds of feet deep and crawling along tortuous horizontal sections. To make it even harder, the tunnels were so tight that cavers had to breathe out in order to squeeze through them. • He to also needed to be warmed up so that he wouldn't get hypothermia from the damp ice cold atmosphere underground. • This far down the temperature hovers at around just 3°, though the freezing wind whistle through the caves make it feel far colder.	• Known as the wall of death, it is almost vertical, making it exceptionally difficult to climb. For days on end, mountaineers are climbing nothing but bare rock apart from one large icy ledge. This very ledge has several deadly snow-filled cracks coming from its centre and looks like a spider's legs - it is known as the White Spider! • Rockfall is another serious consideration, and it happens *so* regularly that climbers prefer trying in winter, when they hope thick ice might strengthen it. • Many more had frozen, or fallen to the depths or been swept away by avalanches. He suddenly slipped and fell from a rock ledge. • Claudio struggles to survive in the bitter colds high up in the intense cold of the icy and exposed cliff.

Things that are similar	Things that are different

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C) Which of the following themes best represents each of our adventures? Why?	
courage	determination
survival	adventure
exposure	recovery
endurance	

The theme of Johann's cave story is…	
Explain why	

The theme of Claudio's mountain story is…	
Explain why	

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D) Which adventurer had the worst experience and why? Explain your answers by referencing the texts from previous 4 lessons.

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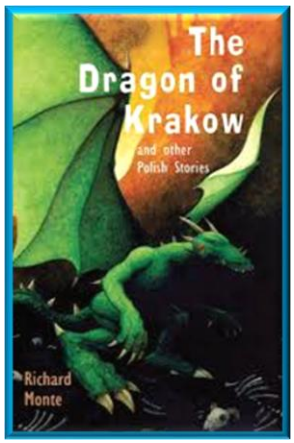
Shared Reading Planning

Year 4

Curriculum Driver: Geography

Unit E: Europe

Fiction 2



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

Lesson	1	Vehicle Text & Page	The Dragon of Krakow Richard Monte Front and back cover and adapted extract from pages 6-7

Anchor Question(s):
A) What do we learn about the human and physical geography of Poland from the book introduction?
B) Name some of the places you can visit in Poland.
C) 'There is much more to Poland', 'if you are fortunate enough to visit', 'tourists flock in their thousands', 'beautiful city', 'look out for the amber', 'don't forget that a dragon once lived in Krakow'. How do these words capture the reader's interest and encourage them to visit Poland?

Vocabulary Teaching: scarred, fortunate, former home, flock, recalled, still strike me
Subject Specific: Communism, folklore

Focus Comprehension & Strategies:
- Confidently retrieve and record information from non-fiction
- Discuss many words and phrases that capture the reader's interest and imagination
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
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: Begin by sharing the front cover of the book and the title. Ask the children if they know where Krakow is. Source a map of Poland, e.g. Map of Poland (lonelyplanet.com). Note that this map, and the maps you can click on below, detail some of the places mentioned in this lesson and are useful to have on screen to refer to throughout the lesson. Locate Krakow. Now read the blurb and as you read, see if the children can spot some of the names mentioned on the map (Warsaw, Torun). Which words has the author used to tempt the reader to open the book? Think, Pair Share then briefly feedback.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Share the meanings of the subject specific words – Communism (a system of government in which all factories, farms, and natural resources are owned in common) and folklore (the stories and ways of a group of people from a certain place or country. Such stories and traditions are handed down through the years from one generation to the next). Use **Find, Read, Talk** to discuss and explain the rest of the words in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet.
Explore & Respond: Teacher to read aloud extract from pp. 6&7 (see Lesson 1 Teacher Model/Children Practise). Ask children to turn to a partner and **Summarise** what has happened. Discuss together what inspired the author to write the stories / who helped him etc.
Fluency: Teacher to model reading the extract using **Pausing** and **Expression,** noting the exclamation mark. Children **Pair Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Look at Lesson 1: Read / Teacher Model / Children Practise (the first paragraph) and share **Anchor Question A.** Have a copy of Lesson 1: Teacher Model on display.
Model how to **Text Mark** the first paragraph to answer the **Anchor Question.**
Reference the text: Circle *'castles', 'towns' and 'forests'.* Use **Think Aloud** as you place these words in the correct column of the model sheet, e.g. I know that physical geography means the natural features of the landscape, so I will add forests to this part of the table. Castles and towns are features of human geography (man-made) so I will place them in the other column.
Text Mark explicitly by circling the words that provide evidence for the **Anchor Question** on an enlarged copy of the text and underline the new vocabulary.

Step 3: PRACTISE

Children Practise 5 mins

Children Explore & Discuss: Children to use the entire extract to continue to find evidence for all three of the **Anchor Questions**.
Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** this paragraph, circling the key words and phrases and using **Think Aloud** to answer the **Anchor Questions.**
If children are finding it difficult to locate evidence for **Anchor Questions A&B**, focus on 'palaces, cities, Wawel Castle, dragon statue' for human geography. For physical geography, consider 'mountains, coast'. Places to visit evidence: Krakow, Wawel Castle, den beneath the castle, Warsaw, Tatra Mountains, Baltic coast, Gdansk, Torun.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete Apply. Children to use their key words and phrases from their **Text Mark** to answer the **Anchor Questions.**
Verbal & Written Responses: As a class, return to the **Anchor Question C** and take feedback on what the children have said about the words and phrases the writer has used and how they capture the reader's interest. Ensure children have made acceptable points. Ask whether it has encouraged them to think about visiting Poland. Why? Why not? Could they have used any alternative words for effect?
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, Text Marking, Pausing, Expression, Think Aloud**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Question C
- if you visit – lots more will be revealed to you. It is better than what you often hear
- you are lucky if you manage to visit / it would be a wonderful experience for you
- many people visit there each year because it is such a great place to visit
- it is a place of beauty
- the stories will come to life for you – you might see the amber / the dragon

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

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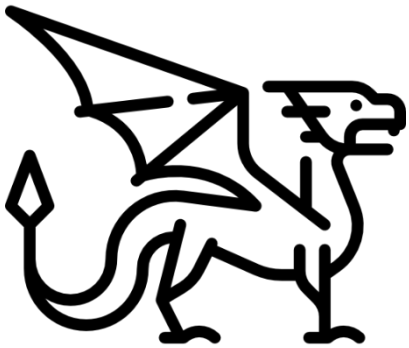
Lesson 1: Vocabulary

scarred	fortunate
former home	flock
recalled	still strikes me
Communist	a system of government in which all factories, farms, and natural resources are owned in common
folklore	the stories and ways of a group of people from a certain place or country. Such stories and traditions are handed down through the years from one generation to the next



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Lesson 1: Fluency

They still strike me as being some of the most unusual folk tales I have ever come across. So if you go to Poland, look out for the amber which is sometimes washed up on the Baltic shore. Remember that the reason why Torun gingerbread is so good is thanks to the forest bees and their honey – and don't forget that a dragon once lived in Krakow!

Lesson 1: Anchor Question

A) What do we learn about the human and physical geography of Poland from the book introduction?
B) Name some of the places you can visit in Poland.
C) 'There is much more to Poland', 'if you are fortunate enough to visit', 'tourists flock in their thousands', 'beautiful city', 'look out for the amber', 'don't forget that a dragon once lived in Krakow'. How do these words capture the reader's interest and encourage them to visit Poland?

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Lesson 1: Read / Teacher Model / Children Practise

These stories prove that there is much more to Poland than the usual picture of a grey land scarred by war and Communism. There are magical tales to be found all over the country – beneath castles and palaces, in towns and cities, in forests and mountains. If you are fortunate enough to visit, you will find them.

I first started thinking about writing these stories when I was in Krakow with my wife nearly ten years ago. We were visiting Wawel Castle, the former home of Poland's kings in the days when Krakow was the capital city. There was a statue of a dragon outside, and I soon realised that some folklore can be more powerful than history. The legend of the Wawel dragon – or Smok Wawelski, as the Poles refer to him – lives on. There is even a dragon's den beneath the castle where tourists flock in their thousands to learn about the creature which once lived under Wawel hill before Krakow was built. So there it was: a strange tale about a dragon which had threatened to destroy this beautiful city at its birth.

The image stayed in my mind, and later my wife retold the tale to me. Whenever we travelled to Poland – to Warsaw, to the Tatra Mountains, to the Baltic Coast and Gdansk, I was on the lookout for more stories. And I found them everywhere. With the help of my wife's family in Poland, who kindly recalled all of those they knew from childhood, a few made their way into this book.

They still strike me as being some of the most unusual folk tales I have ever come across. So if you go to Poland, look out for the amber which is sometimes washed up on the Baltic shore. Remember that the reason why Torun gingerbread is so good is thanks to the forest bees and their honey – and don't forget that a dragon once lived in Krakow!

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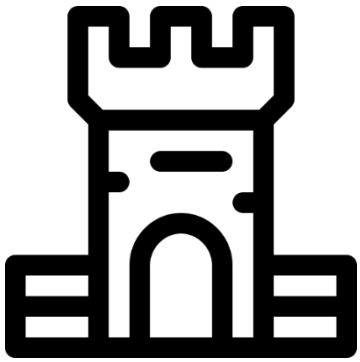
Lesson 1: Teacher Model

Physical Geography	Human Geography
forests	castles towns



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Lesson 1: Children Apply

A)What do we learn about the human and physical geography of Poland from the book introduction?

Physical Geography	Human Geography

B)Name some of the places you can visit in Poland.

_____

_____

C)How do these words capture the reader's interest and encourage them to visit Poland?

Words and phrases	How they capture the reader's interest
There is much more to Poland if you are fortunate enough to visit tourists flock in their thousands beautiful city look out for the amber don't forget that a dragon once lived in Krakow	

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

Lesson	2	Vehicle Text & Page	The Dragon of Krakow Richard Monte Extract from pages 9-10

Anchor Questions(s):
A) Which physical and human geography features of Krakow have been included in this extract?
B) 'What a beautiful place this is', 'so peaceful and inspiring', 'air is clear', 'water is pure', 'healthiest place I have ever seen'. What impressions do you get of this place from the author's word choices?
Teacher Model Question:
'Something worries us', 'we dare not move it', 'for fear of harming whatever is inside'. How effectively does the author use language to convey the feelings of the advisers?

Vocabulary Teaching:
advisers, suitable, inspiring, bring in trade, speckle, disturb, architects, merchants

Focus Comprehension & Strategies:
- Confidently retrieve and record information
- Discuss many words and phrases that capture the reader's interest and imagination
- Skim to gain the gist of a text or the main idea in a chapter

Focus Content Domain(s):
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: Ask children to Think Pair Share what they remember from yesterday about the dragon of Krakow. Explain that they will be focusing on this story over the next couple of days. Show them a pre-searched image of the statue of the dragon of Krakow, which can still be seen today.
Share Anchor Question(s): Explicitly and refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary sheet. Explore the meaning of the phrase *'bring in trade'* by modelling **Find, Read, Talk**. Here it is found in the sentence, '*Your Highness, in our opinion the site you have chosen for your city has everything you need for building houses and churches, and the river will bring in trade.'* The river would be useful for bringing in and sending out goods from the city and this would generate money for the people of Krakow.
Explore & respond: Teacher read aloud the extract from pp. 9-10 (see Lesson 2: Read/Teacher Model/Children Practise). Children turn to a partner and **Summarise** what the extract is about. Discuss together what the problem is with building a city in this location. Do they think the king has made the right decision to build the city there? Why? Why not?
Fluency: Model how to read the Lesson 2: Fluency, using the commas to help with **Phrasing** to make the text feel like a dramatic speech. Children to **Pair Read** the Fluency extract x2 using **Intonation** and **Phrasing** to really show how wonderful this place appears to be.

Step 2: MODEL — Model to Children 8 mins

Explicitly Model Strategies & Skills: Share the **Teacher Model Question:** 'Something worries us', 'we dare not move it', 'for fear of harming whatever is inside'. How effectively does the author use language to convey the feelings of the advisers?
Use **Think Aloud** as you explain whether you feel the author's word choices are effective or not:
Teacher Talks: 'something worries us' is effective as the advisers don't know what the egg is or whether it will cause harm to disturb it. 'Dare not move it' suggests they feel somewhat frightened about what their actions might do – they know it could be something bad or dangerous'. This is further emphasised by the word 'fear'. They are clearly anxious about doing anything and the author's word choices convey this well.
Reference the text: 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. One copy of the text between two encourages collaborative working and discussion.
Practise Taught Strategies & Skills: Working in pairs, children **Text Mark** this paragraph, circling the key words and phrases that could be used to answer **Anchor Question A** and using **Think Aloud** to consider the word choices used to answer **Anchor Question B.**
If children are finding it difficult to locate evidence for **Anchor Question A**, focus on *'river', 'trees', 'hill', 'cave'* for physical geography and 'city', 'shops', 'bakers', 'wine merchants', 'shoe makers' for human geography.

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: In pairs, children return to **Anchor Question C,** and consider together whether they have made acceptable points about the impressions they get of the place from the author's language choices.
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, Summarising, Phrasing, Intonation, Text Marking, Think Aloud**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Question C
- it is a place of beauty
- it would be an uplifting / heartening place to live
- it is not full of hustle and bustle / calm
- it would be good for people to live there – they would be well because of the clean air and water

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

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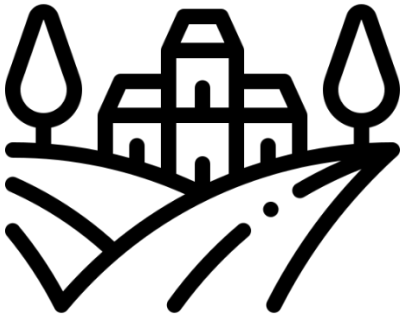
Lesson 2: Vocabulary

advisers	suitable
inspiring	bring in trade
speckle	disturb
architects	merchants



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Lesson 2: Fluency

"What a beautiful place this is!" exclaimed the king. "So peaceful and inspiring. The air is clear, the water is pure – it is the healthiest place I have ever seen."

Lesson 2: Anchor Question

Anchor Questions(s):

A) Which physical and human geography features of Krakow have been included in this extract?

B) 'What a beautiful place this is', 'so peaceful and inspiring', 'air is clear', 'water is pure', 'healthiest place I have ever seen'. What impressions do you get of this place from the author's word choices?

Teacher Model Question:

'Something worries us', 'we dare not move it', 'for fear of harming whatever is inside'. How effectively does the author use language to convey the feelings of the advisers?

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Lesson 2: Read / Teacher Model / Children Practise

A king called Krak decided to build a city at the centre of his kingdom. He travelled widely with his team of advisers looking for a suitable site and eventually settled on a little hill by a river, where trees grew and birds sang.

"What a beautiful place this is!" exclaimed the king. "So peaceful and inspiring. The air is clear, the water is pure – it is the healthiest place I have ever seen."

A survey was made and Krak's advisers reported back to him. Only one thing troubled them.

"Your Highness, in our opinion the site you have chosen for your city has everything you need for building houses and churches, and the river will bring in trade. We could begin building your castle on top of the hill tomorrow, but something worries us."

"And what is that?" asked the king.

"Under the hill there is a cave, and in this cave is a huge, green speckled egg. We cannot identify it and we dare not move it, for fear of harming whatever is inside."

"Show me!" said Krak, and they took him into the cave. In one of the damp, warm tunnels the king observed the giant egg.

"Don't worry about it," he said. We will not disturb the egg. Besides, it could well have been there for thousands of years and may never hatch."

So his advisers went away and stopped worrying. They brought in the architects and building began. People moved into the city from all over the kingdom. Shopkeepers set up shops – bakers, wine merchants and shoe makers. Everyone was greedy for trade.

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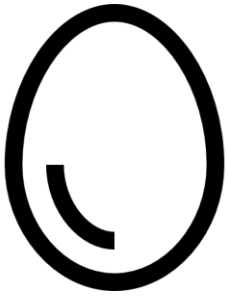
Lesson 2: Teacher Model

How effectively does the author use language to convey the feelings of the advisers?

Words and phrases	Effectiveness to convey feelings
something worries us	effective as the advisers don't know what the egg is or whether it will cause harm to disturb it.
we dare not move it	suggests they feel somewhat frightened about what their actions might do – they know it could be something bad or dangerous
for fear of harming whatever is inside	This is further emphasised by the word 'fear'. They are clearly anxious about doing anything and the author's word choices convey this well.



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Lesson 2: Children Apply

A) Which physical and human geography features of Krakow have been included in this extract?

Physical Geography	Human Geography

B) *'What a beautiful place this is', 'so peaceful and inspiring', 'air is clear', 'water is pure', 'healthiest place I have ever seen'.*

Give **two** impressions you get of this place from the author's word choices?

Impression	Evidence

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

Lesson	3	Vehicle Text & Page	The Dragon of Krakow Richard Monte Adapted extract from pages 12-15

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author use similes to capture the reader's interest and imagination?	drooping, scorched, grazing, stoking, kindling, prowling, smother, fortress, siege	• Discuss many words and phrases that capture the reader's interest and imagination • Identify how language, structure and presentation contribute to meaning	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2g** identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Read the extract below (Lesson 3: Activating Prior Knowledge). Ask the children to **Predict** what has happened in the story and justify using evidence. Clarify that a dragon has hatched out of the egg and brought devastation to the city.

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

Vocabulary: Demonstrate how to find the meaning of '*stoking*' and '*kindling*' in the context of the sentence: '*He could hear the dragon most clearly at night-time, stoking its hot, fiery breath, like the devil kindling flames in the dark pit of hell.*' Here, the dragon is stirring (stoking) up the fire inside just like the devil would stir up (kindle) the flames of hell. 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 the children to turn to a partner and describe what has happened to the lovely city of Krakow. Note the impact on the physical features (river Vistula, trees and river bank, forests) and the human features (city, castle).

Fluency: Model reading the extract (see Lesson 3: Fluency) using **Pausing** as you use the commas to support understanding. Use your voice to draw out the terror of what the king could hear at night. Children **Pair Read** x2 the extract.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher to model using **Think Aloud** to discuss the simile.

Reference the text: Locate the first simile in paragraph one, '*The crystal-blue waters of the river Vistula, which **wound like a snake** through the countryside below the hill, were no longer crystal-blue, but jet-black and full of ash.*' (Lesson 3: Read / Teacher Model / Children Practise).

Teacher Talks: By comparing the river to a snake, it creates a strong image in my mind of the shape and movement of the river. I picture a meandering river, twisting and turning. The snake is also considered by some to be a creature to be feared. This really works well in a story about a fearsome dragon too. Complete Lesson 3: Teacher Model as you talk.



Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the entire extract (See Lesson 3: Read/Teacher Model/Children Practise). One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children to work in pairs using **Think Aloud** to consider the way the similes capture the interest and imagination of the reader.



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 Question** and take feedback on what the children have discussed about the similes. Do the children's responses to them differ? Why might that be? Could the children think of any alternative similes that would capture the reader's interest and imagination?

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

This may include:

- use of the strategies taught i.e. **Predict**, **Find, Read, Talk, Pausing, Think Aloud**
- responses to the **Anchor Question**

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Lesson 3: Activating Prior Knowledge

‘Green fields scorched black. River full of ash. Walls of churches burnt and covered in soot. Sheep eaten and carcasses picked clean. Economy in ruins. No trade. No livestock for farmers to sell. Market traders staying indoors. Fishermen complaining that all the fish in the river have died. Army devastated. Knights’ armour strewn all over the ground. Swords and shields scattered far and wide. Dented metal and slaughtered horses everywhere…’

Lesson 3: Vocabulary



drooping	scorched
grazing	stoking
kindling	prowling
smother	fortress
siege	

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Lesson 3: Fluency

That night, the king lay down upon his bed and listened in the darkness. He could hear the dragon most clearly at night-time, stoking its hot, fiery breath, like the devil kindling flames in the dark pits of hell. He could imagine it flicking out its long forked tongue and twisting its green, scaly body, its tiny eyes as black as death, piercing the red cauldron of its den.

Lesson 3: Anchor Question

Anchor Question(s):

How does the author use similes to capture the reader's interest and imagination?

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Lesson 3: Read / Teacher Model / Children Practise

A day came when he looked out of the window of the castle and saw the damage that had been done to his kingdom. The crystal-blue waters of the river Vistula, which wound like a snake through the countryside below the hill, were no longer crystal-blue, but jet-black and full of ash. The clusters of willow trees drooping over the riverbanks were scorched and the sheep with their white winter coats grazing on the hillside were disappearing quickly.

"Your Highness," said a counsellor, "we fear that the dragon is growing too fast. When it takes a bath in the Vistula, the river floods. The town is under threat."

That night, the king lay down upon his bed and listened in the darkness. He could hear the dragon most clearly at night-time, stoking its hot, fiery breath, like the devil kindling flames in the dark pits of hell. He could imagine it flicking out its long forked tongue and twisting its green, scaly body, its tiny eyes as black as death, piercing the red cauldron of its den.

Late at night it would come out, prowling below the hill, plucking sheep from farmyards and cows from barns. It had grown fat on the fruits of his lands and now, like some giant war machine, was breathing fire on the forests and scorching the earth, coughing out dust and ash and cinders like a volcano, leaving it to rise and float back again to smother and choke the little city.

The king tossed and turned, and in his nightmares he saw the city buried in ash and only his little castle peeping out from the ground, like a fortress under siege.

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Lesson 3: Teacher Model

Simile	How it captures the reader's interest and imagination
the river Vistula, which wound like a snake through the countryside below	By comparing the river to a snake, it creates a strong image in my mind of the shape and movement of the river. I picture a meandering river, twisting and turning. The snake is also considered by some to be a creature to be feared. This really works well in a story about a fearsome dragon too.

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Lesson 3: Children Apply

Simile	How it captures the reader's interest and imagination
the river Vistula, which wound like a snake through the countryside below	By comparing the river to a snake, it creates a strong image in my mind of the shape and movement of the river. I picture a meandering river, twisting and turning. The snake is also considered by some to be a creature to be feared. This really works well in a story about a fearsome dragon too.
Stoking its hot, fiery breath, like the devil kindling flames in the dark pits of hell	
Its tiny eyes, as black as death, piercing the red cauldron of its den	
and now, like some giant war machine, was breathing fire on the forests and scorching the earth	
Coughing out dust and ash and cinders like a volcano	

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

Lesson	4	Vehicle Text & Page	The Dragon of Krakow – The Amber Queen Richard Monte Adapted extract from pages 22-23

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
'Hair was the colour of amber', 'eyes were green and shone like the sea' 'good queen', 'all the sea creatures loved her', 'kept watch', 'go to the aid', 'shook her long amber hair', 'how dare..', 'will not let them harm you', 'pacing up and down', 'eyes glowed like fireballs', 'feet stamped like thunder'. **What impressions do we get of the Queen of the Baltic when we read these words?**	go to the aid, chandeliers, administering justice, shoal, strayed into these waters, pacing	• Discuss many words and phrases that capture the reader's interest and imagination • Identify how language, structure and presentation contribute to meaning	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **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 following information with the children: *The Baltic region is home to the largest known deposit of amber, called Baltic amber or succinite. It dates from 44 million years ago.* Show children a pre-searched picture of a piece of amber and explain it is fossilized tree resin that has been appreciated for its colour and natural beauty for thousands of years. Show children the map of Poland Map of Poland (lonelyplanet.com) and point out the location of the Baltic Sea at the top of the map. Explain that the next story is a Polish tale of why amber is in such abundance in the country.

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

Vocabulary: Children **Find, Read, Talk** the vocabulary. Briefly **Clarify.**

Explore & respond: Read the extract to the children, and as you read, ask the children to think about the Queen of the Baltic. They can make sketches / notes as you read if they wish. Afterwards, Think, Pair, Share one word that would describe the queen. Take brief feedback.

Fluency: Model using **Stress** to emphasise particular words, e.g. *'glowed, 'stamped'* and *'rocked',* to show the power of the queen. Children **Pair Read** x2 the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first two sentences that begin to describe the queen. Use **Think Aloud** to explain the impression you get of the queen from the author's word choices.

Reference the text: **Text mark** by circling *'hair was the colour of amber'* and *'eyes were green and shone like the sea'.*

Teacher Talks: Here I get the impression that she has a striking appearance because her hair is the beautiful colour of amber and she has dazzling green eyes. Add to Teacher Model. (see Lesson 4: Teacher Model).

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the extract in pairs and focus on the word choices in the **Anchor Question**. One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children to use **Text Marking** to circle key words and phrases from the **Anchor Question** and **Think Aloud** to discuss the impressions they get of the queen.

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, Stress, Pair reading, Think Aloud, Text Mark**

Acceptable Point(s) Anchor Question

- striking appearance (amber hairs / eyes shone like the sea)
- kind / caring (kept watch / ready to go to the aid of others)
- well respected (good queen / everyone loved her)
- protective (I will not let them harm you)
- angry (pacing / eyes glowed like fireballs / feet stamped like thunder)

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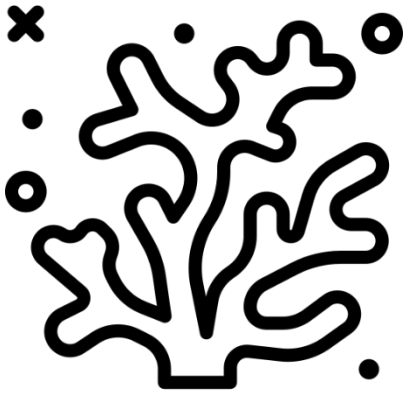
Lesson 4: Vocabulary

go to the aid	chandeliers
administering justice	shoal
strayed into these waters	pacing



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Lesson 4: Fluency

Jurata went into her palace and began pacing up and down the corridors as she considered what to do. Her eyes glowed like fireballs, her feet stamped like thunder and up on the surface of the sea the fisherman's little boat rocked among the waves as he sailed back to land.

Lesson 4: Anchor Question

'Hair was the colour of amber', 'eyes were green and shone like the sea' 'good queen', 'all the sea creatures loved her', 'kept watch', 'go to the aid', 'shook her long amber hair', 'how dare…', 'will not let them harm you', 'pacing up and down', 'eyes glowed like fireballs', 'feet stamped like thunder'.
What impressions do we get of the Queen of the Baltic when we read these words?

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Lesson 4: Read / Teacher Model / Children Practise

Jurata was Queen of the Baltic. Her hair was the colour of amber and her eyes were green and shone like the sea.

She was a good queen and all the sea creatures loved her. Her palace, which was made from amber, lit up the sea-bed like a sparkling jewel. Through the windows she kept watch, always ready to go to the aid of those in need.

In return, all the sea creatures helped out in the palace. Sea-horses hung from the curtain rails and wiped the windows. Crabs tidied the cupboards. Cuttlefish polished the chandeliers. Lobsters weeded the garden and jellyfish hung out the washing. When a fight broke out among the crayfish, the queen was there at once, administering justice with her gentle eyes. When a sea turtle fell and broke its shell, she let the creature sleep in her bed. When a baby cod caught a cold, she wrapped it in seaweed and nursed the little fish until it was well.

One day, when Jurata was in her coral garden, a shoal of worried plaice swam up to the gate.

"Gentle queen, we need your help. A fisherman has strayed into these waters killing fish for food."

The queen shook her long amber hair.

"How dare a man from land set foot in my waters and capture my fish! You are all under my care and I will not let them harm you."

Jurata went into her palace and began pacing up and down the corridors as she considered what to do. Her eyes glowed like fireballs, her feet stamped like thunder and up on the surface of the sea the fisherman's little boat rocked among the waves as he sailed back to land.

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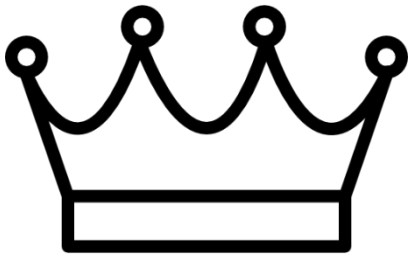
Lesson 4: Teacher Model

What impression do you get of the queen?

Words and phrases	Impression
Hair was the colour amber and her eyes were green and shone like the sea	I get the impression that she has a striking appearance because her hair is the beautiful colour of amber and she has dazzling green eyes.



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Lesson 4: Children Apply

What impressions do you get of the queen?

Words and phrases	Impression
good queen all the sea creatures loved her will not let them harm you	
kept watch go to the aid	
shook her long amber hair how dare a man…	
pacing up and down eyes glowed like fireballs feet stamped like thunder	

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

Lesson	5	Vehicle Text & Page	The Dragon of Krakow – The Amber Queen Richard Monte Adapted extract from pages 24-27

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) In the extract, which words and phrases capture your interest and imagination? Why? **B) What impressions do you get of the God of Storms from the words 'outraged', 'threw down a thunderbolt', 'caught in a whirlpool', 'dragged beneath the waves' and 'splintered into a trillion fragments'?**	cast away, outraged, fragments, frantically, splintered	• Discuss many words and phrases that capture the reader's interest and imagination • Identify how language, structure and presentation contribute to meaning	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2g** identify / explain how meaning is enhanced through choice of words and phrases



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 story. What do they **Predict** will happen next and what is their reasoning for this?

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 children and ask them how the story explains the presence of amber on the Baltic coast. Discuss how people all around the world often make stories that have been passed down for generations that explain our world – and this is an example of such a story.

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

Additional Activity: 1 Comprehension Questions for written responses in Reading Journal
See Lesson 5: Children Apply Activity 2

Additional Activity: 2
Use all of the extracts we have focused on this week to make a travel brochure / advert tempting people to visit Poland. Can the children use some of the language that has been explored in previous sessions? Which words and phrases will they include to make the place interesting and capture the reader's interest? Which features of the country of Poland will they draw the reader's attention to, e.g. castles, tales of dragons, amber on the Baltic coastline etc.

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: Vocabulary



cast away	outraged
splintered	fragments
frantically	

Lesson 5: Anchor Question

Anchor Question(s):

A) In the extract, which words and phrases capture your interest and imagination? Why?

B) What impressions do you get of the God of Storms from the words 'outraged', 'threw down a thunderbolt', 'caught in a whirlpool', 'dragged beneath the waves' and 'splintered into a trillion fragments'?

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Lesson 5: Read / Teacher Model / Children Practise

"I am Jurata, Queen of the Baltic. I came here to punish you – yet now that I see you, I can only forgive you for the things you have done to the creatures of the sea."

The fisherman bowed, then looked up into the queen's green eyes. "And I can only accept your forgiveness and cast away my nets. When I take my boat out to sea, I shall no longer be a fisherman searching for fish, but a king searching for his queen. I will sail out every evening to see you."

When he finished speaking, Jurata and her mermaids had disappeared and the fisherman stared at the sea, wondering if what he had seen was a dream.

But it was not a dream, for every evening after that, the queen left her amber palace and she and the fisherman sailed on the water together, under the moon and stars. The queen of the sea sang and the fisherman stroked her golden hair.

But their happiness did not last. One night, the God of Storms saw their little boat floating in the moonlight and was outraged that Jurata had fallen in love with a mortal. He threw a thunderbolt from the sky.

The fisherman's boat was caught in a whirlpool and dragged beneath the waves, and he drowned. The amber palace splintered into a trillion fragments and the queen of the sea was buried beneath it.

Frantically the little sea creatures worked to uncover her. Crabs picked up pieces of amber in their claws and dug away into the night. Lobsters brushed the amber away with their tales. Oysters scooped it up with their shells. But at last, when they found the queen, she was dead.

They dressed her in pink and white coral and buried her in the sand. The crabs dug a hole with their claws and they all wept.

The sea-horses said, "She would not want us to be unhappy. Let us collect the pieces of amber and swim with it throughout the sea."

The oysters agreed. "Let's scatter it far and wide."

"Yes," said the crabs, "and we will make jewels and necklaces in memory of her beauty."

So, even to this day, all the sea creatures remember Jurata by placing pieces of amber on the Baltic shore.

Extract adapted from ©The Dragon of Krakow by Richard Monte

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Lesson 5: Children Apply

A) In the extract, which words and phrases capture your interest and imagination? Why?

Words and phrases	Why they captured my interest and imagination

B) What impressions do you get of the God of Storms from the words 'outraged', 'threw down a thunderbolt', 'caught in a whirlpool', 'dragged beneath the waves' and 'splintered into a trillion fragments'?

Impression	Evidence

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Lesson 5: Children Apply Activity 2

A. *'I shall no longer be a fisherman searching for fish, but a king searching for his queen'*
What does this tell us about how the fisherman feels about the queen?

_____

_____

_____

B. What do the sea creatures do to try and find the buried queen?
Put a tick in the correct box to show whether each of the following statements is **true** or **false**.

	True	False
Pick pieces of amber in their claws		
Dig away into the night		
Search in the fishing boat		
Brush amber away with their tails		
Search under the coral		

C. How is Jurata remembered today?

_____

_____

_____

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Shared Reading Planning

Year 4

Curriculum Driver: Geography

Unit E: Europe

Poetry

Range of websites

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

Lesson	1	Vehicle Text & Page	The Gondolier Ruby Archer https://discoverpoetry.com/poems/poems-about-italy/ **Read the entire poem from the website**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A)What do we learn about the city of Venice from the poem? **B)Which words has the poet used that capture your interest and imagination about Venice?**	hark, languid, emerge, radiant, passionate, drowsily, hovering, ever and aye, revery **Subject Specific:** gondolier, lagoon, Campanile, dome, Grand Canal	• Confidently retrieve and record information • Discuss many words and phrases that capture the reader's interest and imagination • Skim to gain the gist of a text or the main idea	**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 some pre-searched images of Venice and ask children to Think Pair Share what they notice about this city. Take feedback and discuss the natural features of the landscape (it is built on water). Share the meanings of the subject specific words – Gondolier (a man who takes people from one place to another in a gondola), lagoon (an area of seawater), Campanile (the bell tower of St Mark's Basilica), dome (the dome of St Mark's Basilica) and Grand Canal (the most important water way of Venice). Find these on the pictures of Venice as you talk through this subject specific vocabulary. Briefly discuss the pros and cons of living in a city that has no roads, only waterways.

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

Vocabulary: Use **Find, Read, Talk** to discuss and explain the rest of the words in the context of where they are located within the text and refer to Lesson 1: Vocabulary sheet. Note that 'languid' means moving slowly / with low energy and 'revery' (English spelling – reverie; having pleasant thoughts).

Explore & Respond: Begin by **Skim** reading the poem and locating key words about Venice that will help us get the 'gist' of what the poem will be about. Teacher to read aloud extract from the poem twice (see Lesson 1 Teacher Model/Children Practise). Teacher Note: Ideally, read the entire poem from the website. Ask the children if they noticed any of the key geographical features of Venice in the poem and refer back to Activate Prior Knowledge session. Consider the number of stanzas. Note the lack of rhyming pattern but that there is a repetition of the final word in lines 1 and 2. Discuss together why the poet might have included this repetition and the effect on the reader – focuses us in on the description.

Fluency: Teacher to model reading the extract using **Rhythm** and **Expression,** conveying the glory of the scene**.** Children **Choral Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Look at Lesson 1: Read / Teacher Model / Children Practise and share **Anchor Questions A** and **B.** Have a copy of Lesson 1: Teacher Model on display. Model how to **Text Mark** the first stanza to answer **Anchor Questions.**

Reference the text: Circle *'gondolier singing', 'dreamily singing', 'guiding gondola' and 'out…lagoon'.* Use **Think Aloud** as you add a labelled drawing to the Teacher Model sheet, showing what the poem is telling you about Venice.

Teacher Talks: I will start out on the lagoon, not in the narrow canals, as this is where the poet begins the description of Venice. I will add some musical notes as he sings and the lagoon will be still – not choppy, as the poet uses the word languid. The word 'Languid' is really interesting and gives me a wonderful picture of the water in Venice – I will add this to my sheet too. **Text Mark** explicitly by circling the words that provide evidence for the **Anchor Questions** on an enlarged copy of the text and underline the new vocabulary.

Step 3: PRACTISE

Children Practise 5 mins

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

Practise Taught Strategies & Skills: Working in pairs, children **Text Mark**, circling the key words and phrases and using **Think Aloud** to answer the **Anchor Questions.**

If children are finding it difficult to locate evidence, focus on *'pigeons', 'winging', 'gondolier calling', 'dark waters wind', 'emerge in a glory', 'Campanile', 'dome rise magical', 'Grand Canal', 'wall', 'gardens above', 'drowsily leaning', 'golden Italy'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete Apply. Children to use their key words and phrases from their **Text Mark** to answer the **Anchor Questions.**

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 writer has used and how they capture the reader's interest. Ensure children have made acceptable points. Ask whether it has encouraged them to think about visiting Venice. Why? Why not? Could they have used any alternative words for effect?

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, Rhythm, Expression, Text Marking, Think Aloud**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Question B

- hark – listen
- Dreamily, dreamily – feeling of relaxation about the place
- blending coos in out idle revery - pleasant sounds of the pigeons mix with our pleasant thoughts
- emerge in a glory – around the corners is a wonderful sight
- magical – whole place seems enchanting
- drowsily / dreaming – quiet, relaxing, as if in a dream
- heavenly – a blissful place to be

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

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Lesson 1: Vocabulary

hark	languid
emerge	radiant
passionate	drowsily
hovering	ever and aye
revery	dome
lagoon	an area of seawater
Campanile	the bell tower of St Mark's Basilica
Gondolier	a man who takes people from one place to another in a gondola
Grand Canal	the most important waterway in Venice

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Lesson 1: Fluency

Now we emerge in a glory,
Radiant, radiant glory;
Campanile and dome rise magical
Out of the Grand Canal.

Lesson 1: Anchor Question

Anchor Question(s):

A)What do we learn about the city of Venice from the poem?

B)Which words has the poet used that capture your interest and imagination about Venice?

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Lesson 1: Read / Teacher Model / Children Practise

Use the entire poem, found at:
https://discoverpoetry.com/poems/poems-about-italy/

The Gondolier – Ruby Archer

Hark to the gondolier singing,
Dreamily, dreamily singing,
Ever guiding our languid gondola
Out on the fair lagoon.

Lo, how the pigeons are winging,
Airily, airily winging,
Blending coos in our idle revery
Out on the fair lagoon.

Now we emerge in a glory,
Radiant, radiant glory;
Campanile and dome rise magical
Out of the Grand Canal.

Every wall has a story,
Passionate, passionate story,—
O'er the song of the gondolier hovering,
Out on the Grand Canal.

Ever and aye in our dreaming,
Far-away, far-away dreaming,
We'll remember this golden Italy,
Sung by a gondolier.

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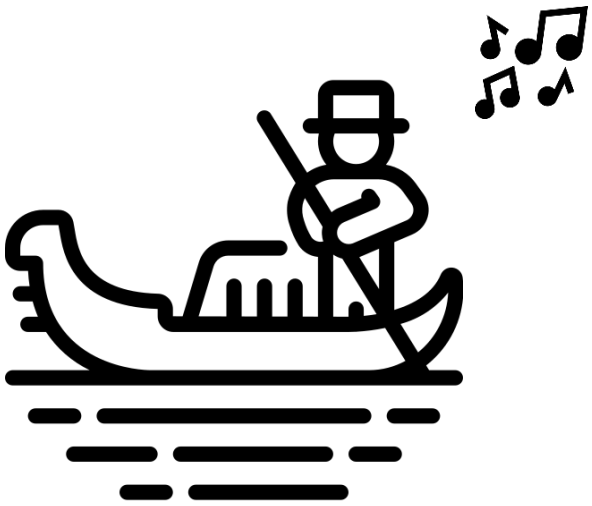
Lesson 1: Teacher Model

Features of Venice



Words that capture the interest and imagination about Venice

languid

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Lesson 1: Children Apply

Features of Venice
Words that capture the interest and imagination about Venice

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

Lesson	2	Vehicle Text & Page	The Gondolier Ruby Archer https://discoverpoetry.com/poems/poems-about-italy/ **Read the entire poem from the website**

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the structure, punctuation and language help you to perform the poem?	hark, languid, emerge, radiant, passionate, drowsily, hovering, ever and aye, revery **Subject Specific:** Gondolier, lagoon, Campanile, dome, Grand Canal	• Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Identify how language, structure and presentation contribute to meaning	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recall their work from yesterday and write the word 'Venice' on the flipchart. Ask children to Think Pair Share what they remember about Venice from the poem. Consider the words they chose yesterday that interest them or spark their imagination. Explain that today we will be performing the poem and trying to convey that interest in the city.

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

Vocabulary: Briefly recap the vocabulary from yesterday's lesson, if necessary.

Explore & Respond: Read the poem again and as you read, circle any cues to help support a reading of the poem out loud. Include the use of commas and dashes, words for interest and effect, repetition and the dreamy tone of the poem and the beauty of the floating city.

Fluency: Focus on the fourth stanza and model the use of **Expression** and **Stress** (stress the words story, passionate, hovering and Grand Canal). Children **Choral Read** x2 the same section, using **Expression and Rhythm.**

Step 2: MODEL

Model to Children 8 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the second stanza, without using **Expression** or **Rhythm.** Record the reading and play it back.

Reference the Text: Demonstrate to the children how it could be improved by **Annotating** the poem, starting by looking at punctation cues. Circle commas dashes and semi-colons. Also circle any words that you want to **Stress** e.g. Winging, airily, idle revery and fair lagoon. Read again, keeping a steady **Rhythm** and using **Stress** as you convey the gentle, positive tone of the poem.

Re-read the stanza with the changes and consider its impact on the audience a second time. Take feedback from the class as to the changes and any further improvements that could be made. Discuss at this point how the poet guides the reader, using punctuation, word choice etc., so they can have a deeper understanding of the poem and read it in the way the poet intended.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: The children can work in small groups to perform the poem. You may have some children working on particular stanzas rather than the entire poem if you wish.

Practise Taught Strategies & Skills: Consider the cues from the poet (punctuation / gentle / dreamy tone etc.) as they decide how to read out loud to an audience. Children **Annotate** the poem and circle any parts of it that will support them in their performance.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Allow plenty of time to practise and rehearse. Record poetry readings.

Verbal & Written Responses: Give children the opportunity to feedback to each other on the effectiveness of the poetry readings. Discuss together why they made certain choices and ways to improve the readings. Allow time to make tweaks and changes to improve.

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

-Use of the strategies taught i.e. **Expression, Rhythm, Choral Read, Annotate**

- responses to the **Anchor Question**

These offer a rich opportunity to perform in assembly or for another class - be sure to share this with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult there are prizes to be won

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Lesson 2: Vocabulary

hark	languid
emerge	radiant
passionate	drowsily
hovering	ever and aye
revery	dome
lagoon	an area of seawater
Campanile	the bell tower of St Mark's Basilica
Gondolier	a man who takes people from one place to another in a gondola
Grand Canal	the most important waterway in Venice

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Lesson 2: Fluency

Now we emerge in a glory,
Radiant, radiant glory;
Campanile and dome rise magical
Out of the Grand Canal.

Lesson 2: Anchor Question

How does the structure, punctuation and language help you to perform the poem?

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Lesson 2: Read / Teacher Model / Children Practise

Use the entire poem, found at:
https://discoverpoetry.com/poems/poems-about-italy/

The Gondolier – Ruby Archer

Hark to the gondolier singing,
Dreamily, dreamily singing,
Ever guiding our languid gondola
Out on the fair lagoon.

Lo, how the pigeons are winging,
Airily, airily winging,
Blending coos in our idle revery
Out on the fair lagoon.

Now we emerge in a glory,
Radiant, radiant glory;
Campanile and dome rise magical
Out of the Grand Canal.

Every wall has a story,
Passionate, passionate story,—
O'er the song of the gondolier hovering,
Out on the Grand Canal.

Ever and aye in our dreaming,
Far-away, far-away dreaming,
We'll remember this golden Italy,
Sung by a gondolier.

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

Lesson	3	Vehicle Text & Page	Postcard Poems about Spain by Joe Fraser Postcard Poem about Spain – España – The Poetry Society: Poems **Read the entire poem from the website**

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A)What do we learn about Spain from this poem? **B)Which words has the poet used that really help the reader to understand the intense heat of Spain?** Teacher Model Question: Which words has the poet used that really help the reader to understand the vibrant colours?	claustrophobic, squadron of feathered menace, revolves, wooden sentinels, cerulean, scorched, vibrant, humid Subject specific: terracotta, villa, cicadas	• Confidently retrieve and record information • Discuss many words and phrases that capture the reader's interest and imagination	**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: Write the word 'Spain' on a flipchart. Ask the children to Think Pair Share what they know about this country. Draw upon prior knowledge if some children have visited there. What do they know about the weather / landscape / houses etc. Take brief feedback and add to flipchart. Have some pre-searched images of rural Spanish villas with terracotta tiled roofs to draw out this element of the vocabulary and the cicadas.

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

Vocabulary: As some of these words and phrases are difficult, work together, with the teacher leading, to use **Find, Read, Talk** to explore the rest of the vocabulary.

Explore & respond: Read all of poem twice (See Lesson 3: Read/Teacher Model/Children Practise). Teacher Note: This is only an extract – the entire poem should be sourced on the internet using the link above. Ask the children to turn to a partner and briefly describe what it tells them about Spain. Think back to the Activating Prior Knowledge section. If they have visited, do they recall Spain being hot? Note the structure – one stanza and free verse (no rhyme).

Fluency: Model reading the extract (see Lesson 3: Fluency) using **Pausing** as you use the commas to support understanding. Use your voice to draw out intense heat being described. Children **Choral Read** x2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question: Which words has the poet used that really help the reader to understand the vibrant colours? Teacher to model using **Think Aloud** and **Text Mark**.

Reference the text: Circle the words '*Terracotta', 'cerulean', 'glorious day'* and '*vibrant colours'*.

Teacher Talks: Whilst terracotta describes the actual materials of the roof tiles, it also makes me think of the colour – strong orange. 'Cerulean' is a wonderful word for a deep blue colour and it makes me think of a bright blue Spanish sky, with not a cloud in sight. The 'glorious day' and 'vibrant colours' makes me think that the scene is full of colour and really striking to the human eye.

Complete Lesson 3: Teacher Model as you talk.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the entire poem accessed from the website (See Lesson 3: Read/Teacher Model/Children Practise). One copy of the text between two encourages collaborative working and discussion.

Practise Taught Strategies & Skills: Children to work in pairs using **Think Aloud** and **Text Mark** to answer the **Anchor Questions**. If children are struggling, consider, *'Terracotta tiles', 'claustrophobic countryside', 'villa walls', 'pulse with heat like radiators', 'midday heat', 'squadron of feathered menace', 'revolves up high', 'wooden sentinels', 'scorched landscape', 'fruit trees', 'orchestra of invisible cicadas', 'evening cools'.*

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 on what details the poem gives them about Spain and the words that show the intense heat.

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

This may include:

- use of the strategies taught i.e. **Find, Read, Talk, Pausing, Think Aloud, Text Mark, Choral Read**
- responses to the **Anchor Question**

Acceptable Point(s) Anchor Question A
- weather – hot
- plants – fruit trees / trees
- animals – dogs / cicadas
- houses – villas with terracotta tiles
- full of colour

Acceptable Point(s) Anchor Question B
- blazing sun, burn like flames, pulse with heat like radiators, claustrophobic countryside, midday heat, scorched landscape

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

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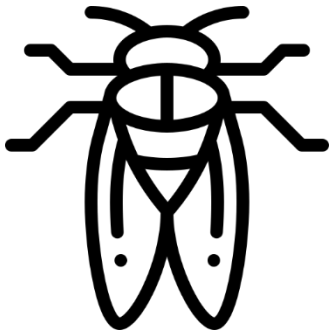
Lesson 3: Vocabulary

terracotta	villa
cicadas	claustrophobic
squadron of feathered menace	wooden sentinels
cerulean	scorched
vibrant	humid



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Lesson 3: Fluency

Terracotta rooftops burn like flames
in the claustrophobic countryside, and
villa walls pulse with heat like radiators.

Lesson 3: Anchor Question

Anchor Question(s):

A)What do we learn about Spain from this poem?
B)Which words has the poet used that really help the reader to understand the intense heat of Spain?

Teacher Model Question:

Which words has the poet used that really help the reader to understand the vibrant colours?

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Lesson 3: Read / Teacher Model / Children Practise

Use the entire poem, found at:
Postcard Poem about Spain – España – The Poetry Society: Poems

Suddenly, the blazing sun rises
to greet the Spanish dawn with
blinding light.
Terracotta rooftops burn like flames
in the claustrophobic countryside, and
villa walls pulse with heat like radiators.
A squadron of feathered menace
revolves up high in planetary-like motion.
Wooden sentinels snake their way
into the cerulean sky and watch over
the scorched landscape.
Fruit trees and cheerful birds celebrate
the glorious day in vibrant colours. An
orchestra of invisible cicadas hum lazily.

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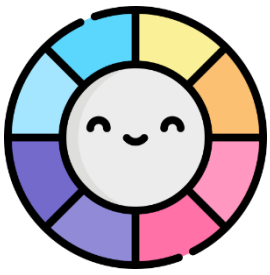
Lesson 3: Teacher Model

Which words has the poet used that really help the reader to understand the vibrant colours?

Words used	How they help the reader understand the vibrant colours
terracotta	Strong orange colour
cerulean	Helps me to picture the deep blue colour of the sky – not a cloud in sight
Glorious day / vibrant colours	Scene is full of colour and striking to the human eyer



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Lesson 3: Children Apply

What do we learn about Spain from this poem?	
Which words has the poet used that really help the reader to understand the intense heat of Spain?	
Words used	How they help us to understand the intense heat of Spain

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

Lesson	4	Vehicle Text & Page	Postcard Poems about Spain Joe Fraser Postcard Poem about Spain – España – The Poetry Society: Poems **Read the entire poem from the website**

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the structure, punctuation and language help you to perform the poem?	claustrophobic, squadron of feathered menace, revolves, wooden sentinels, cerulean, scorched, vibrant, humid Subject specific: terracotta, villa, cicadas	• Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Identify how language, structure and presentation contribute to meaning	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Recall their work from yesterday and write the word 'Spain' on the flipchart. Ask children to Think Pair Share what they remember about Spain from the poem. Explain that today we will be performing the poem and trying to convey the intense heat, colour and movement in the poem.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Briefly recap the vocabulary from yesterday's lesson, if necessary.
Explore & Respond: Read the poem again and as you read, circle any cues to help support a reading of the poem out loud. Include the use of commas, words for interest and effect, alliteration (e.g. hot hound howls) and the colour, movement and heat described in the poem.
Fluency: Focus on the first three lines and model the use of **Expression**. Use your voice to emphasise the suddenness of the sun rising and the strong effect of this (blinding). Children **Choral Read** x2 the same section, using **Expression.**

Step 2: MODEL

Model to Children 8 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the lines, '*Fruit trees and cheerful birds celebrate / the glorious day in vibrant colours'* without using **Expression.** In fact, read it in a rather dull way that does not reflect the cheerful vibrancy of the lines. Record the reading and play it back.
Reference the Text: Demonstrate to the children how it could be improved by adding **Expression** and really considering the meaning of the words 'cheerful' and 'vibrant'. Read again, in an upbeat, cheerful and expressive way.
Take feedback from the class as to the changes and any further improvements that could be made. Discuss at this point how the poet guides the reader, using punctuation, word choice etc., so they can have a deeper understanding of the poem and read it in the way the poet intended.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: The children can work in small groups to perform the poem. You may have some children working on particular parts of the poem rather than the entire poem if you wish (Lesson 4: Children Apply has split the extract into sections which could be explored rather than the entire poem).
Practise Taught Strategies & Skills: Consider the cues from the poet and the language choices as they decide how to read out loud to an audience. Children **Annotate** the poem and circle any parts of it that will support them in their performance.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Allow plenty of time to practise and rehearse. Record poetry readings.
Verbal & Written Responses: Give children the opportunity to feedback to each other on the effectiveness of the poetry readings. Discuss together why they made certain choices and ways to improve the readings. Allow time to make tweaks and changes to improve.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:

- Use of the strategies taught i.e. **Expression, Choral Read, Annotate**
- Responses to the **Anchor Question**

These offer a rich opportunity to perform in assembly or for another class - be sure to share this with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult there are prizes to be won

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

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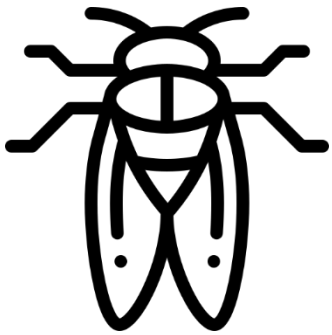
Lesson 4: Vocabulary

terracotta	villa
cicadas	claustrophobic
squadron of feathered menace	wooden sentinels
cerulean	scorched
vibrant	humid



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Lesson 4: Fluency

Suddenly, the blazing sun rises to greet the Spanish dawn with blinding light.

Lesson 4: Anchor Question

How does the structure, punctuation and language help you to perform the poem?

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Lesson 4: Read / Teacher Model / Children Practise

Use the entire poem, found at:
Postcard Poem about Spain – España – The Poetry Society: Poems

Suddenly, the blazing sun rises
to greet the Spanish dawn with
blinding light.
Terracotta rooftops burn like flames
in the claustrophobic countryside, and
villa walls pulse with heat like radiators.
A squadron of feathered menace
revolves up high in planetary-like motion.
Wooden sentinels snake their way
into the cerulean sky and watch over
the scorched landscape.
Fruit trees and cheerful birds celebrate
the glorious day in vibrant colours. An
orchestra of invisible cicadas hum lazily.

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Lesson 4: Children Apply

Suddenly, the blazing sun rises
to greet the Spanish dawn with
blinding light.

Terracotta rooftops burn like flames
in the claustrophobic countryside, and
villa walls pulse with heat like radiators.

A squadron of feathered menace
revolves up high in planetary-like motion.

Wooden sentinels snake their way
into the cerulean sky and watch over
the scorched landscape.

Fruit trees and cheerful birds celebrate
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Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning /Comprehension Monitoring

Lesson	5	Vehicle Text & Page	Descriptive Jottings of London by Knight of the White Elephant of Burmah William McGonagall Descriptive Jottings of London by Knight of the… | Poetry Foundation USE THE EXTRACT PROVIDED ONLY

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A)What do we learn about old London city from the poem? B)Which words has the poet used that capture your interest and imagination about London?	throng, discordant sound, steamers, behold, begemmed, impostor, venture to say, apparel, glee	• Confidently retrieve and record information • Discuss many words and phrases that capture the reader's interest and imagination • Skim to gain the gist of a text or the main idea	**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



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: Write the word 'London' on a flipchart. Ask the children to Think Pair Share what they know about London. Share pre-searched images of some of the landmarks of London found in the poem, e.g. Tower of London, St. Paul's Cathedral, Petticoat Lane. Explain they will be reading a poem which describes London of old.

Vocabulary: Explore the vocabulary in the context of the extract (See Lesson 5: Vocabulary and Lesson 5: Read). Again, it would be worth looking at the vocabulary together, with the teacher leading and giving support.

Share Anchor Questions: Refer to these throughout the session.

Enjoy and Respond to the text: Read the poem twice (extract provided – there is no need to read the entire poem). Discuss the structure and rhyme (AABB). How do we know it is not set in the present day? Consider word choices and details, e.g. steamers. Turn to a partner and tell them one thing they have learned about old London.

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

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

Additional Activity:
Children can use any of the poems studied this week to write a tourist guide / holiday destination advert using the details from the poem. For example, 'Enjoy the vibrant, colourful scenery of Spain. The hot weather is just what you need' etc.

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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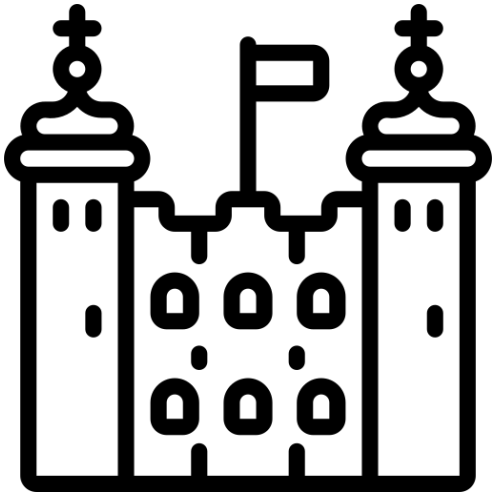
Lesson 5: Vocabulary

throng	discordant sound
steamers	behold
begemmed	impostor
venture to say	apparel
glee	



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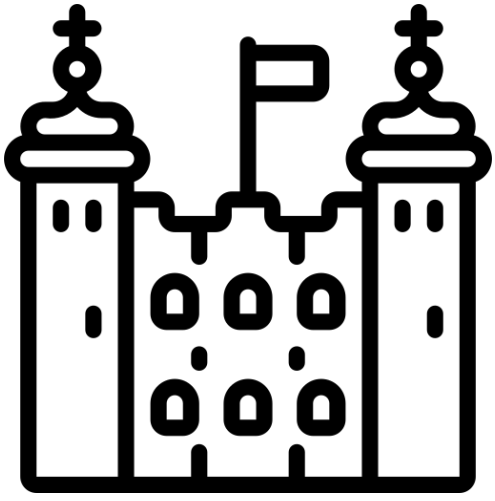
Lesson 5: Anchor Questions

A)What do we learn about old London city from the poem?
B)Which words has the poet used that capture your interest and imagination about London?



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Lesson 5: Read / Teacher Model / Children Practise

Descriptive Jottings of London

By Knight of The White Elephant Of Burmah William Mcgonagall (Extract)

As I stood upon London Bridge and viewed the mighty throng
Of thousands of people in cabs and 'busses rapidly whirling along,
All furiously driving to and fro,
Up one street and down another as quick as they could go:

Then I was struck with the discordant sound of human voices there,
Which seemed to me like wild geese cackling in the air:
And the river Thames is a most beautiful sight,
To see the steamers sailing upon it by day and by night.

And the Tower of London is most gloomy to behold,
And the crown of England lies there, begemmed with precious stones and gold;
King Henry the Sixth was murdered there by the Duke of Glo'ster,
And when he killed him with his sword he called him an impostor.

St. Paul's Cathedral is the finest building that ever I did see,
There's no building can surpass it in the city of Dundee,
Because it's magnificent to behold,
With its beautiful dome and spire glittering like gold.

Then there's Petticoat Lane I venture to say,
It's a wonderful place on the Sabbath-day;
There wearing-apparel can be bought to suit the young or old,
For the ready cash, silver, coppers, or gold.

Oh! mighty city of London! you are wonderful to see,
And thy beauties no doubt fill the tourist's heart with glee;

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Lesson 5: Children Apply

A)What do we learn about old London from this poem?

_____

_____

_____

_____

_____

B) Which words has the poet used that capture your interest and imagination about London?

Words and phrases	Why they captured my interest and imagination

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Lesson 5: Children Apply Activity 2

A) Underline **two** words or phrases that show everyone is moving quickly.

As I stood upon London Bridge and viewed the mighty throng
Of thousands of people in cabs and 'busses rapidly whirling along,
All furiously driving to and fro,
Up one street and down another as quick as they could go:

B) Give **two** reasons why the poet thinks that St. Paul's Cathedral is the finest building he has ever seen.

1. _____
2. _____

C) According to the poet, why would tourists want to visit London?

_____
_____
_____

D) Name **three** physical features of old London.

1._____
2._____
3._____

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Comprehension Skills & Strategies

Supporting the development of comprehension:

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

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

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

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

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

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

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

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

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

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My Turn, Your Turn

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

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

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Reread

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

Scanning

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

Self-Correct

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

Sense Making (Syntax)

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

✓ I went to the park.

✗ I went the to park.

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

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Themes

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

Think Aloud

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

Visualising

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

What Next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Phonics Glossary of Terms

Term	Definition Explanation
phoneme	The smallest single identifiable speech sound in a word i.e. **sh/i/p**
grapheme	Letter or combination of letters representing a phoneme.
GPC	**G**rapheme **P**honeme **C**orrespondence The mapping of graphemes to phonemes.
decode	The process of decoding a word has two stages. Firstly the individual grapheme-phoneme correspondence is recognized and then the phonemes are blended or synthesized all through the word and read.
blend	Draw individual sounds together to pronounce a word for reading
segment	To split words up into individual phonemes in order to spell
digraph	2 letters representing one phoneme
vowel digraph	2 vowels representing one phoneme e.g. **oa**
split vowel digraph	Digraph split by consonant ie, s/**i**/t/**e**, h/**i**/d/**e**
trigraph	3 or more letters representing one phoneme
adjacent consonants	Separate consonant phonemes blended in speech e.g. **fl**at and toa**st**
CVC word	The word structure of consonant phonemes and vowel phonemes e.g. b/oa/t c/a/t sh/ee/p
CCVC word	s/t/o/p
CVCC word	m/i/l/k l/a/m/p
Common exception words 'tricky for now'	Common exception words are not phonically decodable. 'Tricky for now words' are those which the child has not yet learnt the relevant GPC to decode or encode them.
syllable	A unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, For example, the word **water** is composed of two syllables: **wa** and **ter**.

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Reading Curriculum Coverage



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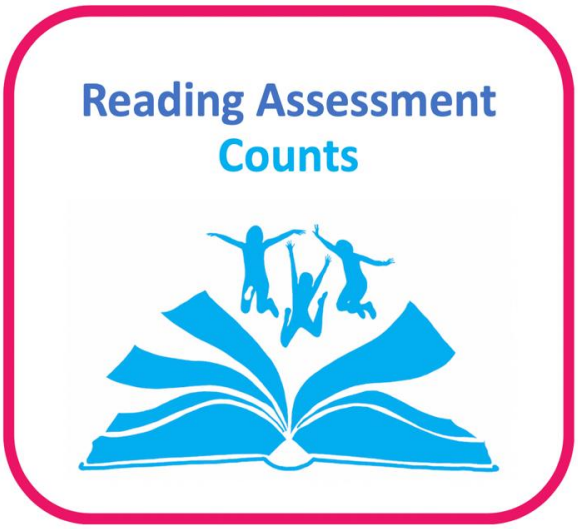
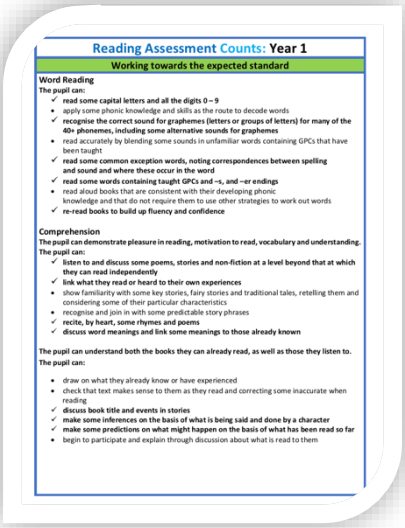
Reading Assessment







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.

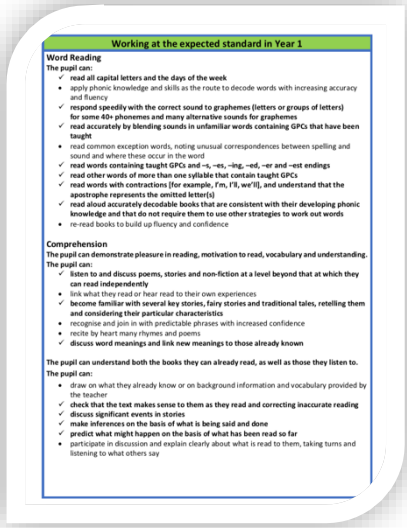
The pupil can:

- ✓ **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.

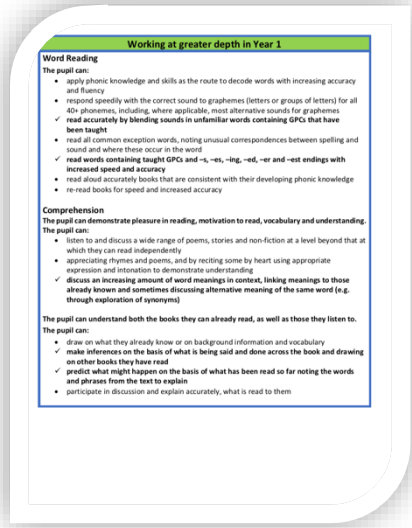
The pupil can:

- ✓ **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.

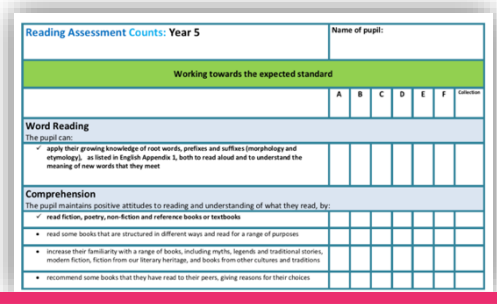
The pupil can:

- 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

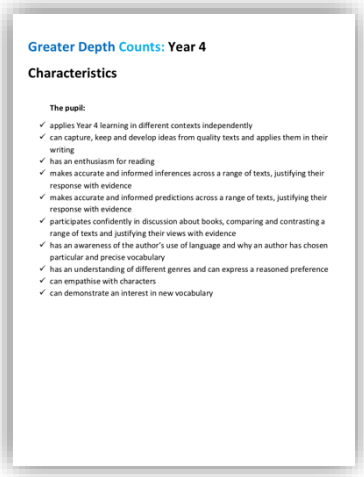


Reading Assessment Counts: **Year 5**

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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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 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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