Steps to Read™

Shared Reading Planning

Year 5

Unit E: North & South America / World

LiteracyCounts

Improving outcomes for children

READ

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

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

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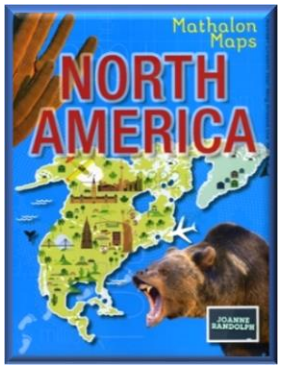
The 4 Steps Teaching Sequence

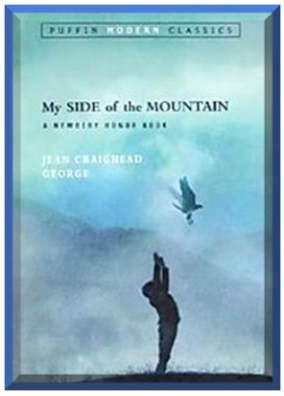
Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

	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

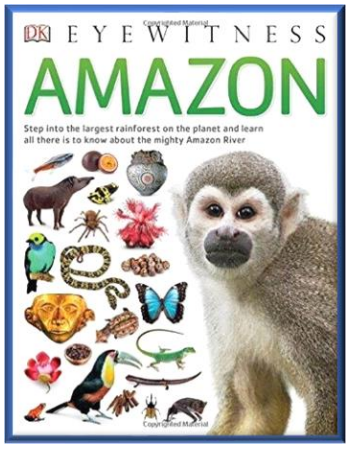


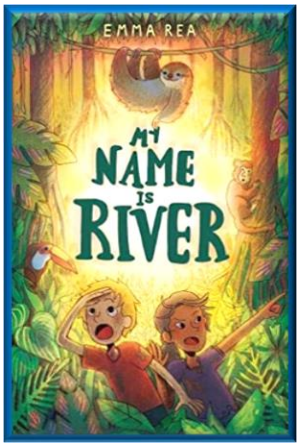


Shared Reading Planning

Year 5

Unit E: North & South America / World







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Unit Focus: Comprehension Skills & Strategies

This Year 5 Unit

Word Reading

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

Comprehension

Build on Previous Term & Focus on:

•Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

•Identify and discuss themes and conventions in and across a wide range of writing

•Identify how language, structure and presentation contribute to meaning

•Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader

•Provide reasoned justifications for their views

Skills and Strategies

Build on Previous Term & Focus on:

•Recognise and read all Year 5&6 Word List words with automaticity

•Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality

•Use information on-screen and on paper

•Read closely, annotating for specific purposes

•Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes

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 5 focus on

Comprehension	Skills and Strategies	Content Domains*
Throughout Year 5 Focus on: •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books •Recommend books that they have read to their peers, giving simple reasons for their choices •Learn a wider range of age appropriate poetry by heart •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**Apply the following reading strategies with increasing independence:** •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context •Read extended texts independently for sustained periods •Self-correction, including re-reading and reading ahead •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 •Reading widely and frequently for pleasure and information	***Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.** 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:
figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

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What is Steps to Read?

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

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.

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

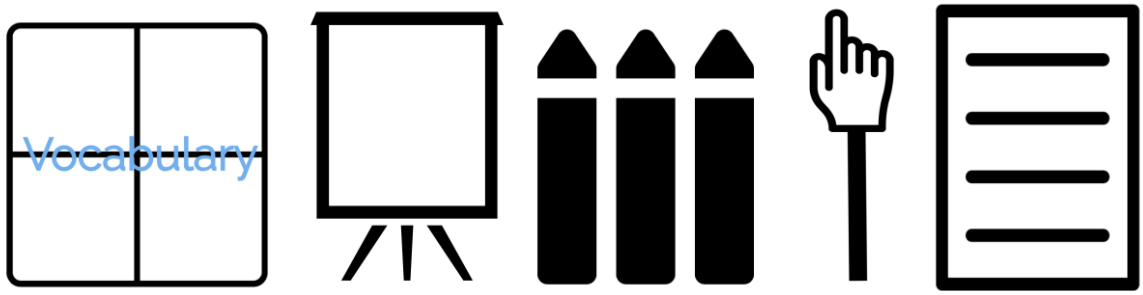
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

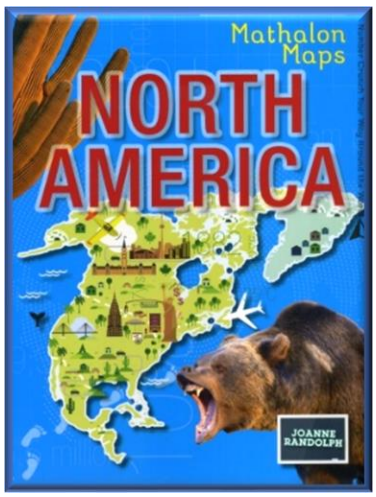
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Shared Reading Planning

Year 5

Unit E: North & South America / World

Non-Fiction 1



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

Lesson	1	Vehicle Text & Page	North America (Mathalon Maps) by Joanne Randolph pp.4-5 and p.30

Anchor Question(s):
A) Why do you think that Canada, the United States and Mexico are the most well-known countries in the continent?
B) Why is Greenland considered part of North America?
C) Why is 'Get ready to explore' a clever ending to the introductory paragraph?
Model Question:
Why is North America described as a *'one-of-a-kind place'*?

Vocabulary Teaching:
geological
ecosystems
tectonic plate

Focus Comprehension & Strategies:
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality
- Use a range of strategies for skimming, e.g. finding **key words or phrases**, gist, main ideas, themes
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader

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

Activate Prior Knowledge: At the beginning of the lesson, play a little of the American national anthem and show photos of American landscapes on the board. Finish with a map / globe / Google maps of North America. Can the children identify the country? Ask the children what they think they already know about North America and briefly create a **Mind Map** on the flip chart to be added to throughout the lesson as the children learn more facts. **Share Anchor Question(s):** Explicitly refer to these throughout the session. **Vocabulary:** Find these in the context of where they are located within the text and note that they are written in bold. Ask the children why they think it is in bold and explain that they are examples of technical vocabulary and appear in the glossary. Show the glossary to the children (p.30 in the book) and share the definitions.
Explore & respond: **Skimming** - Teacher to show the focus page to the children for 10 seconds and ask them to read the bold print words headings and subheadings. Ask them for the gist of what the page is about and key information found. Now read the extract aloud to the class (Lesson 1: Teacher Model/Children Practise). Ask the children where in the book they think this extract would come from and where on the page. Encourage the children to explain how they know that this is the introductory paragraph. Ask the children to rank the degree of formality of this extract and give examples of the formality from the text, for example '*North America is the third largest continent on Earth. It has an area of about 24.6 million square km (9.5 million square miles)'.* Draw attention to technical words and the figures and units of measurement.
Fluency: **Choral Read** the fluency extract. Encourage the children to use **Stress** when reading the technical words and the figures and units of measurement clearly to aid understanding.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: Why is North America described as a *'one-of-a-kind place'*? Model using **Scanning** for the key phrase *'one-of-a-kind place'*. Now circle the words and phrases that provide evidence, '*many different geological features'*, '*ecosystems'* and *'plants and animals'* and model answering the question by using the word 'because' to answer. Teacher Talks: North America is described as a '*one-of-a-kind place'* because it has so many different geological features. It also has such a range of ecosystems, plants and animals that make it special.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around words that provide evidence B) underline new vocabulary explored.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions A and B.** Children to examine the text and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to use **Scan and Skim**, as modelled, to locate words and phrases when looking for evidence against the **Anchor Questions.** Encourage the children to use 'because' to answer 'why'.
If the children are finding it difficult to locate the evidence, consider for **Anchor Question A:** *'largest countries that share the continent'* and for **Anchor Question B**: *'shares the same tectonic plate'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity. **Verbal & Written Responses:** As a class, return to the **Anchor Questions A and B** and take brief feedback on the children's responses.
Next, refer to **Anchor Question C**: Why is '*Get ready to explore'* a clever ending to the introductory paragraph? Encourage the children to consider that this has two meanings. Ask the children what two things they need to be ready to explore (America and this book). Also consider that this line really engages the reader by addressing them directly and note how this shows a different degree of formality (more informal) than the rest of the extract. Finally, encourage the children to add any new learning to the **Mind Map** begun at the beginning of the lesson.

Acceptable Point(s) Anchor Question A
- because they are the largest countries in the continent

Acceptable Point(s) Anchor Question B
- because it shares the same tectonic plate

Acceptable Point(s) Anchor Question C
- explore could have 2 meanings – explore America or explore the book.
- it engages the reader

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions** •Use of the strategies taught i.e. **Mind Map, Choral Reading, Scanning, Skimming, Text Marking**

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

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Lesson 1: Vocabulary

Word/Phrase	Definition
geological	relating to Earth's rocks and minerals
ecosystems	interconnected living things, such as animals and plants, and the non-living things, such as air and water, in one place
tectonic plate	moving piece of Earth's crust, or the top layer of earth

Lesson 1: Fluency

North America is the third largest continent on Earth. It has an area of about 24.6 million square km (9.5 million square miles). It has many different geological features, ecosystems and plants and animals that make it a one-of-a-kind place. Get ready to explore.

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Lesson 1: Anchor Questions

A) Why do you think that Canada, the United States and Mexico are the most well-known countries in the continent?

B) Why is Greenland considered part of North America?

C) Why is 'Get ready to explore' a clever ending to the introductory paragraph?

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Lesson 1: Teacher Model / Children Practise

North America

North America is the third largest continent on Earth. It has an area of about 24.6 million square km (9.5 million square miles). It has many different **geological** features, **ecosystems** and plants and animals that make it a one-of-a-kind place. Get ready to explore.

More than meets the eye

You may think of North America as being made up of Canada, the United States and Mexico. These are the largest countries that share the continent but there are 27 countries and territories in all. The countries in Central America, as well as many islands in the Caribbean sea, are all part of the North American continent. Greenland is part of the North American continent, too, because it shares the same **tectonic plate.**



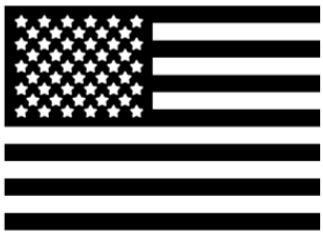
Extract Adapted from © North America (Mathalon Maps) by Joanne Randolph

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Lesson 1: Children Apply

A) Why do you think that Canada, the United States and Mexico are the most well-known countries in the continent?

B) Why is Greenland considered part of North America?



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

Lesson	2	Vehicle Text & Page	North America (Mathalon Maps) by Joanne Randolph pp. 24-25

Anchor Question(s):
A) Find and copy the phrase in the first line which shows that the mountains in North America are high.
B) Name the three highest peaks in North America.
C) The Rockies are a popular tourist destination. Why do you think this area is popular with visitors? Use evidence from the text to support your answer.

Model Question:
Would you describe North America as mountainous? Use evidence from the text to support your answer.

Vocabulary Teaching:
variety
environment

(Teacher note: these words are from the Year 5/6 word list)

Focus Comprehension & Strategies:
- Recognise and read all Year 5&6 Word List words with automaticity
- Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality

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: Share the double page spread – with the title and text covered so that the children can see the photographs and map. Ask the children to **Predict** what these pages are about.
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. They are words from the Year 5/6 list.
Explore & respond: **Skimming** - Teacher to show the focus page to the children for 10 seconds and ask them to read the bold print words headings and subheadings take brief feedback. Now teacher to read aloud the extract. Use **Intonation** to emphasise the formal style. Consider the degree of formality and discuss what makes this text seem so formal. Consider the names of the mountains, the figures and measurements and the use of *'it stands at'* and *'are home to'* as formal language choices.
Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation** to emphasise the use of the formal style as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Model Question: Would you describe North America as mountainous? Use evidence from the text to support your answer. Model Scanning the text for the key words linked to the question (mountainous, mountains and peaks) Circle, 'plenty of mountain ranges in North America', 'impressive peaks', 'several peaks that are more than 4572 m (15,000 feet) tall'. 'the Rockies, stretch from Canada to New Mexico'.
As well as circling the evidence, model how to answer the question – see Lesson 2 Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise Text Mark and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract to help aid discussions and read through the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children to use **Scanning** for key words and phrases as modelled and then to use **Text marking** to circle these words and phrases. If the children are struggling to find evidence for **Anchor Question C**, encourage them to consider *'home to a variety of animals'* and *'many forests'*.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to answer the Anchor Questions. Take brief feedback then focus on the children's responses to Anchor Question C.
Role Play – Children to act in role as a travel agent encouraging travellers to visit the Rocky Mountain Range. Encourage the children to give their reasons, referring to the text. If the children are struggling, consider reasons such as to see the variety of animals, to go climbing and skiing on the high peaks, to explore the forest.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Question**
- Use of the strategies taught i.e. **Predict, Intonation, Choral Reading, Skimming, Scanning, Text Marking**

Acceptable Point(s) Anchor Question A
- 'with impressive peaks'

Acceptable Point(s) Anchor Question B
- Denali, (or Mount McKinley), Mount Logan and Volcan Citlaltepetl

Acceptable Point(s) Anchor Question C
- tourists could hike or climb in the mountains
- tourists could ski
- tourists might like to explore the forests
- tourists could go to see the variety of animals

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

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Lesson 2: Vocabulary

variety	environment

Lesson 2: Fluency

There are plenty of mountain ranges in North America with impressive peaks. Each of the three largest countries in North America has several peaks that are more than 4572 m (15,000 feet) tall.

Lesson 2: Anchor Question

A) Find and copy the phrase in the first line which shows that the mountains in North America are high.

B) Name the three highest peaks in North America.

C) The Rockies are a popular tourist destination. Why do you think this area is popular with visitors? Use evidence from the text to support your answer.

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Lesson 2: Teacher Model / Children Practise

Mountains

There are plenty of mountain ranges in North America with impressive peaks. Each of the three largest countries in North America has several peaks that are more than 4572 m (15,000 feet) tall. The three tallest peaks on the continent are Denali, or Mount McKinley, in Alaska, Mount Logan in Canada and Volcan Citlaltepetl in Mexico.

The Rocky Mountains

The Rocky Mountains, also called the Rockies, stretch from Canada to New Mexico. They were formed more than 35 million years ago. The highest peak in the Rockies is Mount Elbert in Colorado. It stands at 4399m (14,433 feet) tall. The Rockies are home to a variety of animals, including bighorn sheep, moose, elk, deer, bears, coyotes and more. There are many forests in the range, as well, offering the perfect environment for these creatures.

Extract Adapted from © North America (Mathalon Maps) by Joanne Randolph

Lesson 2: Teacher Model

Would you describe North America as mountainous? Use evidence from the text to support your answer.
Yes, I would describe North America as mountainous because the text says that there are plenty of mountain ranges there and plenty means a lot. It also describes the peaks as 'impressive' and says that several of the peaks are more than 4572 m (15,000 feet) tall so I know that they are high mountains. The text also says that the Rockies stretch from Canada to New Mexico, so I know that the mountain range covers a lot of the country.

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Lesson 2: Children Apply

A) Find and copy the phrase in the first line which shows that the mountains in North America are high.

B) Name the three highest peaks in North America.

C) The Rockies are a popular tourist destination. Why do you think this area is popular with visitors? Use evidence from the text to support your answer.



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

Lesson	3	Vehicle Text & Page	https://kids.nationalgeographic.com/geography/countries/article/united-states

Anchor Question(s):
A) Why did the author choose to include a map to present the information?
B) Using the information from the text, match each region's name to each fact.
C) Find and copy the phrase which shows why many people came to the United States.
D) Using words and phrases from the text, which region would you most like to visit and why?

Model Question:
Why did the author choose to include the 'fast facts' box to present that information?

Vocabulary Teaching:
immigrants
refuge
comprises
stark
barren

Focus Comprehension & Strategies:
- Use information on-screen and on paper
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality
- Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes

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

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 the children where they might look if they had to find out more about North America. Discuss the use of websites and what can be the advantages and disadvantages (consider the reliability as a possible problem and that they can be constantly updated as a possible advantage).
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3 Vocabulary.
Explore & respond: **Skimming** - Teacher to show the focus screen to the children for 10 seconds and ask them to read the bold print words headings and subheadings to get a gist and briefly take feedback. Now spend more time reading aloud the whole text included in Lesson 3: Teacher Model/Children Practise – and children to follow on their own screens. Ask the children identify the layout features used to help orientate the reader and describe their function. Create a **Mind Map** on the flip chart.
Fluency: **Choral Read** x2 the fluency extract, using **Intonation** to aid with meaning.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Teacher Model Question for demonstration: Why did the author choose to include the 'fast facts' box to present that information?
Model **Re-reading** the relevant part of the text then use **Think Aloud** to answer the question. 'The 'Fast Facts' box gives you the most important information such as capital and population. The different coloured box signals to the reader that this information is important. It is structured as a subheading then the answer so it is quick to find. Because the information is facts, full sentences are not needed, and the list style is quicker for the reader to quickly **Scan** to get the necessary information.
Reference the Text: On the screen text, **Text Mark** and discuss the evidence located by: A) drawing a circle around the words and annotating the layout features that provide evidence for the model question B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

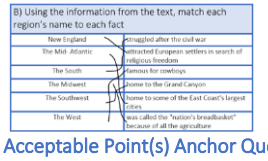
Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text on screen and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to use **Think Aloud** with their partner, as modelled, and to use **Skimming** when finding the information and answering the questions. If children are struggling to find the answers for A, focus on which statements are definitely not true first. For B, encourage the children to look at each region paragraph and skim for the words included in the facts. For C, encourage the children to skim for '*People'* to find the correct place to find the answer.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: As a class, briefly feedback on the **Anchor Questions A-C** then refer to **Anchor Question D** and ask the children which region they would most like to visit and why. Take a few answers in a whole class discussion – ensuring that the children use words and phrases from the text in their answer, then encourage all children to ask and answer in pairs or small groups.
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. **Text Mark, Mind Map, Choral Read, Skimming, Scanning, Intonation, Re-read, Think Aloud**

Acceptable Point(s) Anchor Question A
- Ticks in the second and forth statements
- **Acceptable Point(s) Anchor Question B**



Acceptable Point(s) Anchor Question C
- *seeking refuge and a better way of life.*

Acceptable Point(s) Anchor Question D
- Any region supported by appropriate evidence

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

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Lesson 3: Vocabulary

immigrants	refuge
comprises	stark
barren	

Lesson 3: Fluency

Throughout its history, the United States has been a nation of immigrants. The population is diverse with people from all over the world seeking refuge and a better way of life.

Lesson 3: Anchor Questions

A) Why did the author choose to include a map to present the information?
B) Using the information from the text, match each region's name to each fact
C) Find and copy the phrase which shows why many people came to the United States.
D)Using words and phrases from the text, which region would you most like to visit and why?

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Lesson 3: Teacher Model / Children Practise

United States

The United States of America is the world's third largest country in size and nearly the third largest in terms of population.

FAST FACTS

- **OFFICIAL NAME: United States of America**
- **FORM OF GOVERNMENT: Constitution-based federal republic**
- **CAPITAL: Washington, D.C.**
- **POPULATION: 329,256,465**
- **LANGUAGES: English, Spanish (no official national language)**
- **MONEY: U.S. dollar**
- **AREA: 3,794,083 square miles (9,826,630 square kilometers)**
- **MAJOR MOUNTAIN RANGES: Rocky Mountains, Appalachian Mountains**
- **MAJOR RIVERS: Mississippi, Missouri, Colorado**

GEOGRAPHY

The United States of America is the world's third largest country in size and nearly the third largest in terms of population. Located in North America, the country is bordered on the west by the Pacific Ocean and to the east by the Atlantic Ocean. Along the northern border is Canada and the southern border is Mexico. There are 50 states and the District of Columbia.

More than twice the size of the European Union, the United States has high mountains in the West and a vast central plain. The lowest point in the country is in Death Valley which is at -282 feet (-86 meters) and the highest peak is Denali (Mt. McKinley) at 20,320 feet (6,198 meters).



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PEOPLE & CULTURE

Throughout its history, the United States has been a nation of immigrants. The population is diverse with people from all over the world seeking refuge and a better way of life.

The country is divided into six regions: New England, the mid-Atlantic, the South, the Midwest, the Southwest, and the West. European settlers came to New England in search of religious freedom. These states are Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

The mid-Atlantic region includes Delaware, Maryland, New Jersey, New York, Pennsylvania, and the city of Washington, D.C. These industrial areas attracted millions of European immigrants and gave rise to some of the East Coast's largest cities: New York, Baltimore, and Philadelphia.

The South includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia, all of which struggled after the Civil War, which lasted from 1860-1865.

The Midwest is home to the country's agricultural base and is called the "nation's breadbasket." The region comprises the state of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

The Southwest is a beautiful stark landscape of prairie and desert. The states of Arizona, New Mexico, Oklahoma, and Texas are considered the Southwest and are home to some of the world's great natural marvels, including the Grand Canyon and Carlsbad Caverns.

The American West, home of rolling plains and the cowboy, is a symbol of the pioneering spirit of the United States. The West is diverse, ranging from endless wilderness to barren desert, coral reefs to Arctic tundra, Hollywood to Yellowstone. The states of the West include Alaska, Colorado, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

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Lesson 3: Children Apply

A) Why did the author choose to include a map to present the information? Tick the correct statements.	
so that the reader knows the shape of the United States	
to present the same information in a different, more visual way to support the text.	
to show the size of the United States compared to the UK.	
to make the information below about the borders easier to visualise for the reader.	

B) Using the information from the text, match each region's name to each fact	
New England	struggled after the civil war
The Mid- Atlantic	attracted European settlers in search of religious freedom
The South	famous for cowboys
The Midwest	home to the Grand Canyon
The Southwest	home to some of the East Coast's largest cities
The West	was called the "nation's breadbasket" because of all the agriculture

C) Find and copy one phrase which shows why many people came to the United States.



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

Lesson	4	Vehicle Text & Page	https://kids.nationalgeographic.com/geography/countries/article/united-states

Anchor Question(s):
A) The Mississippi is described as 'mighty'. Give two impressions this gives you of the river.
B) Name two native species which are now protected in the United States.
Model Question:
Yosemite Valley is described as 'majestic'. Give two impressions this gives you of this area.

Vocabulary Teaching:
prairie lands
interspersed
preserves

Focus Comprehension & Strategies:
- Use information on-screen and on paper
- Identify how language, structure and presentation contribute to meaning
- Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader

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



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children some photographs or a short video of North America – including the Mississippi river and Yosemite. You could choose a short clip from:
https://www.bing.com/videos/search?q=yosemite&&view=detail&mid=1028D9C83C5808874EC21028D9C83C5808874EC2&&FORM=VRDGAR
https://www.bing.com/videos/search?q=river+mississippi+for+kids&&view=detail&mid=2D2EADF4C65F70D279B42D2EADF4C65F70D279B4&&FORM=VRDGAR

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: **Skimming** - Teacher to show the focus screen to the children for 10 seconds and ask them to read the bold print words headings and subheadings to get a gist and briefly take feedback. Teacher to read aloud the extract to the children from the screen. Discuss with the children how the author uses adjectives and how these give more detail and enhance the meaning of the text. Find these adjectives on the screen (*tropical, barren, rolling, dense, majestic, mighty)* Draw attention to how the author's word choices also emphasise the diversity of the landscape. Consider the **Reader Effect.**

Fluency: **Choral Read** x2 the fluency extract. Encourage children to **Stress** the adjectives as modelled to emphasize the diversity of the landscape.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: Yosemite Valley is described as '*majestic*'. Give two impressions this gives you of this area. Model **Scanning** for the key word *'majestic'* and circling it on the text. Model how to answer the question.

Teacher Talks: I know that Yosemite Valley is a long valley surrounded by rocky mountains and tall forests. The word '*majestic*' means big and beautiful and incredible. I need to make sure I give different impressions in my two answers.

1. It gives me the impression that Yosemite Valley is beautiful and magnificent.
2. It gives me the impression that Yosemite Valley is massive and on an impressive scale.

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
B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text on screen and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions. Practise Taught Strategies & Skills: For **Anchor Question A**, actively encourage children to decide what they think *'mighty'* means then consider it in context. For **B**, encourage children to **Skim** and **Scan** for the key work from the question, *'protected'* or other words which mean the same.



Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have written in their Apply Activity.

Class discussion - Ask the children which other words in this text, in addition to 'majestic' and 'mighty', they think are effective. What is their **Reader Effect**?

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. **Choral Reading, Stress, Text Marking, Skimming, Scanning, Reader Effect**

Acceptable Point(s) Anchor Question A
- answers relating to the river's large size
- answers relating to the river's power/ force

Acceptable Point(s) Anchor Question B
- bison
- bald eagle

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

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Lesson 4: Vocabulary

prairie lands	interspersed
preserves	

Lesson 4: Fluency

The landscape varies across the large country from tropical beaches in Florida to peaks in the Rocky Mountains, from rolling prairie lands and barren deserts in the West to dense wilderness areas in the Northeast and Northwest. Interspersed throughout are the Great Lakes, the Grand Canyon, the majestic Yosemite Valley, and the mighty Mississippi River.

Lesson 4: Anchor Questions

A) The Mississippi is described as ‘mighty’. Give two impressions this gives you of the river.

B) Name two native species which are now protected in the United States.

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Lesson 4: Teacher Model / Children Practise

NATURE

The landscape varies across the large country from tropical beaches in Florida to peaks in the Rocky Mountains, from rolling prairie lands and barren deserts in the West to dense wilderness areas in the Northeast and Northwest. Interspersed throughout are the Great Lakes, the Grand Canyon, the majestic Yosemite Valley, and the mighty Mississippi River.

The wildlife is as diverse as the landscape. Mammals such as bison once roamed freely across the plains, but now live only in preserves. Black bears, grizzlies, and polar bears are the largest carnivores. There are over 20,000 flower species and most came from Europe. There are more than 400 areas which are protected and maintained by the National Park Service, and many other parks in each state.

The bald eagle is the national bird and symbol of the United States and is a protected species.



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Lesson 4: Children Apply

A) The Mississippi is described as *'mighty'*. Give two impressions this gives you of the river.
1.
2.

B) Name two native species which are now protected in the United States.	



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

Lesson	5	Vehicle Text & Page	North America (Mathalon Maps) by Joanne Randolph https://kids.nationalgeographic.com/geography/countries/article/canada

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) What is the capital of Canada? **B) Find and copy a phrase which tells you about farming in the north of Canada.** **C) 'Information books are always better than websites.'** **Do you agree? Use reasoned justifications for your views.**	monarch fertile rugged dominate	• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Identify how language, structure and presentation contribute to meaning • Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality • Use information on-screen and on paper • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes • Provide reasoned justifications for their views	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: Extended Application Activity
- the Vehicle Text

Activate Prior knowledge: Tell the children that today they will be answering questions about Canada. Ask the children whether they would rather use an information book or a website and encourage them to give reasons why. Finally, tell the children that they will be using both and comparing them.

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.

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet. Use **Find Read Talk** strategy.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: In pairs, children to read both texts about Canada – the paper copy and the on-screen copy. Ask the children to list or annotate the features of the text in each version and to consider the effect for the reader. If the children are struggling with this, encourage them to consider, for example – it has subheadings to tell the reader what that section is going to be about and to orientate the reader, and let them refer to the Mind Map created in Lesson 3.
Encourage the children to use **Think Aloud** and to discuss which text they feel is better for them as a reader and to continue to consider this as they answer questions.

Written Responses / Evidence Anchor Question(s):
Children to use both texts to answer **Anchor Questions A) and B).** Encourage the children to use **Skimming** for key words and phrases as practised throughout the week. Record the answers in Lesson 5: Children Apply.

Additional Activity 2:
As a class, refer to **Anchor Question C)** and ask the children to split into two groups (agree or disagree) – on either side of the classroom. Give the group some time to work together to make notes of their reasons then hold a class debate. Encourage the children to provide reasoned justifications to support their views and to refer to the two texts used during this lesson.

Comprehension Questions
Children to use both of today's texts to answer the comprehension questions below.

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, Think Aloud, Text mark, Skimming**
- responses to the **Anchor Questions**

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

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Lesson 5: Vocabulary

monarch	fertile
rugged	dominate

Lesson 5: Anchor Questions

A) What is the capital of Canada?

B) Find and copy a phrase which tells you about farming in the north of Canada.

C) 'Information books are always better than websites'. Do you agree? Use reasoned justifications for your views.



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Lesson 5: Teacher Model / Children Practise

O, Canada!

Canada is North America's largest country by area. Canada is also the second-largest country in the world. It has 10 provinces and three territories. While Canada has its own government and **constitution**, it recognises the Queen of England as its **monarch**.

North versus South
Canada's capital is Ottawa which is in southern Ontario. Although Canada is larger than the United States it has far fewer people. Around 75% of the Canadian people live in the southern part of the country, close to the border with the United States. This is because the northern parts of the country can be freezing cold and the land there is not **fertile**.

Extract Adapted from © North America (Mathalon Maps) by Joanne Randolph

Canada

FAST FACTS

- **OFFICIAL NAME: Canada**
- **FORM OF GOVERNMENT: Federal parliamentary state**
- **CAPITAL: Ottawa**
- **POPULATION: 35,881,659**
- **OFFICIAL LANGUAGES: English, French**
- **MONEY: Canadian dollar**
- **AREA: 3,849,674 square miles (9,970,610 square kilometers)**
- **MAJOR MOUNTAIN RANGES: Rockies, Coast, Laurentian**
- **MAJOR RIVERS: St. Lawrence, Mackenzie**

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GEOGRAPHY



Canada is a vast and rugged land. From north to south it spans more than half the Northern Hemisphere. From east to west it stretches almost 4,700 miles (7,560 kilometers) across six time zones. It is the second largest country in the world, but it has only one-half of one percent of the world's population.

Canada features black-blue lakes, numerous rivers, majestic western mountains, rolling central plains, and forested eastern valleys. The Canadian Shield, a hilly region of lakes and swamps, stretches across northern Canada and has some of the oldest rocks on Earth.

Canada's far north lies in the frozen grip of the Arctic, where ice, snow, and glaciers dominate the landscape. Few trees grow here, and farming is not practical. Native Canadians, called First Nations people, live in this region by hunting and fishing.

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Lesson 5: Children Apply

A) What is the capital of Canada?		
From the information book		
From the website		
B) Find and copy a phrase which tells you about farming in the north of Canada.		
From the information book		
From the website		

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Lesson 5: Children Apply – Comprehension Questions

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

	True	False
Canada is the largest country in the world.		
Most of the population live in the north of Canada.		
Native people in the north of Canada survive by fishing and hunting.		

2. *'Canada's far north lies in the frozen grip of the Arctic, where ice, snow, and glaciers dominate the landscape'*

What does the word *'dominate'* mean in this sentence?

3. Would you like to live in Canada? Use evidence from the text to support your answer.



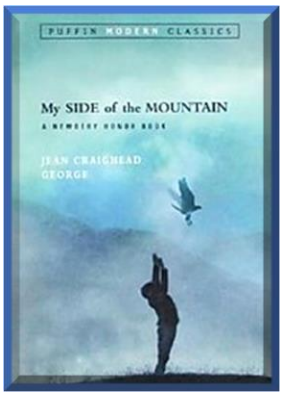
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Shared Reading Planning

Year 5

Unit E: North & South America / World

Fiction 1



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

Lesson	1	Vehicle Text & Page	My Side of the Mountain by Jean Craighead George pp.8-11 (Adapted extract)

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What impression do you get of Sam? Which words and phrases give you this impression? **B) What themes do you predict will be in this book?** **Model Question:** What impression does Sam give of living in New York? Which words and phrases give you this impression?	folly tinder I hitched rides hemlock	• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identify and discuss themes and conventions in and across a wide range of writing • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	2g identify / explain how meaning is enhanced through choice of words and phrases 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: At the beginning of the lesson, unveil (objects or images) or a penknife, a ball of cord, an axe, $40 and some flint and steel. Ask the children to **Book Talk** what they think the story will be about. Next, show the front cover of the book and ask whether that gives them any more clue about what might happen in the book.
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 the whole extract aloud to the children. Ask the children to identify the two places mentioned in the story and locate them on a map. Ask the children what they know about each place so far from the story.
Fluency: **Choral Read** the fluency extract. Use **Intonation** for the speech (this will help children's impression of Sam.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the model question: What impression does Sam give of living in New York? Which words and phrases give you this impression? Model **Scanning** for information to get a gist or the impression of how Sam feels about New York. Circle *'noise and lights', 'bright and lighted and warm', 'eleven of us squeezed in it', 'not one of us liked it', 'I'm running away from home' and 'snowstorm always seemed very friendly there'.* Model answering the question on Lesson 1: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by:
A) drawing a circle around words that provide evidence
B) underline new vocabulary explored.

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the Anchor Question. Children to examine the text and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Question**, actively encourage children to use **Skimming**, as modelled, to get a gist of the impression and to circle the words and phrases which give them that impression.
If the children are finding it difficult to locate the evidence to answer the question, consider 'practical and organised': *'penknife, a ball of cord, an axe, and $40, which I had saved from selling magazine subscriptions',* 'brave': *"No way!" I shouted loudly., determined: 'Everybody laughed at me', 'practised hitting them together to make sparks'.*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take brief feedback on the children's responses.
Ak the children which **Themes** they think will be in this book, considering what they know so far. Children to work in pairs to sort the theme cards into groups: yes/ maybe/no. Briefly feedback and keep to refer to at the end of the week.
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. **Reference the Text, Choral Reading, Intonation, Skimming, Text Marking, Themes**

Acceptable Point(s) Anchor Question
- brave
- determined
- organised and practical
- independent and confident to follow his dreams

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

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Lesson 1: Vocabulary

folly	tinder
I hitched rides	hemlock

Lesson 1: Fluency

At about 4 o'clock a truck driver and I passed through a beautiful, dark hemlock forest and I said to him, “This is as far as I'm going.” He looked all around and said, “You live here?” “No,” I said, “but I'm running away from home, and this is just the kind of forest I have always dreamed I would run to. I think I'll camp here tonight.” I hopped out of the cab.

Lesson 1: Anchor Questions

A) What impression do you get of Sam? Which words and phrases give you this impression?

B) What themes do you predict will be in this book?







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Lesson 1: Teacher Model / Children Practise

I thought about New York and the noise and the lights and how a snowstorm always seemed very friendly there. I thought about our apartment, too. At that moment it seemed bright and lighted and warm. I had to keep saying to myself: There were eleven of us squeezed in it! Dad, Mother, four sisters, four brothers and me. And not one of us liked it, except perhaps little Nina, who was too young to know. Dad didn't like it even a bit. He had been a sailor once, but when I was born, he gave up the sea and worked on the docks in New York. Dad didn't like this land. He liked the sea, wet and big and endless.

Sometimes he would tell me about great grandfather Gribley, who owned land in the Catskill mountains and felled the trees and built a home and ploughed the land - only to discover that he wanted to be a sailor. The farm failed, and great grandfather Gribley went to sea. I could hear dad's voice saying, "That land is still in the family's name. Somewhere in the Catskills is an old beech with the name Gribley carved on it. It marks the northern boundary of Gribley's folly - the land is no place for a Gribley."

The land is no place for a Gribley and here I am 300 feet from the beach with Gribley carved on it. I knew that that this land was just the place for me … Sam Gribley.

I left New York in May. I had a penknife, a ball of cord, an axe, and $40, which I had saved from selling magazine subscriptions. I also had some flint and steel which I had bought at a Chinese store in the city. The man in the store had showed me how to use it. He had also given me a little purse to put it in, and some tinder to catch the sparks. He had told me that if I run out of tinder, I should burn cloth, and use the charred ashes. I thanked him and said, "This is not this is the kind of thing I am not going to forget."

On the train north to the Catskills I unwrapped my flint and steel and practised hitting them together to make sparks. I hitched rides into the Catskill mountains. At about 4 o'clock a truck driver and I passed through a beautiful, dark hemlock forest and I said to him, "This is as far as I'm going." He looked all around and said, "You live here?" "No," I said, "but I'm running away from home, and this is just the kind of forest I have always dreamed I would run to. I think I'll camp here tonight." I hopped out of the cab.

"Hey boy!" the driver shouted, "Are you serious? Well now, ain't that something? You know when I was your age I did the same thing. Only thing was, I was a farm boy and ran to the city, and you're a city boy running to the woods. I was scared of the city. Do you think you'll be scared of the woods?"

"No way!" I shouted loudly. He laughed. Everybody laughed at me. Even dad. He had roared with laughter and told me about the time he'd run away from home but was home in bed before anyone knew he was gone. Then he told me, "Sure, go try it. Every boy should try it."

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Lesson 1: Teacher Model

What impression does Sam give of living in New York? Which words and phrases give you this impression?	
Impression Sam gives of living in New York	**Words and phrases from the text**
Noisy and bright and warm in the apartment.	‘noise and lights’ ‘bright and lighted and warm’
Busy and they were all squashed together	eleven of us squeezed in it
He was not happy living there	‘not one of us liked it’ ‘I'm running away from home’
Safe from the weather	‘snowstorm always seemed very friendly there’



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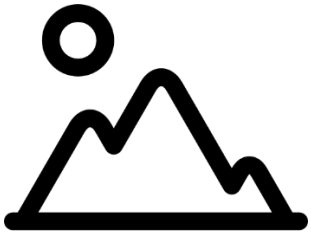
Lesson 1: Children Apply

What impression do you get of Sam? Which words and phrases give you this impression?	
Impression of Sam	Words and phrases from the text



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Themes	
friendship	family
right/wrong	honesty
growing up/ coming of age	bravery/courage
taking a stand	hope
death	school



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

Lesson	2	Vehicle Text & Page	My Side of the Mountain by Jean Craighead George pp.3-5

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Visualise the setting from the author's description. **B) What mood does the author create with his choice of language and what is the effect on the reader?**	slats notches	• Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader	2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Locate the Catskill Mountains on a map or use Google Earth.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher to read aloud the extract. Ask the children to close their eyes and imagine the setting which is being described. Teacher use **Stress** to accentuate the most important words which will help visualisation, such as prepositions and adjectives. At the end, Teacher explain that they are going to re-read the extract up to *'live on the land'* and that the children are going to **Visualise** and briefly draw the setting. Teacher read, more slowly this time and offering longer pauses to enable the children to draw. After they have drawn, encourage the children to use words and phrases from the text to label their visualisations and then share with a partner.
Fluency: **Choral Read** the fluency extract, using **Stress** to accentuate the prepositions and adjectives which will help the children to visualise and draw the setting.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question B** and during this Model section, use the paragraph '*I think the storm ….in the morning'*. Model reading the extract to get a gist of the mood the author is trying to create.
Teacher Talks: The author creates a worrying, sad mood by using personification and describing the tree as '*crying'* and *'moaning'*. This worrying mood is emphasised by the author expressing how Sam is feeling – that his heart is pounding and he is wondering about what will happen. This makes the reader feel concerned for Sam and worried about what will happen. Circle in green *'the storm is dying down because the tree is not crying so much', 'the whole tree moans right down to the roots', 'I wonder if I should dig the snow', 'The pounding of my heart echoes around the hollow in my tree', 'What would I be greeted with in the morning?'* and model how to answer the question on the grid - Lesson 2: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Question B.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract to help aid discussions and read through the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children to **re-read** the extract, from '*When I wrote that …*' to the end and to get a gist of the mood created by the author. Children to use **Text marking** to circle the words and phrases which the author uses to create that mood. If the children are struggling, encourage them to consider: *'white, clean, shining, and beautiful', 'laced with snow', 'the meadow was pure white linen, and the gorge sparkled like a mirror', 'beautiful and peaceful', 'I laughed out loud', 'my first snowstorm was over', 'not been so terrible after all', "I did it!", 'blanket hiding my home'*.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to answer **Anchor Question B**. Take brief feedback from children, encouraging them to use their grid to answer.
Ask the children to consider how the author used figurative language to create the mood. Encourage the children to consider the effectiveness of each simile and metaphor and to choose which they feel has the most impact on the reader, justifying their reasons why.

Acceptable Point(s) Anchor Question B
• Mood:
relief, peace, beauty, pride in himself
• Effect on reader:
relief and sense of calm. Feel proud of Sam and amused buy Sam's unnecessary fears, can imagine the beauty of the snow described

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Choral Reading, Stress, Visualise, Text Marking, Reader Effect**

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

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Lesson 2: Vocabulary

slats	notches

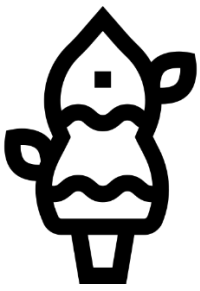
Lesson 2: Fluency

My bed is on the right as you enter and is made of ash slats and covered with deerskin. On the left is a small fireplace about knee high. It is of clay and stones. It has a chimney that leads the smoke out through a knothole.

Lesson 2: Anchor Questions

A) Visualise the setting from the author's description.

B) What mood does the author create with his choice of language and what is the effect on the reader?



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Lesson 2: Teacher Read

I am on my mountain in a tree home that people have passed without ever knowing I am here. The house is a hemlock tree 6 feet in diameter and must be as old as the mountain itself. I came upon it last summer and dug and burnt it out until I made a snug cave in the tree that I now call home.

My bed is on the right as you enter and is made of ash slats and covered with deerskin. On the left is a small fireplace about knee high. It is of clay and stones. It has a chimney that leads the smoke out through a knothole. I chipped out three other knotholes to let fresh air in. The air coming in is bitter cold. It must be below zero outside, and yet I can sit here in my tree and write with bare hands. The fire is small, too. It doesn't take much fire to warm this tree room. It is the fourth of December, I think. It may be the fifth. I am not sure because I have not recently counted the notches in the aspen pole that is my calendar. I have been just too busy gathering nuts and berries, smoking venison, fish, and small game to keep up with the exact date.

The lamp I am writing by is deer fat poured into a turtle shell with a strip of my old city trousers for a wick. It snowed all day yesterday and today. I have not been outside since the storm began, and I am bored for the first time since I ran away from home eight months ago to live on the land.

I think the storm is dying down because the tree is not crying so much. When the wind really blows, the whole tree moans right down to the roots, which is where I am. I wonder if I should dig the snow. But that would mean I would have to put it somewhere, and the only place to put it is in my nice snug tree. The pounding of my heart echoes around the hollow in my tree as I realise I've always dug into the snow from the top, never up from under. What would I be greeted with in the morning?

When I wrote that last winter, I was scared and thought maybe I'd never get out of my tree. I had been scared for two days, ever since the first blizzard hit the Catskill Mountains. When I came up to sunlight, which I did by simply poking my head into the soft snow and standing up, I laughed at my dark fears. Everything was white, clean, shining, and beautiful. The sky was blue, blue, blue. The hemlock grove was laced with snow, the meadow was pure white linen, and the gorge sparkled like a mirror. It was so beautiful and peaceful that I laughed out loud. I guess I laughed because my first snowstorm was over and it had not been so terrible after all.

Then I shouted, “I did it!” My voice never got very far. It was hushed by the blanket hiding my home.

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Lesson 2: Teacher Model

I think the storm is dying down because the tree is not crying so much. When the wind really blows, the whole tree moans right down to the roots, which is where I am. I wonder if I should dig the snow. But that would mean I would have to put it somewhere, and the only place to put it is in my nice snug tree. The pounding of my heart echoes around the hollow in my tree as I realise I've always dug into the snow from the top, never up from under. What would I be greeted with in the morning?

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Lesson 2: Children Practise

When I wrote that last winter, I was scared and thought maybe I'd never get out of my tree. I had been scared for two days, ever since the first blizzard hit the Catskill Mountains. When I came up to sunlight, which I did by simply poking my head into the soft snow and standing up, I laughed at my dark fears. Everything was white, clean, shining, and beautiful. The sky was blue, blue, blue. The hemlock grove was laced with snow, the meadow was pure white linen, and the gorge sparkled like a mirror. It was so beautiful and peaceful that I laughed out loud. I guess I laughed because my first snowstorm was over and it had not been so terrible after all.

Then I shouted, “I did it!” My voice never got very far. It was hushed by the blanket hiding my home.

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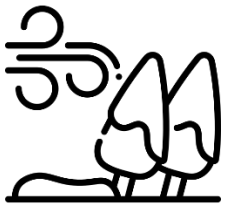
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Lesson 2: Teacher Model

B)What mood does the author create with his choice of language and what is the effect on the reader?		
What mood does the author create?	What language choices does the author make to create this mood?	What is the effect on the reader?
The author creates a worrying, sad mood by using personification and describing the tree as 'crying' and 'moaning'.	*'the storm is dying down because the tree is not crying so much'.* *'the whole tree moans right down to the roots'*	This makes the reader imagine the scary, sad sounds being made by the storm and feel fear about the storm.
This worrying mood is emphasised by the author expressing how Sam is feeling – that his heart is pounding and he is wondering about what will happen.	*'I wonder if I should dig the snow'* *'The pounding of my heart echoes around the hollow in my tree'* *'What would I be greeted with in the morning?'*	This makes the reader feel concerned for Sam and to worry about what will happen.

Lesson 2: Children Apply

B)What mood does the author create with his choice of language and what is the effect on the reader?		
What mood does the author create?	What language choices does the author make to create this mood?	What is the effect on the reader?



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

Lesson	3	Vehicle Text & Page	My Side of the Mountain by Jean Craighead George pp 116-7

Anchor Question:
A) How are the chickadees called Mrs O'Brien, Mrs Callaway and Mrs Federio similar to the real Mrs O'Brien, Mrs Callaway and Mrs Federio of Third Avenue?
B) Why do you think the author included this comparison of the birds to the people of Third Avenue? What does it tell the reader about Sam?
Model Question:
How is the chickadee called Mr Brackett similar to the real Mr Brackett of Third Avenue?

Vocabulary Teaching:
kingship
adorned
chickadee
flit
cavity

Focus Comprehension & Strategies:
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
- Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify how language, structure and presentation contribute to meaning

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children a picture or video clip of a chickadee (a type of bird - a North American titmouse) and an image of Third Avenue, New York – so they can visualise what the extract is about.
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.
Explore & respond: Teacher to read aloud the whole text. Use **Pace** to accentuate how the author has used long sentences, lists of verbs and repeated 'and' to make the birds sound busy. Ask the children to identify examples of this in the extract and discuss the **Reader Effect.**
Fluency: **Choral Read** x2 the fluency extract, using **Pace** to make the birds sound busy, as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Teacher Model Question for demonstration: How is the chickadee called Mr Brackett similar to the real Mr Brackett of Third Avenue?
Re-read the extract, modelling how to use **Scan** for the key words 'Mr Brackett' then reading around and circle *'no one could sit on his step', 'chasing the young chickadees' and 'him just sitting quietly on a limb next to a trunk of a tree….on a bad day.'* Model how to use this evidence to answer the question on Lesson 3: Teacher Model.
Reference the Text: **Text Mark** and discuss the evidence located by: A) drawing a circle around the words. B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to text mark and circle evidence as modelled. If children are struggling to find the answers for **Anchor Question A**), encourage them to read the third paragraph and get their evidence from there.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: Feedback and share children's answers.
Refer to **Anchor Question B)** and consider how this extract tells the reader more about Sam. Ask the children to consider what we can **Infe**r from this extract. Draw an outline of a body and complete a Role on the Wall for Sam, adding what we know so far about him (for example, he is brave and determined). Add the children's thoughts from today's extract, for example: he misses the people from home, he has a good imagination, he is good at entertaining himself and observes with interest.
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. **Pace, Reader Effect, Skimming, Re-read, Text Mark, Infer**

Acceptable Point(s) Anchor Question A)
- go to the market / go to eating places
- talk and push / Flit and rush and click
- talking and lecturing children/ noisy and scolding
- favourite routes from their favourite shops/ trees
- went to own apartment/ went to own tree cavity

Acceptable Point(s) Anchor Question B)
- shows that Sam misses people/ his home
- shows that Sam has a good imagination
- shows that good at entertaining himself and observes with interest.

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

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Lesson 3: Vocabulary

kingship	adorned
chickadee	flit
cavity	

Lesson 3: Fluency

And there they were again in my hemlock; three busy chickadees. They would flit and rush around and click and fly from one eating spot to another. They were noisy, scolding and busily following each other.

Lesson 3: Anchor Questions

A) How are the chickadees called Mrs O'Brien, Mrs Callaway and Mrs Federio similar to the real Mrs O'Brien, Mrs Callaway and Mrs Federio of Third Avenue?

B) Why do you think the author included this comparison of the birds to the people of Third Avenue? What does it tell the reader about Sam?

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Lesson 3: Teacher Model / Children Practise

The birds were magnificent and almost tame. They talked to each other, warned each other, fought for food, for kingship, and for the right to make the most noise. Sometimes I would sit in my doorway, which became an entrance to behold, a porch of pure white snow, adorned with snowmen, and watched them with endless interest. They reminded me of Third Avenue, and I gave them the names that seemed to fit.

There was Mr Brackett. He lived on the first floor of our apartment house, and no one could sit on his step or even make a noise near his house without being chased. Mr Brackett, the chickadee, spent most of his time chasing the young chickadees through the woods. Only his mate could share his favourite perches and feeding places.

Then there were Mrs O'Brien, Mrs Callaway, and Mrs Federio. On Third Avenue they would all go off to the market together first thing in the morning talking and pushing and stopping to lecture to children in gutters and streets. Mrs Federio always followed Mrs O'Brien, and Mrs O'Brien always followed Mrs Callaway in talking and pushing and even in buying an apple. And there they were again in my hemlock; three busy chickadees. They would flit and rush around and click and fly from one eating spot to another. They were noisy, scolding and busily following each other. All the other chickadees followed them, and they made way only for Mr Brackett. The chickadees, like the people on Third Avenue, had their favourite routes to and from the best food supplies. They each had their own resting place and each had a little shelter in a tree cavity to which they would fly when the day was over. They would chatter and call goodnight and make a big fuss before they parted; and then the forest would be as quiet as the apartment house on Third Avenue when all the kids were off the streets and all the parents had said their last words to each other and everyone had gone to their own little hole.

Sometimes when the wind howled and the snows blew, the chickadees would be only out for a few hours. Even Mr Brackett, who had been elected by the chickadees to test whether or not it was too stormy for good hunting, would appear for a few hours and disappear. Sometimes I would find him just sitting quietly on a limb next to a trunk of a tree, all fluffed up and doing nothing. There was no one who enjoyed doing nothing on a bad day more than Mr Brackett of Third Avenue.

Extract adapted from My Side of the Mountain by Jean Craighead George

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Lesson 3: Teacher Model

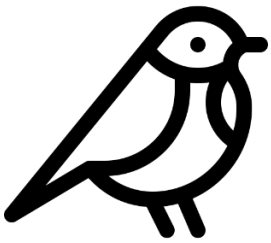
How is the chickadee called Mr Brackett similar to the real Mr Brackett of Third Avenue?	
Chickadee Mr Brackett	Mr Brackett of Third Avenue
chased the young chickadees	chased people who made noise near his house
didn't let anyone sit on his step	only let his mate share his perches
would sit quietly on a branch doing nothing when the weather was bad	enjoyed doing nothing on a bad day

Lesson 3: Children Apply

A) How are the chickadees called Mrs O'Brien, Mrs Callaway and Mrs Federio similar to the real Mrs O'Brien, Mrs Callaway and Mrs Federio of Third Avenue?	
Chickadees called Mrs O'Brien, Mrs Callaway and Mrs Federio	Mrs O'Brien, Mrs Callaway and Mrs Federio of Third Avenue

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B) Why do you think the author included this comparison of the birds to the people of Third Avenue? What does it tell the reader about Sam?



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

Lesson	4	Vehicle Text & Page	My Side of the Mountain by Jean Craighead George pp 121-123

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Describe Bando and Sam's different reactions to the newspaper reports.	routinely checked in good flesh	• Identify features of texts, e.g. introduction to topic, sequence, illustrations, **degree of formality** • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2h make comparisons within the text

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that during the story – before the point they will read today – a teacher, Bando, got lost in the forest and found Sam's home. They became friends and he promised not to tell anyone and to go back and visit at Christmas.

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.

Explore & respond: Read the whole extract aloud to the children. Use **Intonation** to distinguish between the characters speaking, the newspaper report and the narrator. Consider the degree of formality in the extract and how it changes between the conversation between the two characters and the newspaper reports. Ask the children to find examples of informal language in the conversations (for example, *"Me? Don't be ridiculous!")* and then contrast with formal language in the newspaper report extracts (for example, '*stated*' and '*some of whom believe'*).

Fluency: **Choral Read** x2 the fluency extract, using **Intonation** to distinguish between the characters speaking, the newspaper report and the narrator.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Reference the **Anchor Question** then **re-read** the part of the extract containing the second newspaper report: OLD WOMAN REPORTS MEETING WILD BOY WHILE PICKING STRAWBERRIES IN CATSKILLS. Circle *'Bando roared'* and *'I was sweating, for I really did not expect this turn of events.'* Model how to write these answers on the grid - Lesson 4: Teacher Model – to show their reaction and the evidence from the text.

Reference the Text: **Text Mark** and discuss the evidence located by:

A) drawing a circle around the words that provide evidence for the model question in green

B) underline the new vocabulary explored in orange

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine the rest of the text - the extracts containing the other two newspaper reports and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: Children to **Text mark** and circle evidence. If children are struggling, encourage them to consider *'"Well, that's just a terrible thing to say." I gasped.', "That's a lot of nonsense." I breathed again and leaned back against the tree and smiled. "Ho, ho, don't think that ends it," Bando said,' 'Bando laughed.' 'Relieved, I said, "Put more wood on the fire. It's Christmas! No one will be searching these mountains until May Day."'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have written in their Apply Activity.

Next, ask the children to add adjectives (they could write them on post-it notes and add them to the relevant part of the text) to describe the characters' feelings to the extract to describe their feeling explicitly, rather than expecting the reader to **Infer** from their reactions. For example, '***Relieved**, I said, "Put more wood on the fire. It's Christmas! No one will be searching these mountains until May Day."'*

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., **Choral Reading, Intonation, Re-Read, Text Marking, Infer**

Acceptable Point(s) Anchor Question

Bando:
- amused
- excited to share with Sam

Sam:
- worried/anxious
- angry
- shocked
- relieved
- confused

(supported by appropriate evidence from the text)

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

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Lesson 4: Vocabulary

routinely checked	in good flesh

Lesson 4: Fluency

"And now I have something to show you," he said. He reached in his coat pocket and took out a newspaper clipping. It was from a New York paper and it read:
WILD BOY SUSPECTED LIVING OFF DEER AND NUTS IN WILDERNESS OF CATSKILLS
I looked at Bando and leaned over to read the headline myself.
"Have you been talking?" I asked.
"Me? Don't be ridiculous. You've had several visitors other than me."

Lesson 4: Anchor Question

Describe Bando and Sam's different reactions to the newspaper reports.

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Lesson 4: Teacher Model / Children Practise

“And now I have something to show you,” he said. He reached in his coat pocket and took out a newspaper clipping. It was from a New York paper and it read:

WILD BOY SUSPECTED LIVING OFF DEER AND NUTS IN WILDERNESS OF CATSKILLS

I looked at Bando and leaned over to read the headline myself.

“Have you been talking?” I asked.

“Me? Don't be ridiculous. You've had several visitors other than me.”

“The fire warden - the old lady!” I cried out.

“Now, this could only be a rumour. Just because it is in print doesn't mean it's true. Before you get excited, sit still and listen.” He read:

‘Residents of Delhi, in the Catskill Mountains, report that a wild boy who lives off deer and nuts is hiding out in the mountains. Several hunters stated that this boy stole deer from them during the hunting season.’

“I did not!” I shouted. “I only took the ones they had wounded and couldn't find.”

‘This wild boy has been seen from time to time by Catskill residents, some of whom believe he is crazy. ‘

“Well, that's just a terrible thing to say.” I gasped.

“Just awful,” he stated. “Any normal red-blooded American boy wants to live in a tree house and trap his own food. They just don't do it, that's all.”

‘Officials say there is no evidence of any boy living alone in the mountains and add that all abandoned houses and sheds are routinely checked for just such events. Nevertheless, the residents are sure that such a boy exists.’

“That's a lot of nonsense.” I breathed again and leaned back against the tree and smiled.

“Ho, ho, don't think that ends it,” Bando said, and reached in his pocket for another clipping.

OLD WOMAN REPORTS MEETING WILD BOY WHILE PICKING STRAWBERRIES IN CATSKILLS

‘Mrs Thoman Fielder, ninety-seven, resident of Delhi, N.Y, told this reporter she met a wild boy on Bitter Mountain last June while gathering her annual strawberry jam supply. She said the boy was brown-haired,

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dusty and wandering aimlessly around the mountains. However, she added, he seemed to be in good flesh and happy. Local residents report that Mrs Fielder is a fine old member of the community who only occasionally sees imaginary things.'

Bando roared. I was sweating, for I really did not expect this turn of events.

"And now," went on Bando, "Now for the queen of the New York papers."

BOY REPORTED LIVING OFF LAND IN CATSKILLS

'A young boy of 17 or 18 who left home with a group of Boy Scouts is reported to be still scouting in that area according to the fire warden of the Catskill mountains. Evidence of someone living in the forest - a fireplace, soup bones, uncracked nuts - was reported by warden Jim handy who spent the night in the wilderness looking for the lad. Jim stated that the young man had apparently left the area, as there is no evidence of his come up on a second trip.'

"What second trip?" I asked.

'There was no trace of his camp on a second trip and the warden believes that the young man returned to his home at the end of the summer.'

"You know, I could scarcely drag myself away from the newspapers to come up here. You make a marvellous story" Bando laughed.

I said, "Put more wood on the fire. It's Christmas! No one will be searching these mountains until May Day."

Extract Adapted from ©My Side of the Mountain by Jean Craighead George



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Lesson 4: Teacher Model

Describe Bando and Sam's different reactions to the newspaper reports.		
Character	Reaction	Evidence from the text
Bando	was amused and laughed	Bando roared
Sam	felt nervous and worried about being discovered	I was sweating, for I really did not expect this turn of events.

Lesson 4: Children Apply

Describe Bando and Sam's different reactions to the newspaper reports.		
Character	Reaction	Evidence from the text
Bando		
Sam		



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

Lesson	5	Vehicle Text & Page	My Side of the Mountain by Jean Craighead George pp 164-165

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) How would the other characters in the story describe Sam? B) Would you recommend this story for an updated film version and why?	N/A	• Recommend books that they have read to their peers, giving simple reasons for their choices • Provide reasoned justifications for their views • Identify and discuss themes and conventions in and across a wide range of writing • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	2h make comparisons within the text 2f identify / explain how information / narrative content is related and contributes to meaning as a whole



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Extended Application Activity
- the Vehicle Text
- the Theme cards from Lesson 1

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: Go back to the **Theme** cards from lesson 1. Ask the children to order them – most relevant to least relevant, now that they have read more of the book.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text:
Refer to **Anchor Question A)** In pairs, children to read the extracts - Lesson 5: Children Practise below. One copy between two encourages collaboration. Ask the children to consider how Matt describes Sam. **Scan** specifically for adjectives to describe Sam and use **Find Read Talk** strategy. Ask the children to think about whether everyone would agree with Matt's description.
As a class, list the characters we have met in the book – Sam's Dad, Bando, hunters, the old lady picking strawberries. Ask the children to discuss how they think each of those characters would describe Sam.

Written and Oral Responses / Evidence Anchor Question(s):
Children to work in their pairs to write a description of Sam from the viewpoint of one of the other characters.
Each pair share their description with the class and the class try to **Predict** which character they chose.

Additional Activity
Refer to **Anchor Question B)** Would you recommend this story for an updated film version and why?
Watch the trailer for the 1969 film version of this book:
https://www.youtube.com/watch?v=5VC2aykYQvc
Teacher note: The film trailer uses a different setting, not the Catskill Mountains.
Ask the children whether they think an updated film version of this book would be popular with children these days.
Challenge the children to suggest ways they could persuade film makers to make this book into a film – by writing a few sentences recommending the book and describing its appeal.

Comprehension questions
Children to use today's extracts to answer the comprehension questions below.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Themes, Find Read Talk, Predict, Scan**
- responses to the **Anchor Questions**

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

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Lesson 5: Children Practise

In the story, a boy called Matt, who wants to be a newspaper reporter, goes to the forest looking for the 'wild boy'. Though Sam lies and pretends it isn't him, Matt realises and says that he will write about him for the newspaper unless Sam lets him spend the spring holiday with him. Sam agrees. This is what he had written which persuaded Sam:

'The wild boy of the Catskills does exist. He has dark brown hair, black eyes and wears a handsome deerskin suit that he apparently made himself. He is ruddy and in excellent health and is able to build a fire with flint and steel as fast as a man can light a match. His actual dwelling is a secret but his means of support is a beautiful falcon. The falcon flies off the boy's fist and kills rabbits and pheasants when the boy needs food. He only takes what he needs. The boy's name is not known, but he ran away from home and never went back.'

Several days later I met Matt on Route 27. I tied his handkerchief around his eyes and led him, stumbling and tripping, up the mountain. I went almost directly home. I guess I didn't much care if he remembered how to get there or not. When I took off the blindfold he looked around.
"Where are we? Where's your house? What do you sleep on, the ground?"
I pointed to the deerskin flaps moving in the wind in the hemlock.
"Whatdaya do, live in a tree?"
"Yep."
Matt bounced to his feet and we went in. I propped the door open so the light streamed in, and he shouted with joy. I lit the candle and we went over everything, and each invention he viewed with a shout. While I prepared trout baked in wild grape leaves, Matt sat on the bed and told me the world news in brief. I listened with care to the trouble in Europe, the trouble in the Far East, the trouble in the South and the trouble in America.
"It all proves my point," I said, "People live too close together."
"Is that why you are here?"

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“Well, not exactly. The main reason is that I don't like to be dependant, particularly on electricity, rails, steam, oil, coal, machines and all those things that can go wrong.
“Well is that why you are up here?”
“Well, not exactly. Some men climbed Mount Everest just because it was there. I’m the same. Here is a wilderness.”
“Is that why?”
“Come on Matt. See that Falcon? Hear those white throated sparrows? Smell that skunk? Well, the Falcon takes the sky, the white throated sparrow takes the low bushes, the skunk takes the earth, you take the city, I take the woods.”
“Don't you get lonely?”
“Lonely? I've hardly had a quiet moment since arriving. Besides, there are people in the city who are lonelier than I.”

Extract Adapted from My Side of the Mountain by Jean Craighead George

Lesson 5: Anchor Question

A) How would the other characters in the story describe Sam?

B) Would you recommend this story for an updated film version and why?



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Lesson 5: Children Apply – Comprehension Questions

1. In his report, does Matt describe Sam in a positive or negative way? Which words and phrases make you think that?

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

	True	False
Sam took Matt on an unusual, long route to his home.		
Sam listened carefully when Matt told him the world news.		
Sam is lonely living in the forest.		

3. *'Besides, there are people in the city who are lonelier than I.'*
What do you think Sam means by this sentence?

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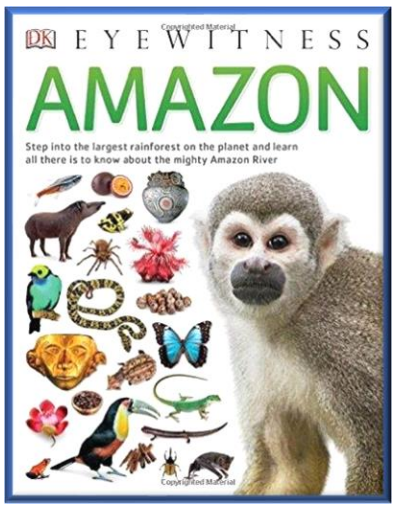
Shared Reading Planning

Year 5

Reading Breadth:

Unit E: North & South America / World

Non-fiction 2



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

Lesson	1	Vehicle Text & Page	DK Eyewitness Amazon by Tom Jackson pp.6-7

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Write a word or phrase which summarises the main ideas within the paragraph to use as a subheading. **B) Why do all rainforests grow in the tropics?** **C) Find two similarities and two differences between a city set in the Amazon Rainforest and any other city.**	the tropics diverse seldom	• Identify how language, structure and presentation contribute to meaning • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes • Read closely, annotating for specific purposes • Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Display objects and or images from the Amazon. These may include bananas and pineapples, jaguar, monkey, frog, tribal necklace/mask; coffee/ cocoa beans and play the sound of the Amazon rainforest as the children enter the lesson. Use **Book Talk** approaches to explore the potential the setting these objects and images may come from.

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 the whole extract aloud to the children. Model using **Stress** for important words, including *'world's largest'* and *'biggest'* to aid understanding of why the Amazon is so important. Discuss what type of book they think this extract comes from and to share which features of language and structure made them think this. Draw attention to the technical language and the figures and measurements. Consider whether any presentation features are missing in this extract. Prompt the children to notice that there are no subheadings and explain that they do exist in the book but that you have removed them deliberately ready for the Model part of the lesson.

Fluency: **Choral Read** the fluency extract. Encourage the children to use **Stress** when reading *'world's largest'* and *'biggest'* to aid understanding of why the Amazon is so important.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A.** Using the second paragraph, model to the children how to skim the paragraph to get a gist of the main idea and use **Summarising** to write a word or phrase. Circle *'region called the tropics', 'hot all year round, and it rains a lot'. '2.5 metres (8.2 ft) of rain every year', 'heat and water', 'possible for dense jungles to grow'.*

Teacher Talks: This paragraph is about the weather, but it's the weather all year round so I think we would call it the climate. It is specifically talking about the climate in the rainforest, so I think a good subheading for this paragraph would be 'Rainforest Climate'. I am going to read it again now that I have written my subheading to check that it fits well.

Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around words that provide evidence B) underline new vocabulary explored.

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the Anchor Questions**.** Children to examine the text and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: When answering **Anchor Question A**, actively encourage children to use **Skimming**, as modelled, to get a gist of the main idea and then to add their own subheadings to the next 2 paragraphs.

If the children are finding it difficult to locate the evidence, for **Anchor Question B** consider: *'it is hot all year round, and it rains a lot', 'heat and water makes it possible for dense jungles to grow'.* For **Anchor Question C**, consider: *'parks, cinemas, sports stadium', 'surrounded by the rainforest', 'no highways', 'things people need to live arrive in ships sailing up the Amazon River'.*

Step 4: APPLY — Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the Anchor Questions and take brief feedback on the children's responses.

Refer to **Anchor Question A** and share the children's ideas for subheadings. Share the actual subheadings from the book and compare whether they are the same/ more effective and why.

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. **Choral Reading, Stress, Skimming, Summarising, Text Marking**

Acceptable Point(s) Anchor Question A

Ideas which mean the same as:
- Rainforest Climate
- Cities
- Habitat /Animals/ Rainforest Jungle

Acceptable Point(s) Anchor Question B
- because it is hot all year and rains a lot which is what rainforests need to grow.

Acceptable Point(s) Anchor Question C
- Similarities: parks, cinemas, sports stadium, lots of people live there.
- Differences: surrounded by rainforest, no highways, stuff is transported by ship

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

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Lesson 1: Vocabulary

the tropics	diverse
seldom	

Lesson 1: Fluency

The Amazon is the site of the world's largest rainforest and its biggest River system. The Amazon rainforest contains some large cities, and ancient settlements also exist deeper in the jungle. The amazing wildlife and geography, and a wealth of culture - ancient and modern - make the region one of Earth's greatest treasures.

Lesson 1: Anchor Questions

A) Write a word or phrase which summarises the main ideas within the paragraph to use as a subheading.
B) Why do all rainforests grow in the tropics?
C) Find two similarities and two differences between a city set in the Amazon Rainforest and any other city.

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Lesson 1: Teacher Model / Children Practise

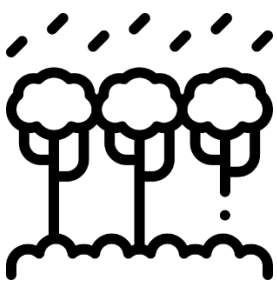
The Amazon is the site of the world's largest rainforest and its biggest River system. The Amazon rainforest contains some large cities, and ancient settlements also exist deeper in the jungle. The amazing wildlife and geography, and a wealth of culture - ancient and modern -make the region one of Earth's greatest treasures.

The Amazon, like all rainforests around the world, is in a region called the tropics - the land that lies between the Tropics of Cancer and Capricorn. In the tropics, it is hot all year round, and it rains a lot. Parts of the Amazon Rainforest get 2.5 metres (8.2 ft) of rain every year. All this heat and water makes it possible for dense jungles to grow.

The Amazon rainforest contains several big cities. Iquiotos, in Peru, is one of the largest. It is home to 420,000 people and is just like any modern city - with parks, cinemas, and a sports stadium. The main difference is that the city is surrounded by the rainforest, and there are no highways linking it to the town next town. All the things people need to live arrive in ships sailing up the Amazon River.

The Amazon Rainforest is one of the most diverse habitats on Earth. One in 10 of the world's animals and plant species lives in its forests and rivers. Some animals, such as monkeys, seldom leave the tangle of branches, while plenty more live beside the shallow rivers. Others spend their entire lives on the forest floor.

Extract adapted from © DK Eyewitness Amazon by Tom Jackson



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Lesson 1: Children Apply

B) Why do all rainforests grow in the tropics?

C) Find two similarities and two differences between a city set in the Amazon Rainforest and any other city.

Similarities	Differences



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

Lesson	2	Vehicle Text & Page	DK Eyewitness Amazon by Tom Jackson pp.10-11

Anchor Question(s):
A) Why does the author compare the amount of water to enough to 'fill 5000 Olympic swimming pools every day'?
B) What impression do you get from the words 'surges' and 'rushes'?
C) Why is the word 'pororoca' written in italics?
Model Question:
Why does the author use the word 'eventually' in the first paragraph?

Vocabulary Teaching:
estuary
meltwater
tributary
tidal bore
surges

Focus Comprehension & Strategies:
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality
- 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
- Read closely, annotating for specific purposes
- Identify how language, structure and presentation contribute to meaning
- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Watch a clip of surfers on the Amazon river's tidal bore.
https://www.bing.com/videos/search?q=great+roar+brazil&&view=detail&mid=7F6B56095096216006AB7F6B56095096216006AB&&FORM=VRDGAR
Share Anchor Question(s): Explicitly refer to these throughout the lesson. **Skimming** - Teacher to show the focus page to the children for 10 seconds and ask them to read the bold print words headings and subheadings take brief feedback.
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 extract. Use **Intonation** to distinguish between the measurements given in two units, using the brackets as a signal. Model to the children how to read the names. Draw attention to the line, '*The Amazon River's largest tributary is the Rio Negro, or black river.*' and discuss that Rio means river and Negro means black in Spanish (main language in Spain) and Portuguese (main language in Brazil).
Fluency: **Choral Read** the fluency extract. Encourage the children to use **Intonation** to distinguish between the measurements given in two units, using the brackets as a signal, as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Model Question**: Why does the author use the word 'eventually' in the first paragraph? Model **Skimming** the text to find the key word linked to the question – 'eventually'. And then reading around the word to understand the context. Circle, *'largest river', 'twice as large as its nearest rival', 'water flows from west to east, and eventually divides to form a huge…' and* annotate with the meaning of eventually - 'takes long time'.
As well as circling the evidence, model how to answer the question – see Lesson 2 Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract to help aid discussions and read through the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children to use **Scan** to find the key words and phrases from the questions as modelled and then to use **Text marking** to circle these words and phrases. Also remind the children to annotate, writing the meaning of the words and phrases as modelled.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to answer the Anchor Questions. Take brief feedback.
Focus on **Anchor Question B:** What impression do you get from the words '*surges*' and '*rushes*'? Ask the children for alternatives. Make a list of synonyms and discuss **Reader Effect**. Decide as a class whether the author chose the most effective verbs.

Acceptable Point(s) Anchor Question A
- so that the reader can imagine/visualise how much water that is.

Acceptable Point(s) Anchor Question B
- the water moves quickly

Acceptable Point(s) Anchor Question C
- because it is in a different language – it is the chosen way to say it in Brazil.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Question**
- Use of the strategies taught i.e. **Choral Reading, Intonation, Skimming, Scanning, Text Marking, Reader Effect**

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

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Lesson 2: Vocabulary

estuary	meltwater
tributary	tidal bore
surges	

Lesson 2: Fluency

The Amazon River is the largest river in the world, and is twice as large as its nearest rival, the Congo in Central Africa. The water flows from west to east, and eventually divides to form a huge 325- km- (202- mile) wide estuary near Macapa, Brazil. Here, the river empties enough water into the Atlantic Ocean to fill 5000 Olympic swimming pools every minute.

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Lesson 2: Anchor Questions

A) Why does the author compare the amount of water to enough to ‘fill 5000 Olympic swimming pools every day’?

B) What impression do you get from the words ‘surges’ and ‘rushes’?

C) Why is the word ‘pororoca’ written in italics?

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Lesson 2: Teacher Model / Children Practise

The River Amazon

The Amazon River is the largest river in the world, and is twice as large as its nearest rival, the Congo in Central Africa. The water flows from west to east, and eventually divides to form a huge 325- km- (202- mile) wide estuary near Macapa, Brazil. Here, the river empties enough water into the Atlantic Ocean to fill 5000 Olympic swimming pools every minute.

The Source

The Amazon River's source is Nevado Misme in the mountains of Peru. From here, meltwater flows through the mountains into the Amazon and onto the Atlantic. The Amazon is commonly thought to be 6,516 km (4,049 miles) long, second in length only to the Nile in Africa, although some scientists believe it could be longer.

Meeting of the waters

The Amazon River's largest tributary is the Rio Negro, or black river. Its water is filled with chemicals washed out of soils and plants, which make it very dark. It joins the Amazon near the Brazilian city of Manaus, but the water of the two rivers do not mix for a few kilometres, creating a two-tone river.

Great roar

Top surfers come to ride the Amazon river's tidal bore – a wave created in the river's wide mouth by the ocean tides. Twice a day, water from the Atlantic surges up the river, reversing its flow. When the tide is high and the river level is low, a 4m (13 ft) high wave rushes up the river, travelling up to 800 km (497 miles) upstream. The Brazilian name for the wave is the *pororoca* or "great roar".

Extract adapted from © DK Eyewitness Amazon by Tom Jackson pp.10-11

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Lesson 2: Teacher Model

Why does the author use the word ‘eventually’ in the first paragraph?
I think the author uses the word ‘eventually’ to show that it takes a long time for the water to divide into a wide estuary because it is such a big, long river.



Lesson 2: Children Apply

A) Why does the author compare the amount of water to enough to ‘fill 5000 Olympic swimming pools every day’?
B) What impression do you get from the words ‘surges’ and ‘rushes’?
C) Why is the word ‘*pororoca*’ written in italics?

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

Lesson	3	Vehicle Text & Page	DK Eyewitness Amazon by Tom Jackson pp.46-47

Anchor Question:
What do you think are the positive and negatives of living in the Amazon region? Use evidence to support your answer.
Model Question:
What do you think are the positive and negatives of visiting the beach in the Amazon region? Use evidence to support your answer.

Vocabulary Teaching:
bather
remote
isolated
caimans

Focus Comprehension & Strategies:
- Self-correction, including re-reading and reading ahead
- Provide reasoned justifications for their views
- Read closely, annotating for specific purposes

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text
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: Show the children enlarged copies of the photographs from this double page from the book. Ask the children if anything surprises them as they look at the pictures.
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.
Explore & respond: Teacher to read aloud the whole text. When you get to '*bather*', read it as '*bAther*' then go back and **Self-correct.** Ask the children to **Predict** what they think the title for this double page could be. Reveal that it is '*Modern Amazonia*' and discuss if they feel it is the most effective choice.
Fluency: **Choral Read** x2 the fluency extract, taking note of the dashes – used to add extra detail.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Teacher Model Question for demonstration: What do you think are the positive and negatives of visiting the beach in the Amazon region? Use evidence to support your answer.
Re-read the relevant paragraph '*Beach Resort*'. Circle *'bathers take a dip', 'Amazon river dolphins and many fish'. 'caimans'* and annotate to show whether point is positive or negative. Model how to answer the question on Lesson 3: Teacher Model.
Reference the Text: On the screen text, **Text Mark** and discuss the evidence located by: A) drawing a circle around the words and annotating with positive or negative. B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to text mark and circle evidence and to annotate each point as positive or negative, as modelled. If children are struggling to find the answers, encourage them to consider *'long time to get to a hospital', 'party that can be enjoyed by thousands of people', 'unusual village…float on the river', 'play until they are old enough', 'cannot get jobs'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: Feedback and share children's answers. Ask the children whether there is only one answer and whether everyone would agree that the same points were positive/ negative. Is this **Fact or Opinion?** Encourage the children to consider different people's views, for example somebody who loves water would like to like in a floating village, but someone who cannot swim might not.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Predict, Skimming, Text Mark, Self-correct, Re-read, Fact or Opinion**

Acceptable Point(s) Anchor Question
- Any positive/negative supported by evidence from the text, for example:
- **Positive** – you could live in a floating village, carnivals (which are parties which last for days) sound fun, you don't go to school when you are young -you just play.
- **Negative** – it can take a long time to get to hospital, you cannot get a job because you cannot read because you didn't go to school, you might feel sea-sick on your floating house which goes up and down on the river.

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

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Lesson 3: Vocabulary

bather	remote
isolated	caimans

Lesson 3: Fluency

The Amazon region has a beach resort 1,450km (901 miles) away from the ocean. Located at Ponta Negra - on the edge of Manaus, Brazil - bathers take a dip in the Rio Negro, home to Amazon river dolphins and many fish. Lifeguards keep watch over the swimmers, but also look out for caimans.

Lesson 3: Anchor Question

What do you think are the positive and negatives of living in the Amazon region? Use evidence to support your answer.



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Lesson 3: Teacher Model / Children Practise

Most people in the Amazon region lead normal lives, from watching sports to going to school. Traditional homes stand next to modern buildings in big cities, such as Manaus, Brazil. Yet even here, you are never more than 10 km (6.2 miles) from the rainforest, and river boats are often the best way to travel between towns and cities.

Floating hospital

It can take a long time to get to a hospital in remote parts of the Amazon Rainforest. Hospital ships make regular visits to isolated villages in the forests so that ill or injured people can see a doctor and receive treatment. In emergencies, faster river ambulances are used to take patients to the nearest city hospital.

Beach resort

The Amazon region has a beach resort 1,450km (901 miles) away from the ocean. Located at Ponta Negra - on the edge of Manaus, Brazil - bathers take a dip in the Rio Negro, home to Amazon river dolphins and many fish. Lifeguards keep watch over the swimmers, but also look out for caimans.

Carnival culture

Big cities in Brazil have a strong tradition of carnivals, merging African and European traditions with Native American culture. A carnival is a party that can be enjoyed by thousands of people from around the world over several days.

River village

Most Amazonian villages are built beside the river. Houses are placed high on the riverbank so they do not flood when the water level of the river is high. Belen, in Iquitous Peru, is an unusual village. The houses - attached to poles driven into the riverbed - float on the river itself, rising and falling with the water.

Schooling

Traditional Amazonian villages do not have schools. Children just play until they are old enough to help their parents with tasks. Without basic literacy skills, they cannot find jobs when they are adults. The Brazilian government is building more schools to help solve this problem.

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Lesson 3: Teacher Model

What do you think are the positive and negatives of visiting the beach in the Amazon region? Use evidence to support your answer.	
Positives	Negatives
You can swim in the Amazon	Caimans swim there so it could be dangerous
You might see an Amazon river dolphin or some of the many fish.	
Lifeguards are there to keep you safe	

Lesson 3: Children Apply

What do you think are the positive and negatives of living in the Amazon region? Use evidence to support your answer.	
Positives	Negatives

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

Lesson	4	Vehicle Text & Page	DK Eyewitness Amazon by Tom Jackson pp.52-53

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What are the benefits and the problems of using the Amazon Rainforest's natural resources?	generate untapped reserves indigenous non-renewable	• 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 • Provide reasoned justifications for their views • Read closely, annotating for specific purposes	2f identify / explain how information content is related and contributes to meaning as a whole 2h make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children the title of this double page, 'Mining and damming'. Ask them to create a **Mind map** to show what they think might be mined and dammed in the Amazon region and for what purposes.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.
Explore & respond: Read the whole extract aloud to the children. Add to the **Mind Map** as the children discover more about what is mined and the purpose of damming. **Word Work** - focus on the words *'refuel'* and *'renewable'* and discuss their meaning. Consider how knowing that the prefix 're' means 'again' can help to work out the meaning of new words in this way.
Fluency: **Choral Read** x2 the fluency extract. Focus on using **Pausing** and noticing the commas to help to aid meaning in the long sentence.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Reference the **Anchor Question** then **re-read** the paragraph 'Carrying Oil'. Model how to annotate for a specific purpose – benefit or problem. Circle *'valuable resource will be used to make fuel, chemicals, plastic, and medicines' and* write 'benefit' next to this part of the text. Circle *'pipes and wells can leak', 'spilled oil pollutes the area's rivers, damaging wildlife', 'causing health problems for those who live in the forest'* and write 'problem' next to this part of the text. Model how to write these ideas clearly on the grid - Lesson 4: Teacher Model.
Reference the Text: **Text Mark** and discuss the evidence located by:
A) drawing a circle around the words that provide evidence for the model question B) underline the new vocabulary explored



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine the text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to annotate the text with 'benefit' and 'problem' as modelled. Children to **Text mark** and circle evidence in green. If children are struggling, encourage them to consider *'mines which provide iron and other important metals', 'region that belongs to indigenous tribes. These people sometimes protest', 'ethanol are thought to be environmentally friendly', 'creating sugar cane plantations means cutting down forests or using land that could be used to grow crops', 'provides electricity for about 13 million people', 'flooded parts of the rainforest and forced thousands of people to move out of the area', 'environmental benefits, as they help produce electricity without releasing carbon dioxide'.*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have written in their Apply Activity.
Ask the children to decide whether they believe that the benefits outweigh the problems or the other way round. Encourage children to provide a reasoned justification as they answer orally. Take a vote.
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. **Word Work**, **Choral Reading, Pausing, Mind Map, Text Marking**

Acceptable Point(s) Anchor Question
Benefits:
• mines provide useful metals
• ethanol is environmentally friendly
• damming the river provides electricity to 13 million people
• produces electricity without carbon dioxide so good for the environment
Problems:
• Indigenous tribes protest when mines destroy their land
• Need to cut down forests to creating sugar cane plantation
• Dams can flood rainforest – damage people's homes.

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

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Lesson 4: Vocabulary

refuel	renewable
generate	untapped reserves
indigenous	

Lesson 4: Fluency

The Amazon region is home to millions of people and to some of the world's biggest cities. In order to refuel the cities' quick growth, the region's largest rivers have been dammed to generate electricity through renewable energy, and enormous mines have been dug for metals and useful minerals.

Lesson 4: Anchor Questions

What are the benefits and the problems of using the Amazon Rainforest's natural resources?

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Lesson 4: Teacher Model / Children Practise

Mining and damming

The Amazon region is home to millions of people and to some of the world's biggest cities. In order to refuel the cities' quick growth, the region's largest rivers have been dammed to generate electricity through renewable energy, and enormous mines have been dug for metals and useful minerals. There is still room for more dams, and the Amazon basin is thought to contain vast, untapped reserves of minerals. The big question is whether the rainforest is more valuable than the rich resources it holds.

Carrying oil

Pipes carry crude oil pumped from wells in the rainforests of Ecuador. This valuable resource will be used to make fuel, chemicals, plastic, and medicines. However, pipes and wells can leak, and the spilled oil pollutes the area's rivers, damaging wildlife and causing health problems for those who live in the forests.

Battle for land

There are many mines which provide iron and other important metals. However, many occupy land in the Amazon region that belongs to indigenous tribes. These people sometimes protest, so the government must consider the benefits of industry alongside the interests of the indigenous people.

Growing fuel

Brazil is the world's leading producer of sugar cane. Raw sugar from the cane is used to make ethanol, a plant-based alternative for non- renewable fuels, such as coal. Biofuels like ethanol are thought to be environmentally friendly, but creating sugar cane plantations means cutting down forests, or using land that could be used to grow crops.

Damming the River

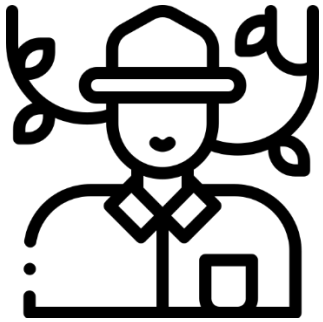
The Amazon basins largest dam - the Tucurui Dam in Brazil - provides electricity for about 13 million people. However, when it was finished in 1984, it created an enormous reservoir that flooded parts of the rainforest and forced thousands of people to move out of the area. Still, dams such as these also have some environmental benefits, as they help produce electricity without releasing carbon dioxide. Today, nearly all of Brazil's electricity is generated in this manner.

Extract Adapted from DK Eyewitness Amazon by Tom Jackson

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Lesson 4: Teacher Model

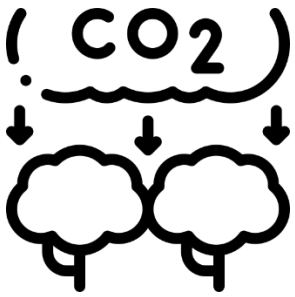
What are the benefits and the problems of using the Amazon Rainforest's natural resources?	
Benefits	**Problems**
Crude oil can be used to make fuel, chemicals, plastic, and medicines.	Sometimes pipes and wells leak. When the oil spills, it pollutes the area's rivers which can harm wildlife and be dangerous for the health of those living in the area.



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Lesson 4: Children Apply

What are the benefits and the problems of using the Amazon Rainforest's natural resources?	
Benefits	Problems



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

Lesson	5	Vehicle Text & Page	DK Eyewitness Amazon by Tom Jackson pp.60-61

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Is tourism a good thing or bad thing for the Amazon Rainforest and why?	prime example source of income	• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views • Read closely, annotating for specific purposes • Read extended texts independently for sustained periods	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 2h make comparisons within the text



Extended Apply Session

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

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

Activate Prior knowledge: Ask the children to answer the Anchor Question without doing any reading/research into this area. Ask the children to discuss with a partner then write a few sentences to answer the question. Briefly share as a class.

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 5 Vocabulary sheet. Use **Find Read Talk** strategy.

Share Anchor Questions: Refer to this throughout the lesson.

Enjoy and Respond to the text: In pairs, children to read the text - double page pp.60-61 (Lesson 5: Children Practise below). One copy between two encourages collaboration. While reading, children to annotate for a specific reason, using a word or phrase, **Summarising** for each paragraph. Explain to the children that they will be making notes to answer the question then be presenting their view orally to the class.

Written and Oral Responses / Evidence Anchor Question(s):
Children to work in their pairs to write their reasons to answer the **Anchor Question**. Encourage the children to use their choice of presentation – you could suggest bullet points or a **Mind Map** to record their reasons clearly.
Give the children time to practise using their notes to prepare their oral presentation.
Each pair share their formal oral presentation with the class.
Consider the answers to the **Anchor Question** from the beginning of the lesson and discuss how these have changed.

Comprehension Questions
Children to use today's texts to answer the comprehension questions below.

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, Think Aloud, Text mark, Mind Map, Summarising**
- responses to the **Anchor Questions**

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

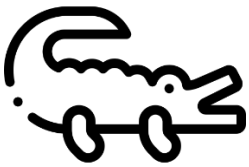
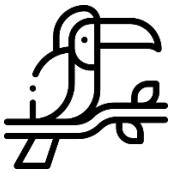
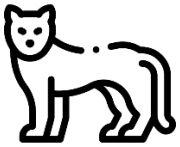
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Lesson 5: Vocabulary

prime example	source of income

Lesson 5: Anchor Question

Is tourism a good thing or bad thing for the Amazon Rainforest and why?


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Lesson 5: Children Practise

Ecotourism

Tourists pay to visit the Amazon rainforest, and the money they pay goes to the local people and towards conservation programmes. Turning the rainforest into a world-class tourist attraction is more beneficial than cutting it down to build cities and farms. This region's holiday industry is a prime example of ecotourism as the hotels and facilities used by visitors do not create pollution or damage natural habitats.

Handicrafts

Local people in the Amazon region use latex from the trees to make natural rubber, which is used to make souvenir masks. Selling handicrafts to tourists is an important source of income for people who live in remote parts of the region.

Forest resort

Ecotourists stay in comfortable hotels, known as lodges. The buildings are designed to be highly energy efficient so they do not use a lot of fuel, which has to be brought in by boat. Waste is also kept to a minimum.

Guided tours

Most visitors to the Amazon rainforest come to see the wildlife. Local guides take tourists on walks through the rainforests or on boat tours. The tourists travel in canoes, not speed boats, as high speed vessels create waves that would damage the riverbanks. Some guided tours take place at night, when caimans and other nocturnal animals are active.

Meeting the locals

Tour groups visit villages, where the residents show off their way of life, such as how they use forest plants to make the things they need. These visits are a chance for Amazonians to make money selling traditional products to visitors.

Walking among the trees

Rope walkways and viewing platforms built in large trees are the best way to see the rainforest's birds, monkeys and specialised plants that live high up in the canopy out of sight of the forest floor.

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Lesson 5: Children Apply

Use this page to prepare ideas for your presentation.

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Lesson 5: Children Apply – Comprehension Questions

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

	True	False
Amazonian people use latex from trees to make rubber.		
Tourists travel in speedboats on an Amazon boat tour.		
Hotels in the Amazon are built carefully to avoid damaging natural habitats.		

2. *'Turning the rainforest into a world-class tourist attraction is more beneficial than cutting it down to build cities and farms'*
   What does the phrase *'more beneficial'* mean in this sentence?

3. Why do you think that many Amazonians are happy to welcome tourists to their region?



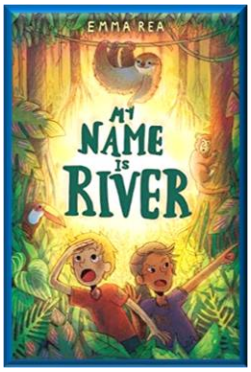
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Shared Reading Planning

Year 5

Unit E: North & South America / World

Fiction 2



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

Lesson	1	Vehicle Text & Page	My Name is River by Emma Rea pp. 17-20, p.60 and p.85

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Do you think that the outskirts of the city of Salvador or the centre of the city of Salvador are poorer? Use evidence from the text to support your answer. **B) Describe the city of Salvador in three adjectives.** **Model Question:** Summarise what Dylan and Floyd know about Salvador.	crammed clogged	• Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes • Identify how language, structure and presentation contribute to meaning	2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Watch this clip of the author talking about why she wrote this book.
https://www.youtube.com/watch?v=yOiGZaBWcRw
Teacher note: This is an adventure story and during this unit we will be mostly focusing on the descriptions of the places that the main characters visit. The unit avoids spoilers so the whole book could also be shared as a class or by the children independently. Tell the children that the main character, Dylan, has just discovered that his beloved home farm in Wales is going to be sold to a pharmaceutical company, Bluebird. Dylan thinks he can persuade the CEO of Bluebird not to buy their farm if he can speak to him …in Brazil… so runs away to Brazil in secret.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1 Vocabulary.
Explore & respond: Teacher read extracts 1 and 2 aloud to the children. Use **Pace** to keep the story moving along. Ask the children why they think the author included this information about Brazil and Salvador and discuss whether it helps us to imagine the book's setting.
Fluency: **Choral Read** the fluency extract. Use **Pace** to keep the story moving along as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the model question. Summarise what Dylan and Floyd know about Salvador. Model **Skimming** to get a gist of what they know and circle the facts. Circle *'five thousand, five hundred and sixty eight miles away', 'On the coast. South of the equator', 'a city in Brazil'* and model **Summarising** this into a sentence. Write: 'They know that Salvador is a city on the coast in Brazil, south of the equator and that it is five thousand, five hundred and sixty eight miles away'. Read entire section to clarify initial tin king.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by:
A) drawing a circle around words that provide evidence in green B) underline new vocabulary explored in orange.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Question A).** Children to examine the extract 2 and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Question**, actively encourage children to use **Skimming**, as modelled, to get a gist what it was like in the centre and the outskirts of the city and circle key words and phrases.
If the children are finding it difficult to locate the evidence to answer the question, consider *'In the centre, the spider's web showed a tidy grid but on the edges of the city the lines became closer together, more wiggly and fainter', 'packed together in those parts', 'tiny houses, all crammed in together so tightly', 'houses swarmed',' 'in the centre of the city there were skyscrapers, motorways, block after block of high rise buildings'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses:
Read **Anchor Question B)** to the class.
Read extract 3 to the children. As you read, ask the children to **Stop and Jot** adjectives to describe the city.
Ask the children to work in pairs to consider extracts 2 and 3 and the words they have listed. As a pair, decide on the three best adjectives to describe Salvador. Share the chosen adjectives as a class. Ask a few of the children to share the evidence from the text which made them decide on their adjective choice.

Acceptable Point(s) Anchor Question A)
Outskirts are poorer
• the houses are tiny and crammed together but in the centre there are modern skyscrapers.
• the roads are bendy and close together but in the centre there are motorways and it is laid out in a tidy grid.
Acceptable Point(s) Anchor Question B)
• busy, bustling, chaotic
• noisy, loud
• colourful, creative, bright

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. **Choral Reading, Pace, Skimming, Summarising, Text Marking, Stop and Jot**

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

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Lesson 1: Vocabulary

crammed	clogged

Lesson 1: Fluency

In the centre, the spider's web showed a tidy grid but on the edges of the city the lines became closer together, more wiggly and fainter. The houses and roads must be packed together in those parts.

Lesson 1: Anchor Questions

A) Do you think that the outskirts of the city of Salvador or the centre of the city of Salvador are poorer? Use evidence from the text to support your answer.

B) Describe the city of Salvador in three adjectives.



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Lesson 1: Teacher Model / Children Practise

Extract 1 adapted from p.17-20

‘There’s a big Bluebird office in Salvador, Brazil. That’s where my dad works.’ Floyd said.

‘So if we could just pop over to Brazil. Just hop over all that sea.’ said Dylan, hopelessly.

‘All five thousand, five hundred and sixty eight miles.’

‘You actually know that?’

‘I know a lot about Brazil, but it doesn’t get us there!’

‘Where is Salvador exactly?’

‘On the coast. South of the equator,’ Floyd answered confidently.

The only things Dylan knew about Brazil were that it was the size of Europe and they play football all the time. And now, that it was five thousand, five hundred and sixty eight miles away.

On the kitchen computer they googled flights. At first they got El Salvador instead, a country south of Mexico. Then they realised their mistake and the right flights, for Salvador, a city in Brazil, came up. The flight took sixteen hours, with a stop in Lisbon.

Extract 2 p.60

Salvador lay beneath them in darkness except for a golden, dewy spider’s web of lights showing the motorways, main roads and, as they grew closer, smaller streets. In the centre, the spider’s web showed a tidy grid but on the edges of the city the lines became closer together, more wiggly and fainter. The houses and roads must be packed together in those parts. As they came closer, and dawn began to break, he could see that the hills were covered with tiny houses, all crammed in together so tightly you couldn't see the roads between them. The houses swarmed up the hillsides and down into the valleys but in the centre of the city there were skyscrapers, motorways, block after block of high rise buildings. The plane flew on and on over the enormous city. For the first time Dylan wondered if it would be possible to find what he was looking for in such a huge place.

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Extract 3 p.85

They reached a three-lane motorway clogged with stationary traffic. Winding between the cars, people with baskets on their heads tried to sell bananas, crisps, bottles of water, candy floss in pink blue or green, melon, nuts, strawberries. It was like a market back in Wales gone mad, with everyone right in the middle of the road until the lights changed and they had to shoot back to the pavement. A yellow motorbike with taxi written on the fuel tank passed Dylan's window and he was astonished to see a mum carrying a baby, a dad and a little girl all squashed up behind the driver. Along the road, brightly coloured graffiti covered the walls: huge fat lettering turned into faces that were winking or laughing. They came to a man holding small wooden cages and as the car slowed at a junction Dylan glimpsed colourful butterflies in the cages flapping against the wooden bars.

Extracts adapted from © My Name is River by Emma Rea



Lesson 1: Children Apply

A) Do you think that the outskirts of the city of Salvador or the centre of the city of Salvador are poorer? Use evidence from the text to support your answer.

B) Describe the city of Salvador in three adjectives.		

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

Lesson	2	Vehicle Text & Page	My Name is River by Emma Rea p.81

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) The author uses repetition. Find and copy an example of this. What is the effect on the reader? **B) How did Dylan feel when he first saw the Amazon rainforest? What words and phrases give you that impression?** Model Question: The author uses figurative language. Find and copy an example. What is the effect on the reader?	lurched more specifically	• Read closely, annotating for specific purposes • Identify how language, structure and presentation contribute to meaning • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2g identify / explain how meaning is enhanced through choice of words and phrases 2d make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Watch a clip of the view flying over the Amazon rainforest.
https://www.youtube.com/watch?v=-vQfjgxLsdU&t=189s
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 extract, modelling **Pausing** at punctuation to emphasise how it contributes to meaning. Ask the children what techniques they notice that the author has used in this description. Encourage the children to consider the use of adjectives, repetition, figurative language and the main character, Dylan's reactions to the view. Consider how these techniques contribute to the meaning.
Fluency: **Choral Read** the fluency extract, using **Pausing** at the commas and colon – to contribute to meaning.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Model Question: The author uses figurative language. Find and copy an example. What is the effect on the reader? **Re-read** the extract, this time reading closely looking for figurative language. Circle *'a huge spreading fluffy carpet', 'nothing but green fur beneath' 'A trail of glittering water split the forest like a wedge'* and model how to answer the question on the grid - Lesson 2: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract to help aid discussions and read through the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children to **re-read** the extract, reading closely looking for repetition and then for how Dylan feels/ acts. Children to use **Text marking** to circle the examples of repetition. If the children are struggling, encourage them to consider *'miles and miles and miles of rainforest', 'thousands and thousands no, millions and millions of trees', 'acres and acres', 'where hill after hill rolled on and on', 'On they flew, on and on'.*
For Anchor Question B) consider *'his heart lurched', 'his head spun', 'nose didn't leave the window'*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to answer **Anchor Questions**. Take brief feedback from children, encouraging them to use their grid to answer.
Drama activity – ask the children to work in pairs – one asks questions and one role play as Dylan, describing his experience and feelings when he saw the Amazon rainforest for the first time.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Choral Reading, Pausing, Text Marking, Re-read, Reader Effect**

Acceptable Point(s) Anchor Question A)
•repetition emphasised how big the Rainforest seems/ how far the forest stretches

Acceptable Point(s) Anchor Question B)
•Dylan felt overwhelmed /amazed/ inquisitive/excited

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

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Lesson 2: Vocabulary

lurched	more specifically

Lesson 2: Fluency

Below them was nothing but dark green: a huge spreading fluffy carpet. No matter what angle Dylan looked through the window, to the left or right, far ahead or behind, there was nothing but green fur beneath him, thick, dense, dark, bottle-green.

Lesson 2: Anchor Questions

A) The author uses repetition. Find and copy an example of this. What is the effect on the reader?

B) How did Dylan feel when he first saw the Amazon rainforest? What words and phrases give you that impression?



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Lesson 2: Teacher Model/ Children Practise

Below them was nothing but dark green: a huge spreading fluffy carpet. No matter what angle Dylan looked through the window, to the left or right, far ahead or behind, there was nothing but green fur beneath him, thick, dense, dark, bottle-green. Dylan didn't know how high up they were, or anything to do with maths and distance but it was obvious that he was looking over miles and miles and miles of rainforest. Or more specifically - and his heart lurched when he understood - at thousands and thousands no, millions and millions of trees. His mind spun as he imagined himself down there, lost among the trees, surrounded by acres and acres of nothing but trees and wild animals. Dylan couldn't take his eyes off it. In Wales there were plenty of wild places, where hill after hill rolled on and on and lay down in the distance and changed from green to dusty blue as they got further away, but they weren't covered, as this place was, with trees. In Wales, the trees had all been cleared to make grazing land for sheep or cut down to build boats. There were bald hills, most of them covered only with heather and gorse and - in the summer - sweet black bilberries. He pressed his head against the window again. His friends would never believe there could be so many trees and Dylan wasn't sure he would be able to describe the hugeness of it. On they flew, on and on, and still the carpet of green remained unchanged. He couldn't explain to himself exactly why, but he would have done anything to be down there right in the middle of the rainforest.

Then he was blinded by a golden flash. Dylan blinked. A trail of glittering water split the forest like a wedge and Dylan realised he was looking at the Amazon river itself. Strangely, it was two-tone, split down its length: one half was black, the other sandy. It was as if one half were made of molasses, the thick brown sweet treacle Mum made gingerbread with, and the other half of fudge. Dylan's nose didn't leave the window until the rainforest grew thinner and the plane lost height and the city of Manaus came into view.

Extract adapted from © My Name is River by Emma Rea

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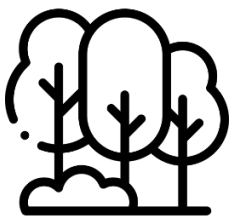
Lesson 2: Teacher Model

The author uses figurative language. Find and copy an example. What is the effect on the reader?
'a huge spreading fluffy carpet'
This metaphor makes it easier for me to visualise what Dylan can see. It makes me think that he is so far above and the trees are so close together that the forest looks like one full carpet. It also makes me think it must be enormous because the author uses 'huge spreading'.

Lesson 2: Children Apply

A) The author uses repetition. Find and copy an example of this. What is the effect on the reader?

B) How did Dylan feel when he first saw the Amazon rainforest? What words and phrases give you that impression?	
Dylan's feeling	Words and phrases from the text



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

Lesson	3	Vehicle Text & Page	My Name is River by Emma Rea p. 175

Anchor Question:
A) *'Dylan couldn't see any creatures'*. How did he know they were there?
B) Why is *'A strange orchestra was tuning up'* an effective metaphor?
C) Find and copy two verbs which you think the author uses to make the rainforest seem *'alive'*.

Model Question:
'A few slanting shafts of sunlight glanced through the crowded treetop canopy, but they weren't strong enough to brighten the heavy shade.' What impression of the rainforest does this give you?

Vocabulary Teaching:
slanting shafts
wafted
spangled
punctuated

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
- Provide reasoned justifications for their views

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: As the children enter the lesson, play the sounds of the rainforest. Explore whether the children can identify any of the sounds or describe what they can hear.
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.
Explore & respond: Teacher to read aloud the whole text. Use **Stress** to draw attention to how the author has used alliteration. Ask the children to identify examples of alliteration in the extract and discuss the **Reader Effect.** Consider that the author has done this because the focus of this extract is the sounds of the rainforest and alliteration is a way to play with sound.
Fluency: **Choral Read** x2 the fluency extract, using **Stress** to accentuate the alliteration, as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question: *'A few slanting shafts of sunlight glanced through the crowded treetop canopy, but they weren't strong enough to brighten the heavy shade.'* What impression of the rainforest does this give you?
Teacher Talks: This gives me the impression that the rainforest is dark and that the trees are so close together that the sunlight can only just get through the tiny spaces, but not enough to brighten the darkness.
Circle *'shafts of sunlight glanced through the crowded treetop canopy', 'weren't strong enough', 'heavy shade'*
Reference the Text: **Text Mark** and discuss the evidence located by: A) drawing a circle around the words. B) underline the new vocabulary explored. Model writing the answer on Lesson 3: Teacher Model

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to text mark and circle evidence as modelled. If children are struggling to find the answers for **Anchor Question A**), encourage them to consider all of Dylan's senses.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: Feedback and share children's answers.
Ask the children which is their favourite sentence from this extract and to explain why they like it, giving reasoned justifications for their choice. Encourage the children to name the technique used by the author and to describe the **Reader Effect.**
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. **Choral Read, Stress, Reader Effect, Text Mark**

Acceptable Point(s) Anchor Question A)
- he could sense them all around
- he could hear the creatures whine/ buzz
- he could feel movement in the ground and see their shadows

Acceptable Point(s) Anchor Question B)
- because an orchestra has a variety of instruments playing together with different sounds and the rainforest has different creatures making noise together and all different sounds.
- Tuning up is when they all play their own notes rather than in harmony, as would happen with creatures in the rainforest.

Acceptable Point(s) Anchor Question C)
- waved, scampered, rustled, shifted, crept, glanced

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

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Lesson 3: Vocabulary

slanting shafts	wafted
spangled	punctuated

Lesson 3: Fluency

Dylan bent beneath the branch, climbed over a fallen log and nearly tripped over a rotting root which slid upwards until it joined the tallest tree trunk he had ever seen.

Lesson 3: Anchor Questions

A) *'Dylan couldn't see any creatures'*. How did he know they were there?

B) Why is *'A strange orchestra was tuning up'* an effective metaphor?

C) Find and copy two verbs which you think the author uses to make the rainforest seem '*alive*'.



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Lesson 3: Teacher Model / Children Practise

A few slanting shafts of sunlight glanced through the crowded treetop canopy, but they weren't strong enough to brighten the heavy shade. With each footstep, smells wafted up, of something like tea leaves or rain or the herby stuff Mum put in stews. A brief knocking drumroll made Dylan look to his left, where a creamy woodpecker with a tufted red head and a long sharp beak battered away at a trunk.

Dylan bent beneath the branch, climbed over a fallen log and nearly tripped over a rotting root which slid upwards until it joined the tallest tree trunk he had ever seen. He gazed up and up. The tree was so high that Dylan had to bend his head as far back as it would go to gaze at a fuzzy mess of bright greenery spangled by sunlight.

Dylan couldn't see any creatures, but he could sense them everywhere. A strange orchestra was tuning up, with layers of noise overlapping each other. The high whine of mosquitoes was punctuated by crickets buzzing. Something flew overhead, the branches waved and 'choo-choo-choo, piroo-piroo' sounded from a flock of small birds. Something scampered by their feet, and the ground rustled and shifted. Something crept away at a distance and nothing but tiny fragments of shadows moved.

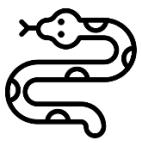
'This whole place is alive!'

Extract adapted from ©My Name is River by Emma Rea

Lesson 3: Teacher Model

'A few slanting shafts of sunlight glanced through the crowded treetop canopy, but they weren't strong enough to brighten the heavy shade.' What impression of the rainforest does this give you?
This gives me the impression that the rainforest is dark and that the trees are so close together that the sunlight can only just get through the tiny spaces, but not enough to brighten the darkness.





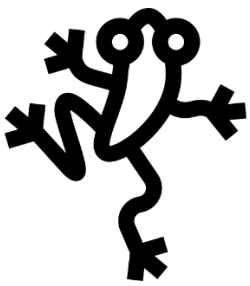

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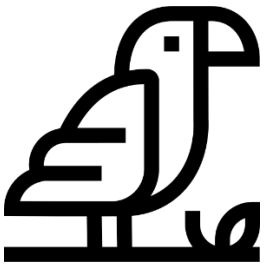
Lesson 3: Children Apply

A) *'Dylan couldn't see any creatures'.* How did he know they were there?

B) Why is *'A strange orchestra was tuning up'* an effective metaphor?

C) Find and copy two verbs which you think the author uses to make the rainforest seem *'alive'*.	





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

Lesson	4	Vehicle Text & Page	My Name is River by Emma Rea p.213, pp.146-7 and p.191

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author use figurative language and what is the effect on the reader?	beckoning exposing buckled contorted	• Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader	2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that during his adventure, Dylan discovers an awful secret about the pharmaceutical company damaging the rainforest and some of the animals and that their testing takes place in a tent hidden in the forest – which will be described in today's extract.

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.

Explore & respond: Read all three extracts aloud to the children, using **Intonation** to show the mood. Ask the children to consider the mood in each extract and to **Summarise** it into one word. Ask the children how the author evokes this mood and consider her use of figurative language, vocabulary choices and colour.

Fluency: **Choral Read** x2 the fluency extract, using **Intonation** to show the mood in each extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Reference the **Anchor Question** then **re-read** the first extract. Draw attention to the first example of figurative language. Teacher Talks: *'Tight bud like a clenched fist'* I know that this is a simile to describe the bud at the end of the purple shoots in the pots. The use of *'clenched fist'* makes me think that these plants could be angry and dangerous and it begins to create an ominous atmosphere. Model how to write the answer in Lesson 4: Children Apply.

Circle all of the figurative language in the first extract: *'tight black bud like a clenched fist', 'leaves, all curling up at the edges like fingers beckoning them to come closer', 'ferns uncurled and reached elegantly upwards…on green arms'.*

Reference the Text: **Text Mark** and discuss the evidence located by:

A) drawing a circle around the words that provide evidence for the model question

B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine the rest of the text – and to re-read all three extracts. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: Children to **Text mark** and circle evidence. If children are struggling, encourage them to consider: *'The metal backbone of the great tent wobbled and the ribs twisted', 'the bones of the tent'. 'One huge rib buckled and broke in the middle', 'What sort of monster', 'the jaws of…The yellow digger.', 'sun slithered away like a snake' 'large bright pink forms broke the water like hills'*

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to write whether the example is a simile or metaphor, what it describes and describe the **Reader Effect** on the Lesson 4: Children Apply grid.

Briefly feedback children's answers.

Ask the children to work in pairs to create their own example of figurative language to describe something they have met in the book so far. The rest of the class then try to guess what they are describing.

If any children are struggling, ask them to consider examples for the Amazon river.

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., **Choral Reading, Intonation, Text Marking, Summarise, Reader Effect**

Acceptable Point(s) Anchor Question

- the tent is compared to a skeleton – with the backbone, ribs and bones described. This makes the reader think the tent is fragile like the life it is destroying.
- the yellow digger is compared to a monster as it is destructive and dangerous.
- the sun is compared to a snake because of its slithering movement (slow and thin shape) as it sets. Snakes are relevant to the rainforest setting.
- the dolphins are compared to hills which rise and fall. This helps the reader to imagine their shape and reminds the reader about Dylan's home in the hills in Wales.

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

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Lesson 4: Vocabulary

beckoning	exposing
buckled	contorted

Lesson 4: Fluency

Purple shoots wound their way out of some of the pots, each one with a tight black bud like a clenched fist at the end of it.

Lesson 4: Anchor Question

How does the author use figurative language and what is the effect on the reader?

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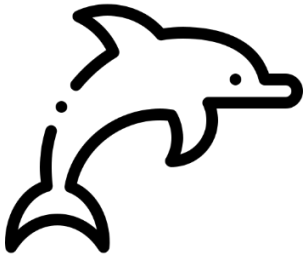
Lesson 4: Teacher Model / Children Practise

Purple shoots wound their way out of some of the pots, each one with a tight black bud like a clenched fist at the end of it. Other pots had bushes with scarlet, star shaped flowers and out of others dripped long green leaves, all curling up at the edges like fingers beckoning them to come closer. Fully grown ferns uncurled and reached elegantly upwards, proudly displaying their complicated patterns on green arms.

The thunderous rumble became a terrible creaking. The white walls and ceiling shifted seemed to stretch and pull as if something enormous was yanking at them. The metal backbone of the great tent wobbled and the ribs twisted. A great snap sounded as the white plastic sheeting ripped apart and shrank away, exposing the bones of the tent. One huge rib buckled and broke in the middle and both new ends shot upwards as the sheeting fell in wrinkles to the ground.
What sort of monster could chew up a lab? The flapping, shrinking plastic sheeting was hiding it from view. The sheeting rustled and contorted as it was sucked further and further into the jaws of…
The yellow digger.

The treetops turned black as the sun slithered away like a snake, in purple and lilac streaks. Before it had completely gone and still glinted on the surface of the water, three large bright pink forms broke the water like hills that appeared and sank again.
'Botos…pink river dolphins!'

Extract Adapted from My Name is River by Emma Rea



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Lesson 4: Children Apply

How does the author use figurative language and what is the effect on the reader?		
Simile/ Metaphor	What it describes	Reader Effect
Simile: *Tight black bud like a clenched fist*	The bud at the end of the purple shoots in the pots.	'*clenched fist*' makes me think that these plants could be angry and dangerous and it begins to create an ominous atmosphere.





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

Lesson	5	Vehicle Text & Page	My Name is River by Emma Rea p. 221-2

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What are the descriptive techniques used by the author and what is their effect on the reader? (i.e. figurative language, mood, verb choices, adjectives)	kaleidoscope	• Identify how language, structure and presentation contribute to meaning • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Provide reasoned justifications for their views • Read closely, annotating for specific purposes	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: Extended Application Activity
- the Vehicle Text

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

Activate Prior knowledge: Show the children a kaleidoscope so they understand what is meant by the simile in the extract.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text:
Refer to the **Anchor Question.** Read aloud the extract - Lesson 5: Children Practise. In pairs, children to **Re-read** the extract. One copy between two encourages collaboration. Ask the children to read closely and to annotate the descriptive techniques used by the author. If the children are struggling, refer back to the descriptive techniques covered in previous lessons- figurative language, repetition, alliteration, choice of adjectives and verbs. Write these in a clearly visible place for the children to see and remind them of their use and definition.

Written and Oral Responses / Evidence Anchor Question(s):
Children to work in their pairs to name the technique, give the example from the text and describe the reader effect – Lesson 5: Children Apply Activity.

Additional Activities:

- Ask the children to choose their favourite line from the extract and add actions. Then encourage the children to explain why it is their favourite, justifying their views.
- Hotseat Dylan on his return home to Wales. Children take it in turns to ask a child in role as Dylan questions about his adventure in the Amazon.

Comprehension questions
Children to use today's extracts to answer the comprehension questions.

1. What does the author mean by the 'secrecy of fish'?
2. The author uses similes in this extract. Find and copy one of them.
3. Do you think that the visit to the Amazon was a positive or negative experience for Dylan? Use evidence from the text to support your answer.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Reader effect**
- responses to the **Anchor Questions**.

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

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Lesson 5: Anchor Question

What are the descriptive techniques used by the author and what is their effect on the reader?

Lesson 5: Children Practise

When his vision had cleared, he saw that beyond the path was the river itself, the broad, bronze-brown, breathless Amazon River, a massive magical murmuring body of water, a river so wide and so slow you could spend the rest of your life looking at it and still not have enough time. Smells of life and death, of fresh greenery, of rotting brownery, of the upwardness of birds and the secrecy of fish, of possibility and excitement invaded Dylan's senses. The sky was higher and higher and wider and wider than any sky in Wales, with the horizon that drifted off so far that Dylan's mind stretched just thinking about it. It stretched and stretched until it burst, and everything Dylan had understood until now had to reorganise itself, like a kaleidoscope turned into a different pattern. This must be what people meant by expanding your mind. Dylan's place by the river was everything to him, but it was not everything. Ideas about life and the world and all the rivers and what he would do and where he would go sparked off in his brain like fireworks. He had stopped wanting to save his farm and his patch by the River. He wanted to save every patch by every river.

Extract Adapted from ©My Name is River by Emma Rea



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Lesson 5: Children Apply

What are the descriptive techniques used by the author and what is their effect on the reader?		
Technique used by the author	Examples from the text	Reader Effect



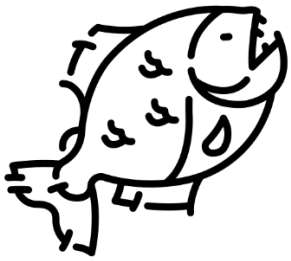
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Lesson 5: Children Apply – Comprehension Questions

1. What does the author mean by the *'secrecy of fish'*?

2. The author uses similes in this extract. Find and copy one of them.

3. Do you think that the visit to the Amazon was a positive or negative experience for Dylan? Use evidence from the text to support your answer.



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Shared Reading Planning

Year 5

Unit E: North & South America / World

Poetry



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

Lesson	1	Vehicle Text & Page	The Andes, South America by Jane Goulbourne Literacy Counts

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Why is *'this protector'* a good description of the Andes mountain range? **B) The Andes is the longest mountain range in the world. Which words and phrases does the poet use to show this?** Model Question: Why is *'snaking'* an effective verb choice?	domain dominate expansive plateaus adversity Technical Vocabulary orographic knots galvanised	• Identify how language, structure and presentation contribute to meaning • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Give the children a map of America and the names of the three locations which will be studied this week: The Andes, New York and the Amazon Rainforest. Ask the children to locate and describe the three places using their knowledge so far.

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 the whole poem to the children, using **Intonation** to emphasise the rhythm and rhyme. As the children to identify the rhyme pattern – rhyming couplets – then ask them to identify which are full rhyme and which are half rhyme – and underline in two different colours. Ask the children to **Think Pair Share** what they learn about The Andes from the poem and take brief feedback to add to the flipchart.

Fluency: **Choral Read** the fluency extract. Use **Intonation** to emphasise the rhythm and rhyme.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the model question. Why is 'snaking' an effective verb choice? Model skimming to find the key word 'snaking'. Circle *'snaking seven countries in South America's domain.'*

Teacher Talks: *'Snaking'* is an effective verb choice because the Andes mountains curve like a snake. It also gives the impression that The Andes are long like a snake. Also, snakes live in the Andes so it is relevant and gives you an idea of the wildlife living there. Model answering the question on Lesson 1: Teacher Model.

Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around words that provide evidence
B) underline new vocabulary explored.

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the Anchor Questions. Children to examine the poem and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use **Scanning**, as modelled, for key words and phrases.

If the children are finding it difficult to locate the evidence to answer **Anchor Question B** consider *'longest', 'peaks that dominate five thousand miles and more', 'expansive continent', 'great plateaus'*

Step 4: APPLY — Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the Anchor Questions and take brief feedback on the children's responses.

Word Work: To consolidate the new vocabulary learnt, ask the children to choose one of the new words from the vocabulary list and present it as an action or a picture for the class to guess which it is.

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. **Choral Reading, Intonation, Think Pair Share, Skimming, Text Marking**

Acceptable Point(s) Anchor Question A)
• The Andes protects all of the land (deserts, lakes, glaciers) and all of the people living in the cities beneath it
• The Mountain range acts as a shelter from weather etc. (dry & wet)

Acceptable Point(s) Anchor Question B)
'longest', 'peaks that dominate five thousand miles and more', 'expansive continent', 'great plateaus'

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

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Lesson 1: Technical Vocabulary

Word / Phrase	Definition
orographic knots	relates to mountains and how they appear
galvanised	1)to coat something to protect it 2) shock someone into action

Lesson 1: Vocabulary

domain	dominate
expansive	plateaus
adversity	

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Lesson 1: Fluency

‘Cordillera de los Andes’ – the longest mountain range;
snaking seven countries in South America’s domain.
Its snow-capped peaks that dominate five thousand miles and more.
To the east; expansive continent. To the west’s Pacific shore.



Lesson 1: Anchor Questions

A) Why is ‘this protector’ a good description of the Andes mountain range?

B) The Andes is the longest mountain range in the world. Which words and phrases does the poet use to show this?

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Lesson 1: Teacher Model / Children Practise

The Andes, South America

‘Cordillera de los Andes’ – the longest mountain range;
snaking seven countries in South America’s domain.
Its snow-capped peaks that dominate five thousand miles and more.
To the east; expansive continent. To the west’s Pacific shore.

Locked together by great plateaus – ‘orographic knots’,
where humans have built cities, civilisations past, long lost.
Bustling, overcrowded – tourists’ wonderland -
diversity, adversity stand together hand in hand.

Glaciers, volcanoes, lakes and desert vast
Where The Amazon originates, so The Andes’ fruits contrast.
And the wet, the dry, the tropical – this protector up on high
Has galvanised a landscape – the jewel of any eye.



©Literacy Counts The Andes, South America by Jane Goulbourne

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Lesson 1: Teacher Model

Why is *'snaking'* an effective verb choice?
'Snaking' is an effective verb choice because the Andes mountains curve like a snake. It also gives the impression that The Andes are long like a snake. Also, snakes live in the Andes so it is relevant and it gives you an idea of the wildlife living there.

Lesson 1: Children Apply

A) Why is *'this protector'* a good description of the Andes mountain range?

B) The Andes is the longest mountain range in the world. Which words and phrases does the poet use to show this?

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

Lesson	2	Vehicle Text & Page	New York by Jane Goulbourne Literacy Counts

Anchor Question(s):
From the fourth and fifth stanzas, what impression do you get of New York? Which and which words and phrases give you that impression?
Compare and contrast the different impressions given in the two stanzas.
Model Question:
Summarise what happened to the Lenape tribe.

Vocabulary Teaching:
plight
immigrants
purged
waged on
stake their claim
metropolis
mother tongues
waivers

Focus Comprehension & Strategies:
- Identify how language, structure and presentation contribute to meaning
- Read and discuss a range of poetry

Focus Content Domain(s):
2h make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that 'The Lenape' are the indigenous tribe who lived in the New York area.
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 whole poem. As in the last lesson, consider rhyme and half-rhyme and colour in two different colours. Ask the children to clap in time as you re-read the poem, drawing attention to the rhythm. Also note the lists of three: '*Fishing, farming, hunting', 'The French, the Dutch, the English', 'The guns, the gangs, the sirens'* and how this adds to the strong rhythm.
Fluency: **Choral Read** the fluency extract, using **Intonation** and clapping in time to accentuate the rhythm.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Model question: **Summarise** what happened to the Lenape tribe. Model **Re-Reading** the whole poem again and circling evidence to answer the question. Circle *'The land of 'The Lenape', for many thousand years.*
Fishing, farming, hunting' 'Explorers, then their immigrants, purged this newfound shore', 'The French, the Dutch, the English, from fifteen twenty four', 'wars and conflicts', 'centuries of fighting', 'This tribe, now dust forever'
Use **Think Aloud** to use the ideas to summarise and model how to answer the question - Lesson 2: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle un green around the words that provide evidence for the model question
B) underline the new vocabulary explored in orange



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract to help aid discussions and read through the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children to **re-read** the fourth and fifth stanzas. Encourage the children to use **Text Marking** to circle the words and phrases which the author uses to give an impression of New York. If the children are struggling, encourage them to consider: *'world-impressive harbour, 'flowing deep', 'dwarfed by scrapers' 'twenty million stomping feet', 'snarling tide', 'honking fear', 'The guns, the gangs, the sirens, that scream out'*



Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to answer the **Anchor Question**. Encourage the children to work in pairs and use **Think Aloud** to answer the question. Take brief feedback from children, encouraging them to use their answers on the grid to answer.

Acceptable Point(s) Anchor Question:
Fourth Stanza:
- impressive, modern, big, busy

Fifth Stanza
- noisy, scary, dangerous, unfriendly

Together, read the last stanza. Ask the children to focus on the punctuation, especially the question mark after *'lit for 'The Lenape'?'* and the inverted commas around *'on 'The Land of the Free'*. Encourage the children to consider whether this is ironic – because the Statue of Liberty is supposed to represent freedom, yet the Lenape were overtaken and are now '*dust forever*'.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Question**
- Use of the strategies taught i.e. **Choral Reading, Think Aloud, Intonation, Text Marking**

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

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Lesson 2: Vocabulary

plight	immigrants
purged	waged on
stake their claim	metropolis
Mother tongues	waivers

Lesson 2: Fluency

The land of 'The Lenape', for many thousand years. Fishing, farming, hunting; but what plight was drawing near?

Explorers, then their immigrants, purged this newfound shore.
The French, the Dutch, the English, from fifteen twenty four.

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Lesson 2: Anchor Question

What impression do you get of New York and which words and phrases give you that impression? (see 4th and 5th stanza)

Compare and contrast the different impressions given in the two stanzas.

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Lesson 2: Teacher Model/Children Practise

New York

The land of 'The Lenape', for many thousand years.
Fishing, farming, hunting; but what plight was drawing near?

Explorers, then their immigrants, purged this newfound shore.
The French, the Dutch, the English, from fifteen twenty four.

Countless wars and conflicts, waged on to stake their claim.
After centuries of fighting, New York at last was named.



With a world-impressive harbour, Hudson River flowing deep.
Central Park dwarfed by scrapers; twenty million stomping feet.

And the snarling tide of transport - yellow taxis honking fear.
The guns, the gangs, the sirens, that scream out "I am here"!

This city, this metropolis – two hundred Mother tongues,
that never sleeps or waivers, for its old and for its young.

And on Manhattan Island, standing strong for liberty -
looking outwards as She welcomes *all* who cross the sea.
With symbolic torch held skyward, lit for 'The Lenape'?
This tribe, *now dust forever* - on 'The Land of the Free'.





New York by Jane Goulbourne ©Literacy Counts Ltd.

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Lesson 2: Teacher Model

Summarise what happened to the Lenape tribe.
The Lenape tribe lived in New York for thousands of years and survived by fishing, farming and hunting, but then others arrived: Explorers and immigrants then the French, Dutch and English came and caused war and conflict. The tribe moved and now have died out forever.

Lesson 2: Children Apply

From the fourth and fifth stanzas, what impression do you get of New York and which words and phrases give you that impression? Compare and contrast the different impressions given in the two stanzas.	
Impression of New York	Words and phrases from the poem which give you that impression
Fourth Stanza:	
Fifth Stanza:	



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

Lesson	3	Vehicle Text & Page	The Amazon Rainforest by Jane Goulbourne Literacy Counts

Anchor Question:
A) The author used figurative language and imagery in this poem. Who is *'He'*?
B) The author used figurative language and imagery in this poem. Who is the *'child'*?
C) *'She fights'* is repeated in every stanza. What effect does this have on the reader?

Model Question:
The author used figurative language and imagery in this poem. Who is *'She'*?

Vocabulary Teaching:
misplaced
stealth
purloining
pilfering

Focus Comprehension & Strategies:
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader

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: Show images of a spider, a jaguar and a macaw and use **Book Talk** approaches with the children to reflect on the location of today's poem.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3 Vocabulary.
Explore & respond: Teacher note: Don't share the title yet! Teacher to read aloud the whole poem to the children. Use **Pace** to create effect (read it slowly). Ask the children to **Think Pair Share** any poetic techniques they noticed in this poem then feedback and discuss as a class. Consider alliteration (e.g. *'misplaced might of man'*), figurative language, rhyme, repetition and the structure of the stanzas. Look at how the first line of each stanza describes a behaviour (*bite, stealth, squark*) linked to an animal who lives in the rainforest.
Fluency: **Choral Read** x2 the fluency extract, using **Stress** to emphasise the internal rhyme (*bite, fight, might*) and **Pace** to create effect.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Teacher Model Question for demonstration: The author used figurative language and imagery in this poem. Who is 'She'? **Re-read** the poem then use Think Aloud to consider the question.
Teacher Talks: It says that she fights against man, she sheds tears and she protects her Amazon child. I think that 'She' represents nature – Mother Nature. Circle in green: *'She fights…', 'She sheds Her tears', 'Holding tight her precious Amazon child'.*
Reference the Text: **Text Mark** and discuss the evidence located by:
A) drawing a circle around the words. B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to text mark and circle evidence as modelled. If children are struggling to find the answers for **Anchor Question C**, encourage them to consider how the repetition of *'She fights'* shows how strong Mother Nature is and also how many things She has to fight against.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: Feedback and share children's answers.
Ask the children to summarise the overall **Theme** of the poem. Share ideas on the flipchart then choose the one which represents the poem the best.
If children are struggling, consider Deforestation, Environment, Respect, Nature.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Predict, Think Pair Share, Stress, Pace, Choral Read, Reader Effect, Theme**

Acceptable Point(s) Anchor Question A)
- Man / Humans

Acceptable Point(s) Anchor Question B)
- Amazon Rainforest

Acceptable Point(s) Anchor Question C)
- Mother Nature is strong
- Mother Nature has to fight the many problems man brings
- Mother Nature keeps on struggling

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

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Lesson 3: Vocabulary

misplaced	stealth
purloining	pilfering

Lesson 3: Fluency

With spider bite
She fights…
Against the misplaced might of man –
bulldozing Her precious Amazon child; innocent green.

Lesson 3: Anchor Questions

A) The author used figurative language and imagery in this poem. Who is '*He*'?

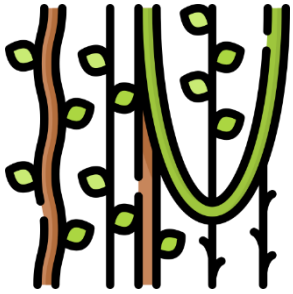
B) The author used figurative language and imagery in this poem. Who is the '*child*'?

C) '*She fights*' is repeated in every stanza. What effect does this have on the reader?

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Lesson 3: Teacher Model / Children Practise

The Amazon Rainforest



With spider bite
She fights…
Against the misplaced might of man –
bulldozing Her precious Amazon child; innocent green.

She sheds Her tears of pride through misty eyes - hope on hope.

With jaguar stealth
She fights…
Against His purloining palm oil; pilfering rubber.
Holding tight her precious Amazon child; innocent green.

She sheds Her tears of rage through misty eyes - pain on pain.

With macaw squark
She fights.
As His hands squeeze the lungs of the world.
Asleep. She rocks her Amazon child; innocent green… and weeps.



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Lesson 3: Children Apply

A) The author used figurative language and imagery in this poem. Who is *'He'*?

B) The author used figurative language and imagery in this poem. Who is the *'child'*?

C) *'She fights'* is repeated in every stanza. What effect does this have on the reader?







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

Lesson	4	Vehicle Text & Page	The Andes, New York and The Amazon Rainforest – all by Jane Goulbourne

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Over time, humans have had a negative impact in America. Do you agree? Use evidence from the poems to support your answer.	N/A Recap from the last three lessons if necessary.	• Read and discuss a range of poetry • Identify and discuss themes and conventions in and across a wide range of writing • Identify how language, structure and presentation contribute to meaning • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	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

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Ask the children to think of ideas of how humans have impacted on the environment in America. Create a **Mind Map** to add to throughout the lesson.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Recap the meaning of any of the vocabulary from the last three lessons as necessary.
Explore & respond: Teacher to read the poem 'The Andes' aloud the class. Focus on using **Pausing** at the punctuation to add impact and emphasise the rhythm. Consider why the poet chose to use dashes in addition to commas throughout this poem. Ask the children to describe the **Reader Effect.**
Fluency: **Choral Read** x2 the fluency extract, using **Pausing** to add impact by pausing at the commas and dashes.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Reference the **Anchor Question** then **Re-read** the first poem – 'The Andes'. Model how to use **Scan** to find key words (e.g. human, man, people). Circle *'where humans have built cities, civilisations past, long lost. Bustling, overcrowded'* Model how to answer the **Anchor Question** on Lesson 4: Teacher Model.
Reference the Text: **Text Mark** and discuss the evidence located by:
A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine the other two poems and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Children to **Text mark** and circle evidence. If children are struggling, encourage them to consider: *'purged', 'Countless wars and conflicts', 'snarling tide of transport', 'taxis honking fear.', 'The guns, the gangs, the sirens, that scream out "I am here", 'misplaced might of man', 'bulldozing', 'purloining palm oil; pilfering rubber', 'His hands squeeze the lungs of the world'.*

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have written in their Apply Activity.
Ask the children about the main **Themes** within each poem. Children to work in pairs to match the themes to the poems, deciding which each poem explores.
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., **Choral Reading, Pausing, Mind Map, Reader Effect, Skimming, Text Marking, Themes**

Acceptable Point(s) Anchor Question
- stolen land from indigenous tribes
- had wars and conflicts
- introduced transport and pollution
- brought weapons and gangs
- made it noisy (sirens)
- chopped trees down
- taken natural resources such as palm oil and rubber
- deforestation which has led to less oxygen

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

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Lesson 4: Fluency

Locked together by great plateaus –
'orographic knots',
where humans have built cities, civilisations past, long lost.
Bustling, overcrowded – tourists' wonderland
-
diversity, adversity stand together hand in hand.

Lesson 4: Anchor Question

Over time, humans have had a negative impact in America. Do you agree? Use evidence from the poems to support your answer.

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Lesson 4: Teacher Model

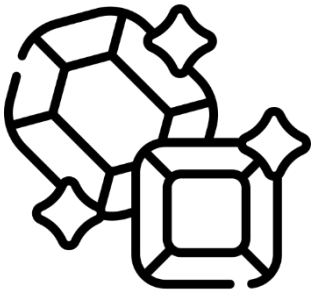


The Andes, South America

‘Cordillera de los Andes’ – the longest mountain range;
snaking seven countries in South America’s domain.
Its snow-capped peaks that dominate five thousand miles and more.
To the east; expansive continent. To the west’s Pacific shore.

Locked together by great plateaus – ‘orographic knots’,
where humans have built cities, civilisations past, long lost.
Bustling, overcrowded – tourists’ wonderland -
diversity, adversity stand together hand in hand.

Glaciers, volcanoes, lakes and desert vast
Where The Amazon originates, so The Andes’ fruits contrast.
And the wet, the dry, the tropical – this protector up on high
Has galvanised a landscape – the jewel of any eye.



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Lesson 4: Teacher Model

Over time, humans have had a negative impact in America. Do you agree? Use evidence from the poems to support your answer.
The Andes Yes, I think that humans have had a negative impact in The Andes because they have built big cities and the area has become overcrowded. There are a lot of tourists and the ancient civilizations have been lost.

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Lesson 4: Children Practise

New York

The land of 'The Lenape', for many thousand years.
Fishing, farming, hunting; but what plight was drawing near?

Explorers, then their immigrants, purged this newfound shore.
The French, the Dutch, the English, from fifteen twenty four.

Countless wars and conflicts, waged on to stake their claim.
After centuries of fighting, New York at last was named.



With a world-impressive harbour, Hudson River flowing deep.
Central Park dwarfed by scrapers; twenty million stomping feet.

And the snarling tide of transport - yellow taxis honking fear.
The guns, the gangs, the sirens, that scream out "I am here"!

This city, this metropolis – two hundred Mother tongues,
that never sleeps or waivers, for its old and for its young.

And on Manhattan Island, standing strong for liberty -
looking outwards as She welcomes *all* who cross the sea.
With symbolic torch held skyward, lit for 'The Lenape'?
This tribe, *now dust forever* - on 'The Land of the Free'.

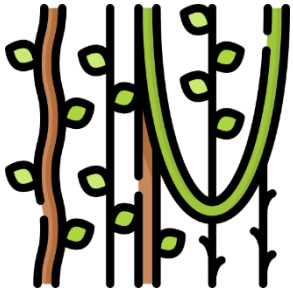




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The Amazon Rainforest



With spider bite
She fights…
Against the misplaced might of man –
bulldozing Her precious Amazon child; innocent green.

She sheds Her tears of pride through misty eyes - hope on hope.

With jaguar stealth
She fights…
Against His purloining palm oil; pilfering rubber.
Holding tight her precious Amazon child; innocent green.

She sheds Her tears of rage through misty eyes - pain on pain.

With macaw squark
She fights.
As His hands squeeze the lungs of the world.
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Themes	
family	death
right/wrong	change
love	nature
respect	hope
death	destruction

Lesson 4: Children Apply

Over time, humans have had a negative impact in America. Do you agree? Use evidence from the poems to support your answer.	
New York	The Amazon Rainforest



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

Lesson	5	Vehicle Text & Page	The Andes, New York and The Amazon Rainforest – all by Jane Goulbourne

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) Which poem would you recommend to your peers and why? B) How can actions help you learn poetry by heart and help you to perform?	N/A	• Learn a wider range of age-appropriate poetry by heart • Recommend poems that they have read to their peers, giving simple reasons for their choices • Identify and discuss themes and conventions in and across a wide range of writing • Identify how language, structure and presentation contribute to meaning • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Provide reasoned justifications for their views	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: Extended Application Activity
- the Vehicle Texts

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: Watch some poets performing their poems. As a class, discuss and consider the effect of their use of the fluency techniques focused on this week: **Intonation, Pace, Stress and Pause.** Also consider their use of actions if applicable.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text:
Refer to **Anchor Question A)** In pairs, children to **Re-read** the three poems from the week Lesson 5: Children Practise. One copy between two encourages collaboration. While reading each poem, children to **Stop and Jot** ideas about what they like about the poem.

Written and Oral Responses / Evidence Anchor Question(s):
Children to write a sentence in the speech bubble - Lesson 5: Children Apply – to explain which poem they recommend to their peers and why.

Performance Activity:
Children to work in pairs and choose their favourite part of one of the poems. It could be 1-3 stanzas. Explain to the children that they are going to learn their part of the poem by heart and perform it to the class. Encourage the children to create some actions which will help them to remember the lines and to perform. Remind the children to use the fluency skills focused on during this unit - **Intonation, Pace, Stress and Pause.**
Once the children have had time to practise, encourage them to perform to the class and for the class to offer feedback about their performance. Ask the children how their actions helped them to remember their lines and enhanced their performance.

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
Teacher Note: Instrument can be used to aid a steady beat of these rhyming poems which will help with their performance.

Comprehension questions
Children to use today's extracts to answer the comprehension questions below.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Stop and Jot, Intonation, Pace, Stress, Pause**
- responses to the **Anchor Questions**.

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

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Lesson 5: Children Practise

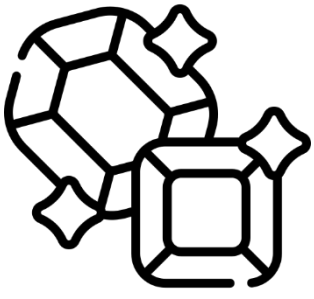
The Andes, South America



‘Cordillera de los Andes’ – the longest mountain range;
snaking seven countries in South America’s domain.
Its snow-capped peaks that dominate five thousand miles and more.
To the east; expansive continent. To the west’s Pacific shore.

Locked together by great plateaus – ‘orographic knots’,
where humans have built cities, civilisations past, long lost.
Bustling, overcrowded – tourists’ wonderland -
diversity, adversity stand together hand in hand.

Glaciers, volcanoes, lakes and desert vast
Where The Amazon originates, so The Andes’ fruits contrast.
And the wet, the dry, the tropical – this protector up on high
Has galvanised a landscape – the jewel of any eye.



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New York



The land of 'The Lenape', for many thousand years.

Fishing, farming, hunting; but what plight was drawing near?

Explorers, then their immigrants, purged this newfound shore.
The French, the Dutch, the English, from fifteen twenty four.

Countless wars and conflicts, waged on to stake their claim.
After centuries of fighting, New York at last was named.

With a world-impressive harbour, Hudson River flowing deep.
Central Park dwarfed by scrapers; twenty million stomping feet.

And the snarling tide of transport - yellow taxis honking fear.
The guns, the gangs, the sirens, that scream out "I am here"!

This city, this metropolis – two hundred Mother tongues,
that never sleeps or waivers, for its old and for its young.

And on Manhattan Island, standing strong for liberty -
looking outwards as She welcomes *all* who cross the sea.
With symbolic torch held skyward, lit for 'The Lenape'?
This tribe, *now dust forever* - on 'The Land of the Free'.

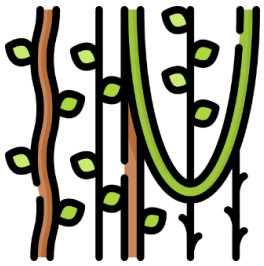




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The Amazon Rainforest



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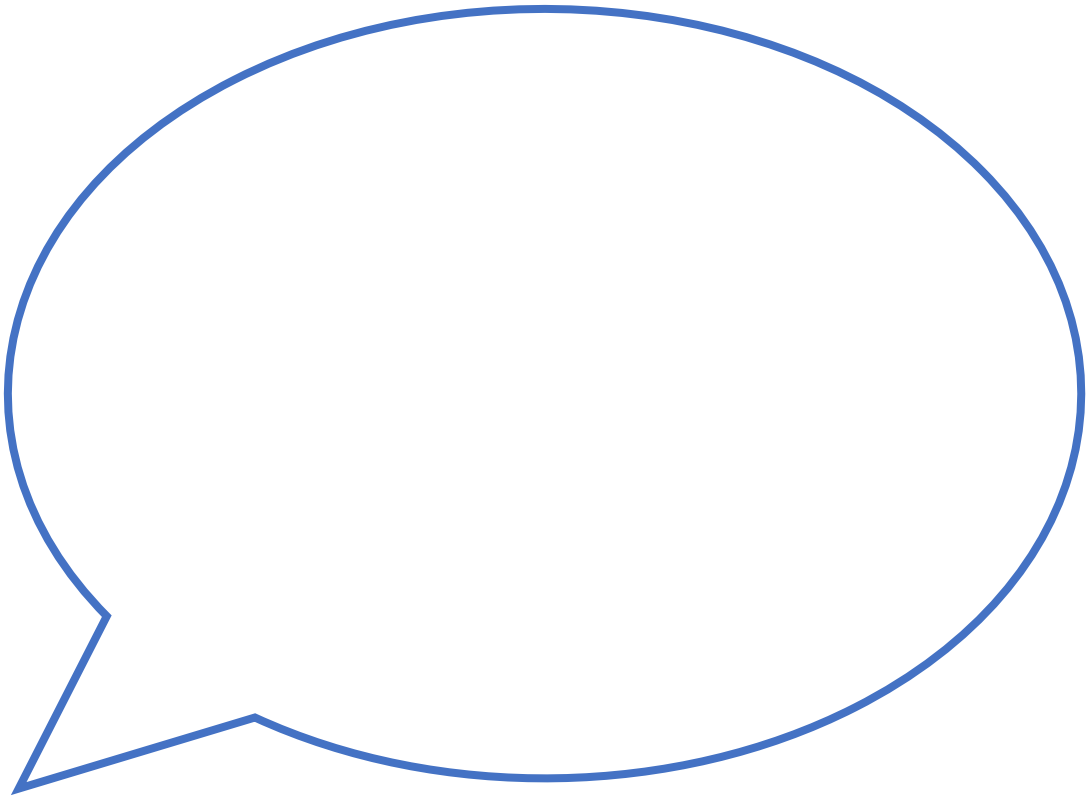
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Lesson 5: Anchor Questions

A) Which poem would you recommend to your peers and why?

B) How can actions help you learn poetry by heart and help you to perform?

Lesson 5: Children Apply



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Lesson 5: Children Apply – Comprehension Questions

1. Find and copy a phrase which shows that the poet thinks The Andes are a special place.

2. In New York, why do you think the poet chose to describe the transport as *'snarling tide'*?

3. What happens to '*the child*' at the end of the poem '*The Amazon Rainforest'?*

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

- word reading
- segmenting and the children blend

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• blending and the children segment (important to practise the reciprocity of these skills

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

Scanning

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

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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, captions. In fiction this could be chapter title first line last line. This gives the reader a gist of what the text is about.

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

Themes

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

Think Aloud

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

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Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

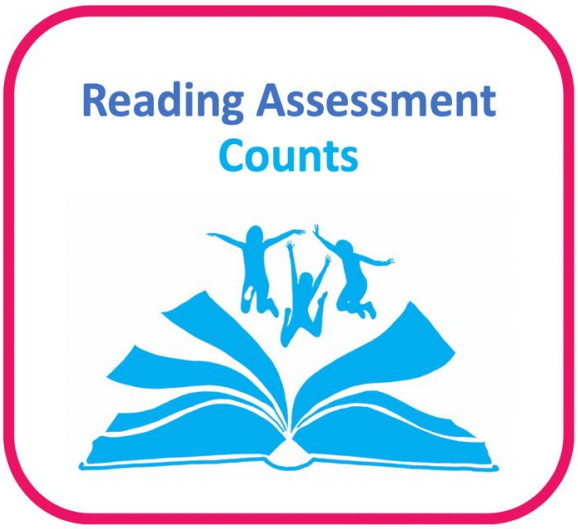
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Reading Curriculum Coverage

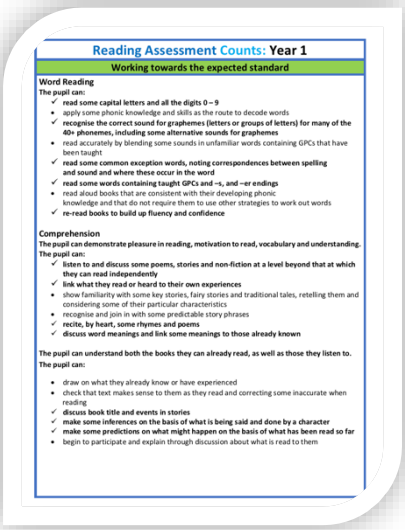


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Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

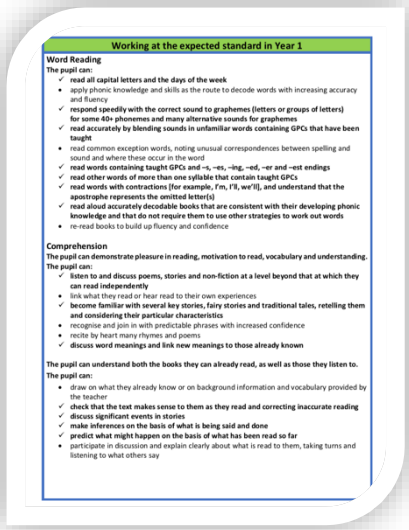
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

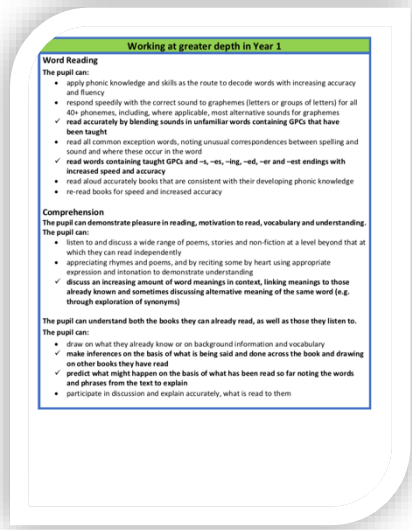
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

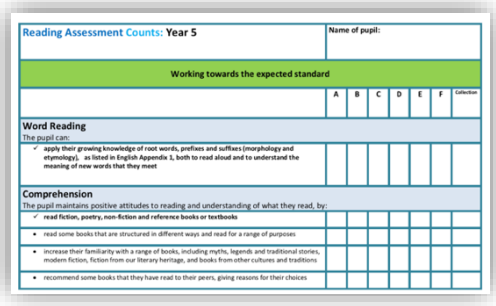
The pupil can:

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

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

The pupil can:

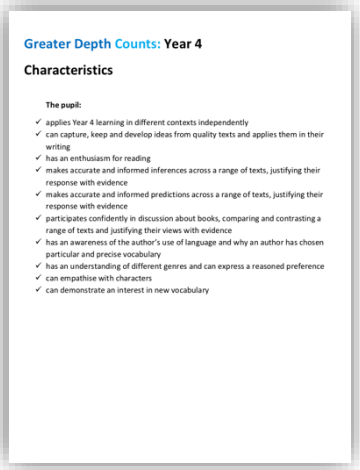
- draw on what they already know or on background information and vocabulary
- ✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read**
- ✓ **predict what might happen on the basis of what has been read so far noting the words and phrases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



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

Working towards the expected standard

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



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

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

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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- Wider reading for the wider curriculum
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Connected Curriculum

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



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