Steps to Read™

# Shared Reading Planning

# Year 3

## Reading Breadth:

## Unit F: Stories and Plays & Poetry - Different Forms



# READ

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

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

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# The 4 Steps Teaching Sequence

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

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

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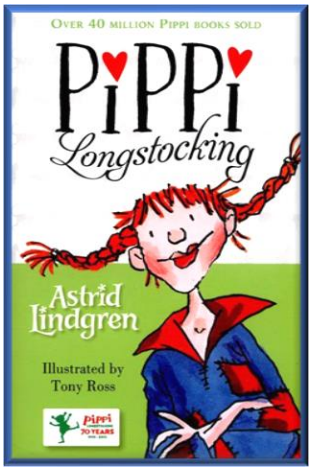
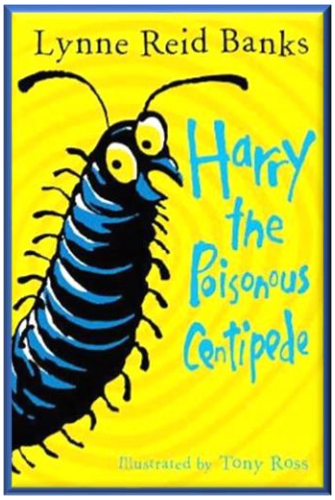
# Vehicle Texts for this Unit

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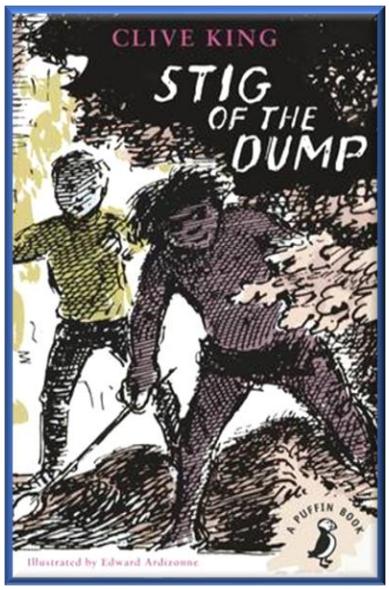
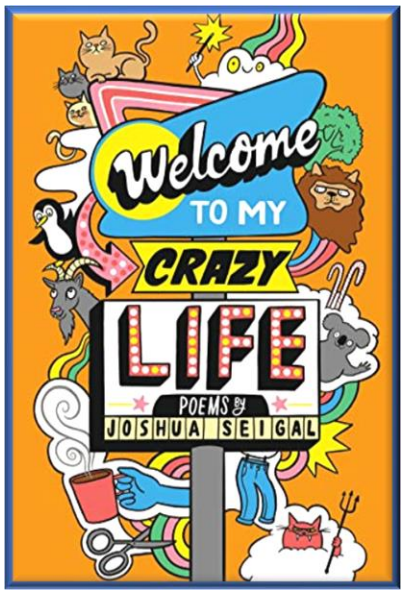
## Year 3

### Reading Breadth:

### Unit F: Stories and Plays & Poetry - Different Forms

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# Unit Focus: Comprehension Skills & Strategies

## This Year 3 Unit F

### Word Reading

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

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

### Comprehension

**Build on Previous Term & Focus on:**

• Increase their familiarity with a wide range of books

•Identify simple themes and conventions in an increasing range of books

•Discuss some words and phrases that capture the reader's interest and imagination

•Recognise some different forms of poetry [for example, free verse, narrative poetry]

•Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action

### Skills and Strategies

**Build on Previous Term & Focus on:**

•Recognise and read all Year 3&4 Word List words with automaticity

•Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation

### Content Domains*

**Build on Previous Term & Focus on:**

**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole

**2h** make comparisons within the text

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

## Throughout Year 3 focus on

### Comprehension

**Building on Previous Year and throughout Year 3 focus on:**

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

•Participate in discussion about both books that are read to them and those they can read for themselves

•Use dictionaries to check the meaning of many unknown words that they have read

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

•Increase their familiarity with a wide range of books and retell some of these orally

### Skills and Strategies

•Building on phonics subject skills and knowledge

•Connect prior knowledge with context

•Locate and discuss words and pre taught vocabulary to find out what the text is about

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

•Read a range of texts with increasing accuracy and fluency

•Develop fluent and enthusiasm for reading and read widely and frequently

### Content Domains*

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

**2a** give / explain the meaning of words in context

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

**2d** make inferences from the text / explain and justify inferences with evidence from the text

### Reading Terminology for Pupils

**Building on Previous Year and throughout Year 3 focus on:**

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

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# What is Steps to Read?

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

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

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

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

## Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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# The 4 Step Teaching Sequence Explained

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

| | | |
|---|---|---|
| Step 1 |  | **Teacher Read**<br>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**<br>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**<br>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**<br>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)<br>and the application of taught strategies and skills. |

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# Learning Across the Week

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




In most Steps to Read lessons we:

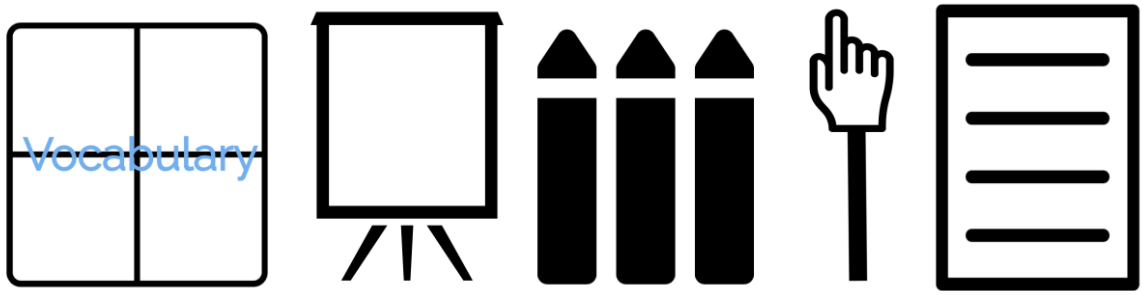
circle evidence

underline new vocabulary

## Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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




*Vocabulary for the week

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

Before you start:

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

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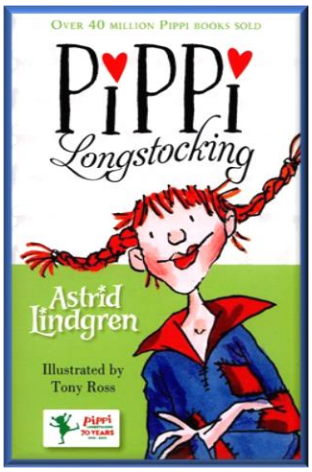
## Unit F: Stories and Plays & Poetry - Different Forms

# Fiction 1

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

| Lesson | 1 | Vehicle Text & Page | Pippi Longstocking by Astrid Lindgren<br>pp. 1-6/ Chapter 1 |
|---|---|---|---|

**Anchor Question(s):**
**What impression do you get of Pippi Longstocking when you first meet her in the story?**
**Which words and phrases does the author use to give you this impression?**

**Vocabulary Teaching:**
orchard
remarkable
without further ado

**Focus Comprehension & Strategies:**
- Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation
- Develop positive attitudes to reading and understanding of what is read
- Discuss some words and phrases that capture the reader's interest and imagination
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

**Focus Content Domain(s):**
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 the book title. Ask the children to **Predict** what they think the book might be about. Encourage the children to use what they know when making predictions. For example, it is a name so Pippi is probably the main character. Consider whether it sounds like a girl (or perhaps an animal) and that it is a funny/unusual name so might be an interesting character and funny/imaginative book.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain this in the context of where they are located and refer to Lesson 1 Vocabulary sheet.
Explore & respond: Teacher to read aloud the extract from the story - Lesson 1 Teacher Model/Children Practise. Teacher to model using **Intonation**, especially to stress the words in italics to aid meaning. Ask the children whether any of their predictions were correct. Ask the children whether they think they are going to enjoy this book from their knowledge of it so far. Use **Think Pair Share**.
Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation** to emphasise the word in italics.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question**. For the model part of this lesson, use the first paragraph. Circle the words and phrases that describe Pippi. Circle *'nine years old', 'lived all alone', 'no one to tell her to go to bed just when she was having most fun'*. Use **Think Aloud** to explain what the impression you get of Pippi.
Teacher Talks: I get the impression that there is something unusual about Pippi because she is very young to be living alone. She is independent and she likes to have fun.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by drawing a circle around the words that provide evidence for the model question.
Also model how to add these ideas to the role on the wall. Lesson 1: Teacher Model. Explain to the children that you will put details that people can see on the outside of the body outline (*'nine years old', 'lives alone'*) and details about Pippi's personality/ feelings on the inside of the body outline (*'independent', 'fun'*).

## 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 - Lesson 1 Teacher Model / Children Practise. 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 locate and circle the words and phrases when looking for evidence against the **Anchor Question**. If the children are finding it difficult to locate evidence, consider: *'Pippi had sailed with him', a very remarkable child', 'so strong', 'could have lifted a whole horse', 'curious', 'hair was the same colour as a carrot, and was braided into two stiff pigtails that stood straight out from her head.' ,'nose with the shape of a very small potato' ,'freckles', 'really very large mouth', 'healthy white teeth', 'Pippi had made it herself', 'long thin legs she wore stockings', 'walking backwards'.*

## 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: Children to add their ideas (in their own words) to their **Role on the Wall** as modelled. Feedback as a class. Ask the children whether they think Pippi will be a good main character for a book. Encourage the children to give reasons for their views.
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, Choral Reading, Intonation, Think Pair Share, Text Marking, Think Aloud**

Acceptable Point(s) Anchor Question
**On the outside:**
- ginger hair in plaits
- small freckly nose
- big mouth with healthy teeth
- surprising to others who met her

**On the inside:**
- brave
- strong
- creative (made her own dress)
- inventive and fun (walking backwards)

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

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# Lesson 1: Vocabulary

| | |
|---|---|
| orchard | remarkable |
| without further ado | |

# Lesson 1: Fluency

The most remarkable thing about Pippi was her strength. She was so strong that she could have lifted a whole horse if she had wanted to. And there were times when she *did* want to.

# Lesson 1: Anchor Questions

What impression do you get of Pippi Longstocking when you first meet her in the story?
Which words and phrases does the author use to give you this impression?



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# Lesson 1: Teacher Model / Children Practise

Pippi Longstocking was nine years old, and she lived all alone. She had neither mother nor father, which was really rather nice, for in this way there was no one to tell her to go to bed just when she was having most fun.

Pippi's father had been a ship's captain and sailed on the great ocean until he had blown into the sea during a storm and disappeared. As Pippi expected him to return one day, she went straight back to their cottage. When she left the boat, she took two things: a little monkey whose name was Mr Nelson and a big suitcase full of gold pieces. 'A remarkable child,' said one of the sailors as he watched her leave.

The most remarkable thing about Pippi was her strength. She was so strong that she could have lifted a whole horse if she had wanted to. And there were times when she *did* want to. Pippi had bought a horse with one of the gold pieces, so now there was one living on her front porch. When Pippi wanted to take afternoon tea there, she simply lifted him out into the orchard without further ado.

Next door lived two nice little children, Tommy and Annika. When they first saw Pippi, they thought that she was the most curious child they had ever seen.

Her hair was the same colour as a carrot, and was braided into two stiff pigtails that stood straight out from her head. Her nose with the shape of a very small potato, and was dotted with freckles. Under the nose was a really very large mouth, with healthy white teeth. Her dress was curious indeed. Pippi had made it herself. On her long thin legs she wore stockings, one brown and the other black. And she had a pair of black shoes which were twice as long as her feet.

Pippi went on down the street. In a moment she returned, walking backwards. This was so she shouldn't have to take the trouble to turn around when she went home.

Extract Adapted from © Pippi Longstocking, Astrid Lindgren, OUP

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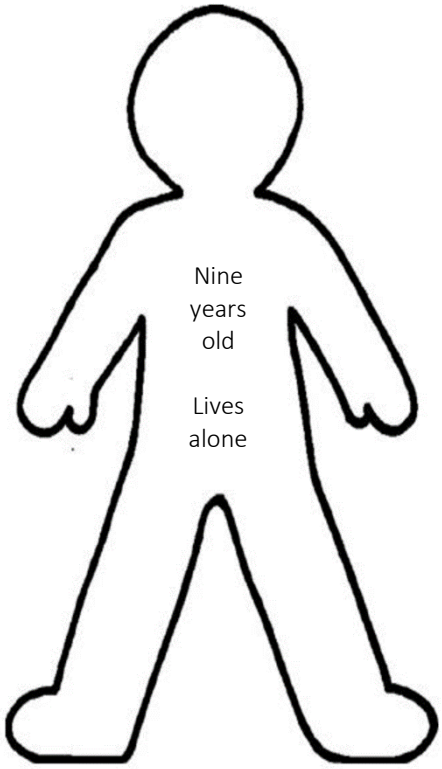
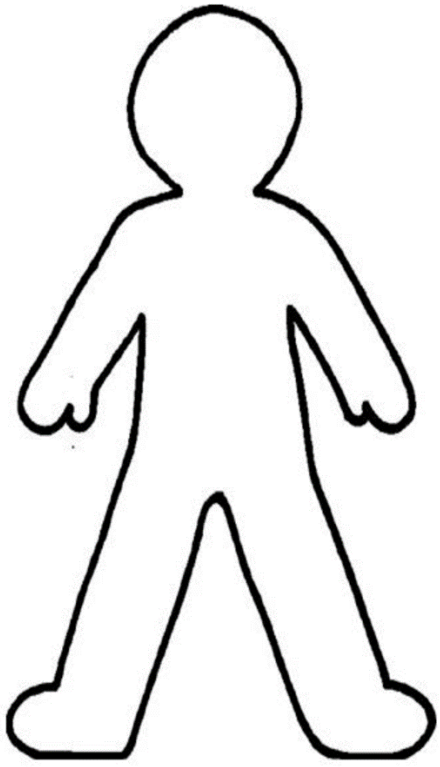
# Lesson 1: Teacher Model

Independent

Fun




# Lesson 1: Children Apply



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

| Lesson | 2 | Vehicle Text & Page | Pippi Longstocking by Astrid Lindgren<br>pp. 52-55/ Chapter 5 |
|---|---|---|---|

| Anchor Question(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Compare how Pippi, Tommy and Annika feel about their tree climbing experience.** | hollow<br>uneasily<br>languishing<br>quaking<br>spiffing | • Increase their familiarity with a wide range of books<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation<br>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence | 2h make comparisons within the text |

## Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that Pippi Longstocking was first published in Sweden in 1945 and in England in 1954. Ask the children to consider what was going on at that time (post WW2) and why this book might have been welcomed and become popular (light relief and fun amid hard times).
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located. Refer to Lesson 2 Vocabulary sheet. Consider the use of '*spiffing*' as an old fashioned word, now that the children know when the story was written.
Explore & respond: Teacher read aloud the extract from the story – Lesson 2: Teacher Model/ Children Practise. Model using **Intonation** and paying attention to the speech marks. **Re-read** some parts after reading how it should be read by using the adverbs which inform you how to read the speech for each character. Examples of this are in the Fluency extract (for example: excitedly, eagerly).
Fluency: **Choral Read** x2 the fluency extract. Encourage children to use the adverbs to understand how to read parts, paying attention to speech marks.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question**. Use the character of Pippi to model. Tell the children that you are going to look for Pippi's actions and what she says, and then **Infer** what that tells us about how she is feeling. Circle the evidence: *'she shouted excitedly', "I never can," said Pippi', 'You'll have to throw food to me through the hole up there', 'Come down here', 'We can play that we're languishing in a dungeon', 'Pippi encouraged her'*. Discuss with the children that Pippi seems excited, confident and she is playing imaginatively and trying to encourage the others to join her.
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 and model how to complete Lesson 2: Children Apply.

## Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Tell the children that they are answering for Tommy and Annika. Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Encourage the children to look for how Tommy and Annika act and what they say, and then **Infer** what each is feeling. If the children are finding it difficult to locate evidence, consider: Tommy: *'Could I climb up and see too?' said Tommy eagerly', 'I want to come and languish a little.', 'wildly excited', 'couldn't wait to go down', 'Tommy was brave.', 'He wasn't afraid', 'you can't imagine how wonderful it is', 'Isn't this spiffing?' said Tommy',*
Annika: *'Annika began to cry.', 'Not on your life!' said Annika', 'for safety's sake, she climbed out of the tree altogether', 'still anxious', 'Are you sure?', 'quaking legs', 'shrank back a little', 'Annika had to admit that it was.'*

## 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: Refer to the **Anchor Question**.
Children to complete Lesson 2: Children Apply. Briefly feedback.
Use **Hot seating** (taking it in turns to act as one of the characters) to compare the three children's feelings about their tree climbing experience. Encourage the children to **Reference the text.**
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re-read, Choral Reading, Intonation, Infer, Text Marking, Reference text, Hot Seating**

Acceptable Point(s) Anchor Question
**Tommy:**
• excited
• brave and wanting to challenge himself
• keen for Annika to join them
**Annika:**
• worried and anxious about the others
• scared
• sure that it was unsafe
• finally, agreed that it was amazing

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

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## Lesson 2: Vocabulary

| | |
|---|---|
| hollow | uneasily |
| languishing | quaking |
| spiffing | |

## Lesson 2: Fluency

'This tree's hollow!' shouted Pippi excitedly.
'Could I climb up and see too?' said Tommy eagerly. But there was no answer. 'Pippi, where are you?' he called uneasily.

## Lesson 2: Anchor Questions

Compare how Pippi, Tommy and Annika feel about their tree climbing experience.

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# Lesson 2: Teacher Model / Children Practise

***While climbing a tree…***

'This tree's hollow!' shouted Pippi excitedly.

'Could I climb up and see too?' said Tommy eagerly. But there was no answer. 'Pippi, where are you?' he called uneasily.

'I'm inside the tree. It's hollow all the way to the ground.'

'But how are you going to get *up*?' shouted Annika.

'I never can,' said Pippi, 'You'll have to throw food to me through the hole up there.' Annika began to cry.

'But why worry, why complain?' said Pippi. 'Come down here instead, you two. We can play that we're languishing in a dungeon.'

'Not on your life!' said Annika. And for safety's sake, she climbed out of the tree altogether.

Annika came closer to the tree and through a little crack she saw Pippi's finger, but she was still anxious.

'Pippi, can't you really get up?' she asked but just then Pippi reappeared.

'Is it that easy to come up?' asked Tommy, who was still in the tree. 'Well, then I want to come and languish a little.'

Tommy was wildly excited and couldn't wait to go down. It was quite a difficult climb up to the hole, but Tommy was brave. He wasn't afraid to climb into that dark tree-trunk either. Annika saw him disappear and wondered if she would ever see him again.

'Annika,' she heard Tommy's voice say, 'you can't imagine how wonderful it is in here. You must come in too. It's not the least bit dangerous. If you do it just once, you'll never want to do anything else ever.'

'Are you sure?' said Annika.

So Annika climbed up into the tree with her quaking legs. She shrank back a little when she saw how dark it was inside the trunk but Pippi encouraged her and soon she was down safe and sound with Tommy and Pippi.

'Isn't this spiffing?' said Tommy. And Annika had to admit that it was.

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# Lesson 2: Children Apply

| Compare how Pippi, Tommy and Annika feel about their tree climbing experience. | | |
|---|---|---|
| Character | Feeling | Evidence from text |
| Pippi | • *excited*<br>• *confident*<br>• *keen to encourage the others to join her* | *'she shouted excitedly.'*<br>*'I never can,' said Pippi, 'You'll have to throw food to me through the hole up there'.*<br>*'Come down here'*<br>*'We can play that we're languishing in a dungeon.'*<br>*'Pippi encouraged her'* |
| Tommy | | |
| Annika | | |



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

| Lesson | 3 | Vehicle Text & Page | Pippi Longstocking by Astrid Lindgren<br>pp. 18-21 /Chapter 2 |
|---|---|---|---|

**Anchor Question(s):**

**A) How does Pippi change Bengt and the bullies' minds about her?**
**B) How do Bengt and the bullies feel about Pippi at the end of the extract?**

**Model Question:**
How does Bengt feel about Pippi at the beginning of the extract?

**Vocabulary Teaching:**
hard on his heels
pulp
unruly
broad sneer

**Focus Comprehension & Strategies:**
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation
- Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, **word roots**, text organisation and prior knowledge of context

**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 in this extract, Pippi meets some bullies. Ask the children what they think Pippi might do. Ask them to justify why they think this. Encourage the children to **Infer** and use their knowledge of Pippi from what they have read 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 3 Vocabulary sheet.

**Explore & respond:** Teacher to read aloud the extract. Look at the word *'unruly'* and consider its meaning. Ask the children if they can work out the meaning by using their knowledge of root words. Look at '*unkind*' and '*unbelievable*' to recap the meaning of the prefix '*un*' (not) then **Re-read** 'unruly' and use **Find Read Talk** to work out the meaning. If the children are struggling, tell them the definition of *'ruly'* (well behaved/ follows discipline) or encourage using a dictionary.

**Fluency:** **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation,** especially to show how the characters talk in the parts of text within speech marks.

## Step 2: MODEL

Model to Children 5 mins

**Explicitly Model Strategies & Skills:** Refer to the **Model Question.** Circle the words and phrases that provide evidence of Bengt's feelings about Pippi. Circle: *'unruly, strange girl', 'dared to poke him!', 'broad sneer', 'look at this. What a girl!', 'Bengt had hoped she would become angry or begin to cry', 'At the very least she ought to look scared.'*. Model how to **Infer** Bengt's feelings from the text and to answer the question fully on Lesson 3: Teacher Model, referencing the text.

**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 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 the extract and read through in pairs. Use the Lesson 3 Teacher Model / Children Practise sheet extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart.

**Practise Taught Strategies & Skills:** Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions**. If children are struggling to find evidence for **Anchor Question A,** direct them to the paragraph starting '*I don't think…*' to '*astonishment*'. For **Anchor Question B**, consider: *'the bullies were quite speechless with astonishment', 'didn't dare to move', 'Bengt hadn't anything else to say about anything.'*

## 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:** Children to complete Lesson 3 Children Apply Activity, answering the questions. Take feedback as a class.

Return to the **Role on the Wall** from Lesson 1 and add anything else learnt about Pippi from today and yesterday's lessons.

**Feedback on Learning:** Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Re-Read, Find Read Talk, Choral Reading, Intonation, Infer, Text Marking**

**Acceptable Point(s) Anchor Question A**
- Pippi throws the bullies into branches, gateposts, over fences and into a toy cart.
- Pippi stood up to the bullies and called them cowards

**Acceptable Point(s) Anchor Question B**
- shocked at her strength
- scared of her
- worried about what else she could do to them

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

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# Lesson 3: Vocabulary

| | |
|---|---|
| hard on his heels | pulp |
| unruly | broad sneer |

# Lesson 3: Fluency

Bengt turned round and saw a girl he's never met before, an unruly, strange girl who dared to poke him! At first he simply stared in astonishment, and then a broad sneer spread over his face.

# Lesson 3: Anchor Questions

A) How does Pippi change Bengt and the bullies' minds about her?
B) How do Bengt and the bullies feel about Pippi at the end of the extract?

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# Lesson 3: Teacher Model / Children Practise

Just then a little boy rushed past looking frightened. Hard on his heels came five other boys. All five began hitting him at the same time. He cried.
'Oh!' said Annika. 'That's Willie they're beating. How can they be so horrid!'
'It's that beastly Bengt. He's always fighting,' said Tommy.
Pippi tapped Bengt on the back with her finger.
'You there,' she said. 'Do you mean to make pulp of little Willie on the spot, since five of you are at him at once?'
Bengt turned round and saw a girl he's never met before, an unruly, strange girl who dared to poke him! At first he simply stared in astonishment, and then a broad sneer spread over his face.
'Hey, blokes!' he said. 'Let Willie go, and take a look at this. What a girl!'
He slapped his knees and laughed. In a moment the whole lot had flocked around Pippi.
'Have you ever seen such hair! It's a real flaming bonfire!' The five boys made a ring round Pippi and hopped about and yelled, 'Carrot top! Carrot top!'
Pippi stood in the middle of the ring and smiled. Bengt had hoped she would become angry or begin to cry. At the very least she ought to look scared. He pushed her.
'I don't think you have good manners,' said Pippi. Then she lifted him high in the air with her strong arms. She carried him to a tree, and hung him across a branch. Then she took the next boy and hung him on another branch, then she took the others and threw them over the fence.Then Pippi and Tommy and Annika and Willie stood looking at the boys, and the bullies were quite speechless with astonishment.
Pippi said, 'You are cowards! Five of you go after one boy. And then you begin to push a little defenceless girl around. How disgraceful! Unkind! Unbelievable!'
And to Bengt, who sat up in the tree and didn't dare to move, she said, 'If there's anything else you wanted to say aboutme , it's best you say it now.'
But Bengt hadn't anything else to say about anything.

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## Lesson 3: Teacher Model

| How does Bengt feel about Pippi at the beginning of the extract? |
| --- |
| At the beginning of the extract, Bengt is shocked that Pippi has interfered and that she is brave enough to poke him. He thinks she looks unusual and he is astounded by her. Then he becomes amused and starts to call her names, mocking and laughing at her. When she doesn't react, he is surprised and angry so he pushes her. |

## Lesson 3: Children Apply

| A) How does Pippi change Bengt and the bullies' minds about her? |
| --- |
| |
| **B) How do Bengt and the bullies feel about Pippi at the end of the extract?** |
| |



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

| Lesson | 4 | Vehicle Text & Page | Pippi Longstocking by Astrid Lindgren<br>pp. 92-101/ Chapter 9 |
|---|---|---|---|

| Anchor Question(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **What are the clues that Pippi is disliked by the ladies at the tea party?**<br><br>Model Question<br>What are the clues that Pippi is trying hard to impress the ladies at the tea party? | parlour<br>with gusto<br>in a trice | • Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation<br>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence | 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: Ask the children where/ who they learn about good behaviour and manners from. Ask the children whether they think that Pippi will know how to use good behaviour and good manners and why/ why not.
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. Consider that these are words and phrases more often used in old fashioned writing.
Explore & respond: Teacher read aloud the opening paragraph to the children. Ask the children whether they think inviting Pippi to a tea party would be a good idea and whether it would mean Tommy and Annika's mother *'wouldn't have any bother'*. Encourage them to use their existing knowledge of Pippi. Ask the children which phrase makes them think that something bad is going to happen (*'or so she thought'*). Children use **Think Pair Share** and **Predict** what could happen in this part of the story. Then read aloud the rest of the extract- Lesson 4: Teacher Model/Children Practise and discuss whether any of their predictions were right.
Fluency: **Choral Read** x2 the fluency extract, encouraging children to pay attention to the punctuation and use **Intonation**.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Model Question for demonstration. Model using **Scanning** to find specific information (Pippi trying hard). Circle the words and phrases that provide evidence. Circle *'her red hair was unbraided', 'She had painted her mouth red, coloured all of her nails and put green bows on her shoes', 'I should think I'll be the fanciest at this party', 'kissed them on the cheek', 'Charming, charming, upon my honour!', 'It was really nice of you to invite me', 'she decided to cheer them up', 'Pippi tried to join', 'looked at her with surprise'*. Next, model how to answer the question by using the evidence and writing it into clues that she is trying hard - on Lesson 4: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 4 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 other **Anchor Question.** Children to examine the text and read through in pairs. Use the Lesson 4 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: Encourage the children to use **Scanning** to find specific information (the ladies disliking Pippi). Circle the words and phrases which show evidence of this. If children are struggling to locate evidence, consider *'the ladies jumped in their seats', 'looked disapprovingly at her', 'looked very sternly at Pippi', 'looked as if they hadn't heard anything', 'You may never come here again, since you behave so badly.'*

## 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 answer the Anchor Questions by completing Lesson 4 Children Apply activity. Refer to the **Anchor Question** as a class. Ask the class what they think Tommy and Annika's view of Pippi's behaviour at the tea party would be. Remind the children to justify their views using the word 'because…'
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. **Intonation, Choral Reading, Think Pair Share, Predict, Text Marking, Scanning**

Acceptable Point(s) Anchor Question
- they were shocked when she arrived
- they looked disapprovingly at her when she went first to the tea table and took too many cakes
- they looked sternly at her when she put her face in the big cake then ate it
- they ignored her when she spoke about her maid
- Mrs Settergreen said she couldn't go there again because she couldn't behave

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

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# Lesson 4: Vocabulary

| | |
|---|---|
| parlour | with gusto |
| in a trice | |

# Lesson 4: Fluency

‘Tea party… *me*?’ cried Pippi, becoming nervous. ‘What if I can’t behave myself? I do try, but I’ve noticed lots of times that people don’t think I’m behaving even though I’ve really truly tried.’

# Lesson 4: Anchor Question

**What are the clues that Pippi is disliked by the ladies at the tea party?**



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# Lesson 4: Teacher Model / Children Practise

***When Tommy and Annika's mother invited Pippi to join them for tea.***

'Tea party… *me*?' cried Pippi, becoming nervous. 'What if I can't behave myself?

I do try, but I've noticed lots of times that people don't think I'm behaving even though I've really truly tried.'

That afternoon, a very elegant young lady arrived for tea. It was Pippi Longstocking. Her red hair was unbraided, she had painted her mouth red, coloured all of her nails and put green bows on her shoes. 'I should think I'll be the fanciest at this party,' she muttered.

Pippi entered the parlour so loudly that the ladies jumped in their seats. She rushed to the ladies and kissed them on the cheek.

'Charming, charming, upon my honour!' she said, for she had once heard a fine gentleman say that to a lady.

'Bags, I'm first!' shouted Pippi. She scrambled together as many cakes as she could manage, slung five lumps of sugar into a teacup and emptied half the cream-jug into it before the others had even come forward to the table.

Pippi plunged each cake with gusto into the teacup and pushed it into her mouth. In a trice she had finished all the cakes. The ladies looked disapprovingly at her, but she didn't notice that.

'It was really nice of you to invite me,' she said.

A big cream cake stood on the table with a sweet in the middle. Suddenly, Pippi bent down and snatched the sweet with her teeth. When she came up again her whole face was a block of cream. She laughed and licked it all off. The ladies looked very sternly at Pippi. Pippi noticed that they looked a bit dissatisfied and decided to cheer them up, but it didn't work. Soon, the ladies began talking about their maids so Pippi tried to join in, but the ladies looked as if they hadn't heard anything.

Soon, Mrs Settergreen sent the children upstairs and said, 'You may never come here again, since you behave so badly.' Pippi looked at her with surprise, and her eyes slowly filled with tears.

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## Lesson 4: Teacher Model

**What are the clues that Pippi is trying hard to impress the ladies at the tea party?**

- she dressed up and put make up on so that she looked 'fancy'
- she kissed the ladies on the cheek and spoke using words she'd heard a fine gentleman say ('*Charming, charming, upon my honour').*
- she was polite and thanked Mrs Settergreen
- she tried to make the ladies have fun
- she was surprised when Mrs Settergreen said she hadn't behaved well

## Lesson 4: Children Apply

**What are the clues that Pippi is disliked by the ladies at the tea party?**

- 
- 
- 
- 
- 
- 

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

| Lesson | 5 | Vehicle Text & Page | Pippi Longstocking by Astrid Lindgren<br>Extracts from throughout the book pp.23, 57, 63, 118. |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Application of Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **The preface says, 'There's no one quite like Pippi Longstocking' and calls her 'an extraordinary character'. Do you agree?** | N/A | • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>• Increase their familiarity with a wide range of books<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation<br>• Participate in discussion about both books that are read to them and those they can read for themselves<br>• Discuss some words and phrases that capture the reader's interest and imagination<br>• Connect prior knowledge with context | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole<br>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 the top of the Preface page *'There's no one quite like Pippi Longstocking. As we celebrate 70 years of Pippi, let's look at what makes her such an extraordinary character.'*
Ask the children to use **Think Pair Share** what they already know makes Pippi Longstocking unique and extraordinary (for example, she has a pet monkey, lives alone, is strong enough to lift a horse). Do a **Mind Map** together on the flip chart.

**Share Anchor Question:** Refer to this throughout the lesson.

**Enjoy and Respond to the text**: Children to read the extracts aloud in pairs. Encourage the children to pay attention to the punctuation to help them make meaning. Independently, children to **Scan** the extracts for words and phrases which give evidence that there is no one quite like Pippi and that she is extraordinary and then to circle them.
If the children are struggling, consider *'always slept with her feet on the pillow and her head far down under the covers', 'tied two scrubbing brushes to her bare feet and the skated across the floor', 'raised her arms and stepped right into the air', 'it's mine, so I think I could give you birthday presents too'.*

**Written/ Verbal Responses / Evidence Anchor Question:**
Children to write a list of why 'There's no one quite like Pippi Longstocking' and why she is 'an extraordinary character' - Lesson 5: Children Apply.

**Additional Activity 2:**
Ask the children to choose their favourite of Pippi's adventures and write her diary for that day. Encourage the children to use other detail from the story within their diary and to **Reference the text.**

**Additional Activity 3:**
Children to work in small groups and choose their favourite of Pippi's adventures then to act it out. Their audience (the rest of the class) then have to guess which part of the story they are depicting and to give it a title in the style of the chapter titles in the book (e.g. 'Pippi goes to a tea party').

**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. **Think Pair Share, Mind Map ,Text mark, Reference the Text, Scan, Infer**
- responses to the **Anchor Questions**

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# Lesson 5: Children Practise

p.23

She always slept with her feet on the pillow and her head far down under the covers.

'This way, I can wiggle my toes while I'm sleeping, too.'

They couldn't see anything except Pippi's feet on the pillow. There she lay, wiggling her toes energetically.

p.57

A bit of cleaning is just what's needed. Just look at this kitchen floor! Pippi warmed up a big saucepan of water which she then heaved on to the kitchen floor. She tied two scrubbing brushes to her bare feet and then skated across the floor so that it said squish-squeep as she ploughed forward.

'I should have become an ice-skating queen!' she said.

p.62

'I wonder if it's hard to fly,' said Pippi, looking dreamily over the side of the ledge, 'I think I'll try.'

'No Pippi!' cried Tommy and Annika.

But Pippi already stood at the edge. She raised her arms and stepped right into the air. After half a second there was a thud. It was Pippi hitting the ground. Tommy and Annika looked fearfully down at her. Pippi got up and said, 'I forgot to flap.'

P.118

***(On Pippi's birthday – when Tommy and Annika come to her house for a party)***

'You must have *your* birthday presents too!'

'But it isn't our birthday today,' said Annika.

'No, but it's mine, so I think I could give you birthday presents too. Or it is written somewhere in your lesson books that it can't be done?

'No, of course it can be done,' said Tommy. 'Though it's not usual. But I'd like to have a present.'

'I, too!' said Annika.

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# Lesson 5: Children Apply

*'There's no one quite like Pippi Longstocking. As we celebrate 70 years of Pippi, let's look at what makes her such an extraordinary character.'*

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# Lesson 5: Children Apply – comprehension questions

1. From the p.23 extract, why does Pippi sleep with her feet on the pillow?

   _____

   _____

2. From the p.57 extract, tick one box in each row to show whether each statement is **true** or **false**.

| | True | False |
|---|---|---|
| Pippi put her water in the saucepan. | | |
| Pippi tied scrubbing brushes to her bare feet to skate across the floor to clean it. | | |

3. From the p. 62 extract, find and copy a word which shows that Tommy and Annika were worried about Pippi. _____

4. From the p.118 extract, why has the author used *italics* for the word '*your*' in the sentence, 'You must have *your* birthday presents too!'?

_____

_____

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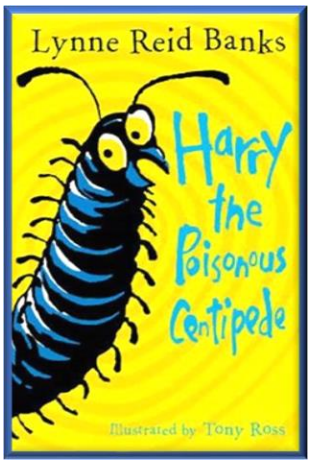
# Shared Reading Planning

# Year 3

## Reading Breadth:

## Unit F: Stories and Plays & Poetry - Different Forms

# Fiction 2

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

| Lesson | 1 | Vehicle Text & Page | Harry the Poisonous Centipede - Chapter 1 and 2 Adapted Extract<br>Lynne Reid Banks |
|---|---|---|---|

| Anchor Question | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **What can we learn about Harry from this extract?** | vowels<br>segments<br>cuticle | • Increase their familiarity with a wide range of books<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation<br>• Recognise and read all Year 3&4 Word List words with automaticity | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole<br>2b retrieve and record information / identify key details from fiction and non-fiction |

## Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children a centipede – either a toy/ model or photograph. Ask the children to **Think Pair Share** what they think they already know about centipedes.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain this in the context of where they are located and refer to Lesson 1 Vocabulary sheet. Note the words from Year 3/ 4 list: *probably, surprised, though, thought, earthy, breathe*.
Explore & respond: Teacher to read aloud the extract from the story - Lesson 1 Teacher Model/Children Practise. Teacher to model using **Intonation. Re-read** the paragraph about Centipedish, focusing on '*There are no vowels in Centipedish. What you could do is put in some vowel sounds so that you can say his real name.*' Ask the children to work in pairs to create their own alternative names in Centipedish.
Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Pausing** – especially at the commas and dash, as this is a long sentence which needs breaking up to understand.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question**. For the model part of this lesson, use up to *'that's why I call him Harry.'* Circle *'poisonous centipede', 'biting things with poisonous pincers', 'to eat', 'defend himself from creatures wanting to eat him?', 'speak to other centipedes in Centipedish.'*
**Re-read:** *'And if you'd told him that biting things with poisonous pincers was wrong or cruel, he would probably have told you not to be ridiculous. How else would he get anything to eat, or defend himself from creatures wanting to eat him?'*
Model **Infer.** Teacher Talks: The text doesn't tell me this as a fact, but I can **Infer** from the question he asks - so I know that Harry uses his poisonous pincers to eat and to defend himself.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by drawing a circle around the words that provide evidence for the model question.
Also model how to add these ideas to the **Mind Map**.

## 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 from '*Harry's body was something like…..*'- Lesson 1 Teacher Model / Children Practise. 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 locate and circle the words and phrases to answer the **Anchor Question**. If the children are finding it difficult to locate evidence, consider: *'in segments covered with hard, shiny, dark stuff – a sort of suit of armour, which is called a cuticle', 'forty-two legs', 'lived in a mass of dark, cool tunnels under the ground', 'slept all through the day', 'worms, slugs, beetles and spiders to eat', 'mustn't get too dry or they can't breathe'.*

## 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: Children to add their circled ideas (in their own words) to the **Mind Map** as modelled. Feedback as a class. Ask the children whether they think Harry will be a good main character for a book. Encourage the children to give reasons for their views.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions** •Use of the strategies taught i.e. **Think Pair Share, Choral Reading, Intonation, Text Marking, Infer**

Acceptable Point(s) Anchor Question
- covered in a hard cuticle
- has 42 legs
- lives underground
- is nocturnal / sleeps all day
- eats smaller insects
- needs to stay damp or it will die
- Mother, Belinda, is double his size

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

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## Lesson 1: Vocabulary

| | |
|---|---|
| vowels | segments |
| cuticle | |

## Lesson 1: Fluency

Harry's body was something like a caterpillar's, in segments, but covered with hard, shiny, dark stuff – a sort of suit of armour, which is called a cuticle.

## Lesson 1: Anchor Question

What can we learn about Harry from this extract?



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# Lesson 1: Teacher Model / Children Practise

Harry was a poisonous centipede.

You may think that's not a very nice thing to be. But Harry thought it was fine. He's never been anything else, and he liked being what he was.

If you'd told him centipedes are nasty scary creepy-crawlies, he would probably have been very surprised and rather hurt.

And if you'd told him that biting things with poisonous pincers was wrong or cruel, he would probably have told you not to be ridiculous. How else would he get anything to eat, or defend himself from creatures wanting to eat him?

Harry could speak to other centipedes in Centipedish. In fact, his real name wasn't Harry at all. It was Hxzltl. There are no vowels in Centipedish. What you could do is put in some vowel sounds so that you can say his real name. Then you could call him Hixzalittle. Or Hoxzalottle. Or perhaps even Haxzaluttle. But you wouldn't be anywhere near the real sound of his name which is why I call him Harry.

Harry's body was something like a caterpillar's, in segments, but covered with hard, shiny, dark stuff – a sort of suit of armour, which is called a cuticle. In Latin, "centipede" means "one hundred feet". Some kinds of centipede do have that many, but Harry's kind didn't. He had twenty-one segments with one pair of legs to each segment. Which makes forty-two legs.

Harry lived in a mass of dark, cool tunnels under the ground.

He slept all through the day. But at night he would wake up and run along these lonely earthy tunnels, looking for worms, slugs, beetles and spiders to eat. His mother, Belinda, being much more than twice his size, could go up to the surface to hunt for toads, small mice and lizards. Only for a short time though. Centipedes mustn't get too dry or they can't breathe, and it's much easier to keep damp underground.

Extract Adapted from © Harry the Poisonous Centipede by Lynne Reid Banks



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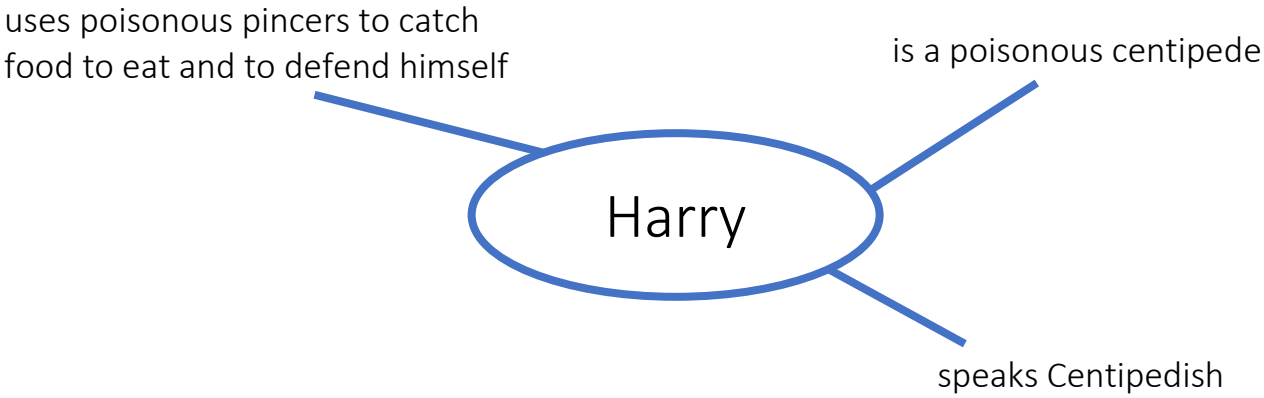
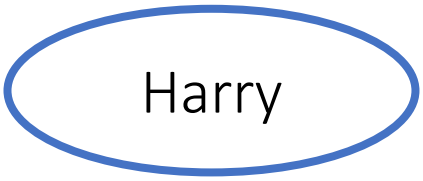
# Lesson 1: Teacher Model




# Lesson 1: Children Apply

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

| Lesson | 2 | Vehicle Text & Page | Harry the Poisonous Centipede, various adapted extracts<br>Lynne Reid Banks |
|---|---|---|---|

| Anchor Question(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) Which words does the author use to describe everyday things and what is being described?**<br><br>**B) What is the effect on the reader?** | vast<br>heaving<br>moist | • Use a range of strategies to make meaning from sentences, including building on text organisation.<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation<br>• Discuss some words and phrases that capture the reader's interest and imagination<br>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence | 2g identify / explain how meaning is enhanced through choice of words and phrases<br>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: Tell the children that Belinda has warned Harry and his friend George not to go up the Up-Pipe (the drainpipe) to above the ground because it is so dangerous. The extracts in this lesson come from throughout the book when they do go exploring up the Up-Pipe.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located. Refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher read aloud the extracts from the story – Lesson 2: Teacher Model/ Children Practise. Ask the children whose view we are seeing the world from in these extracts (Harry/ a centipede's) Ask the children to describe how the author achieves this and what the effect is on the reader.
Fluency: **Choral Read** x2 the fluency extract, using **Intonation.**

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: **Re-Read** the sentence *'The most awful things of all, Belinda told him – the biggest and the most terrifyingly dangerous – were the Hoo-Mins.'* Model how using the punctuation and focusing on **Phrasing** can help you to make meaning from this long, complex sentence. Refer to **Anchor Question A**. For the Model section, use the first extract. Tell the children that you are going to look for words and phrases used by the author to describe everyday things and then **Infer** what is being described. Circle: *'bright-time'* and *'big-yellow-ball'*. Model how to write your answers on Lesson 2: Children Apply
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 and model how to complete Lesson 2: Children Apply.

## Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Question A.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Encourage the children to look for words and phrases used by the author to describe everyday things and then **Infer** what is being described
If the children are finding it difficult to locate evidence, consider: *'giant two-legses', 'come out in the bright-time', 'round part at the top', 'soft and loose, like lots of spiders' webs', 'flat surface', 'nice little nest', 'whole vast meat-mountain', 'heaving forest of hairs.', 'rumbling, gurgling, growly sound', 'A lovely wet tunnel'.*

## 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: Refer to the **Anchor Question**.
Children to complete Lesson 2: Children Apply. Briefly feedback.
Refer to **Anchor Question B**. Use **Think Pair Share** to share ideas about the effect. Encourage the children to consider that the author enables us to see the story from the centipedes' viewpoint and that it adds humour.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re-read, Choral Reading, Phrasing, Infer, Text Marking, Reference the text**

Acceptable Point(s) Anchor Question A
**Words as noted in the Practise section (in the order written), used to describe:**
- humans
- head
- blanket
- bed
- tummy button
- human body
- beard
- snoring
- mouth

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

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## Lesson 2: Vocabulary

| | |
|---|---|
| vast | heaving |
| moist | |

## Lesson 2: Fluency

You don't know about shadows yet because you've never been out in the bright-time when big-yellow-ball is shining, but it's a dark thing that falls on you.

## Lesson 2: Anchor Questions

A) Which words does the author use to describe everyday things and what is being described?

B) What is the effect on the reader?

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# Lesson 2: Teacher Model / Children Practise

p.16

The most awful things of all, Belinda told him – the biggest and the most terrifyingly dangerous – were the Hoo-Mins.

"Once when I couldn't find any food in the tunnels, I had to go up in the bright-time. All that bright light muddled me and I got too far from the tunnel entrance. I was running back to it when a black shadow fell on me. You don't know about shadows yet because you've never been out in the bright-time when big-yellow-ball is shining, but it's a dark thing that falls on you. And when you feel that shadow, you have to run like *mad*!"

p.59

They're giant two-legses. As big as trees. Each one of their feet is as big as a whole hairy biter. They only come out in the bright-time. Its eyes must be in the round part at the top.

p.118

They climbed up the bed leg and found themselves climbing on something much easier. It was soft and loose, like lots of spiders' webs put together, only not sticky. They scrambled up it and found themselves on a flat surface. It was made of the same soft, warm stuff.

p.127

"I think – we may be climbing on a Hoo-Min."

They passed a nice little nest – just the right size for one of them to curl up in. The whole vast meat-mountain they were on heaved and shook. They ran through a heaving forest of hairs. Then The Noise started. It was a rumbling, gurgling, growly sound, a little like thunder, but wetter. It happened – then stopped – then it happened again. They needed to get damp. They kept running towards the moist smell. The noise was coming from here but they didn't care.

"A lovely wet tunnel!" breathed Harry.

And they both threw themselves down into it.

Extracts Adapted from © Harry the Poisonous Centipede by Lynne Reid Banks



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# Lesson 2: Children Apply

| Which words does the author use to describe everyday things and what is being described? | |
|---|---|
| **Words used** | **What is being described?** |
| *bright-time* | day-time |
| *big-yellow-ball* | the sun |
| | |
| | |
| | |
| | |
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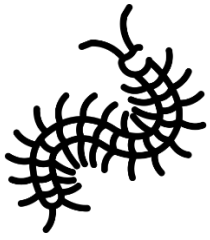
| | |



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

| Lesson | 3 | Vehicle Text & Page | Harry the Poisonous Centipede, Adapted Extracts from Chapters 7, 11 and 13 Lynne Reid Banks |
|---|---|---|---|

| Anchor Question(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How did the relationship between Harry and George change during the story?**<br><br>**B) Which character do you think you are most like? Use evidence from the text to support your answer.** | torrent<br>thrashed around<br>strong current | • Read aloud with attention to punctuation, including full stops, question, exclamation and **speech marks and intonation**<br>• Participate in discussion about both books that are read to them and those they can read for themselves<br>• Identify simple themes and conventions in an increasing range of books | 2h make comparisons within the text |

## Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that in today's lesson, they will study the relationship between Harry and his best friend. **Connect books**: Ask the children to consider 'best friends' in books they have read and how relationships change during 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 3 Vocabulary sheet.

Explore & respond: Teacher to read aloud the extracts. Model using **Intonation**, especially to show how the characters talk in the parts of text within speech marks. Discuss how speech can give us clues about how characters are feeling and the relationship between them. Suggest that 'Friendship' is one of the main themes in the story. Ask the children to **Think Pair Share** other themes covered. Consider Courage or Bravery, Celebrating differences, Teamwork, Perseverance etc. Tell the children that this will be revisited later in the week.

Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation,** especially to show how the characters talk in the parts of text within speech marks.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A.** Circle the words and phrases that provide evidence of what their relationship is like in the first extract. Model using **Think Aloud**. Teacher Talks: 'I know that the text says they are best friends, but George is sometimes mean to Harry and calls him names. It seems that George is braver and more adventurous than Harry and Harry feels uncomfortable doing some of George's ideas. George is the leader in the relationship.' Circle: *'George was Harry's best friend', 'he called Harry a sissyfeelers', 'your friend calls you a wet blanket or scaredy-ant', 'What's the matter sissyfeelers, scaredy-ant, why won't you come?"', 'George teased', 'Harry thought George was a big show off'.* Model how to answer the question fully on Lesson 3: Children Apply.

Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by drawing a circle around the words that provide evidence for the model question

## Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Questions.** Children to examine the second extract and read through in pairs. Use the Lesson 3 Teacher Model / Children Practise sheet extract. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart.

Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Question A, then to use Think Aloud** in their pairs in order to answer the question. If children are struggling to find evidence for **Anchor Question A,** consider: *'Harry recovered first', 'George just thrashed around uselessly', 'But Harry swam', 'He dragged George along', 'George just lay there', 'Centipedes can't cry but if they could, George would have been crying', 'he'd rescued George – saved his life!'* and encourage them to consider who seems braver and the leader in the relationship now.

## 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: Children to complete Lesson 3 Children Apply Activity. Take feedback as a class.

Consider children's responses to **Anchor Question B**. Share some of their ideas, ensuring that they **Reference the text** to justify their answers.

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

- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Connect books, Re-Read, Choral Reading, Intonation, Think Aloud , Text Marking,**

**Acceptable Point(s) Anchor Question A**

Changes such as:

- Harry is brave, not just George
- George is grateful to Harry, not calling him names
- Harry becomes the leader in the relationship
- George changes from showing off to being vulnerable

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

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# Lesson 3: Vocabulary

| | |
|---|---|
| torrent | thrashed around |
| strong current | |

# Lesson 3: Fluency

"What's the matter sissyfeelers, scaredy-ant, why won't you come?"
"I don't want to worry Mama," muttered Harry uncomfortably.
"Mama's centi! Mama's centi!" George teased.
"Last night I was chased by a hairy biter," boasted George, "I wasn't scared!"

# Lesson 3: Anchor Questions

A) How did the relationship between Harry and George change during the story?

B) Which character do you think you are most like? Use evidence from the text to support your answer.

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# Lesson 3: Teacher Model / Children Practise

Chapter 7 and 11:

George was Harry's best friend. George didn't live with his mother and he called Harry a sissyfeelers for wanting to stick with his mother.

George lived and hunted alone.

Belinda worried a lot about Harry being such good friends with George. Harry got himself into enough scrapes without George leading him into all sorts of adventures. She thought he was a foolish, naughty centi. Harry told her not to worry, but it's very difficult, when your friend wants to do something exciting and you say don't want to join in. Then your friend calls you a scaredy-ant.

"What's the matter sissyfeelers, scaredy-ant, why won't you come?"

"I don't want to worry Mama," muttered Harry uncomfortably.

"Mama's centi! Mama's centi!" George teased.

"Last night I was chased by a hairy biter," boasted George, "I wasn't scared!"

Harry thought George was a big show off.

Chapter 13:

What came down the Up-Pipe now was like a post that Harry had once seen, being driven down into the earth. Only this post wasn't made of wood. It was made of water. When it hit them it nearly knocked them out. They were washed off the mound of earth. The mound of earth was swept away. The water began to carry them along in a gurgling, bubbling torrent.

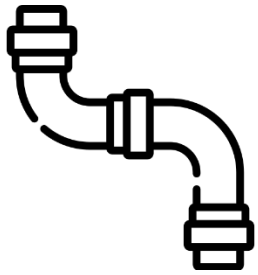
Harry recovered first. He managed to grab George. They clung together. The water was still coming down, but they weren't under it any more.

The water was all around them like a living thing. The water was rushing, pulling, carrying them. George just thrashed around uselessly. But Harry swam. If he hadn't, George would have drowned. He dragged George along, fighting the strong current. And by swimming his hardest, Harry made it to the edge of the water. George just lay there. Eventually, George lifted his head. Centipedes can't cry but if they could, George would have been crying.

"I think I'm dead."

Harry was feeling very pleased with himself. He could really and truly swim! And he'd rescued George – saved his life!

Extracts Adapted from © Harry the Poisonous Centipede by Lynne Reid Banks



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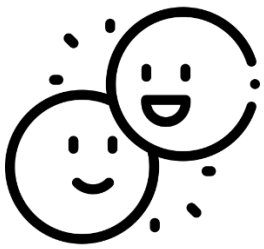
# Lesson 3: Children Apply

| A) How did the relationship between Harry and George change during the story? | |
|---|---|
| Describe their relationship in extract one | Describe their relationship in extract two |
| Harry and George are best friends, but George is sometimes mean to Harry and calls him names like 'sissyfeelers' and 'mama's centi'. George is braver and more adventurous than Harry and Harry feels uncomfortable doing some of George's ideas. George is the leader in the relationship. | |
| B) Which character do you think you are most like? 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 | 4 | Vehicle Text & Page | Harry the Poisonous Centipede Adapted Extracts from Chapters 17 and 29 Lynne Reid Banks |
|---|---|---|---|

| Anchor Question(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **How does the author create tension in these parts of the story?** | signalling frantically<br>feeler | • Read aloud with attention to punctuation, including full stops, question, **exclamation** and speech marks and intonation<br>• Develop fluent and enthusiasm for reading and read widely and frequently<br>• Discuss some words and phrases that capture the reader's interest and imagination | 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 in the first extract, George and Harry are in a room with a Hoo-Min. In the second extract, George had gone up the Up-Pipe again to try to find a Hoo-Min. Harry and Belinda have decided to go up the Up-Pipe to rescue him.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.
Explore & respond: Teacher read aloud the first extract – Lesson 4: Teacher Model - to the children. Model using **Pace** to add to the tension created by the author. Next, children to use **Paired Reading** to read the second extract – Lesson 4: Children Practise, encouraging them to use **Pace** and to pay attention to the punctuation and capitals. Draw attention to the word '*feeler*' and ask the children why the author chose the word and what is the effect on the reader.
Fluency: **Choral Read** x2 the fluency extract, encouraging children to pay attention to the punctuation, including words in capital letters and use **Pace** and **Intonation**.



## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Re-reading** the extract aloud, sentence at a time, and using **Stop and Jot** to note the techniques as you notice them.
Circle the words and phrases that provide evidence. Circle *'Run. Run! Run!* and jot 'repetition', *'They ran' and* jot 'short snappy sentence', *'Desperately'* and jot 'adverbs', *'sprinted and shot'* and jot 'verb choices', *'CRASH!'* and jot 'sound effect', *'WHACK!'* and jot 'use of capital letters and exclamations'. Next, model how to answer the question by completing Lesson 4: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 4 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 Question.** Children to examine the text and read through in pairs. Use the Lesson 4 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: Encourage the children to use **Stop and Jot**, as modelled, to note the techniques used then circle the examples of each. If children are struggling to locate evidence, consider examples such as: *'dashed', 'frantically', 'Very hard', 'WHACK!', 'again. And again.', 'Whack! Whack! Whack!'*



## 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 answer the **Anchor Question** by completing Lesson 4 Children Apply activity. Refer to the **Anchor Question** as a class. Use **Think Pair Share** to consider which technique they think is the most 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. **Intonation, Pace, Paired Reading, Choral Reading, Stop and Jot, Think Pair Share, Text Marking**

Acceptable Point(s) Anchor Question

Refer to the techniques listed in Teacher Model – with examples of each from the text as suggested in Practise section.

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

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## Lesson 4: Vocabulary

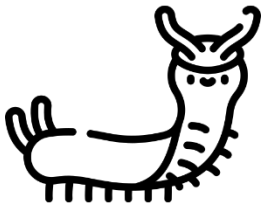
| | |
|---|---|
| signalling frantically | feeler |

## Lesson 4: Fluency

Suddenly something came down – CRASH! – just behind them as they ran.
They shot forward, faster than ever. They reached the door.
WHACK!

## Lesson 4: Anchor Question

How does the author create tension in these parts of the story?



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# Lesson 4: Teacher Model

They both knew what they had to do when a shadow fell on them.
Run. Run! *Run!*
They ran.
They ran across the warm web thing. They kept expecting something to whack down on them. They headed straight down. They were on the floor. Desperately, they sprinted across it like mad. Suddenly something came down – CRASH! – just behind them as they ran.
They shot forward, faster than ever. They reached the door. WHACK!

# Lesson 4: Children Practise

Belinda dashed out of the hole.
She could see what the Hoo-Min was doing. It was lifting sticks. Belinda ran, signalling frantically for George to come to her, but George wasn't noticing anything except the Hoo-Min. The stick that was covering him was suddenly lifted away. George was out in the open! The Hoo-Min could see him!
The Hoo-Min straightened up. Its shadow covered everything as it raised its top leg with the stick in its feeler.
The stick it had just picked up came down again. Very hard.
WHACK! Right on the ground where George was. George shot out of the way just as the stick came down.
The stick came down again. And again. It beat the earth.
Whack! Whack! Whack!
George ran frantically here and there dodging the stick. But he couldn't really dodge it. He just twisted and turned and raced here and there. It was only good luck that the beating stick kept missing him. Sooner or later, it must find him.
Suddenly the stick fell to the ground. The Hoo-Min let it go.
George stopped running.
He looked around.

Extracts Adapted from © Harry the Poisonous Centipede by Lynne Reid Banks

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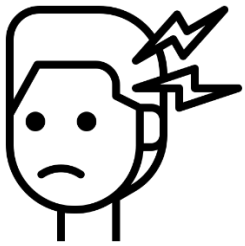
# Lesson 4: Teacher Model

| How does the author create tension in these parts of the story? | |
|---|---|
| Technique used to create tension | Examples from the extract |
| Repetition | *Run. Run! Run!* |
| Short, snappy sentences | *They ran.*<br>*They were on the floor.* |
| Sound effects | *CRASH!* |
| Verb choices | *sprinted*<br>*shot* |
| Adverbs describing their movements | *desperately* |
| Capital letters and exclamations | *WHACK!* |



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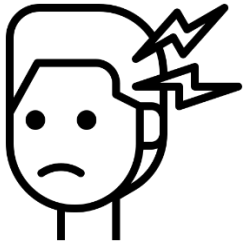
# Lesson 4: Children Apply

| How does the author create tension in these parts of the story? | |
|---|---|
| Technique used to create tension | Examples from the extract |
| | |
| | |
| | |
| | |
| | |
| | |



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

| Lesson | 5 | Vehicle Text & Page | Harry the Poisonous Centipede (Adapted extract from the last page) Lynne Reid Banks |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Application of Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What are the main themes in this story?**<br><br>**B) Does the story teach any lessons?** | N/A | • Participate in discussion about both books that are read to them and those they can read for themselves<br>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>• Increase their familiarity with a wide range of books<br>• Identify simple themes and conventions in an increasing range of books<br>• Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole<br><br>2d make inferences from the text / explain and justify inferences with evidence from the text |



# Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: 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: Children will use their prior knowledge from the week in today's lesson.
Some of the **Themes** may need briefly recapping.

Vocabulary: Refer to the Vocabulary sheet.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Children to use **Paired Reading** and read the end of the story - Lesson 5: Children Practise. Ask the children whether anything surprises them about the end of the story. Consider how Harry and George react and behave – based on what we know about their characters from earlier in the book. (for example, would they expect George to show off?) Tell the children that there are two sequels to this story. Ask them to predict what might happen in a sequel and to create their own titles. Then show the children their titles, *'Harry the Poisonous Centipede's Big Adventure'* and *'Harry the Poisonous Centipede goes to sea'*.

Written/ Verbal Responses / Evidence Anchor Question:
Give the children the list of themes - Lesson 5: Children Apply. The children work in pairs to sort them – firstly into whether they are relevant in this story or not, then to order them into most important to least important.
Children to then share which they think is the most important theme and why, **Referencing the text.**
Next, refer to **Anchor Question B.** Children to use **Think Pair Share** to discuss lessons learnt from this story. Ask the children to consider whether the lesson is for the reader, for Harry, for George or for future centipedes.
In a circle, ask children to go in the middle in role as the reader, Harry, George and future centipedes. The children around the circle stand up and tell their intended audience their lesson, remembering to **Reference the text**.

Additional Activity 2:
Tell the children that one day, Harry and George decide to write a letter to Belinda to admit the truth about their adventure. Children to **Infer** their character's feelings and write either their letter or Belinda's reply. Encourage the children to use detail from the story within their letter and to **Reference the text.**

Comprehension questions
Children to use today's extracts and their knowledge of the text from the week 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, Think Pair Share, Text mark, Reference the Text, Infer**
- responses to the **Anchor Questions**

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## Lesson 5: Anchor Questions

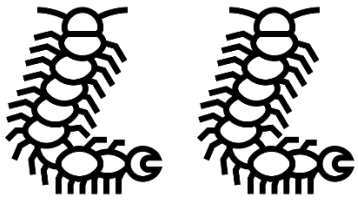
A) What are the main themes in this story?

B) Does the story teach any lessons?

## Lesson 5: Children Practise

In case you're wondering if Harry and George became centi-heroes because they'd climbed on a sleeping Hoo-Min and gone in its mouth – they didn't.
They didn't because they never told Belinda, and they never told any other centipedes about their adventure. They kept quiet because they knew they hadn't been brave – only reckless and foolish.
But every once in a while, when they were alone together, they would nudge each other, and one of them would say…
"I wish we'd just had one good bite each, though – don't you?"

Adapted from © Harry the Poisonous Centipede by Lynne Reid Banks



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| Themes | |
|---|---|
| family | friendship |
| good versus evil | taking a stand |
| bravery/courage | honesty/trust |
| sharing | perseverance |
| growing up | school |
| loss/death | equality |



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# Lesson 5: Children Apply – Comprehension Questions

1. Why did Harry and George not tell Belinda about their adventure?

_____

_____

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

| | True | False |
|---|---|---|
| Harry and George became centi-heroes. | | |
| They both had a bite of the Hoo-Min. | | |
| They climbed in a Hoo-Min's mouth. | | |

2. Find and copy a word which means that their actions were silly.

_____

3. How do you think that George changed throughout the story? Use evidence from the text to support your answer.

_____

_____

_____

_____

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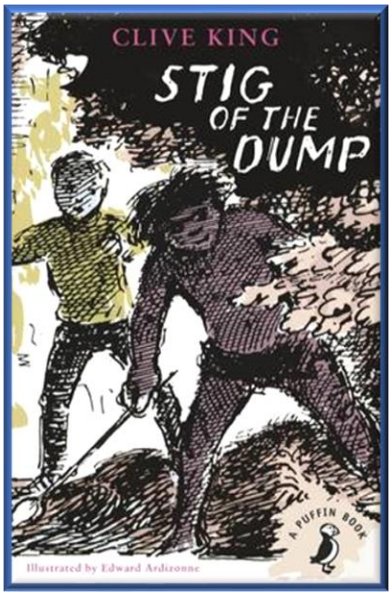
# Shared Reading Planning

# Year 3

## Reading Breadth:

## Unit F: Stories and Plays & Poetry - Different Forms

# Fiction 3

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

| Lesson | 1 | Vehicle Text & Page | Stig of the Dump by Clive King<br>pp. 5 – 9 Adapted Extract |
|---|---|---|---|

**Anchor Questions(s):**
**What words and phrases effectively describe Stig's den?**

**Teacher Model Question:**
**What words and phrases effectively describe Stig?**

**Vocabulary Teaching:**
den, mouth of the cave, creepers, shaggy, bric-a-brac, nuts and bolts, bracken

**Focus Comprehension & Strategies:**
- Discuss some words and phrases that capture the reader's interest and imagination
- Increase their familiarity with a wide range of books
- Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation

**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 pictures of the front cover and the blurb and use **Book Talk** to explore what the children think might happen in the story. Have they heard of this story before? Do they have any idea what type of story this will be? What **prior knowledge** can they use to support their **predictions?**

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

**Vocabulary:** Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 1: Vocabulary provides definition if needed). Encourage children to explain vocabulary in context of each sentence and explain misconceptions, should they arise. Note the Y3/4 spelling list words – *decided, through, interested, thought, though.*

**Explore & Respond:** Read adapted extract from the first chapter (see Lesson 1: Teacher Model / Children Practise). Focus children's attention on the description of Stig's den and remind them of the **Anchor Question.** Encourage the children to **Stop & Jot** their initial thinking about the language used.

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



## Step 2: MODEL

Model to Children 5 mins

**Explicitly Model Strategies & Skills:** Use an enlarged copy of Lesson 1: Teacher Model / Children Practise and read through the extract but focus on the description of Stig. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). **Reread** entire sentence correctly. Introduce the **Model Question.** Use **Scanning** to help gather words and phrases to help answer the **Model Question** and discuss the impact of the language choices on the reader. Teacher circle *'Something, or Somebody', 'a lot of shaggy black hair', 'two bright black eyes', 'grunted', 'rabbit-skins round the middle', 'no shoes or socks'.*

Teacher Talks: Words and phrases like *'Something, or Somebody'* are very effective because they make Stig sound very strange. The use of phrases like *'shaggy'* and *'bright, black eyes'* make Stig sound more like an animal than a person.

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



## Step 3: PRACTISE

Children Practise 8 mins

**Children Explore & Discuss:** In pairs the children have copies of the extract. Put the **Anchor Question** on a whiteboard/flipchart so all children can see it. Teacher Note: Make sure the children are familiar with what makes language effective. Children **Scan** the text for words and phrases that describe Stig's den and **Think Pair Share** about the effectiveness of the words and phrases for helping to create an image in their heads of the setting.

**Practise Taught Strategies & Skills:**
Children **Text Mark** their copy of the extract (see Lesson 1: Teacher Model / Children Practise) by circling words and phrases to answer the **Anchor Question.** If children are finding it difficult to locate words and phrases, then consider, *'partly a cave' 'partly a shelter' 'cool, damp smell' 'woodlice and earwigs' 'roots that looped and twirled' 'string of ivy and creepers tangled' 'never seen anything like the collection' 'looked as if it were used for a bed' 'never been given a tidy-up'* and anything from the list of objects that are laid around Stig's den.



## Step 4: APPLY

Children Apply 10 mins

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

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

**Feedback on Learning:** Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Find Read Talk, Pausing, Stop & Jot, Scan, Think Pair Share, Text Mark, Reference the Text, Scanning**

**Acceptable Point(s) Anchor Question**
- Any reference to the evidence listed in the Practise section with a reasonable explanation of the impact on the reader. E.g. It makes the cave seem disorganised and chaotic.
- DO NOT accept a simple list of objects in the cave without any explanation of why the list is effective.

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

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## Lesson 1: Vocabulary

| | |
|---|---|
| den  | a hidden home usually of an animal |
| mouth of the cave  | the opening of the cave |
| creepers  | plants that grow along the ground or walls, often winding itself around other plants |
| shaggy  | long and untidy hair |
| bric-a-brac | small, nice looking objects that don't cost much |
| nuts and bolts  | metal objects used for joining this together |
| bracken  | a wild plant with large leaves |

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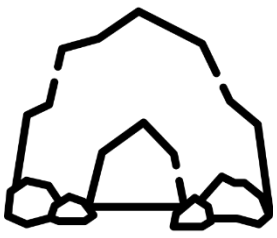
## Lesson 1: Fluency

It seemed to be partly a cave dug into the chalk, partly a shelter built out over the mouth of the cave. There was a cool, damp smell.

## Lesson 1: Anchor Question

**What words and phrases effectively describe Stig's den?**



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# Lesson 1: Teacher Model / Children Practise

Barney decided he wasn't dead. He didn't even seem to be very much hurt. He turned his head and looked around him. It was dark in this den and he couldn't see what sort of a place it was. It seemed to be partly a cave dug into the chalk, partly a shelter built out over the mouth of the cave. There was a cool, damp smell. Woodlice and earwigs dropped from the roof where he had broken through it. There were roots that looped and twirled above his head, and a string of ivy and creepers tangled together.

As his eyes got used to it, he could see further into the dark part of the cave. There was somebody there! Or Something!

Something, or Somebody, had a lot of shaggy black hair and two bright black eyes that were looking very hard at Barney.

"Hello!" said Barney.

Something said nothing.

"I fell down the cliff," said Barney.

Somebody grunted.

"My name's Barney."

Somebody-Something made a noise that sounded like 'Stig'.

The Thing sitting in the corner seemed to be interested in Barney. It got up and moved towards him into the light. Barney was glad to see it was Somebody after all. Funny way to dress though, he thought, rabbit-skins round the middle and no shoes or socks.

Barney got up and wandered into the dark part of the cave.

He'd never seen anything like the collection of bits and pieces, odds and ends and bric-a-brac, that this Stig creature had lying about his den. There were stones and bones, fossils and bottles, skins and tins, stacks of sticks and bundles of string. There were motorcar tyres and hats from old scarecrows, nuts and bolts and bobbles from bedframes. There was a coal bucket full of dead electric light bulbs and a sink with rusty screws and nails in it. There was a pile of bracken and newspapers that looked as if it were used for a bed, the place looked as if it had never been given a tidy-up.

Extract adapted from ©Stig of the Dump by Clive King Puffin Books

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# Lesson 1: Children Apply

| Stig's Den | |
|---|---|
| Effective words and phrases | Why are they effective? |
| | |
| | |
| | |
| | |
| | |

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

| Lesson | 2 | Vehicle Text & Page | Stig of the Dump by Clive King<br>pp. 56 – 59 Adapted Extract |
|---|---|---|---|

| Anchor Question: | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Which words and phrases tell us Stig is feeling miserable?** | sign of life, ashes, mop of hair, expression, dopily, blunt, squatted | • Discuss some words and phrases that capture the reader's interest and imagination<br>• Use dictionaries to check the meaning of many unknown words that they have read<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation | **2g** identify / explain how meaning is enhanced through choice of words and phrases |

## Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: **Think Pair Share:** Who are the two main characters in the story? Where is the story taking place? Tell the children that Stig and Barney have started to become friends. Barney has been away for a while, but he has come back to stay at his grandmothers near the pit for Christmas. In this extract he has decided to go and visit Stig to check he is okay in the cold of winter.

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2: Vocabulary sheet. **Clarify** the meaning of the phrases *'sign of life'* and *'mop of hair'*. Model looking up the word *'dopily'* in a dictionary (consider using an online version if your school dictionaries do not contain it.) Allow time for children to look up the rest of the words and explore them within the context of the extract. As a class **clarify** meanings and add them to Lesson 2: Vocabulary sheet. Draw attention to words from the Y3/4 spelling list: *though, noticed, thought, heard, strange, breath*

Explore & respond: Teacher to read aloud the focus extract (See Lesson 2: Teacher Model/Children Practise). Allow time for children to consider the **Anchor Question** using **Stop & Jot**.

Fluency: Teacher model reading the fluency extract, using **Intonation,** particularly taking note of the speech marks. Children **Pair Read** x2 the fluency extract.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2: Teacher Model / Children Practise and read through. Explain to the children that you are going to be answering the **Anchor Question** from the first part of the extract and they will answer it using the rest of the extract. Read from the beginning of the extract up until *'made the cave echo.'* Use **Scanning** to help gather words and phrases to help answer the **Anchor Question** and discuss how these tell the reader that Stig is miserable. Teacher circle *'screwed up in a very strange expression' 'eyes scrunched up' 'mouth shut' 'took a deep breath'.* Teacher Talks: We know Stig is miserable because he has a strange expression on his face. He hasn't got bright eyes like the author used in yesterday's extract, they are all scrunched up. His mouth is shut so he isn't smiling, and you often take a deep breath when you are fed up.

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

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: In pairs the children have copies of the extract. Put the **Anchor Question** on a whiteboard/flipchart so all children can see it. Children **Scan** the rest of the text the teacher did not model from. They **Scan** for words and phrases that show Stig is feeling miserable. Children take time **Think Pair Share** about why those words and phrases show Stig is miserable.

Practise Taught Strategies & Skills:
Children **Text Mark** their copy of the extract (see Lesson 2: Teacher Model / Children Practise) by circling words and phrases to answer the **Anchor Question.** If children are finding it difficult to locate words and phrases, then consider, *'crawled' 'blinking dopily' 'joints were rusty' 'half frozen and silent' 'squatted miserably' 'arms wrapped around his knees' 'looked at it sadly' 'shook his head'*

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2: Children Apply Activity.

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

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Think Pair Share, Intonation, Stop & Jot, Scanning, Text Marking, Reference the Text**

Acceptable Point(s) Anchor Question
• Any reference to the evidence shown in the Practise Section as long as it has an explanation that shows the child knows why it shows Stig is miserable.
• Connections to real life will help the children i.e. when you are feeling miserable you don't talk that much which is why Stig is silent.

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

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# Lesson 2: Vocabulary

| | |
|---|---|
| sign of life  | things that show someone or something is alive in the place |
| ashes  | |
| mop of hair  | a lot of untidy hair |
| expression  | |
| dopily  | in a sleepy way |
| blunt  | |
| squatted  | |

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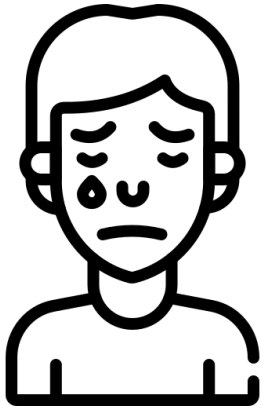
## Lesson 2: Fluency

Then he sneezed. It was a sneeze like a cannon going off, and it made the cave echo.
"You've got a cold, Stig. No wonder, when you live in this damp place. You need a good fire."
Stig crawled out of his nest, blinking dopily. He moved as if his joints were rusty.

## Lesson 2: Anchor Questions

Which words and phrases tell us Stig is feeling miserable?



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# Lesson 2: Teacher Model / Children Practise

There was no sign of life in the shelter though Barney noticed the ashes of a small dead fire and a faint smell of wood-smoke still hung around. But at the back of the cave was a kind of nest made of bracken, dead grass and newspaper. He thought he heard breathing sounds coming out of it.

"Stig!" Barney called. Nothing happened.

He called again. "Stig! Are you there?"

There was a rustle in the nest, and a mop of black hair poked up out of it. Underneath it was Stig's face, but it was screwed up in a very strange expression.

With his eyes scrunched up and his mouth shut, Stig took a deep breath. Then he sneezed. It was a sneeze like a cannon going off, and it made the cave echo.

"You've got a cold, Stig. No wonder, when you live in this damp place. You need a good fire."

Stig crawled out of his nest, blinking dopily. He moved as if his joints were rusty.

"Come on," said Barney. "We've got to get some wood." He stood up, with an old blunt axe in his hand and went out of the shelter. Stig followed, half awake, half frozen and silent. They climbed up out of the pit and looked around for wood to cut. Barney choose a fairly thin thorn tree and set to work on it.

The axe swung, the tree shook, the flint bounced off the tough bark, but he didn't seem to be getting anywhere. Stig just squatted miserably on a bank, with his arms wrapped around his knees.

"Here you have a go!" puffed Barney. "It'll warm you up anyhow. My Grandfather always says wood warms you twice, once when you cut it and once when you burn it."

He handed the axe to Stig, but Stig only looked at it sadly and shook his head. Barney got worried. He really must do something about Stig. Suddenly he had an idea.

Extract adapted from ©Stig of the Dump by Clive King Puffin Books

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# Lesson 2: Children Apply

| Which words and phrases tell us Stig is feeling miserable? | |
|---|---|
| Words and phrases | How do they show Stig is miserable? |
| | |
| | |
| | |
| | |
| | |

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

| Lesson | 3 | Vehicle Text & Page | Stig of the Dump by Clive King<br>pp. 107-109 Adapted Extract |
|---|---|---|---|

| Anchor Question: | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Which parts of this extract would be important if it was turned into a play script?** | eldest, cruelly, cackled, gradually, suspiciously, doubtfully, mockingly | • Increase their familiarity with a wide range of books<br>• Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation | **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: Explain to the children that Barney has come back to visit Stig but there are three boys down in the chalk pit. The boys are called the Snargets and they are quite mean and scary. They act like bullies. Barney has been throwing mud at the den they were building but now they have caught him and say they are going to hurt him.
Introduce the idea of Stig of the Dump being a TV show (if possible show a clip from it). Explain that actors can't just read out from the book so they need to have it turned into a play script instead. These tell them what to say, where to go, and how to act. Explain that it is important the play scripts tell the actors how the characters should be feeling (if possible show them an extract from a play script).
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 3: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions, should they arise. Note Year 3 & 4 Word List word: *thought*
Explore & respond: Teacher to read aloud the focus extract (See Lesson 3: Teacher Model/Children Practise). Take time to explore the way the Snargets' accent is written down. Make sure the children can recognise that the letter 'h' is usually dropped off.
Fluency: **Pair Read** x2 the fluency extract. Teacher model first, using **Intonation** to show how the emotions and accent of the different characters.



## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3: Teacher Model / Children Practise and read through. Explain to the children that you are going to be answering the **Anchor Question** from the first part of the extract and they will answer it using the rest of the extract. Read from the beginning of the extract up until *'howls of laughter.'* Use three different colours to circle the following parts: dialogue, emotions, actions that could become stage direction. See Lesson 3: Teacher Model Activity for an example of how the different parts could be highlighted.
Reference the text:
On an enlarged copy of the text use also **Text Mark** to:
A) drawing different coloured circles around the words that provide evidence for the question
B) underline the new vocabulary explored



## Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 3: Children Practise Activity. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Children work in pairs to circle the dialogue, emotions and actions that could become stage directions, in three different colours. Teacher to ask them prompting questions such as: Why have you circled that part X? Why have you not circled this part?



## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Place in Reading Journals, the circled extract from Lesson 3: Children Practise Activity.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled. Children get a chance to compare their **Text Marked** extract with another pair to see if they have any differences. Come back as class and discuss any major disagreements.

**Acceptable Point(s) Anchor Question**
• See Children Practise Activity Example for a suggested way of the circling the different parts. It does not have to be indentical to this.

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

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

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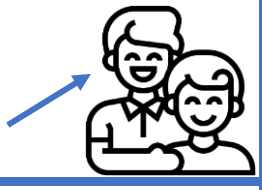
# Lesson 3: Vocabulary

| | |
|---|---|
| eldest  | oldest |
| cruelly  | in an unkind way, shows that you want someone to suffer |
| cackled  | a loud unpleasant laugh |
| gradually  | slowly, bit by bit |
| suspiciously  | in a way that shows you don't believe it |
| doubtfully  | in a way that shows you aren't sure |
| mockingly   | in a way that shows you think it is silly |

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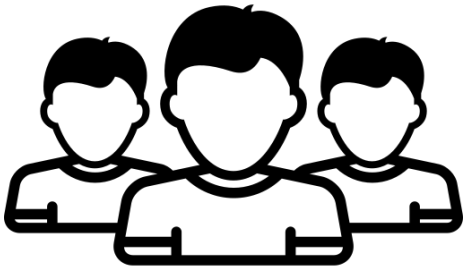
## Lesson 3: Fluency

"Oo's Stig?" the eldest Snarget asked suspiciously.
"Oh, a friend of mine," replied Barney calmly.
"Get lost, there ain't no such person," said the middle Snarget doubtfully.
"Yes there is. And he's my friend," said Barney.
"Where's 'e live?" squeaked the smallest Snarget.

## Lesson 3: Anchor Questions

**Which parts of this extract would be important if it was turned into a play script?**



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# Lesson 3: Teacher Model / Children Practise

"I'd tell a policeman," said Barney bravely.
The eldest Snarget looked carefully around the pit. "Can't see no policeman 'ere," he said cruelly.
"I'd tell my Granny, and she lives just up there," said Barney. The Snargets collapsed in howls of laughter.
"E'd tell 'is Granny, 'e says! 'Ear that, fellas! 'E'd tell 'is Granny!" they cackled. Barney felt his face going red and tears coming into his eyes. Then he thought of something.
"I'm going to tell Stig," he said calmly.
The laughter went on. "'E's going to tell 'is Stig!" cackled the Snargets, but Barney just stood there and smiled, and the laughter gradually stopped.
"Oo's Stig?" the eldest Snarget asked suspiciously.
"Oh, a friend of mine," replied Barney calmly.
"Get lost, there ain't no such person," said the middle Snarget doubtfully.
"Yes there is. And he's my friend," said Barney.
"Where's 'e live?" squeaked the smallest Snarget.
"Here," said Barney.
"'*Ere!*" chorused the Snargets mockingly.
"What, in the dump?" teased the eldest Snarget, and they all laughed as if he had made a joke.
"Yes," said Barney. "Didn't you know? He's a cave man."
"Like you knows a cave man! Come on fellas let's get him." cried the eldest Snarget.
But Barney leapt off the pile of rubble he was standing on and set off at a run towards the other end of the pit. The Snargets ran after him.

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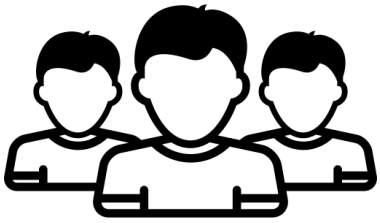
# Lesson 3: Teacher Model Activity

“I’d tell a policeman,” said Barney bravely.
The eldest Snarget looked carefully around the pit. “Can’t see no policeman ‘ere,” he said cruelly.
“I’d tell my Granny, and she lives just up there,” said Barney. The Snargets collapsed in howls of laughter.

…… dialogue
…… emotions
…… actions which could become stage direction



# Lesson 3: Teacher Model Activity Example

“I’d tell a policeman,” said Barney bravely.
The eldest Snarget looked carefully around the pit. “Can’t see no policeman ‘ere,” he said cruelly.
“I’d tell my Granny, and she lives just up there,” said Barney. The Snargets collapsed in howls of laughter.

…… dialogue
…… emotions
…… actions which could become stage direction

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# Lesson 3: Children Practise Activity

"E'd tell 'is Granny, 'e says! 'Ear that, fellas! 'E'd tell 'is Granny!" they cackled. Barney felt his face going red and tears coming into his eyes. Then he thought of something.
"I'm going to tell Stig," he said calmly.
The laughter went on. "'E's going to tell 'is Stig!" cackled the Snargets, but Barney just stood there and smiled, and the laughter gradually stopped.
"Oo's Stig?" the eldest Snarget asked suspiciously.
"Oh, a friend of mine," replied Barney calmly.
"Get lost, there ain't no such person," said the middle Snarget doubtfully.
"Yes there is. And he's my friend," said Barney.
"Where's 'e live?" squeaked the smallest Snarget.
"Here," said Barney.
"'*Ere!*" chorused the Snargets mockingly.
"What, in the dump?" teased the eldest Snarget, and they all laughed as if he had made a joke.
"Yes," said Barney. "Didn't you know? He's a cave man."
"Like you knows a cave man! Come on fellas let's get him." cried the eldest Snarget.
But Barney leapt off the pile of rubble he was standing on and set off at a run towards the other end of the pit. The Snargets ran after him.

…… dialogue
…… emotions
…… actions which could become stage direction

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# Lesson 3: Children Practise Activity Example

"E'd tell 'is Granny, 'e says! 'Ear that, fellas! 'E'd tell 'is Granny!" they cackled. Barney felt his face going red and tears coming into his eyes. Then he thought of something.
"I'm going to tell Stig," he said calmly.
The laughter went on. "'E's going to tell 'is Stig!" cackled the Snargets, but Barney just stood there and smiled, and the laughter gradually stopped.
"Oo's Stig?" the eldest Snarget asked suspiciously.
"Oh, a friend of mine," replied Barney calmly.
"Get lost, there ain't no such person," said the middle Snarget doubtfully.
"Yes there is. And he's my friend," said Barney.
"Where's 'e live?" squeaked the smallest Snarget.
"Here," said Barney.
"*'Ere!*" chorused the Snargets mockingly.
"What, in the dump?" teased the eldest Snarget, and they all laughed as if he had made a joke.
"Yes," said Barney. "Didn't you know? He's a cave man."
"Like you knows a cave man! Come on fellas let's get him." cried the eldest Snarget.
But Barney leapt off the pile of rubble he was standing on and set off at a run towards the other end of the pit. The Snargets ran after him.

..... dialogue
..... emotions
..... actions which could become stage direction

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

| Lesson | 4 | Vehicle Text & Page | Stig of the Dump by Clive King<br>pp. 107-109 Adapted to a play script |
|---|---|---|---|

| Anchor Question: | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **How can you best perform this script to show the character's emotions?** | eldest, cruelly, gradually, suspiciously | • Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation | **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: **Think Pair Share** recap what happened in the previous day's extract including who the main characters are. Remind children that Stig of the Dump became a TV show and how the book would have been turned into a script. Recap which elements the children identified yesterday as being important for the script.
Share Anchor Question: Explicitly refer to this throughout the lesson.
Vocabulary: Recap the vocabulary from Lesson 3.
Explore & Respond: Teacher read aloud the play script using different voices for each character and the stage directions (see Lesson 4: Read). Use **Think Pair Share** to explore how is it similar and how is it different to the book extract from yesterday.
Fluency: Model reading the Lesson 4: Fluency extract. Pay particular attention **Intonation** and varying your voice to reflect the different characters and their emotions as they speak. Children **Pair Read** the same extract with one in each pair being a certain character and both reading the stage directions.



## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4: Teacher Model / Children Practise play script. Recap the **Anchor Question.** Model **roleplaying** the part of Barney and how you can use your tone of voice and body language to express his changing emotions.
Reference the text: On an enlarged copy of the text use **Text Mark** to:
A) add own notes for stage directions and how they help to clarify the character's emotions.
B) underline the new vocabulary explored



## Step 3: PRACTISE

Children Practise 8 mins

Practise Taught Strategies & Skills: Put children in groups of four. (It is possible to have groups of five and have one child acting as the director). Using Lesson 4: Teacher Model / Children Practise play script, children consider the **Anchor Question** and work together to produce a performance of the scene.
Children Explore & Discuss: Children need to look carefully at the stage directions and reflect on their body language and tone of voice in expressing the emotions of their character. Actively encourage the children to **Text Mark** the play script with their own annotations to help clarify the stage directions for their own performance.



## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): A copy of the children's annotated play script could go in their books. Or record the performances to share with others. (Be sure to share these performances with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult #StepstoRead)
Verbal & Written Responses: As a class, watch the different performance. Ask the children for Two Stars and A Wish for each performance (either their own or others). Explore as a class how the performances differ and how they are similar.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Think Pair Share, Pair Read, Intonation, Text Mark**

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

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# Lesson 4:  Fluency

**Barney:** *(bravely)* I'd tell a policeman

*Eldest Snarget looks around the pit.*

**Eldest Snarget:** *(cruelly)* Can't see no policeman 'ere

**Barney:** I'd tell my Granny, and she lives just up there

*Snargets howl with laughter.*

## Lesson 4: Anchor Question

How can you best perform this script to show the character's emotions?

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# Lesson 4: Teacher Model / Children Practise Play Script

**Barney:** *(bravely)* I'd tell a policeman

*Eldest Snarget looks around the pit.*

**Eldest Snarget:** *(cruelly)* Can't see no policeman 'ere

**Barney:** I'd tell my Granny, and she lives just up there

*Snargets howl with laughter.*

**All Snargets:** *(still laughing)* E'd tell 'is Granny, 'e says! 'Ear that, fellas! 'E'd tell 'is Granny!

*Barney's face gets red and he gets tears in his eyes. Then his face calms.*

**Barney:** I'm going to tell Stig

**All Snargets:** *(still laughing)* 'E's going to tell 'is Stig!"

*Barney stands and smiles. Laughter gradually stops.*

**Eldest Snarget:** *(suspiciously)* Oo's Stig?

**Barney:** *(calmly)* Oh, a friend of mine

**Middle Snarget:** Get lost, there ain't no such person

**Barney:** Yes there is. And he's my friend

**Smallest Snarget:** *(squeaky)* Where's 'e live?

**Barney:** Here

**All Snargets:** *(mockingly)* 'Ere!

**Eldest Snarget:** What, in the dump?

*Other Snargets laugh.*

**Barney:** Yes! Didn't you know? He's a cave man.

**Eldest Snarget:** Like you knows a cave man! Come on fellas let's get him.

*Barney jumps down and runs across the pit. The Snargets chase after him.*

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

| Lesson | 5 | Vehicle Text & Page | Stig of the Dump<br>pp. 175 – 178 (Adapted Extract) |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Application of Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Which words and phrases does the author use to build tension?** | rooted, chequered, glare, willing, threat, hullabaloo, mystified, hoarse, | • Discuss some words and phrases that capture the reader's interest and imagination<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation | **2g** identify / explain how meaning is enhanced through choice of words and phrases |



# Extended Apply Lesson

Activate prior knowledge: Children use **Think Pair Share** to recap some of the adventures Barney has had so far. Explain that Barney and his sister, Lou, have been invited to a fancy dress birthday party. Barney has gone dressed as a cave man like Stig and Lou has gone dressed as a leopard. Whilst at the party they have had a pretend leopard hunt and ended up in a farmyard.

Vocabulary: Share vocabulary and encourage children to use **Find Read Talk** to locate and discuss (Lesson 5: Vocabulary). Encourage children to explain vocabulary in context of each sentence and explain misconceptions, should they arise. Note Year 3 & 4 Word List word: *buildings, strange, heard, appeared*

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

Share Anchor Questions: Refer to this throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Stop & Jot** relating to the **Anchor Question.**

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

Questions for written responses in Reading Journal: Children to complete an answer to the **Anchor Question.** They must **Reference the Text.**
Which words and phrases does the author use to build tension?

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. *"There – there's two leopards!"* – Why is the word 'there' written twice?
B. Why does Barney not know how long they stand in the yard?
C. Write down three things you are told about the leopard.

Extended Application Activity 1
Children write a character description of Barney or Stig.
Extended Application Activity 2
Children write the next part of the story – what will happen with the leopard now Stig has arrived?
Extended Application Activity 3
**Roleplay** the Lesson 5: Read extract. What would the stage directions be for this scene?

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

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

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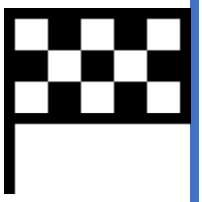
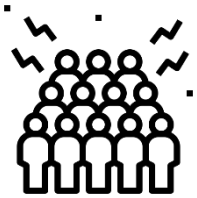
# Lesson 5: Vocabulary

| | |
|---|---|
| rooted  | fixed in one place |
| chequered  | a pattern of different coloured squares |
| glare  | look at someone or something in an angry way |
| willing  | hoping that something will happen |
| hullabaloo  | a lot of noise and fuss |
| mystified  | confused |
| hoarse  | how your voice sounds when you have a sore throat |

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Which words and phrases does the author use to build tension?



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## Lesson 5: Read / Children Practise

But Barney stood rooted to the pavement, unable to move.
The other children behind him were suddenly still and silent too. The boy dressed as the Indian gave a shaky whisper: "There – there's two leopards!"
The moon shone clearly on the roofs of the buildings and the chequered paving of the yard. In the moonlight, Barney could clearly see two animal forms crouched facing each other. Both had golden, black-spotted fur and long tails. But as one of the crouching beasts turned its head to glare at the children by the gate, its eyes flashed green and alive. Under the mask of the other beast Barney recognised the pale face of his sister.
How long they all stood like that, Barney didn't know. Lou crouched there, desperately willing her whole body to turn into a real live wild beast to escape this awful threat. The real live leopard itself was frightened by the hullabaloo, mystified by the strange half-beast half-human that faced it, cornered and angry. Nobody knew what to do next.
And then Barney heard the Indian behind him give another hoarse whisper: "Two cave men!"
Out of the shadows at the far end of the yard appeared a figure that might have been his own reflection in a mirror: shaggy hair, rabbit-skins, and bare limbs. But this one carried a long spear with glinting blade, and it was aimed at the real leopard.
Suddenly Barney seemed to unfreeze, and he whispered, "Stig!"

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# Lesson 5: Children Apply

## Which words and phrases does the author use to build tension?

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## Lesson 5: Children Apply Comprehension Question

A. *"There – there's two leopards!"*

Why is the word 'there' written twice?

_____

_____

_____

_____

B. Why does Barney not know how long they stand in the yard?

_____

_____

_____

_____

C. Write down three things you are told about the leopard.

1. _____

2. _____

3. _____

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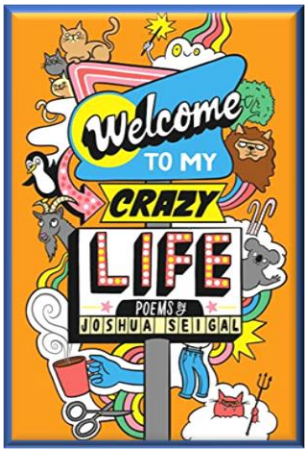
# Shared Reading Planning

# Year 3

## Reading Breadth:

## Unit F: Stories and Plays & Poetry - Different Forms

# Poetry

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

| Lesson | 1 | Vehicle Text | Welcome To My Crazy Life by Joshua Seigal<br>Can't Bear It! pp. 53 -54 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **What kind of animal is the poem about?**<br>**How do you know?** | roo, wallaby, wombat, Oz, careless, harmless | • Recognise some different forms of poetry [for example, free verse, narrative poetry]<br>• Draw inferences such as inferring characters' feelings and thoughts | 2b Retrieve and record information/key details from the text<br>2C Make inferences from the text and explain and justify inferences with evidence from the text |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Write the word 'bear' on a flipchart and ask children to **Think Pair Share** what comes to mind when they think of bears. Can they describe a bear? Can they list types of bears? Explain to the children that today's poem is a rhyming poem and it is about an animal that really doesn't like being called a bear.

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

Vocabulary: **Clarify** the meanings of 'care' and 'harm'. Explore what happens to these meanings when the suffix –less is added on to them. Use the Lesson 1: Vocabulary sheet to look at the description and image of the animals listed in the poem.

Explore & respond: Read the poem to the children. A slightly adapted version is included in unit, the full version is available in the book. (**Note:** if you are using the book be careful not to show the children the picture of the koala on p. 54). Point out the rhyming structure AABCCB. As you read, use **Intonation** and **Rhythm** to express the sense of humour the poem has. After reading it once, allow the children time to **Think Pair Share** their initial answers to the **Anchor Question.**

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

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first stanza of the poem again (Lesson 1: Teacher Model / Children Practise), making a **Deliberate Mistake** when pausing for the punctuation. Explain that it doesn't sound right and **Reread**, this time taking correct note of the punctuation. Use the first stanza of the poem to consider the **Anchor Question.** Use the **Build Sentence Meaning** approach to explore the possible animals the poem could be describing. Read the first line of the poem, circle the key evidence and then write a list of animals that would meet the criteria. Read the second line of the poem and cross off any animals that don't meet the new criteria. Repeat until the end of the first stanza. Teacher to circle; *'small' 'grey' 'sleep in the day' 'covered in hair' 'hang out in trees'*

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

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children work in pairs (a shared copy of the text encourages collaboration). Children reread the whole poem (see Lesson 1: Teacher Model / Children Practise). Consider evidence for the **Anchor Question** in pairs as they read.

Practise Taught Strategies & Skills: Ask children to use **Think Aloud** to consider the **Anchor Question**. Work through the poem circling the evidence that helps them to identify the animal being described. If children are struggling to find evidence, direct them to: *'friends with the roo' 'wombat is quite a good mate' 'live in Oz' 'cute' 'small' 'fluffy' 'harmless' 'adorable' 'totally unlike a bear'*

## Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have circled and the notes they have made. Children to record their responses. Reveal the image of the koala from the book and reflect on whether the children got it right.

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. **Re reading, Think Pair Share, Text Marking, Intonation, Rhythm, Choral Reading, Build Sentence Meaning, Think Aloud**

Acceptable Point(s) Anchor Question
- a koala
- they live in Australia
- they are small, grey, live in trees, sleep by day
- they don't hurt anyone
- some people call them koala bears

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

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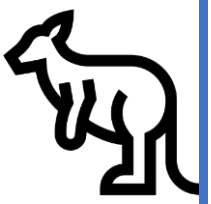
# Lesson 1: Vocabulary

| | |
|---|---|
| roo  | short for kangaroo; an animal with a strong tail and back legs that jumps |
| wallaby  | like a kangaroo but smaller |
| wombat  | looks like a small brown bear, carries its babies in a pouch |
| Oz  | a nickname for Australia |
| careless  | not giving enough attention or thought to what you are doing |
| harmless | unlikely to cause any damage or harm |

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purposes without the express permission of Literacy Counts Ltd. **Edited May 2021 MI.**

## Lesson 1:  Fluency

I'm small and I'm grey.
I sleep in the day.
My body is covered with hair.
I hang out in trees,
and listen up please:
the one thing I'm not is a bear!

## Lesson 1: Anchor Question

What kind of animal is the poem about?
How do you know?

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# Lesson 1: Read / Teacher Model / Children Practise

Can't Bear It! by Joshua Seigal

*Find the whole poem in Welcome To My Crazy Life*

I'm small and I'm grey.
I sleep in the day.
My body is covered with hair.
I hang out in trees,
and listen up please:
the one thing I'm not is a bear!

I'm friends with the roo
and the wallaby too
and the wombat is quite a good mate.
We all live in Oz
and we're happy because
our lives are relaxing and great.

So, please don't be careless,
we're totally bear-less –
you won't find a bear around here.
And if you should DARE
to call me a bear,

well…

I won't do anything because I am cute
and small
and fluffy
and harmless
and adorable
and totally unlike a bear.

So there.

Extract adapted from ©Can't Bear It! from Welcome To My Crazy Life by Joshua Seigal

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# Lesson 1: Children Apply

## What kind of animal is the poem about? How do you know?

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

| Lesson | 2 | Vehicle Text | Welcome To My Crazy Life by Joshua Seigal<br>Anxiety p. 67 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Which words and phrases does the poet use to express the sense of anxiety?** | adder, viper, gizzard, sphincter | • Recognise some different forms of poetry [for example, free verse, narrative poetry]<br>• Discuss some words and phrases that capture the reader's interest and imagination<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation | **2g** identify / explain how meaning is enhanced through choice of words and phrases |



## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Explain to the children that today's poem is a rhyming poem like yesterday's but it was a very different tone. Discuss the word *'Anxiety'*. **Think Pair Share** their own experiences of anxiety. What makes them anxious? How does it make them feel? What does their body do?
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Children use an online dictionary to look up the meanings of the vocabulary. Use Lesson 2: Vocabulary to **Clarify** the meanings with the class.
Explore & respond: Read through the whole of the poem. A slightly adapted version is included in unit, the full version is available in the book. As you read, use **Intonation** and **Rhythm** to express the emotion of the poem. Directly compare this to the humour of yesterday's poem. Point out the rhyming structure ABCB. After reading it once, allow the children time to **Stop & Jot** their initial answers to the **Anchor Question.**
Fluency: Model the final stanza, paying attention to **Intonation** and **rhythm.** Use facial expression and tone of voice to convey the emotion of the poem. Children to **Choral Read x2.**



## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first stanza of the poem again (Lesson 2: Teacher Model / Children Practise), making a **Deliberate Mistake** when pausing for the punctuation. Explain that it doesn't sound right and **Reread**, this time taking correct note of the punctuation. Use the first stanza of the poem to consider the **Anchor Question.** Teacher to circle; *'tightness' 'tingle' 'adder' 'viper'.* Model **Think Aloud** to consider how these word choices reflect the feeling of anxiety.
Teacher Talks: When you feel anxious you do get a *'tightness'* in your stomach and you feel like you can't eat. The use of the words to describe snakes helps to explain that feeling of churning and uncomfortableness you get when you are anxious.
Reference the text: On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored



## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy, one between two, of the poem. Children read the rest of the poem and **Scan** for words and phrases that help express the feelings of anxiety. Children take time **Think Pair Share** about why those words and phrases express the emotion.
Practise Taught Strategies & Skills:
Children **Text Mark** their copy of the extract (see Lesson 2: Teacher Model / Children Practise) by circling words and phrases to answer the **Anchor Question.** If children are finding it difficult to locate words and phrases, then consider, *'ringing' 'stiffness' 'lizard' 'cannot keep in check' 'splinter' 'groaning'*



## Step 4: APPLY

Children Apply 10 mins

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

Acceptable Point(s) Anchor Question
• any of the words and phrases listed in the practise section
• any valid connection to the feeling of anxiety e.g. I think lizard is a good choice because when you are anxious it feels like something is squirming inside you.

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

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# Lesson 2: Vocabulary

| | |
|---|---|
| adder  | a small snake with diamonds on its back |
| viper  | a small poisonous snake |
| gizzard  | a nickname for your stomach |
| sphincter | a ring of muscle in your bottom |



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## Lesson 2: Fluency

There's a splinter in my sphincter.
There's a groaning in my bones.
Don't make me go outside today –
I want to stay at home.

## Lesson 2: Anchor Question

Which words and phrases does the poet use to express the sense of anxiety?

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## Lesson 2: Read / Teacher Model / Children Practise

Anxiety by Joshua Seigal

*Find the whole poem in Welcome To My Crazy Life*

There's a tightness in my stomach.
There's a tingle in my brain.
There's an adder in my bladder
and a viper in my veins.

There's a ringing in my ears.
There's a stiffness in my neck.
There's a lizard in my gizzard
that I cannot keep in check.

There's a splinter in my sphincter.
There's a groaning in my bones.
Don't make me go outside today –
I want to stay at home.

Extract adapted from ©Anxiety from Welcome To My Crazy Life by Joshua Seigal

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# Lesson 2: Children Apply

| Which words and phrases does the poet use to express the sense of anxiety? | |
|---|---|
| Words and phrases | How do they express anxiety? |
| | |
| | |
| | |
| | |
| | |

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

| Lesson | 3 | Vehicle Text & Page | Welcome To My Crazy Life by Joshua Seigal<br>Mrs Ironbladder pp.17-18 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Why is the teacher called Mrs Ironbladder? How do you know?**<br>Teacher Model Question<br>What is the one rule in Mrs Ironbladder's class? How do you know? | exacting, wields, nature calls, toilet pass | • **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence**<br>• **Recognise some different forms of poetry [for example, free verse, narrative poetry]** | 2d **Make inferences from the text and explain and justify inferences with evidence from the text** |

## Step 1: READ — Read to Children 12 mins

Activate prior knowledge: Explain to the children that today's poem is a rhyming poem again and is similar to Can't Bear It! in that it has a sense of humour. Children **Think Pair Share** about some of the rules that teachers have that they think are silly.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Discuss the words and phrases in context particularly the Americanism of *'toilet pass'*. Make sure the children are clear on the meaning of the phrase *'nature calls'* and the contexts in which it is used. Ensure the children are clear on what the word 'bladder' means.
Explore & respond: Read the poem to the children. A slightly adapted version is included in unit, the full version is available in the book. Point out the rhyming structure ABCDEBFD. Also note the unusual **Rhythm** of the poem. As you read, use **Intonation** and **Rhythm** to express the sense of humour the poem has. After reading it once, allow the children time to **Think Pair Share** their initial answers to the **Anchor Question.**
Fluency: Teacher to model reading the first stanza of the poem, using **Intonation** and **Rhythm**. Children **Choral Read x 2.**

## Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the poem again (Lesson 3: Teacher Model / Children Practise), making a **Deliberate Mistake** when pausing for the punctuation. Explain that it doesn't sound right and **Reread**, this time taking correct note of the punctuation. Introduce the **Teacher Model Question.** Model using **Think Aloud** to answer the **Model Question** using only the first stanza. Teacher to circle; *'you're not allowed to leave her lessons, ever.'* Teacher Talks: The poet says the one rule Mrs Ironbladder has is that you cannot leave her lessons. I don't think this explains the rule properly though so I'm going to look at the rest of the poem to help get more of an idea of the rule.
Model using **Skimming** to get the gist of the rest of the poem. Teacher then circle; *'you need the loo' 'if you're desperate' 'wear a nappy'*. Model **Think Aloud** to consider how this new information affects your answer. Teacher Talks: Now I have read the whole poem I think that the rule is not only you can't leave her class but also you are not allowed to go to the toilet even if you are desperate.
Reference the text: On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

## Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to have a copy, one between two, of the poem. Children read the poem and **Scan** for words and phrases that help explain why she is called Mrs Ironbladder. Children take time **Think Pair Share** and **Infer** their answer to the **Anchor Question.** If children are struggling, make sure they understand what 'iron' and 'bladder' mean.
Practise Taught Strategies & Skills:
Children **Text Mark** their copy of the extract (see Lesson 3: Teacher Model / Children Practise) by circling words and phrases to answer the **Anchor Question.** If children are finding it difficult to locate words and phrases, then consider, *'not allowed to leave' 'wields her deadly power' 'even if you're desperate' 'you'll have to wait' 'she won't be very happy' 'never let you have a simple toilet pass' 'wear a nappy'*

## Step 4: APPLY — Children Apply 10 mins

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

Acceptable Point(s) Anchor Question
• She is called Mrs Ironbladder because you have to have a strong bladder to be in her class
• She is called Mrs Ironbladder because she has a strong bladder/doesn't need the toilet often, so she doesn't understand why other people need it

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

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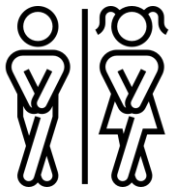
# Lesson 3: Vocabulary

| | |
|---|---|
| exacting  | needs a lot of effort |
| wields | to use power |
| nature calls  | when you realise you need the toilet |
| toilet pass   | a piece of paper you have to have to go to the toilet in lesson time |

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## Lesson 3: Fluency

In Mrs Ironbladder's class
there's one exacting rule –
you're not allowed to leave
her lesson, ever.
You may find this ridiculous,
you may think that it's cruel
but it's no use playing games
or being clever.

## Lesson 3: Anchor Question

**Why is the teacher called Mrs Ironbladder? How do you know?**

### Teacher Model Question

What is the one rule in Mrs Ironbladder's class? How do you know?

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# Lesson 3: Teacher Model/Children Practise

Mrs Ironbaldder by Joshua Seigal

*Find the whole poem in Welcome To My Crazy Life*

In Mrs Ironbladder's class
there's one exacting rule –
you're not allowed to leave
her lesson, ever.
You may find this ridiculous,
you may think that it's cruel
but it's no use playing games
or being clever.

If, for instance, you get bored
and say you need the loo
Mrs Ironbladder wields
her deadly power.
And even if you're desperate
and what you say is true, you'll have to wait another
half and hour.

So if you find that nature calls
in Ironbladder's class,
make no mistake, she won't
be very happy.
And since she'll never let you have
a simple toilet pass,
make sure you come prepared
and wear a nappy.

Extract adapted from ©Mrs Ironbladder from Welcome To My Crazy Life by Joshua Seigal

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# Lesson 3: Teacher Model

| What is the one rule in Mrs Ironbladder's class? How do you know? |
| --- |
| |

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# Lesson 3: Children Apply

## Why is the teacher called Mrs Ironbladder? How do you know?

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

| Lesson | 4 | Vehicle Text & Page | Welcome To My Crazy Life by Joshua Seigal<br>The Both Of Us pp.24 - 25 |
|---|---|---|---|

**Anchor Questions:**
**What is the main theme of this poem? Why?**
Teacher Model Question
What themes can you identify in the poem?

**Vocabulary Teaching:**
shrug, estuary, brook, sanctuary, cityscape

**Focus Comprehension & Strategies:**
- Identify simple themes and conventions in an increasing range of books
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation

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

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Explain to the children that today's poem is another rhyming poem. Explain that the poem follows a ABCB rhyming pattern and the lines work in pairs. Read the first line of the poem to the children and they use **Think Pair Share** to explore how the *'used to be'* is positive and the *'now'* is a negative. Explain to them that this pattern is followed all the way through the poem.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Give children the meaning of the word *'estuary'* from the Lesson 4: Vocabulary. Support the children to use **Find Read Talk** method to explore the rest of the vocabulary in context of the poem.
Explore & respond: Read through the whole of the poem. A slightly adapted version is included in unit, the full version is available in the book. As you read, use **Intonation** and **Stress** to express the emotion of the poem. After reading it once, allow the children time to **Stop & Jot** their initial answers to the **Anchor Question.**
Fluency: Model the second half of the first stanza, paying attention to **Intonation** and **Stress.** Children to **Choral Read x2.**

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the poem again (Lesson 4: Teacher Model / Children Practise), making a **Deliberate Mistake** when using **Intonation** e.g. make the *'now'* line sound positive. Explain that it doesn't sound right and **Self Correct** the **Intonation** error. Introduce the **Teacher Model Question.** Look through the theme cards in Lesson 4: Teacher Model. Model **Skimming** the poem and identifying which of the themes seem relevant to the poem. Teacher to circle words and phrases that evidence these themes. Cross out the themes that don't relate to the poem on the Lesson 4: Teacher Model sheet. Teacher to circle *'only me' 'used to be the both of us' 'a mouse' 'now there isn't you' 'only one'*
Reference the text: On an enlarged copy of the text use also **Text Mark** to:
A) drawing a circle around the words that provide evidence for the question
B) underline the new vocabulary explored

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy, one between two, of the poem. Children read the poem and **Skim** for words and phrases that connect to the themes already selected by the teacher (see Lesson 4: Children Practise Activity). Children take time **Think Pair Share** to identify the strongest theme to help answer the **Anchor Question.**
Practise Taught Strategies & Skills:
Children **Text Mark** their copy of the extract (see Lesson 4: Teacher Model / Children Practise) by circling words and phrases that connect to themes. Children add these words and phrases to Lesson 4: Children Practise Activity. They should be starting to see which theme has more evidence. If children are finding it difficult to locate words and phrases, then consider, *'just a slug' 'just a shrug' 'used to be the both of us' 'only me' 'now there isn't you' 'just a mouse' 'only one'*

## Step 4: APPLY

Children Apply 10 mins

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

**Acceptable Point(s) Anchor Question**
- The strongest theme is either grief or loneliness.
- Loneliness - children should make the connection to the repetition of 'one' and 'only me' and singular items instead of plural
- Grief – children should make the connection to 'used to be' and the repetition of 'just' like it is worse than before.

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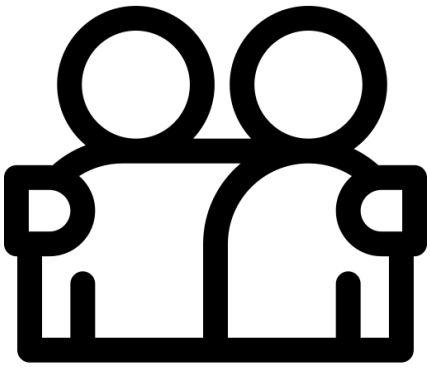
# Lesson 4: Vocabulary

| | | |
|---|---|---|
| shrug |  | lift up your shoulders and drop them to show you don't know or don't care |
| estuary |  | the wide part of the river where it meets the sea |
| brook |  | a small, thin river |
| sanctuary |  | a large area where wild animals are protected by still free |
| cityscape |  | the whole spread of a city |



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## Lesson 4: Fluency

I used to be a rainforest
but now I'm just a tree.
It used to be the both of us
but now it's only me.

## Lesson 4: Anchor Question

**What is the main theme of this poem? Why?**

### Teacher Model Question

What themes can you identify in the poem?

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# Lesson 4: Teacher Model/Children Practise

## The Both Of Us by Joshua Seigal

*Find the whole poem in Welcome To My Crazy Life*

I used to be a butterfly
but now I'm just a slug.
I used to be a toothy grin
but now I'm just a shrug.
I used to be a rainforest
but now I'm just a tree.
It used to be the both of us
but now it's only me.

I used to be an estuary
but now I'm just a brook.
I used to be a library
but now I'm just a book.
I used to be a sanctuary
but now I'm just a zoo.
It used to be the both of us
but now there isn't you.

I used to be a dinosaur
but now I'm just a mouse.
I used to be a cityscape
but now I'm just a house.
I used to be a bakery
but now I'm just a bun.
It used to be the both of us
but now there's only one.

Extract adapted from ©The Both Of Us from Welcome To My Crazy Life by Joshua Seigal

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# Lesson 4: Teacher Model

friendship

anger

war

loneliness

happiness

riches

grief

love

regret

bravery

fear

hope

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## Lesson 4: Children Practise

| What is the main theme of this poem? Why? | |
|---|---|
| Possible theme | Evidence from poem |
| friendship | |
| loneliness | |
| grief | |
| love | |
| regret | |

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# Lesson 4: Children Apply

## What is the main theme of this poem? Why?

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

| Lesson | 5 | Vehicle Text & Page | Welcome To My Crazy Life by Joshua Seigal<br>The World's Worst Poet pp. 3 - 4 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Choose one of the poem types and explain why the World's Worst Poet was no good at writing it.** | bum note, attempted, novel | • Recognise some different forms of poetry [for example, free verse, narrative poetry]<br>• Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation | **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole |



# Extended Apply Lesson

Activate prior knowledge: Ask the class to share what they know about different forms of poetry. Explicitly direct them towards limericks, haikus, and acrostics (also cinquains if you are using the full version of the poem from the book.)

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

Vocabulary: Share the new vocabulary (see Lesson 5: Vocabulary). Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the and poem explicitly **Text Mark** by underlining them. Note Year 3 & 4 word list words: *thought, difficult*

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

Enjoy and Respond to the text: Read the poem together. Identify the different types of poems he refers to. Through **Book Talk** help the children identify that Joshua Seigal is writing about himself in the poem.

Written Responses / Evidence Anchor Question(s):
• Give children a copy of the rules for each of the forms of poetry (See Lesson 5: Children Apply Resource).
• In Reading Journals place the Lesson 5: Children Apply Activity sheet. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the **Anchor Question.**
Choose one of the poem types and explain why the World's Worst Poet was no good at writing it.

Extended Application Activity 1
Choose one of the inaccurate poetry forms and correct it following the rules provided.
Extended Application Activity 2
Children choose their favourite poem for the poems studied this week and review it.
Extended Application Activity 3
Rehearse and perform one of the poems from the week.

Additional Activity: Comprehension Questions for written responses in Reading Journal

A. Which word's meaning is closest to 'tried'?
B. Why is the poem called The World's Worst Poet?
C. What does the poem tell us about Josh's personality?

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

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

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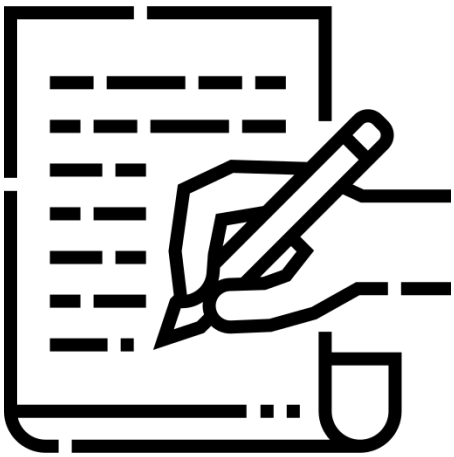
# Lesson 5: Vocabulary

| | |
|---|---|
| bad note  | doing something wrong |
| attempted  | tried to do something |
| novel  | a story long enough to fill a whole book |



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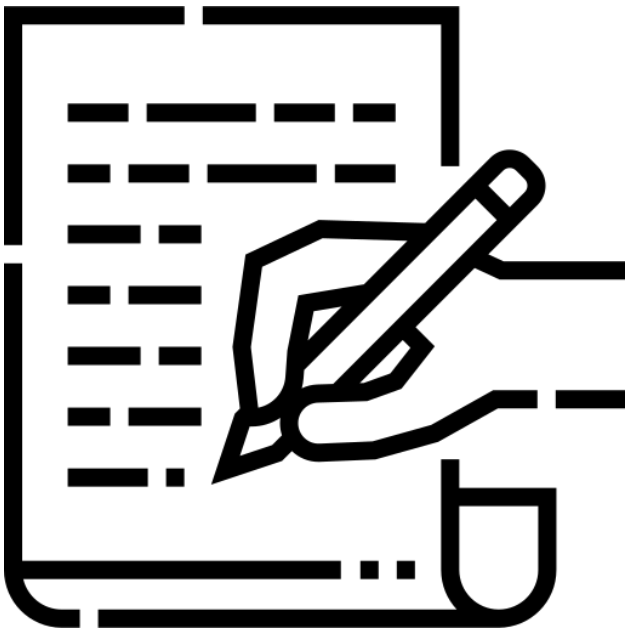
Choose one of the poem types and explain why the World's Worst Poet was no good at writing it.



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# Lesson 5: Read

The World's Worst Poet by Joshua Seigal

*Find the whole poem in Welcome To My Crazy Life*

There was a young poet called Josh
Who tried to be clever and posh
A limerick he wrote
But he hit a bad note
So he had to try something else.

A haiku is what
he then attempted to do.
But that was no good either.

***A**rgh!* He thought.
***C**an't I be good at anything?*
***R**eally, it can't be that hard.*
***O**h yes! I've got it –*
***S**urely an acrostic isn't too difficult*
***T**oday I will write and acrostic.*
***I** can do that easily!*
but it turned out that he **C**ouldn't.

*Oh well,* said Josh.
*I'll write a novel instead…*

Extract adapted from ©The World's Worst Poet from Welcome To My Crazy Life by Joshua Seigal

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# Lesson 5: Children Apply Resource

## The rules for types of poetry

### Limerick

A funny poem with five lines. The first, second, and fifth lines must have seven to ten syllables and rhyme. The third and fourth lines should only have five to seven syllables and also have to rhyme.

### Haiku

Haikus have only 3 lines.

Normally, every first line of a Haiku has 5 syllables, the second line has 7 syllables, and the third has 5 syllables.

### Acrostic

The first letter of each line spells a word. The word down the side should be about the same ideas as in the poem.

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## Lesson 5: Children Apply Activity

# Choose one of the poem types and explain why the World's Worst Poet was no good at writing it.

The World's Worst Poet wrote the

_____

wrong because he _____

_____

_____

_____

_____

_____

_____

_____

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# Lesson 5: Reading Comprehension

A. Which word has the closest in meaning to tried?

| | Tick one |
|---|---|
| clever | ☐ |
| easily | ☐ |
| attempted | ☐ |
| instead | ☐ |

B. Why is the poem called The World's Worst Poet?

_____

_____

_____

C. What does the poem tell us about Josh's personality?

_____

_____

_____

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# Comprehension Skills & Strategies

## Supporting the development of comprehension:

### Activating Prior Knowledge

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

### Book Talk

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

### Build Word Meaning (Word by Word)

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

### Build Sentence Meaning (Line by Line)

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

### Choral Reading

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

### Clarifying

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

### Connect Books

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

### Connect Paragraphs

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

### Connect Words

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

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## Deliberate Mistake

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

## Fact and opinion

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

## Find Read Talk

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

## Fluency

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

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

## Infer

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

## Line by Line (Build Sentence Meaning)

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

## My Turn, Your Turn

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

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

## Mind Map

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

## Predict

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

## Questioning / Question the Text

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

## Self-Questioning

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

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

## Reader Effect

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

## Referencing the Text

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

## Reread

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

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## Scanning

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

## Self-Correct

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

## Sense Making (Syntax)

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

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

Also see self-correction.

## Sequencing

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

## Skimming

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

## Stop & Jot

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

## Summarising

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

## Text Marking

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

## Text Structures

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

## Themes

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

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## Think Aloud

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

## Visualising

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

## What next?

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

## Word by Word (Build Word Meaning)

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

## Word Count

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

## Word Work

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

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# Reading Curriculum Coverage




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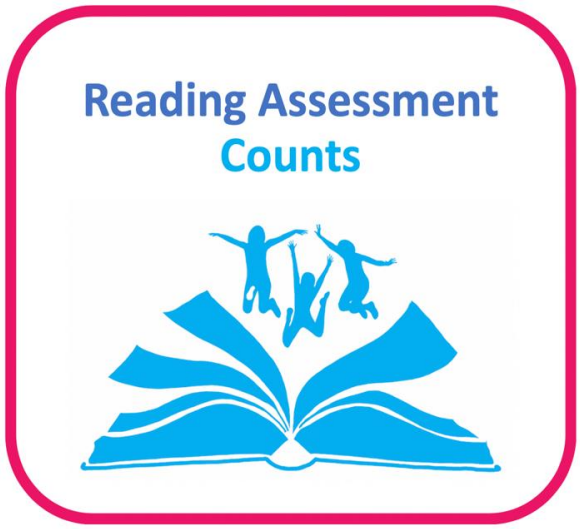
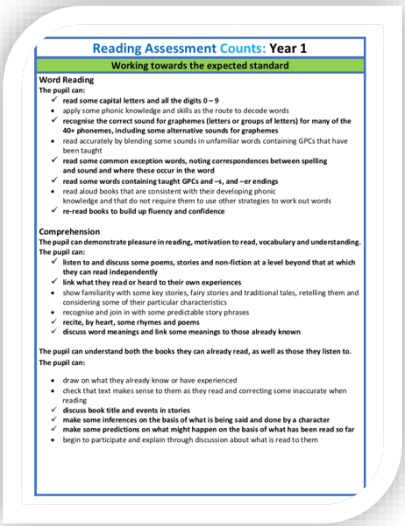
# Reading Assessment









Reading Assessment Counts: **Year 1**

**Working towards the expected standard**

**Word Reading**

**The pupil can:**

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

**Comprehension**

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

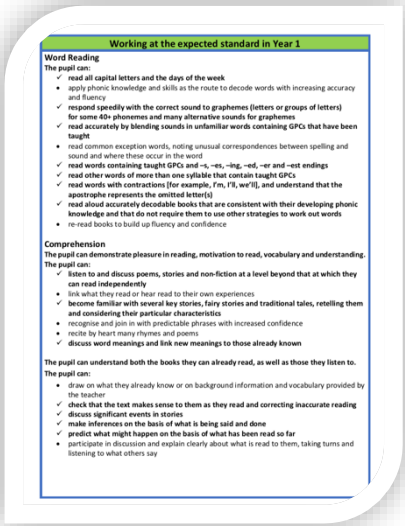
**The pupil can:**

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

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

**The pupil can:**

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



**Working at the expected standard in Year 1**

**Word Reading**

**The pupil can:**

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

**Comprehension**

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

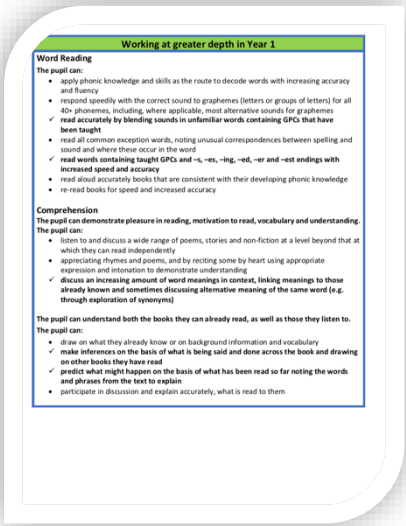
**The pupil can:**

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

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

**The pupil can:**

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



**Working at greater depth in Year 1**

**Word Reading**

**The pupil can:**

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

**Comprehension**

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

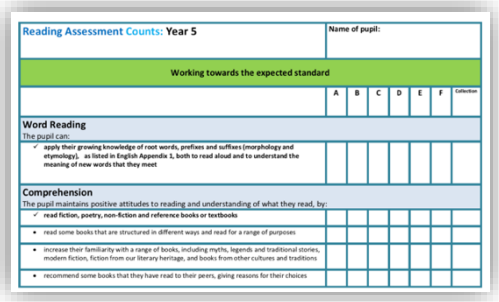
**The pupil can:**

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

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

**The pupil can:**

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

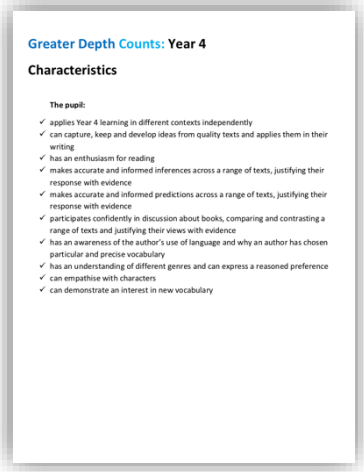


Reading Assessment Counts: **Year 5**

Name of pupil:

**Working towards the expected standard**

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



Greater Depth Counts: **Year 4**

**Characteristics**

**The pupil:**

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

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

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

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

**Helen Pitt**
Deputy Head Lunt's Heath Primary School 2020

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

**James Martin**
Dee Point Primary School Senior Teacher 2020



**JAMES SAVAGE**
Banks Road Primary School, Assistant Head, 2020

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

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