Steps to Read™

Shared Reading Planning

Year 4

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 / Comprehension Monitoring

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

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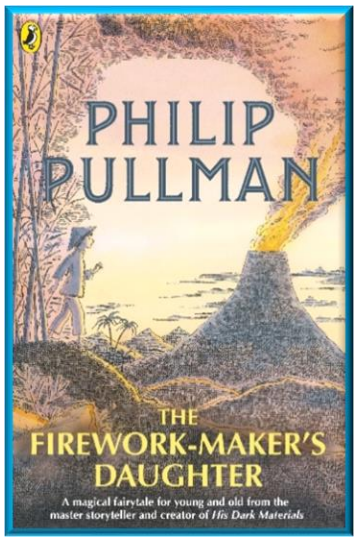
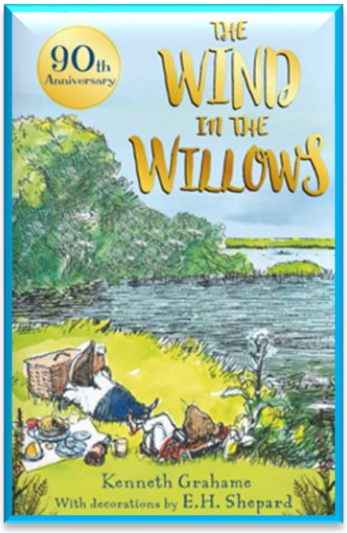
Vehicle Texts for this Unit





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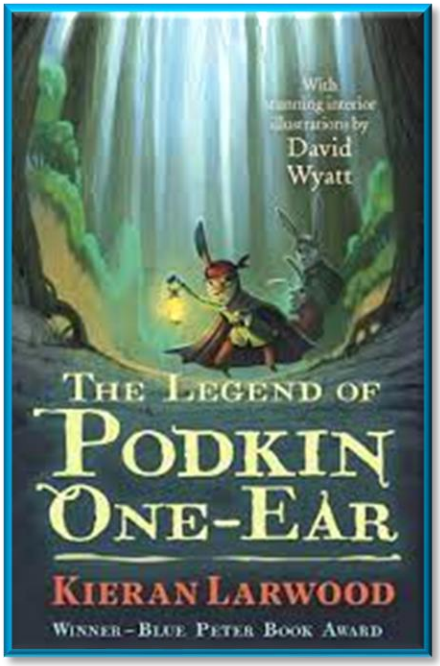
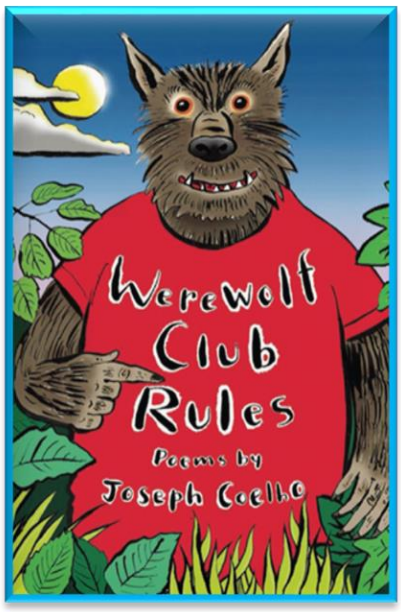
Unit F: Stories and Plays & Poetry - Different Forms





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Unit Focus: Comprehension Skills & Strategies

This Year 4 Unit F

Word Reading

Build on Previous Year & Focus on:

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

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

Comprehension

Build on Previous Year & Focus on:

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

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

•Identify themes and conventions in an increasing range of books

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

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

Skills and Strategies

Build on Previous Year & Focus on:

•Recognise and read Year 3&4 Word List

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

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 4 focus on

Comprehension

Throughout Year 4 Focus on:

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

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

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

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

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

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

Skills and Strategies

Apply the following reading strategies with increasing independence:

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

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

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

•With increased independence develop views about what is read

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

Content Domains*

2a give / explain the meaning of words in context

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

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

Reading Terminology for Pupils

Building on Previous Year and throughout Year 4 focus on:

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

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

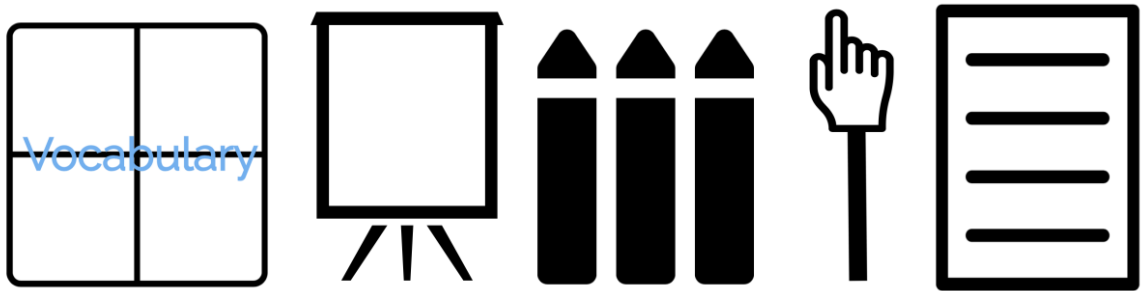
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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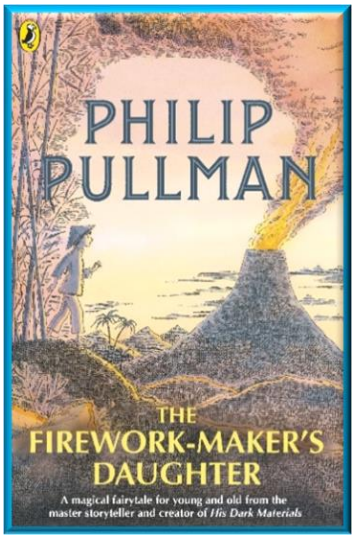
Year 4

Reading Breadth:

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	The Firework-Maker's Daughter pp.1-5 Adapted Extract Philip Pullman

Anchor Question(s):

A) What is similar and what is different about Lalchand and Lila?

B) Why does Lalchand think that Lila should not be a Firework-Maker?

C) Do you agree with Lalchand or Lila? Why?

Vocabulary Teaching:
had reservations

Words from Year 4 list:
learn
continued
experiment
strangers
enough

Focus Comprehension & Strategies:
- Recognise and read Year 3&4 Word List
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence

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: Together, look at the front cover - illustrations, title and author and **Predict** what type of book it might be. Encourage the children to give reasons for their **Predictions**. Use **Connect Books** and consider whether anything reminds the children of a different book or whether they are familiar with the author.
Share Anchor Question(s): Explicitly refer to these 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: learn, continued, experiment, strangers, enough
Explore & respond: Teacher to read aloud the extract from the story - Lesson 1 Teacher Model/Children Practise. Teacher to model using **Intonation.** Draw attention to the description of the flames, for example *'danced'* and *'turned a somersault'* and discuss how the author makes the fireworks sound alive.
Fluency: **Choral Read** x2 the fluency extract, using **Intonation** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question A**. Tell the children that for the model part of this lesson, you are going to consider what is similar about the two characters. Tell the children that you know that they are both curious and like to try things out and experiment. Circle the evidence in the text to show how they are both curious. Circle: *'Father, if I put some flowers of salt in a Java Light instead of cloud-powder, what would happen?', 'Try it and see,' he said', 'so she did', 'Lila continued to experiment with her fireworks'.*
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 the answer to Lesson 1: Children Apply.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine 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 Questions** 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 Questions**. If the children are finding it difficult to locate evidence, consider **A)** *'It's the only thing I want!', 'What was I thinking of? This is no place for a girl…'* for a difference.
B) *'This is no place for a girl… just look at you! Your hair's a mess, your fingers are burned and stained with chemicals. How am I going to find a husband for you when you look like that?'* (reasons why she shouldn't be a firework maker).

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: Feedback answers to the first two **Anchor Questions** as a class.
Refer to **Anchor Question C**. Encourage the children to give reasons for their answers. Consider gender stereotyping. Discuss: Should girls be allowed to be firework makers.

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, Predict, Choral Reading, Intonation, Text Marking**

Acceptable Point(s) Anchor Question A
Similar
- both love making fireworks
- both lost someone close they love

Different
- Lila wants to become a firework maker/ Lalchand thinks she shouldn't and should be a dancer
- Lalchand is worried about a girl being messy and not getting a husband. Lile doesn't want that.

Acceptable Point(s) Anchor Question B
- not a job for a girl
- she needs a husband and won't get one if she is a messy Firework-Maker.

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

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Lesson 1: Vocabulary

had

reservations

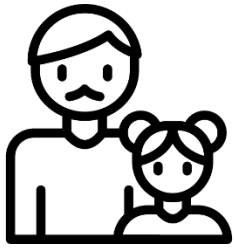
Lesson 1: Fluency

Once she was out of her cradle, she toddled around the workshop, laughing as the fire flared and the sparks danced.

When she was old enough to learn, her father began to teach her the art of making fireworks.

Lesson 1: Anchor Questions

A) What is similar and what is different about Lalchand and Lila?
B) Why does Lalchand think that Lila should not be a Firework-Maker?
C) Do you agree with Lalchand or Lila? Why?



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Lesson 1: Teacher Model / Children Practise

Lalchand's wife had died when Lila was young. Lila had been a cross little thing, but Lalchand built a cradle for her in the corner of the workshop, where she could see the sparks play and listen to the fizz and crackle of the gunpowder. Once she was out of her cradle, she toddled around the workshop, laughing as the fire flared and the sparks danced.

When she was old enough to learn, her father began to teach her the art of making fireworks.

One day she said, 'Father, if I put some flowers of salt in a Java Light instead of cloud-powder, what would happen?'

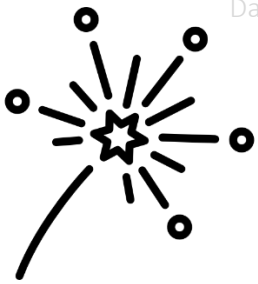
'Try it and see,' he said.

So she did. Instead of burning with a steady green glimmer, it sprayed out wicked little sparks, each of which turned a somersault before going out.

Lila continued to experiment with her fireworks, but Lalchand had reservations. 'Do you really want to be a Firework-Maker, Lila?'
'Of course I do! It's the only thing I want!'
'I was afraid so,' he said. 'It's my own fault. What was I thinking of? I should have sent you to my sister Jembavati to bring you up as a dancer. This is no place for a girl… just look at you! Your hair's a mess, your fingers are burned and stained with chemicals. How am I going to find a husband for you when you look like that?'

Lila was horrified. They looked at each other as if they were strangers.

Extract adapted from© The Firework-Maker's Daughter, Philip Pullman, Penguin



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Lesson 1: Children Apply

A) What is similar and what is different about Lalchand and Lila?	
Similar	**Different**
• *they are both curious and like to experiment with fireworks*	
B) Why does Lalchand think that Lila should not be a Firework-Maker?	



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

Lesson	2	Vehicle Text & Page	The Firework-Maker's Daughter pp.22-23 Adapted Extract Philip Pullman

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How do Lila's feelings change throughout her journey?	sacred sheer volume a plume of eternal smoke summit gibbered laboriously	• Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation • 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 • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most 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: Tell the children that Lalchand won't tell Lila the final secret of how to become a Firework-Maker so her friend tricks him into telling him. Read from p.14 *'Every Firework-Maker has to travel to the Grotto of Razvani, the Fire-Fiend, in the heart of the volcano, Mount Merapi, and bring back some of the Royal Sulphur. Without that, no-one can ever be a true Firework-Maker'.* Following this, Lila goes alone on a journey to get the Royal Sulphur.
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 extract from the story – Lesson 2: Read / Children Practise. Ask children to turn to each other **Summarise** what has happened.
Fluency: Read the Fluency extract twice, paying attention to the punctuation, and ask the children what techniques the author uses to show how Lila is feeling. Consider that the author 1) includes her thoughts, '*How can I ever reach that point? she wondered',* 2) uses 'Show not Tell' to show what her body is doing as a result of her feeling, *'felt her heart give way within her'* and 3) describes her action, *'She walked on.'.* Discuss how as a reader, we use these techniques and clues to **Infer** Lila's feelings. **Choral Read** x2 the fluency extract, paying attention to the punctuation.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: **Word Work: Re-Read** the words, '*carefully', 'sleepily', 'angrily'* and *'laboriously'* and recognise that they are all adverbs which use the -ly suffix. Draw attention to how in '*sleepily'* and *'angrily'*, the '*y'* from the root word, '*sleepy*' and '*angry'* has been changed to '*i*'.
Refer to the **Anchor Question**. For the Model section, use the first paragraph and talk about how Lila was feeling at the start of the journey. Circle the words and phrase which show Lila's feelings: '*purposefully*' and '*set on reaching…'*. Remind children of the need to use an alternative word to those in the text, so for example, instead of saying 'she feels full of purpose', say 'she feels determined'. 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.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine text and read through in pairs. Use the Lesson 2:Teacher Model / Children Practise extract. 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 Lila's feelings at different points in the journey.
If the children are finding it difficult to locate evidence, consider: *'made her gasp, 'How can I ever reach that point? she wondered,', 'felt her heart give way within her.', 'she could not turn back now. She walked on.', 'Carefully step over a snake', 'even heard the roar of a mighty tiger.', 'her heart pounding', 'aware of being very alone.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete Apply.
Verbal & Written Responses: Refer to the **Anchor Question**.
Children to complete Lesson 2: Children Apply. Briefly feedback, considering how her feelings change. Ask the children whether they like the character of Lila and why, encouraging them 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, Infer, Word work, Text Marking, Reference the Text, Summarise**

Acceptable Point(s) Anchor Question
Answers which show Lila's changing feelings, supported by appropriate evidence from the text:
• determined, overwhelmed/in awe, worried/ unsure, determined again, scared, lonely

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

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Lesson 2: Vocabulary

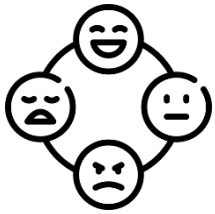
sacred	sheer volume
a plume of eternal smoke	summit
gibbered	laboriously

Lesson 2: Fluency

How can I ever reach that point? she wondered, and felt her heart give way within her. But she had chosen this journey, and she could not turn back now. She walked on.

Lesson 2: Anchor Question

How do Lila's feelings change throughout her journey?



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Lesson 2: Teacher Model / Children Practise

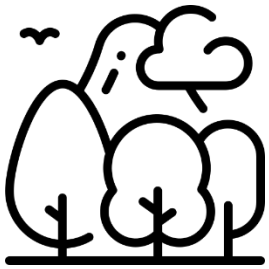
All this while, Lila had been purposefully making her way through the dense jungle, set on reaching the sacred volcano. Mount Merapi lay far to the north, and she had never seen it until, late that day, she came to a bend in the jungle path, and found herself beside the river.

The sheer volume of the great mountain made her gasp. It was far away on the very edge of the world, but it reached halfway up to the sky, rising as a perfect cone to the glowing crater at the top. From time to time the fire-sprites who lived within it rumbled angrily underground and threw boiling rocks high into the air. A plume of eternal smoke drifted from the summit to join the clouds above.

How can I ever reach that point? she wondered, and felt her heart give way within her. But she had chosen this journey, and she could not turn back now. She walked on.

The jungle was a noisy place. Monkeys gibbered in the trees, and parrots screeched at the top of their lungs, crocodiles snapped their jaws in the river. Every so often Lila, her heart pounding, had to carefully step over a snake sleepily bathing in the sunlight. She even heard the roar of a mighty tiger. She was aware of being very alone. There was no-one to be seen except for a group of fishermen laboriously rowing their boat across from the other side of the winding river.

Extract adapted from© The Firework-Maker's Daughter, Philip Pullman, Penguin



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Lesson 2: Children Apply

How do Lila's feelings change throughout her journey?	
Feeling	**Evidence from the text**
Lila is feeling determined to get to the volcano.	*purposefully* *set on reaching the sacred volcano*



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

Lesson	3	Vehicle Text & Page	The Firework-Maker's Daughter pp.59-63 Adapted Extract Philip Pullman

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Find and copy an example of repetition. What is the effect on the reader? **B) What words and phrases does the author use to show how difficult this part of the journey was for Lila?** **C) Find and copy two words or phrases which show that Lila is giving up hope.**	mere cascading delicate **Words from Year 4 list:** disappeared occasional increasingly heard	• Recognise and read Year 3&4 Word List • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation • Discuss many 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: Look at photos of volcanoes and ask the children what it would be like to be so close to one. What would they see / hear / feel / smell? Take brief feedback.

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. Note the words from Year 3/4 list.

Explore & respond: Teacher to read aloud the extract Lesson 3: Read / Children Practise. Ask the children to consider how the author uses the different senses to describe Lila's experience. **Re-Read** the extract and this time, ask the children to do an action to show the sense as the extract is read (e.g. hands on ears for hearing). **Think Pair Share** the effect of this on the reader. Consider that it helps the reader to empathise with Lila and to imagine they are there.

Fluency: **Choral Read** x2 the fluency extract. Encourage the children to pay attention to the punctuation – pausing at the semi-colon and using **Intonation** for the questions.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A** and use the first paragraph only. Model **Scanning** for repetition and then circle '*she moved on and on*'. Explain that this repetition makes the reader think that she keeps going and climbing and that it is a long way that she has to travel.

Add this to the Lesson 3: Teacher Model.

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

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **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 use **Scanning** to locate words and phrases when looking for evidence against the **Anchor Questions.**

If children are struggling to find evidence for **Anchor Question A,** consider: '*ground became steeper and steeper*', '*she climbed, higher and higher*'. For **B):** '*increasingly uncomfortable*', '*legs were bruised and battered*', '*she cried out in despair*'. For **C)** '*in despair*', '*no sign of the Grotto*', '*endless*'.

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.

Ask the children which words and phrases captured their interest and imagination and why. Add to flipchart or working wall to use in their own writing.

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, Think Pair Share, Scanning, Text Marking, Reader Effect**

Acceptable Point(s) Anchor Question A

• the reader realises that the volcano is very steep and reaches very high towards the sky. It makes the reader realise how difficult it is for Lila.

Acceptable Point(s) Anchor Question B and C – see Practise section

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

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Lesson 3: Vocabulary

mere	cascading
delicate	

Lesson 3: Fluency

It was nowhere to be seen; and hadn't she come seeking fire? And what did she need delicate feet for anyway?

Lesson 3: Anchor Questions

A) Find and copy an example of repetition. What is the effect on the reader?
B) What words and phrases does the author use to show how difficult this part of the journey was for Lila?
C) Find and copy two words or phrases which show that Lila is giving up hope.

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Lesson 3: Read / Teacher Model / Children Practise

By this time, Lila had come to the end of the jungle. Climbing all the time, she moved on and on, as the trees thinned out and the path became a mere track and then disappeared altogether. All the jungle sounds, the clicking and buzzing of the insects, the chirps and cries of the birds and monkeys, the drip of water off the leaves, the croaking of the frogs, were all behind her now. When she had heard them she had enjoyed their company, but now there was nothing except the sound of her foot on the track and the occasional rumble from deep within the mountain. She felt it through her feet as much as she heard it through her ears.

The full moon shone in her face and kept her from sleeping, and the stones on the ground made her increasingly uncomfortable. 'Well, if I can't sleep, I might as well keep walking,' she said to herself.

The ground became steeper and steeper, there were no plants, and the ground was becoming warm. Rocks came away from the wall of the mountain as she climbed up them, her shoe slipping off and cascading down the deep darkness below. It was nowhere to be seen; and hadn't she come seeking fire? And what did she need delicate feet for anyway?

On she climbed, higher and higher. Her feet and legs were bruised and battered, and then she lost her other sandal; and she cried out in despair, because there was no sign of the Grotto – just an endless slope of hot stones that tumbled and rolled underfoot.

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Lesson 3: Teacher Model

A) Find and copy an example of repetition. What is the effect on the reader?
'she moved ***on and on'*** This repetition makes the reader think that she keeps going and climbing and that it is a long way that she has to travel.

Lesson 3: Children Apply

A) Find and copy an example of repetition. What is the effect on the reader?
B) What words and phrases does the author use to show how difficult this part of the journey was for Lila?
C) Find and copy two words or phrases which show that Lila is giving up hope.

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

Lesson	4	Vehicle Text & Page	The Firework-Maker's Daughter pp.70-72 Adapted Extract Philip Pullman

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does Lila feel about Razvani? Teacher Model Question: How does Razvani feel about Lila?	jeers exasperated Words from Year 4 list: learned suppose	• Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that Lila has arrived at the Fire-fiend and that for today's lesson, that part of the story has been changed into a playscript. Briefly recap the conventions of playscripts.
Share Anchor Question(s): Explicitly refer to this throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet. Note the words from Year 3/4 list.
Explore & respond: Split the class into two halves and half read as Razvani and half as Lila. Encourage the children to use the stage directions to inform them as to their **Intonation,** volume, tone and expression. Look closely at the use of punctuation and discuss how this can aid meaning when reading aloud – particularly question and exclamation marks.
Fluency: **Choral Read** x2 the fluency extract. Half of the class read as Razvani, half as Lila, focusing on **Intonation,** volume, tone and expression.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Re-reading** the extract aloud then use **Think Aloud**.
Circle *'[in a voice like the roar, [laughing] You? Never! ,'And what do you want from me?' 'have you the Three Gifts?' '[exasperated]'.* Next, model how to answer the question:
Teacher Talks: 'The text doesn't tell me how Razvani feels about Lila so I am going to have to look for how his actions show me how he feels about her. I noticed that he laughed at her a lot and mocked her. He also asked a lot of questions to catch her out and was frustrated by her being there.' Model **Scanning** for evidence of how Razvani feels about Lila. Circle the words and phrases that provide evidence. Complete 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 as they consider the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussion.
Practise Taught Strategies & Skills: Encourage the children to use **Scanning**, as modelled, to find the evidence of how Lila feels about Razvani. Also encourage them to use **Think Aloud** in their pairs.
If children are struggling to locate evidence, consider: *'[swallowing hard]', '[gasping]', 'Lila shrugs and shakes her head in despair', '[in desperation]' , 'Lila is speechless', 'And I'll be a good one, Razvani!'*



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 their responses as a class. Ask the children to **Predict** what they think will happen next, using their knowledge of the characters of Lila and Razvani and their feelings towards each other.

Acceptable Point(s) Anchor Question
- scared
- shocked and in disbelief
- determined to get what she needs from him supported by appropriate evidence

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, Scanning, Think Aloud, Text Marking, Predict**

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

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Lesson 4: Vocabulary

jeers	exasperated

Lesson 4: Fluency

Razvani: [in a voice like the roar of a forest fire] *By what right have you come to my Grotto?*

Lila: [swallowing hard] *I want to be a Firework-Maker.*

Razvani: [laughing] *You? Never! And what do you want from me?*

Lila: [gasping] *Royal Sulphur*

Lesson 4: Anchor Question

Teacher model question: How does Razvani feel about Lila?

Anchor Question: How does Lila feel about Razvani?



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Lesson 4: Children Practise

Adapted Playscript

Razvani: [in a voice like the roar of a forest fire] *By what right have you come to my Grotto?*

Lila: [swallowing hard] *I want to be a Firework-Maker.*

Razvani: [laughing] *You? Never! And what do you want from me?*

Lila: [gasping] *Royal Sulphur*

Razvani laughs, joined with jeers and shrieks from the fire-imps

Razvani: *Royal Sulphur! Did you hear that? Oh, that's good! That's funny! Well, speak, girl: have you the Three Gifts?*

Lila shrugs and shakes her head in despair

Lila: *I don't know what they are*

Razvani: *So what were you going to exchange for the Royal Sulphur?*

Lila: [in desperation] *I don't know!*

Razvani: [exasperated] *You were going to give* ***nothing*** *in exchange?*

Lila is speechless

Fire-Fiend: *Well, you've come this far and there's no going back. Now you're here you must walk in the flames, like every other Firework-Maker. I expect you've brought some magic water from my cousin the Goddess of the Lake? You've brought nothing for me, but I don't suppose you've forgotten to take care of yourself. Better drink it quickly!*

Lila: *I've got nothing! I didn't know about any of these things – I just wanted to be a Firework-Maker! And I'll be a good one, Razvani! I've learned everything my father could teach me! It's all I want – to be a Firework-Maker like him!*

Razvani and the fire-imps laugh.

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Lesson 4: Teacher Model

How does Razvani feel about Lila? Use evidence from the text to support your answer.
I think that Razvani feels frustrated by Lila being there, unprepared, and thinks that Lila is foolish. He is surprised by her appearance. He laughs at her, mocks her and asks questions to catch her out. He also roars to try to scare her.

Lesson 4: Children Apply

How does Lila feel about Razvani? 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	5	Vehicle Text & Page	The Firework-Maker's Daughter pp.73-77 Adapted Extract Philip Pullman

Anchor Questions:	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
How can using stage directions, intonation, volume and action improve the performance of a playscript?	procession Alas! arrogant headstrong submit yourself illusion	• Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation	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: Recap what happened in the play from last lesson and revisit the children's predictions. Tell them that today's playscript continues from last lesson.

Vocabulary: Refer to the Vocabulary sheet and discuss the meaning of new words in context.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Children to work in groups to read through the playscript, each child reading a different character. The first time, read the playscript with the stage directions blanked out. As a class, discuss whether it was easy or difficult to know how to read the lines and to know how the characters were speaking.
Next, repeat this - but with the playscript with the stage directions showing. Ask the children to compare how whether it was easier to portray the characters this time. Consider the different effect on the audience.

Written/ Verbal Responses / Evidence Anchor Question:
The children work in their group to add **Intonation**, volume and action to their scene, using the stage directions to help, and practise ready to perform. Then, each group will perform to the class. The audience then provide oral feedback on something which was effective and what the effect was on them as the audience. Encourage the children to use the technical terms 'intonation', 'volume' and 'action' in their feedback.

Additional Activity 2:
Ask the children to **Predict** what the 'Three Gifts' were - write their ideas on cards and place on the flipchart to compare. Read p.130 and discover that the Gifts were talent, courage/determination and luck! Discuss whether any of their predictions were correct or close.

Additional Activity 3:
Ask the children to **Predict** the ending of the book. Write their predictions on thought bubbles and add to the flip chart. Return to these if and when the class or individuals read the ending of the book.

Comprehension questions
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. **Intonation, Reference the Text, Predict,**
- responses to the **Anchor Questions**

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

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Lesson 5: Vocabulary

procession	Alas!
arrogant	headstrong
submit yourself	illusion

Lesson 5: Anchor Question

How can using stage directions, intonation, volume and action improve the performance of a playscript?



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Lesson 5: Children Practise

Adapted Playscript

Razvani: [redacted] *Show her the ghosts!*

A crack appears in the rock wall, enter a procession of ghosts and fire demons.

Ghost 1: [redacted] *Beware! Look at me! I came without the three gifts!*

Ghost 2: [redacted] *Alas! Take warning from me! I hadn't worked at the craft and I wasn't ready!*

Ghost 3: [redacted] *Maiden, turn back! I was arrogant and headstrong! I didn't seek the water from the Goddess, and I perished in the flames!*

Razvani: [redacted] *That's what happens to those who don't come prepared! But now you must submit yourself as they did. Walk into the flames, Lila! You have come for the Royal Sulphur – receive it from my hands!*

[redacted]

Razvani: [redacted] *You want to be a Firework-Maker? Walk into the flames! Your father did in his time, and so did every artist in fire. Why are you waiting?*

[redacted]

Razvani: [redacted] *So you have done it! Welcome to the flames.*

Lila: [redacted] *And… the Royal Sulphur?*

Razvani: [redacted] *The Royal Sulphur is an illusion. Fire burns away our illusions, Lila. The world itself is all illusion. Everything that exists flickers like a flame for a moment, and then vanishes. The only thing that lasts is change itself.*

Lila: [redacted] *But the Three Gifts…I don't understand!*

Razvani: [redacted] *Whatever they are, you must have brought them to me.*

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Adapted Playscript

Razvani: (throwing his arms to the sky) *Show her the ghosts!*

A crack appears in the rock wall, enter a procession of ghosts and fire demons.

Ghost 1: (whispering) *Beware! Look at me! I came without the three gifts!*

Ghost 2: (holding her head in her hands) *Alas! Take warning from me! I hadn't worked at the craft and I wasn't ready!*

Ghost 3: (pleading) *Maiden, turn back! I was arrogant and headstrong! I didn't seek the water from the Goddess, and I perished in the flames!*

Razvani: (gesturing towards the ghosts) *That's what happens to those who don't come prepared! But now you must submit yourself as they did. Walk into the flames, Lila! You have come for the Royal Sulphur – receive it from my hands!*

Razvani cackles, spins and dances in the blaze around him.

Razvani: (sneering and looking Lila up and down) *You want to be a Firework-Maker? Walk into the flames! Your father did in his time, and so did every artist in fire. Why are you waiting?*

Lila braces herself and walks into the fire.

Razvani: (trying to disguise his shock) *So you have done it! Welcome to the flames.*

Lila: (now more sure of herself) *And… the Royal Sulphur?*

Razvani: (laughing and shaking his head) *The Royal Sulphur is an illusion. Fire burns away our illusions, Lila. The world itself is all illusion. Everything that exists flickers like a flame for a moment, and then vanishes. The only thing that lasts is change itself.*

Lila: (confused) *But the Three Gifts…I don't understand!*

Razvani: (looking knowingly right into Lila's eyes) *Whatever they are, you must have brought them to me.*

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Lesson 5: Children Apply – Comprehension Questions

1. Why did Razvani show Lila the ghosts?

   _____

   _____

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

	True	False
One of the ghosts didn't bring the three gifts.		
All Firework-Makers have to walk in the fire.		
Lila did not give Razvani the three gifts.		

3. Find and copy a word which means 'hide' your feelings

   _____

4. How do you think that Lila changed during her time with the Razvani, the Fire-fiend? Use evidence from the text to support your answer.

   _____

   _____

   _____

   _____

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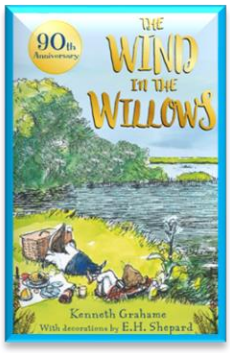
Shared Reading Planning
Year 4
Unit F: Stories & Plays and Poetry

Fiction 2



This much-loved story is over 90 years old and informs an important part of our literary heritage. It involves the well-known characters of Toad, Rat, Mole and Badger. The extracts have been selected and adapted to allow for the explicit teaching of comprehension skills and strategies. The phraseology and work choice in the actual novel are in-keeping with the time in which it had been written and stylistic features of the author. A book of this nature could also be available for confident readers to read and enjoy independently as an entire novel. Teachers are also encouraged to use this book as an opportunity for 'read aloud' so the entire text can be enjoyed together outside of the Steps to Read lessons.

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

Lesson	1	Vehicle Text & Page	The Wind in the Willows by Kenneth Grahame Adapted Extract pp.3-4

Anchor Question(s):
A) What impression do you get about the river in the first paragraph? (Also teacher Model Question)
B) What do the words *bewitched, entranced* and *fascinated* tell you about what Mole thought about the river?
C) How do you know that Mole likes the idea of having a new home?

Model Question
A) What impression do you get about the river in the first paragraph? (Also Anchor Question A)

Vocabulary Teaching:
utterly complete, meandered aimlessly, bewitched, entranced, babbling, dreamily considered, snug dwelling

Year 3&4 Word List
caught, thought, noticed

Focus Comprehension & Strategies:
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation
- Recognise and read *all Year 3&4 Word* List words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context
- Discuss many words and phrases that capture the reader's interest and imagination

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
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: Search internet images prior to the session of the following four animal characters called - Toad, Badger, Rat and Mole. Share these with the children and briefly discuss the habitat, appearance and behaviours of these animals. Also share images of rivers. Briefly **Mind Map** known facts about these animals and the location (i.e. a river). Share the front cover and the explain that at the start of this story the character of Mole leaves his spring cleaning to explore the world above the underground (where he lives) and meets a rat who becomes his friend.
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. Refer to Lesson 1 Vocabulary sheet.
Explore & respond: Teacher read the whole extract aloud to the children (lesson 1 Teacher Model/ Children Practice). Note the words *caught, thought, noticed* from the statutory Year 3&4 Word List.
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** (e.g. *dreamily* relates to the word *dream*, *disruption* relates to *disrupt* and *dwelling* relates to *dwell)* and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson. **Prior Knowledge** of rivers can help with the words *'riverbank'* and *'riverside', 'flood level'*
Reference the Text: Refer to the model question: What impression do you get about the river in the first paragraph? Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'sleek'* (suggests that is it smooth and moves a slick way), *'gripped things with a gurgle' (holds on to things tightly and makes a swallowing sound).* Model answering the question on Lesson 1: Teacher Model. NB There is more evidence for children to locate in this paragraph when answering **Anchor Question A**
On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by:
A) drawing a circle around words that provide evidence B) underline new vocabulary explored.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence. If the children are finding it difficult to locate the evidence to answer the **Anchor Questions** consider the following to inform rich discussions:
A) *'creatures shook themselves free and were caught and held again', 'with a shake and a shiver', 'river gleams and sparkles, rustles and swirls', 'with a clatter and bubble'*
B) discuss how these words suggest he thought it might be magical, intriguing, spellbinding
C) *'dreamily considered', 'nice snug dwelling', 'thought what a pleasant riverside residence', 'above flood level'* and *'remote from noise, dust and disruption'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Scanning, Text Marking, Prior Knowledge, Re read, Root words**
*terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Acceptable Point(s) Anchor Question A
- strong / powerful / unrelenting
- noisy
- moves around a lot / moves like an animal/playful

Acceptable Point(s) Anchor Question B
- interested / drawn in / intrigued / spellbound / fixated

Acceptable Point(s) Anchor Question C
- comfortable / relaxing / quiet
- considered practical

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Lesson 1: Vocabulary

utterly complete	meandered aimlessly
bewitched	entranced
babbling	dreamily considered
snug dwelling	

Lesson 1: Fluency

The river found creatures and fish that shook themselves free and were caught and held again. With a shake and a shiver, the river gleams and sparkles, rustles and swirls, with a clatter and bubble. The Mole was bewitched, entranced and fascinated.

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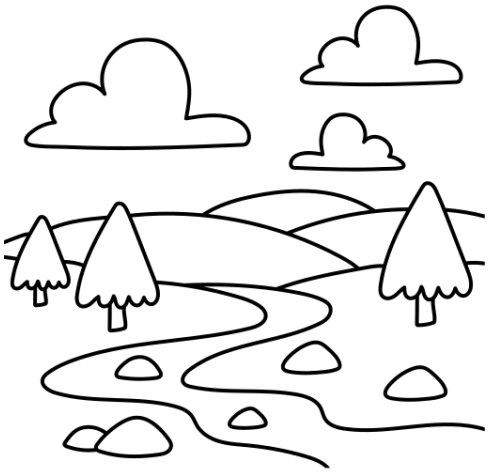
Lesson 1: Anchor Questions

A) What impression do you get about the river in the first paragraph?
B) What do the words *bewitched, entranced* and *fascinated* tell you about what Mole thought about the river?
C) How do you know that Mole likes the idea of having a new home?

Model Question

A) What impression do you get about the river in the first paragraph? (Also Anchor Question A)



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Lesson 1: Teacher Model / Children Practise

Mole thought his happiness was utterly complete as he meandered aimlessly along. Suddenly he stood by the edge of the river. Never in his life had he seen such a river before. It was sleek, and gripped things with a gurgle and left them with a laugh. The river found creatures and fish that shook themselves free and were caught and held again. With a shake and a shiver, the river gleams and sparkles, rustles and swirls, with a clatter and bubble. The Mole was bewitched, entranced and fascinated. He trotted on, and when tired at last, he sat on the bank. The river still chattered to him with a babbling of the best stories in the world. Such stories were sent from its heart to be told at last to the sea.

As he sat on the grass and looked across the river, a dark hole in the bank opposite, just at the water's edge, caught his eye. He dreamily considered what a nice snug dwelling it would make. He thought what a pleasant riverside residence, above flood-level and away from noise, dust and disruption. As he gazed, something bright and small seemed to twinkle in the heart of it, vanished, then twinkled once more like a shiny star. But it could hardly be a star in such an unlikely situation and it was too glittering and small for a glow-worm. Then, as he looked, it winked at him. A small face gradually began to grow.

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Lesson 1: Teacher Model / Children Apply

A) What impression do you get about the river in the first paragraph?	
Words and phrases from the text	**What this tells the reader**
'sleek'	Suggests that is it smooth and moves a slick way
'gripped things with a gurgle'	Suggests that the river holds on to things tightly and makes a swallowing sound

Lesson 1: Children Apply

B) What do the words *bewitched, entranced* and *fascinated* tell you about what Mole thought about the river?

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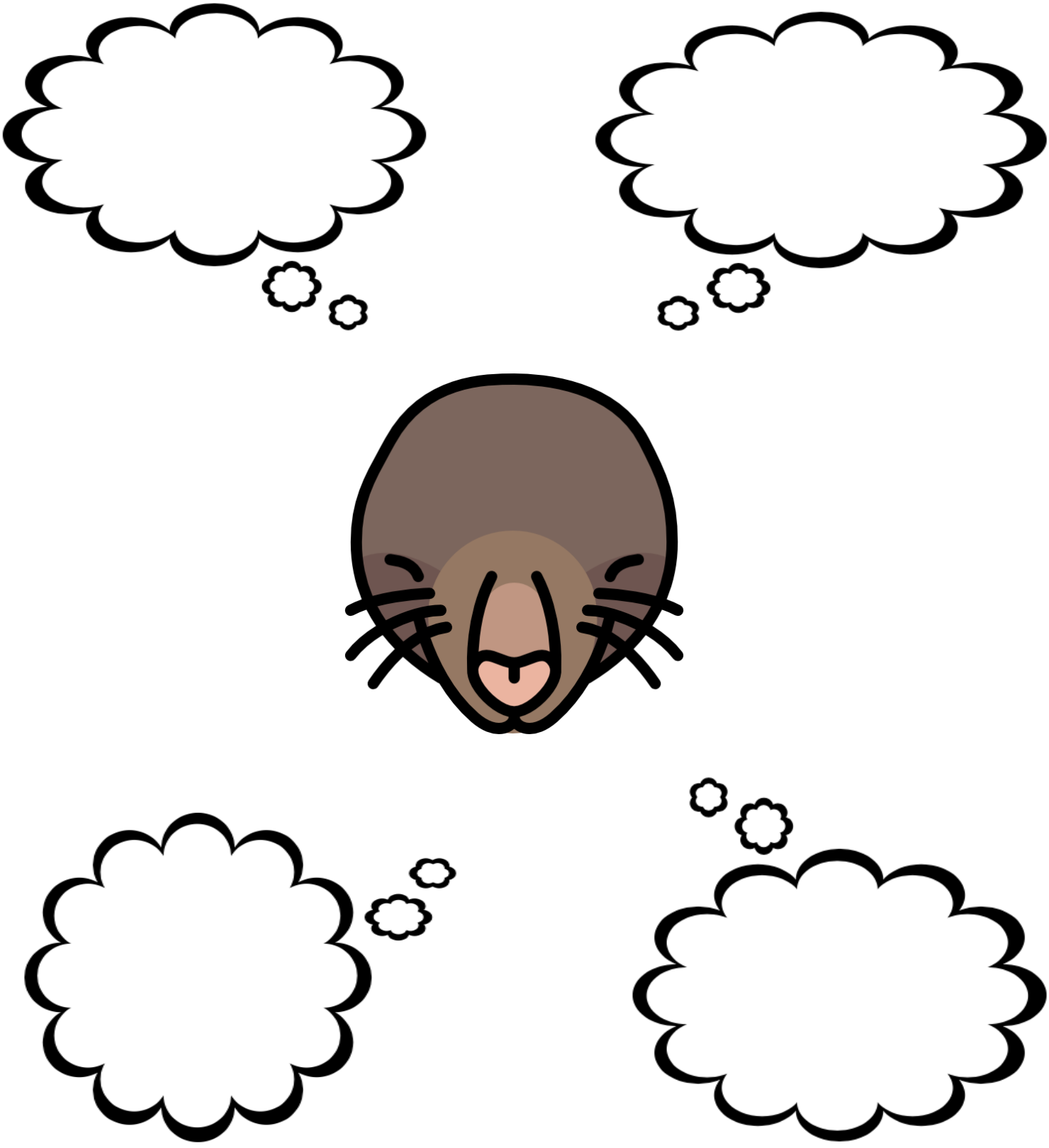
C) How do you know that Mole likes the idea of having a new home?

(Use evidence from the text and explain)



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

Lesson	2	Vehicle Text & Page	The Wind in the Willows by Kenneth Grahame Adapted Extract pp.42 - 43

Anchor Question(s):
A) How do you know Mole wanted to meet Badger? (NB Also the Model Question)
B) Which words and phrases tell us that Rat did not want to bother Badger?

Model Question
A) How do you know Mole wanted to meet Badger? (NB Also Anchor Question A)

Vocabulary Teaching:
make acquaintance, rarely, the best of fellows, quite alarmed, ventured, evasively, swollen, dwelling
Year 3&4 Word List
mention, *thought, important.*

Focus Comprehension & Strategies:
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation
- Recognise and read *all Year 3&4 Word* List words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
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: Remind children of the four main characters in the story Toad, Badger, Rat and Mole. This adapted extract explores how Mole is keen to meet Badger and how Rat seems to be actively discouraging this through dialogue. Explore the words 'Encourage' and 'Discourage'.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher read the whole extract aloud to the children (lesson 2 Teacher Model/ Children Practice). Note the words *mention, thought and important* from the statutory Year 3&4 **Word List.**
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation** with attention to speech marks to aid the reading.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** (e.g. *acquaintance* relates to the word *acquaint, ventured related to adventure & venture and evasively* relates to *evasive)* and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: How do you know Mole wanted to meet Badger? Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'wanted to make acquaintance'* (suggests that Mole was keen to meet Badger), *'could you ask him here?' (*tell the reader that Mole was wanting this to happen*).* Model answering the question on Lesson 2: Teacher Model. NB There is more evidence for children to locate in this paragraph when answering **Anchor Question A**
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 words that provide evidence
B) underline new vocabulary explored

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence. Encourage independence. If the children are finding it difficult to locate the evidence to answer the Anchor Question(s) consider the following to inform rich discussions:
A) *'Well, then, supposing we go and call on* him*', 'You told me the Wild Wood was alright', 'Mole had to be content'*
B) *'Badger will turn up someday or other', 'He wouldn't come,' replied the Rat simply.', 'Badger hates invitations, and dinner, and all that sort of thing.', 'Oh, I'm sure he wouldn't like that at all', said the Rat, quite alarmed.' 'He is so very shy, I've never even ventured to call on him at his own home myself', 'It's quite out of the question because he lives in the middle of the Wild Wood.'*

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 Questions** and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Scanning, Text Marking, Re read, Root words**

Acceptable Point(s) Anchor Question A
- persistent
- offered solutions
- Mole had accepted (had to be content)

Acceptable Point(s) Anchor Question B
- refer to extracts identified in the Practise part of the sequence.

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

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Lesson 2: Vocabulary

make acquaintance	rarely
the best of fellows	quite alarmed
ventured	evasively
swollen	dwelling

Lesson 2: Fluency

‘Couldn't you ask him here?’ said Mole.

‘He wouldn't come,’ replied the Rat simply. ‘Badger hates invitations, and dinner, and all that sort of thing.’

‘Well, then, supposing we go and call on *him*?’ suggested Mole.

‘Oh, I'm sure he wouldn't like that at *all*’, said the Rat, quite alarmed.

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Lesson 2: Anchor Questions

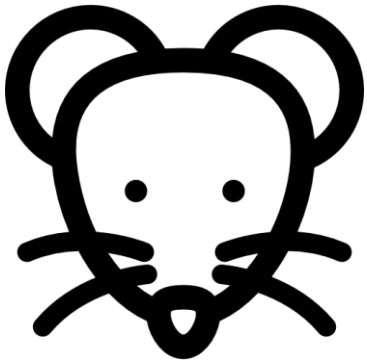
A) How do you know Mole wanted to meet Badger?

B) Which words and phrases tell us that Rat did not want to bother Badger?

Model Question

A) How do you know Mole wanted to meet Badger?

(NB Also Anchor Question A)



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Lesson 2: Teacher Model / Children Practise

Mole had long wanted to make acquaintance of the Badger. He seemed to be such an important person yet rarely ever seen. Whenever Mole mentioned Badger to Rat, he always found himself put off. 'It's all right,' the Rat would say. 'Badger will turn up someday or other - and then I'll introduce you. The best of fellows!'

'Couldn't you ask him here?' said Mole.

'He wouldn't come,' replied the Rat simply. 'Badger hates invitations, and dinner, and all that sort of thing.'

'Well, then, supposing we go and call on *him*?' suggested Mole.

'Oh, I'm sure he wouldn't like that at *all*', said the Rat, quite alarmed. 'He is so very shy, I've never even ventured to call on him at his own home myself, even though I know him so well. It's quite out of the question because he lives in the middle of the Wild Wood.'

'You told me the Wild Wood was alright.' said the Mole.

'Oh, I know, I know so it is,' replied the Rat evasively. 'But it's such a long way, and he wouldn't be at home at this time of year anyhow.'

The Mole had to be content with this as Badger *never* came along, and would not till summer was long over. Not until and cold and frost kept them indoors, and the swollen river raced past outside their windows. Until then Badger led his own life by himself, in his dwelling in the middle of the Wild Wood.

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Lesson 2: Teacher Model / Children Apply

A) How do you know Mole wanted to meet Badger?	
Words and phrases from the text	**What this tells the reader**
'wanted to make acquaintance'	Suggests that Mole was keen to meet Badger.
'could you ask him here?'	Tells the reader that Mole was wanting this to happen by suggesting another idea.

B) Which words and phrases tell us that Rat did not want to bother Badger?	
Words and phrases from the text	**What this tells the reader**

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

Lesson	3	Vehicle Text & Page	The Wind in the Willows by Kenneth Grahame Adapted Extract pp.61-64

Anchor Question(s):
A) What are the clues that suggest that Badger is pleased to see Rat? *(NB Also the Model question)*

B) Find three ways the writer tells us that inside badger's home is welcoming.

Model Question:
A) What are the clues that suggest that Badger is pleased to see Rat? *(NB Also Anchor Question A)*

Vocabulary Teaching:
exceedingly angry, long snout, exclaimed, perished, branching off, embracing light, trackless, anchorage

Year 3&4 Word List
heard, strange

Focus Comprehension & Strategies:
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation
- Recognise and read *all Year 3&4 Word List* words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context

Focus Content Domain(s):
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
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: Remind children of the four main characters in the story are Toad, Badger, Rat and Mole. This adapted extract explores how Rat and Mole visit Badger at his home. Discuss what we have learnt about Badger from the previous extract (Lesson 2) and encourage children to make **Predictions** based on what Rat said about Badger (reluctance to see them, wouldn't like an invitation to see them etc)
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 read the whole extract aloud to the children (lesson 3 Teacher Model/ Children Practice). Note the words *heard* and *strange* from the statutory Year 3&4 **Word List.**
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation** with attention to speech marks to aid the reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** and any associated suffixes (e.g. *mysterious* relates to mystery, *anchorage* relates to anchor, *trackless* relates to track) and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: A) What are the clues that suggest that Badger is pleased to see Rat? Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'What, Ratty, my dear little man!'* (Suggests that badger was pleased to hear Rat's voice). Model answering the question on Lesson 3: Teacher Model. NB There is more evidence for the children to locate in this paragraph when answering **Anchor Question A** in the following Practise activities.
On an enlarged copy of the Lesson 3 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by:
A) drawing a circle around words that provide evidence
B) underline new vocabulary explored.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 3 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence.
Encourage independence. If the children are finding it difficult to locate the evidence to answer the **Anchor Questions** consider the following to inform rich discussions:
A) *'Come in at once' and 'you must be perished lost in the snow!'*
B) *'all the glow and warmth of a large fire-lit kitchen.', 'In the embracing light and warmth', 'Rat and Mole were now in safe anchorage.'*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Scanning, Text Marking, Re read, Root words**

Acceptable Point(s) Anchor Question A
- invited Rat and Mole in
- concerned they would be cold

Acceptable Point(s) Anchor Question B
- heated place with a warm fire
- they felt safe (from the cold snow) / not perished
- not dark

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

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Lesson 3: Vocabulary

exceedingly angry	long snout
exclaimed	perished
branching off	embracing light
trackless	anchorage

Lesson 3: Fluency

Badger flung the large oak doors open and they found themselves in all the glow and warmth of a large fire-lit kitchen.
In the embracing light and warmth, it seemed Rat and Mole were now in safe anchorage. The cold and trackless Wild Wood just left outside was miles and miles away.

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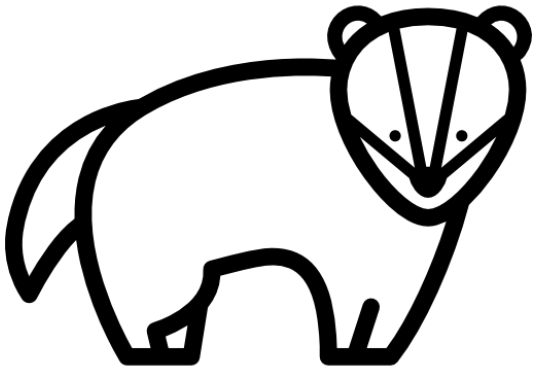
Lesson 3: Anchor Questions

A) What are the clues that suggest that Badger is pleased to see Rat?

B) Find three ways the writer tells us that inside badger's home is welcoming.

Model Question:

A) What are the clues that suggest that Badger is pleased to see Rat?
(NB Also Anchor Question A)



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Lesson 3: Teacher Model / Children Practise

Mole and Rat waited patiently for what seemed a very long time, stamping their feet in the snow to keep warm. At last, they heard a strange sound. It seemed like someone walking in carpet slippers that were too large for them, and that is exactly what it was.

There was the noise of a bolt unlocking, the door opened to a crack, enough to show a long snout and a pair of sleepy blinking eyes.

'Now, the very next time this happens,' said a suspicious voice, 'I shall be exceedingly angry. Who is it *this* time? Speak up!'

'Oh Badger, let us in please! It's me, and my friend Mole!' cried the Rat.

'What, Ratty, my dear little man!' exclaimed the Badger. 'Come in at once, you must be perished, lost in that snow!'

The Rat and the Mole tumbled inside.

They shuffled along, down a long, gloomy, shabby passage, into a sort of central hall. They could see mysterious, endless passages branching off. Badger flung the large oak doors open and they found themselves in all the glow and warmth of a large fire-lit kitchen.

In the embracing light and warmth, it seemed Rat and Mole were now in safe anchorage. The cold and trackless Wild Wood just left outside was miles and miles away.

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Lesson 3: Teacher Model / Children Apply

A) What are the clues that suggest that Badger is pleased to see Rat?	
Words and phrases from the text	**What this tells the reader**
'What, Ratty, my dear little man!'	Suggests that badger was pleased to hear Rat's voice.

B) Find three ways the writer tells us that inside badger's home is welcoming.		
Words and phrases from the text		**What this tells the reader**
1		
2		
3		

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

Lesson	4	Vehicle Text & Page	The Wind in the Willows by Kenneth Grahame Adapted Extract pp.104-106

Anchor Question(s):
A) What words and phrases has the writer used to tell us that Mole and Rat were not expecting a visitor? *(NB Also the Model Question)*
B) What makes you think that Toad's clothing is awful?

Model Question
A) What words and phrases has the writer used to tell us that Mole and Rat were not expecting a visitor? *(NB Also Anchor Question A)*

Vocabulary Teaching:
parlour,
startled,
pay a call,
take him in hand,
summoning sound
hideous,
violent fits of laughter

Focus Comprehension & Strategies:
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation
- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Remind children of the four main characters in the story are Toad, Badger, Rat and Mole. This adapted extract explores how Badger visits Rat and Mole with news on collecting Toad. Discuss what we have learnt about Badger from the previous extracts. Briefly discuss the idea of clothing and dressing up appropriately for different occasions (indoors, outdoor and riding in a motor-car – this is what Toad will be expected to do in this extract).
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 the whole extract aloud to the children (Lesson 4 Teacher Model/ Children Practice).
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation** and with attention to speech marks, exclamation marks to aid the reading.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** and any associates suffixes (e.g. *summoning* relates to summon, *wonderful* relates to wonderful, *exceptionally* relates to exceptional/exception, *instantly* relates to instant) and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: A) What words and phrases has the writer used to tell us that Mole and Rat were not expecting a visitor?
Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'Bother!' said Rat startled into spilling his food.'* (Suggests that Rat and Mole surprised to have a knock at the door) and *'See who it is Mole.'* (Suggesting there was uncertainty as to who was knocking at the door). Model answering the question on Lesson 4: Teacher Model. NB There is more evidence for the children to locate in this paragraph when answering **Anchor Question A** in the following Practise activities
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 words that provide evidence
B) underline new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 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 Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle in green the words and phrases which provide evidence.
Encourage independence. If the children are finding it difficult to locate the evidence to answer the **Anchor Questions** consider the following to inform rich discussions:
A) *'when a heavy knock sounded at the door', 'Mole went to attend the summoning sound at the door', 'Rat heard him utter a cry of surprise,', 'Mr Badger!' he exclaimed.'* and *'indeed, that the Badger should pay a call on them, or indeed on anybody!'*
B) *'Toad will be wearing hideous old clothing,', 'transforms him from a good-looking Toad into an animal that would send anyone looking into a violent fit of laughter!'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Scanning, Text Marking, Re read, Root words**

Acceptable Point(s) Anchor Question A
- surprised / shocked / not expecting the knock on the door or to see Badger

Acceptable Point(s) Anchor Question B
- clothing won't look good
- other would laugh at his clothing
- shocked at what he may wear

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

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Lesson 4: Vocabulary

parlour	startled
pay a call	take him in hand
summoning sound	hideous
violent fit of laughter	

Lesson 4: Fluency

‘Bother!’ said Rat startled into spilling his food. ‘See who it is Mole. Go on like a good chap.’
Mole went to attend the summoning sound at the door, and the Rat heard him utter a cry of surprise, ‘Mr Badger!’ he exclaimed.

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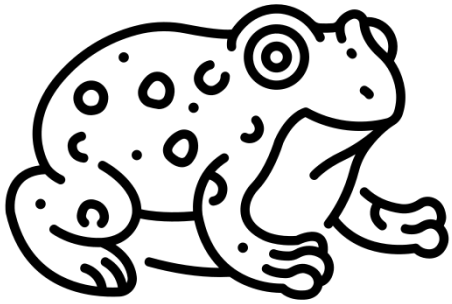
Lesson 4: Anchor Questions

A) What words and phrases has the writer used to tell us that Mole and Rat were not expecting a visitor?

B) What makes you think that Toad's clothing is awful?

Model Question

A) What words and phrases has the writer used to tell us that Mole and Rat were not expecting a visitor? *(NB Also Anchor Question A)*



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Lesson 4: Teacher Model / Children Apply

A) What words and phrases has the writer used to tell us that Mole and Rat were not expecting a visitor?	
Words and phrases from the text	What this tells the reader
'Bother!' said Rat startled into spilling his food.'	This suggests that Rat and Mole are surprised to have a knock at the door
'See who it is Mole.	This suggests that there was uncertainty as to who was knocking at the door

B) What makes you think that Toad's clothing is awful?		
	Words and phrases from the text	What this tells the reader
1		
2		
3		

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Lesson 4: Teacher Model / Children Practise

It was a bright morning in the early part of summer. The river had resumed its speedy pace. A beating sun was pulling everything green and bushy and spiky up out of the earth. Mole and Rat had been up since dawn and were finishing breakfast in their small parlour, when a heavy knock sounded at the door.

'Bother!' said Rat startled into spilling his food. 'See who it is Mole. Go on like a good chap.'

Mole went to attend the summoning sound at the door, and the Rat heard him utter a cry of surprise, 'Mr Badger!' he exclaimed.

This was a wonderful thing, indeed, that the Badger should pay a call on them, or indeed on anybody!

'Toad's hour has come!' said the Badger, 'I'm going to take him in hand today! This very morning, another new and exceptionally powerful motor-car will arrive at Toad Hall, probably stolen! Toad will be wearing hideous old clothing, which transforms him from a good-looking Toad into an animal that would send anyone looking into a violent fit of laughter! You two animals will accompany me instantly to Toad Hall.'

'Right you are!' cried the Rat

Extract adapted from© The Wind in the Willows, Kenneth Grahame, Farshore

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

Lesson	5	Vehicle Text & Page	The Wind in the Willows by Kenneth Grahame Adapted Extract pp.120-123

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) In paragraph 1 - find three examples of how Toad was treated unkindly. **B) In paragraph 2 - how do you know that the setting of the castle and prison was unpleasant?**	clearest evidence, brutal guards, shrieking, jeered, grim old castle, timeworn stairs, helpless prisoner	• Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 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
- Lesson 5: Extract Children Practice

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

Activate Prior knowledge: Remind children of the four main characters in the story are Toad, Badger, Rat and Mole. This adapted extract explores how Toad is imprisoned for stealing a motor car. Briefly discuss the idea of being imprisoned and search for internet images of 'castle prisons' from the internet.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text:

Refer to **Anchor Question A)** In pairs, children to read the extracts - Lesson 5: Children Practise. One copy between two encourages collaboration. Ask the children to consider how Toad may be feeling. **Scan** specifically for phrases to describe and use **Find Read Talk** strategy. Ask the children to think about whether everyone would discuss how Toad was treated and if this was deserved, given he had stolen a motor car.

Refer to **Anchor Question B)** Compare and discuss internet images of dungeons to the description offered in the adapted extract.

Written and Oral Responses / Evidence Anchor Question(s):

Anchor Question A possible responses. Children to work in their pairs to write responses to the questions by text marking evidence from the text. Children may well gather the following words and phrases from the text:
- *the brutal guards loaded helpless Toad with chains and dragged him outside towards the castle prison*
- *people jeered*
- *school children's faces lit up with pleasure as they laughed*

Anchor Question B possible responses. Children to work in their pairs to write responses to the questions by text marking evidence from the text. Children may well gather the following words and phrases from the text:
- *hollow-sounding drawbridge*
- *frowning archway of the grim old castle prison*
- *time-worn stairs*
- *grimmest dungeon*

Children Apply Additional Activity 1: All About Badger

Compare extract from Lesson 2 (how Rat talks of Badger's character) and extract from Lesson 3 (how Badger's character is presented when Rat and Mole meet him together). Refer to Lesson 5 Children Apply Additional Activity resource. Encourage children to evidence how Badger is presented by Rat (Lesson 2) and how this differs from what he does and says (Lesson 3).

Children Apply Additional Activity 2: Fact File

Make a fact file about one of the characters (things that we know, behaviours, actions, what they say)

Children Apply Additional Activity 3: Word Aware

Make a word collection of your favourite words and phrases. Explain why you liked them.

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

This may include:
- use of the strategies taught i.e. **Find Read Talk**
- responses to the **Anchor Questions**

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

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Lesson 5: Vocabulary

clearest evidence	brutal guards
shrieking	jeered
grim old castle	timeworn stairs
helpless prisoner	

Lesson 5: Fluency

Then the brutal guards loaded helpless Toad with chains and dragged him outside towards the castle prison. Toad was shrieking, praying and protesting. Yet people jeered and school children's faces lit up with pleasure as they laughed.

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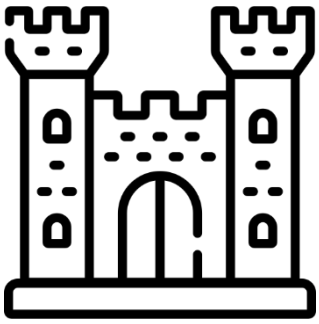
Lesson 5: Anchor Questions

A) In paragraph 1 - find three examples of how Toad was treated unkindly.

B) In paragraph 2 - how do you know that the setting of the castle and prison was unpleasant?



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Lesson 5: Teacher Model / Children Practise

The court judge thought and then spoke about Toad. 'He has been found guilty, on clearest evidence, of stealing a valuable motor-car. It's going to be twenty years for you this time!'
Then the brutal guards loaded helpless Toad with chains and dragged him outside towards the castle prison. Toad was shrieking, praying and protesting. Yet people jeered and school children's faces lit up with pleasure as they laughed.

Toad travelled across the hollow-sounding drawbridge and under the frowning archway of the grim old castle prison. Then into the guardrooms up timeworn stairs. He eventually reached the door of the grimmest dungeon that lay in the heart of the building. There at last they stopped, where a guard sat lazily rattling a bunch of mighty keys.

The sergeant of police wiped his forehead and said, 'Take this vile Toad, a criminal of deepest guilt, and watch him closely.'

Toad was a helpless prisoner in the remotest dungeon of the best guarded castle in the country.

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Lesson 5: Children Apply

A) In paragraph 1 - find three examples of how Toad was treated unkindly.		
Words and phrases from the text		Why this is unkind
1		
2		
3		

B) In paragraph 2 - how do you know that the setting of the castle and prison was unpleasant?	
Words and phrases from the text	Reasons this makes it unpleasant

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Lesson 5 Children Apply Additional Activity 1: All About Badger

Extract From Lesson 2: What does Rat think about Badger? (Think about what Rats says about Badger)

'Couldn't you ask him here?' said Mole.

'He wouldn't come,' replied the Rat simply. 'Badger hates invitations, and dinner, and all that sort of thing.'

'Well, then, supposing we go and call on *him*?' suggested Mole.

'Oh, I'm sure he wouldn't like that at *all*', said the Rat, quite alarmed. 'He is so very shy, I've never even ventured to call on him at his own home myself, even though I know him so well. It's quite out of the question because he lives in the middle of the Wild Wood.'

'You told me the Wild Wood was alright.' said the Mole.

'Oh, I know, I know so it is,' replied the Rat evasively. 'But it's such a long way, and he wouldn't be at home at this time of year anyhow.'

Extract From Lesson 3: What is Badger's Character like (think about what Badger does and says)

'What, Ratty, my dear little man!' exclaimed the Badger. 'Come in at once, you must be perished lost in that snow!'

The Rat and the Mole tumbled inside.

They shuffled along, down a long, gloomy shabby passage, into a sort of central hall. They could see mysterious, endless passages branching off. Badger flung the large oak doors open and they found themselves in all the glow and warmth of a large fire-lit kitchen.

In the embracing light and warmth, it seemed Rat and Mole were now in safe anchorage. The cold and trackless Wild Wood just left outside was miles and miles away.

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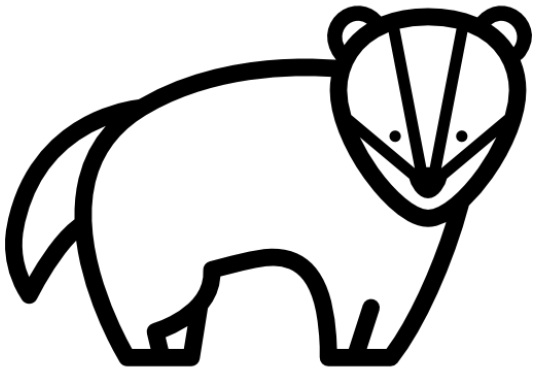
All About Badger	
Why might we think badger *is not* a nice character	Why might we think badger *is* a nice character



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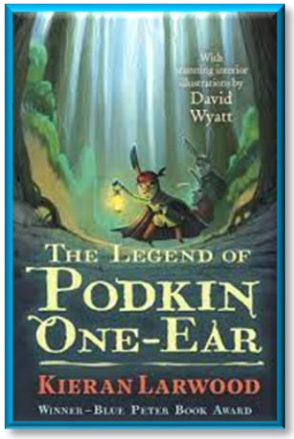
Shared Reading Planning

Year 4

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	The Legend of Podkin One-Ear Kieran Larwood Adapted extract from pp. 1-3

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases capture the reader's imagination? (NB This is also the Model Question)	trudging, rolling slopes of hills, perfectly untouched, spidery line of tracks, hunched, weary, many hundreds of moons since	• Discuss many words and phrases that capture the reader's interest and imagination • Read aloud with attention to and increasing range of 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: Begin by sharing the front cover of the book and use **Book Talk** to explore with the children. Zoom in on the character – what do they think they know about him? Consider clothing / weaponry etc to support their answers. Where do they think the story will be set? Who will the main characters be? What could the plot be? Now share the back cover and ask children to if they would like to confirm or change their **Predictions**. Hand out the map in the first few pages of the book and allow time for children to explore.

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

Vocabulary: Share new vocabulary (see Lesson 1: Vocabulary). Give the meaning of the word '*rolling slopes of hills*' (refers to the up and down motion of low hills). Encourage children to **Find Read Talk** the rest of the vocabulary words. Briefly **Clarify**.

Explore & respond: Read the extract from Chapter 1 (see Lesson 1: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly **Summarise** what this extract is about. How does this compare to their **Predictions?**

Fluency: Read the fluency paragraph (see Lesson 1: Fluency) and use **Pausing** as you use the commas to aid meaning. This is a long sentence with several commas so will need to be modelled to the children. Children to **Choral Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have an enlarged or onscreen copy of the extract for the children to see. Discuss the **Anchor Question** then use **Text Mark** and **Think Aloud** as you find evidence and justify your choices of words and phrases that capture the reader's imagination.

Reference the text: Circle the words '*Crunch, crunch. Crunch, crunch', 'trudging', 'echoes'* and *thick white blanket'*.

Teacher Talks: 'Starting with sound words 'crunch' immediately makes me think of a sound. I feel like I am straight into the action. I want to find out what the crunch sound is and who or what is making it. '*Trudging*' really captures my imagination too. I think it is a much better word than 'walking'. It gives makes me think that the character is finding it hard to walk in this case because of the deep snow. 'Echoes' again, brings sounds to the description, I am not only picturing the scene but listening to it in my mind too. I love the '*thick white blanket'*. It really helps me to imagine that the ground is covered with snow.' As you talk, draw images or symbols around the text to show what the words are making you think of or imagine. Explain that there are several more examples that the children can look for in the next part of the session. Ensure all evidence is circled and new vocabulary is underlined.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have copies of the extract (see Lesson 1: Read / Children Practise). They work collaboratively to find the evidence to answer the **Anchor Question**.

Practise Taught Strategies & Skills: Use discussion and **Think Aloud** to consider the evidence. If children are finding it difficult to locate evidence for the **Anchor Question**, consider *'moonlight dances', 'glinting shimmering drifts of sparkles', 'as if someone had sprinkled the whole scene with diamond dust', 'spidery line of tracks', 'hunched and weary', 'fierce, piercing eyes, peering out', 'wintry midnight world'.* Encourage children to draw images or symbols around the text to show what it makes them think of or imagine. Teacher to feedback as children look for evidence.

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Look together at the words and phrases they children chose and any symbols or images the text made them think of. Compare words and phrases they chose with the responses of other children. Gather some of their favourite words and phrases and add to reading display / working wall.

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. **Summarise, Predictions, Find Read Talk, Pausing, Choral reading, Think Aloud, Text Mark**

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Lesson 1: Vocabulary

trudging	rolling slopes of hills
perfectly untouched	spidery line of tracks
hunched	weary
many hundreds of moons since	



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Lesson 1: Fluency

Look closer and you will see a rabbit, walking upright as men once did, his ears hidden beneath a heavy cloak, with fierce, piercing eyes peering out at the wintry midnight world.

Lesson 1: Anchor Questions

Which words and phrases capture the reader's imagination?

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Lesson 1: Read / Teacher Model / Children Practise

[Introduction of bard character who is going to tell the story of Podkin]

Crunch, crunch. Crunch, crunch. The sound of heavy footsteps, trudging through knee-deep snow, echoes through the night's silence.

A thick white blanket covers the rolling slopes of hills known as the Razorback downs. Moonlight dances over it, glinting, shimmering drifts of sparkles, as if someone has sprinkled the whole scene with diamond dust. It is perfectly untouched except for one spidery line of tracks leading down to the frosted woodland beneath.

Crunch, crunch. Crunch, crunch go the footsteps of the track-maker. He is hunched and weary, using a tall staff to help him through the snow. He might have been an old man, if it hadn't been many hundreds of moons since men trod these lands. Look closer and you will see a rabbit, walking upright as men once did, his ears hidden beneath a heavy cloak, with fierce, piercing eyes peering out at the wintry midnight world.

The thick fur on his face and arms is dyed with blue swirls and patterns, marking him out as a bard. A travelling, storytelling rabbit.

He is heading into the woods and through the trees, until he stops before a pair of huge entrance doors. Behind them is Thornwood Warren, and there had better be a warm welcome for him, or there will be serious trouble.

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Lesson 1: Teacher Model



Much better word than walking. Makes me think the character is struggling to walk through the snow.

Makes me think of a sound. Straight into the action. Who or what is making the sound?

Sound again. I am not only picturing the scene but listening to it too.

Crunch, crunch. Crunch, crunch. The sound of heavy footsteps, trudging through knee-deep snow, echoes through the night's silence.

A thick white blanket covers the rolling slopes of hills known as the Razorback downs.

It really helps me to imagine the ground being covered with thick snow.



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Lesson 1: Children Apply

A thick white blanket covers the rolling slopes of hills known as the Razorback downs. Moonlight dances over it, glinting, shimmering drifts of sparkles, as if someone has sprinkled the whole scene with diamond dust. It is perfectly untouched except for one spidery line of tracs leading down to the frosted woodland beneath.

Crunch, crunch. Crunch, crunch go the footsteps of the track-maker. He is hunched and weary, using a tall staff to help him through the snow. He might have been an old man, if it hadn't been many hundreds of moons since men trod these lands. Look closer and you will see a rabbit, walking upright as men once did, his ears hidden beneath a heavy cloak, with fierce, piercing eyes peering out at the wintry midnight world.

The thick fur on his face and arms is dyed with blue swirls and patterns, marking him out as a bard. A travelling, storytelling rabbit.

He is heading into the woods and through the trees, until he stops before a pair of huge entrance doors. Behind them is Thornwood Warren, and there had better be a warm welcome for him, or there will be serious trouble.

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

Lesson	2	Vehicle Text & Page	The Legend of Podkin One-Ear Kieran Larwood Adapted extract from pp. 1-3

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How can we use language from the story to retell the events so far? (NB This is also the Model Question)	trudging, rolling slopes of hills, perfectly untouched, spidery line of tracks, hunched, weary, many hundreds of moons since	• Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language • Read aloud with attention to and increasing range of 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: Ask the children to turn to a partner and recap what happened in the story yesterday. Refer back to the words and phrases that were collected from yesterday's lesson and explain that in today's lesson, they will be **Retelling** this part of the story using some of the story language collected.
Share Anchor Question: Explicitly and refer to this throughout the lesson.
Vocabulary: **Clarify** any vocabulary from yesterday if needed.
Explore & respond: **Re-read** the extract from yesterday (see Lesson 2: Read / Practise / Apply). Ask the children to **Stop & Jot** their initial ideas as to how they might retell this part – bringing it to life with their voices. Discuss together if any words stand out to them that they would like to **Stress** in their retelling. Take brief feedback.
Fluency: Read the short passage (see Lesson 2: Fluency), using **Stress** as you convey the sound of the crunch and the echoes. **Stress** the words 'crunch', trudging and echoes for impact. Children **Choral Read** the same extract x2.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Have the text enlarged or on screen (see Lesson 2: Read / Teacher Model). Discuss the Model/ **Anchor Question. Annotate** the text and use **Think Aloud** as you talk about what you want to include in your retelling.
Reference the Text: Refer to the first paragraph again (the one used for fluency). Explain that in order to ensure the retelling includes story language, you will use the '*Crunch, crunch*' in the retelling. You will also include '*trudging*' and '*echoes*' too. Explain that you will **Summarise** what is in the first paragraph – the sound of footsteps at night. Now combine the two as you **retell:**
Crunch, crunch. There is a sound of trudging that echoes in the night. Consider together how this sounds. Has the first paragraph been retold and does it include story language? Explain the children will be trying to **retell** the rest of the extract, including story language as they bring it to life.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children can have copies of the extract from the chapter (see Lesson 3: Practise) and they work collaboratively to **Text Mark** words and phrases in order to answer the **Anchor Question**.
Practise Taught Strategies & Skills: Together they **Annotate** the text and use **Think Aloud** as they prepare their retelling. **Summarise** paragraphs, so that the retelling is in their own words. Spend lots of time during this session practising the retelling until they feel confident that they can deliver it effectively to the listener. Ask them which story language they are going to use in their retelling and support where necessary.
Teacher Note: As an alternative, you may want to give paragraphs to different children so that they are not trying to **retell** the whole of the extract. You can then put it all together in the Apply.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): You could record the retelling. Children could stick the annotated sheets into their Reading Journals.
Verbal & Written Responses: Children share and compare their retellings. Discuss together the impact on the listener and how they have incorporated story language into their retellings. Discuss why there might be differences between pairs / groups of children. Do they still contain the essence of the extract? The story language?
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. **Clarify, Annotate, Choral reading, Stress, Think Aloud, Summarise, Stop & Jot**

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

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Lesson 2: Vocabulary

trudging	rolling slopes of hills
perfectly untouched	spidery line of tracks
hunched	weary
many hundreds of moons since	



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Lesson 2: Fluency

Crunch, crunch. Crunch, crunch. The sound of heavy footsteps, trudging through knee-deep snow, echoes through the night's silence.

Lesson 2: Anchor Question

How can we use language from the story to retell the events so far?

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Lesson 2: Read / Teacher Model / Children Practise

[Introduction of bard character who is going to tell the story of Podkin]

Crunch, crunch. Crunch, crunch. The sound of heavy footsteps, trudging through knee-deep snow, echoes through the night's silence.

A thick white blanket covers the rolling slopes of hills known as the Razorback downs. Moonlight dances over it, glinting, shimmering drifts of sparkles, as if someone has sprinkled the whole scene with diamond dust. It is perfectly untouched except for one spidery line of tracks leading down to the frosted woodland beneath.

Crunch, crunch. Crunch, crunch go the footsteps of the track-maker. He is hunched and weary, using a tall staff to help him through the snow. He might have been an old man, if it hadn't been many hundreds of moons since men trod these lands. Look closer and you will see a rabbit, walking upright as men once did, his ears hidden beneath a heavy cloak, with fierce, piercing eyes peering out at the wintry midnight world.

The thick fur on his face and arms is dyed with blue swirls and patterns, marking him out as a bard. A travelling, storytelling rabbit.

He is heading into the woods and through the trees, until he stops before a pair of huge entrance doors. Behind them is Thornwood Warren, and there had better be a warm welcome for him, or there will be serious trouble.

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

Lesson	3	Vehicle Text & Page	The Legend of Podkin One-Ear Kieran Larwood Adapted extract from pp. 13-15

Anchor Questions(s):
Do you think Podkin is a brat like Paz says? Use evidence from the text to justify your answer.
Teacher Model Questions:
Do you think Paz is a responsible character? Use evidence from the text to justify your answer.

Vocabulary Teaching:
so it came to pass, technically, woollen tunic, crook of her arm, next in line to be chief, deliberately, festivities, justice, brats

Focus Comprehension & Strategies:
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation

Focus Content Domain(s):
2d make inferences from the text / explain and justify inferences with evidence from the text

Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Read the first paragraph of the extract and clarify with the children that Bramblemas Eve is the same as Christmas Eve and that the Midwinter Rabbit would be bringing presents that evening, just like Father Christmas.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Explain the meaning of '*crook of her* arm' to the children by demonstrating it. Children use **Find, Read, Talk** to find the meaning of the rest of the vocabulary.
Explore & respond: Share the extract with the children. Ask children to turn to a partner and **Summarise** what has happened. Clarify with the children that Podkin has a sister and a brother. Look at the final sentence: 'Paz cried, 'if there was any justice, girls would be allowed to become a Chief, instead of brats like you who don't deserve it one bit.' Talk together about what this tells us about the society in which they live. Who is favoured – boys or girls? How does it make Paz feel? Is she justified in feeling this way? Take brief feedback.
Fluency: Read the fluency paragraph (see Lesson 3: Fluency) and use **Pausing** as you use the punctuation cues to aid meaning. Look also at how the word '*chief*' is in italics. Discuss how this indicates to the reader that it should be **Stressed** and use a different voice when you come to this word. Children to **Choral Read** the same extract.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share the Teacher Model Question: Do you think Paz is a responsible character? Use evidence from the text to justify your answer. Have an enlarged or onscreen copy of the text and focus on what he does to try and **Text Mark** and use **Think Aloud** as you find evidence to answer the Teacher Model Question.
Reference the text: Circle the following words: *'carrying their little brother', 'mother sent me', 'you should be there, seeing as you are next in line to be chief', 'nobody will want to follow a lord who spends all of his time tickling his baby brother, playing with toys and hiding away in corners daydreaming'.*
Teacher Talks: 'These extracts show that Paz is a responsible character. She is looking after her younger brother and her mother trusts her to relay the message to Podkin. She knows that it is important for Podkin to be present at the festivities because he will be chief one day. She also knows that a true chief would not be messing around in his bedroom playing with toys, but showing they are ready for the important role of chief.' Ensure all evidence is circled and new vocabulary is underlined.

Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have a copy of the extract (see Lesson 3: Read / Children Practise) and work collaboratively to find the evidence to the **Anchor Question**.
Practise Taught Strategies & Skills: Children to **Text Mark** and use **Think Aloud**. If children need support in finding the words and phrases, you could draw attention to the following: *'lazily pushing around a toy wagon', 'munching on a stolen piece of cornbread', 'daydreaming about the Midwinter Rabbit', "Would he get the wooden soldiers?', 'Or would it be a disappointment of a poorly knitted woollen tunic', 'Podkin yawned deliberately', 'he had no desire to join in with the festivities', 'spends all of his time tickling his baby brother, playing with toys and hiding away in corners daydreaming'.*
As children work, give feedback around the evidence they are gathering to answer the **Anchor Question.**

Step 4: APPLY

Children Apply 10 mins

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

Acceptable Point(s) Anchor Question
Generally, any answers where the children recognise that he is acting like he is spoilt – not understanding how a future chief should behave
- childish – playing with toys / tickling brother
- selfish – not thinking about others and concerned about what presents he will get / not joining in with important family traditions
- disrespectful – yawns deliberately

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

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Lesson 3: Vocabulary

so it came to pass	woollen tunic
crook of her arm	next in line to be chief
deliberately	festivities
justice	brats



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Lesson 3: Fluency

‘What are you going up here, Pod?’ His sister had tiptoed up the stairs, carrying their little brother Pook in the crook of her arm. ‘Mother sent me. They’re about to have turnip soup and dance the Bramble Reel. You should be there, seeing as you’re next in line to be *chief*.’

Lesson 3: Anchor Questions

Do you think Podkin is a brat like Paz says? Use evidence from the text to justify your answer.

Teacher Model Question:

Do you think Paz is a responsible character? Use evidence from the text to justify your answer.

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Lesson 3: Read / Teacher Model / Children Practise

So it came to pass, that on Bramblemas Eve – much like this one – Podkin One-Ear (although technically Two-Ears at this point) was sitting upstairs in the wooden gallery that ran around the edge of Munbury longburrow. He was lazily pushing around a toy wagon, munching on a stolen piece of cornbread and daydreaming about the Midwinter Rabbit, who would be visiting that night. Would he get the wooden soldiers he'd asked for? Or would it be the disappointment of a poorly knitted woollen tunic, like last year?

'What are you going up here, Pod?' His sister had tiptoed up the stairs, carrying their little brother Pook in the crook of her arm. 'Mother sent me. They're about to have turnip soup and dance the Bramble Reel. You should be there, seeing as you're next in line to be *chief*.'

Paz took it hard that she was never going to lead the warren, even though she was the eldest. But it was tradition, fair or not, that the first son took over.

Podkin yawned deliberately. He took Pook from her and tickled his tummy. He had no desire to join in with the festivities.

'Nobody will want to follow a lord who spends all his time tickling his baby brother, playing with toys and hiding away in corners daydreaming.' Paz cried, 'if there was any justice, girls would be allowed to become a Chief, instead of brats like you who don't deserve it one bit!'

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Lesson 3: Teacher Model

Do you think Paz is a responsible character? Use evidence from the text to justify your answer.

Carrying her little brother

Mother sent me



You should be there, seeing as you are next in line to be chief

nobody will want to follow a lord who spends all of his time tickling his baby brother, playing with toys and hiding away in corners daydreaming'.

She is looking after her younger brother and her mother trusts her to relay the message to Podkin. She knows that it is important for Podkin to be present at the festivities because he will be chief one day. She also knows that a true chief would not be messing around in his bedroom playing with toys, but showing they are ready for the important role of chief.

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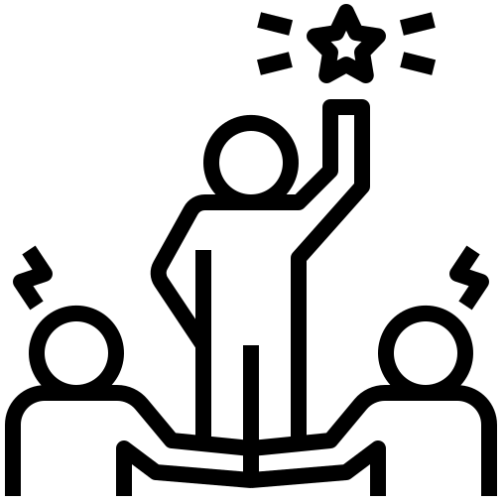
Lesson 3: Children Apply

Do you think Podkin is a brat like Paz says? Use evidence from the text to justify your answer.



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

Lesson	4	Vehicle Text & Page	The Legend of Podkin One-Ear Kieran Larwood Adapted extract from pp. 26-28

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which words and phrases capture the reader's imagination? (NB This is also the Model Question)	blizzard-choked night, overcome with grief, staggered, clearing, stammered, nestled, tunic, paid more attention, several moments	• Discuss many words and phrases that capture the reader's interest and imagination • Read aloud with attention to and increasing range of 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: Share with the children that at this part in the story, the three rabbit children have fled their burrow because it has been attacked by the Gorm. Show children the double page illustration on pp.20-21 so they have a visualisation of the danger the Gorm posed to the warren. Their Aunty Olwyn has grabbed them away from the danger and sent them out of the warren through an escape tunnel, into the unknown.

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

Vocabulary: Share the meaning of the word '*blizzard*' with the children (a heavy snow storm that lasts for a long time) and '*choked*' (to stop or prevent breathing). So when we put the two words together to describe the night, it is as if the snow storm is killing the night – making it hard for anyone or anything to survive in these conditions. Children use **Find Read Talk** to find definitions of the rest of the vocabulary (see Lesson 4: Vocabulary). Take brief feedback and **Clarify** understanding.

Explore & respond: Read the adapted extract (see Lesson 4: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly **Summarise** what the extract is about. Take initial thoughts about any words or phrases that capture the children's interest and encourage them to justify their contributions.

Fluency: Read the short passage (see Lesson 4: Fluency), using **Expression** as you read the speech between the different characters. Change your voice as you move from one character to another. Children **Pair Read** the same extract x2.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Have the text enlarged or on screen (see Lesson 4: Read / Teacher Model). Refer to the **Anchor Question** and use **Think Aloud** to articulate your choices around gathering evidence. **Text Mark** as you find appropriate evidence.

Reference the Text: Circle the following words and phrases: *'awful flight out of the dark tunnel', 'sobbed and wailed their way to the surface', 'snowy woods'.*

Teacher Talks: 'The word 'awful' is very negative and really makes me wonder as a reader what was so bad about it. Lots of really bad thoughts spring to mind and I am fearful for the rabbits when I read this word. Following this with the word '*flight*' is also really getting my imagination going. When authors use this word to describe how characters are moving, it usually means they have to leave very quickly – usually because of something really bad. When I think about the '*dark tunnel*' my mind is imagining lots of terrible things facing the fleeing rabbits. '*Sobbed and wailed*' suggests they are very upset and when they emerge they see the '*snowy woods*'. I know from the first extract that this is a difficult environment to navigate, so the rabbits are faced with difficulties at all points of their journey.'

Ensure all evidence is circled and new vocabulary is underlined.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children can have copies of the extract from the chapter (see Lesson 4: Practise) and they work collaboratively to **Text Mark** words and phrases in order to answer the **Anchor Question**.

Practise Taught Strategies & Skills: Use discussion and **Think Aloud** to articulate their choices. If they are struggling to find evidence, focus on the following words and phrases: *'dark, blizzard-choked night', 'terrified that every shadow hid an enemy', 'every second could be their last', 'miserable earth', 'overcome with grief', 'the cold was deadly', 'hungry wolves and bears around', 'not to mention the Gorm'.*

Teacher to feedback on words and phrases the children have circled.

Step 4: APPLY — Children Apply 10 mins

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

Verbal & Written Responses: Look together at the words and phrases the children chose. Compare words and phrases they chose with the responses of other children. Gather some of their favourite words and phrases and add to reading display / working wall.

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. **Clarify, Summarise, Expression, Find Read Talk, Pausing, Pair reading, Think Aloud, Text Mark.**

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Lesson 4: Vocabulary

blizzard-choked night	overcome with grief
staggered	clearing
stammered	nestled
tunic	paid more attention
several moments	

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Lesson 4: Fluency

‘W-where do you think we are?’ stammered Podkin. ‘Are we anywhere near Redwater?’
‘How am I supposed to know?’ said Paz. Pook was nestled inside her tunic, the only one of them feeling even slightly warm. ‘I was lost five minutes after we came out of the tunnel. Maybe if you paid more attention in our geography lessons…’
‘*You* were paying attention for me! And you don’t know where we are… so the lessons were a fat waste of both our time, weren’t they?’

Lesson 4: Anchor Question

Which words and phrases capture the reader’s imagination?

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Lesson 4: Read / Children Practise / Apply

I don't need to go into detail about that awful flight out of the dark tunnel, about how the three of them sobbed and wailed their way to the surface, and out into the snowy woods. Or about how they ran through the rest of that dark, blizzard-choked night, terrified that every shadow hid an enemy, that every second could be their last on this miserable earth.

You don't need to know how many times they thought about going back. Or how often each one of them stumbled to the ground, overcome with grief, until the other pulled them up and onwards again.

All you need to know is that, as the sky began to lighten, the young rabbits staggered into a clearing and finally rested against the trunk of an old frost-covered oak.

'W-where do you think we are?' stammered Podkin. 'Are we anywhere near Redwater?'

'How am I supposed to know?' said Paz. Pook was nestled inside her tunic, the only one of them feeling even slightly warm. 'I was lost five minutes after we came out of the tunnel. Maybe if you paid more attention in our geography lessons…'

'*You* were paying attention for me! And you don't know where we are… so the lessons were a fat waste of both our time, weren't they?'

Neither of them spoke for several moments. The cold was deadly, and there were hungry wolves and bears around, not to mention the Gorm.

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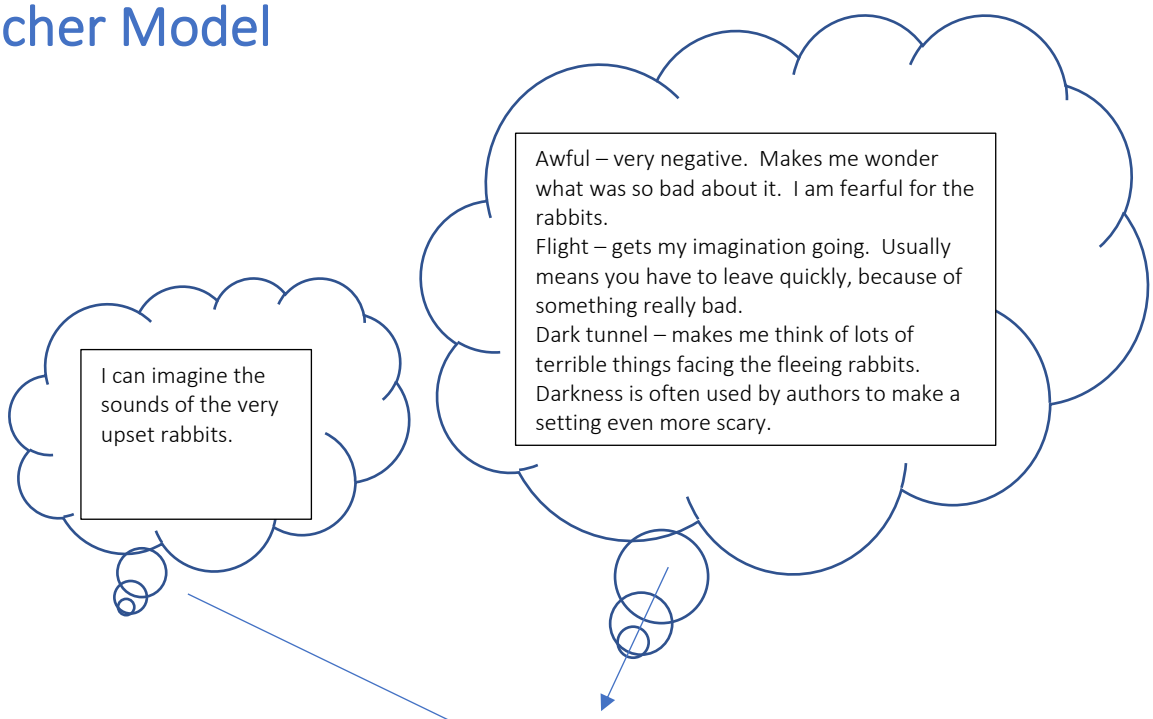
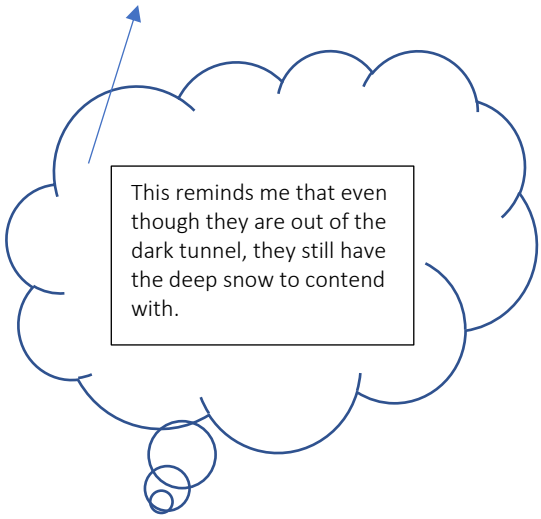
Lesson 4: Teacher Model



I don't need to go into detail about that awful flight out of the dark tunnel, about how the three of them sobbed and wailed their way to the surface, and out into the snowy woods.



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Lesson 4: Children Apply

Or about how they ran through the rest of that dark, blizzard-choked night, terrified that every shadow hid an enemy, that every second could be their last on this miserable earth.

You don't need to know how many times they thought about going back. Or how often each one of them stumbled to the ground, overcome with grief, until the other pulled them up and onwards again.

All you need to know is that, as the sky began to lighten, the young rabbits staggered into a clearing and finally rested against the trunk of an old frost-covered oak.

'W-where do you think we are?' stammered Podkin. 'Are we anywhere near Redwater?'

'How am I supposed to know?' said Paz. Pook was nestled inside her tunic, the only one of them feeling even slightly warm. 'I was lost five minutes after we came out of the tunnel. Maybe if you paid more attention in our geography lessons…'

'*You* were paying attention for me! And you don't know where we are… so the lessons were a fat waste of both our time, weren't they?'

Neither of them spoke for several moments. The cold was deadly, and there were hungry wolves and bears around, not to mention the Gorm.

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

Lesson	5	Vehicle Text & Page	The Legend of Podkin One-Ear Kieran Larwood Adapted extract from pp. 86-89

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) Which words and phrases capture the reader's interest? **B) How can we use language from the story to retell the events so far?**	agent of the Gorm, safer bet, cascade, gnarled, latticework, casserole, stoking the fire	• Discuss many words and phrases that capture the reader's interest and imagination • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation • Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language	**2g** identify / explain how meaning is enhanced through choice of words and phrases



Extended Apply lesson

Through this selection of activities children will need copies of:
- Lesson 5: Extended Application Activity
- Vocabulary
- 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 lessons.
•Depending on the time allocated to this lesson select all or some of the following activities.

Activate Prior knowledge: Explain to the children that the rabbits are continuing on their journey to avoid the Gorm and find help. They are walking through the winter forest at this point in the story. They come across a magical 'she-rabbit'.

Share Anchor Questions: Refer to these throughout the lesson.

Vocabulary: Explain to the children what is meant by the phrase '*saw it in the bones, years ago*' and that it is as if the rabbits were always destined to be in this situation. Note that '*agent of* the Gorm' refers to the enemies of the rabbits, as seen in the illustration referenced in Lesson 4. Children **Find, Read, Talk** the rest of the vocabulary.

Enjoy and Respond to the text: Read through the extract together and ask children to turn to a partner and **Summarise** what has happened. Explain that in this lesson they will be **Annotating** as they find the words and phrases that capture their imagination and also considering how they can retell this part of the story, using story language from the text.
Teacher note: You may want to remind the children how they **Annotated** the text in Lesson 1 when they were finding the words and phrases.
Again, children could approach the retelling in groups or parts of the text could be distributed to children then all put back together when they do the retelling.

Written Responses / Evidence Anchor Question(s):
- In the Reading Journal place the annotated text.
- Story language and words and phrases that capture the imagination can be captured and added to books / displayed.
- Recordings can be made of the retelling

Comprehension:
See below

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 **Annotate, Find Read Talk, Summarising**
•Responses they have given to the **Anchor Questions**

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Lesson 5: Vocabulary

agent of the Gorm	safer bet
cascade	gnarled
latticework	casserole
stoking the fire	



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Lesson 5: Read / Children Apply

‘It’s about time you three showed up,’ the she-rabbit said.
‘You’ve… you’ve been expecting us?’ Now Paz wasn’t sure if *she* was dreaming. Or was this another agent of the Gorm?
‘Expecting you, dear? I should say so. Saw it in the bones, years ago.’
Paz looked at the she-rabbit. She was clearly mad, but she was a safer bet that trying to escape alone.
‘Well? Are you coming or not? she said. ‘Hop along, my little bunnies.’
They wound their way through the bushes and trees, Podkin moaning softly, until they came to the biggest oak tree Paz had ever seen. It had a cascade of gnarled, squirming roots that spilled down from a sloped bank of earth. The towering trunk was thick enough to be four or five centuries old, and its branches – weighed down with snow – dipped to the forest floor, making a kind of latticework cave. A cage of wood and snow that, in a happier time, would have made an amazing play den.
The she-rabbit pushed at a spot of packed earth up against the bank – it swung open to reveal a hidden door. *This is it,* thought Paz, *this is when the witch makes us into a pie, or maybe some kind of casserole.* But no such thing happened. Instead, the she-rabbit hung up her cloak and set about stoking the fire.

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Lesson 5: Anchor Question

A) Which words and phrases capture the reader's interest?
B) How can we use language from the story to retell the events so far?



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Lesson 5: Children Apply

A) **'They wound their way through the bushes and trees.'**

In this sentence, what does the word '**wound**' mean?

Moved in and out of the trees ☐

Climbed over the trees ☐

Dived under the trees ☐

B) What did they see when they came to the oak tree? Tick the correct answer below

What they saw	Tick
Gnarled branches	
Squirming roots	
Towering leaves	
Latticework cave	

C) **'You've…you've been expecting us?'**

What do these words tell you about how Paz is feeling when the she-rabbit says she has been expecting them?

_____

_____

_____

_____

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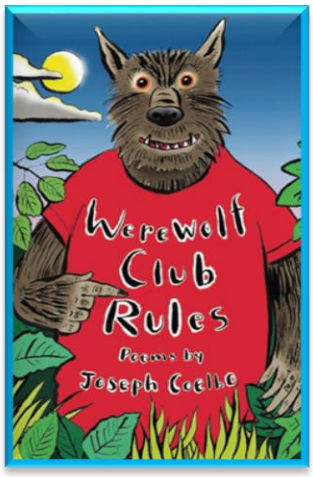
Shared Reading Planning

Year 4

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 & Page	Signed by a Snail from Werewolf Club Rules Poems by Joseph Coelho p.50

Anchor Question(s):
A) Which words suggest that the snails have damaged the artwork?
(NB Also the model question)
B) The poet uses phrases like *'gather in the centre'* and *'huddled together'*. What does this tell us about these snails?

Model Question
A) Which words suggest that the snails have damaged the artwork?
(NB Also the Anchor Question A)

Vocabulary Teaching:
evidencing, digested, devoured, rearranged, huddled, graffitied in the course of the night

Year 3&4 Word List
centre

Focus Comprehension & Strategies:
- Listen to and confidently discuss a wide range of poetry
- Recognise and read all Year 3&4 Word List words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context
- Recognise a range of poetic forms [for example, free verse, narrative poetry]

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

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Search for internet images, prior to the session, of snails. Briefly **Mind Map** known facts about snails and their habitat, appearance and behaviours.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 1 Vocabulary sheet.
Explore & respond: Teacher read the whole poem aloud to the children (lesson 1 Teacher Model/ Children Practice). Explain to the children that this is a non-rhyming narrative poem also referred to as free verse. Note the word *'centre'* from the statutory Year 3&4 Word List.
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation.**

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** (e.g. *discover* relates to the word *discover/discovery)* and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: A) Which words suggest that the snails have damaged the artwork?
Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'chewed the edges'* (suggests that they have started to eat the artwork). Model answering the question on Lesson 1: Teacher Model. NB There is more evidence for the children to locate in this paragraph when answering Anchor Question A in the following Practise activity.
On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by:
A) drawing a circle around words that provide evidence
B) underline new vocabulary explored.

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence.
If the children are finding it difficult to locate the evidence to answer the Anchor question(s) consider the following to inform rich discussions:
A) *'devoured the edges', 'digested holes in mini Pollocks', 'chewed over the next Rothko, 're-arranged a Picasso'*
B) discuss these movements and possible purposes e.g. to be close to each other

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**s and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Scanning, Text Marking, Prior Knowledge, Re read, Root words**

Acceptable Point(s) Anchor Question A
- disrupted/ moved the artwork
- eaten the artwork

Acceptable Point(s) Anchor Question B
- move around together
- stay close to each other

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

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Lesson 1: Vocabulary

evidencing	digested
devoured	re-arranged
huddled	graffitied in the course of the night

Lesson 1: Fluency

Full and satisfied they retract.
A herd huddled in Year 4's work.
Silver slime trails webbing the brush strokes.
Every painting graffitied in the course of a night.

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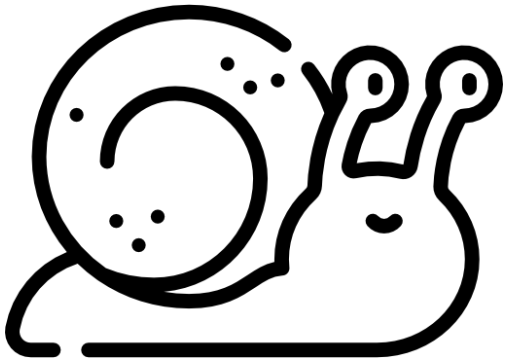
Lesson 1: Anchor Questions

A) Which words suggest that the snails have damaged the artwork?

B) The poet uses phrases like '*gathered in the centre'* and '*huddled together*'. What does this tell us about these snails?



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Signed by a Snail

In a sea of poster paint
they gather in the centre,
their trails evidencing their route.
From at the tank I left open,
multi-coloured in the pile of artworks
where Mr Bishop discovered them.

Their wet mouths have devoured the edges,
digested holes in mini Pollocks,
chewed over the next Rothko,
re-arranged a Picasso.

Full and satisfied they retract.
A herd huddled in Year 4's work.
Silver slime trails webbing the brush strokes.
Every painting graffitied in the course of a night.
Signed by a snail.

Extract adapted from© Signed by a snail, Joseph Coelho, Frances Lincoln

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Lesson 1: Teacher Model / Children Apply

A) Which words suggest that the snails have damaged the artwork?	
Words and phrases from the text	What this tells the reader
'chewed the edges'	Suggests that have started to eat the artwork

B) The poet uses phrases like '*gathered in the centre'* and '*huddled together*'. What does this tell us about these snails?

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

Lesson	2	Vehicle Text & Page	Byron Hates Water from Werewolf Club Rules Poems by Joseph Coelho p.70

Anchor Question(s):
In Verse 1
A) How does Byron feel about the sea?
(this is also the Model Question)

In Verse 2
B) The writer uses the phrase *'found he could sing'*, and *'cupped the water'* what does this tell you about how Byron feels about the sea?

Model Question
A) How does Byron feel about the sea?
(this is also Anchor Question A)

Vocabulary Teaching:
clamped, gnashing, fears were drowned

Focus Comprehension & Strategies:
- Listen to and confidently discuss a wide range of poetry
- Recognise and read all Year 3&4 Word List words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context
- Recognise a range of poetic forms [for example, free verse, narrative poetry]

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

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Search for internet images and videos of the sea and examine. Discuss movement, colour, size. Briefly discuss the **Themes** of fear and happiness that may well relate to the sea and any associated examples generated by the children where the sea can be a fun place (water games, sailing, seaside etc) to be and where there could be dangerous (lost at sea, not being able to swim, unfavourable weather conditions etc).
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. Refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher read the whole poem aloud to the children (Lesson 2 Teacher Model/ Children Practice). Explain to the children that this is a non-rhyming poem also referred to as free verse with two verses.
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation.**

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** (e.g. *shone* relates to the word shine, *needled* relates to needle, *bladed* relates to blade*)* and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: A) How does Byron feel about the sea?
Model **Scanning** verse 1 to locate some of the evidence and discuss what this suggests. Circle *'clamped his eyes'* (suggests that he closed his eyes tightly shut and was scared). Model answering the question on Lesson 2: Teacher Model. NB There is more evidence for the children to locate in this paragraph during the following practise activities.
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 words that provide evidence
B) underline new vocabulary explored.

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions. For **Anchor Question A** children will be finding further evidence within verse 1. Children will use verse 2 to find the words and phrases in **Anchor Question B** and use this information to **infer** how Byron feels about the sea
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence.
If the children are finding it difficult to locate the evidence to answer the Anchor question(s) consider the following to inform rich discussions:
A) *'Twisted his hands into the fists', 'Screamed at the floods'.*
B) 'found he could sing' discussions could involve -a release, relief, happiness, relaxed. *'cupped the water' could indicate gentle, careful, respectful/ comfortable*

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 Questions and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Scanning, Text Marking, Re read, Root words**

Acceptable Point(s) Anchor Question A
- angry / unhappy
- scared /tense

Acceptable Point(s) Anchor Question B
- relaxed / happy /
- comfortable in the sea / happy

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

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Lesson 2: Vocabulary

clamped	gnashing
fears were drowned	

Lesson 2: Fluency

Byron moved through water
Like he was floating on snail shells,
Like the surface could crack.
Byron clamped his eyes against the spray,
Twisted his hands into the fists in the ebbs,
Breathed in the mists.

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Lesson 2: Anchor Questions

In verse 1

A) How does Byron feel about the sea?

In verse 2

B) The writer uses the phrase *'found he could sing'*, and *'cupped the water'* what does this tell you about how Byron feels about the sea?

Model Question

A) How does Byron feel about the sea?

(this is also Anchor Question A)



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Byron Hates Water

Byron moved through water
Like he was floating on snail shells,
Like the surface could crack.
Byron clamped his eyes against the spray,
Twisted his hands into the fists in the ebbs,
Breathed in the mists.
Screamed at the floods until his fears were drowned.
A light shone at his feet,
And it was all right.

Bubbles burst by his ears
And they were all right.
Byron cupped water into his mouth
And found he could sing.
Spray splashed into his eyes
And he saw rhythms.
Byron is splashing the tension
with bladed hands,
with needled limbs,
with a gnashing, grinning mouth.
Byron is laughing.

Extract adapted from© Byron Hates Water, Joseph Coelho, Frances Lincoln

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Lesson 2: Teacher Model / Children Apply

A) How does Byron feel about the sea?	
Words and phrases from the text	What this tells the reader
clamped his eyes	Suggests that he closed his eyes tightly shut and was scared.

B) The writer uses the phrase *'found he could sing'*, and *'cupped the water'* what does this tell you about how Byron feels about the sea?

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

Lesson	3	Vehicle Text & Page	Red Ruby Rings from a Treasure Chest from Werewolf Club Rules Poems by Joseph Coelho p.76

Anchor Question(s):
A) What makes you think that the person in the poem did not want to be seen? *(NB Also the Model question)*
B) What makes you think this character is determined?

Model Question
A) What makes you think that the person in the poem did not want to be seen? (NB Also Anchor Question A)

Vocabulary Teaching:
soared, fronds, prised open, clambered, breaching, clasps

Focus Comprehension & Strategies:
- Listen to and confidently discuss a wide range of poetry
- Recognise and read all Year 3&4 Word List words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context
- Recognise a range of poetic forms [for example, free verse, narrative poetry]

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

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Search internet images of sunken sail ships and underwater treasure chests. Briefly discus what is kept in treasure chests. Introduce the title of the adapted Poem Red Ruby Rings from a Treasure Chest. Discuss the idea of being determined to find something of value (a **Theme** shown by the characters efforts to retrieve the Red Ruby Rings).
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 read the whole poem aloud to the children (Lesson 3 Teacher Model/ Children Practice). Explain to the children that this is a non-rhyming narrative poem with 7 verses. Invite discussions about the last line and what may happen next. Consider what type of a character the person in the poem is like and explore with the children if they believe the character is determined and if the theme of determination is shown in the poem. Draw attention to the verbs used within the poem.
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation** and **Stress.**

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** (e.g. *snuck* relates to the word *sneak,)* and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: A) What makes you think that the person in the poem did not want to be seen? Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'I snuck along the ribs of a sea dragon's skeleton'* (suggests that the character was moving in a way to not be seen). Model answering the question on Lesson 3: Teacher Model. NB There is more evidence for the children to locate in this paragraph for **Anchor Question A** in the following practise activities.
On an enlarged copy of the Lesson 3 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by:
A) drawing a circle around words that provide evidence
B) underline new vocabulary explored

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 3 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence.
If the children find it difficult to locate the evidence to answer **Anchor questions** consider the following to inform rich discussions:
A) *'I sneaked through the cabin', 'I hid with the skeletons', 'I crawled along the rocks'*
B) Discuss the scary places he goes through *'dragon's skeleton' 'giant crab's claws' 'crashing blue waves' 'dark ship' 'hid with skeletons 'sea dungeon'* possible inferences that didn't let fear stop him; also travelled a long way with many obstacles but persevered; took risks to get what he wanted.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity. **Verbal & Written Responses:** As a class, return to the Anchor Questions and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Stress, Scanning, Text Marking, Prior Knowledge, Re read, Root words**

Acceptable Point(s) Anchor Question A
- moved in a sneaky way
- hiding

Acceptable Point(s) Anchor Question B
- was in places that may be scary yet continued
- travelled for a long time to and from the treasure
- put life in danger (deep water/ giant crab's claw)

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

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Lesson 3: Vocabulary

soared	fronds
prised open	clambered
breaching	clasps

Lesson 3: Fluency

I skipped along the crests
of the crashing blue waves.
I sneaked through the cabins
of a pirate's dark ship.

I prised open the lock
of the treasure chest.
I slipped on three rings
of the deepest ruby red.

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Lesson 3: Anchor Questions

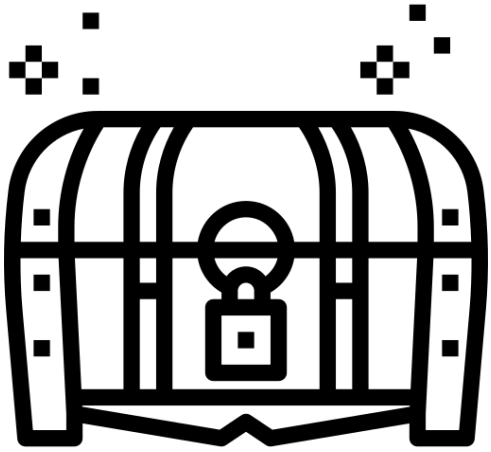
A) What makes you think that the person in the poem did not want to be seen?

B) What makes you think this character is determined?

Model Question

A) What makes you think that the person in the poem did not want to be seen?

(NB Also Anchor Question A)



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Red Ruby Rings from a Treasure Chest

I snuck along the ribs
of a sea dragon's skeleton.
I soared through the fronds
of an underwater forest.

I clambered up the ridges
of a giant crab's claws.

I skipped along the crests
of the crashing blue waves.
I sneaked through the cabins
of a pirate's dark ship.

I prised open the lock
of the treasure chest.
I slipped on three rings
of the deepest ruby red.

I hid with the skeletons
dangling in the sea dungeon.
I slid down the rope
tied to the barnacled anchor.

I held on to a fin
of the breaching whale-shark.
I rolled in the surf
of the whispering tide.

I crawled along the rocks
of the boat graveyard beach.
I undid the clasps
of my three red ruby rings.
And…

Extract renamed & adapted from© Werewolf Club Rules Red ruby rings, Joseph Coelho, Frances Lincoln

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Lesson 3: Teacher Model / Children Apply

A) What makes you think that the person in the poem did not want to be seen?	
Words and phrases from the text	What this tells the reader
'I snuck along the ribs of a sea dragon's skeleton'.	Suggests that the character was moving in a way to not be seen.

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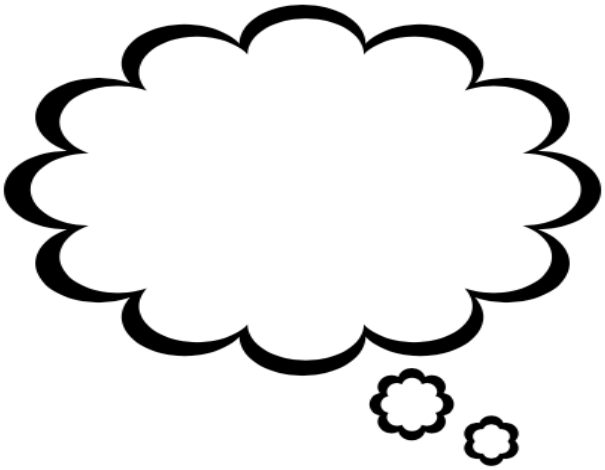
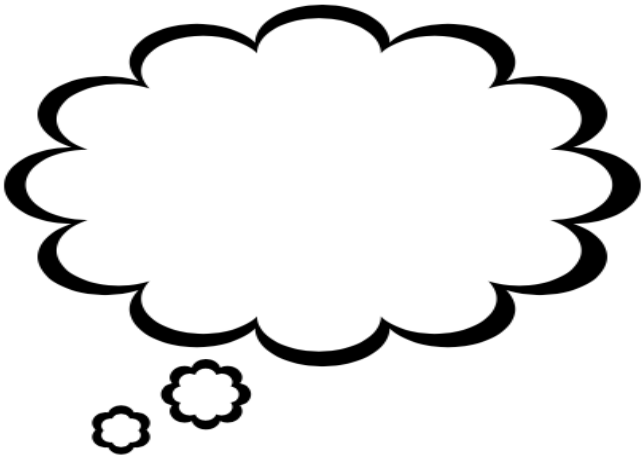
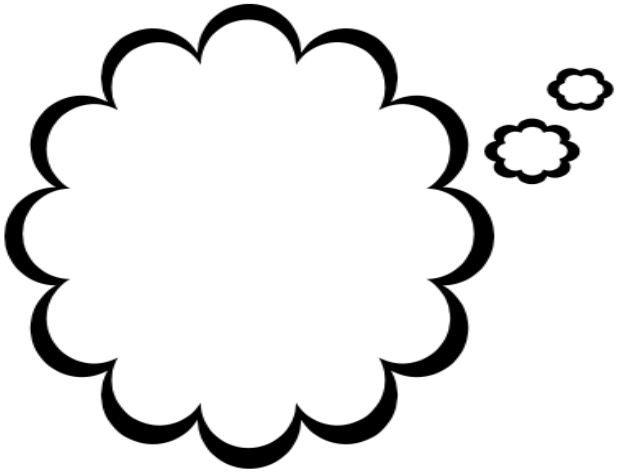
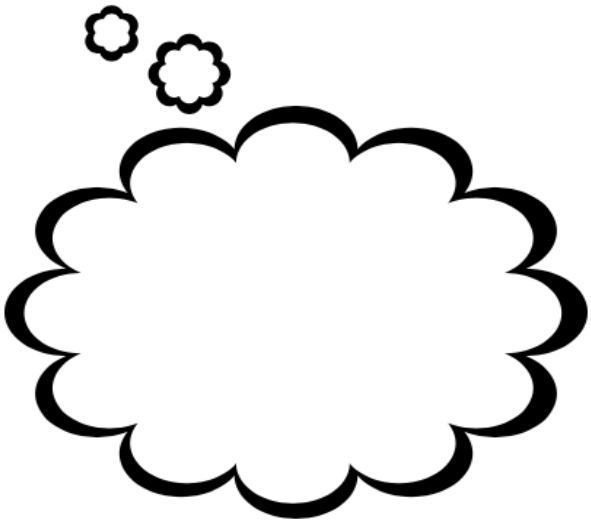




B) What makes you think this character is determined?





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

Lesson	4	Vehicle Text & Page	Statue in the Hidden Garden. Adapted poem referred to as The Satyr's Head from Werewolf Club Rules Poems by Joseph Coelho p.82

Anchor Question(s):
A) What made the hidden garden difficult to get to?
B) What words give you impression the statue is to be feared?
C) In Verses 5 and 6 what impression do you get of the garden? Why?

Model Question
A) What made the hidden garden difficult to get to?
(this is also Anchor Question A)

Vocabulary Teaching:
ivy-scarred, hand-holds, carefree confidence, dank, grimace of a fiend, smog, pranced

Year 3&4 Word List
height

Focus Comprehension & Strategies:
- Listen to and confidently discuss a wide range of poetry
- Recognise and read all Year 3&4 Word List words with automaticity
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, prior knowledge of context
- Recognise a range of poetic forms [for example, free verse, narrative poetry]

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

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Discuss what a secret garden may look like and what it holds. Have ready preprepared internet images of secret gardens and garden statues and briefly discuss. Draw comparisons between pictures knowledge children *may* have of the book (and film) 'The Secret Garden' by Francis Hodgson Burnett.
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. Refer to Lesson 4 Vocabulary sheet.
Explore & respond: Teacher read the whole poem aloud to the children (Lesson 4 Teacher Model/ Children Practice). Explain to the children that this is a non-rhyming poem with 6 Verses of this narrative poem. Discus the **Themes** of exploration and joy.
Note the word *height* from the statutory Year 3&4 Word List.
Fluency: **Choral Read** the fluency extract attending to punctuation marks to aid the reading. Read with **Intonation** and **Stress.**

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Select a sentence to briefly model discussions about **Root Words** (e.g. *grimace* relates to the word grim*)* and use phonics as a first strategy for decoding if it is an unfamiliar word to locate known **GPCs** within words. **Reread** entire sentence correctly. Actively encourage these strategies in Practise and Apply sections of the lesson.
Reference the Text: Refer to the model question: A) What made the hidden garden difficult to get to?
Model **Scanning** to locate some of the evidence and discuss what this suggests. Circle *'deep red walls'* (**Think Aloud** that this may suggest that the walls were built from red bricks, the colour having faded and changed over a long period of time, *'deep'* suggests thick and strong and difficult to get over or through). Model answering the question on Lesson 4: Teacher Model. NB There is more evidence for children to locate in this paragraph and the rest of the poem for **Anchor Question A** in the following Practise activities.
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 words that provide evidence B) underline new vocabulary explored.

Step 3: PRACTISE — Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text and read through in pairs. Use the Lesson 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 Question** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: When answering the **Anchor Questions**, actively encourage children to use strategies modelled and to circle the words and phrases which provide evidence. If the children are finding it difficult to locate the evidence to answer the Anchor question(s) consider the following to inform rich discussions:
A) *'ivy scarred and wind-aged', 'towering edges', 'testing their mortar', 'climbed and climbed against the height', 'daring to fall'*
B) *'dank and mean', 'the endless grimace of a fiend'*
C) Discuss impression given by the phrases *'cloaked' 'silenced the traffics roar, the yells of our mothers'* children may **infer** that it is protected and quiet *'bushes covered up smog' 'jam sweet scent of winter berries'* children may **infer** that it is cleaner than their normal environment and smells pleasant. '*danced' 'pranced' 'romped'* children may **infer** that it is a place for fun

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted 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. **Reference the Text, Choral Reading, Intonation, Stress, Scanning, Text Marking, Prior Knowledge, Re read, Root words, Infer**

Acceptable Point(s) Anchor Question A
- had to climb high
- damaged walls / holes or gaps
- had to fall from a height

Acceptable Point(s) Anchor Question B
- looked unkind / scary / unfriendly
- unpleasant / ugly

Acceptable Point(s) Anchor Question C
- a place for fun (dancing)
- smelt nice/ cut out noise / hid the tower

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

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Lesson 4: Vocabulary

ivy-scarred	hand-holds
carefree confidence	dank
grimace of a fiend	smog
pranced	



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Lesson 4: Fluency

The garden trees cloaked our tower block's stares,
its bricks silenced to the traffic's roar,
the yells of our mothers.
Its bushes covering up the smog,
Just jam-sweet scent of winter berries.

We danced and pranced like we knew we could,
romping in the dead leaves
that flew from our steps.

Lesson 4: Anchor Questions

A) What makes you think the hidden garden was difficult to get to?
B) What words give you impression the statue is to be feared?
C) In Verses 5 and 6, what impression do you get of the garden? Why?

Model Question

A) What made the hidden garden difficult to get to*?*
(this is also Anchor Question A)

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Statue in the Hidden Garden

The hidden garden we played in
was bordered in deep red walls.
Ivy-scarred and wind-aged.

These towering edges tempted us to climb,
the bricks testing their mortar,
forming steps and hand-holds.

We climbed and climbed against the height,
then daring to fall to the spiky grass below.
Protected by carefree confidence,
an armour of childhood.

We danced in the shadow of the statue's grin,
weathered, dank and mean,
the endless grimace of a fiend.

The garden trees cloaked our tower block's stares,
its bricks silenced the traffic's roar,
the yells of our mothers.
Its bushes covering up the smog,
just jam-sweet scent of winter berries.

We danced and pranced like we knew we could,
romping in the dead leaves
that flew from our steps.

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Lesson 4: Teacher Model / Children Apply

A) What makes you think the hidden garden was difficult to get to?	
Words and phrases from the text	What this tells the reader
'deep red walls'	This suggests that the walls were built from red bricks, the colour having faded and changed over a long period of time. Thick walls maybe difficult to penetrate

B) What words give you impression the statue is to be feared?

Word	What this tells me about the statue

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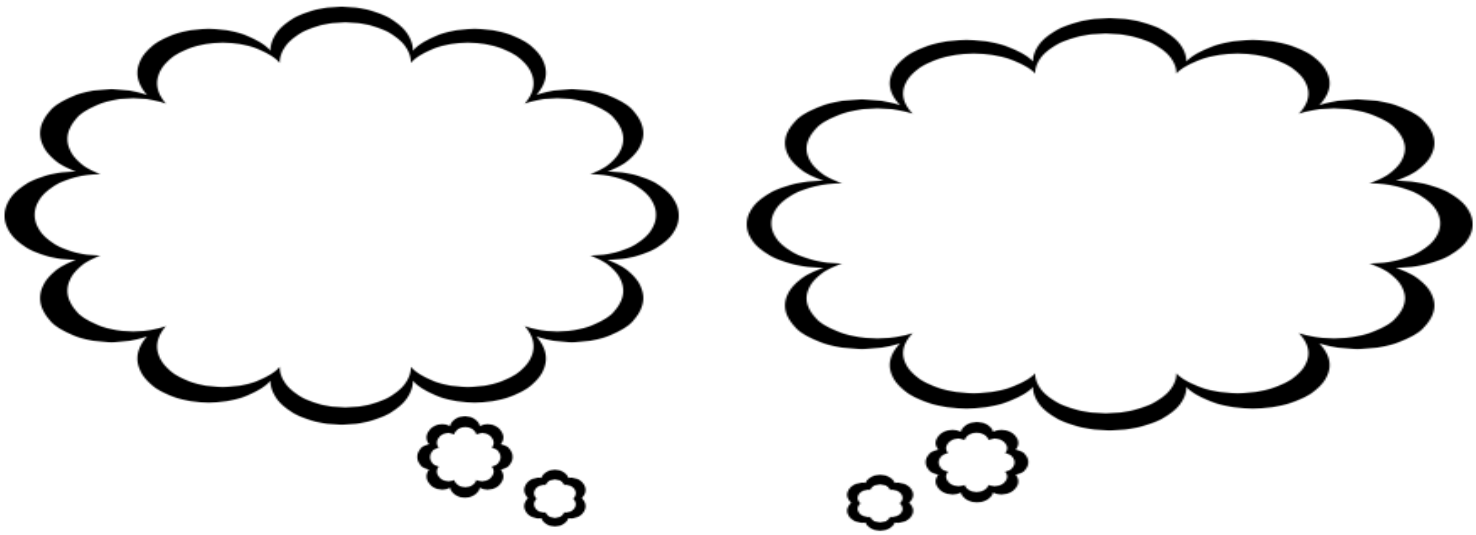
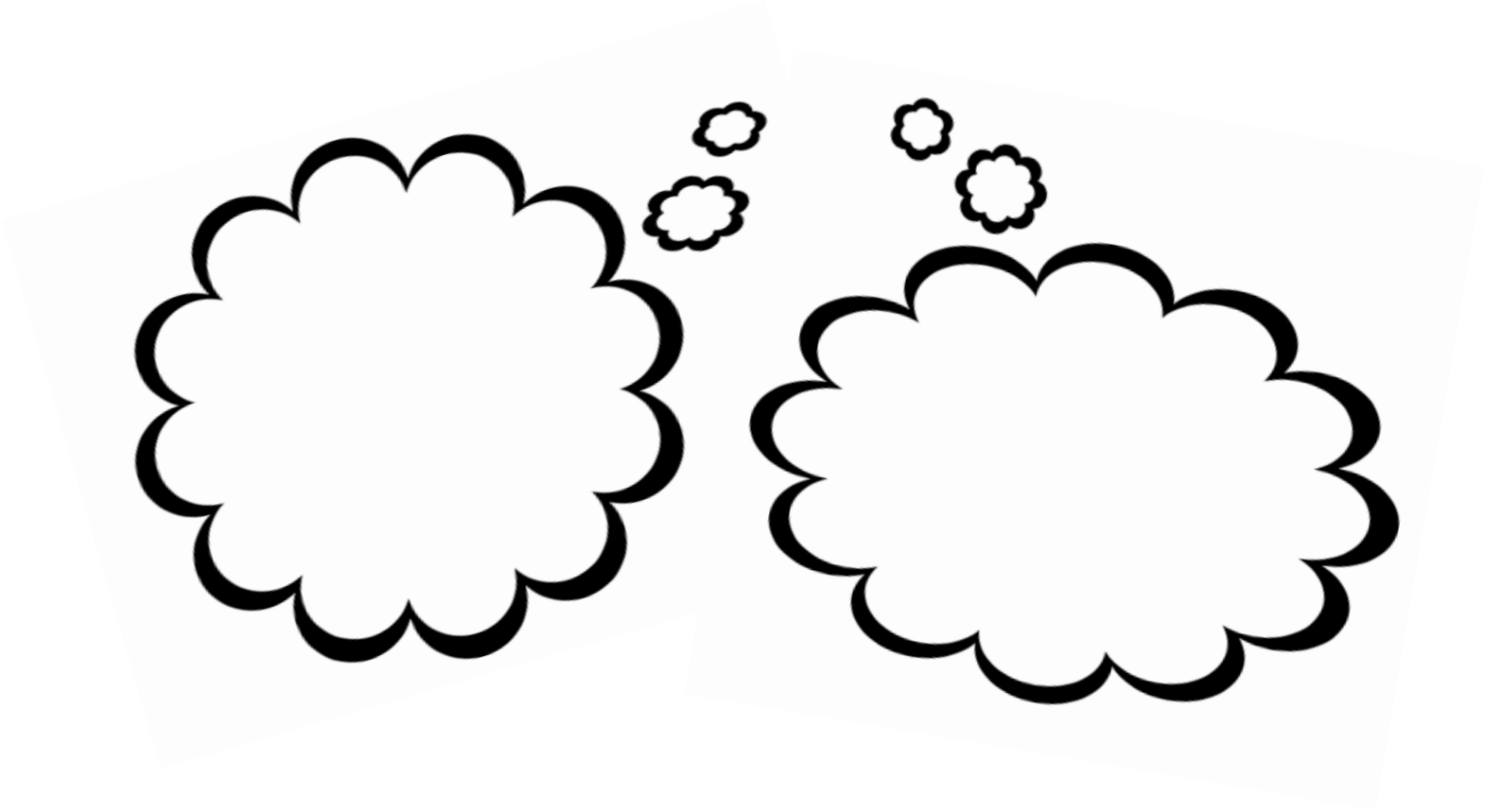


C) In verses 5 and 6, what impression do you get of the garden? Why?



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

Lesson	5	Vehicle Text & Page	• Red Ruby Rings from a Treasure Chest (Adapted poem referred to as Ruby Red Rings p.76) • Statue in the Hidden Garden (Adapted poem referred to as The Satyr's Head p.82) From Werewolf Club Rules Poems by Joseph Coelho

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) What are the themes shown in the two poems? Use evidence from the text. B) Are there different themes for each verse?	Revisit Vocabulary from Lesson 3 & 4	• Discuss many words and phrases that capture the reader's interest and imagination • Identify themes and conventions in an increasing range of books • Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation • Listen to and confidently discuss a wide range of poetry • Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • With increased independence develop views about what is read	2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text 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:
• Poem from Lesson 3: Red Ruby Rings from a Treasure Chest
• Poem from Lesson 4: Statue in the Hidden Garden

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

Activate Prior knowledge: Remind children of the learning that has been developed through the previous lessons through the Narrative Poetry explored. Briefly discuss the **Themes** that have been discussed in poems in lesson 3&4 (determination, exploration, joy).

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text:

Reread the two poems from Lessons 3&4 and discuss the associated vocabulary from these previous lessons.

Written and Oral Responses / Evidence Anchor Questions A & B:

See Lesson 5: Themes Chart and discuss the **Themes** shown. Teacher Note: Use these to inform discussions about the narrative poems. Encourage children to **Reference the Text** when they explore the themes noted above. Encourage the idea that each poem may have several themes and that there may also be similar themes found in both poems. Children can annotate the poems identifying where the themes exist in the poem through **Text Marking.**

Anchor Question A & B: Possible example responses. Children to work in their pairs to write responses to the questions by **Text Marking** evidence from the text. Children may well gather the following words and phrases from the text:

• From Red Ruby Rings from a Treasure Chest: The **Theme** of 'keeping secret' is shown by the words '*snuck*', *'sneaked'* and *'hid'*.
• From Statue in the Hidden Garden: The **Theme** of 'determination' is shown through the climbing of the hight brick wall to get into the garden.

The poems offer several examples.

Children Apply Additional Activity 1: Get ready to perform

Choral Read: Teacher model reading with **Rhythm, Intonation** and **Stress**. Children to join in the second time of reading.

1) Learn and perform the poem: In mixed groups, children choose either of the two poems to read and eventually perform. Focus on using **Rhythm**, **Intonation** and **Stress** on different words. Encourage the application of skills acquired through the fluency work covered throughout the previous sessions. Groups of children may want to learn different verses of the narrative poem selected for a class performance – this could be accompanied by instruments too!

These offer a rich opportunity to perform in assembly or for another class - be sure to share this with us on Twitter: @literacycounts1 and Instagram: @literacycountsconsult
There are prizes to be won!
Teacher Note: Instrument can be used to aid a steady beat of these rhyming poems which will help with their performance.

Children Apply Additional Activity 2: The Same But Different

C) What are the similarities and differences between these poems?

Compare extracts from Lesson 3 & 4. Refer to Lesson 5 Children Apply Additional Activity resource. Children are to be encouraged to reflect on characters, settings and themes (See The Same But Different Activity).

Children Apply Additional Activity 3: Word Aware

Make a word collection of favourite words and phrases. Use **Find Read Talk** approaches. Children to explain why they liked selected words and phrases and the effect these have on the reader. Children may also want to gather synonyms for selected words.

Children Apply Additional Activity 4: Inside Outside the Secret Garden

Use the poem from Lesson 4: Statue in the Hidden Garden. Compare the setting inside and outside the secret garden and discuss the differences that exist and record these.

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

This may include:

- use of the strategies taught i.e. **Find Read Talk, Rhythm, Intonation, Stress, Theme, Text Marking**
- responses to the **Anchor Questions**

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

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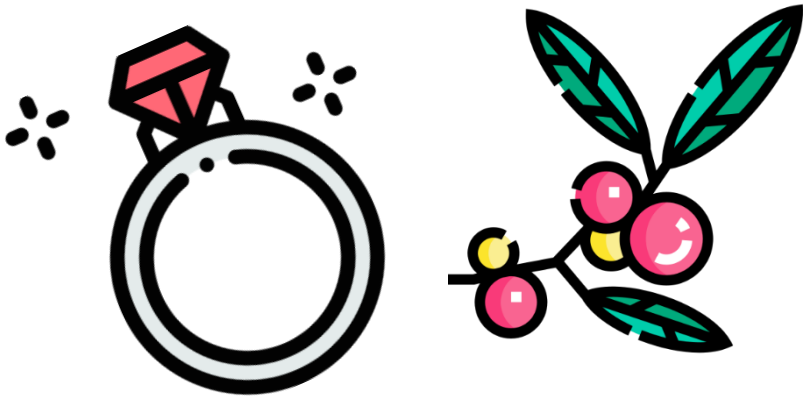
Lesson 5: Anchor Questions

A) What are the themes shown in two poems? Use evidence from the text.

B) Are there different themes for each verse?



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Red Ruby Rings from a Treasure Chest

I snuck along the ribs
of a sea dragon's skeleton.
I soared through the fronds
of an underwater forest.

I clambered up the ridges
of a giant crab's claws.

I skipped along the crests
of the crashing blue waves.
I sneaked through the cabins
of a pirate's dark ship.

I prised open the lock
of the treasure chest.
I slipped on three rings
of the deepest ruby red.

I hid with the skeletons
dangling in the sea dungeon.
I slid down the rope
tied to the barnacled anchor.

I held on to a fin
of the breaching whale-shark.
I rolled in the surf
of the whispering tide.

I crawled along the rocks
of the boat graveyard beach.
I undid the clasps
of my three red ruby rings.
And…

Extract renamed & adapted from© Wearwolf Club Rules Red ruby rings, Joseph Coelho, Frances Lincoln

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Statue in the Hidden Garden

The hidden garden we played in
was bordered in deep red walls.
Ivy-scarred and wind-aged.

These towering edges tempted us to climb,
the bricks testing their mortar,
forming steps and hand-holds.

We climbed and climbed against the height,
then daring to fall to the spiky grass below.
Protected by carefree confidence,
an armour of childhood.

We danced in the shadow of the statue's grin,
weathered, dank and mean,
the endless grimace of a fiend.

The garden trees cloaked our tower block's stares,
its bricks silenced the traffic's roar,
the yells of our mothers.
Its bushes covering up the smog,
just jam-sweet scent of winter berries.

We danced and pranced like we knew we could,
romping in the dead leaves
that flew from our steps.

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Lesson 5: Themes Chart



determination	exploring
joy & fun	keeping secret
journey	adventure
bravery	not being seen
fear	escape

*Teacher note: Use these to inform discussions about the narrative poems. Encourage children to reference the text when explore the themes noted above. Encourage the idea that each poem may have several themes and that there may also be themes found in both poems.

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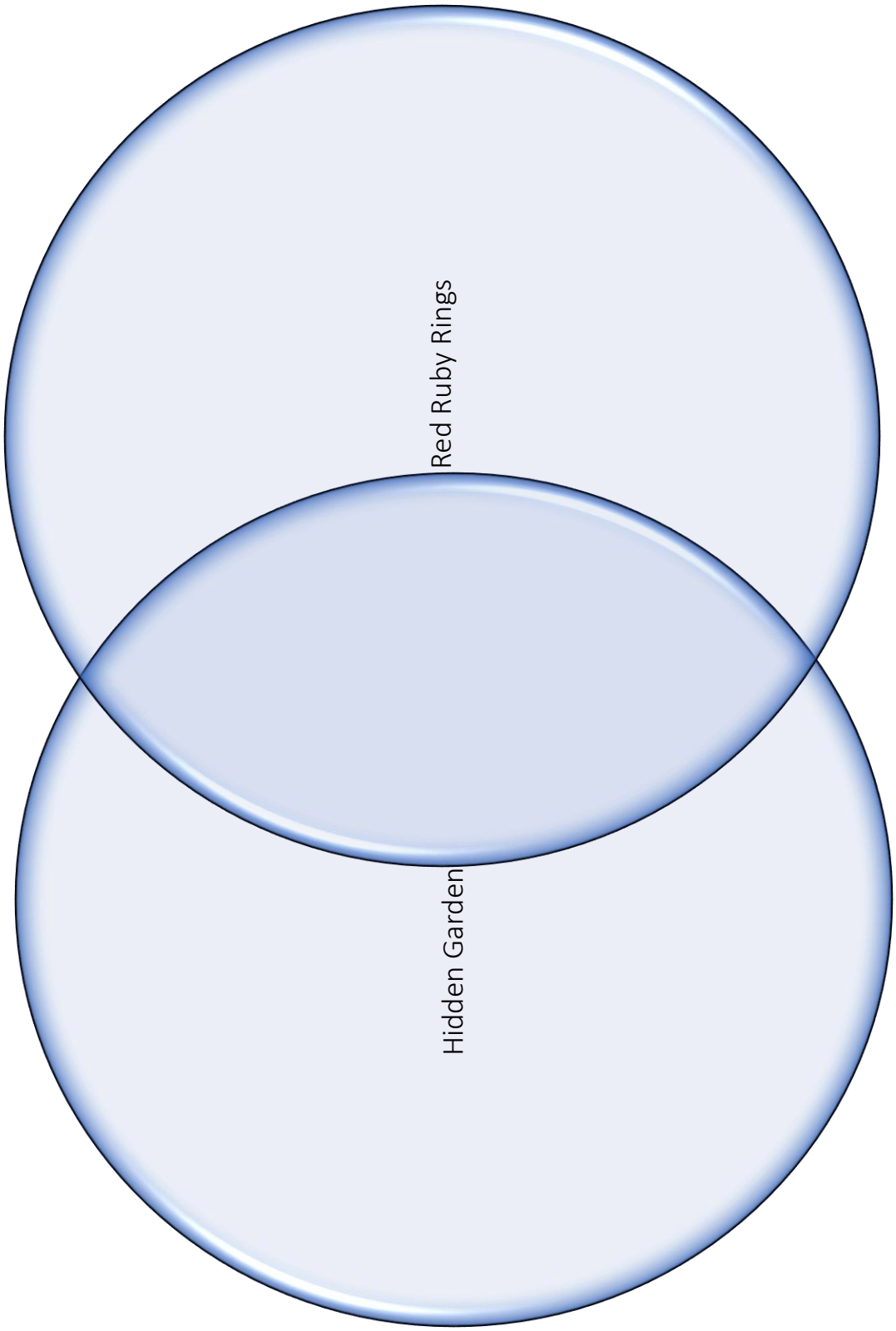
Lesson 5: Children Apply Additional Activity 2: The Same But Different



Think about the characters, settings and themes. Things that are the same go in the middle.

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Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

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

Book Talk

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

Build Word Meaning (Word by Word)

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

Build Sentence Meaning (Line by Line)

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

Choral Reading

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

Clarifying

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

Connect Books

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

Connect Paragraphs

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

Connect Words

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

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Deliberate Mistake

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

Fact and opinion

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

Find Read Talk

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

Fluency

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

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

Infer

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

Line by Line (Build Sentence Meaning)

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

My Turn, Your Turn

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

- word reading
- segmenting and the children blend

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

Mind Map

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

Predict

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

Questioning / Question the Text

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

Self-Questioning

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

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

Reader Effect

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

Referencing the Text

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

Reread

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

Scanning

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

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Self-Correct

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

Sense Making (Syntax)

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

✓ I went to the park.

✗ I went the to park.

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

Themes

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

Think Aloud

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

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Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Reading Curriculum Coverage



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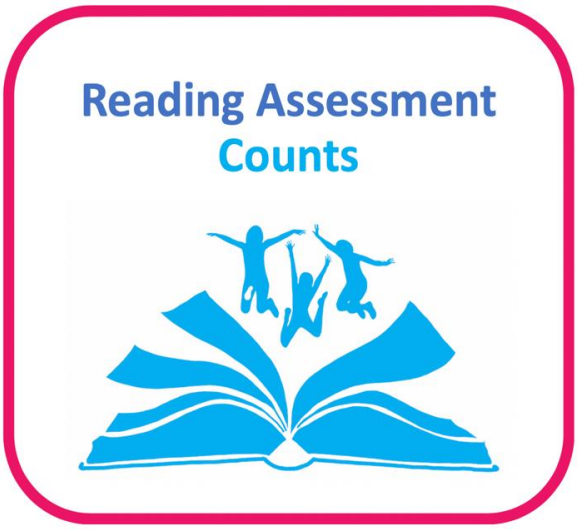
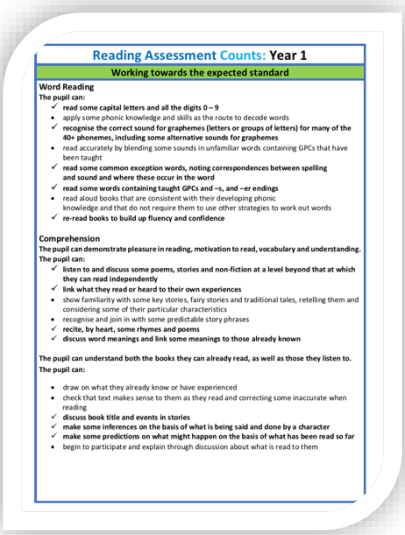
Reading Assessment







Reading Assessment Counts: **Year 1**

Working towards the expected standard

Word Reading

The pupil can:

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

Comprehension

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

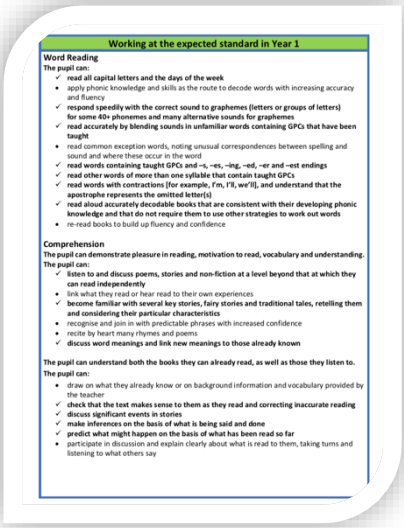
The pupil can:

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

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

The pupil can:

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



Working at the expected standard in Year 1

Word Reading

The pupil can:

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

Comprehension

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

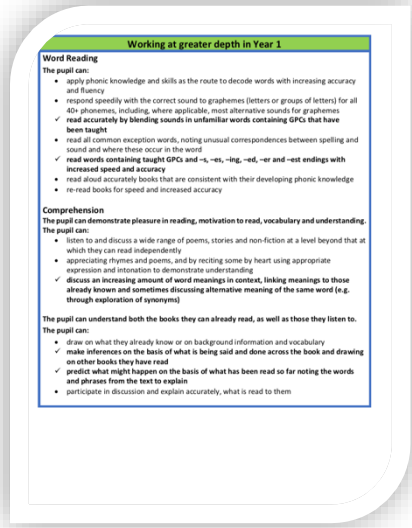
The pupil can:

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

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

The pupil can:

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



Working at greater depth in Year 1

Word Reading

The pupil can:

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

Comprehension

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

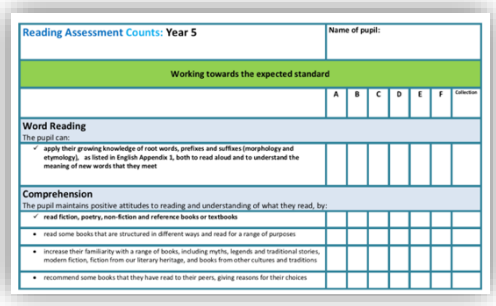
The pupil can:

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

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

The pupil can:

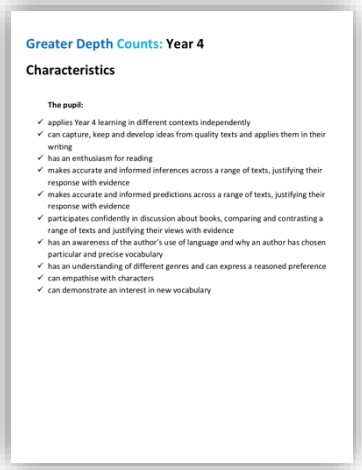
- draw on what they already know or on background information and vocabulary
- ✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read**
- ✓ **predict what might happen on the basis of what has been read so far noting the words and phrases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



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

Working towards the expected standard

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



Greater Depth Counts: **Year 4**

Characteristics

The pupil:

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

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

Steps to Read™



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

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

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

Don't forget to share the work you do!
@literacycounts1
#StepsToRead

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

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing
Take a look at our connected sister product.

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

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

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum **Shop Online**

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Connect to Curriculum

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



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