Steps to Read™

Shared Reading Planning

Year 5

Unit F: Other Cultures and Traditions & Poetry



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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Contents

The 4 Step Teaching Sequence Overview	3
Unit Focus: Comprehension Skills and Strategies	5
What is Steps to Read?	6
The 4 Step Teaching Sequence Explained	8
Learning across the week & Getting Ready for Lessons	9
Steps to Read planning for Fiction 1	10
Steps to Read planning for Fiction 2	33
Steps to Read planning for Fiction 3	58
Steps to Read planning for Poetry	78
Comprehension skills and Strategies	97
Reading Curriculum Coverage	102
Reading Assessment	103
More Incredible Units Online	104
Connected: Read to Write	105
Connected Curriculum	106

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The 4 Steps Teaching Sequence

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

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

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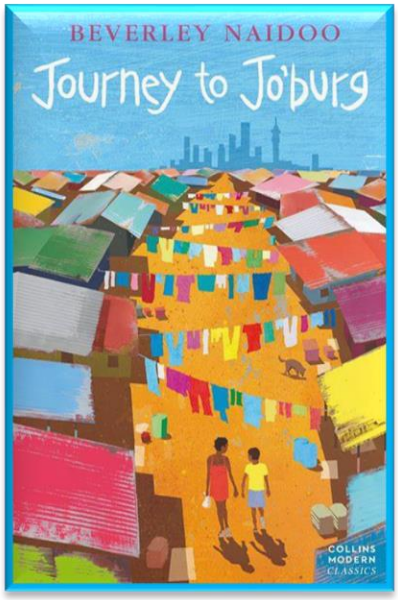
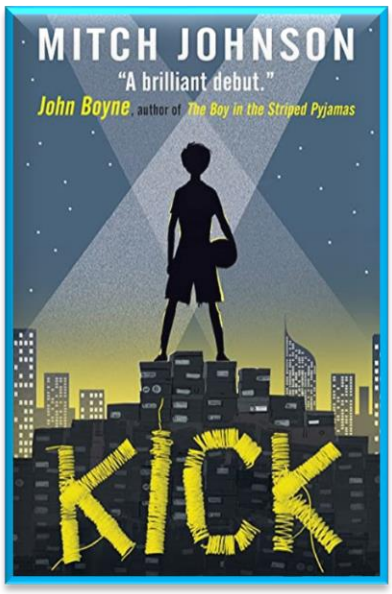
Vehicle Texts for this Unit



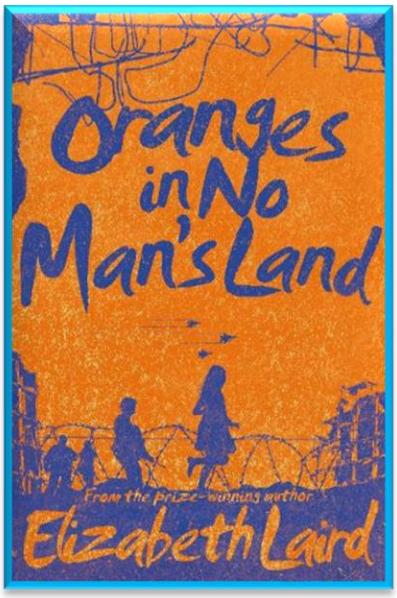


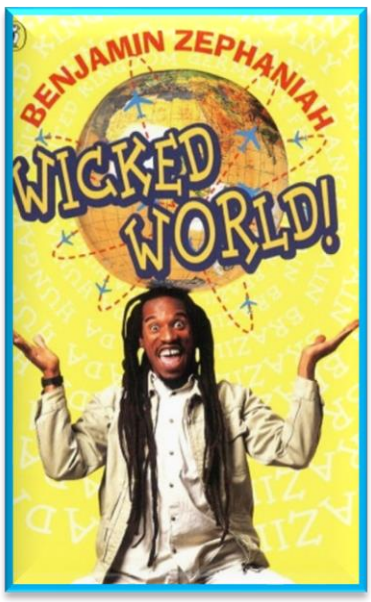
Shared Reading Planning

Year 5

Reading Breadth

Unit F: Other Cultures and Traditions & Poetry





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Unit Focus: Comprehension Skills & Strategies

This Year 5 Unit F

Word Reading

Build on Previous Year & Focus on:

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

Comprehension

Build on Previous Year & Focus on:

•Increase their familiarity with a wide range of books, including books from other cultures and traditions

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

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

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

•Provide reasoned justifications for their views

•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Build on Previous Year & Focus on:

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

•Read closely, annotating for specific purposes

•Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences

•Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

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

Content Domains*

2h make comparisons within the text

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

Throughout Year 5 focus on

Comprehension

Throughout Year 5 Focus on:

•Read and discuss a range of fiction, poetry, plays, non-fiction and reference books

•Recommend books that they have read to their peers, giving simple reasons for their choices

•Learn a wider range of age appropriate poetry by heart

•With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Skills and Strategies

Apply the following reading strategies with increasing independence:

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

•Read extended texts independently for sustained periods

•Self-correction, including re-reading and reading ahead

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

•Reading widely and frequently for pleasure and information

Content Domains*

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

2a give / explain the meaning of words in context

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

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

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

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What is Steps to Read?

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

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

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

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

Underlying Principles

Steps to Read works when:

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

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

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

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Step to Read also:

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

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

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

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

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

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The 4 Step Teaching Sequence Explained

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

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

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Learning Across the Week

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



In most Steps to Read lessons we:

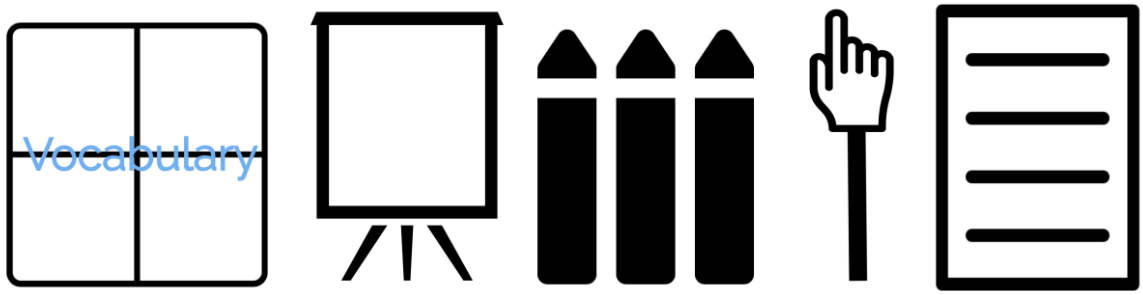
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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



*Vocabulary for the week

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

Before you start:

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

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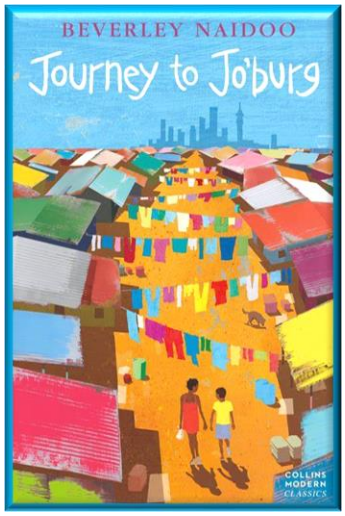
Shared Reading Planning

Year 5

Reading Breadth:
Unit F: Other Cultures and Traditions & Poetry

Fiction 1



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

Lesson	1	Vehicle Text & Page	Journey to Jo'burg by Beverley Naidoo Chapter 1: Naledi's Plan

Anchor Question(s):
A) What clues are there which show that this book comes from South Africa? (Also the model question)

B) How did Naledi and Tiro feel about going to find their mother? Use evidence from the text to support your answer.

Vocabulary Teaching:
Mmangwane, spoke bluntly, bewildered, reasoning.

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of books, including books from other cultures and traditions
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show children the front cover of the book and read the title. Ask if the children know where Jo'burg/ Johannesburg is and locate it on a world map.
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 to read aloud the extract from chapter 1. Re-read the first paragraph and consider how the sentences are structured and how commas and additional clauses are used to add extra detail. Look at '*Their baby sister Dineo was ill, very ill.'* and '*Mmangwane, their aunty, made her take sips of water, but still their sister lay hot and restless, crying softly at times.'* Consider the effect these have on the reader.
Fluency: Model **Pausing** at commas when reading the fluency extract. **Choral Read** x2 the fluency extract. Encourage the children to pay attention to the punctuation when reading to help with the meaning.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A** and re-read the first two paragraphs, looking for evidence which give clues that the story is set in South Africa. Explain to the children that although the children may not know much about South Africa, they can look for clues which show the type of place the story is set in.
Circle: *'The only hospital was many kilometres away', 'no money to pay a doctor to visit them. No one in the village had that much money.', 'the village tap with their empty buckets. She clutched tightly at the coins in her hand.'* Then model how to add these ideas to the **Mind map** – see Lesson 1: Teacher model.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 1 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Text Marking**. Children to add clues to the **Mind Map**. If the children are finding it difficult to locate the evidence, consider for **Anchor Question A:** *'Their mother worked and lived in Johannesburg, more than 300 kilometres away.', 'in term-time it took the children more than an hour to walk to school each day', 'a couple of sweet potatoes'* and for **Anchor Question B**: *'Tiro was bewildered'. 'Naledi replied calmly', 'Naledi wasn't going to let herself think how much longer it would take to get to Johannesburg.', 'Tiro was not so sure but it was clear that Naledi had made up her mind', 'once she had decided something, that was that.'* Teacher to give feedback as children work.

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 circled and the notes they have made. Children to record their responses.
Ask the children to predict what they think will happen in the book. Add these predictions to the flip chart to refer to at the end of the week.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Choral Reading, Pausing, Text Marking, Mind map**

Acceptable Point(s) Anchor Question A
- Mother lived far away
- The children walked a long way to school
- Their snack was sweet potatoes

Acceptable Point(s) Anchor Question B
- Naledi: worried about how far it was but trying to be confident and calm for her brother. Determined to help Dineo
- Tiro: bewildered/ unsure about how they would go so far. Worried about not having enough to eat.

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

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Lesson 1: Vocabulary

Mmangwane 'little mother' in Tswana	spoke bluntly
bewildered	reasoning

Lesson 1: Fluency

Naledi and Tiro were worried. Their baby sister Dineo was ill, very ill. For three days now, Nono their Granny had been trying to cool her fever with damp cloths placed on her little head and body. Mmangwane, their aunty, made her take sips of water, but still their sister lay hot and restless, crying softly at times.

Lesson 1: Anchor Questions

A) What clues are there which show that this book comes from South Africa?

B) How did Naledi and Tiro feel about going to find their mother? Use evidence from the text to support your answer.

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Lesson 1: Teacher Model / Children Practise

NALEDI'S PLAN

Naledi and Tiro were worried. Their baby sister Dineo was ill, very ill. For three days now, Nono their Granny had been trying to cool her fever with damp cloths placed on her little head and body. Mmangwane, their aunty, made her take sips of water, but still their sister lay hot and restless, crying softly at times.

"Can't we take Dineo to the hospital?" Naledi begged, but Nono said Dineo was much too sick to be carried that far. The only hospital was many kilometres away, and Naledi also knew they had no money to pay a doctor to visit them. No one in the village had that much money.

"If only Mma was here," Naledi wished over and over as she and Tiro walked down to the village tap with their empty buckets. She clutched tightly at the coins in her hand.

Each morning the children had to pass the place of graves on their way to buy the day's water. It was always scary seeing the little graves, but especially today. Naledi tried not to look. She just couldn't stop herself thinking of her own little sister. Finally, Naledi could stand it no longer. When they had returned with the water, she called Tiro to the back of the house and spoke bluntly.

"We must get Mma, or Dineo is going to die!"

"But how?" Tiro was bewildered. Their mother worked and lived in Johannesburg, more than 300 kilometres away.

"We can get to the big road and walk," Naledi replied calmly.

It was the school holidays now, but in term-time it took the children more than an hour to walk to school each day, so they were used to walking. Naledi wasn't going to let herself think how much longer it would take to get to Johannesburg.

However, Tiro was not so sure but it was clear that Naledi had made up her mind – and Tiro knew his sister. She was four years older than him, already thirteen, and once she had decided something, that was that. So Tiro gave up reasoning.

The children went to find Naledi's friend Poleng and explained. Poleng was very surprised but agreed to help. She would tell Nono once the children had gone and she also promised to help their granny, bringing the water and doing the other jobs.

"How will you eat on the way?" Poleng asked.

Tiro looked worried, but Naledi was confident.

"Oh, we'll find something."

Poleng told them to wait and ran into her house, returning soon with a couple of sweet potatoes and a bottle of water. The children thanked her. She was indeed a good friend.

Before they could go, Naledi had to get the last letter Mma had sent, so they would know where to look for her in the big city. Slipping into the house, Naledi took the letter quietly from the tin without Nono or Mmangwane noticing. Both were busy with Dineo as Naledi slipped out again.

Extract Adapted from ©Journey to Jo'burg by Beverly Naidoo



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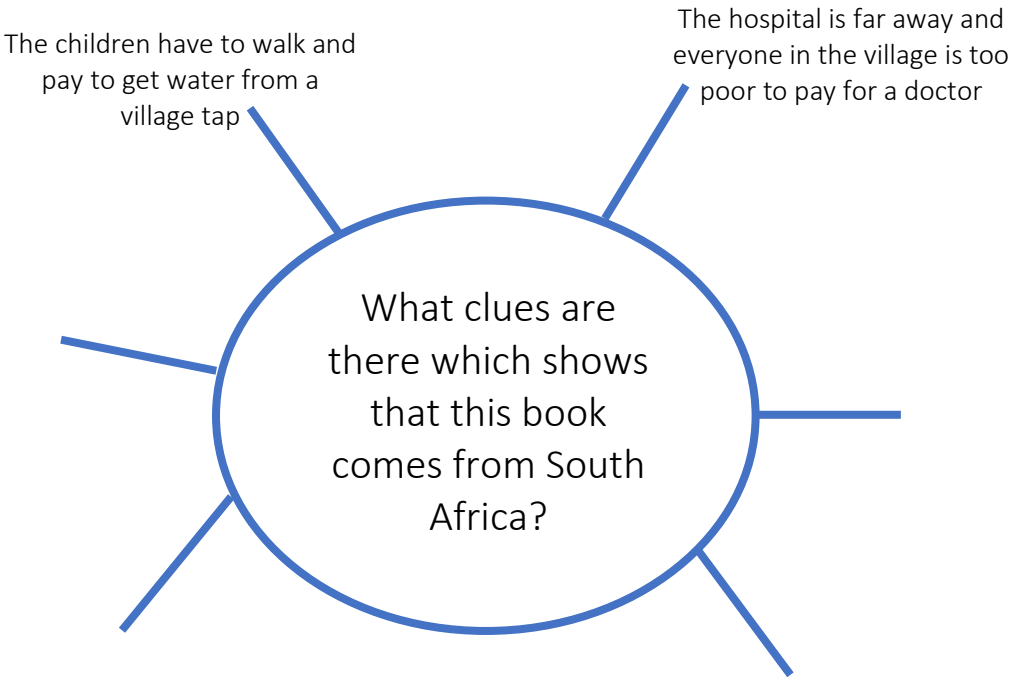
Lesson 1: Teacher Model/ Children Apply



B) How did Naledi and Tiro feel about going to find their mother? Use evidence from the text to support your answer.	
Feeling	Evidence from the text
Naledi:	
Tiro:	

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

Lesson	2	Vehicle Text & Page	Journey to Jo'burg by Beverley Naidoo Extracts from Chapter 2 and Chapter 8

Anchor Question(s):
A) In extract 1, why did the children stop singing when they reached the town?
B) In extract 2, why did some people run away from the police?
C) Compare how Naledi and Tiro feel about the police at the two different points in the story.

Model Question:
In extract 1, why did the children walk on the dry, scratchy grass? Why does the author include this detail?

Vocabulary Teaching:
"pass"
commotion
loafer

Focus Comprehension & Strategies:
- Increase their familiarity with a wide range of books, including books from other cultures and traditions
- Provide reasoned justifications for their views
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Focus Content Domain(s):
2h make comparisons within the text
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: Introduce the children to the word 'Apartheid'. Explain that it is an Afrikaans word, meaning 'separateness' and that this is the system of rule used in South Africa from 1948 until 1994. Explain to the children that the white people in South Africa made the rules which only benefited white people and discuss some examples (such as the best schools, swimming pools and shops) which could only be used by white people. One of the laws involved black people carrying a "pass", which will be explored in this lesson.

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 2 Vocabulary sheet.

Explore & respond: Teacher to read aloud the two extracts. See Lesson 2 Teacher Model/Children Practise. Use **Stress** to emphasise the word *"Pass"* as it is always presented within inverted commas. Ask the children how they feel about the contents of these extracts, for example do they think it is fair that black people had to carry a pass. Encourage the children to use reasoned justifications for their views. Use **Think, Pair, Share**.

Fluency: **Choral Read** x2 the fluency extract, using **Stress** to emphasise the word "Pass" as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Model question: In extract 1, why did the children walk on the dry, scratchy grass? Why does the author include this detail?. Use **Think Aloud**. Teacher Talks: I think that the children walk on the dry, scratchy grass because it is better that the tar road which it says 'burnt their feet'. I think the author includes this detail to tell the reader that the children are walking in bare feet. This shows that they are poor and also emphasises how hard their journey is.

Circle '*The tar road burnt their feet.', 'The grass was dry and scratchy, but they were used to it.'*

Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by drawing a circle around the words that provide evidence for the model question

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract to help aid discussions and read through the question. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** and use **Text marking**. If the children are finding it difficult to locate the evidence, consider for **Anchor Question A:** *'They were afraid a policeman might stop them because they were strangers.'* **For Anchor Question B,** encourage children to consider their knowledge of how black people feel about the police and what they might not have with them. Teacher to give feedback as children work.

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: Focus on **Anchor Question C** and ask the children when they think Naledi and Tiro would be more scared and why. Encourage the children to use evidence from the answer to **Anchor Question C** to help them.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Choral Reading, Stress, Think, Pair, Share Think Aloud, Text Marking,**

Acceptable Point(s) Anchor Question A
- because they were afraid a policeman might stop them so they tried to go quietly

Acceptable Point(s) Anchor Question B
- they were afraid of the police because they had heard stories
- they did not have their 'Pass' with them

Acceptable Point(s) Anchor Question C
- On the road, they are afraid of the police because of stories they have heard from other people.
- At the station, they are afraid of the police because of what they can see and hear.

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

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Lesson 2: Vocabulary

loafer	“pass”
commotion	

Lesson 2: Fluency

Grown Ups were always talking about this “pass”. If you wanted to visit some place, the “pass” must allow it. If you wanted to change your job, the “pass” must allow it. It seemed everyone in school knew somebody who had been in trouble over the “pass”.

Lesson 2: Anchor Questions

A) In extract 1, why did the children stop singing when they reached the town?

B) In extract 2, why did some people run away from the police?

C) Compare how Naledi and Tiro feel about the police at the two different points in the story.

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Lesson 2: Teacher Model / Children Practise

Extract 1 (from Chapter 2: The Road):

The tar road burnt their feet.
“Let’s walk at the side,” Tiro suggested.
The grass was dry and scratchy, but they were used to it. Now and again, a car or a truck roared by, and then the road was quiet again and they were alone. Naledi began to sing the words of her favourite tune and Tiro was soon joining in. On they walked.
But in the middle of the afternoon, when the road led into a small town, they stopped singing and began to walk a little faster. They were afraid a policeman might stop them because they were strangers.
Policemen were dangerous. Even in their village they knew that…
The older children had made up a song:

“Beware that policeman,
He'll want to see your ‘pass’,
He'll say it's not in order.
That day may be your last!”

Grown Ups were always talking about this “pass”. If you wanted to visit some place, the “pass” must allow it. If you wanted to change your job, the “pass” must allow it. It seemed everyone in school knew somebody who had been in trouble over the “pass”. Naledi and Tiro remembered all too clearly the terrible stories their uncle had told them about a prison farm. One day he had left his “pass” at home and a policeman had stopped him. That was how he got sent to the prison farm. So, without even speaking, Naledi and Tiro knew the fear in the other’s heart as they walked through the strange town. They longed to look in some of the shop windows but they did not dare stop. Nervously, they hurried along the main street until they had left the last house of the town behind them.

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Extract 2 (from Chapter 8: Police):

Suddenly, without any warning, there was a commotion up ahead. Three figures in uniform stood at the top of the stairs.
Police!
People began turning around and coming rapidly back down. Some began running along the platform towards a high barbed wire fence at the other end. The runners leapt at the fence and scrambled over it. Others jumped down to the track, sprinted over the railway lines and clambered up to the opposite platform. But just as they got there more policemen appeared on that side.
“Where can we go?” Tiro urgently tugged at his sister’s hand.
“We’ll have to slip past them,” she whispered, pulling him towards the stairs.
Some people were feeling into pockets others frantically searching through bags.
Pass raid!
A man was protesting loudly that he had left his pass at home. It would only take two minutes to get it. The police could come and see, or someone could call his child to bring it. He cried out his address, once, twice… Slap! One at a time people were pulled forwards to be checked. When a boy said that he wasn't yet sixteen, the policeman just yelled that he was a “liar” and a “loafer”. Tiro felt his heart freeze but the boy didn't cry. Instead his eyes seemed to have fire in them as he was handcuffed.
A voice in the crowd shouted, “Shame! Locking up children!”
As the muttering grew louder, a woman spotted Naledi and Tiro and screamed “You’ll say these kids are sixteen next!”

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Lesson 2: Children Apply

A) In extract 1, why did the children stop singing when they reached the town?

B) In extract 2, why did some people run away from the police?

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C) Compare how Naledi and Tiro feel about the police at the two different points in the story.	
Extract 1: on the road through the town	Extract 2: on the city station platform



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

Lesson	3	Vehicle Text & Page	Journey to Jo'burg by Beverley Naidoo Extracts from Chapter 6 and 7

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What do you think life was like as a white person and a black person living at this time in Jo'burg? **Include examples from the text.** Model Question: What was it like for Naledi and Tiro when they arrived in Jo'burg? Include examples from the text.	trundled inconvenient	• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	2h make comparisons within the text



Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: As the children enter the lesson, randomly divide them into two separate groups (Group A & Group B). Ask all the children how they would feel if Group A only were allowed the following: go to lunch first, have longer at playtime, extra helping of sweats, given a head start at sports day, etc. Briefly discuss the fairness of this situation and then relate this to the unfairness in the rich Themes the extract offers (namely black people being treated differently to white people in South Africa).

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3 Vocabulary sheet.

Explore & respond: Teacher to read aloud both extracts. Ask the children who Grace is referring to when she says '*They*'. Ask the children what they think of the character, Grace. Encourage the children to give examples from the text as they describe her and their feelings towards her.

Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation** to show Grace's feelings.



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher Model Question for demonstration: What was it like for Naledi and Tiro when they arrived in Jo'burg? Include examples from the text. Model reading the first extract and circle the words and phrases that provide evidence of what it was like for Naledi and Tiro - *"What's wrong with you? Are you stupid?" 'Startled', 'shaken, holding hands tightly', '"I'm sorry. We forgot to look," Naledi explained'.* Model using **Stop and Jot** and making notes from the circled evidence to answer the question then using the notes to 'present' the answer to the class.

Teacher Talks: I think it was scary for Tiro and Naledi because they were unsure of the rules and were overwhelmed in the new, big city. This was made worse when they were shouted at for being unsure and trying to get on the wrong bus. This shocked them. It was intimidating and humiliating for them.

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



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine 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:
Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Question**. Children to make notes which they will use when presenting their answer to the class.



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 use their notes and prepare a short presentation for the class, showing their understanding of what they have read.

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

Acceptable Point(s) Anchor Question – Black people
• Unfair, humiliating, difficult, infuriating, poor, challenging, tough,
supported by examples from the text.

Acceptable Point(s) Anchor Question- White people
• rich, comfortable, easy, enjoyable,
supported by examples from the text.

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

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Lesson 3: Vocabulary

trundled	inconvenient

Lesson 3: Fluency

"It's not you who should be sorry!" said the young woman forcefully. "They should be sorry, those stupid people! Why shouldn't we use any bus when our buses are full, their buses are half empty. Don't you be sorry!"

Lesson 3: Anchor Question

What do you think life was like as a white person and a black person living at this time in Jo'burg?
Include examples from the text.

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Lesson 3: Teacher Model / Children Practise



Extract 1 (from Chapter 6 A New Friend):

As they turned towards the road there was a bus with the word 'Parktown' in big letters on the front. It was slowing down a little way up the road and the doors were opening. Through the front windscreen they could see the driver was black. "Come on Tiro!" called Naledi, pulling him by the arm. They were just about to jump aboard when someone shouted them in English, "What's wrong with you? Are you stupid?"

Startled, they looked up at the angry face of the bus driver and then at the bus again. White faces stared at them from inside as the the bus moved off.

Naledi and Tiro stood on the side of the road, shaken, holding hands tightly, when a voice behind them said, "Don't let it bother you. That's what they're like. You'd better come out of the road."

A young woman put out her hand to bring them out to the pavement.

"You must be strangers here if you don't know about the buses. This stop has a white sign but we have to wait up by the black one over there." She pointed to a small black metal signpost.

"You must also look on the front of the bus for the small notice saying 'Non-whites only'."

"I'm sorry. We forgot to look," Naledi explained.

"It's not you who should be sorry!" said the young woman forcefully. "They should be sorry, those stupid people! Why shouldn't we use any bus when our buses are full, their buses are half empty. Don't you be sorry!"

The children glanced at each other. This person was different from their mother. Mma never spoke out like that. She introduced herself as Grace and said that her mother works near where they were going to find Mma so she could show them.

Luckily the bus wasn't full when it arrived. Grace had warned them that in rush hour you almost squeezed to death. As the bus trundled along, stopping and starting with the traffic, there was a chance to stare out of the windows. Tiro thought the cyclists were very brave, riding in between all of the cars. Naledi kept trying to see the tops of the tall buildings, twisting her neck around until it began to hurt.

The bus now heaved its way up a steep hill and soon they were leaving the city buildings, seeing the sky again, as well as trees, grass lawns and flowers either side of the road. Behind the trees were big houses, such as they had never seen before. Grace smiled at the way the children were staring as if amazed.

"Don't you know the people in this place have a lot of money? My mother looks after two children in a very big house and there is another person just to cook and another person to look after the garden."

They stepped off the bus to wide pavement along a street lined with great leafy trees.

"That's the road where your mother works at number twenty-five. My Mma works at number seventeen in the next road down there. Can you manage now?"

The children nodded and then Grace added, "If you need somewhere to stay tonight you can come back with me to Soweto. I'm going home at 6 o'clock, OK?" Tiro and Naledi thanked Grace, although they were little puzzled about needing somewhere to stay. After all they would be with her mother now and they would be going home with her as quickly as possible back to Dineo.

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Extract 2 (from Chapter 7 Mma):

There it stood, a great pink house with its own grass lawn and trees in front, even its own road leading up to the front door!
In the kitchen, Mma gave them a drink of water and some porridge she'd cooked earlier. The kitchen seemed like a picture out of a magazine Mma had once brought home from the Madam. Their mother must have been busy cleaning that afternoon because glistening plates, of all different sizes, cups and saucers and delicate glasses were neatly stacked. Naledi noticed that Mma took the tin plates and mugs for them from a separate little cupboard.
"Dineo is very ill, Mma," Naledi spoke between sobs. "Her fever won't go away."
"Madam, my little girl is very sick. Can I go home to see her?"
The Madam raised her eyebrows.
"Well, Joyce, I can't possibly let you go today. I need you tonight to stay in with Belinda. The Master and I are going to a very important dinner party…"
She paused.
"But I suppose you can go tomorrow. I hope you realise how inconvenient this will be for me. If you are not back in a week, I shall just have to look for another maid, you understand?"

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Lesson 3: Children Apply

What do you think life was like as a _____ person living at this time in Jo'burg? Include examples from the text.
Make your notes here:

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

Lesson	4	Vehicle Text & Page	Journey to Jo'burg by Beverley Naidoo Extracts from Chapter 10

Anchor Question(s):
A) What do Dumi and his friends mean by *'Blacks are not dustbins'*?
B) Find and copy three verbs used which show what happened during the *'time of fire'*.
C) *'But the police kept shooting until hundreds were dead. Hundreds were hurt and hundreds were arrested.'* Why do you think the author repeated 'hundreds' and what is the effect on the reader?
Model Question:
Why do you think Grace called it a *'time of fire'*?

Vocabulary Teaching:
'protesting'
'tear gas'

Focus Comprehension & Strategies:
- Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, Themes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

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

Step 1: READ — Read to Children 12 mins

Activate Prior Knowledge: Tell the children that today's extract talks about real life events which took place in Soweto in 1976, during which high-school students protested for better education and many were killed or injured by the police. It is commemorated today by a South African national holiday, Youth Day, which honours all the young people who lost their lives in the struggle against Apartheid and Bantu Education.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.
Explore & respond: Teacher read aloud the extract to the children. See Lesson 4 Teacher Model/Children Practise. Use **Think Pair Share** to find and discuss a complex sentence and a short, snappy sentence. Consider how the sentence structures aid meaning and create **Reader Effect**. Consider that the complex sentence might be used to give the reader extra detail and that a short, snappy sentence might create tension or atmosphere.
Fluency: **Choral Read** fluency extract. Encourage children to use **Intonation** to emphasise different sentence structures.

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: Why do you think Grace called it a *'time of fire'*? Model using **Scanning** to find key words and phrases. Circle the first words and phrases that provide evidence: *'The police aimed their guns and began to shoot with real bullets', 'shot tear gas too making everyone's eyes burn', 'More police came in great steel tanks, and more in helicopters firing from above', 'throwing stones at the police, burning down schools and government offices', 'Smoke and flames were everywhere'.* **Connect Words –** linked to fire. Model how to answer the question - 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 Questions.** Children to examine text and read through in pairs. Use the Lesson 4 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Questions** on the IWB / Flipchart and encourage discussions. If children are finding it difficult to locate evidence for **Anchor Question A**, consider *'protesting that their schools taught them only what the white government wanted them to know'.*
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the Anchor Questions.

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 written in their Apply Activity. Ask the children what they think Dumi means by fighting for FREEDOM. Begin a **Mind map** of what types of freedoms black people might have wanted then. Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Choral Reading, Text Marking, Scanning, Connect Words, Reader effect, Mind Map** *terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Acceptable Point(s) Anchor Question A
- They do not want to be filled with 'rubbish' that the white government will allow them to be taught in schools.

Acceptable Point(s) Anchor Question B
- killing, screaming, bleeding, falling, burning

Acceptable Point(s) Anchor Question C
- to make it sound like a lot of people were hurt/killed/ arrested
- the effect is that the reader feels shocked at how many and sympathetic towards the black victims.

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Lesson 4: Vocabulary

protesting	tear gas

Lesson 4: Fluency

The police aimed their guns and began to shoot with real bullets, killing whoever was in the way. It was terrible.

Lesson 4: Anchor Questions

A) What do Dumi and his friends mean by *'Blacks are not dustbins'*?

B) Find and copy three verbs used which show what happened during the *'time of fire'*.

C) *'But the police kept shooting until hundreds were dead. Hundreds were hurt and hundreds were arrested.'* Why do you think the author repeated 'hundreds' and what is the effect on the reader?



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Lesson 4: Teacher Model / Children Practise

GRACE'S STORY

It was a "time of fire" as Grace called it, when she and Dumi had marched in the street with thousands of other school children. They were protesting that their schools taught them only what the white government wanted them to know.

On the banner that Dumi and his friends carried they had written, 'Blacks are not dustbins'. Everything went alright until the police saw the school children marching and then the trouble started. The police aimed their guns and began to shoot with real bullets, killing whoever was in the way. It was terrible. The police shot tear gas too making everyone's eyes burn.

People were screaming, bleeding, falling. More police came in great steel tanks, and more in helicopters firing from above. People became fighting mad, throwing stones at the police, burning down schools and government offices. Smoke and flames were everywhere.

But the police kept shooting until hundreds were dead. Hundreds were hurt and hundreds were arrested.

Dumi was one of those arrested. When he came out of prison he said that the police had beaten him up badly but he would go on fighting. Then one night he disappeared. When their mother went to each police station asking if he was there, the police said, "No". But maybe they were lying.

For a year they had no news. Until one day a letter came. It was from Dumi. There was no address, but it had been posted in Johannesburg. Dumi wrote that he was well and studying in another country. He was giving the letter to a friend to post. He also wrote that he would be coming back one day. Coming back to help fight for FREEDOM and make life better for everyone. He had written FREEDOM in big letters.

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Lesson 4: Teacher Model

Why do you think Grace called it a 'time of fire'?
I think she called it a *'time of fire'* because the police were firing shots – from guns on the ground and from tanks and helicopters. As well, the protesters were firing stones and were setting buildings alight. As a result, there was smoke and flames everywhere so 'time of fire' reflects this.

Lesson 4: Children Apply

A) What do Dumi and his friends mean by '*Blacks are not dustbins'*?		
B) Find and copy three verbs used which show what happened during the *'time of fire'*.		
C) '*But the police kept shooting until hundreds were dead. Hundreds were hurt and hundreds were arrested.'* Why do you think the author repeated *'hundreds'* and what is the effect on the reader?		
		

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

Lesson	5	Vehicle Text & Page	Journey to Jo'burg by Beverley Naidoo Extract from Chapter 15

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) How do Naledi's feelings change throughout this extract? Do you think the title '*Hope*' is a good choice for this chapter? **B) Do you think that it is important for children to read this story? Why?**	N/A	• Increase their familiarity with a wide range of books, including books from other cultures and traditions • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text



Extended Apply Session

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

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

Activate Prior knowledge:
Tell the children that Naledi, Tiro and their Mum manage to get Dineo to the doctor and she gets medicine to help her fever and keep her alive. However, they had to borrow money to pay the doctor so their Mum had to go straight back to the city. They cannot afford the fruit, vegetables and milk to keep her healthy, so life remains a struggle.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: In pairs, children to read the extract - Lesson 5: Children Practise. Encourage the children to **Text mark**, circling key words and phrases which will help them to answer **Anchor Question A**. Children should circle words and phrases which show how the character is feeling at the beginning and the end of the extract. They will also need to **Infer** from the text.

Written Responses / Evidence Anchor Question(s):
Anchor Question A. Children to complete Lesson 5: Children Apply

Additional Activity 2:
Share with the children that when this book was written it was forbidden in South Africa and copies sent by the author to her family were seized by the government. It was only taken off the banned list the year after Nelson Mandela was let out of jail. Ask the children to debate whether they think this was right or wrong and to justify their decision.
Refer to **Anchor Question B**.
Ask the children to work in pairs and make notes as to why they think it is important for children to read this book. If they are struggling, ask the children to consider the importance of learning about historical events, understanding the struggles faced by South Africans and the importance of helping people who are living in similar unfair systems today around the world. Children to use their notes to prepare a presentation to share with the class.

Additional Activity 3:
- Encourage the children to research Apartheid further, including watching clips of Nelson Mandela.
- Read the 'Note from the Author' at the back of the book to gain further understanding.

Comprehension questions
Instead of answering comprehension questions, in this lesson the children will be challenged to ask their own questions. Ask the children to write two different types of question from their chosen extract from the week.
1. Right There Question: The answer is explicit in the text
2. Think and Search Question: The answer can be found in the text but some level of inference-making will be required.
The children should work in pairs to ask and answer each other's questions then feedback as a class, sharing any particularly effective questions.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Text mark, Infer, Reference the Text, Self-questioning**
- responses to the **Anchor Questions**.

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

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Lesson 5: Children Practise

HOPE

That night the children found it hard to get to sleep. Mma had to return to the city the next morning as each day she was losing pay. She was worried about Dineo not getting enough milk. Naledi buried her head in her arms, forcing back her tears. Crying wouldn't help. She couldn't imagine Grace crying. Grace had said things in a way that made you feel better, like when she had said, "We're pushed all over the place, but it won't be like that forever." But when would they see Grace again? It occurred to Naledi that they could write to each other. Tomorrow she must ask Mma to find our Grace's address.

Then a new idea came to her. Wasn't it possible that in her own school there were people like Grace? Naledi had overhead bits of conversation amongst the older students , although she had never take much notice before. But why shouldn't she begin to talk to them and become friends, even if she was a little younger? If they heard she had been to Johannesburg, they could be interested, she was sure.

What was it Mma had said about the children in Soweto? That they didn't want to learn just to be servants. Oh yes, they were right.

All of a sudden, lying there in the dark, it became so clear to Naledi. It wasn't just *their* school they were talking about. It was *her* school too. All those lessons on writing letters…for jobs as servants… always writing how good they were at cooking, cleaning, washing, gardening…always ending with "Yours obediently".

Naledi had never thought about it tonight but never, never had she written about wanting to be…say, a doctor. Yes, that's what she's like to be. Imagine how useful it would be if she became a doctor.

Naledi turned over and stroked Dineo's cheek, making her smile a little in her sleep. How strange, thought Naledi. If Dineo hadn't been so terribly ill, she and Tiro would never have made the journey to get Mma. It had saved Dineo, she was sure. But also through this journey, she had begun to find out so much…

She fell asleep at last, picturing her first day back at school, surrounded by friends, old and new.

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Lesson 5: Anchor Questions

A) How do Naledi's feelings change throughout this extract? Do you think the title '*Hope*' is a good choice for this chapter?

B) Do you think that it is important for children to read this story? Why?

Lesson 5: Children Apply

How do Naledi's feelings change throughout this extract?	
Feelings from the beginning of the extract	Feeling from the end of the extract
Do you think the title 'Hope' is a good choice for this chapter?	



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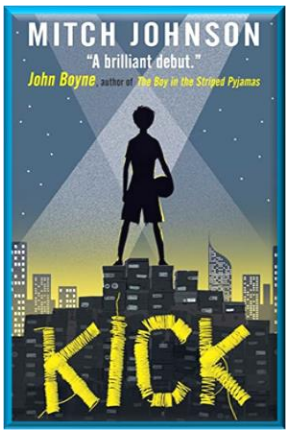
Shared Reading Planning

Year 5

Reading Breadth:

Unit F: Other Cultures and Traditions & Poetry

Fiction 2



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

Lesson	1	Vehicle Text & Page	Adapted extract from Kick by Mitch Johnson pp.18-19

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How do you know that Budi's family do not have much money? **B) Write one word to describe Grandma. Use evidence from the text to show your reasons for choosing this word.** Model question: Throughout the book, the author compares aspects of Budi's life to a footballer's life. What example is given in this extract?	'rendang', 'immune to venom', 'indestructible'	• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Increase their familiarity with a wide range of books, including books from other cultures and traditions • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied	2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children some football boots and ask them if they know who wears them and where they would be worn. Also ask them who makes them and where. Use **Book Talk** strategy: Show the children the front cover and ask them to **Predict** what the story will be about. Finally, read the blurb and ask the children to make further predictions.

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

Vocabulary: Discuss and explain this in the context of where they are located within the text and refer to Lesson 1 Vocabulary sheet.

Explore & respond: Teacher to read aloud the extract from the story - Lesson 1 Teacher Model/Children Practise. Ask the children what they think the author wanted the reader to get from this part of the story. Consider that it is about getting to know Budi - what life is like for him and what is important to him. Teacher **Re-read** the complex sentence *'It's because of this, and the fact she's the oldest person I know, that I'm beginning to think Grandma might be indestructible.'* Ask why the author chose to include the embedded clause and what it tells us.

Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation** to emphasis the comparison. This fluency extract will be focused on in the Model section of the lesson.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Model Question**. Tell the children that throughout the book, the author compares aspects of Budi's life to a footballer's life. Re-read the last paragraph. Circle the words and phrases that compare Budi's life to a footballer's life: *'being a footballer is probably the safest job in the world', 'When a footballer gets injured … six doctors around him in a second', 'I waited almost six hours to see a doctor at the hospital …bleeding on the inside', 'didn't get put on a stretcher and carried out like a prince'.*

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

Also model how to complete the activity – Lesson 1: Teacher Model

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the text (Lesson 1 Teacher Model / Children Practise – the second part of the extract) and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB/ Flipchart and encourage discussions.

Practise Taught Strategies & Skills: Actively encourage children to locate and circle the words and phrases when looking for evidence against the **Anchor Questions**. If the children are finding it difficult to locate evidence, consider *'On Wednesdays we just have rice.', 'we don't have anything on Fridays.'* For **Anchor Question B**, encourage children to look for evidence which an aspect of Grandma's personality (e.g. brave, wise, playful) and the evidence to support that. Teacher to feedback as children work.

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: Share answers for **Anchor Question B** and discuss the impression we get of Grandma from this extract.

Briefly repeat the activity orally for Budi. Ask the children to consider one word to describe Budi from the evidence so far.

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. **Book Talk, Predict, Re-read, Choral Reading, Text Marking, Infer**

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

Acceptable Point(s) Anchor Question A)
- On Wednesday they only eat rice
- They don't have dinner on Friday

Acceptable Point(s) Anchor Question B)
- Brave/ strong -sucked the venom out and fell from a window but survived
- Wise/ inspiring– her sayings e.g. "being proud of who you are"
- Fun/playful – she pretends to be having rendang

And other relevant words supported by evidence from the text.

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Lesson 1: Vocabulary

rendang (Indonesian spicy beef curry)	immune to venom
indestructible	

Lesson 1: Fluency

Grandma smiles at me. I know she's joking about football being the death of me because being a footballer is probably the safest job in the world. When a footballer gets injured there are about six doctors around him in a second even if he's just pretending.

Lesson 1: Anchor Questions

A) How do you know that Budi's family do not have much money?

B) Write one word to describe Grandma. Use evidence from the text to show your reasons for choosing this word.

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Lesson 1: Teacher Model / Children Practise

Mum is just spooning the rice onto steel trays when we walk in, and I help her carry them from the kitchen in one corner to the table in the other. Grandma is already waiting with a blanket wrapped around her shoulders.
“Hello, Grandma,” I say, “Aren’t you going to be hot in that blanket? You know Mum’s made spicy rendang tonight.”
Mum hasn't made spicy rendang because today is Wednesday. On Wednesdays we just have rice. Wednesdays are better than Fridays because we don't have anything on Fridays. But I like to imagine there's a feast on the rickety little table and Grandma plays along. Tonight it's a tray of Mum’s world famous rendang.
“I'm just fine, thank you,” Grandma says. “An old woman like me needs to keep warm. And I haven't tasted a rendang that's too spicy for me yet!”
When Grandma smiles her wrinkly face creases even more, and her eyes become narrow slits. Grandma isn't like other old ladies, because most of them get really thin and bony the older they get, but grandma still has plump, round cheeks. She puts this down to “maintaining a healthy appetite” which is also as important as “being proud of who you are” and “pursuing your dreams”. Grandma is full of useful advice and interesting stories. Once a snake bit her on the arm and she sucked the venom out. Now she is immune to venom. Another time she fell from a third storey window but landed in a passing cart carrying silken soft fabrics. It's because of this, and the fact she's the oldest person I know, that I'm beginning to think Grandma might be indestructible.
“Your mother was telling me you cut your leg today. I suppose I'd never be able to guess how you hurt yourself?”
“Playing football!”
“Football. Always football. Football will be the death of you, young man.” Grandma smiles at me. I know she's joking about football being the death of me because being a footballer is probably the safest job in the world. When a footballer gets injured there are about six doctors around him in a second even if he's just pretending. Once I waited almost six hours to see a doctor at the hospital when mum thought I was bleeding on the inside, and even then I didn't get put on a stretcher and carried out like a prince.

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Lesson 1: Teacher Model

Throughout the book, the author compares aspects of Budi's life to a footballer's life. What example is given in this extract?
This extract compares what happens when Budi is hurt to when a footballer is hurt. It says that when a footballer is hurt (even if they are pretending), six doctors will rush to them in a second but when Budi was bleeding, he waited six hours to see a doctor. It also implies that a footballer is treated like a prince and carried on a stretcher, whereas Budi was not.

Lesson 1: Children Apply

A) How do you know that Budi's family do not have much money?

B) Write one word to describe Grandma. Use evidence from the text to show your reasons for choosing this word.	



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

Lesson	2	Vehicle Text & Page	Adapted extract from Kick by Mitch Johnson pp. 32-35, p.37, p.45

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How does Budi feel about his job? Use evidence from the text to support your answer. **B) Would you like to work in the factory? Use evidence in the text to support your answer.**	Foreman, Rotan, tingles in anticipation, overrated	• Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Provide reasoned justifications for their views	2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that Budi is twelve. Ask them to consider whether they think that it is right or fair that he works every day in a factory that makes trainers instead of going to school. Ask where they think this story might be set (then locate Jakarta and Indonesia on a map) and discuss why he might have to go to work and not school.
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. Refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher read aloud the extract from the story – Lesson 2: Teacher Model/ Children Practise. Ask the children to consider the simile used for the foreman (referee). Ask the children whether they think it is an effective use of figurative language and to explain why. Consider that the simile extends to comparing punishments and is also relevant and effective as it links to the overall topic of the book – football.
Fluency: **Choral Read** x2 the fluency extract. Encourage children to use **Stress** to accentuate meaning and show how passionately Budi feels about this.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A)** How does Budi feel about his job? Use evidence from the text to support your answer.
Teacher Talks: I think that Budi has a few different, mixed feelings about his job so I will just choose one to model and you can write about the others as well. I am going to choose that he feels proud and thinks his job is important.
Use **Think Aloud** and circle the evidence: I think that Budi feels proud that he makes football boots because he thinks that it is a very important job and because football is so important to him. He says, *'Stitching the upper is the most important job in the factory because that's the part you use to kick the ball.'* He also goes on to describe the consequences if he doesn't do a good job. Budi believes that the actual pair he makes will be worn by his hero: *'I tell myself that this pair of boots is the pair that Kieran Wakefield will make his comeback in.'* and he works hard to do a good job because he thinks it is so important: *'I really concentrate on making them the best boots I've ever made and focus on every stitch.'*
Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Question A.** Children to examine text and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart.
Practise Taught Strategies & Skills: Encourage the children to look for other ways that Budi feels about his job, for example scared: *'the skin on the back of my arms tingles in anticipation of the rotan.'*, tired: *'It's normally only when I'm really tired at the end of a shift that I start making mistakes'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Refer to Anchor Question B.
Children to use **Think Pair Share**, adding their ideas to Lesson 2: Children Apply then sharing them orally. Encourage the children to provide reasoned justifications for their views.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re-read, Choral Reading, Stress, Think Aloud, Text Marking, Think Pair Share**

Acceptable Point(s) Anchor Question A
• Scared / worried
• Tired/exhausted
• Proud/ important

Acceptable Point(s) Anchor Question B
• No - supported with evidence of fear of the foreman, hard work, noisy, bad food, no windows/all grey

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

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Lesson 2: Vocabulary

foreman	rotan (Indonesian word for cane)
tingles in anticipation	overrated

Lesson 2: Fluency

Stitching the upper is the most important job in the factory because that's the part you use to kick the ball. If there's a crease in the material the consequences could be disastrous.

Lesson 2: Anchor Questions

A) How does Budi feel about his job? Use evidence from the text to support your answer.

B) Would you like to work in the factory? Use evidence in the text to support your answer.

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Lesson 2: Teacher Model / Children Practise

The foreman stops at my station and taps his rotan on the workbench. “Faster, Budi! Faster!”

I can smell coffee and cigarettes on his breath. I work faster. Even though I don't look round, I can sense him waiting behind me and the skin on the back of my arms tingles in anticipation of the rotan.

Slow beads of sweat roll down the sides of my face, gathering beneath my chin and dripping into my lap. My shirt sticks to my back. My fingertips are sweaty and the plastic upper slips every time I push it towards the needle. It's normally only when I'm really tired at the end of a shift that I start making mistakes, but we haven't even reached our lunch break yet. I can't even tell whether he’s still standing behind me, the air is so thick with buzzing machines. My fingers slip again, but I manage to keep the stitches straight.

I try to imagine the foreman isn't there. I tell myself that this pair of boots is the pair that Kieran Wakefield will make his comeback in. I really concentrate on making them the best boots I've ever made and focus on every stitch.

As well as making boots for Kieran Wakefield, we also make boots for Lazaro Celestino, who is probably the most overrated player of all time. He plays for Barcelona, which says it all really. Sometimes when I'm making his boots I deliberately miss a few stitches just to annoy him.

Stitching the upper is the most important job in the factory because that's the part you use to kick the ball. If there's a crease in the material the consequences could be disastrous. Someone might end up missing a penalty in the World Cup final. It could literally change the course of history. The upper is also the part you see the most on television and it would look pretty bad if a professional footballer kept tripping over loose threads.

The upper arrives in different pieces that are cut out by a big blue machine standing against the far wall. These pieces are all different colours: red, green, pink, yellow, orange. Rochy swears that once upon a time all football boots were black, which must have been really boring. We then sew all these pieces together in a particular order. The foreman gets really angry if we make a mistake, so we have to be careful. He also gets really angry if we're too slow, so we have to be fast. He's like a referee who can't stand late tackles or time wasting, but instead of yellow cards he uses the rotan, and instead of red cards he throws people out on the street. The strictest referee in the world. The referee of doom. Extract Adapted from © Kick by Mitch Johnson, Usbourne

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p.37

I head upstairs to the canteen. The canteen is a stuffy little room that overlooks the factory, where a scrawny lady in an apron serves mushy rice and “Sauce of the Day”.

“Sauce of the Day” is the same every day, and I think it tastes like cabbage and coconut. Some people say it tastes like beansprouts and coconut. Other people say it tastes like cigarette ask and coconut, which would make sense because it’s grey and the serving lady always has a cigarette hanging from her lip. Whatever it is, it’s definitely coconut based.

p.45

At the end of the day I have to shield my eyes from the sun when I leave. There aren’t any windows in the factory, only long electric strip lights, so it always seems really bright when you step outside, even just before sunset. It doesn’t help that everything in the factory (apart from the multi-coloured boots) is grey, or made greyish by a layer of dust, and it takes a minute for my eyes to adjust to all the colours of the street.

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Lesson 2: Children Apply

A) How does Budi feel about his job? Use evidence from the text to support your answer.	
How Budi feels	Evidence from the text

B) Would you like to work in the factory? Use evidence in the text to support your answer.	
Reason for wanting/not wanting to work in the factory	Evidence from the text

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

Lesson	3	Vehicle Text & Page	Adapted extracts from Kick by Mitch Johnson p.45, p.177, p.181

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Compare and contrast the impression the author gives of the area around the factory and the area around the football academy.	slums, district.	• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning	2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that Budi loves football and always plays it in the street with his friends. He also sometimes watches matches on his friend's broken television and supports Real Madrid.
Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 3 Vocabulary sheet.
Explore & respond: Teacher to read aloud the extracts. See Lesson 3: Teacher Model/Children Practise. Focus on the complex sentence: *'Even though Rochy lives to the north, near the slums, he walks back with me, weaving in and out of the masses of people going to and from work.'* and discuss how much meaning is given in this one sentence. Contrast with how easy it is to find meaning quickly in the simple sentences: *'The windows have glass in them. The walls are newly painted.'* Discuss the **Reader Effect**.
Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Intonation.**

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question.** Tell the children that you are going to model answering the question from the first paragraph. Re-read this paragraph.
Circle the words and phrases that provide evidence *'always busy with scooters and cars', 'beep their horns for no reason'. 'blurred by pollution', 'distant skyscrapers sparkle and shimmer'.*
Model how to present the answers on the Lesson 3: Teacher Model table. Remind the children that when describing the impression which is given, it is important not to repeat the words used by the author, for example you should not say that *'always **busy** with scooters and cars'* gives me the impression it is ***'busy'.*** Model to the children how to consider synonyms for busy (e.g. hectic, crowded, swarming) then choosing one to describe the impression when answering. (e.g swarming with traffic)
Reference the Text: 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 the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Question.** Children to examine both extracts and read through in pairs. Use the Lesson 3 Teacher Model / Children Practise sheet extract. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart.
Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Question**. If children are struggling to find evidence, consider *'slums', 'masses of people going to and from work', 'dribbling a stone along the street', 'littered doorway', 'wider', 'windows have glass', 'newly painted', 'electric', 'light illuminates every room', 'rich district glow', 'pitch looks thick and luscious and flat and slick'.*

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.
Next, as a class, read the additional extract – Lesson 3: Children Apply.
Briefly, ask the children to consider from their knowledge of Budi so far:

- Whether they think he is a dreamer.
- What his 'nightmares' or barriers to achieving his dreams are. Discuss as a class.

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

Acceptable Point(s) Anchor Question

• **Area around the factory:** noisy, dirty, poor, cramped, busy, neglected

• **Area around the football academy:** clean, modern, new, shiny, rich, wealthy, well cared for

and words and phrases from the text to support the answers.

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

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Lesson 3: Vocabulary

slums	district

Lesson 3: Fluency

The road outside the factory is always busy with scooters and cars. People beep their horns for no reason. The air above the traffic is blurred by pollution, and the distant skyscrapers sparkle and shimmer through the haze as though they're made of water.

Lesson 3: Anchor Question

Compare and contrast the impression the author gives of the area around the factory and the area around the football academy.



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Lesson 3: Teacher Model / Children Practise

p.45

The road outside the factory is always busy with scooters and cars. People beep their horns for no reason. The air above the traffic is blurred by pollution, and the distant skyscrapers sparkle and shimmer through the haze as though they're made of water. When the pollution gets really bad, the lights of the city form a kind of halo in the evening, as though there are two setting suns – one in the west and one in the south.

Even though Rochy lives to the north, near the slums, he walks back with me, weaving in and out of the masses of people going to and from work. Some of them crowd around stalls, scooping delicious street food into their mouths. The spicy, salty smell is enough to make me stop and breathe it in, but Rochy grabs my arm and pulls me along.

Rochy turns down the next alley and I start dribbling a stone along the street, imagining that every passer-by is a Valencia defender trying to stop me as I race towards goal. I carry on, kicking the stone into the centre of the road and firing it into the littered doorway of the apartment building opposite.

p.177

I storm out of the apartment and run through the maze of side streets, turning this way and that so no one will be able to find me. My head feels thick with rage and tears and I have no idea where I'm going. All I know is that I want to get away. The anger keeps my legs moving. I reach a part of the city where the crowded backstreets become wider and the buildings on wither side grow taller. The windows have glass in them. The walls are newly painted. An electric light illuminates every room. And, up ahead, the skyscrapers of the rich district glow against the darkening sky. I must have run a long way.

At the end of the street the buildings give way to a large, floodlit rectangle.

And then I realise where my feet are taking me.

The football academy.

Beneath the floodlights, the pitch looks thick and luscious and flat and slick. I wonder how it stays so wet when it hasn't rained in months. The ball, shiny from the moisture of the pitch, glides from one pair of boots to another. The boots shine too, and I recognise the fluorescent yellows and lime greens and bright oranges from the factory. I wonder what it would be like to play football on grass.

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Lesson 3: Teacher Model

Compare and contrast the impression the author gives of the area around the factory and the area around the football academy.		
	Words and phrases used by the author	Impression given
The area around the factory:	*'always busy with scooters and cars'* *'beep their horns for no reason'* *'blurred by pollution',*	Noisy and swarming with traffic Dirty, polluted air
The area around the football academy:	*'distant skyscrapers sparkle and shimmer'*	New, tall modern and clean buildings

Lesson 3: Children Apply

Compare and contrast the impression the author gives of the area around the factory and the area around the football academy.		
	Words and phrases used by the author	Impression given
The area around the factory:		
The area around the football academy:		

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Lesson 3: Children Apply

p.181

Budi meets the Groundskeeper outside the football academy.

The Groundskeeper smiles. “You reckon you’re good enough to take on these guys?”

“It doesn’t matter. I’d never be able to afford it. My family need me to work. My grandmother needs a lot of medicine. “

“There will always be something – or someone – stopping you from realising your potential. Always a groundskeeper tending the fence. Always a goalkeeper guarding the goal. You’ve just got to see beyond him. The problem with being a dreamer is that occasionally you’ll have nightmares – you’ve just got to make sure they don’t ever spook you enough to want to wake up.”

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

Lesson	4	Vehicle Text & Page	Adapted extract from Kick by Mitch Johnson p.163, p.204

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How are the characters of Budi and Rochy different? **B) Which character do you think you are more like and why?** **Model Question:** Why does Budi think that he will be able to afford to go Spain to watch Kieran Wakefield play?	Bernabeu, rupiah	• Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • Provide reasoned justifications for their views	2h make comparisons within the text

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Show the children an image of some rupiah (the Indonesian currency).
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 extracts aloud to the children. Ask the children how these extracts made them feel. Consider whether there is a feeling of unfairness and inequality. Share with the children that the author hoped to draw attention to global socio-economic inequalities and ask whether they think he has achieved this in these extracts. Would they consider this to be one of the main themes in the book? Add this to the flip chart to consider in tomorrow's lesson.
Fluency: **Choral Read** x2 the fluency extract, using **Intonation** to show the different characters speaking.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example Model Question for demonstration: Why does Budi think that he will be able to afford to go to Spain to watch Kieran Wakefield play? Model reading the question aloud and then **Scanning** for the right part of the extract.
Circle the words and phrases that provide evidence '*I will if I save hard enough. With the pay rise we'll get almost 280,000 rupiah a week. Kieran Wakefield only gets 360,000 euros.*' then use **Think Aloud**.
Teacher Talks: I think that Budi knows that footballers earn a lot of money so if he will be earning nearly as much as Kieran Wakefield then he will have a lot of money left over. He doesn't realise that rupiah has a different value to euros. This is shown when he says *'"What do you mean?"'* when Rochy begins to explain.
Reference the Text: On an enlarged copy of the Lesson 4 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) underline the new vocabulary explored

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the other **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 4 Teacher Model / Children Practise sheet extract to help aid discussions and read through the questions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children to use **Scanning** as modelled and then to circle the words and phrases in order to answer **Anchor Question A.** Encourage the children to get a **Gist** of what each character is like, to consider adjectives (such as positive / negative, optimistic / pessimistic, dreamer / realist) then to circle evidence for their view. If children are struggling to locate evidence, consider *"Everything will be fine when I'm a footballer", 'I'm planning to save as much of the extra money as I can to go and see Kieran Wakefield play for Real Madrid at the Bernabeu.', "How does that make my life any better? I'll still be stuck here, with you, working in a factory. For ever.", "We're never getting out! Never!"*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: Children to answer the Anchor Questions by completing Lesson 4 Children Apply activity.
Refer to **Anchor Question B** as a class. Ask the children to share which character they think they are more like and why. Class discussion. Encourage the children to give reasoned justifications for their views.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Intonation, Choral Reading, Think Aloud, Text Marking, Scanning**

Acceptable Point(s) Anchor Question A
- Budi is positive/Rochy is negative,
- Budi is optimistic/ Rochy is pessimistic
- Budi is a dreamer/ Rochy is a realist
- Budi is immature/ Rochy is mature

Acceptable Point(s) Anchor Question B
- Children's choice - supported by evidence and examples of how they are similar.

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

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Lesson 4: Vocabulary

Bernabeu (Real Madrid's football stadium)	rupiah

Lesson 4: Fluency

"I will if I save hard enough. With the pay rise we'll get almost 280,000 rupiah a week. Kieran Wakefield only gets 360,000 euros."
Rochy stops walking then. He frowns at me.
"Budi, euros are worth a lot more than rupiah. Just like dollars or pounds."
I frown back. "What do you mean?"

Lesson 4: Anchor Questions

A) How are the characters of Budi and Rochy different?

B) Which character do you think you are more like and why?



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Lesson 4: Teacher Model / Children Practise

p.76

"Everything will be fine when I'm a footballer"

p.91

"The best job in the world is playing football professionally. That's what I want to do when I'm old enough."

p.163

"I wasn't going to say anything, but I'm planning to save as much of the extra money as I can to go and see Kieran Wakefield play for Real Madrid at the Bernabeu. If I save enough, you could come with me, and I'll buy you a brand-new Real Madrid shirt with BELMONTE on the back."

My idea obviously isn't that good, because Rochy looks sadder than ever.

"Budi, you'll never have enough money to do that."

"I will if I save hard enough. With the pay rise we'll get almost 280,000 rupiah a week. Kieran Wakefield only gets 360,000 euros."

Rochy stops walking then. He frowns at me.

"Budi, euros are worth a lot more than rupiah. Just like dollars or pounds."

I frown back. "What do you mean?"

He has a calculator that his dad used when he was a successful salesman, before he dies. It's missing a few buttons but it still works. He says that one euro is worth the same as about 16,500 rupiah.

"If Kieran Wakefield earns 360,000 euros a week that would be…"

He shows me the calculator screen. I can say the number but it looks like this: 5,940,000,000

"Five billion, nine hundred and forty million rupiah," Rochy says.

"A week?"

Rochy nods.

That's a lot of rupiah. I always knew footballers were rich, but I didn't know they were *that* rich.

Rochy goes quiet and pushes a lot of buttons and scratches his head.

"I'm not sure, but I think it takes Kieran Wakefield a hundred seconds to earn as many rupiah as we earn in a month."

We decide that the calculator probably is broken after all.

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p.204

“I don’t care about football!” Rochy shouts. “What does it matter to me if Real Madrid win La Liga or the Champions League? How does that make my life any better? I’ll still be stuck here, with you, working in a factory. For ever.”

“Do you know what I wanted to be when I was younger?” he asks. “Not a footballer – an astronaut – someone who went out and discovered things, someone who changed the world. At school, I read every book I could find about space. I took extra classes. I wanted to make my family proud, and to be able to send them money and nice things to make their life more comfortable. But then my dad died, and I had to come and work at the factory, and I knew none of it would every happen.”

The boys start to fight…

“What’s wrong with you? What don’t you understand? I don’t care about any of it and neither should you! Do you really think you make Kieran Wakefield’s boots? Or that one day you’ll visit the Bernabeu? Wake up Budi!”

He punches me in the side.

“Do you really think we’ll ever get out of this place? We’re never getting out! Never!”

He punches me again.

“You’ll never become a professional footballer, just like I’ll never become an astronaut! It’s time to grow up, Budi – this is all there is! This is your life!”

I lie completely still, breathing in the salty, earthy smell of the wet ground. I pick myself up and shuffle home, dragging my feet.

Kieran Wakefield could earn my yearly wage in the time it takes me to get home.

Extracts Adapted from © Kick by Mitch Johnson, Usbourne

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Lesson 4: Children Apply

A) How are the characters of Budi and Rochy different?

B) Which character do you think you are more like and why?	

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

Lesson	5	Vehicle Text & Page	Extracts adapted from Kick by Mitch Johnson pp.92-96

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) What do you think Budi should do? Compare his choices and the possible consequences of each decision. **B) What do you think is the main theme in Kick?**	kurung ajar Nusa Kambangan	• Increase their familiarity with a wide range of books, including books from other cultures and traditions • Identify and discuss themes and conventions in and across a wide range of writing • Provide reasoned justifications for their views • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	**2h** make comparisons within the text **2d** make inferences from the text / explain and justify inferences with evidence from the text



Extended Apply Session

Through this selection of activities children will need copies of:

- Lesson 5: Extended Application Activity
- the Vehicle Text

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

Activate Prior knowledge:

- Read the description of the Dragon from p. 8-9
- Tell the children that in the story, Budi describes 'Nusa Kambangan' and says it is called 'Execution Island' and that some people who are arrested in Indonesia are taken there, locked in a cell for years then brought out and shot, after being asked whether they want to be kneeling or standing.

Vocabulary: Refer to the Vocabulary sheet. Note: **kurung ajar** is an Indonesian word which literally means less-educated, but is used to mean 'idiot' in this context.

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: Read the whole extract - Lesson 5: Children Practise. Then ask children to work in groups of 5 and re-read the extract in role (with a child reading as Budi, Rochy, Dragon, Boaz and narrator).
Choose one of the children in role as Budi to stay as Budi, and ask the rest of the class to stand in two rows facing each other. Do **'Conscience Alley'**, so as Budi walks through the middle of the rows, each child he passes says something he could be considering (in his conscience), for example "What would happen to your Grandma if the Dragon makes you homeless", "How will you afford medicine if you can't work?" etc.

Written/ Verbal Responses / Evidence Anchor Question:
Children to complete the table - Lesson 5: Children Apply, considering the possible consequences of both alternative decisions.

Additional Activity 2:
Use the ideas from the lesson and their responses on Lesson 5: Children Apply activity to write a letter to Budi, advising him on what he should do and why. Encourage the children to reference the text.

Additional Activity 3:
Refer to **Anchor Question B)** Ask the children to use their knowledge of the story from all of this week to decide what the T**hemes** are in the story. **Think Pair Share.** Ask the children to complete a **Mind Map** in their pair and then share these to produce a whole class **Mind Map**.
If the children struggle, encourage them to consider Friendship, Family, Loyalty, Hopes and Dreams, Inequality, Poverty, Pride in who you are, Honesty, Children's Rights.
Once all of the themes are on the **Mind Map**, ask the children which they think is the main theme and encourage the children to justify their views – offering examples and evidence from the text.
Finally, tell the children that this book is endorsed by Amnesty International because it upholds and illuminates many children's rights. Ask the children to highlight which themes they feel Amnesty International would see as important.

Comprehension questions
Children to use today's extract to answer the comprehension questions below.
Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:

- use of the strategies taught i.e. **Text mark, Reference the Text, Mind Map, Themes,**
- 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

kurung ajar an Indonesian word which literally means less-educated, but is used to mean ‘idiot’ in this context.	Nusa Kambangan ‘Execution Island’

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Lesson 5: Children Practise

Budi and his friends were playing football in the street when one of them kick the ball and it goes into Dragon's apartment and smashes a bottle of whiskey. Dragon is the main moneylender and landlord and going against him would cause a lot of trouble.

"You'd better go and fetch us a new bottle of whiskey," the Dragon says.
"I can't afford one," I mumble.
"Well, then I suggest you go and steal one."
"Hang on, I've got a better idea. Boaz, weren't you saying you wanted a pair of football boots for your son's birthday? And that *kurung ajar* foreman wouldn't give you one lousy pair?"
"That's right. He said every one needed to be accounted for, and if one went missing there would be a big problem. I felt like getting my knife out and giving him a big problem right there and then."
"Well," says the Dragon, "here is your solution. Little Budi can bring us the boots."
All three brothers turn to look at me. A bead of sweat trickles down the side of my face.
"If you don't want this little incident to cause any trouble for your family," the Dragon says, "I suggest you accept our generous offer and do this favour for Boaz."
"And what if I can't do it?" I ask. "What if I can't?"
The Dragon takes a deep breath, and his big chest swells.
"If you don't do it, I'll pay some street rat a few thousand rupiah to do the job, and then I'll let the foreman know who I think the thief might be. Then you'll be on the first boat to Nusa Kambangan."
I look down at my feet and imagine being dragged out of a cell in the middle of the night. Imagine being marched to a quiet spot. "Kneeling or standing?" they ask, and then they pull the trigger.
"Is that a yes?"
I nod.
"They need to be the type with rubber soles, not studs. And don't you dare bring me a fake pair like the ones you're wearing. I have the size written down."
He stands up and hands the piece of paper to me.
I turn and run as fast as I can.
"Budi, what happened?" asked Rochy.
"They want me to steal for them," the words making me feel queasy.
"They want you to steal from the factory?"
"They want a pair of boots with rubber soles in this size by Tuesday,"
"Budi, you're not going to do it, are you?"
"What choice do I have?"
But if you get caught, you'll never work again! Think about what the foreman would do to you. There must be another way."
"He said if I don't do it he'll use somebody else and frame me. It's no good."
I can tell Rochy knows it's true.

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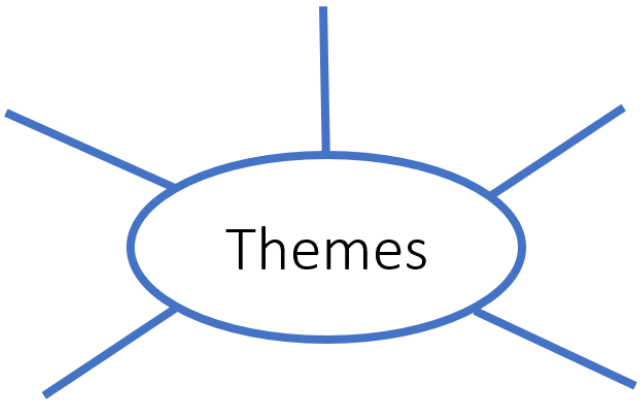
Lesson 5: Children Apply

A) What do you think Budi should do? Compare his choices and the possible consequences of each decision.	
Decision:	Possible consequences:
I think that Budi should _____ _____	

B) What do you think is the main theme in Kick?



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Lesson 5: Children Apply – Comprehension Questions

1. Find and copy a sentence which shows you that Budi is feeling nervous.

_____

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

	True	False
Dragon wants the football boots for his son's birthday.		
When he was with the Dragon, Budi agreed to steal the football boots.		

3. The author uses a lot of questions from Rochy at the end of the extract. What effect does this have on the reader?

_____

_____

_____

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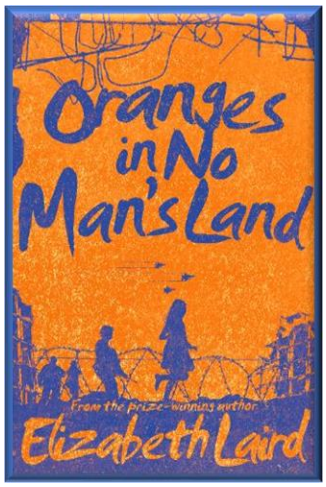
Shared Reading Planning

Year 5

Reading Breadth:

Unit F: Other Cultures and Traditions

Fiction 3



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

Lesson	1	Vehicle Text & Page	Oranges in No Man's Land Chapter 1 Elizabeth Laird

Anchor Question:
A) Do you think 'I never saw Mama again.' is an effective way to end the chapter? Why? Consider the effect on the reader.
B) Why do you think Mama kept packing?

Model Question:
Do you think *'I was born in Beirut. It had been a lovely city once, or so granny told me.'* is an effective way to start the chapter? Why? Consider the effect on the reader.

Vocabulary Teaching:
refugees,
civil war.

Focus Comprehension & Strategies:
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Increase their familiarity with a wide range of books, including books from other cultures and traditions
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children the title and ask them to **Predict** what the book will be about. Then show the children the cover of the book. Ask whether this gives any more information to help their prediction. Read the Preface and discuss why the author wrote this book.
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 1 Vocabulary sheet.
Explore & respond: Teacher to read aloud the extract from the story - Lesson 1: Teacher Model/Children Practise. Ask the children who the narrator of the story is. Ask the children how they know. Ask what we know about Ayesha so far and begin a **Role on the Wall** for Ayesha on the flip chart. (Include that she was born in Beirut, is older than 7, has 2 younger brothers, mother has died, father lives away)
Fluency: **Choral Read** x2 the fluency extract. Consider how the tone of the extract changes halfway through as life changes. Encourage children to use **Intonation** to reflect this.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Model Question. Do you think *'I was born in Beirut. It had been a lovely city once, or so granny told me.'* is an effective way to start the chapter? Why? Consider the effect on the reader. Explain to the children that this question has three parts and that all three will need to be addressed. Model how to do this by using colours to highlight how to answer each aspect. See Lesson 1: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) Showing the coloured example answer on Lesson 1: Teacher Model.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question.** Children to examine the text - Lesson 1 Teacher Model / Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB/ Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to **Scan** the text to find the sentence and circle it, then to use the colour method as modelled to ensure each part of the question is answered.
If the children are finding it difficult to answer the question, consider how it makes the reader feel towards Ayesha, what it tells the reader about what happens during civil war and whether it makes the reader predict or wonder what will happen next in the story.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: Children to record their responses to the Anchor Question and share their responses as a class.
Refer to **Anchor Question B)** Ask the children why they think that Mama kept on packing. Use Hot-seating and children in role as Mama to explain why she kept on packing. Encourage the children to **Infer.**
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions** •Use of the strategies taught i.e. **Choral Reading, Pausing, Text Marking, Scan, Infer**

Acceptable Point(s) Anchor Question A)
Effective because:
- makes the reader feel sympathy towards Ayesha.
- tells the reader that this occurred during the war.
- makes the reader predict what will happen next/ wonder who will look after the children

Acceptable Point(s) Anchor Question B)
- she didn't want to leave her whole life behind
- she didn't realise the danger was so close
- she knew they weren't going back so might need their things.

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

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Lesson 1: Vocabulary

refugees	civil war

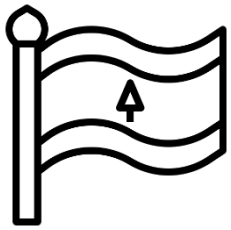
Lesson 1: Fluency

My mother and father were farmers. They came from the countryside south of the city. They'd been happy in their little village. But they lost everything when Lebanon, our country, was invaded. They had to run away to Beirut.

Lesson 1: Anchor Questions

A) Do you think '*I never saw Mama again.*' is an effective way to end the chapter? Why? Consider the effect on the reader.

B) Why do you think Mama kept packing?



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Lesson 1: Teacher Model / Children Practise

I was born in Beirut. It had been a lovely city once, or so granny told me. The warm Mediterranean Sea rolled against its sunny beaches, while behind the city rose mountains that were capped with snow in the winter. There were peaceful squares and busy shops and hotels bustling with tourists.

They had three children there, me first, and then my two brothers.

My father built a little house with his own hands in the poorest part of town, where everyone was crowded together in narrow lanes. All our neighbours were like us - refugees from southern Lebanon - trying to manage on nothing, thankful at least to be safe.

But just after I was born, all that changed. A terrible civil war tore the city of Beirut apart. I pray that those years never come again! I can never forget the horror of them.

And yet, in among all the sad things, the fear and the destruction and loss, there are wonderful memories too, of kindness and courage and goodness. I'll have to start my story, though, with the saddest thing of all.

Ours was a house of women and children, my granny, my mother, and my little brother's Latif, who was seven, and Ahmed, who was still only a baby. My father was abroad most of the time, looking for work. He been gone for so long that we were used to him being away. I'd almost begun to forget what he looked like.

When, on that terrible day, the bombs started to fall all around our house, my mother threw some clothes into a bundle and began to pack bags and cases. “There's no time for that!” Granny screamed at her, looking anxiously out into the street. “The gunmen are coming! They'll be here any minute. We must take the children and run!”

Mama went on packing. She pushed a big bag into my hands and a smaller one until Latif's. Granny was already running down the street with Ahmed in her arms. “Go on, Ayesha,” Mama said to me, “Go with granny. I'll be right behind you. Wait for me by the mosque on the corner.”

And so we ran, Latif and me, racing ahead of Granny, who was hobbling along behind us with Ahmed in her arms. And a shell fell on our house just as we reached the end of the street, wiping out our little shack of a house and everything in it. I never saw Mama again.

Adapted from © Oranges in No Man’s Land by Elizabeth Laird, Macmillan

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Lesson 1: Teacher Model

Do you think *'I was born in Beirut. It had been a lovely city once, or so granny told me.'* is an effective way to start the chapter? Why? Consider the effect on the reader.

Yes, I think it is an effective opening to the chapter because it sets the story in Beirut straight away and tells us that Beirut used to be 'lovely' in the past. This gives the reader the impression that something must have happened, and it is not a nice city anymore, which makes the reader wonder what it is like now and why. The reader can also infer that her Granny is going to be an important character in the story.

Lesson 1: Children Apply

A) Do you think *'I never saw Mama again.'* is an effective way to end the chapter? Why? Consider the effect on the reader.



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

Lesson	2	Vehicle Text & Page	Oranges in No Man's Land Chapter 3 Elizabeth Laird

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
What impression do you get of the area outside Ayesha's flat in Beirut? **Which words and phrases does the author use to give you that impression?**	infested with gunmen, checkpoint, hefty, strewn, gaping, fronds, shells and mortars, militia.	• Read closely, annotating for specific purposes • 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 • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Read the blurb. Ask the children what else they have learned about Ayesha and add this to yesterday's Role on the Wall.
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. Refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher to read the extract aloud. Then **re-read** and ask the children to **Visualise** the scene and to draw it. Next, read the extract for a third time and ask the children to add words and phrases from the text to label aspects of their drawings. Finally, around their labelled drawing, encourage the children to add adjectives to describe the impression they get of the area.
Fluency: **Choral Read** x2 the fluency extract. Encourage children to consider the impression they get from the fluency and which words to **Stress** to emphasise this impression.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question.**
Re-read the paragraph used in the Fluency section. Model how to read closely and annotate for the specific purpose of showing the impression given. Annotate 'noisy'/'loud' beside the first 3 sentences and tell the children that one impression you got is that it was very noisy. The author doesn't use the word 'noisy' so explain that now you are going to look for words and phrases which gave you that impression.
Circle *'whole city had echoed to the crash of exploding bombs', 'rattle of machine gunfire', 'tyres squealing', 'ambulance sirens had sounded in the distance'*. Model how to answer the question on Lesson 2: Teacher Model/ Children Apply table.
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 Questions** on the IWB / Flipchart.
Practise Taught Strategies & Skills: Encourage the children to read closely and annotate for the specific reason of showing the impression given. Remind the children to circle the words and phrases which give them that impression.
If the children are struggling, encourage them to consider the example 'dangerous': *'ferocious gun battle raging', 'bombed-out buildings', 'infested with gunmen', 'smoke from the burning buildings', 'fresh splashes of broken glass'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to complete the table, writing the impressions they get and the words and phrases used to give them that impression.
As a class, compare answers and consider whether the same words and phrases can give different or multiple impressions, for example *'twisted spikes of metal sticking up from the pavement'* could give the impression of dangerous, messy and hostile.

Acceptable Point(s) Anchor Question
- Dangerous
- Messy
- Hostile
- Terrifying
- Noisy
- Threatening
- Ruined / destroyed

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

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

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Lesson 2: Vocabulary

infested with gunmen	checkpoint
hefty	strewn
gaping	fronds
shells and mortars	militia

Lesson 2: Fluency

That night, they'd been hard at it. The whole city had echoed to the crash of exploding bombs and shells and the rattle of machine gunfire. Vehicles had rolled through the streets, their tyres squealing, and ambulance sirens had sounded in the distance.

Lesson 2: Anchor Question

What impression do you get of the area outside Ayesha's flat in Beirut?
What words and phrases does the author use to give you that impression?

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Lesson 2: Teacher Model / Children Practise

One morning I stepped out of that crowded, overflowing, noisy flat. It must have been early summer, I suppose, because the night had been cool and the day looked as though it would be hot.

There had been a ferocious gun battle raging in the streets around us all through the night. There was an invisible line across Beirut in those days. It was known as the 'Green Line' and it divided the city as surely as a wall, though there was no actual line to be seen, only a vast maze of bombed-out buildings, infested with gunmen and a few old people. The different groups control the opposite sides, and the battles were fought across it.

Back then, I never understood who was who or what was what. I still don't really know. What were they all fighting for? Religion? Politics? Was it the rich against the poor? Sometimes I wonder if the fighters themselves knew what they were doing.

That night, they'd been hard at it. The whole city had echoed to the crash of exploding bombs and shells and the rattle of machine gunfire. Vehicles had rolled through the streets, their tyres squealing, and ambulance sirens had sounded in the distance.

It was quiet in the street now. The fighting was over for the time being. The sky should have been a bright blue, but a light fog hung in the air from the dust of the ruins and the smoke from the burning buildings.

"Go down to the checkpoint quickly now," Granny said, "I heard the refugee truck's coming today and they're going to give out cooking oil."

I didn't want to go out at all but knew we needed to eat, so I picked Ahmed up and set off. He was a weight, I can tell you, ten months old and hefty with it. I carried him on my hip, but I kept having to move him from one side to the other.

The street was strewn with rubble, and I was wearing rubber flip flops, so I had to pick my way carefully to avoid the fresh splashes of broken glass.

I can picture it clearly now, though at the time I hardly noticed the mess all around. There were twisted spikes of metal sticking up from the pavement. They had once been street lights. The gaping dark openings on each side of the road had been busy, crowded shops. The wooden stumps in the middle of the roundabout were all that remained of palm trees. Their lovely long green fronds had long since been shot away.

All over the tarmac there were circles like you see on the water when you drop a pebble into a pond. They were where shells and mortars had fallen.

The checkpoint wasn't far. I slowed down as I approached it. You had to be very cautious with checkpoints. You had to take care and look closely to make sure that the men guarding them were from a friendly militia. To tell what militia was running the checkpoint, each one had a little flag stuck up on a pole, or one hanging across the chain that they used to stop traffic going down the street. Sometimes there were posters too, of the different political leaders. Our flags were green and black.

There were four militiamen that morning and their flag was the right sort for my family. Even so, I could never be really relaxed around the military men. They had guns after all and were very used to using them. I never quite knew what they might do next. Some of them had seen so much fighting and killing I wasn't sure if they knew when to stop.

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Lesson 2: Teacher Model/ Children Apply

What impression do you get of the area outside Ayesha's flat in Beirut? What words and phrases does the author use to give you that impression?	
Impression	Words and Phrases which give me that impression
Noisy	*whole city had echoed to the* ***crash*** *of exploding bombs* ***rattle*** *of machine gunfire* *tyres* ***squealing*** *ambulance* ***sirens had sounded*** *in the distance.*



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

Lesson	3	Vehicle Text & Page	Oranges in No Man's Land Chapter 7 Elizabeth Laird

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
The author uses many examples of figurative language. What is the effect of this?	comrade, looted, facades, demented, pitted, acne.	• Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Read closely, annotating for specific purposes	2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that at the beginning of Chapter 7, Ayesha's Granny has become more poorly and needs medicine from her doctor who is on the other side of Green Line. Ayesha knows how dangerous it is but decides to cross by herself. Today's extract describes her crossing the Green Line to get to the other side.

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

Vocabulary: Discuss and explain these in the context of where they are located and refer to Lesson 3 Vocabulary sheet.

Explore & respond: Teacher to read aloud the extract. See Lesson 3 Teacher Model/Children Practise. Focus on **Rate** and model using a quicker pace for parts which show Ayesha running and slower pace when she is describing the scene and reflecting on the how it has changed. Explore how the author used Ayesha's senses to bring life to the descriptions. Ask the children to give examples of each sense (for example *'I heard a strange noise behind me', 'I was soaked to the skin.'*

Fluency: **Choral Read** x2 the fluency extract. Encourage the children to use **Rate** and to change their pace to create a sense of speed which reflects Ayesha's actions and thoughts, as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Anchor Question. For the Model part of this lesson, use the fourth paragraph in the extract (from '*There wasn't a soul*' to '*skulls.*'). Model **Scanning** for figurative language and circle examples where similes, metaphors and personification are found. Circle *'The old shops were dark, empty caves now', 'signs hung like drunks', 'Piles of rubble choked the pavements', 'holes that looked like the empty eye sockets in dead giants' skulls'.*

Choose *'Piles of rubble choked the pavements'* and model how to answer the question on Lesson 3: Teacher Model.

Teacher Talk: **Think Aloud:** This makes me imagine mounds of debris lying on the path. The word *'choked'* makes me think that the path is completely covered, with no spaces, so if it was alive, it could not breathe. Choked is also an effective word choice because the debris and dust would make the people there cough and struggle for air. Model the importance of not using the same words as in the example (so draw attention to the use of synonyms, for example 'mounds' for 'piles', 'debris' for 'rubble').

Reference the Text: 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 the examples of figurative language B) underline the new vocabulary

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Questions.** Children to examine text and read through in pairs. Use the Lesson 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 **Scan** the text to locate figurative language and to circle the examples. Then ask the children to use **Think Aloud** strategy in their pairs in preparation for writing their responses. Remind the children to use synonyms rather than using the words in the text.

If the children are struggling, help them to explore: *'rain was coming down as fast as gunfire', 'like a kindly angel was guiding my steps', 'Fear was tangling my legs into a knot', 'rain was shooting out of the sky like machine gun fire' 'clouds were so low it was like sundown', 'old blue plastic bags, which were flying through the air like demented birds', 'pitted all over with bullet holes, like faces marked with acne', 'Its warmth wrapped round me like kindness'*

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. As a class, return to the **Anchor Question** and take feedback.

Next, ask the children to rank the examples of figurative language and briefly share which they feel are the most effective and why.

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

- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Choral Reading, Rate, Think Aloud, Scanning, Text Marking,**

Acceptable Point(s) Anchor Question

Answers specific to each example which refer to how the simile/ metaphor:

- makes the reader empathise with the character
- adds to the threatening atmosphere
- enables the reader to create a clear image of what is being described

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

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Lesson 3: Vocabulary

comrade	looted
facades	demented
pitted	acne

Lesson 3: Fluency

The rain was coming down as fast as gunfire now. The men were distracted, waiting for their comrade to run back with their capes, and keeping an eye on the approaching truck. This was my chance and I took it. I slipped under the chain and bolted down the deserted street, running into no man's land as fast as my flip-flops would let me.

Lesson 3: Anchor Question

The author uses many examples of figurative language. What is the effect of this?

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Lesson 3: Children Practise

p.38 (Chapter 7)

The rain was coming down as fast as gunfire now. The men were distracted, waiting for their comrade to run back with their capes, and keeping an eye on the approaching truck. This was my chance and I took it. I slipped under the chain and bolted down the deserted street, running into no man's land as fast as my flip-flops would let me. It was a miracle I got away with it. It was like a kindly angel was guiding my steps and turning the men's heads the other way.

I didn't stop running until I'd reached the bend in the road and I knew I was out of sight of the checkpoint. Then I dropped down to a walk. I didn't mean to. I meant to go on running all the way and not stop until I'd reached Dr Leila's house but I couldn't help myself. Fear was tangling my legs into a knot, slowing me down.

I could hardly believe that these were the same streets that Mama and I had walked down together, so long ago. There had been brightly lit shopfronts then, and pavements as crowded with people as no man's land is crowded with soldiers. Cars and trucks stood bumper to bumper in endless traffic jams.

There wasn't a soul to be seen now. The shopfronts had all been blown out and their contents looted long ago. The old shops were dark, empty caves now. Their signs hung like drunks over the street, twisted and rusting. I could see the old neon strip lights hanging broken from the ceilings inside. Piles of rubble choked the pavements. Bullet holes pitted every centimetre of the stone facades, and the shells that had blasted right through the walls had made holes that looked like the empty eye sockets in dead giants' skulls.

The storm had really burst now. The rain was shooting out of the sky like machine gun fire, splashing down on the broken sides of the buildings. I was soaked to the skin already. The clouds were so low it was like sundown, although it was only morning.

The wind was still blowing hard. Even though I'd been hot from running, I was starting to shiver now. I heard a strange noise behind me and looked to see. A gust had whipped up old blue plastic bags, which were flying through the air like demented birds.

p.50 (Chapter 9)

I had made it to the other side and was near the centre of Beirut now. The streets around me were changing. I was leaving the ruins behind. The buildings were still pitted all over with bullet holes, like faces marked with acne, but they weren't burnt out or falling down. Some of them still had glass in their windows.

The sun had come out at last. Its warmth wrapped round me like kindness, and my dress began to steam.

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Lesson 3: Teacher Model/ Children Apply

The author uses many examples of figurative language. What is the effect of this?	
Example of figurative language	Effect on the reader
Piles of rubble choked the pavements.	This makes me imagine mounds of debris lying on the path. The word *'choked'* makes me think that the path is completely covered, with no spaces, so if it was alive it could not breathe. *Choked* is also an effective word choice because the debris and dust would make the people there cough and struggle for air.

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

Lesson	4	Vehicle Text & Page	Oranges in No Man's Land Chapter 13 Elizabeth Baird

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the author convey a sense of urgency in this part of the story?	Snipers, Crump, Ruts, Hostile.	• Read closely, annotating for specific purposes • Use a range of strategies to make meaning from words and sentences, including, text organisation and prior knowledge of context • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • Increase their familiarity with a wide range of books, including books from other cultures and traditions	2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that once Ayesha has got her Granny's medicine from Doctor Leila, she has to return across the Green Line. Doctor Leila arranges a UN ambulance, driven by Abu Bashir, to take her (hidden in the back, pretending to be injured and needing medical attention from the other side). This extract tells the story of her journey in the ambulance.

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

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

Explore & respond: Teacher to read aloud the extract, modelling using **Rate** and changing the pace to emphasise the urgency in the extract. Ask the children if they can find the sentence which inspired the book's title. *'His oranges were still rolling down the street, making a bright stripe of moving colour on the black tarmac.'* Ask the children why they think the author chose this image to name the book. Remind children (from sharing the preface in lesson 1) that this was one of the author's real memories. Encourage the children to **Infer** the significance and what it could symbolize. If the children are struggling, consider that it shows how normal life continues despite the war, emphasises colour amid the grey and symbolizes the waste (of fruit and lives).

Fluency: **Choral Read** x2 the fluency extract, focusing on **Rate** and changing pace as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question.**

Re-read the paragraph used in the Fluency section. Model how to read closely and annotate for the specific purpose of showing how the author conveyed a sense of urgency. Write 'Ayesha's reaction' for *'I clung on'* and 'short snappy sentence' for '*We bolted.'* and then circle key words and phrases used to convey urgency. Circle: '*leaped*', '*sudden thrust of speed'* and '*racing furiously'*. Model how to answer the question on Lesson 4: Teacher Model.

Reference the Text: On an enlarged copy of the Lesson 4 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) answering the question– Lesson 4: Teacher Model/ Children Apply activity.

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. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.

Practise Taught Strategies & Skills: Encourage the children to annotate for the specific purpose of showing how the author conveyed a sense of urgency and to circle the words and phrases which are used to convey urgency.

Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: Children to answer the **Anchor Questions** by completing Lesson 4: Children Apply activity. Share answers as a class.
Ask the children to summarise Ayesha's experience in this extract into one word and share.

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

Acceptable Point(s) Anchor Question
- use of powerful words and phrases – particularly verbs -which convey speed (e.g. thrust, racing, fled)
- describing Ayesha's reactions (e.g. I clung on)
- use of short sentences (e.g. We bolted)
- describing the ambulance ride and the people in the streets as moving so quickly

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

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Lesson 4: Vocabulary

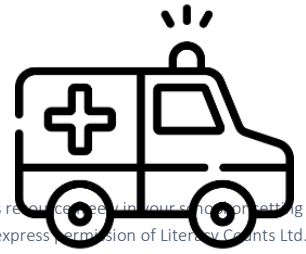
snipers	crump
ruts	hostile

Lesson 4: Fluency

The ambulance leaped forward with a sudden thrust of speed. I was thrown back, but I clung on to the straps hanging over the bed. We were racing furiously down the street now. We bolted.

Lesson 4: Anchor Question

How does the author convey a sense of urgency in this part of the story?



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Lesson 4: Teacher Model / Children Practise

"This is bad. Bad," I heard him say.
I felt shy of Abu Bashir, but I plucked up courage and said, "What's bad, Uncle?"
"The battle. It's going to start." He was hunched over the steering wheel.
"The shooting's going to begin any minute now. Hang on, *habibti*. We'll have to make a dash for it."
The ambulance leaped forward with a sudden thrust of speed. I was thrown back, but I clung on to the straps hanging over the bed. We were racing furiously down the street now. We bolted.
I couldn't believe my eyes. A couple of hours earlier the street had been crowded with people. Now there was nobody. No one at all. The market stalls were still there, left just as they had been, the goods on display, open and unguarded. The stall holders must have sensed what was about to happen. They had fled.
Their stuff was safe from thieves though. No one would dare creep out to rescue it now that the snipers were in position on the upper floors of the buildings. And it had all happened only minutes ago, I could tell, because in their hurry to get away, someone had knocked over a fruit stall. It was the very one whose owner's son had shown me the way to Doctor Leila's house. His oranges were still rolling down the street, making a bright stripe of moving colour on the black tarmac.
I was used to danger. I'd heard countless bombs exploding, and I had often gone to sleep to the sound of gunfire. But nothing had ever frightened me as much as that wild dash along the empty street. The world seemed to stand still, holding its breath, waiting for the men of death to open fire.
And they did. Just as we reached the end of the street and plunged through one of the narrow openings into a ruined side alley, the first rattle of machine gunfire burst out behind us, and the hateful crump of an exploding mortar bomb echoed from building to building.
I'll never forget that mad ride across the Green Line. As the UN ambulance bounced over ruts and rubble, I had to cling on to whatever I could reach, like a monkey in a storm-tossed tree. We hurtled on.
The shooting and explosions seemed to go on forever, but in fact we left the battle behind us very quickly and plunged back into no man's land that morning. The ruined streets were as eerily deserted as they had been that morning, but then the distance I'd run had seemed endless, but in the ambulance we covered it in a few minutes. We reached the hostile checkpoint, the place I'd been dreading most, all too soon. My heart was pounding as Abu Bashir slammed on the brakes and let down his window.

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Lesson 4: Teacher Model

The ambulance leaped forward with a sudden thrust of speed. I was thrown back, but I clung on to the straps hanging over the bed. We were racing furiously down the street now. We bolted.

How does the author convey a sense of urgency in this part of the story?
The author has chosen words and phrases which convey urgency, including '*leaped*', '*sudden thrust of speed*' and '*racing furiously*'. These examples all have powerful verbs which mean to go fast. Also, urgency is conveyed by sharing Ayesha's action *'I clung on'*. The author also uses a short, snappy sentence, *'We bolted.'* which creates tension and makes the action happen faster, adding to the sense of urgency.

Lesson 4: Children Apply

How does the author convey a sense of urgency in this part of the story?

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

Lesson	5	Vehicle Text & Page	Oranges in No Man's Land Chapter 18 (last page) Elizabeth Laird Prior knowledge of Journey to Jo'Burg by Beverley Naidoo

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
Compare and contrast Oranges in No Man's Land to Journey to Jo'burg.	N/A	• Recommend books that they have read to their peers, giving simple reasons for their choices • Increase their familiarity with a wide range of books, including books from other cultures and traditions • Identify and discuss themes and conventions in and across a wide range of writing • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	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:
- 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:
Tell the children that we haven't read any of the extracts with one of the key characters in – but that in her apartment, Ayesha makes friends with a deaf girl, Samar, and they become very close, often playing and laying out little treasures on the windowsill, but that then Samar moves away. Consider that friendship is an important theme in this story.

Vocabulary: N/A

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text: Together, read the extract Lesson 5: Read, which is the end of the story and discuss whether the children feel satisfied with the ending. Encourage the children to consider and list the **Themes** within the book.
Use **Book Talk.** As a class, consider Likes, Dislike, Connections and Puzzles. This could be done using **Think Pair Share** or by children adding post it notes to large poster of each around the room.
As a class, focus on the connections. Discuss the connections between this book and Journey to Jo'burg. If children are struggling, encourage them to consider: both Ayesha and Naledi live in hostile environments; both children go on a long, dangerous journey; both children are trying to get medical help; family is important in both stories; they are both helped along the way by kind characters; both have a partially happy ending; circumstances in both countries have improved in recent years but change is still needed.

Written/ Verbal Responses / Evidence Anchor Question:
Children to complete Lesson 5: Children Apply – a Venn diagram, comparing Oranges in No Man's Land and Journey to Jo'burg.

Additional Activity 2:
Ask the children to decide which book they prefer - Oranges in No Man's Land or Journey to Jo'burg.
Ask the children to write a book review for their chosen book, recommending it to other children their age. These could be displayed in the library to encourage others to read 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. **Book Talk, Think Pair Share, Connect Books, Themes, Reference the Text,**
- responses to the **Anchor Question**

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

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Lesson 5: Anchor Question

Compare and contrast Oranges in No Man's Land to Journey to Jo'burg.

Lesson 5: Read

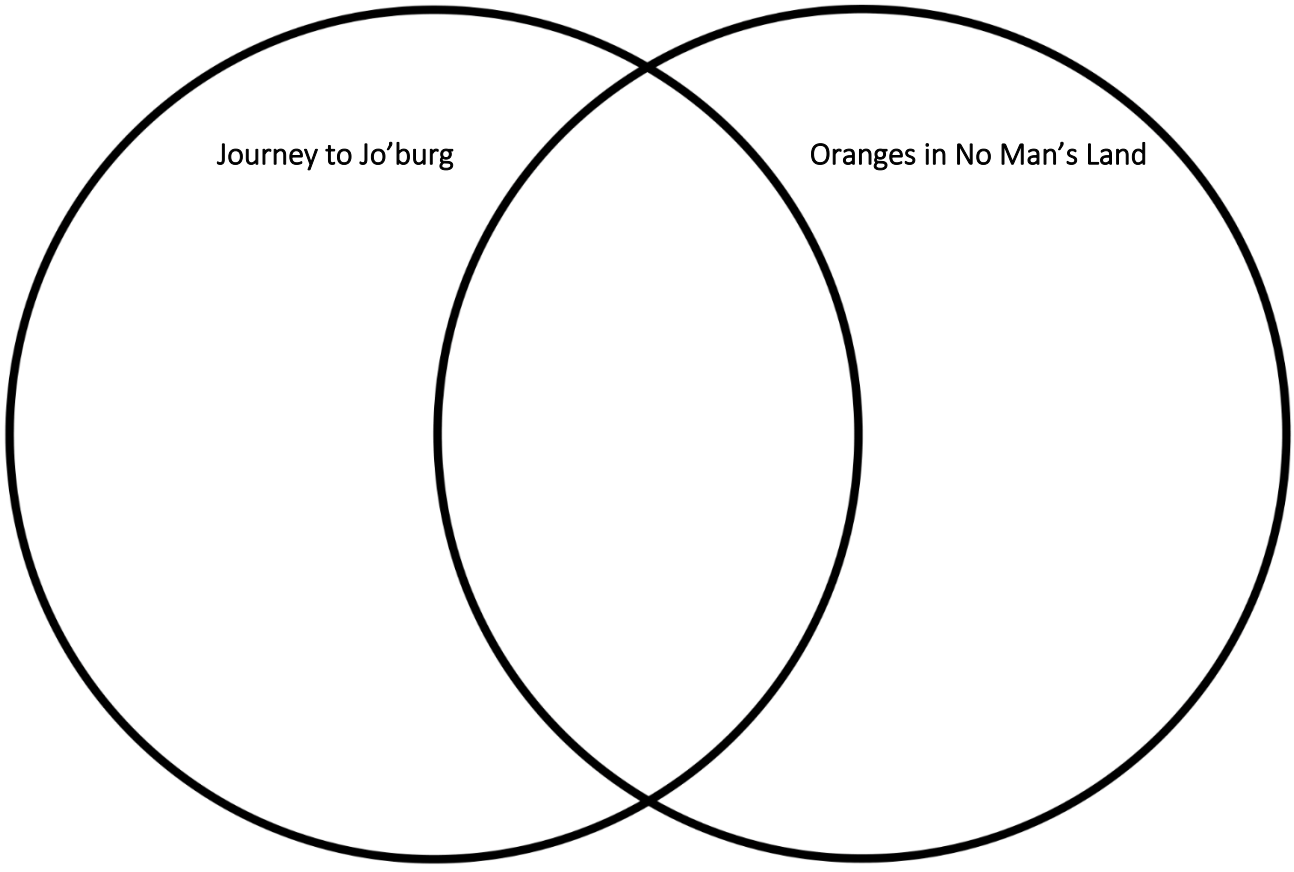
I never saw Samar again. Just as the war had brought us together, it brutally divided us once more. Granny slowly grew well again over the next few months, and then, one stifling summer day, my father came. He'd searched for us for weeks throughout the city, and he swept us off to a flat of our own. Our life began again. Slowly, carefully, we put down new roots, afraid at first that they'd be torn up.

Peace returned to Lebanon. Latif went back to school, and so did I. Ahmed learned to walk and talk. We all went on growing up.

I often think of that dusty, ruined flat in old Beirut. And I know that is a little part of me will stay there always, laying out those treasures on the window still and playing with my friend.

Extract Adapted from © Oranges in No Man's Land by Elizabeth Laird, Macmillan

Lesson 5: Children Apply



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Lesson 5: Comprehension Questions

1. What was revealed at the end of the story?
   Tick **two**.

Peace returned to Lebanon.	☐
Granny died.	☐
Ayesha and Samar met again.	☐
Father found Ayesha, Granny and her brothers.	☐

2. How did Ayesha and her family feel about starting a new life again? Which words and phrases give you that impression?

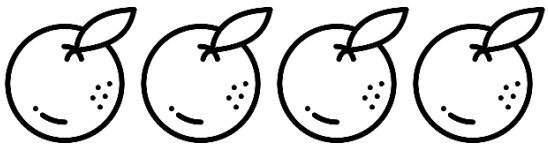
_____

_____

_____

3. Find and copy a phrase which suggests that Ayesha's experiences will be with her forever.

_____



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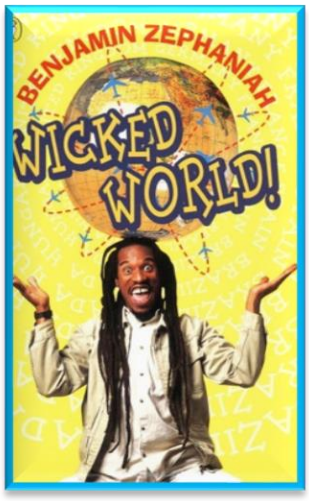
Shared Reading Planning

Year 5

Reading Breadth:

Unit F: Other Cultures and Traditions

Poetry



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

Lesson	1	Vehicle Text & Page	The British p.38 Wicked World! Benjamin Zephaniah

Anchor Question:
A) What metaphor does Benjamin Zephaniah use throughout the poem? What words and phrases does he use to achieve this? Why is this an effective metaphor?

B) What are the themes in this poem?

Vocabulary Teaching:
melting pot
flourish
binding
unity

Focus Comprehension & Strategies:
- Read and discuss a range of …poetry
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language
- Provide reasoned justifications for their views
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

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

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Introduce the children to Benjamin Zephaniah by watching the clip: https://www.bbc.co.uk/bitesize/clips/zcftsbk in which he says that he used to think poets were boring until he became one of them!
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 1 Vocabulary sheet.
Explore & respond: Watch a performance of the poem by students and Benjamin Zephaniah at: https://www.youtube.com/watch?v=Aq13dvtZjP4. After watching the poem being performed, as a class, begin a Likes, Dislikes, Connections, Puzzles grid on the flip chart, sharing ideas and adding them to the grid. Refer to **Anchor Question A** and use **Think Pair Share** to answer the first part of the question. Discuss that the metaphor used throughout The British is a recipe.
Fluency: **Choral Read** all of Lesson 1: Teacher Model/ Children Practise together as a class, using **Pausing** as modelled in the video clip performance.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A** and tell the children that now you need to consider the other parts of the question, so you are going to model finding words and phrases which are used to create the metaphor. For the Model part of the lesson, use the first three stanzas. See Lesson 1: Teacher Model. Model **Scanning** the text. Circle: '*Serves 60 million', 'Take some', 'let them settle', 'Add lots of', 'stir vigorously', 'Mix', 'hot', 'cool'.*
Reference the Text: On an enlarged copy of the Lesson 1 Teacher Model / Children Practise, **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Question A.** Children to examine the rest of the poem - Lesson 1: Children Practise and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB/ Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Actively encourage children to **Scan** the text to find the relevant words and phrases and circle them, then to answer why it is an effective metaphor.
If the children are struggling, encourage them to look for imperative verbs such as '*sprinkle*'.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: Children to record their responses to the Anchor Question and share their responses as a class.
Read the last part of the poem – in Lesson 1: Children Apply
Refer to **Anchor Question B)** Ask the children what they think the themes are in this poem and create a **Mind Map.** Look to examples given against the poem and explore which part (s) of the text may relate to which **Theme.**
If the children are struggling, consider cultural diversity, unity and justice.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Choral Reading, Think Pair Share, Pausing, Text Marking, Scanning, Themes**

Acceptable Point(s) Anchor Question A)
Effective because:
- each type of people added is like an ingredient
- Britain is made up of lots of different people
- The different people and cultures are mixed together in Britain like ingredients are mixed in a recipe
- The ingredients are not as good on their own as when they are all put together.

Acceptable Point(s) Anchor Question B)
- diversity, unity, justice, inclusion

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

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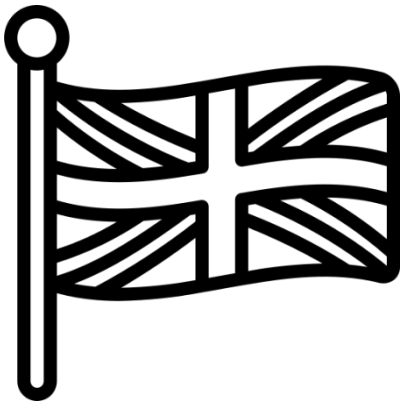
Lesson 1: Vocabulary

melting pot	flourish
binding	unity

Lesson 1: Anchor Questions

A) What metaphor does Benjamin Zephaniah use throughout the poem?
What words and phrases does he use to achieve this?
Why is this an effective metaphor?

B) What are the themes in this poem?



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Lesson 1: Teacher Model / Children Practise

The British

Serves 60 million

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately four hundred years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans, Trinidadians and Bajans with some Ethiopians, Chinese, Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians, Iraqis and Bangladeshis together with some Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Which theme? Where and why?
diversity
unity
justice
inclusion

Adapted from The British ©by Benjamin Zephaniah

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Lesson 1: Children Apply

A) What metaphor does Benjamin Zephaniah use throughout the poem?
What words and phrases does he use to achieve this?
Why is this an effective metaphor?

Lesson 1: Children Apply

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.



Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

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

Lesson	2	Vehicle Text & Page	Roma People Roam p.42 Wicked World! Benjamin Zephaniah

Anchor Question(s):
A) List three things Roma people are known for doing.
B) Give a synonym for 'roam'. Why do you think the poet chose to use 'roam' in the poem?

Model Question:
List three negative things people did to Roma people.

Vocabulary Teaching:
roam,
gypsies,
nomadic,
trod.

Focus Comprehension & Strategies:
- Provide reasoned justifications for their views
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Focus Content Domain(s):
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Tell the children that Roma people (also known as Romani) are an ethnic group of people who are travellers who live and travel from place to place. The group originated in India and now mostly live in Europe.
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. Refer to Lesson 2 Vocabulary sheet.
Explore & respond: Teacher to read the poem aloud. Use **Stress** for the rhyming words. Focus on punctuation and how using it can help the reader to make meaning from the poem. Demonstrate how much punctuation helps you to understand what the poem means by pausing at each comma and full stop and reading through to them, even when sentences are spread across two lines of the poem, for example:
For not being related
To the people round about,
Fluency: **Choral Read** x2 the fluency extract. Encourage children to use **Stress** for the rhyming words and reading to the punctuation as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the Model Question for demonstration.
Re-read the stanza used in the Fluency section. Model how to use **Scanning** for words and phrases which answer the question, looking for negative actions towards to Roma people.
Circle *'been hated', 'been separated', 'When things went wrong some blamed them', 'shamed them', 'throw them out'*
Model how to answer the question on Lesson 2: Teacher Model/ Children Apply, choosing three of the examples to answer the question.
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

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions**. Children to examine the poem and read through in pairs. Use the Lesson 2 Teacher Model / Children Practise 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: Encourage the children to use **Scanning** to find the answers for **Anchor Question A.** Remind the children to circle the words and phrases which provide evidence for the **Anchor Questions.**
If the children are struggling for Anchor Question A, encourage them to consider *'read your future', 'arts and crafts', 'trod a million paths', 'trading'.* If they are unsure on **Anchor Question B**, children can use a thesaurus.

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity.
Verbal & Written Responses: Children to answer the questions.
As a class, compare their answers to the Anchor Questions.
Ask the class how they feel about the Roma people after reading the poem. Show **Reader Effect.** Encourage the children to provide reasoned justifications for their views, using the word 'because' and referencing the poem.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
- Responses to the **Anchor Questions**
- Use of the strategies taught i.e. **Choral Reading, Stress, Scanning, Text Marking, Reader Effect**

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

Acceptable Point(s) Anchor Question A
- telling the future
- arts and crafts
- travelling far
- trading

Acceptable Point(s) Anchor Question B
- synonyms for wander, travel, amble
- because it has phoneme 'oa' (assonance - repetition of the 'oa' sound) so sounds effective when the poem is being performed / homophones

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Lesson 2: Vocabulary

roam	gypsies
nomadic	trod

Lesson 2: Fluency

At times they have been hated
They have been separated
For not being related
To the people round about,
When things went wrong some blamed them
Without reason they shamed them,
When some folk couldn't tame them
What they did was throw them out.

Lesson 2: Anchor Question

A) List three things Roma people are known for doing.

B) Give a synonym for 'roam'. Why do you think the poet chose to use 'roam' in the poem?

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Lesson 2: Teacher Model / Children Practise

Roma People Roam

Since leaving northern India
Fifteen hundred years ago
They roamed all over Asia,
Europe and the Americas,
Over Australia and Africa,
The Roma people roam.

People began to call them gypsies,
They thought they came from Egypt
But they did not come from Egypt
Fifteen hundred years ago.
In fact they went all over
From North Africa to Dover
That's so natural for the Roma
The Roma people roam.

At times they have been hated
They have been separated
For not being related
To the people round about,
When things went wrong some blamed them
Without reason they shamed them,
When some folk couldn't tame them
What they did was throw them out.

It's said that some could read your future
Without knowing your past,
And they used to be famous
For all their arts and crafts,
It's said that this nomadic people
Have trod a million paths
Trading as they go
The Roma people roam.

Adapted from © Roma People Roam by Benjamin Zephaniah

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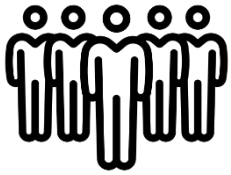
Lesson 2: Teacher Model / Children Apply

List three negative things people did to Roma people.
• Separated them for not being related • Blamed them when things went wrong • Threw them out
A) List three things Roma people are known for doing.
• • •
B) Give a synonym for *'roam'*. Why do you think the poet chose to use 'roam' in the poem?



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

Lesson	3	Vehicle Text & Page	We Refugees p.74 Wicked World! Benjamin Zephaniah

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What reasons does Benjamin Zephaniah give for people becoming refugees? **B) In this poem, Benjamin Zephaniah argues that 'we can all be refugees'. Do you agree? Why? Refer to the poem to support your view.**	refugee, bring forth.	• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	2d make inferences from the text / explain and justify inferences with evidence from the text 2g identify / explain how meaning is enhanced through choice of words and phrases



Step 1: READ

Read to Children 12 mins

Share Anchor Question(s): Explicitly refer to these throughout the lesson.
Vocabulary: Discuss and explain these in the context of where they are located and refer to Lesson 3 Vocabulary sheet.
Explore & respond: Watch the poem being performed: we refugees by benjamin zephaniah - Bing video
Ask the children to respond. Ask the children how the poem makes them feel.
Draw attention to the use of enjambment in the poem (when the sentence continues beyond the line in a poem). The poet is encouraging the reader to read down to the next line of a poem, and then the next, quickly. Model how you have to move through the lines until the full stop for the phrase or sentence to make sense.
Fluency: **Choral Read** x2 the fluency extract. Encourage the children to read quickly through the lines – reading to the punctuation. Consider **Rate.**



Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A**. Explain to the children that they should read closely and annotate the reason why people can become refugees described in each stanza.
Model with the first stanza. Use **Think Aloud.**
Teacher Talks: This stanza tells me that this person comes from a place where you can be shot for *'your song'* which makes me think there is no free speech. It also says that *'brothers'* are torturing each other. The poet does not mean blood-related brothers, but that communities are fighting against each other. This makes me think that the person in this stanza is fleeing because their country is in unrest.
Circle '*they shoot me for my song', 'my brother has been tortured By my brother in my land'*
Model how to annotate next to the stanza with a brief answer, for example 'Country is in unrest. No free speech and violence.' Then add this to Lesson 3: Children Apply to answer the question.
Reference the Text: 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 the key vocabulary B) annotate the stanza.



Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to **Anchor Questions.** Children to examine the whole poem 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 use the **Think Aloud** strategy in their pairs in preparation for annotating each stanza, then annotate each stanza.
If the children are struggling, help them to explore: '*hate my shade of skin', 'ban free poetry', 'girls cannot go to school', 'you are told what to believe', 'great old forest', 'I think it is now a field', 'mad leader', 'no rain to bring forth food', 'told to go', 'hated by someone', 'valley floods each year', 'the hurricane', 'But I really want to live'.*



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. As a class, return to the **Anchor Question B.** Ask each pair to give a short presentation to answer the question, using their notes and the poem to justify their views.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Choral Reading, Rate, Think Aloud, Think Aloud, Text Marking**

Acceptable Point(s) Anchor Question A
- racism
- oppression/ ban free speech
- gender inequality
- destruction of environment
- bad leader/ government
- natural disaster (floods, hurricane, droughts)
- not safe to return to where family from

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

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Lesson 3: Vocabulary

refugee	bring forth

Lesson 3: Fluency

We can all be refugees
Nobody is safe,
All it takes is a mad leader
Or no rain to bring forth food,
We can all be refugees
We can all be told to go,
We can be hated by someone
For being someone.

Lesson 3: Anchor Questions

A) What reasons does Benjamin Zephaniah give for people becoming refugees?

B) In this poem, Benjamin Zephaniah argues that 'we can all be refugees.' Do you agree? Why? Refer to the poem to support your view.

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Lesson 3: Children Practise

We Refugees

I come from a musical place
Where they shoot me for my song
And my brother has been tortured
By my brother in my land.

I come from a beautiful place
Where they hate my shade of skin
They don't like the way I pray
And they ban free poetry.

I come from a beautiful place
Where girls cannot go to school
There you are told what to believe
And even young boys must grow
beards.

I come from a great old forest
I think it is now a field
And the people I once knew
Are not there now.

We can all be refugees
Nobody is safe,
All it takes is a mad leader
Or no rain to bring forth food,
We can all be refugees
We can all be told to go,
We can be hated by someone
For being someone.

I come from a beautiful place
Where the valley floods each year
And each year the hurricane tells us
That we must keep moving on.

I come from an ancient place
All my family were born there
And I would like to go there
But I really want to live.

We can all be refugees
Sometimes it only takes a day,
Sometimes it only takes a handshake
Or a paper that is signed.
We all came from refugees
Nobody simply just appeared,
Nobody's here without a struggle,
And why should we live in fear
Of the weather or the troubles?
We all came here from somewhere.

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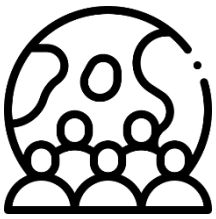
Lesson 3: Teacher Model / Children Apply

A) What reasons does Benjamin Zephaniah give for people becoming refugees?

- Country is in unrest. No free speech and violence
-
-
-
-
-
-
-
-

B) In this poem, Benjamin Zephaniah argues that 'we can all be refugees.' Do you agree? Why? Refer to the poem to support your view.

Write notes here to help you in your presentation:



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

Lesson	4	Vehicle Text & Page	Fearless Bushmen p.16 Wicked World! Benjamin Zephaniah

Anchor Question(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What impression do you get of the bushmen? Which words and phrases give you that impression? **B) *'Their footprints are uniquely small For people who travel so much'*** **What do you think the poet means in this line?**	arrogance, nimble, watchwords	• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Provide reasoned justifications for their views • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	2d make inferences from the text / explain and justify inferences with evidence from the text 2g identify / explain how meaning is enhanced through choice of words and phrases

Step 1: READ

Read to Children 12 mins

Activate Prior Knowledge: Share some photographs of the Bushmen of Kalahari and tell the children that they live in South Africa and are thought to be the oldest human population on Earth.
Share Anchor Question(s): Explicitly refer to these throughout the session.
Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 4 Vocabulary sheet.
Explore & respond: Teacher to read aloud the poem, modelling reading with pace - to the punctuation- to help make meaning. Discuss the rhythm and identify any rhyme, though there is not a structured rhyme pattern. Ask the children whether they like this poem and to justify their views when answering.
Fluency: **Choral Read** x2 the fluency extract, focusing on **Rate** as modelled.

Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Question A.** Re-read the first stanza and tell the children that you will model using the first stanza only. Model reading the stanza to get a gist of what the bushmen are like then **Re-reading**, this time **Scanning** the stanza for words which give you an impression of what the bushmen are like.
Circle: *'to boast is sinful', arrogance is evil', 'that's rude', 'hunt for food'*. Model how to answer the question on Lesson 4: Teacher Model.
Reference the Text: On an enlarged copy of the Lesson 4 Teacher Model / Children Practise **Text Mark** and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question
B) answering the question– Lesson 4: Teacher Model/ Children Apply activity.

Step 3: PRACTISE

Children Practise 8 mins

Children to explore and discuss: Refer to the **Anchor Questions.** Children to examine the rest of the poem and read through in pairs. Use the Lesson 4: Teacher Model / Children Practise sheet extract to help aid discussions. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB / Flipchart and encourage discussions.
Practise Taught Strategies & Skills: Encourage the children read the poem to get a gist of what the bushmen are like then **Re-read** it, this time **Scanning** the poem for words to circle, which give them an impression of what the bushmen are like to complete Lesson 4: Teacher Model/ Children Apply activity.
If the children are struggling, consider *'sharing', 'true to their word', 'caring', 'refuse to own land', 'charity, respect and tolerance', 'singing songs around their campfires'.*

Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 4 Children Apply Activity.
Verbal & Written Responses: Children to answer the **Anchor Questions** by completing Lesson 4: Children Apply activity. Share answers as a class.
Discuss **Anchor Question B** as a class and ensure that the children have realised that the poet is using figurative language – so he is talking about their 'carbon footprint' or the print they leave on the Earth, not literally their footprint.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Question**
•Use of the strategies taught i.e. **Choral Reading, Rate, Re-Reading, Scanning, Text Marking, Infer**

Acceptable Point(s) Anchor Question A
• Share and care for the environment and each other
• Honest
• Not greedy or interested in ownership
• Respectful towards their environment
• Enjoy simple pleasures such as singing around the campfire

Acceptable Point(s) Anchor Question B
• he is using figurative language and means their carbon footprint or the effect they have on the environment – so they do not leave a mark/ destruction despite all the travelling they do.

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

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Lesson 4: Vocabulary

arrogance	nimble
watchwords	

Lesson 4: Fluency

And still today they say
To boast is sinful
Arrogance is evil.
And although some say today that they
Are the earliest hunter-gatherers known
They never hunt for sport
They think that's rude,
They hunt for food.

Lesson 4: Anchor Questions

A) What impression do you get of the bushmen? Which words and phrases give you that impression?

B) *'Their footprints are uniquely small*
For people who travel so much'
What do you think the poet means in this line?

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Lesson 4: Teacher Model / Children Practise

Fearless Bushmen

The bushmen of the Kalahari desert
Painted themselves on rocks
With wildebeests and giraffes
Thousands of years ago.
And still today they say
To boast is sinful
Arrogance is evil.
And although some say today that they
Are the earliest hunter-gatherers known
They never hunt for sport
They think that's rude,
They hunt for food.

They earn respect by sharing
Being true to their word
And caring.
They refuse to own land but
They can build a house in two days
And take it down in four hours.

Their footprints are uniquely small
For people who travel so much
To find melons or mongongo trees,
And those small dark and nimble feet
May spend two days chasing a deer.
Charity, respect and tolerance
Are watchwords for these ancient folk
Who spend their evenings singing songs
Around their campfires.

Adapted from © Fearless Bushmen by Benjamin Zephaniah

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Lesson 4: Teacher Model/ Children Apply

A) What impression do you get of the bushmen? Which words and phrases give you that impression?	
Impression	**Words and phrases from the poem**
I think that they are modest and don't show off.	*To boast is sinful* *Arrogance is evil*
I think that they show respect to other living things and only take from their environment what they need to survive	*They never hunt for sport* *They hunt for food*

B) '*Their footprints are uniquely small* *For people who travel so much'* What do you think the poet means in this line?

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

Lesson	5	Vehicle Text & Page	All of the poems from the lessons this week.

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
What techniques can you identify and use which enhance the performance of a poem?	N/A	• Learn a wider range of age appropriate poetry by heart • Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning	2g identify / explain how meaning is enhanced through choice of words and phrases



Extended Apply Session

Through this selection of activities children will need copies of:
- Lesson 5: Extended Application Activity
- the Vehicle Texts from all week

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

Activate Prior knowledge: Consider how in the poems that have been shared this week, performance has been at the forefront of the word choices. Recap the use of rhythm, rhyme, alliteration, assonance and enjambment.

Vocabulary: N/A

Share Anchor Questions: Refer to these throughout the lesson.

Enjoy and Respond to the text:
Watch a performance of 'Dis Poetry' by Benjamin Zephaniah Benjamin Zephaniah: Dis Poetry - YouTube
Use **Think Pair Share** to consider the **Anchor Question** then as a class, create a **Mind Map** of techniques he uses which enhances his performance. Consider intonation, rate, tone, volume, actions, hand gestures, facial expressions and movements.

Written/ Verbal Responses / Evidence Anchor Question:
Children to choose their favourite poem from across the week and prepare and practise a performance. This can be done individually or in pairs or groups. Encourage the children to learn the poem by heart.
Children should then perform to the class and the audience should offer feedback as to what was especially effective and what they might consider next time in order to improve their performance. Encourage the children to refer to the techniques discussed during the lesson.

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: Instruments can be used to aid a steady beat of these poems which will help their performance.

Additional Activity:
The children could research Benjamin Zephaniah and produce a fact file or information page about him and his poetry.

Comprehension questions:
Answer the comprehension questions below, each using the poem they are practising and performing during this lesson.

Feedback on Learning: Use assessment for learning to inform feedback to the children.
This may include:
- use of the strategies taught i.e. **Think Pair Share, Intonation, Rate, Stress, Mind Map, Reference the Text,**
- responses to the **Anchor Question**

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

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Lesson 5: Anchor Question

What techniques can you identify and use which enhance the performance of a poem?

Lesson 5: Comprehension Questions

Answer these questions from the poem you have used during this lesson.

1. Find and copy a phrase or line which has been chosen for how it sounds when it is performed (maybe it has rhyme, rhythm, alliteration or assonance).

   _____

   _____

2. Benjamin Zephaniah says that equality is very important to him. How is this reflected in the poem?

   _____

   _____

   _____

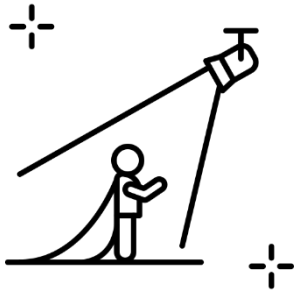
3. Summarise the meaning of the poem.

   _____

   _____

   _____

   _____



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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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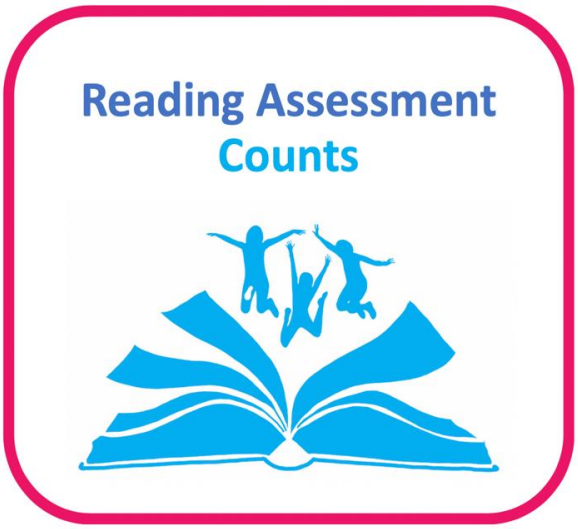
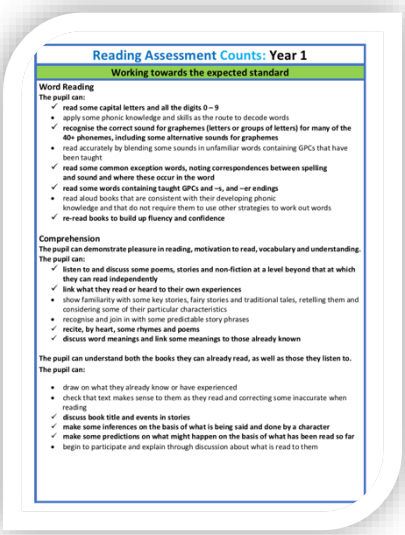
Reading Assessment







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.

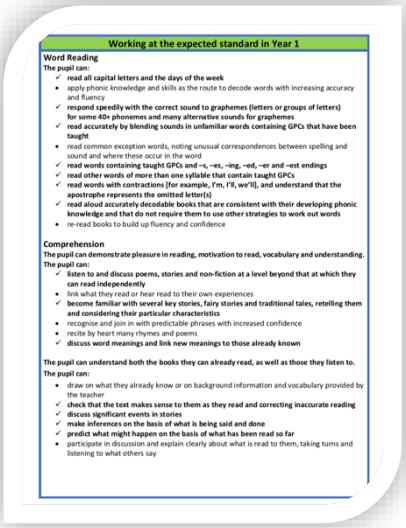
The pupil can:

- ✓ 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.

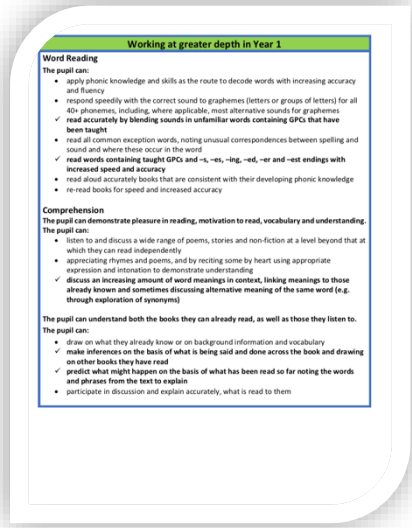
The pupil can:

- ✓ 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.

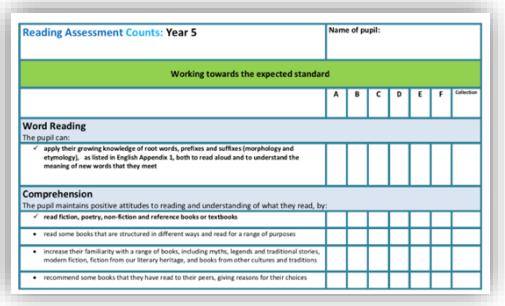
The pupil can:

- 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:

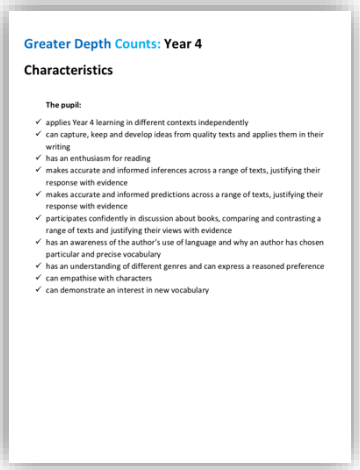
- draw on what they already know or on background information and vocabulary
- ✓ make inferences on the basis of what is being said and done across the book and drawing on other books they have read
- ✓ predict what might happen on the basis of what has been read so far noting the words and phrases from 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
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'Clarified and emphasised the essential elements for Shared Reading. Fantastic demonstrations and activities to help us understand how to improve pupil outcomes. Amazing session! Thank you.'

Helen Pitt
Deputy Head Lunt's Heath Primary School 2020

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

James Martin
Dee Point Primary School Senior Teacher 2020



JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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

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Connected: Read to Write

Fact: Improving outcomes in reading helps improve outcomes in writing
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- Clear sequential Episodes of Learning
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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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