Steps to Read™

Shared Reading Planning
Year 3
Unit C: Geography Focus
Rivers and Mountains

LiteracyCounts
Improving outcomes for children

READ

Contents

The 4 Steps Teaching Sequence

Steps to Read

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

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

Vehicle Texts for this Unit
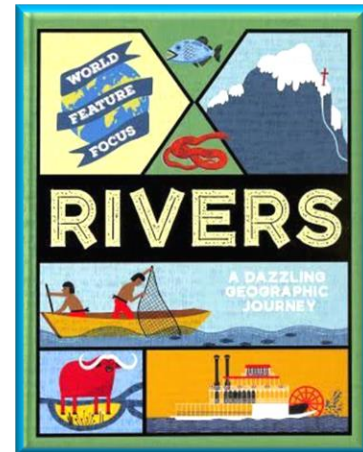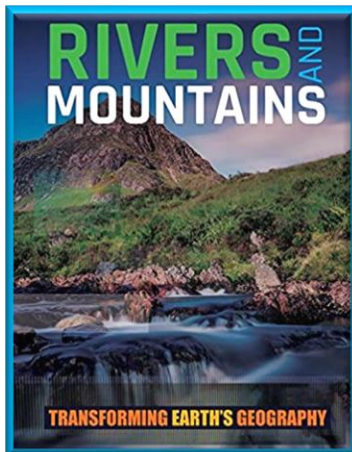
Shared Reading Planning
Year 3
Unit C
Rivers and Mountains

Unit Focus: Comprehension Skills & Strategies

This Year 3 Unit

Word Reading

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

Comprehension

Build on Previous Year & Focus on:
•Read a range of books that are structured in different ways and read for a range of purposes
•Identify how language and structure contribute to meaning
•Identify main ideas drawn from more than one paragraph and summarise these
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Retrieve and record some information from non-fiction

Skills and Strategies

Build on Previous Year & Focus on:
•Recognise and read *most Year 3&4 W*ord List words
•Skim to gain an overview of a text, e.g. topic, purpose
•Identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points*
•Look for specific information in texts using contents, indexes, glossaries, dictionaries
•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
•Re-reading sentences for clarity

Content Domains*

2c summarise main ideas from more than one paragraph
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2d make inferences from the text / explain and justify inferences with evidence from the text

Throughout Year 3 focus on

Comprehension	Skills and Strategies	Content Domains*
Building on Previous Year and throughout Year 3 focus on: •Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Participate in discussion about both books that are read to them and those they can read for themselves •Use dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Increase their familiarity with a wide range of books and retell some of these orally	•Building on phonics subject skills and knowledge •Connect prior knowledge with context •Locate and discuss words and pre taught vocabulary to find out what the text is about •Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context •Read a range of texts with increasing accuracy and fluency •Develop fluent and enthusiasm for reading and read widely and frequently	*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment. **2a** give / explain the meaning of words in context **2b** retrieve and record information / identify key details from fiction and non-fiction **2d** make inferences from the text / explain and justify inferences with evidence from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

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

What is Steps to Read?

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

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

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

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

Underlying Principles

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

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

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

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 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

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.

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.

Learning Across the Week

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

| **Lesson 1** Steps to Read | **Lesson 2** Steps to Read | **Lesson 3** Steps to Read | **Lesson 4** Steps to Read | **Lesson 5** Extended Application |

In most Steps to Read lessons we:

circle evidence

underline new vocabulary

Getting Ready for Lessons

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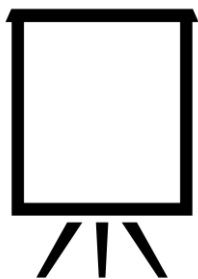
Vocabulary

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

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

Steps to Read™

Shared Reading Planning
Year 3
Unit C: Rivers and Mountains

Non-Fiction

Lesson	1	Vehicle Text & Page	Rivers and Mountains by Joanna Brundle p. 4 What Are Rivers? N.B 1 between 2 of the **actual pages of the Vehicle Text** for this lesson. Extract provided in the resources.

Anchor Questions(s): A What is a river? B What is a source?	Vocabulary Teaching: source, natural spring	Focus Comprehension & Strategies: ·Read a range of books that are structured in different ways and read for a range of purposes ·Retrieve and record some information from non-fiction ·Skim to gain an overview of the text ·Identify how language and structure contribute to 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 2f identify / explain how information is related and contributes to meaning as a whole

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Briefly use **Mind Map** to elicit children's prior knowledge of rivers. Then provide a selection of pre searched internet images of various rivers, including any local to the children. If time challenge the children to **Think Pair Share** as many names of rivers as they can. Take brief feedback. Introduce the Vehicle Text. Familiarise and **Skim** the layout of the book and its structure. Discussion to include features like the contents page, glossary and index. Check that the children are familiar with all these features. In what kind of books have they seen them before? (Non-fiction). Look specifically at pp.4&5 and discuss features such as photographs, sub titles, captions and use of questions. Ask the children to consider what the purpose of these features are and how they help the reader.

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

Vocabulary: Use **Find Read Talk** strategy to discuss and explain the vocabulary in the context of where these are located within the text. Refer to Lesson 1 Vocabulary.

Explore & respond: Read through all of pp.4&5, paying particular attention to the features and vocabulary discussed. N.B The Vehicle Text has a glossary section that can also be used to support this.

Fluency: Read the extract (See Lesson 1 fluency) modelling **Phrasing**. Children **Pair Read x 2.**

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read page 4 to the children. Example model question to model for demonstration; What is the longest river in the world? Model **Thinking Aloud** strategy to demonstrate where the answer to the question might be found.

 Teacher Talks: I am looking for key words such as '*longest river*' and '*in the world*'. I am also thinking that the name of the river will have capital letters at the start of it, because it's a proper noun (name). Locate the answer, the River Nile, noting the use of capital letters.

Reference the text: On an enlarged copy of the Vehicle Text underline new vocabulary in orange. Circle in green the words 'longest river in the world' and 'the Nile River'. Add your answer to the Lesson 1: Teacher Model, articulating your answer as you write.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: In pairs, children to read through all of p4. Ensure the **Anchor Questions** are displayed on the board. Children to discuss with partner where the answers are located.

Practise Taught Strategies & Skills: Children **Text Mark** by circling words to answer this **Anchor Question.** Encourage pupils to highlight key words in the text to help them answer the **Anchor Questions.** If they need help in finding evidence, consider, '*Rivers*', '*large streams*', '*fresh water*', '*flow*', '*in a channel*', '*downhill*', '*usually into the sea*', '*large lakes*'. '*Source*', '*where it starts*', '*natural spring*', '*water collects*'.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to write answers to the Lesson 1: Children Apply Activity questions.

Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Take feedback on any notes the children have made as well as those made by the teacher in Step 2: Model. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions.

Feedback on Learning: Use Assessment for Learning to feedback to the children. Comment on **Reference the text** and **Text Marking**, **Paired Reading**, **Skimming** and **Thinking Aloud** as well as responses to the **Anchor Questions.**

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

Lesson 1: Vocabulary

source	natural spring
riverbed	approximately
channel	

Lesson 1: Fluency

Rivers are large streams of fresh water that flow across the land in a channel. Rivers flow downhill, typically into the ocean, but sometimes into large lakes.

Extract from © Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 1: Anchor Questions

A What is a river?
B What is a source?

Rivers are large streams of fresh water that flow across the land in a channel. Rivers flow downhill, usually into the sea, but sometimes into large lakes. The bottom of the channel is called the riverbed. The source of a river is the place where it starts. The source may be a natural spring or a place where water collects. This water is usually either rain-water or water from melting snow and ice.

The source of some rivers are lakes. Lake Victoria in East Africa is the source of the River Nile, which is approximately 6,853 km long. It is the longest river in the world.

© Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 1: Teacher Model

> What is the longest river in the world?

> The longest river in the world is the Nile.

Lesson 1: Children Apply

> What is the source of the river?

> What is a river?

| Lesson | 2 | Vehicle Text & Page | Rivers and Mountains by Joanne Brundle
p.5 The Water Cycle N.B 1 between 2 of the **actual pages of the Vehicle Text** for this lesson. Extract provided in the resources. |

| Anchor Question:
Can you describe the water cycle? How has the author helped you to understand the water cycle? | Vocabulary Teaching:
cycle, droplets, water vapour, condenses, evaporates, never-ending | Focus Comprehension & Strategies:
· Read a range of books that are structured in different ways and read for a range of purposes
·Identify how language and structure contribute to meaning
·Retrieve and record some information from non-fiction
· Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information | Focus Content Domain(s):
2a Give/explain the meaning of words in context
2b Retrieve and record information/identify key details from fiction
2f identify / explain how information is related and contributes to meaning as a whole |

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Ask the children if they can remember what a river is from the previous lesson and discuss. Remind children of this by sharing p.4 – What are Rivers? Briefly **Summarise.**

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

Vocabulary: Discuss and explain the vocabulary in the context of where it is located within the text. Explain the meanings of 'condenses' (when a gas changes to a liquid – through cooling) and 'evaporates'(when a liquid turns to a gas – through heating).   Children use the strategy **Find Read Talk** to find the meanings of the rest of the words. **Clarify** any misconceptions.

Explore & respond: Introduce p.5 of the Vehicle Text and briefly revise features such as subheadings, diagram, captions and layout. Now read all of p.5 through with the children paying particular attention to identified vocabulary.

Fluency: Read the extract (see Lesson 2: Fluency) modelling **Pausing** after each section.
Children **Choral Read x2.**

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Model making **Deliberate Mistakes** and **Self-Correction**, using phonics as a first strategy for decoding unfamiliar words to locate known GPCs. **Reread** all of the text in the section 'The Water Cycle' correctly.

Example Model Question for demonstration: What is the first part of the water cycle and how has the author helped me to understand it? Model **Thinking Aloud** the question, noting that the author has used numbers in the **text structure**.

Teacher talks: I think the use of numbers has helped me to see where I should start to read – to aid my understanding. Circle this on the text. Now model locating the words or phrases needed to answer the question '*The sun evaporates ocean water'*.

Reference the text: **Text Mark** explicitly by circling the key words that will help to answer the model question; '*The sun evaporates ocean water'* on an enlarged copy of the text and underline the new vocabulary explored.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Pairs have copies of p.5. Encourage collaboration and discussion by sharing the **Anchor Question** again.

Practise Taught Strategies & Skills: Now invite the children, in pairs, to **Reread** the text and locate words and phrases through **Text Mark** that help answer the **Anchor Question**. Ensure children are looking at the **text structure** and cues from the author, so that they are following the text in the correct order and are able to explain how the author has organised the text to support understanding. Collaboratively, partners talk through the water cycle, using words and phrases found in the text to support them.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Children Apply Activity. As a class, return to the activity to check responses and where they were located.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on how the **Text Structure** signalled the different parts of the water cycle.   Is this the best way to organise information of a cyclical nature, like the water cycle? Why? Why not?

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught and used i.e. **Pausing, Reference the Text, Text Structure, Choral Reading** and **Find Read Talk.**

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

Lesson 2: Vocabulary

cycle	droplets
water vapour	condenses
evaporates	never-ending

Lesson 2: Fluency

1. The sun evaporates sea water.
2. Water vapour rises into the air, cools down and condenses, forming clouds.
3. Water droplets fall as snow or rain.
4. Streams and rivers carry the water back to the sea.

Extract from © Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 2: Anchor Question

Can you describe the water cycle?

The Water Cycle.

Rivers are an important part of the never-ending water cycle.

1. The sun evaporates sea water.
2. Water vapour rises into the air, cools down and condenses, forming clouds.
3. Water droplets fall as snow or rain.
4. Streams and rivers carry the water back to the sea.

© Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 2: Teacher Model

Text structure feature	How it aids the reader
Numbered points	Helps the reader to know where to start and what to read next

1 ═══
2 ═══

In your own words, describe the water cycle. Use a diagram to help you.

Text structure feature	How it aids the reader

Lesson	3	Vehicle Text & Page	Rivers and Mountains by Joanne Brundle pp. 6 & 7 A River's Journey N.B 1 between 2 of the **actual pages of the Vehicle Text** for this lesson.

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A What are the three stages of the river called and why are they compared to stages in life? B How do the photographs support understanding of the different features of the river?	geographers, riverbed, abrasion, valleys, tributaries, snakes, meanders, silt	·Read a range of books that are structured in different ways and read for a range of purposes ·Retrieve and record some information from non-fiction ·Identify how language and structure contribute to meaning ·Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information	2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction 2f identify / explain how information is related and contributes to meaning as a whole

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Show a short pre searched video from the internet of the journey of a river, for example: (1) A river's journey from source to mouth - YouTube. Children briefly **Think Pair Share** what they have just seen.

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

Vocabulary: Children match words and meanings (see Lesson 3: Vocabulary Sheet). Briefly **Clarify**.

Explore & respond: Show the children pp. 6&7 of the vehicle text and briefly revise the features such as layout, title, subheadings, captions and photographs. Read through the two pages, pointing out the layout features and the new vocabulary already explored.

Fluency: Read the extract (see Lesson 3: Fluency) modelling **Pausing** as well as **Intonation** to emphasise key words. Children **Choral Read** x2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Self-Correction** strategy to read the opening paragraph and use phonics as a first strategy for decoding of unfamiliar words. **Reread** entire paragraph correctly.

Example Question for demonstration to children: Why have geographers split the river's journey into three courses? Model **Thinking Aloud** of the question and locating the opening paragraph.

Reference the text: Now model locating information that provides the evidence to answer the question (i.e. *to help us understand more about a river*). **Text Mark** explicitly by circling these words. Underline any new vocabulary.

Teacher Talk: So because there would be so much information to take in, the geographers have decided to split the river's journey into three parts. This will make it much easier to understand, almost like paragraphs in non-fiction writing.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Each pair to have a copy of the Lesson 3: Children Practise Activity. Children should read the extract through with a partner.

Practise Taught Strategies & Skills: Children to complete Lesson 3: Children Practise Activity collaboratively. Encourage the strategy of **Reference the Text** throughout. If children are struggling, consider words like *'upper course', 'young river', 'someone rushes around a playground', 'full of energy', 'moves quickly'* etc. Take feedback and discuss briefly. Encourage children to discuss how the photographs are supporting their understanding as they read.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Children Apply Activity.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback. Ask the children to create a movement that represents the youthful start of the river, with the middle aged middle and old aged end. How do the words they identified and the comparisons the author used help them to create the movements? Briefly share how the photographs supported their understanding of the different parts of the river.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught and used i.e. **Pausing**, **Reference the Text, Choral Speaking** and **Find Read Talk.**

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

Lesson 3: Vocabulary

geographers	A person who studies geography (the land)
abrasion	The process of rubbing away the surface of something
tributaries	A river or stream that flows into a larger river or lake
meander	Following a route that is not straight or direct
riverbed	The ground over which a river usually flows
valleys	An area of low land between hills or mountains
snake	Move along a route that includes lots of twists and bends
silt	Sand or soil carried along by a river then dropped at a bend or at the river's opening

Lesson 3: Fluency

The riverbed is worn away by rocks and gravel that are carried along by the energy of the young river. This process is called abrasion and it causes V-shaped valleys with steep sides to form.

Extract from © Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 3: Anchor Questions

A. What are the three features of the journey of a river?
B. Why is the upper course of a river also known as a young river?

The path that a river follows is called its course. To help us understand more about a river at each stage of its journey, geographers split each river's journey into upper, middle and lower courses. The upper course is also called a young river. Think about how you rush around the playground, full of energy. Like you, a young river moves quickly as it travels down steep slopes. The water in young rivers often looks white as it bubbles and froths.

As the river moves into its middle course, it is said to middle-aged. As more tributaries flow into the main river, it becomes wider and deeper. The land it flows through becomes flatter and the river moves more slowly. The shape of the valley that the river makes becomes broader and flatter in shape.

When it reaches its lower course, also known as old age, the river flows much more slowly and it snakes across the land in curves and loops called meanders. In its middle and lower courses. The river may be carrying large amounts of mud, soil and silt – tiny pieces of sand and rock – that make the water look cloudy and muddy. The mouth of the river is the place where it flows from.

The riverbed is worn away by rocks and gravel that are carried along by the energy of the young river. This process is called abrasion and it causes V-shaped valleys with steep sides to form.

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Lesson 3: Children Apply

The Stage of the River	How they compare to the stages in life

How do the photographs support understanding of the different features of the river?

Lesson	4	Vehicle Text & Page	Rivers and Mountains by Joanna Brundle pp. 14 &15. N.B 1 between 2 of the actual pages of the Vehicle Text for this lesson.

| Anchor Questions(s):
How are rivers useful to humans? | Vocabulary Teaching:
hydro-electric power, dam, leisure activities, reservoirs, levees | Focus Comprehension & Strategies:
·Read a range of books that are structured in different ways and read for a range of purposes
·Retrieve and record some information from non-fiction | Focus Content Domain(s):
2b Retrieve and record information/identify key details from fiction |

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Ask the children to briefly **Mind Map** in small groups all the things that rivers might be used for. Allow only two to three minutes, then bring the class back together to take feedback.

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

Vocabulary: Share the words and phrases found within the text and refer to Lesson 4 Vocabulary Sheet. Demonstrate how to use **Find Read Talk** to find the meaning of 'hydroelectric power' by reading the sentence that follows the words and using **Thinking Voice**: '*the force of the water from the dam turns the turbines, therefore generating electricity*'. Encourage the children in pairs to use **Find Read Talk** to locate the rest of the words on their copy of the text and discuss these with them.

Explore & respond: Read all of pp.14&15, paying attention to layout features and new vocabulary. Allow time for children to **Stop & Jot** their initial responses to the **Anchor Question**.

Fluency: Model reading the fluency extract (see Lesson 4: Fluency) demonstrating **Pausing**. Focus in particular on the exclamation marks and commas to aid meaning. Children **Choral Read** x 2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Model making **Deliberate Mistakes** and using **Self-Correction** strategy. Use phonics as a first strategy for decoding of unfamiliar word to locate know **GPC**s whilst reading the sentence beginning 'Timber and steel'. **Reread** entire sentence correctly.

Example Question for demonstration to children: What measures can we take to stay safe around rivers? Model **Scanning** the page to find the answer to the question, noting the range of picture clues, labels and subheadings on the double page spread.

Reference the text: Focus on the bottom paragraph on p.14 and focus on the words, 'Always take care near rivers'. **Text Mark** explicitly how we can stay safe, by circling the words that provide evidence for the example question on an enlarged copy of the text – '*follow all warning signs, try to learn to swim, never swim in a river, responsible adult*'. Add to Lesson 4: Teacher Model.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to examine the text again and read through in pairs (see Lesson 4: Read / Teacher Model / Children Practise). One copy of the text between two encourages collaborative working and discussion. Also place the main **Anchor Question** on the IWB / Flipchart.

Practise Taught Strategies & Skills: Actively encourage children to **Scan** the page to locate the different uses of rivers, subheadings and photographs (as modelled), then **Text Mark** by circling key words in the text that provide evidence to answers the **Anchor Questions.** If children need support in finding evidence, consider '*travel inland', 'transporting people', 'goods', 'timber and steel', 'carried', 'generate hydro-electric power' etc.*

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question: In Reading Journals, children complete the Lesson 4: Children Apply Activity.

Verbal & Written Responses: As a class, return to the **Anchor question** to check responses and where they were located. On flip chart paper scribe responses ensuring children Reference the text when offering suggestions.

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

•Use of the strategies taught and used i.e. **Mind Map, Self-correct, Scanning, Reference the Text and Find Read Talk, Choral Reading and Text Marking**

•Responses they have given to the Anchor Question

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

hydro-electric power	dam
leisure activities	reservoirs
levees	prevent

Lesson 4: Fluency

Rivers are useful! Wide, deep rovers enable boats to travel inlands, transporting people and goods. The River Rhine, which flows through Switzerland, Germany and the Netherlands, is the busiest waterway in Europe.

Extract from © Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 4: Anchor Question

How are rivers useful to humans?

Lesson 4: Read / Teacher Model / Children Practice

Rivers are useful. Wide, deep rivers enable boats to travel inland, transporting people and goods. The Rhine river, which flows through Switzerland, Germany and the Netherlands, is the busiest waterway in Europe. Timber and steel are some of the most important goods that are carried along it by boats and barges. Rivers generate hydro-electric power. The water in the river is controlled by a dam built across the river. The force of the water rushing through the dam turns turbines, generating electricity. Rivers are fun too! People enjoy leisure activities such as swimming, fishing and kayaking. Riverbanks are used by cyclists, dog walkers and people enjoying picnics.

Always take care near rivers and follow all warning signs. Try to learn to swim, either at school or at your local swimming pool. Never swim in a river unless a responsible adult is with you and has checked that it is safe to do so.

Humans have developed many ways to control the power of rivers. As well as providing electricity. Dams can used to prevent flooding. Reservoirs – the places behind dams where the water is collected and stored – give a steady, reliable source of water for people and crops. Levees are high, man-made banks that are build to contain flooding rivers.

Extract from © Rivers and Mountains by Joanna Brundle (Booklife Publishing)

Lesson 4: Teacher Model

What measures can we take to stay safe around rivers?
1.
2.
3.

Lesson 4: Children Practise/Children Apply

In what ways are rivers useful to humans?
1.
2.
3.
4.

Lesson	5	Vehicle Text & Page	Rivers and Mountains by Joanna Brundle pp. 16&17 River Wildlife and Plants. N.B 1 between 2 of the **actual pages of the Vehicle Text** for this lesson.

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How have animals and plants adapted to suit their river habitat?	adapt, inhabitant, gills, absorb, oxygen, nutrients, sediment, marginal	·Apply growing knowledge of prefixes and root words ·Identify how language and structure contribute to meaning ·Retrieve and record some information from non-fiction ·Identify ideas drawn from more than one paragraph and summarise these	2e Predict what might happen from details stated and implied 2d Make inferences from the text/explain and justify inferences with evidence from the text

Extended Apply Lesson

Activate prior knowledge: In pairs, allow the children two minutes to list all the animals and plants they think might be found by the river. What might a river provide for these animals that help them to survive? Take brief feedback.

Vocabulary: Share the words and phrases found within the text and together, use **Find Read Talk** to **Clarify** meanings (see Lesson 5 Vocabulary).

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Share p.16 with the children and invite them to **Stop and Jot** initial responses to the **Anchor Question**.

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

Teacher note: You may want the children to complete this using paired talk. Some confident readers may want to complete this independently.

Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the **Anchor Question**.

Additional activity: In pairs, using the same extract and **Stop and Jot,** invite the children to make notes in order to create a television interview between a television presenter and a river expert. Questions might include, 'What animals have adapted to the river environment?' and 'How have they done this?' Rehearse, refine and perform to the rest of the class.

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

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

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

Lesson 5: Vocabulary

adapt	inhabitant
gills	absorb
oxygen	nutrients
sediment	marginal
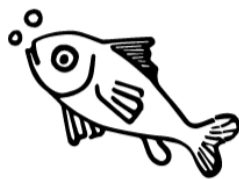
Lesson 5: Anchor Question

How have animals and plants adapted to suit their river habitat?

Lesson 5: Apply

Animals and plants adapt to suit their habitats and river inhabitants are no exception. Oxygen is needed by all animals.   Most fish have gills that enable them to absorb oxygen from the water. Other river creatures, like leeches, absorb oxygen through their skin.

Plants need sunlight to grow. Water blocks a large amount of sunlight from reaching underwater plants, so some have adapted to have leaves that reach above the surface or float on top of the river. Plants also absorb nutrients from the river water.

Plants anchor themselves to the riverbed by attaching their roots to sediment or rocks. Some plants, like tape grass, have very long and thin leaves that easily blend with the water, stopping the plants from being uprooted.

Marginal plants, such as reeds, are plants that grow on the banks of rivers. Their roots spread out through the mud and they can grow so quickly that new land is formed at the river's edge. Swans and other birds make their nests in these areas.

Lesson 5: Children Apply

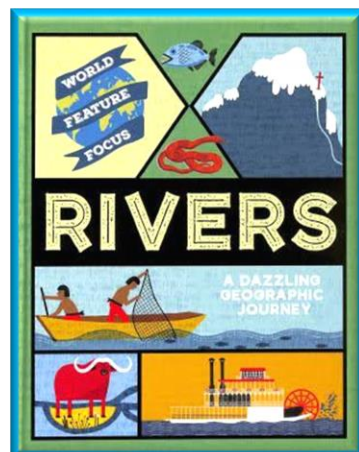## How have animals and plants adapted to suit their habitat?

Animal or plant	How it has adapted to the river
most fish	
leeches	
archer fish	
hippos	
plants	
water lilies	
reeds	

Steps to Read™

Shared Reading Planning
Year 3
Unit C: Rivers and Mountains

Non-Fiction

Lesson	1	Vehicle Text & Page	Rivers by Rebecca Kahn pp.8&9 The Nile N.B 1 between 2 **USE THE RESOURCE IN THE PACK FOR THIS LESSON. IT HAS BEEN ADAPTED TO MATCH THE LEARNING OUTCOMES**

Anchor Question: **Why is the River Nile so important?**	Vocabulary Teaching: source, floodplains, merge, irrigation, shaduf, feluccas, bonanza, migrating	Focus Comprehension & Strategies: ·Read a range of books that are structured in different ways and read for a range of purposes ·Retrieve and record some information from non-fiction ·Look for specific information in texts using contents, indexes, glossaries, dictionaries	Focus Content Domain(s): 2b Retrieve and record information/identify key details from fiction 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: Use **Book Talk** to explore **Text Structures;** the front cover, blurb, contents, index and glossary features of the book and briefly compare to the last book studied. Examine typical features of non-fiction texts as you introduce the book, such as titles, subheadings, diagrams and captions. Discuss the purpose of the text (to inform).

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

Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text and underline. Also, model using the glossary at the back of the book to look up definitions. Refer to Lesson 1: Vocabulary Sheet. Discuss why glossaries are helpful in information texts.

Explore & respond: Now read *all* of pp.6&7 paying attention to new vocabulary. Point to different sections whilst reading through.

Fluency: Read the extract (see Lesson 1: Fluency) modelling **Pausing** after full stops and commas. Children **Choral Read x 2.**

Step 2: MODEL — Model to Children 5 mins

Explicitly Model Strategies & Skills: Model **Fluency** when reading the paragraph subtitled 'Ancient Egypt'. Read this through without paying attention to the punctuation, then use the **Self-correct** strategy and read it through correctly.

Example Question for demonstration to children: Who did the Ancient Egyptians believe was responsible for the yearly floods? Model circling the key words in the question that will help to locate the answer: 'who', *'Ancient Egypt*, 'believe,', 'responsible' 'yearly floods'. Underline in orange any new vocabulary as you read.

Reference the text: **Teacher Talk**: Quickly **Scan** read to find the words 'believed', 'responsible', and 'yearly floods'. Demonstrate that you are reading quickly to try and locate the words. Discuss the fact that you are also looking to locate a name as the question asked 'who'. Circle the words and find the name 'Hapi'. Circle this too and articulate your answer: The ancient Egyptians believed that Hapi was responsible for the yearly floods.

Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to examine p.8&9 and read through in pairs.

Practise Taught Strategies & Skills: Invite children to **scan read** to locate words from the question, *'important', 'river Nile'. The children then read* the rest of the sentence to quickly find the ways the Nile is useful, as just demonstrated. One copy of the text between two encourages collaborative working and discussion. If they are finding this difficult, consider the following words, *'main source' 'drinking water', 'fish', 'mud to make bricks', 'transport'* etc.

Teacher note: the children may find more uses even when the word 'important' is not used in the paragraph.

Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 1: Children Apply.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. On an enlarged copy of Lesson 1: Children Apply, take responses from the children and ask them how they are linking this information together to help answer the **Anchor Question**.

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

• Use of the strategies taught i.e. **Find Read Talk, Text Marking, Self-Correction, Scanning** and **Visualisation.**

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

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

Lesson 1: Vocabulary

source	floodplains
merge	irrigation
shaduf	feluccas
bonanza	migrating

Lesson 1: Fluency

At 6.650km, the River Nile is the longest river in the world. It is the main source of water for the people of Sudan and Egypt, making it vital to these desert countries.

Extract from © Rivers by Rebecca Khan (Franklin Watts)

Lesson 1: Anchor Question

Why is the River Nile so important?

Lesson 1: Teacher Model / Children Practise

The Nile

At 6.650 km, the River Nile is the longest river in the world. It is important as it is the main source of water for the people of Sudan and Egypt, making it vital to these desert countries.

Since about 6,000 BC, people have lived close to the River Nile. It was important to the ancient Egyptians as it gave them drinking water, fish to eat and mud to make bricks. It flooded every summer, covering the floodplains with good oil for growing crops. People believed that the god Hapi made the floods happen every year.

The Nile is really two rivers – the Blue Nile and the White Nile, In the summer, the Blue Nile becomes almost black while the White Nile turns a pale grey colour due to the silt and clay. They merge at Khartoum in Sudan, becoming one river.

Marshes and lakes in the Nile Delta are an important stopover for millions of birds migrating between Europe and Africa. They rest and feed here before continuing their journey.

Irrigation

The climate is hot along the course of the River Nile, so farmers need to water their crops in different ways. This is called irrigation. Dams, canals, wells and pumps are used in modern-day Egypt but farmers also use the shaduf, invented by the ancient Egyptians, to move buckets of water from the Nile into channels leading to their fields.

Transport

The Nile is an important transport route for the people who live along it. There are traditional sailing boats, called feluccas, cruise ships carrying tourists to visit historic sites and river barges to transport food within Egypt and to other countries.

Extract Adapted from ©World Feature Focus Rivers Rebecca Kahn Franklin Watts

Lesson 1: Children Apply

Why is the River Nile so important?
1.
2.
3.
4.

Lesson	2	Vehicle Text & Page	Rivers by Rebecca Khan pp.22&23 The Ganges N.B 1 between 2 of the actual pages of the Vehicle Text for this lesson.

| Anchor Questions(s):
Why is The Ganges sacred? | Vocabulary Teaching:
meltwater, glaciers, monsoon flood, jute, sacred, pilgrimage | Focus Comprehension & Strategies:
· Read a range of books that are structured in different ways and read for a range of purposes
·Retrieve and record some information from non-fiction
·Look for specific information in texts using contents, indexes, glossaries, dictionaries
•Skim to gain an overview of a text, e.g. topic, purpose
•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information | Focus Content Domain(s):
2a Give/explain the meaning of words in context
2b Retrieve and record information from fiction
2d Make inferences from the text/explain and justify references with evidence from the text |

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Show the children some images found on the internet of The Ganges and invite them to generate **Questions** to answer in pairs.

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

Vocabulary: Discuss and explain the vocabulary in the context of where these are located within the text. Underline them in orange. Model using the glossary at the back of the book to look for **Clarification.** Refer to Lesson 2: Vocabulary Sheet.

Explore & respond: Look at the double page. Model how to **Skim** read the page – moving your eyes around to get an overall gist of what these pages will be about. Ask the children to do the same. What information do they think they will find on these pages? Read through the whole of the double page, paying attention to new vocabulary. Discuss briefly if they did get the gist of the page through **Skimming**.

Fluency: Read the extract (Lesson 2 Fluency). **Reread** as you show the children how you are making sense of the information in the sentence. Children to **Pair Read x2.**

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Model the strategy of **Stressing** important words whilst reading the section entitled *'Farming'*. **Stress** words such as 'silt', 'rice'. 'jute', 'tea', 'rice bowl of India'. Explain to the children that you are stressing these words as they help you understand the impact of the river Nile on the farmers.

Example question for the children: Why is the Ganges important for wildlife? Model **Thinking Aloud** the question noting that the words 'important' and 'wildlife' are clues. Circle these in the question.

Reference the text: **Scan** read the page to locate the heading 'Wildlife'.

Explicitly **Text Mark** by circling the evidence *'Wild animals' 'live in the Ganges Basin.'* Articulate your answer to the children *'The Ganges is important to wildlife as it provides homes for many animals, including those that are endangered'.*

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to examine the text and read through in pairs (see Lesson 2: Read / Teacher / Children Practise). One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart.

Practise Taught Strategies & Skills: Children note key words in the question, *'Ganges', 'sacred'*. Actively encourage children to **Scan** read to locate the appropriate sub heading and evidence for the answer. Then circle words and phrases in the paragraph when looking for evidence against the **Anchor Question.** If children are finding this difficult, consider, 'river as a goddess', 'mother Ganga', 'believe', 'pure', 'purifying', 'holy waters'.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to write one or two sentences in answer to the **Anchor Question.** Encourage reference to the text to justify their answers.

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. On the enlarged copy of the extract, take responses from the children and ask them how they are linking the words together to help answer the **Anchor Question.** Support them in creating a full oral answer to the question.

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

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

meltwater	glaciers
monsoon flood	jute
sacred	pilgrimage

Lesson 2: Fluency

The source of the Ganges is meltwater from several glaciers high in the Himalayas. The Ganges Basin drains over a million square kilometres of land, mostly in India but also stretching across into Nepal, China and Bangladesh.

Extract from © Rivers by Rebecca Khan (Franklin Watts)

Lesson 2: Anchor Question

Why is The Ganges sacred?

The Ganges

The source of the Ganges is meltwater from several glaciers high in the Himalayas. The Ganges Basin drains over a million square kilometres of land, mostly in India but also stretching across into Nepal, China and Bangladesh.

Farming

Monsoon floods leave rich silt on the floodplains of the Ganges Delta, helping famers to grow crops such as rice, jute and tea. The fertile land and good water supply allow farmers to grow so much rice in the delta that is known as 'rice bowl of India'.

Wildlife

Wild animals, including endangered species such as the Bengal tiger, the chousingha antelope and the Ganges River dolphin, live in the Ganges Basin.

Sacred River

The Ganges is one of the most sacred places for Hindus, who see the river as a goddess called Mother Ganga. They believe the river water is pure and purifying. Millions of Hindus travel to pilgrimage sites every year along the river to bathe in its holy waters.

Pollution

The river is heavily polluted with human and industrial waste. This threatens the lives of fish and animals that drink from the river, but also the health of humans who come into contact with it.

Extract from ©World Feature Focus Rivers Rebecca Kahn Franklin Watts

## Lesson 2: Children Apply

Why is the Ganges sacred?

Lesson	3	Vehicle Text & Page	Rivers and Mountains by Rebecca Khan pp.28&29 Rivers in Peril N.B 1 between 2 of the **actual pages of the Vehicle Text** for this lesson.

Anchor Questions(s): **Why are rivers in peril?**	Vocabulary peril, peril, droughts, sewage, hydroelectric dam	Focus Comprehension & Strategies: ·Read a range of books that are structured in different ways and read for a range of purposes ·Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context ·Look for specific information in texts using contents, indexes, glossaries, dictionaries ·Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information	Focus Content Domain(s): 2a Give/explain the meaning of words in context 2b Retrieve and record information and identify key details from fiction

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Show the children a selection of pre-chosen images from the internet showing the effect of pollution and litter on our rivers. Encourage **Self-Questioning** before taking brief feedback.

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

Vocabulary: Discuss and explain the vocabulary in the context of where these are located within the text. Underline new vocabulary in orange and model the use of the glossary at the back of the book to help with understanding. Refer to Lesson 3: Vocabulary Sheet.

Explore & respond: Read all of pp.28 & 29 paying particular attention to new vocabulary and to layout features already explored. Allow time for children to **Stop & Jot** their initial responses to the **Anchor Question**.

Fluency: Model how to read the introductory paragraph, '*Climate Change,*' **Pausing** after full stops. Children **Pair Read x2.**

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the paragraph subtitled *Who owns the river?* Model **Self-Correction** strategy and use phonics as a first strategy for decoding of unfamiliar words to locate known **GPC**s. **Reread** the paragraph correctly.

Example question for demonstration to children: How could the hydroelectric dam built by the Ethiopian government affect the people of Egypt? Model thinking aloud the question noting that the words '*Ethiopia', 'hydroelectric dam'* and the '*government'* are clues. Circle these words in the question.

Reference the text: Now model locating the appropriate words and phrases to find the correct section and the that provide the answer. **Text Mark** by explicitly circling the words '*hydro-electric dam', 'without enough water'*.
Now articulate your answer to the model question: '*A hydro-electric dame could leave some people without enough water'.*

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children have copies of the text (see Lesson 3: Read / Teacher Model / Children Practise). Work in pairs to ensure collaboration.

Practise Taught Strategies & Skills: Children to locate appropriate evidence to answer the **Anchor Question** and circle.
If they are having difficulty, consider the words, '*under threat,' 'droughts', 'flood', 'dangerously polluted', 'chemicals', 'sewage', 'rubbish'.* Teacher to feedback.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Using the whole extract and the Lesson 3: Children Apply 2 Activity sheet, children to write an answer to the **Anchor Question.**

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. Help children to formulate their written answer. E.g. Rivers are in peril because they are becoming dangerously polluted and climate change is making some dry up whilst others flood.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught i.e. **Self-correcting, Find Read Talk, Text Marking** and **Visualisation.**
- Responses they have given to the **Anchor Question**

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

Lesson 3 Vocabulary

peril	droughts
sewage	hydroelectric dam
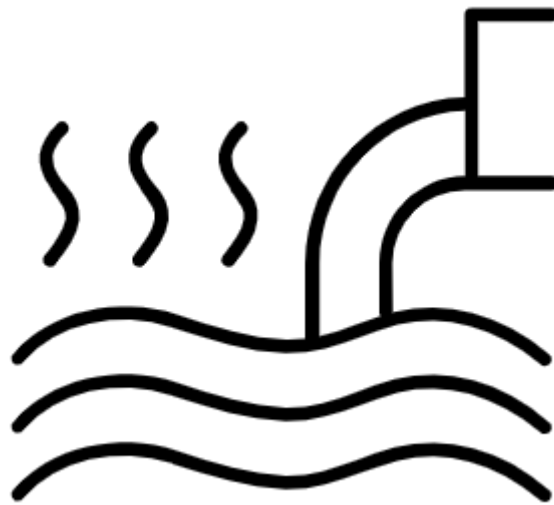
Lesson 3: Fluency

Rivers all over the world are under threat from climate change. While some areas of the world will become drier and hotter, leading to droughts when rivers dry up, others will experience a wetter climate, leading to floods.

Extract from © Rivers by Rebecca Khan (Franklin Watts)

Lesson 3: Anchor Question

Why are rivers in peril?

Rivers in Peril

Climate Change

Rivers all over the world are under threat from climate change. While some areas of the world will become drier and hotter, leading to droughts when rivers dry up, others will experience a wetter climate, leading to floods.

There are strict laws that have helped clean up rivers in many parts of the world, but elsewhere rivers have become dangerously polluted. When a river is polluted it means that the water is carrying chemicals, sewage, rubbish, oil and other materials. This harms river wildlife as well as everything that lives in or depends on seas and oceans, including humans.

Who owns the river?

Some rivers pass through several countries on their way to the sea. So while it may work for the people of one country to pump a lot of water out of the river, or alter the flow of the river in some other way, this may not leave enough drinking water for people living in another country further downstream.

The government of Ethiopia is building a huge hydro-electric dam on the Blue Nile, this may leave Egypt, much further down the Nile, without enough water.

Dirty Rivers

There are strict laws that have helped clean up rivers in many parts of the world, but elsewhere rivers have become dangerously polluted. When a river is polluted it means that the water is carrying chemicals, sewage, rubbish, oil and other materials. This harms river wildlife as well as everything that lives in or depends on seas and oceans, including humans.

Protecting Rivers

We can all change our behaviour to keep rivers clean and water safe for the people and animals that rely on them. Any rubbish that is thrown down a drain or sewer risks being washed into a river. Being careful about how we use water and not wasting it will also help to conserve the health of our world's rivers.

Why are rivers in peril? Give three reasons.
1.
2.
3.

Lesson	4	Vehicle Text & Page	Rivers by Rebecca Khan pp. 14&15. N.B 1 between 2 of the actual pages of the Vehicle Text for this lesson.

Anchor Questions(s): A)What did the Amerindian people eat when they first settled near the river? B)Which famous book was inspired by the Mississippi River?	Vocabulary Teaching: steamboat, showboat, inspired, superhighway	Focus Comprehension & Strategies: ·Read a range of books that are structured in different ways and read for a range of purposes ·Retrieve and record some information from non-fiction •Skim to gain an overview of a text, e.g. topic, purpose	Focus Content Domain(s): 2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Display a selection of pre searched internet images of the Mississippi River. **Mind Map** what it might be like to live by this river.

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

Vocabulary: Model how to use **Find Read Talk** to find the meanings of the words (see Lesson 4: Vocabulary), by locating, underlining, then reading the sentence around the word. Children do the same for the remaining words. Briefly **Clarify.**

Explore & respond: Show pp. 14&15 and model **Skimming** as you move your eyes around the pages to get a gist of the topic. Encourage children to do the same (without reading in detail) to decide what information the pages might contain. Take feedback. Now read *all* of pages 14 & 15 paying attention to new vocabulary. Were children right when they considered the gist of the pages?

Fluency: Model reading the paragraph subtitled Steamboat Superhighway (Lesson 4 Fluency) making deliberate mistakes and **Self-Correcting.** Children to **Choral Read** x 2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the paragraph subtitled *Levees.* Model **Self-Correction** strategy and use phonics as a first strategy for decoding of unfamiliar words to locate known **GPC**s. **Reread** the paragraph correctly.

<u>Example question for demonstration to children</u>: What caused the massive floods in New Orleans in 2005? Model thinking aloud the question noting that the words '*New Orleans', 'floods'* and '2005' are clues. Circle these words in the question.

Reference the text: Now model locating the appropriate evidence for the answer by **Scanning,** looking for the words 'New Orleans', floods and '2005'. **Text Mark** by explicitly circling these words when you find them and '*Hurricane Katrina'.* Explain you can use this evidence to answer the question. Hurricane Katrina caused the massive floods in 2005.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to use the Lesson 4: Read / Teacher Model / Children Practise to read in pairs, working collaboratively.

Practise Taught Strategies & Skills: Children to locate **Scan** to find key words from the questions, 'Amerindian', 'eat', 'famous book'. Then read around to see if these sections will provide the evidence to answer the **Anchor Questions**.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Children Apply Activity Sheet.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted and the notes they have made. Help the children to construct an complete answer to the questions, e.g. *The Amerindians ate sweetcorn, beans, squash, fish and wild animals.*

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught i.e. **Choral Speaking, Text Marking** and **Find Read Talk.**
- Responses they have given to the **Anchor Question**

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

steamboat	showboat
inspired	superhighway

Lesson 4: Fluency

In the 19th century steamboats travelled up and down the Mississippi carrying passengers and goods. These wooden boats were specially designed to travel along the shallow river. Showboats, which were floating theatres, were also popular.

Extract from © Rivers by Rebecca Khan (Franklin Watts)

Lesson 4: Anchor Questions

A) What did the Amerindian people eat when they first settled near the river?
B) Which famous book was inspired by the Mississippi River?

The Mississippi

The name Mississippi come from Misi-ziibi, meaning 'Great River' in the language of the Ojibwe and Algonquin peoples who settled along this river in southeast USA.

Starting Small

The Mississippi begins at Lake Itasca as a small stream. It gathers melted snow and joins with other rivers as it flows towards the Gulf of Mexico, where it becomes a wide, shallow river. The confluence of the Mississippi and the Missouri rivers is in Illinois.

An Ancient Home

From about 550 BC to 1550 Ad, Amerinidian peoples settled near the Mississippi, building villages, temples and burial sites. They grew crops, such as sweetcorn, beans and squash, fished and hunted wild animals.

Steamboat Superhighway

In the 19th century steamboats travelled up and down the Mississippi carrying passengers and goods. These wooden boats were specially designed to travel along the shallow river. Showboats, which were floating theatres, were also popular.

River Reading

The Mississippi has inspired several of the USA's most famous writers. Mark Twain's novel The adventures of Huckleberry Finn, written in 1885, traces the journey of a runaway boy called Huck Finn and an escaped slave, Jim, as they travel by raft down the river.

Levees

Over 5,000km of levees have been built along the Mississippi to protect towns and cities from flooding. In 2005, levees were washed away in places during Hurricane Katrina, leading to floods across 80 per cent of New Orleans.

© World Feature Focus Rivers Rebecca Kahn Franklin Watts

Lesson 4: Children Apply

What did the Amerindian people eat when they first settled near the river?
1.
2.
3.
4.
5.

Lesson 4: Children Apply

> ## Which famous book was inspired by the Mississippi River?

Lesson	5	Vehicle Text & Page	River by Rebecca Khan pp.4-7 Features of a River N.B 1 between 2 of **the actual pages of the Vehicle Text** for this lesson.

Anchor Question: What are the features of a river?	Vocabulary Teaching: source, v-shaped river valley, gorge, confluence, tributary, basin, meander, oxbow lake, floodplain, delta, mouth, estuary	Application of Comprehension & Strategies: ·Read a range of books that are structured in different ways and read for a range of purposes ·Skim to gain an overview of a text, e.g. topic, purpose ·Look for specific information in texts using contents, indexes, glossaries, dictionaries ·Retrieve and record information from non-fiction texts	Focus Content Domain(s): 2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction

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

Extended Apply Lesson

Activate prior knowledge: Using **Think Pair Share**, ask the children to orally brainstorm everything they know about rivers so far. Take brief feedback and address any misconceptions.

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

Share the double page with the children. Ask them to **Skim** read the page to get the gist of the information they will find / the topic.

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary Sheet). Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and explicitly **Text Mark** by underlining them. **Note that the children will be finding out about these words as they complete the apply activity. They can also use the glossary to help them.**

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

Share Anchor Question: Refer to these throughout the lesson.

Enjoy and Respond to the text: Read through the double page with the children. Discuss the fact that several features of rivers are included in these pages.

Written Responses / Evidence Anchor Question(s):

• In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets (relate to the **Anchor Questions**).

Teacher note: You may want the children to complete this using paired talk. Some confident readers may well want to complete this independently.

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

•Use of the strategies taught across the week i.e. **Text Marking, Find Read Talk, Scanning and Skimming** and **Self-correct**

•Responses they have given to the **Anchor Questions** & Comprehension Questions

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

✂

source	v-shaped river valley
gorge	confluence
tributary	basin
meander	oxbow lake
floodplain	delta
mouth	estuary

Lesson 5: Anchor Question

What are the features of a river?

Lesson 5: Read

Features of a River

Rivers are a vital feature of our world. They carry life-giving fresh water and nutrients around our planet. As part of the water cycle, they drain and shape the land they flow through. The path of a river, its course, can be divided into three stages; the upper, middle and lower courses. Each stage has different river features, which most rivers share. Here are some of them:

Source (Upper course)
All rivers have one or more source. This is where the river begins as meltwater, a spring , a lake or a stream.

V-Shaped River Valley (Upper course)
In the upper course of a river, water moves quickly, cutting down through rock to create steep, V-shaped river valleys.

Gorge (Upper course)
A gorge is a deep valley between high cliffs that is created by a river wearing away softer rocks over thousands of years.

Confluence (Upper, middle and lower courses)
This describes the point at which two rivers meet, often creating a larger river. A confluence can occur anywhere along the course of a river.

Tributary (Upper, middle and lower courses, especially in the middle course)
A river or stream that flows into a bigger river is called a tributary.

Basin (Upper, middle and lower courses)
A river basin is an area of land drained by a river and its tributaries. Precipitation on the Earth's surface runs downhill into streams connected to a river. Small river basins combine to feed into larger river basins, which flow into bigger rivers.

Meander (Middle and lower courses)
A meander is a place where a river forms a large bend or loop. Over many years, meanders wear away riverbanks, changing the course of a river.

Lesson 5: Children Apply

Using pages 4-7, identify each feature of the river and describe it. Use your own words.

Feature	Description

Steps to Read™

Shared Reading Planning
Year 3
Unit C: Rivers and Mountains

Poetry

Lesson	1	Vehicle Text	In the Green Mountains by Jessie Belle Rittenhouse Available online https://discoverpoetry.com/poems/jessie-belle-rittenhouse/in-the-green-mountains/

Anchor Questions(s): A What is the poet afraid of missing? B How does the poet feel about the mountains?	Vocabulary Teaching: lest, glint, aspen, pay good heed	Focus Comprehension & Strategies: ·Listen to and discuss a wide range of poetry ·Locate and discuss words and pre taught vocabulary to find out what the text is about ·Draw inferences such as inferring characters' feelings and thoughts	Focus Content Domain(s): 2A Give/explain the meaning of words in context 2b Retrieve and record information/key details from the text 2C Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Show the children some pre searched internet images of beautiful mountains and ask them to **Think Pair Share** a list of adjectives to describe them.

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

Vocabulary: Discuss and explain the new vocabulary in the context of where these are located within the text (See Lesson 1: Read) and underline. Consider the words '*pay good heed*' in the context of the last stanza. Explain that the poet must '*pay good heed*' to the beauty of the mountains. Here, she must pay attention to / look out for and notice the beauty around her. Note that this is a more formal, old fashioned way of saying this and not used often now. Refer to Lesson 1: Vocabulary Sheet and children **Find Read Talk** the other words. **Clarify** the meanings as a class.

Explore & respond: Read the whole poem to the children. Point out the number of stanzas and a rhyming pattern of a,b,a,b. As you read, use **Intonation** and **Rhythm** to convey the love the poet has for the mountain environment.

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

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first stanza of the poem again. Focus on the question, 'What is the poet afraid to miss?

Reference the text: Circle the words, '*dare not look away,*', '*some loveliness I miss*, '*beauty*'.

Teacher Talks: Use **Think Aloud** to explore the phrase, '*dare not look away*'. Why is the poet too scared to look away from the mountains? She uses the word 'beauty' in the next line which shows us the beauty is something she likes to look at. The last line '*some loveliness I miss*', tells us that it is this beauty and loveliness that she doesn't want to miss. Add this to the Lesson 1: Teacher Model. Consider the **Effect on the Reader** the words have. If the beauty of the mountains is something she doesn't want to miss, how does she feel when she is in the mountains?

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Read the whole poem through again. Consider evidence for the **Anchor Question** in pairs as they read.

Practise Taught Strategies & Skills: As children read use **Think Aloud** to circle all of the things the poet might miss, e.g. '*shadow from the trees on the lake', leaves in the air', 'mist in the mountains' etc.* As they find the evidence, encourage them to discuss how these aspects of the mountain environment make the poet feel. Point out words like, '*Ah, I must pay good heed*' if they have not picked up on this and discuss.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Add Lesson 1: Apply to Reading Journals.

Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Now look at the **Anchor Question** about how the poet feels and take feedback on any notes the children have made. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions. Work together to answer the question fully, e.g. she feels surrounded by beauty as she feels if she leaves the mountains she will miss the beauty. She likes seeing all of the nature in the mountain environment etc.

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

•Use of the strategies taught and used i.e. **Think Pair Share**, **Self-Correct**, **Reference the Text** and **Find Read Talk**, **Choral Reading and Scanning**.

•Responses they have given to the **Anchor Question**

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

lest	glint
aspen	pay good heed

Lesson 1: Anchor Questions

A) What is the poet afraid of missing?
B) How does the poet feel about the mountains?

Lesson 1: Fluency

I dare not look away
From beauty such as this,
Lest, while my glance should stray,
Some loveliness I miss.

'In the Green Mountains' by Jessie Belle Rittenhouse

I dare not look away
From beauty such as this,
Lest, while my glance should stray,
Some loveliness I miss.

The trees might choose to print
Their shadow on the lake;
The windless air might glint
With aspen leaves that shake.

Over the mountains there
A thin blue veil might drift;
Then in a moment rare
This thin blue veil might lift.

Ah, I must pay good heed
To beauty such as this,
Lest, in some hour of need,
Its loveliness I miss.

Freely available online © In the Green Mountains by Jessie Belle Rittenhouse

Lesson 1: Children Apply Activity

What is the poet afraid of missing?

How is the poet feeling? What might she be thinking?

Lesson	2	Vehicle Text	To a Mountain Stream by Kate Slaughter McKimmie
			Available online https://discoverpoetry.com/poems/poems-about-mountains/

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the poet's use of figurative language help us to understand the poem?	throng, silken ravel, distresses, revealed, strife, sifted	·Listen to and discuss a wide range of poetry ·Identify how language and structure contribute to meaning	2a Give/explain the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Show the children a pre searched internet video of a mountain stream and ask them to **Think Pair Share** some similes and metaphors to describe it. Revise/introduce the term figurative language. (Using words and ideas to suggest meaning and create a picture for the reader such as simile, metaphor, personification and alliteration).

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

Vocabulary: Discuss and explain the word '*throng'* to the children. Explain that it is a group or crowd. So, in this context, it is like the laughter of a crowd or group of children. Point out the definition of '*silken ravel'* already given to the children. Refer to Lesson 2: Vocabulary Sheet. Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context.

Explore & respond: Read through the whole of the poem, paying attention to new vocabulary. Note the number of stanzas and the a, b, a, b rhyme. Consider the **Anchor Question** and following discussion from all children ask them to **Stop and Jot** initial thoughts about this.

Fluency: Model the first stanza, paying attention to **Intonation** and **rhythm**. Children to **Choral Read x2**.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first stanza of the poem and use **Think Aloud** to explore what figurative language the poet has used and the effect.

Reference the text: Look at the Lesson 2: Teacher Model which shows the figurative language used in the first stanza and discuss the effect of it.

<u>Teacher Talks:</u> The poet compares the stream to glad childish laughter. When children laugh, they make a really happy sound that is contagious, and the poet is saying that is what the river sounds like. She then goes on to use another simile – 'sweet as bird voice after daybreak is your song.' She is comparing the sound of the river to a child laughing and a bird singing. This really helps me to picture the young river and the sounds and movement it would make.

Now add notes to Lesson 2: Teacher Model.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to read through poem (see Lesson 2: Read).

Practise Taught Strategies & Skills: Using copies of the poem and individual copies of the Practise / Apply, encourage the children, in pairs, to read and explore the figurative language used in order to answer the **Anchor Question.** Children to **Think Aloud** to help inform class discussions about the effect of the figurative language used. Briefly feedback.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Practise / Apply Activity.

Verbal & Written Responses: As a class, return to the questions to discuss responses. Ask which examples of figurative language they liked the most in the poem and why. Discuss how poets often use figurative language to help readers visualise the poem as fully as possible.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Think Aloud, Find Read Talk, Choral Reading** and **Clarify.**
•Responses they have given to the **Anchor Question.**

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

throng	silken ravel (soft or lustrous knot or tangle)
distresses	revealed
strife	sifted

Lesson 2: Fluency

Glad as childish laughter
From a childish throng,
Sweet as bird voice after
Daybreak is your song.

Lesson 2: Anchor Question

How does the poet's use of figurative language help us to understand the poem?

Lesson 2: Read / Teacher Model / Children Practise

'To a Mountain Stream' by Kate Slaughter McKinney

Glad as childish laughter
From a childish throng,
Sweet as bird voice after
Daybreak is your song.

Racing down the mountain
On your shining feet,
Waltzing at the fountain
To its love song sweet.

On and on you travel,
Leaving me behind,
Like a silken ravel
With the weeds you wind.

Laughing at distresses;
Braving battles, too;
Who your trouble guesses,
And your sorrow—who?

Tell me as you hurry
Through the stubble field,
Why not stop to worry—
But no frown's revealed.
Sometime you must weary
Of this constant strife;
When the clouds are dreary,
Tire you not of life?

Of the dead leaves drifted
On your saddened face,
And the snow flakes sifted
From the cloudland place?

Yet you ne'er repineth,
But alike content
With the sun that shineth,
And the rainstorm sent.

Teach me half the beauty
That your heart must know,
And through fields of duty
Like you, will I go.

Lesson 2: Teacher Model

Figurative Language	How this helps us picture the stream
glad as childish laughter	When children laugh, they make a really happy sound that is contagious and the poet is saying that is what the river sounds like
sweet as bird voice after daybreak is your song	She is comparing the sound of the river to a child laughing and a bird singing.

Lesson 2: Children Practise / Apply

Figurative Language	How this helps us picture the stream
racing down the mountain on your shining feet	
Like a silken ravel with the weeds you wind	
laughing at distresses	
braving battles	
as you hurry through the stubble field	
Tire you not of dead leaves drifted on your saddened face?	

Lesson	3	Vehicle Text & Page	The Sound of Music Lyrics (From the Sound of Music)
			Songs and lyrics - sing with us like in The Sound of Music ♫♫ (panoramatours.com)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
How does the poet want us to feel about the hills? Which words and phrases tells us this?	hills are alive, chimes, brook, fill my heart	·Listen to and discuss a range of poetry ·Draw inferences and justify these with evidence from the text	2a Explain/give the meaning of words in context 2d Make inferences from the text and explain and justify inferences with evidence from the text

Step 1: READ
Read to Children 12 mins

Play 'The Sound of Music' song as children enter the classroom.

Activate prior knowledge: Show the children some images pre-found on the internet of Swiss mountains and hills. Children **Think Pair Share** words to describe how it would feel to be amongst the hills and mountains, e.g. beautiful, lush, scenic, uplifting, free. Explain that this song is from the beginning of a film set in Austria, near the Alps (a mountain range).

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

Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Children use the **Find Read Talk** strategy to help them understand the rest of the vocabulary in context.

Explore & respond: Now play a short clip of Maria singing The Sound of Music or play an audio of it or read the lyrics aloud. Children **Stop and Jot** initial responses to the **Anchor Questions.**

Fluency: Children **Choral Read** the fluency section (see Lesson 3: Fluency), noting the joy in the voice of the person saying the words (you may prefer to sing this along to the music / video).

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Consider the first verse of the song and remind children of the **Anchor Questions**. Show the children how to gather words that give an indication of how the author wants us to feel about the hills. Use **Thinking Voice** to explain your choices.

Reference the text: Circle '*alive with the sound of music', fill my heart', 'my heart wants to sing every song'.* Talk to the children about what this is telling us about the effect of the hills on the character.

Teacher Talks: the sounds of nature that Maria hears are like music to her. The pleasant natural sounds are like music to her ears. This has an impact on how she is feeling. Her heart is filled with this music, making her feel happy. She wants to burst into song herself.

As you talk, draw images around the verse (a heart, musical notes etc. See Lesson 3: Teacher Model).

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to have the lyrics, one each but working in pairs (see Lesson 3: Teacher Model/Children Practise). Focus on the rest of song lyrics, considering how the author wants us to feel about the hills.

Practise Taught Strategies & Skills: Use **Thinking Voice** to decide which words and phrases show the effect of the hills and mountains on the reader. Circle words and phrases and add simple images around the verses to represent how she is feeling. If children are finding it difficult to locate evidence, they may circle, '*heart wants to beat like the wings of a bird', 'heart wants to sigh like a chime', 'laugh like a brook', sing…like a lark who is learning to pray', 'go…when my heart is lonely', 'my heart will be blessed', 'I'll sing once more'.*

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question: Add the lyrics with the circled words and images to their Reading Journals.

Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Help the children to construct an answer to the **Anchor Questions,** e.g. '*The poet wants us to feel like the hills can make you feel joyous. When you are there you might laugh like a brook because the environment makes you feel so happy.'* Consider as a class how the outdoor environment can help people to feel happy and joyous.

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

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

the hills are alive	fill my heart
chime	brook

Lesson 3: Fluency

The hills are alive with the sound of music
With songs they have sung for a thousand years
The hills fill my heart with the sound of music
My heart wants to sing every song it hears

Lesson 3: Anchor Question

How does the author want us to feel about the hills? Which words and phrases tells us this?

Lesson 3: Read/Teacher Model/Children Practise

The Sound of Music

The hills are alive with the sound of music
With songs they have sung for a thousand years
The hills fill my heart with the sound of music
My heart wants to sing every song it hears

My heart wants to beat like the wings of a bird
That rise from the lake to the trees
My heart wants to sigh like a chime that flies
From a church on a breeze
To laugh like a brook when it trips and falls
Over stones on its way To sing through the night
Like a lark who is learning to pray

I go to the hills when my heart is lonely
I know I will hear what I heard before
My heart will be blessed
With the sound of music
And I'll sing once more

Lesson 3: Teacher Model

The hills are alive with the sound of music
With songs they have sung for a thousand years
The hills fill my heart with the sound of music
My heart wants to sing every song it hears

Lesson 3: Children Apply Activity

How does the poet want us to feel about the hills? Which words and phrases tells us this?

_____

_____

_____

_____

_____

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Lesson	4	Vehicle Text & Page	Climbing Song by Ruby Archer Available online https://discoverpoetry.com/poems/poems-about-mountains/

Anchor Questions: How does the poet feel about the mountains?	Vocabulary Teaching: foamy, fearless fawn	Focus Comprehension & Strategies: ·Listen to and discuss a range of poetry ·Draw inferences and justify with evidence from the text	Focus Content Domain(s): 2a give / explain the meaning of words in context 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: Ask the children to **Visualise** climbing to the top of a mountain. What can they see, hear, smell, feel at the top? Take brief feedback.

Share Anchor Question(s): Explicitly refer to these throughout the lesson. Read the whole poem through.

Vocabulary: Explore definitions of new words, using a dictionary where possible. Use the **Find Read Talk** strategy to help children understand vocabulary in context. Refer to Lesson 4: Vocabulary sheet.

Explore & respond: Read the poem again paying attention to and underlining the new vocabulary explored.   Use **Intonation** and **Rhythm** to convey the meaning of the poem – the poet urging the reader to go to the mountains. Consider the **Anchor Question** and following discussion children **Stop and Jot** their initial thoughts about this.

Fluency: Model reading the first stanza of the poem, paying attention to **Expression** and **Rhythm**. Children to **Choral Read** x 2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Teacher model question: How does the poet use personification in the first stanza to describe the mountain? **Reread** the first 4 lines of the poem. Using **Think Aloud**, model how personification is used. Find the words '*Where the pine trees murmur and sway, and the foamy waterfalls sing*' and discuss what this means and how a tree cannot actually murmur and a waterfall cannot actually sing.   Still using **Think Aloud**, model how this use of personification helps us to **Visualise** what is happening in the poem.

<u>Teacher Talks:</u> The way the poet says that the pine trees murmur helps us understand the quiet, murmuring sound of the trees as they sway in the wind and the way she talks about the waterfall singing helps us to understand how happy and tuneful the waterfall sounds. Discuss how this makes you think that the poet feels the mountains are a welcoming place, filled with gentle, happy sounds that would sooth any visitor.

Reference the text: **Text Mark** explicitly by circling the words '*murmur*' and '*sing*'. Add notes to the Lesson 4: Teacher Model.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to read through the poem in pairs, considering the words and descriptions used and any figurative language and have the Lesson 4: Children Practise / Apply sheet.

Practise Taught Strategies & Skills: Children to use **Thinking Voice** to discuss with their partner how the words and phrases on the Practise / Apply sheet show us how the poet is feeling. Actively encourage the children to circle key words within the Practise sheet to inform the discussions. Teacher to feedback and check children understand what they are doing.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Using the whole poem, children to complete Lesson 4: Children Apply activity.

Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have highlighted and the notes they have made. Can they articulate how the poet feels about the mountains and which words or phrases suggest that?

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

•Use of the strategies taught and used i.e. **Find Read Talk**, **Choral Reading**, **Thinking Voice** and **Text Marking**.

Also, responses to the **Anchor Question**.

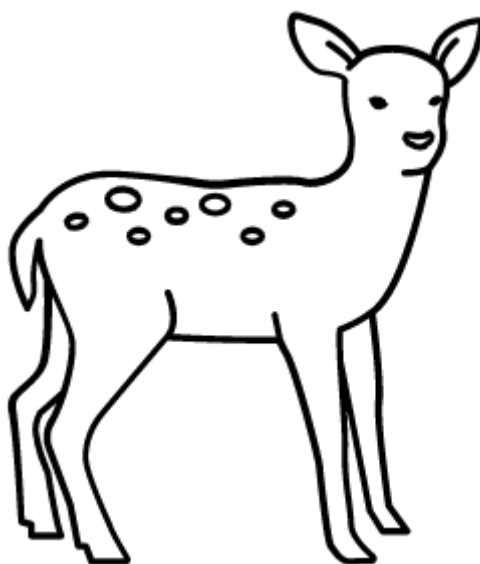*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

foamy	fearless fawn

Lesson 4: Fluency

Away, away, to the mountains away,
Where the pine trees murmur and sway,
And the foamy waterfalls sing and spring
Over the boulders grey.

Lesson 4: Anchor Question

How does the poet feel about the mountains?

Climbing Song by Ruby Archer

Away, away,—to the mountains away,
Where the pine trees murmur and sway,
And the foamy waterfalls sing and spring
Over the boulders gray.

The hidden beauties will lure you on,
'Till your heart from its dreaming is drawn,
And your eyes are bright with the free delight
Known to the fearless fawn.

Fear not to weary—you never can tire,
For the sunshine gives you its fire,
And your feet will follow the breeze with ease,
Higher and ever higher.

Freely available online © Climbing Song by Ruby Archer

Lesson 4: Teacher Model

Example of personification	How it shows us how the poet feels
Where the pine trees murmur and sway	Soft, gentle sounds – makes her feel welcome and relaxed
Foamy waterfalls sing and spring	Happy, tuneful and joyous sounds – makes her feel happy

Lesson 4: Children Apply

Line from the poem	How it shows us how the poet feels
Hidden beauties will lure you on	
your eyes are bright with the free delight	
Fear not to worry - you can never tire	
The sunshine gives you its fire	
Your feet will follow the breeze with ease	

Lesson	5	Vehicle Text & Page	Climbing Song by Ruby Archer The Sound of Music Lyrics Rogers and Hammerstein To a Mountain Stream by Kate Slaughter McKimmie In the Green Mountains by Jessie Belle Rittenhouse

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Which poem / lyrics do you prefer and why? How can we perform a poem effectively?	Reflect on and remind children of vocabulary learnt this week	·Listen to and discuss a range of poetry ·Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone and volume ·Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ·Participate in discussion about both books that are read to them and those they can read for themselves	2a Give the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text

Extended Apply Lesson

Activate prior knowledge: Give each pair a copy of all four poems / lyrics and ask them to reread them to each other and discuss their preferences.

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

Vocabulary: Remind children of new vocabulary explored over the last four lessons. Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and explicitly **Text Mark** by underlining them.

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

Enjoy and Respond to the text: Share the poems with the children.

Written Responses / Evidence Anchor Question(s):

• In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets (relate to the **Anchor Questions**).

Teacher note: You may want the children to complete this using paired talk. Some confident readers may well want to complete this independently.

Additional activity: In groups, ask the children to work towards a short performance of one of the studied poems to perform to the rest of the class. Allow time for rehearsal, reminding the children of the importance of volume, tone, intonation and possible actions. Encourage use of traditional tuned and untuned instruments.

Bring the class back together to enjoy the performances.

Additional Extended Activity: Repeat the rehearsal and performance aspect of a second poem studied within the last four sessions, whichever the children choose.

> Teacher Note:
> •In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
> •Depending on the time allocated to this lesson select all or some of the following activities.
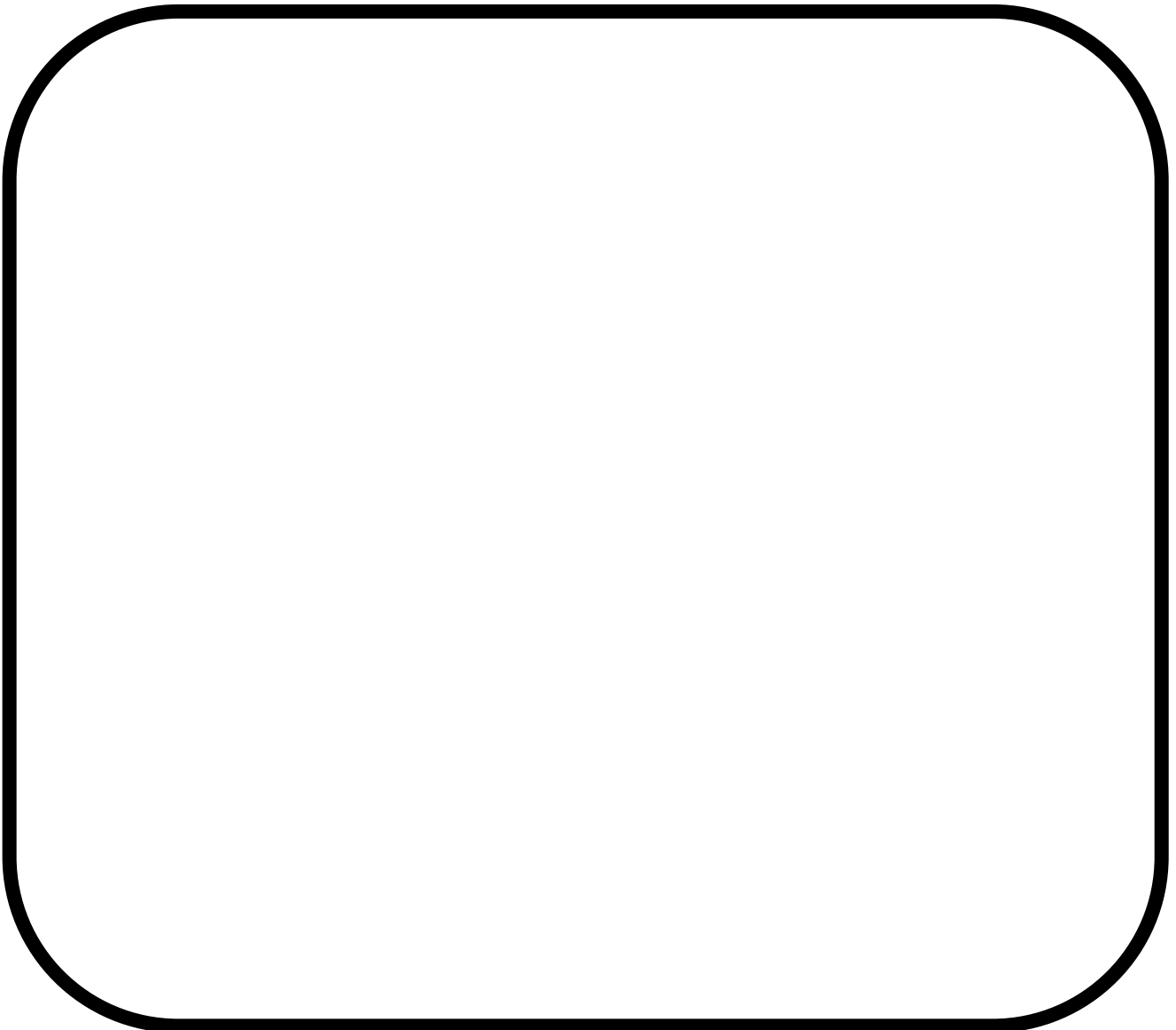
*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 5: Anchor Questions

A) Which poem do you prefer and why?
B) How can we perform a poem effectively?

Lesson 5: Extended Activity

Which poem do you prefer and why?

Lesson 5: Extended Activity

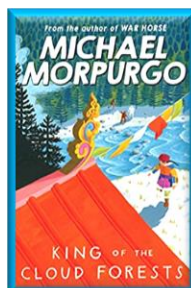| Poem	Does the poem rhyme?	Does the poem use personification?	My thoughts on the poem
In the Green Mountains			
To a Mountain Stream			
The Sound of Music			
Climbing Song			
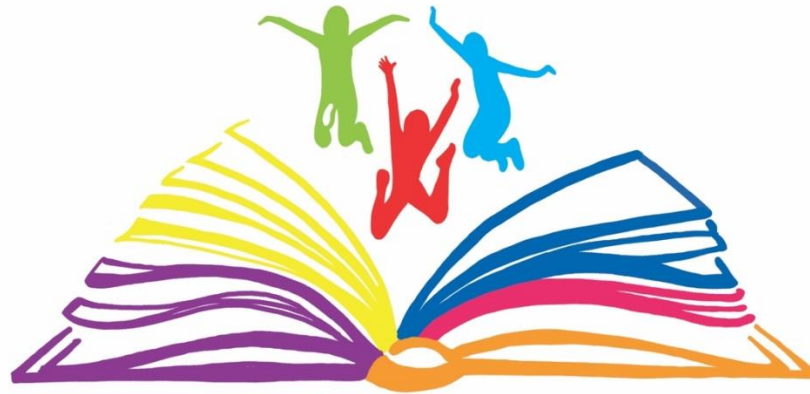
Year 3
Unit C: Rivers and Mountains

Fiction 1

What is the gist of this story?

Ashley and Uncle Sung embark on a dangerous journey across the Himalayas. Ashley finds himself alone in the hostile mountains, battling for his life. He is just about to give up all hope when he has a mysterious and terrifying encounter of a yeti!

Teacher Note: Extracts from this book have been selected and adapted as they provide rich descriptions of mountains and rivers. Use the adapted extracts provided within this Fiction element. As with many of the texts used in Steps to Read this text may well inform 'read aloud' opportunities for the class and also be made available for confident readers to select for independent reading.

Lesson	1	Vehicle Text & Page	King of the Cloud Forests by Michael Morpurgo Chapter 4 pp.37&38 (NB Use the adapted Extract Provided)

Anchor Questions(s): A) Why might the mountains be a dangerous place? B) What evidence is there that Uncle Sung will keep Ashley safe? (NB Ashley is the main character)	Vocabulary Teaching: perilously, yak, dimly peaks	Focus Comprehension & Strategies: •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Re-reading sentences for clarity •Identify how language and structure contribute to meaning •Locate and discuss words and pre taught vocabulary to find out what the text is about	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction

Sidebar (vertical): Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

Step 1: READ
Read to Children 12 mins

Activate Prior Knowledge: Use **Mind Map** to briefly gather what children know about mountains and forests and share the illustration of the front cover. This will help children connect to **Prior Knowledge** children may have acquired from related learning on Rivers and Sea. Use **Book Talk** approaches to study and discuss this cover illustration. Encourage the children to speculate as to the story's content and relate this to the book title. Explain that extracts from the book will be used across the next 5 lessons that mostly relate to descriptions of mountains that are part of the Himalayan mountain rage in Asia. Briefly share illustrations of the mountains.

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

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

Explore & respond: Teacher to read aloud the focus extract (See Lesson 1 Teacher Model/Children Practise).

Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 1 Teacher Model / Children Practise Activity sheet and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.

<u>Example Model Question for demonstration:</u> Why might the mountains be a dangerous place? Model using **Think Aloud** on the question, noting that the words 'mountain' being a clue to help locate evidence. Model locating and circling the words and phrases that provide the answer (i.e. 'the wind was bitter cold'). Explain that the coldness could make it hard for them to walk, they could get frostbite the higher up a mountain you travel the colder it could become. <u>Teacher Note:</u> there is more evidence for this question that the children will find in the Practise part of the lesson.

Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer. Circle this in green (i.e. 'the wind was bitter cold').

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

Step 3: PRACTISE
Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 1: Children Practise Activity 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** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 1 Children Apply Activity.
Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:
•Responses to the **Anchor Questions**
•Use of the strategies taught i.e. **Re Read Text Marking, Choral Reading, Think Aloud, Text Marking**

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

Lesson 1: Vocabulary

dimly	peaks
yak	perilously

Lesson 1: Fluency

We stumbled down the hillside, across the bridge that looked and felt perilously near to collapse and followed the trail up the trees towards the snow line.

Lesson 1: Anchor Questions

•Why might the mountains be a dangerous place?

•What evidence is there that Uncle Sung will keep Ashley safe?

Lesson 1: Teacher Model / Children Practise

It was dark outside; the moon hidden behind the peaks lit the hillside only dimly. Outside we stopped to tie our belts and to pick up our loads. I went to untie the yak that brought us up the mountain, but Uncle Sung took me by the hand and led me away.   The wind was bitter cold. Within minutes I could hardly feel my hands and my feet were like blocks of ice in my boots. We stumbled down the hillside, across the bridge that looked and felt perilously near to collapse and followed the trail up the trees towards the snow line.   Once we could no longer see Uncle Sung let me rest. I sank to the ground and lay down.

‘What if they catch us? What will they do to us?’ I asked.

‘No one will catch us.’ Uncle Sung said firmly. ‘I know these mountains. I was brought up here. They will not catch us, not if we can put an hour or two between them and us. We'll travel higher and higher than they suppose. We'll go through the high passes. The higher we go the less chance we have of being followed. I promised your father to get you home safely and intended to keep that promise.’

Lesson 1: Children Apply

A) Why might the mountains be a dangerous place?	
Evidence from the text	Why could this be dangerous?
'*the wind was bitter cold*'	A bitter coldness on the mountains could make it hard for them to walk. Ashley and Uncle Sung could get frostbite. The higher up a mountain you travel the colder it could become.

B) What evidence is there that Uncle Sung will keep Ashley safe?
Think about what Uncle Sung says or does.
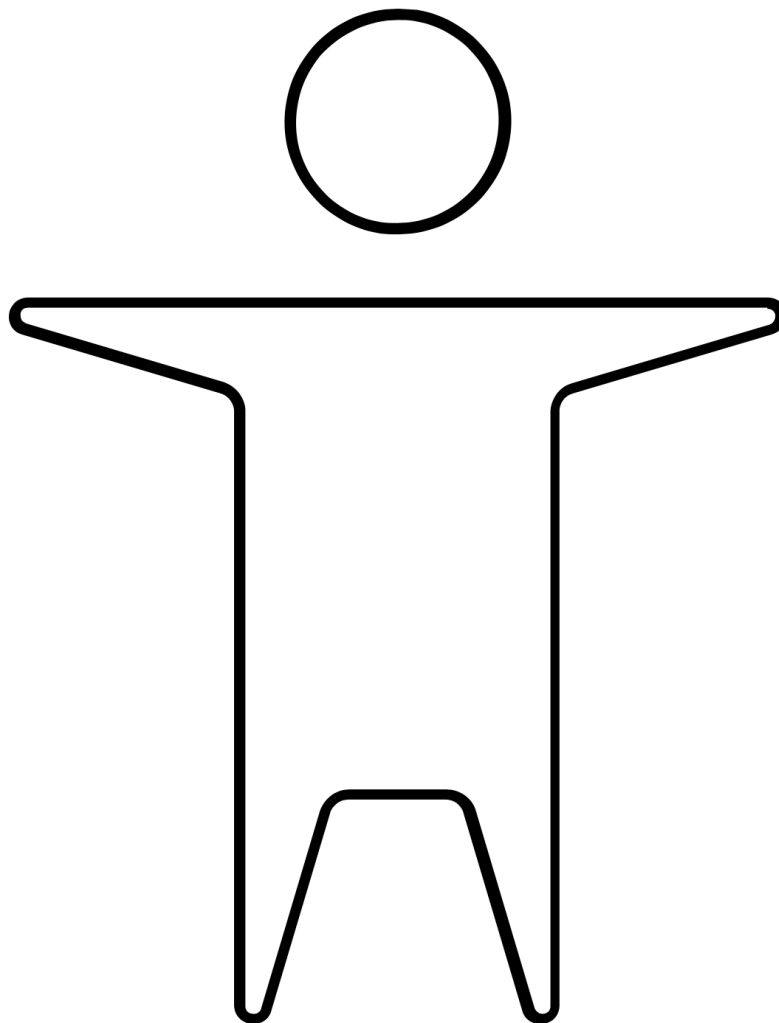
Uncle Sung took him by the hand and led him up the mountain.

Lesson	2	Vehicle Text & Page	King of the Cloud Forests by Michael Morpurgo pp 40 &41 (NB Use the adapted Extract Provided)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) What did Uncle Sung and Ashley do to keep themselves safe? B) What injuries did Ashley and Uncle Sung get on the mountains?	clouds that were rolling, encountered, driving hail, stone hermitages, mountain pass, chilblains	•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Re-reading sentences for clarity •Identify how language and structure contribute to meaning •Locate and discuss words and pre taught vocabulary to find out what the text is about	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context **2b** retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ
Read to Children 12 mins

Activate Prior Knowledge: Explore the word perseverance and define this. Briefly share internet images of snow-covered Himalayan mountains and ask children to consider the dangers that would be faced in climbing in this region. Now link this to the word perseverance just explored.

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

Vocabulary: Discuss and explain these in the context of where they are located within the text and refer to Lesson 2 Vocabulary sheet.

Explore & respond: Teacher to read aloud the focus extract (See Lesson 2 Teacher Model/Children Practise).

Fluency: Choral Read x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 2 Teacher Model / Children Practise extract and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.

Example Model Question for demonstration: What did Uncle Sung and Ashley do to keep themselves safe? Model locating and circling the words and phrases that provide the answer (i.e. 'drove us to the shelter of rocks'). Explain that the harsh conditions forces them to do this and it was a way of keeping them safe Teacher Note: there is more evidence for this question that the children will find in the Practise part of the lesson.

Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer. Circle this example in green (i.e. 'drove us to the shelter of rocks').

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

Step 3: PRACTISE
Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 2: Children Practise Activity 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** to inform the discussions they have about the vocabulary when **Text Marking**. Encourage children to use **Re Read** strategy to seek clarity when reading.

Step 4: APPLY
Children Apply 10 mins

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

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

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

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

Lesson 2: Vocabulary

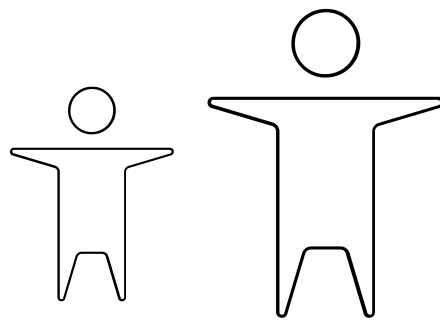|	
clouds that were rolling	encountered
driving hail	stone hermitages
mountain pass	chilblains

Lesson 2: Fluency Lesson

Nights were spent huddled in stone hermitages built into the mountain sides. In the days we ate enough to keep us going. Each mountain pass was higher and colder than the one before.

Lesson 2: Anchor Questions

A) What did Uncle Sung and Ashley do to keep themselves safe?
B) What injuries did Ashley and Uncle Sung get on the mountains?

He pointed up towards the snow clouds that were rolling over the mountains, clinging to the peaks as they came. 'That way lie the Himalayas and the border, perhaps only ten days away now. It's the short way and it's the hard way but it's the safe way. Are you ready?'

It was not snow but hail we encountered later that morning, stinging, driving hail that drove us often into the shelter of rocks. The snow came soon afterwards and Uncle Sung was pleased for he said that no one would set out to follow us in such weather. Clinging to each other for support we climbed into the mountains.

Nights were spent huddled in stone hermitages built into the mountain sides. In the days we ate enough to keep us going. Each mountain pass was higher and colder than the one before. Our lips were cracking and the chilblains on our fingers and toes were becoming unbearable. My feet began to lose all feeling, even when I warmed them by the fire.

Lesson 2: Children Apply

	A) What did Uncle Sung and Ashley do to keep themselves safe?
1	
2	
3	

B) What injuries did Ashley and Uncle Sung get on the mountains? Label the body outlines below

Lesson	3	Vehicle Text & Page	King of the Cloud Forests by Michael Morpurgo pp 58 -59 (NB Use the adapted Extract Provided)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
A) How might Ashley (the main character) be feeling at this part of the story? B) In the middle paragraph what do we find out about the mountains' features.	**Vocabulary** numb, failing strength, impassable, sparse **Technical Vocabulary** crevasses, chasms, valley, peaks, glaciers	•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Re-reading sentences for clarity •Identify how language and structure contribute to meaning •Locate and discuss words and pre taught vocabulary to find out what the text is about	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2a** give / explain the meaning of words in context **2b** retrieve and record information / identify key details from fiction and non-fiction

Step 1: READ
Read to Children 12 mins

Activate Prior Knowledge: Briefly **Mind Map** mountain features. Provide children with the technical vocabulary of crevasse, chasm and glacier and share internet images of these.

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

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

Explore & respond: Teacher to read aloud the focus extract (See Lesson 3 Teacher Model/Children Practise).

Fluency: **Choral Read** x2 the fluency extract. Teacher model first, reading sentence by sentence and the children repeat. Point to words being read and encourage attention to punctuation when reading.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 3 Teacher Model / Children Practise and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.

Example Model Question for demonstration: How might Ashley (the main character) be feeling at this part of the story? Model locating and circling the words and phrases that provide the answer (i.e. '*hands and fingers were so numb*').

Teacher think Aloud: This must mean that he is cold and the mountain weather has caused this. Teacher Note: there is more evidence for this question that the children will find in the Practise part.

Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer. Circle this example in green (i.e. '*hands and fingers were so numb*') so children know how to do this in the Practise part.

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

Step 3: PRACTISE
Children Practise 8 mins

Children to explore and discuss: Examine text and read through in pairs. Use the Lesson 3: Children Practise Activity 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.

Practise Taught Strategies & Skills: Actively encourage children to locate words and phrases when looking for evidence against the **Anchor Questions** to inform the discussions they have about the vocabulary when **Text Marking** them. Encourage children to use **Re Read** strategy to seek clarity when reading.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 3 Children Apply Activity.

Verbal & Written Responses: As a class, return to the Anchor Questions and take feedback on what the children have highlighted and the notes they have made. Children to record their responses. For anchor question A) How is Ashley (the main character) feeling in this extract? Draw children's attention to the thought bubble (one has been completed)

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. **Self-Correcting, Re Read Text Marking, Choral Reading**

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

Lesson 3: Vocabulary

sparse	impassable
failing strength	rock-strewn
crevasses	chasms

Lesson 3: Fluency Lesson

As dark came on we had left the peaks above us and were making a slow and difficult descent across rock-strewn glaciers. Crevasses and chasms that looked impassable we leapt with ease.

Lesson 3: Anchor Questions

A) How might Ashley (the main character) be feeling at this part of the story?
B) In the middle paragraph what do we find out about the mountains' features.

Lesson 3: Teacher Model / Children Practise

We claimed all that day, speeding effortlessly through the snow. The valley bottoms were hidden now under clouds, and by that evening we had only the dark blue of the sky above us. We were, it seemed, travelling on top of the world. My hands and fingers were so numb by this time that only the failing strength of my arms kept me from sliding off. My legs were quite useless below the knee. I had nothing to grip with.

As dark came on we had left the peaks above us and were making a slow and difficult descent across rock-strewn glaciers. Crevasses and chasms that looked impassable we leapt with ease. They were in amongst sparse pine trees that clung impossibly to the mountainside and as the last of the light vanished, we were swallowed quite suddenly by a dense forest that shut out the last of the day.

We stopped and I let myself down gently for I could not feel my feet as they touched the ground.

Lesson 3: Children Apply

A) How might Ashley (the main character) be feeling at this part of the story?*

'hands and fingers were so numb'

This telling me that he was feeling cold.
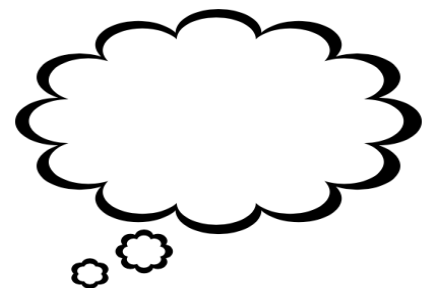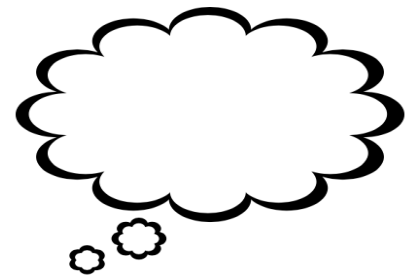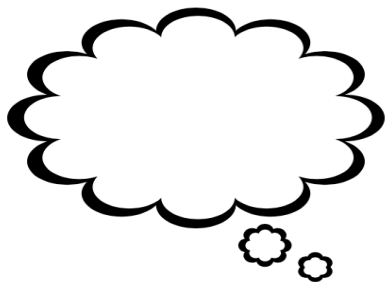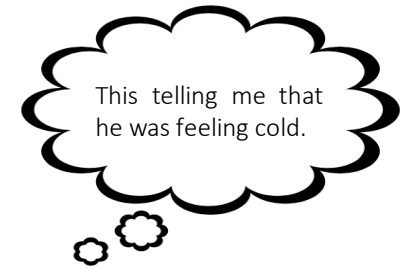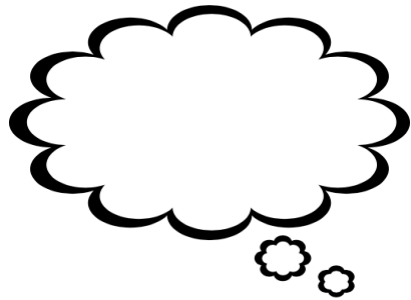
*Think about feelings and emotions too!

B) In the middle paragraph what do we find out about the mountains' features.
1
2
3

Lesson	4	Vehicle Text & Page	King of the Cloud Forest by Michael Morpurgo Chapter 4 From 'p. 42 to p.44 (NB Use the adapted Extract Provided)

Anchor Question: What words and phrases does the author use to show us how dangerous the mountain blizzard is?	Vocabulary Teaching: Smother, cowered, night began to fall, exhausted, finish us, bleak	Focus Comprehension & Strategies: ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Discuss some words and phrases that capture that read's interest and imagination ·Identify how language contributes to meaning	Focus Content Domain(s): 2a Give/explain the meaning of words in context 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: Pre-search internet images of a blizzard. **Think Pair Share** what it might feel like to be in a blizzard. What would they see, hear and feel? Take brief feedback

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

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

Explore & Respond: Ask the children, in pairs, to freeze frame the scene where Ashley and Uncle Sung are under the blankets. How would they be feeling and what would they say to each other?

Fluency: Model reading the Lesson 4 Fluency extract. Pay particular attention to punctuation, **Intonation** and to **Pausing**.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Use an enlarged copy of Lesson 4 Teacher Model / Children Practise and read through. Select a sentence to model **Re Reading** for clarity strategy (this can be modelled by ignoring punctuation). Reread entire sentence correctly. Read **Anchor Questions** and model the type of evidence needed.

<u>Example Model Question for demonstration:</u> What words and phrases does the author use to show us how dangerous the blizzard is? Model locating and circling the first piece of evidence words and phrases that provide the answer (i.e. *blizzard came with the wind from nowhere '*).

Teacher think Aloud: This mist mean that the blizzard arrived suddenly. <u>Teacher Note:</u> there is more evidence for this question that the children will find in the Practise part.

Reference the text: On an enlarged copy of the text, use **Text Mark** to model explicitly how to locate words and phrases that provides evidence for the answer. Circle thisa in green (i.e. *blizzard came with the wind from nowhere '*).

On an enlarged copy of the text use also **Text Mark** to:

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

B) underline the new vocabulary explored

Step 3: PRACTISE
Children Practise 8 mins

Practise Taught Strategies & Skills: Using Lesson 4 Children Practise, ask the children to read through this with a partner and explore words and phrases that will help them answer the **Anchor Question**. Children to explicitly **Text Mark** by circling words and phrases which provide evidence.

Children Explore & Discuss: In pairs, ask the children to take each other on a guided tour. As one closes their eyes and **Visualise,** their partner will take them on a guided tour of the blizzard, using the words they circled, to try and convey the severity of the blizzard then swap.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Complete Lesson 4: Children Apply and add to Reading Journals.

Verbal & Written Responses: As a class, return to the Anchor Question and take feedback on what the children have written and spoken about and the responses they have made. Gather and record the children's responses as a class and constantly note how their responses link to the Anchor Questions.

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

•Use of the strategies taught i.e. and **Choral Reading, Text Marking, Paired Talk, Re Read, Visualise, Intonation** and **Pausing**

•Responses they have given to the **Anchor Questions**

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

Lesson 4: Vocabulary

smother	cowered
exhaustion	night began to fall
finish us	bleak

Lesson 4: Fluency

The snow had drifted across the trail behind us and so there was no way down around the mountain. We had to go on, on and up. Neither of us spoke as we struggled on, each of us fighting our own pain and exhaustion.

Lesson 4: Anchor Question

What words and phrases does the author use to show us how dangerous the blizzard is?

Lesson 4: Children Practise

The blizzard came with the wind from nowhere. We saw it coming but there was nowhere to hide. We were caught on the open mountainside. There was nothing to do but dig ourselves in and find shelter in the snow itself. We cowered there under Uncle Sung's blanket for hours, feeling the snow pile up on top of us. When but when the weight of it threatened to collapse and smother us, we had to climb out and go on. To stay would have meant dying of cold. The snow whirled about us and blinded us instantly if we opened our eyes. I hung on to Uncle Sung's belt and followed him. The snow had drifted across the trail behind us and so there was no way down around the mountain. We had to go on, on and up. Neither of us spoke as we struggled on, each of us fighting our own pain and exhaustion.

We knew the next village was down in the valley on the other side of the mountain.   Two days walk away Uncle Sung had told me. We knew well enough that to spend the night out on the mountain would finish us. Our only real chance now lay in finding one of the summer camps, the only shelter we were likely to find this high. However, as the sky darkened around us and night began to fall, even that last hope began to fade. Only the white of the snow lit the bleak world around us now as we limped on.

Extract adapted from ©King of the Cloud Mountains by Michael Morpurgo (Egmont Publishers)

Lesson 4: Children Apply

What words and phrases does the author use to show us how dangerous the mountain blizzard is?
1.
2.
3.
4.
5.

Lesson	5	Vehicle Text & Page	King of the Cloud Mountains by Michael Morpurgo
			Chapter 5 From p.50 p. 51 (NB Use the adapted Extract Provided)

Anchor Questions(s):	Vocabulary Teaching:	Application of Comprehension & Strategies:	Focus Content Domain(s):
A) How do you know Ashley might have been scared by the Yeti? B) How do you think Ashley feels after the Yeti ran off? Use words and phrases from the text to answer.	receded, my head was swimming, rooted to the spot, lumbered, prominent, bounding, thoughts gathered, at arm's length,	- Predict what might happen from details stated and some that are implied ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	2a Give/explain the meaning of words in context 2b Retrieve and record information/ identify key details from fiction 2d Make inferences from the text/explain and justify inferences with evidence from the

(Left sidebar, vertical text): Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning /Comprehension Monitoring

Extended Apply Lesson

Activate prior knowledge: Recap what has happened in the extracts so far and the descriptions of the mountains, blizzards etc. There will be many links that the children will be able to pull from their knowledge of rivers and mountains so far gained from the previous weeks non-fiction and poetry.

Explain to the children that in the book Ashley (main character) meets a Yeti on the mountains. Explain that a yeti is a large hairy creature resembling a human or bear, said to live in the highest part of the Himalayas. Share images from the internet of a yeti and briefly discuss.

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

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings. Address any misconceptions.

Share Anchor Questions: Refer to them throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Think, Pair Share** relating to the **Anchor Question.**

Written Responses / Evidence Anchor Question:
• In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

Comprehension Questions for written responses in Reading Journal: Children to complete an answer to the **Anchor Question.**

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

Additional Apply Activity:
Children to complete the Children Apply activities provided.

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

Lesson 5: Vocabulary

thoughts gather	arm's length
bounding	prominent
rooted to the spot	lumbered
my head was swimming	receded

Lesson 5: Anchor Questions

A) How do you know Ashley might have been scared by the Yeti?
B) How do you think Ashley feels after the Yeti ran off? Use words and phrases from the text to answer.

Lesson 5: Teacher Read & Children Practice

I could neither run nor scream. Even when the huge creature lumbered towards me I remained rooted to the spot. Because my head was swimming I raised my hand to steady myself against the door. As I did so the creature stopped instantly, mouth open, breathing hard. He was close to me now, towering above me. Only then did my thoughts gather themselves and it came to me that this might be the yeti creature Uncle Sung had described to me. He was gigantic and was covered in red hair from head to toe. Only the centre of the face was hairless. The skin was wrinkled and black. His nose was flat and turned up so that the nostrils were scarcely more than two holes in his face, and the chin receded into his neck. His forehead was vast and prominent and overhung the face in a permanent frown. But under the thick red eyebrows the eyes that looked back down at me were searching and intelligent. They were wide with fear or anger – I could not tell which.

Keeping an arm's length away he circled around me towards the open door. He stood for a moment examining me, his head slightly on one side before turning and ducking under the door. It took me some time to come to my senses. I slammed the door shut after him and ran to the window. The yeti, and I was now quite sure that that was what he was, was bounding away through the snow on all fours. Beyond the barn he stopped and turned and stood up again. For just a moment he looked at me, and then he was gone and I was alone again. There was no sense of relief that danger was passed, just a feeling that I had somehow wasted an opportunity. Worst of all was the knowledge that I was alone again in this desolate place with only my hunger for company.

Extract adapted from ©King of the Cloud Mountains by Michael Morpurgo (Egmont Publishers)

A) How do you know Ashley might have been scared by the Yeti?

Lesson 5: Children Apply

Draw a picture of the Yeti, paying close attention to the description mentioned in the text.   Use this to label your picture.

Lesson 5: Children Apply

How does Ashley feel after his encounter? What might he be thinking?

Lesson 5: Children Apply

1. Why does Ashley put his hand against the door?

2. How do we know how tall the yeti is? Find two pieces of evidence.

Steps to Read™

Year 3
Unit C: Rivers and Mountains

Fiction 2

Lesson	1	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin Chapter 1 from 'Far away from here' p.1 to 'began a story' p.3 (see lesson resources)

Anchor Question A.What impression does the writer give us of the village in the extract? B.What impression does the writer give us of Minli in the extract?	Vocabulary Teaching: jagged, coax, stubborn, impulsive	Focus Comprehension & Strategies: ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Participate in discussion about books they have read .	Focus Content Domain(s): 2a Give/explain the meaning of words in context 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 book and share the illustration of the front cover. Use **Book Talk** approaches to study and discuss this cover illustration and deepen thinking. Encourage the children to speculate as to the story's content and relate this to the book title.

Share Anchor Question(s): Explicitly share and refer to this throughout the lesson. Read the blurb and from the beginning up to 'began a story' on p.3.

Vocabulary: Use the Lesson 1 Vocabulary sheet. Explore definitions of these words and phrases and encourage children to locate them in the text. Use the **Find Read Talk** strategy to help children understand vocabulary in context. Enforce the correct pronunciation of the word 'jagged'.

Explore & Respond: Read through *all* of the extract (see Lesson 1: Read), paying attention to new vocabulary explored. Consider the **Anchor Questions** and children **Stop and Jot** their initial thoughts about this. Underline new vocabulary within the extract.

Fluency: Model how to read the opening paragraph, paying particular attention to the use of **Pausing** at commas. Children to **Pair Read** x2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the second paragraph of the book and model making **Deliberate Mistakes** and **Self-correcting** these. Ensure that children recognise that **Self-correcting** is used when we are not sure a word or phrase makes sense and that we have another attempt. When returning to words reinforce the need to examine known grapheme-phoneme correspondence too.

<u>Example question for demonstration to the children:</u> Why did the villagers call the mountain Fruitless Mountain?

<u>Teacher Talks:</u> If I look again at the first page of the book and look for the name Fruitless Mountain I can see that in the very first paragraph it is mentioned. The words are easy to find because they start with capital letters as it is the name of something.

Reference the Text: **Text Mark** words and phrases from the extract to answer the question using **Think Aloud**. Underline the phrase '*Fruitless Mountain', 'nothing grew', 'birds and animals did not live there.'*

<u>**Teacher Talk**</u>: If something is fruitless, it means no fruit grows there. That's why the mountain is known as fruitless; because nothing grows there and nothing lives there.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to use **Text Mark** approaches and circle any evidence to answer the **Anchor Questions**. Teacher Note: some of the words the children may well find in pairs may include *'shining eyes always ready for adventure', 'lively and impulsive spirit', 'quick thinking', 'poor'* etc. (when referring to the Minli). When referring to the village, the children may circle words like '*shade of faded brown', 'stubborn land', 'dull colour of dried mud'* etc.

Practise Taught Strategies & Skills: Actively encourage children to circle evidence from the text and use **Thinking Voice** to discuss which words and phrases tell us about the village and Minli.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children add completed Lesson 1: Apply sheets.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted and the notes they have made. On the enlarged copy of the Lesson 1 Children Apply Activity, take responses from the children. Model how to articulate a full answer for **Anchor Question 1**: '*My impression of Minli is that she is a free spirit who enjoys adventure as the text says she had shining eyes always ready for adventure and she was an impulsive spirit'.* Children now articulate an answer for their impression of the village. Share with the class.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
- Use of the strategies taught i.e. **Self-correcting, Find Read Talk, Text Marking, Visualisation** and **Thinking Voice.**

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

jagged	coax
stubborn	impulsive

Lesson 1: Fluency

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal.

Lesson 1: Anchor Questions

A) What impression does the writer give us of the village in the extract?
B) What impression does the writer give us of Minli in the extract?

Lesson 1: Read / Teacher Model / Children Practise

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the fields had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull colour of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think there was barely enough room for three people to sit around the table – which was lucky because only three people lived there. One of them was a young girl called Minli.

Minli was not brown and dull like the rest of the villagers. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant, *quick thinking,* suited her well. "Too well," her mother sighed, as Minli had a habit of quick acting as well.

Ma sighed a great deal, an impatient noise usually accompanied with a frown at their rough clothes, rundown house, or meagre food. Minli could not remember a time when Ma did not sigh; it often made Minli wish she had been called a name that meant *gold* or *fortune* instead. Because Minli and her parents, like the

village and the land around them, were very poor. They were barely able to harvest enough rice to feed themselves, and the only money in the house was two old copper coins that sat in a blue rice bowl with a white rabbit painted on it. The coins and the bowl belonged to Minli; they had been given to her when she was a baby and she had had them for as long as she could remember. What kept Minli from becoming dull and brown like the rest of the village were the stories her father told her every night at dinner. She glowed with such wonder and excitement that even Ma would smile, though she would shake her head at the same time. Ba seemed to drop his gray and work weariness – his black eyes sparkled like raindrops in the sun when he began a story.

Lesson 1: Children Apply

What impression do we have of the village in this extract?

What impression do we have of Minli in this extract?

Lesson	2	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin. Chapter 4

| Anchor Question: How does the goldfish feel about being freed? How do we know? | Vocabulary Teaching: echoed, ruefully, enthralled, bubbled with excitement | Focus Comprehension & Strategies: ·Draw inferences such as inferring characters' feeling, thoughts and motives from their actions, and justifying many inferences with evidence ·Listen to and discuss a range of fiction ·Rereading sentences for clarity | Focus Content Domain(s): 2a Give/explain the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text |

Left vertical banner: **Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring**

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: **Think Pair Share** what we already know about Minli and her family circumstances. Remind children that they are poor.
Share Anchor Questions: Explicitly refer to these throughout the lesson.
Vocabulary: Refer to these (Lesson 2: Vocabulary) throughout the lesson. Explain the word 'ruefully' to the children (in a sad or mournful way). Children use the **Find Read Talk** strategy to demonstrate *how* to understand vocabulary in context of a sentence.
Explore & Respond: Read through the extract from Chapter 4 (see Lesson 2: Read). Have the **Anchor Questions** on display and refer to them whilst reading. Ask children to give initial thoughts in relation to the **Anchor Question** using **Stop & Jot**.
Fluency: Model the first paragraph of the chapter. **Children Choral Read** x 2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first paragraph of Lesson 2: Read / Teacher Model / Children Practise, paying no attention to the punctuation, then use the strategy of **Self-correcting** to read through again paying attention to punctuation. Example questions to demonstrate to the children: Why does Minli decide to free the goldfish? What does this tell us about Minli?
Reference the Text: Model how to **Text Mark** the Teacher Model to answer the example questions. Circle *'The goldfish is just another mouth to feed. I can't let Ba feed the goldfish'.*
Teacher Talks: The writing in italics shows me that this is Minli's thoughts. She is thinking how unfair it is that her father, who has worked so hard all day, then had to give up some of his food for the fish. She decides she can't let that happen so she decides to free the fish. The fact that she does this shows us how selfless Minli is; she wants to keep the goldfish but she is thinking about her father and her family.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to read through the whole of the extract (see Lesson 2: Read) in pairs. Display the **Anchor Questions** on the whiteboard for reference.
Practise Taught Strategies & Skills: Encourage the children to **Text Mark** the chapter, identifying any words that show us how the fish is feeling – including her actions. Teacher Note: some of the words and phrases the children may well find will include 'seemed shocked and was still like a flickering flame on a match', 'wiggled in the water', 'swam in circles', *'a joyful fire twirling in the water'*, 'I despaired in his cart' and *'since you have set me free, I will tell you'.*

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Add Children Apply sheets to Reading Journals.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. Gather and record the children's responses as a class list and ask them to note how these words are linking together to help answer the **Anchor Questions**. Help children to structure answers, e.g. The fish is feeling much better than it did as it said that 'despaired' in the cart, but now it is free to swim.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Self-correcting, Find Read Talk, Text Marking, Choral Reading and Visualisation**
•Responses they have given to the **Anchor Questions**

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

Lesson 2: Vocabulary

echoed	despaired
flickering flame	joyful fire
impatient	frustrated
fortune	reeds

Lesson 2: Fluency

That night Minli could not sleep. Ma's words echoed in her ears and when she closed her eyes she saw Ba's hand, shaking from hard work, feeding the goldfish.

Lesson 2: Anchor Questions

How does the goldfish feel about being freed? How do we know?

Lesson 2: Read / Teacher Model / Children Practise

That night Minli could not sleep. Ma's words echoed in her ears and when she closed her eyes she saw Ba's hand, shaking from hard work, feeding the goldfish.

Ma is right, Minli thought to herself.   *The goldfish is just another mouth to feed. I can't let Ba feed the goldfish. Ma and Ba work so hard for every grain of rice, Ba shouldn't have to feed the goldfish too.*

Minli slipped quietly out of her bed and crept to the table where the goldfish was. They stared at each other and Minli knew what she had to do. Quickly slipping on her shoes and jacket, she took the goldfish and left the house.

"I'm sorry I can't keep you," Minli whispered. "I hope you will be all right in the river." And with those words, she emptied the bowl into the water. For a moment the fish seemed shocked and was still, like a flickering flame on a match. Then it wiggled in the water and swam in circles, a joyful fire twirling in the water.

Minli watched it and sighed. As the sound faded into the night, Minli realised it was an echo of her mother's impatient, frustrated noise. "Ma will never stop sighing unless our fortune changes. But how will it ever change?" Minli asked ruefully. "I guess that is just another question for the Old Man of the Moon. Too bad no one knows how to get to Never-Ending Mountain to ask him anything."

The fish stopped swimming and looked up at Minli.

"I know where it is," it said. The female voice was high and soft, like the wind whistling through the reeds of the water.

Minli stared. "Did you say something?" she asked.

"Yes," said the fish. "I know how you can get to Never-Ending Mountain and ask the Old Man of the Moon a question."

"I've swum all the oceans and rivers, except for one," the fish said, "and on my way to the last, the goldfish man caught me. I despaired in his cart, for I have seen and learned much of the world, including the way to Never-Ending Mountain. Since you have set me free, I will tell you."

Lesson 2: Children Apply

> How does the goldfish feel about being freed?
> How do you know?

Lesson	3	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin From 'The goldfish man turned around and smiled' p. 60 to 'Inexplicably, they felt ashamed.' p.61 (see extract)

Anchor Questions(s):	Vocabulary Teaching:	Focus Comprehension & Strategies:	Focus Content Domain(s):
Do Ba and Ma think that Minli will succeed in finding fortune?	smiled questioningly, sifting beams, slivering, careworn, haggard, inexplicably	·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Listen to and discuss a range of fiction	2a Give/explain the meaning of words in context 2b Retrieve and record information/ identify key details from fiction 2d Make inferences from the text/explain and justify inferences with evidence from the text

Sidebar (vertical): Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

Step 1: READ
Read to Children 12 mins

Activate prior knowledge: Share the fluency sentences with the children (see Lesson 3: Fluency). Ask the children what they think has happened and why. Relate this to yesterday's work, when the goldfish spoke to Minli and the fact that her family are very poor. What do they **Predict** will happen next?

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

Vocabulary: Use the **Find Read Talk** strategy to demonstrate *how* to understand vocabulary in the context of a sentence. Use this to demonstrate how to find the definition of the words '*careworn*' and '*inextricably*'. Refer to Lesson 3 Vocabulary Sheet. Children use this strategy to find the meanings of the other words.

Explore & Respond: Using **Think Pair Share**, ask the children to hot seat each other as Minli's parents. How are their bodies reacting? Why? **Stop and Jot** their initial responses to the **Anchor Question**.

Fluency: Model reading the fluency sentences (see Lesson 3: Fluency), paying attention to modelling speech, **Intonation** and **Pausing**. Children **Pair Read** x2.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 3: Teacher Model Activity, model making deliberate mistakes when decoding and **Self-correcting**. When returning to words reinforce the need to examine known grapheme-phoneme correspondence as a strategy for word recognition. <u>Example Model Question for demonstration</u>: Why did Ma and Ba 'sputter' and 'stammer' when they are talking to the goldfish man? Model **Thinking Aloud** to answer the question,
<u>Teacher talks:</u> Stammer and sputter both imply that Ma and Ba were nervous when they were talking to the goldfish man. Ba was hesitating to get his words out and Ma sputtered instead of speaking. He 'stared at them' and didn't stop – perhaps making them feel uncomfortable. He also smiled at them in a 'questioning' way as if he is wondering why they would speak to him. His eyes flashed as he stared. This could mean that they were a little bit intimidated by the goldfish man or slightly in awe of him.

Reference the Text: **Text Mark** by circling keys words that help to answer the question, e.g. 'continued to stare' and *'smiled questioningly', 'eyes also flashed', 'Can I help you?'*.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Children to read through Lesson 3: Read / Children Practise in pairs, discussing any ideas they have that will help answer the **Anchor Question.**

Practise Taught Strategies & Skills: Encourage children, in pairs, to read and explore words and phrases that help answer the **Anchor Question**. Children to use **Text Mark** to identify evidence and circle it. If they are finding it difficult to locate evidence, they could circle the following, '*we need to bring her home', 'she is acting crazy', 'there is no way for her to succeed', 'its impossible'* etc. Teacher to briefly feed back.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Encourage the children to consider the words and phrases the author uses to show us how Ba and Ma are feeling about Minli seeking fortune (**Anchor Question**).

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have highlighted and the notes they have made. Gather and record the children's responses as a class list and ask them to note how these words are linking together to help answer the **Anchor Questions**. Ask the children whether the goldfish man feels the same? How do they know? How do Ba and Ma feel at the end of the extract?

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Self-correcting** and **Find Read Talk, Text Marking, Choral Reading**
•Responses they have given to the **Anchor Questions**

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

gaze	ashamed
careworn	inexplicably
smiled questioningly	sifting beams
haggard	silvering

Lesson 3: Fluency

"Can I help you?" he asked them.
"We were looking for our daughter," Ba stammered. "We are from the Village of Fruitless Mountain."
"You sold her a goldfish, and then," Ma sputtered, "and then she ran away to change our fortune."

Lesson 3: Anchor Question

What effect does the goldfish man have on Ma and Ba?

The goldfish man turned around and smiled questioningly at Ma and Ba, who could do nothing but continue to stare. He was slender and small, which was perhaps why it was easy to mistake his footprints for Minli's. The dragging lines Ma had thought were from Minli's walking stick led to his cart, and the bowls of goldfish caught the sifting beams from the sun, silvering it into flashing sparkles of light. The goldfish man's eyes also flashed as he looked at Ma and Ba and their dust-covered clothes and haggard, tired faces.

"Can I help you?" he asked them.

"We were looking for our daughter," Ba stammered.

"We are from the Village of Fruitless Mountain."

"You sold her a goldfish, and then," Ma sputtered, "and then she ran away to change our fortune."

"I see," the goldfish man said, and again, he looked at them – at Ma's tight, angry frown and Ba's careworn, worried face. "And you are going after her, to stop her?"

"Of course," Ba said. "We need to bring her home."

"Yes," Ma said. "She is acting crazy. Who knows what could happen to her?"

"She could succeed," the goldfish man said steadily. "She could find a way to change your fortune."

"She's trying to find Never-Ending Mountain!" Ma said. "Ask questions of the Old Man of the Moon! There is no way for her to succeed."

"Yes," Ba said, "it's impossible."

The goldfish man looked a third time at Ma and Ba, and this time they felt it. Under his gaze, Ma and Ba suddenly felt like freshly peeled oranges, and their words fell away from them. Inexplicably, they felt ashamed.

Extract from ©Where the Mountain meets the Moon by Grace Lin (Little Brown Publishers)

Lesson 3: Children Apply Activity

Do Ba and Ma think that Minli will succeed l finding a fortune?

Lesson	4	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin Chapter 14

Anchor Question: A.How does Minli trick the monkeys? B.What words and phrases does the author use to show us how she feels about tricking them?	Vocabulary Teaching: eagerness, blankly	Focus Comprehension & Strategies: ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Retrieve information from fiction	Focus Content Domain(s): 2a Give/explain the meaning of words in context 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: Recap what we know about the character of Minli. Which words has the author used so far to describe her character and determination and how has she been trying to help her family? **Think Pair Share** and take brief feedback.

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

Vocabulary: Children use **Find Read Talk** to explore the identified vocabulary.

Explore & Respond: Read the extract (see Lesson 4: Read) and **Stop and Jot** their initial thoughts in relation to the **Anchor Questions**.

Fluency: Model reading the fluency extract '*Though puzzled, the dragon nodded. They placed themselves a far distance from the rice, yet still within sight, put out the fire, and pretended to go to sleep.*' Pay particular attention to punctuation, to **Intonation** and to **Pausing.**

Children **Choral Read** x2 the same extract.

Step 2: MODEL
Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 4: Read / Teacher Model Activity, model making **Deliberate Mistakes** when decoding and **Self-correcting.**

Example Model Question for demonstration: What words and phrases does the author use in this extract to show us that the Dragon does not understand Minli's plan? Teacher Talks: At the beginning of the extract, the dragon looks at Minli 'blankly'. This shows us that he really doesn't realise what she is doing to try and trick the monkeys. Next, the dragon actually says to her that he does not understand. Then, later on in the extract, the author tells us that the dragon is 'puzzled'.

Reference the text: Explicitly **Text Mark** by circling the phrases '*blankly*, '*"I do not understand,"*' and '*puzzled*'.

Step 3: PRACTISE
Children Practise 8 mins

Children Explore & Discuss: Revisit the **Anchor Questions** again and ask the children read the extract (see Lesson 4: Read / Teacher Model) finding the way Minli tricked the monkeys.

Practise Taught Strategies & Skills: Work together to recall the steps she takes the trick the monkeys, perhaps adding notes or images around the text.

Children to explicitly **Text Mark** by circling words and phrases which will help. These may include, '*pot of rice*', '*fishnet over rice pot*', '*turned away*', '*pretended*' etc. Encourage children to use **Thinking Voice** and to discuss how she is feeling about tricky them as they read. Briefly feedback. Circle words and phrases to answer this as they work.

Step 4: APPLY
Children Apply 10 mins

Evidence Anchor Question(s): Children add Lesson 4: Children Apply activity to their Reading Journals and complete.

Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have written and spoken about and the responses they have made. Gather and record the children's responses as a class and constantly note how their responses link to the **Anchor Questions**.

Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
• Use of the strategies taught i.e. and **Choral Reading, Think Pair Share, Text Marking, Paired Talk and Visualise**
• Responses they have given to the **Anchor Questions**

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

blankly	eagerness

Lesson 4: Fluency

Though puzzled, the dragon nodded. They placed themselves a far distance from the rice, yet still within sight, put out the fire, and pretended to go to sleep.
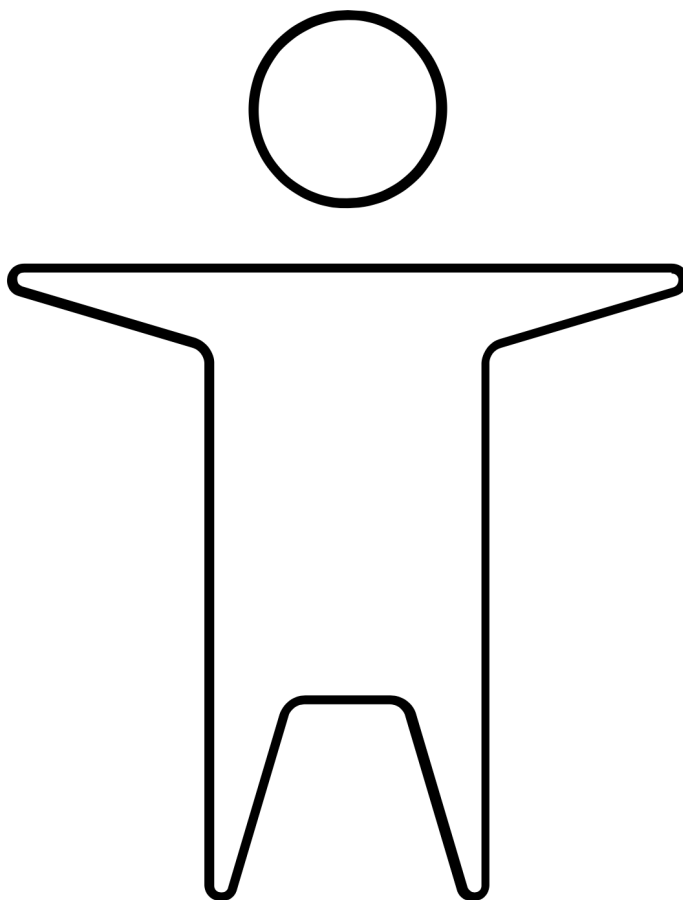
Extract from ©Where the Mountains meet the Moon by Grace Lin (Little Brown Publishers)

Lesson 4: Anchor Questions

A) How does Minli trick the monkeys?
B) What words and phrases does the author use to show us how she feels about tricking them?

"That is what I am expecting," Minli said as she filled her pot with water and uncooked rice. She was bursting to tell Dragon her idea, but wasn't sure how much the monkeys understood of their words. She looked at him with sparkling eyes, but he only stared back blankly.

"You are?" the dragon said. "I do not understand."

"Don't worry," Minli said, and with her eagerness she felt like the water she was boiling. "I think I know how we can pass the monkeys."

The dragon watched as Minli stirred the big pot of rice. Through the rising steam, he could see the beady eyes of all the monkeys glittering through the branches like hundreds of diamonds as they watched as well. "The monkeys are watching," he whispered to Minli.

"Good," she whispered back, "I hope they are."

When the rice was done, the pot was overflowing with snowy white rice. It was so heavy that to take if off the fire to cool she had to ask the dragon to move it for her. Minli had the dragon place it very close to the trees where the monkeys were watching. Then, Minli tied her fishnet over the rice and pot.

As Minli and the dragon turned away, they could hear the monkeys chattering.

"That fishnet will not stop the monkeys from taking the rice," the dragon said. "It is tightly woven, but their hands will probably fit through."

"I know," Minli said as she put out the fire. "Let's pretend that we think the rice is safe and we are letting it cool."

Though puzzled, the dragon nodded. They placed themselves a far distance from the rice, yet still within sight, put out the fire, and pretended to go to sleep.

But Minli could not help peeking. Though she tried to lie still, she was filled with excitement. Would her plan work? Would the monkeys take the rice?

In the bright light of the moon, the monkeys glanced slyly at them and stole over to the rice. The dragon was right; just as he'd said, the fishnet

could not keep the monkeys from the rice. Their slender hands slid through the holds of the fishnet and each grabbed two big fistfuls of rice. But as the monkeys tried to carry the rice away, the net caught them. The holes in the net were large enough for their empty hands to fit through, but not large enough for their full fists!

The monkeys screamed and pulled; and Minli and the dragon no longer pretended to be asleep. They couldn't help laughing as they watched the monkeys struggling to punch the air and each other with their trapped fists.

Minli quickly packed her things and the monkeys screeched and shrieked as they passed. The heavy pot of rice shook as the monkeys fought violently to get free. But the fishnet was strong and well woven, and since the monkeys were too greedy to let go of the rice, Minli and the dragon entered the peach grove and continued through the forest.

Extract from ©Where the Mountain meets the Moon by Grace Lin (Little Brown Publishers)

Lesson 4: Children Apply

How does Minli trick the monkeys?

Lesson 4: Children Apply

What words and phrases does the author use to show us how she feels about tricking them?

Lesson	5	Vehicle Text & Page	Where the Mountain meets the Moon by Grace Lin The Story of the Dragon Gate pp. 92-93

Anchor Questions(s): How is the Dragon Gate described? What impression do you get of Dragon Gate?	Vocabulary Teaching: vast, gushing, placards, tiered, intricately, mere	Focus Comprehension & Strategies: ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ·Retrieve information from fiction	Focus Content Domain(s): 2d Make inferences from the text/explain and justify inferences with evidence from the text 2b retrieve and record information / identify key details from fiction and non-fiction

Extended Apply Lesson

Activate prior knowledge: Recap what has happened so far in the book.

Vocabulary: Share the words and phrases found within the text (see Lesson 5 Vocabulary), taking discussion on meanings. Address any misconceptions.

Share Anchor Question: Refer to throughout the lesson.

Enjoy and Respond to the text: Read the extract to the children and allow time for **Think Pair Share** relating to the **Anchor Question.**

Written Responses / Evidence Anchor Question:

• In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** by circling the words and phrases that provide evidence for the **Anchor Question** independently.

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

Comprehension Questions:

What happens if fish swim through the Dragon Gate?

How do all fish know about the Dragon Gate?

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

•Use of the strategies taught across the week i.e. and, **Text Marking, Think Pair Share, Find Read Talk** and **Self-correct**

•Responses they have given to the **Anchor Questions** & Comprehension Questions.

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

Lesson 5: Vocabulary

vast	gushing
placards	tiered
intricately	mere

How is the Dragon Gate described? What impression do you get of the Dragon Gate?

Lesson 5: Children Apply

Even though no fish has seen the Dragon Gate, we all know about it. Perhaps the story was told to us through the waves of water while we were eggs or whispered to us by the roots of the lotus flowers.

We all know that somewhere in one of the rivers of the land, there is a great and powerful waterfall; it is so high and so vast that it is as if water were gushing from a cut in the heavens. At the top of that waterfall, beyond anyone's view, is the Dragon Gate.

The Dragon Gate is an entryway to the sky. It is old, so old that it's possible that the grey stone columns grew from the mountain it stands on. Wind and time have worn and smoothed the gate's tiered placards that barely show the old carvings of the five coloured clouds of heaven.

Above the placards are the tiled arches the same colour as the misty sky. Nine hundred and ninety-nine small dragon ornaments perch on the ridges of those tiled roofs. Each one is intricately formed to the smallest detail and, even weathered as they are, the black pearl eyes still flash with a mysterious power. That is because these dragons are not mere decoration – they hold the secret to the Dragon Gate.

For if ever a fish is able to swim up the waterfall and pass through the gate, the dragons will shake with power. As the fish goes through, its spirit enters the gate and bursts out of one the ornaments, changing the fish into the form of a flying dragon!

Lesson 5: Children Apply

What impression do you get of the Dragon Gate?
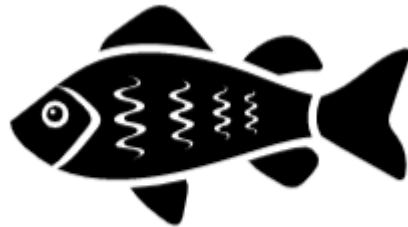
Lesson 5: Children Apply

Draw a picture of the Dragon Gate, paying close attention to the detail mentioned in the text.

Comprehension Questions

A. What happens if a fish swims through the gate?

B. How do all fish know about the Dragon Gate?

1.

2.

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.

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
- 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.

Self-Correct

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

Sense Making (Syntax)

Understanding the correct way in which words and phrases are arranged to make sense and noticing when this does not.
- ✓ I went to the park.
- ✗ I went the to park.

Also see self-correction.

Sequencing

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

Skimming

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

Stop & Jot

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

Summarising

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

Text Marking

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

Text Structures

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

Themes

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

Think Aloud

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

Visualising

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

What next?

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

Word by Word (Build Word Meaning)

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

Word Count

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

Word Work

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

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Reading Curriculum Coverage

	A: Autumn 1	B: Autumn 2	C: Spring 1	D: Spring 2	E: Summer 1	F: Summer 2
YR	Friendship & Animals	Stars & Space	Superhero	Traditional Tales	Growing	Seaside
Y1	History: Living Memory	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Y2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry -Contemporary
Y3	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y4	Science: Living Things/Habitats/Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends and Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Y6	History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range

Reading Assessment

Reading Assessment Counts

Reading Progression Counts

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**
https://literacycounts.co.uk/product-category/assessment-counts/

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

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

Don't forget to share the work you do!
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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

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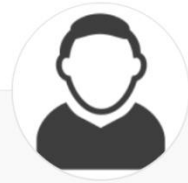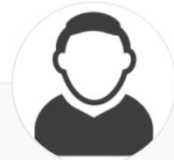
'Genuinely the best reading training I've been on. Based on research, spoke through logically and loads of practical ideas. If only I'd had this 15 years ago! All we need to do now is teach it!'

James Martin
Dee Point Primary School Senior Teacher 2020

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