Steps to Read™

# Shared Reading Planning

# Year 3

## Curriculum Driver: Science

## Unit A: Forces, Magnets & Rocks

# READ

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

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



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# The 4 Steps Teaching Sequence

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

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



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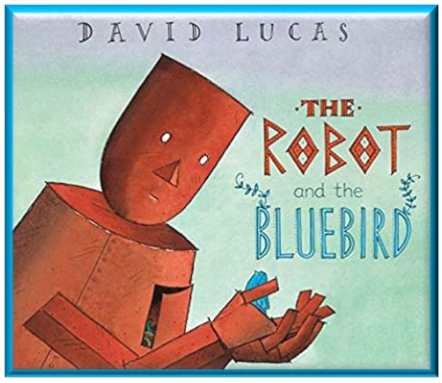
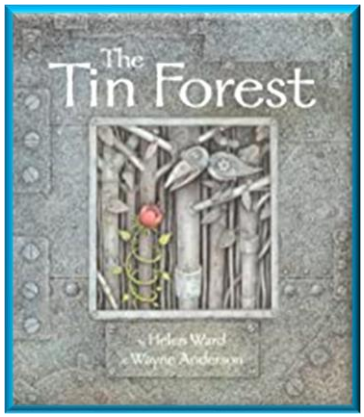
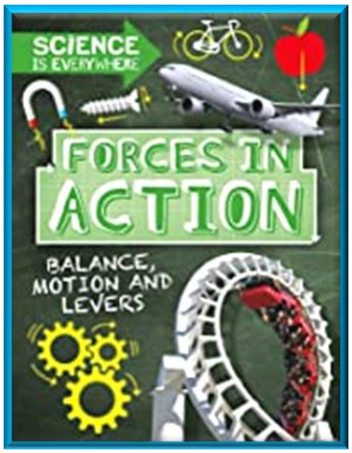
# Vehicle Texts for this Unit



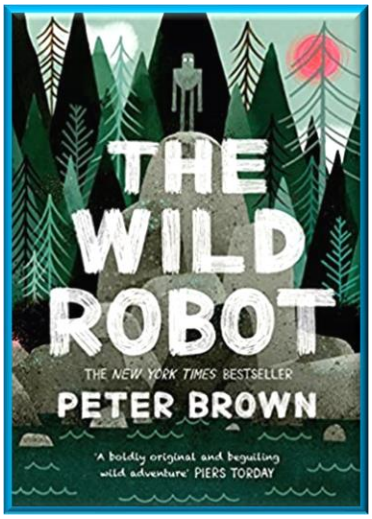



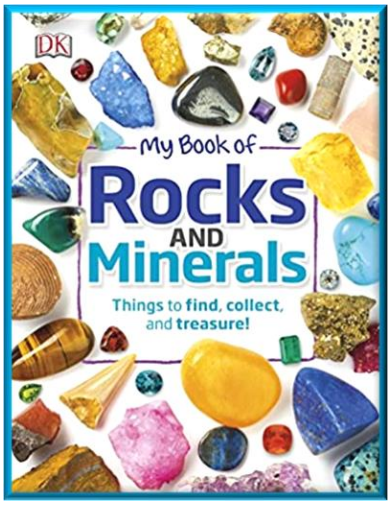

## Shared Reading Planning

## Year 3

**Curriculum Driver:** Science

**Unit A:** Forces, Magnets & Rocks



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# Unit Focus: Comprehension Skills & Strategies

## This Year 3 Unit A

### 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, structure and presentation contribute to meaning
•Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context
•Retrieve and record some information from non-fiction
•Predict what might happen from details stated and some which are implied

### Skills and Strategies

**Build on Previous Year & Focus on:**
•Recognise and read *many Year 3&4 W*ord List words
•Read aloud using punctuation to aid expression including speech
•Self-correction, including re-reading and reading ahead
•Skim to gain an overview of a text, e.g. topic, purpose
•Identify different purposes of texts, *e.g. to inform, instruct, explain*
•Read short information texts independently with concentration

### Content Domains*

**2a** give / explain the meaning of words in context
**2b** retrieve and record information / identify key details from fiction and non-fiction
**2e** predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

## Throughout Year 3 focus on

### Comprehension

**Building on Previous Year and throughout Year 3 focus on:**
•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Read a range of books that are structured in different ways and read for a range of purposes
•Use dictionaries to check the meaning of many unknown words that they have read•

### Skills and Strategies

Building on phonics subject skills and knowledge
•Connect prior knowledge with context
•Locate and discuss words and pre taught vocabulary to find out what the text is about
•Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
•Read a range of texts with increasing accuracy and fluency
•Develop fluent and enthusiasm for reading and read widely and frequently
•Develop views about what is read with support
•Develop positive attitudes to reading and understanding of what is

### Content Domains*

**2a** give / explain the meaning of words in context
**2b** retrieve and record information / identify key details from fiction and non-fiction
**2d** make inferences from the text/explain and justify inferences with evidence from the text

### Reading Terminology for Pupils

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

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



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# What is Steps to Read?

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

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

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

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

## Underlying Principles

Steps to Read works when:

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

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

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



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Step to Read also:

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

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

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

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

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



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# The 4 Step Teaching Sequence Explained

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

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



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# Learning Across the Week

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

In most Steps to Read lessons we:

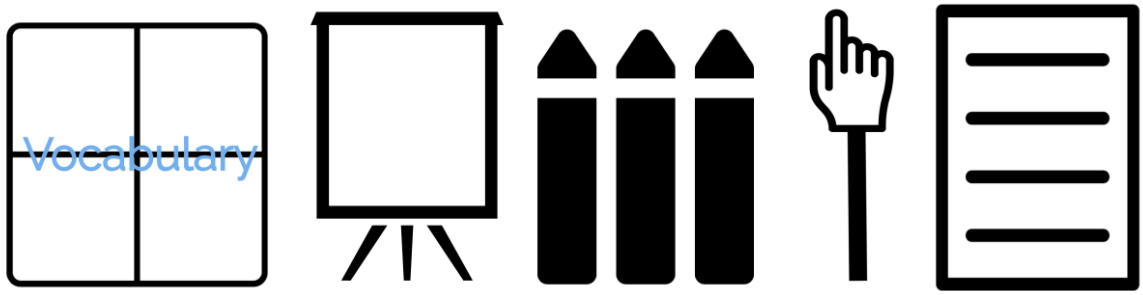
circle evidence

underline new vocabulary

## Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

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




*Vocabulary for the week

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

Before you start:

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



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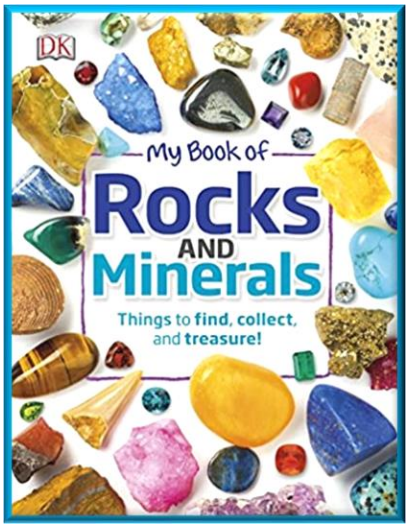
# Shared Reading Planning

# Year 3

## Curriculum Driver: Geography

## Unit A: Forces, Magnets & Rocks

# Non-Fiction 1



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

| Lesson | 1 | Vehicle Text & Page | My Book of Rocks and Minerals (Dorling Kindersley) pp4&5<br>**Use the actual pages from the non-fiction book** |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What is a mineral?**<br>**B) What is the difference between a rock and a mineral?**<br>Teacher Model Question:<br>What is a rock? | ingredients, unique, texture, rarity, perfectly formed<br>**Subject Specific**;<br>crystals, rockhounding, amethyst | · Check that the text makes sense to them, discuss their understanding and explain the meaning of the words in context<br>· Retrieve and record some information from non-fiction<br>· Identify different purposes of texts, e.g. to inform, instruct, explain<br>· Identify how language, structure and presentation contribute to meaning<br>· Read short information texts independently with concentration | 2b: Retrieve and record information/identify key details from fiction and non-fiction<br>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Provide a collection of stones and rocks for children to explore. Challenge the children to **Think Pair Share** as many types of rock as they can in two minutes. Take brief feedback. Introduce the vehicle text. Familiarise and discuss the layout of the book and its structure, including 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 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 **Read Find Talk** strategy to discuss and explain the vocabulary in the context of where these are located within the text. Refer to Lesson 1 Vocabulary and underline new vocabulary in an enlarged copy of the text. Demonstrate by finding the word 'ingredients' and locating it in a sentence. Now read around and talk about how you have arrived at the meaning: the components or parts.

Explore & respond: Read through all of pp.4&5, paying particular attention to the features and vocabulary discussed. Ask children to turn to a partner and name one thing they have learned from the text.

Fluency: Model reading Lesson 1: Fluency, demonstrating **Pausing** as you follow punctuation cues. Children **Pair Read x2.**

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Example model question for demonstration: What is a rock? Model **Text Marking** as you look for evidence to answer the model question. Use **Think Aloud** as you articulate your evidence choices to the children.

Reference the text: Locate the subtitle and paragraph where the answer is likely to be located. **Text mark** explicitly the following evidence: '*mixtures…minerals occur together', 'minerals inside', 'all colours'.*

Teacher Talks: A rock forms when mixtures of minerals occur together. Rocks have minerals inside and can be all colours. Add to Lesson 1: Teacher Model. Ensure children can see the definition throughout the lesson.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: In pairs, children to read through all of pp.4&5. Ensure the **Anchor Questions** are displayed on the board. Focus to begin with on evidence to answer the question What is a mineral? Then move on to consider the difference between rocks and minerals.

Practise Taught Strategies & Skills: Children **Text Mark** by circling words to answer the **Anchor Questions.** Actively encourage them to use sub-headings to help them locate appropriate evidence to answer the questions. If they are having difficulty locating evidence, consider, '*basic building blocks', 'different chemical ingredients', 'unique recipe', 'minerals have specific properties', 'colour and texture', 'we can test to work out what they are', 'always made of crystal shapes', 'to identify a rock…have to look inside'.*

## Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Now look at the main **Anchor Question** (What is the difference between a rock and a mineral?) and take feedback on any notes the children have made as well as those made by the teacher in the Model lesson. 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** and **Thinking Aloud** as well as responses to the **Anchor Questions.**

Acceptable Point(s) Anchor Question A
-Minerals have specific properties which we can test but for a rock you have to look at all of the minerals inside it.

Acceptable Point(s) Anchor Question B
-Minerals are the basic building blocks of rocks and rocks are formed when the minerals occur together.
-You can test a mineral to work out what it is, but with a rock you have to look inside it

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



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# Lesson 1: Vocabulary

| | |
|---|---|
| unique | ingredients |
| texture | rarity |
| perfectly formed | |

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## Lesson 1: Fluency

Minerals are the basic building blocks of rocks. Minerals themselves are made of different chemical “ingredients” and every one has a unique recipe. When mixtures of these minerals occur together we call them rocks.

## Lesson 1: Anchor Questions

A) What is a mineral?
B) What is the difference between a rock and a mineral?

### Teacher Model Question:

What is a rock?

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# Lesson 1: Read / Teacher Model / Children Practice

*See entire double page spread (pp.4&5) in the book*

## Rock or mineral?

Minerals are the basic building blocks of rocks. Minerals themselves are made of different chemical "ingredients" and every one has a unique recipe. When mixtures of these minerals occur together we call them rocks.

A mineral is always made of crystal shapes. The crystals in this beautiful amethyst look like small pyramids.

## How to tell them apart

Minerals have specific properties, such as colour and texture, that we can test to work out what they are. To identify a rock you have to look carefully at all the minerals inside it and how they are combined.

Rocks and minerals come in all colours of the rainbow.

© Extract adapted My Book of Rocks and Minerals Dr. Devin Dennie Penguin Random House



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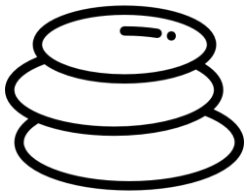
# Lesson 1: Teacher Model

| What is a rock? | |
|---|---|
| **Words and Phrases** | **Definition** |
| mixtures…minerals occur together<br><br>minerals inside<br><br>all colours | A rock forms when mixtures of minerals occur together. Rocks have minerals inside and can be all colours. |





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# Lesson 1: Children Apply

| What is a mineral? | |
|---|---|
| Words and Phrases | Definition |
| | |

| What is the difference between a rock and a mineral? | |
|---|---|
| Rock | Mineral |
| | |



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

| Lesson | 2 | Vehicle Text & Page | My Book of Rocks and Minerals (Dorling Kindersley) pp.16&17<br>**Use the actual pages from the non-fiction book** |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How are the three types of rock formed?**<br>**B) How are rocks made?** | remains, molten, most plentiful, existing, surface<br>Subject Specific:<br>igneous, sedimentary, metamorphic, magma, inner core | ·Check that the text makes sense to them, discuss their understanding and explain the meaning of the words in context<br>·Retrieve and record some information from non-fiction<br>·Skim to gain an overview of a text<br>·Self-correction, including re -reading and reading ahead<br>·Read aloud using punctuation to aid expression<br>·Read short information texts independently with concentration | 2b Retrieve and record information/identify key details from non-fiction<br>2f Identify/explain how information content is related and contributes to meaning as a whole |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Write the word 'salad' in the centre of the flip chart. Ask the children what ingredients they would put into a salad. Share the first line of the double page, 'Making a rock is a bit like making a salad!' What do the children think this means? Can they use their knowledge from the previous lesson to help?
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Discuss and explain the vocabulary in the context of where it is located within the text. Demonstrate the strategy **Find Read Talk**, when looking at the word 'remains'. Read the sentence and note that it refer to shells and this is the part that is no longer needed (the remains). Children continue to use **Find Read Talk** to explore the meanings of the rest of the vocabulary. Explain that the subject-specific vocabulary will be understood as you read the text.
Explore & respond: Introduce pp.16&17 of the vehicle text and briefly revise features such as subheadings, photographs, captions and layout. Show the children how you **Skim read** by moving your eyes over the text to get the gist of it. Ask the children to do the same and decide what the main gist of this double page is (will tell us about the different types of rocks and how they are formed). Now read all of the double page spread. Clarify what was meant by the words 'Making a rock is a bit like making a salad' by referring to the opening paragraph.
Fluency: Read Lesson 2: Fluency. Point to words being read and encourage attention to punctuation (dash and exclamation mark) when reading. Children **Pair Read x2.**

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the opening paragraph of the text again and model **Self-Correction** using phonics as a first strategy for decoding of unfamiliar words to locate known GPCs. **Reread** correctly.
Reference the text: Focus on **Anchor Question A** and explain that in the opening paragraph it said there are three types of rock. Locate the three sub-headings *'Igneous', 'Sedimentary'* and *'Metamorphic'*. Focus on Igneous and **Text Mark** explicitly by circling the key words will help to answer the model question; *'hot molten magma', 'cools down', around volcanoes'.*
Teacher Talks: Igneous rock is formed when hot molten lava cools down, usually around volcanoes. Add to Lesson 2: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Pairs have copies of pp.16&17, to encourage collaboration and discussion.
Practise Taught Strategies & Skills: Children use **Text Marking** to find evidence for the **Anchor Questions.** Encourage them to use sub-headings and other layout features to locate the evidence. If the children are finding it difficult, consider *'small pieces of rock', 'buried together', water, wind and ice', 'break up existing rocks', 'other types of rock', 'melted and squeezed', 'squashed and heated', 'if this magma cools enough', 'new rocks are made'.*

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 2: Apply Activity. As a class, return to the questions to check responses and where they were located.
Verbal & Written Responses: together scribe the way the three different types of rocks are formed and ensure children are clear about these. Look at the images that accompany the sub-headings. How do they help us to remember how the different types of rocks are formed?
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
Use of the strategies taught and used i.e. **Text Mark, Self-correct, Reread, Pair Read** and **Find Read Talk.**

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



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# Lesson 2: Vocabulary

| | |
|---|---|
| remains | molten |
| most plentiful | existing |
| surface | igneous |
| metamorphic | sedimentary |
| magma | inner core |

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## Lesson 2: Fluency

Making a rock is a bit like making a salad! Like salads, rocks are a mixture of different things – usually minerals, but also the remains of living things, such as shells. There are three types of rock, each made in a different way.

## Lesson 2: Anchor Questions

A) How are the three types of rock formed?
B) How are rocks made?

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# Lesson 2: Read / Teacher Model / Children Practice

*See entire double page spread (pp.16&17) in the book*

## What is a rock?

Making a rock is a bit like making a salad! Like salads, rocks are a mixture of different things – usually minerals, but also the remains of living things, such as shells. There are three types of rock, each made in a different way.

## Igneous

Igneous rocks form when hot, molten magma, which comes from deep within the Earth, cools down. This often happens around volcanoes.

## Sedimentary

Sedimentary rocks are made when small pieces of other rocks, called sediments, are buried together. Sediments are made when water, wind, or ice break up existing rocks.

## Metamorphic

Metamorphic rocks are made when other types of rock are melted and squeezed. They are squashed down and heated until they form new rocks.

## How are rocks made?

The inside of the Earth is made of many layers. Below the surface is a layer of rock so hot it has melted into a liquid – called magma. If this magma cools enough, or escapes to the surface, new rocks are made.

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# Lesson 2: Teacher Model

A) How are the three types of rock formed?

Igneous:

*Igneous rock is formed when hot molten lava cools down, usually around volcanoes.*

Sedimentary:

_____

_____

Metamorphic:

_____

_____

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# Lesson 2: Children Apply

A) How are the three types of rock formed?

Igneous:

*Igneous rock is formed when hot molten lava cools down, usually around volcanoes.*

Sedimentary:

_____

_____

Metamorphic:

_____

_____

B) How are rocks made?

_____

_____



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

| Lesson | 3 | Vehicle Text & Page | My Book of Rocks and Minerals (Dorling Kindersley) pp.34&35<br>**Use the actual pages from the book** |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What is a fossil?**<br>**B) How is a fossil formed?**<br>Teacher Model Question:<br>What are the different types of fossil? | fossil, challenging and rewarding, spiralling, floatation, dwellers | ·Check that the text makes sense to them, discuss their understanding and explain the meaning of the words in context<br>·Retrieve and record some information from non-fiction<br>·Self-correction, including re -reading and reading ahead<br>·Read aloud using punctuation to aid expression<br>·Identify how language, structure and presentation contribute to meaning<br>·Read short information texts independently with concentration | 2b Retrieve and record information/identify key details from non-fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the text |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Have some ammonites / fossils to hand or pre-searched images. Ask children if they have ever seen / found fossils before.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Use **Find, Read Talk** strategy to discuss and explain the meaning of new words in context of where these are located within the text. Refer to Lesson 3: Vocabulary Sheet.
Explore & respond: Show the children pp.34&35 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. Ask children if they have ever handled any fossils that they can see on the page.
Fluency: Model reading the Lesson 3: Fluency extract. Pay particular attention to punctuation when reading, using **Pausing** to illustrate where the punctuation is. Note the use of inverted commas around the names of the different types of fossils. Use your voice to **Stress** these words. Children **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the introductory paragraph and model **Self-Correction** strategy using phonics as a first strategy for decoding of unfamiliar words. **Reread** entire sentence correctly.
Example Question for demonstration to children: What are the different types of fossil? Model **Thinking Aloud** the question and locating the '*Types of fossil*' subheading.
Reference the text: **Text Mark** explicitly the following words '*animal and plant remains*', '*body fossils*', '*trace fossils*', '*evidence of a living thing*'. Underline any new vocabulary.
Teacher Talks: These are the two types of fossil. Body fossils are the remains of animals and plants and trace fossils are evidence that there was once a living thing there, e.g. a footprint. Add to Lesson 3: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have a copy of the text, one between two to explore the rest of the information.
Practise Taught Strategies & Skills: Actively encourage children to use layout features when locating words and phrases for evidence. Children **Text Mark** evidence as they work through the **Anchor Questions**. Teacher to provide feedback as they work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 3: Apply Activity.
Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Look together at the **Anchor Question** How is a fossil formed? and discuss how the inclusion of the diagrams aided their understanding. Compare their accounts of how fossils are formed and ensure children understand this fully.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Self-correct, Text Mark, Pair Read, Think Aloud, Pausing, Stress** 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



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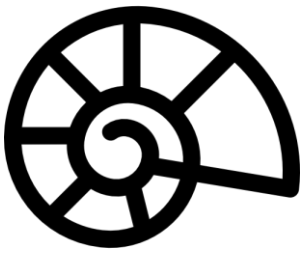
# Lesson 3: Vocabulary

| | |
|---|---|
| fossil | challenging and rewarding |
| spiralling | floatation |
| dwellers | |





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## Lesson 3: Fluency

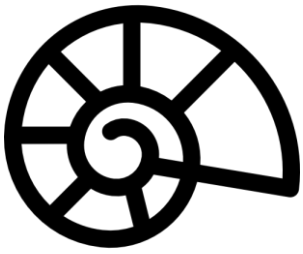
The fossils most people think of are dinosaur bones, but all sorts of animals and plant remains can be found. As well as bones and shells, called "body fossils", there is another type of fossil called a "trace fossil". This is evidence of a living thing, such as a dinosaur's footprint.

## Lesson 3: Anchor Questions

A) What is a fossil?
B) How is a fossil formed?

### Teacher Model Question:

What are the different types of fossil?





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# Lesson 3: Read / Teacher Model / Children Practice

*See entire double page spread (pp.34&35) in the book*

## Fossils

Fossils are the rocky remains of animals that lived many, many years ago, and can be great fun to collect. Fossil hunting is every bit as challenging and rewarding as searching for rocks and minerals – and you'll often find them together!

The fossils most people think of are dinosaur bones, but all sorts of animals and plant remains can be found. As well as bones and shells, called "body fossils", there is another type of fossil called a "trace fossil". This is evidence of a living thing, such as a dinosaur's footprint.

## How a fossil is formed

Fossilization can occur in many ways. Often, buried bones or shells are replaced by minerals in the water surrounding them. This turns into "stone".

*An ammonite meets its end on the ocean floor. It has a hard outer shell, but a soft inside.*
*The insides rot away and the hard shell may be buried by sediments, which may become sedimentary rocks.*
*New minerals dissolved in the water may replace the minerals in the shell making it harder.*
*Over millions of years, the rock around the fossil wears away (erodes) and allows us to find and collect it!*

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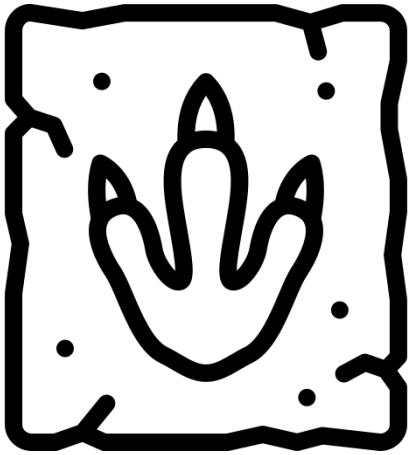
# Lesson 3: Teacher Model

What are the different types of fossil?

These are the two types of fossil. Body fossils are the remains of animals and plants and trace fossils are evidence that there was once a living thing there, e.g. a footprint.





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# Lesson 3: Children Apply

## A) What is a fossil?

_____

_____

_____

## B) How is a fossil formed?

| |
|---|
| 1 |
| 2 |
| 3 |
| 4 |



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

| Lesson | 4 | Vehicle Text & Page | My Book of Rocks and Minerals (Dorling Kindersley) pp.42&43<br>**Use the actual pages from the book** |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | |
|---|---|---|---|
| **What can we use rocks for?** | natural resources, curling, landmark, pestle and mortar | ·Self-correction, including re -reading and reading ahead<br>·Locate and discuss words and pre taught vocabulary to find out what the text is about<br>·Skim to gain an overview of text, e.g. topic, purpose<br>·Read aloud using punctuation to aid expression<br>·Retrieve and record some information from non-fiction<br>·Identify how language, structure and presentation contribute to meaning<br>·Read short information texts independently with concentration | 2b Retrieve and record information/identify key details from non-fiction<br>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask the children to brainstorm in small groups all the things that rocks might be used for. Allow only two to three minutes, then bring the class back together to take brief feedback.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Share the words and phrases found within the text and refer to Lesson 4 Vocabulary Sheet. Encourage the children in pairs to use **Find Read Talk** to locate these words on their copy of the text and discuss these with them. Underline new vocabulary.
Explore & respond: **Skim** read the double page spread and encourage the children to do the same. Discuss together the gist of the pages from their initial look. Read all of pp.42&43, paying attention to layout features and new vocabulary. Compare to the list they made at the start of the session. Briefly discuss why rock has so many uses. Teacher note: here you might refer to the fact that different rocks have different properties that make them useful in a range of contexts.
Fluency: Model reading the Lesson 4: Fluency extract using the punctuation cues to guide your reading. For example, pay attention to the brackets as you read. Children **Pair Read** the same extract.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the opening paragraph and model **Self-Correction** strategy using phonics as a first strategy for decoding of unfamiliar word to locate know **GPC**s. **Reread** entire extract correctly.
Focus on the **Anchor Question:** What can we use rocks for? Model **Skimming** 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 picture of the chalk and locate the word *'chalk'*. **Text Mark** explicitly what chalk is used for, by circling the words that provide evidence for the example question on an enlarged copy of the uses of rocks text – *'toothpaste', 'chalk'*, and *'removes stains'*. Add to Lesson 4: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine Uses of rocks text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the **Anchor Question** on the IWB / Flipchart and encourage children to make notes about this too.
Practise Taught Strategies & Skills: Actively encourage children to **Skim** read the page to locate rocks using labels, subheadings and photographs (as modelled), then **Text Mark** by circling key words in the text that provide evidence to answers the **Anchor Question.**

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children complete the Lesson 4: Apply.
Verbal & Written Responses: As a class, return to the question to check responses and where they were located. On flip chart paper scribe responses ensuring children **Reference the text** when offering suggestions, circling evidence and underlining vocabulary.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Self-correct, Reference the Text** and **Find Read Talk, Scan, Pair Read.**
•Responses to the **Anchor Question**

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# Lesson 4: Vocabulary

| | |
|---|---|
| natural resources | curling |
| landmark | pestle and mortar |

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## Lesson 4: Fluency

This marble pestle (stick) and mortar (bowl) is used to grind spices into a powder for use in cooking.

## Lesson 4: Anchor Question

What can we use rocks for?

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# Lesson 4: Read / Teacher Model / Children Practice

*See entire double page spread (pp.42&43) in the book*

## Uses of rocks

Rocks and minerals are valuable natural resources. We use thousands of products every day that are made from these materials. For centuries, humans have used rocks for all sorts of things, from producing energy to making toothpaste.

*Rough pumice stones are used to remove dead skin from feet.*
*The stones used in the sport of curling are made from granite from quarries in Scotland and Wales.*
*Some toothpastes contain chalk, which helps to remove any food from your teeth.*
*Coal is an important source of heat energy as it burns easily.*
*This marble pestle (stick) and mortar (bowl) is used to grind spices into a powder for use in cooking.*

## Famous Landmarks

Tough rocks such as marble have been used for thousands of years in the creation of buildings. Many ancient stone structures are still standing today, and rocks are still used to make all sorts of structures.

El Castillo, a Maya pyramid found at Chichen Itza, Mexico, is made of limestone and is over 800 years old.

Over 100 years old, Tower Bridge, which crosses the River Thames in London, UK, is covered in granite and limestone.

The Taj Mahal in Agra, India, is a marble tomb for an emperor's wife. It is over 350 years old.

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## Lesson 4: Teacher Model

| Name of rock | What it is used for |
|---|---|
| Chalk | toothpaste |

## Lesson 4: Children Practise / Apply Activity

| Name of rock | What it is used for |
|---|---|
| | |
| | |
| | |
| | |
| | |



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

| Lesson | 5 | Vehicle Text & Page | My Book of Rocks and Minerals (Dorling Kindersley) pp. 20&21, 22&23, 30&31, 32&33, 36&37, 38&38, 40&41<br>**Choose a few from the above selection** |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Research some different types of rock. What are the properties of the rocks you have researched?** | N/A | ·Retrieve and record some information from non-fiction<br>·Locate and discuss words and pre taught vocabulary to find out what the text is about<br>·Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context<br>·Read short information texts independently with concentration | 2b Retrieve and record information/identify key details from non-fiction<br>2f Identify/explain how information is related and contributes to meaning as a whole |

# Extended Apply Lesson

Activate prior knowledge: Ask children what they recall about rocks from their learning this week. Can they remember the three types of rock and how they are formed? Reflect on the uses of some rocks that they looked at in yesterday's lesson.

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: N/A

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Share the double pages with the children. Spend time reading them together with the children and ensure pairs have their own copies – or a selection to choose from. Explain that the children will be looking at the different rocks described in the pages and using the information to create a 'Properties of Different Rocks' table.

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.

Additional activity: In pairs, using the information located on pp.34&35 'How a fossil forms' and **Stop and Jot,** invite the children to make notes in order to create a television interview between a television presenter and a fossil expert. Questions will include, 'How exactly are fossils formed?' 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 **Self-correct**
•Responses they have given to the **Anchor Question**

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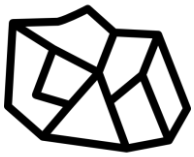
# Lesson 5: Children Apply

| Name of rock | Colour | Uses | Pattern | Other Properties |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |





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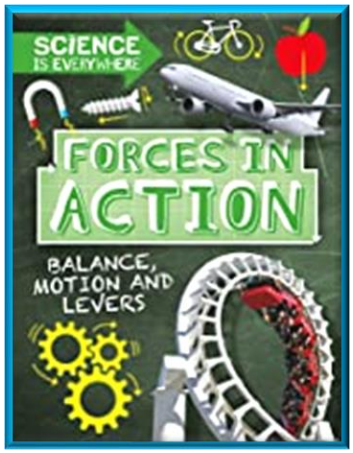
# Shared Reading Planning

# Year 3

## Curriculum Driver: Geography

## Unit A: Forces, Magnets & Rocks

# Non-Fiction 2



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

| Lesson | 1 | Vehicle Text | Forces in Action by Rob Coulson pp.4&5 Feel the Force<br>**Use the actual pages from the book** |
|---|---|---|---|

**Anchor Questions(s):**
**A) What are forces?**
**B) How does the game Tug of War help to explain how forces work?**
**C) How does the use of photographs and illustrations support our understanding of forces on this page?**
**Teacher Model Question:**
What happens to the passengers in a car with no seat belt if it comes to a sudden halt?

**Vocabulary Teaching:**
direction of movement, object, sudden halt, continue, exerts, reaction

**Focus Comprehension & Strategies:**
·Check that the sense makes sense to them, discuss their understanding and explain the meaning of some words in context
·Self-correction, including re -reading and reading ahead
·Read aloud using punctuation to aid expression
·Skim to gain an overview of a text, e.g. topic, purpose
·Identify different purposes of text
·Identify how language, structure and presentation contribute to meaning
·Retrieve and record some information from non-fiction

**Focus Content Domain(s):**
2b Retrieve and record information/identify key details from 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:** Use **Book Talk** to explore 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(s):** Explicitly and refer to these throughout the lesson.
**Vocabulary:** Use **Find Read Talk** to discuss and explain the new vocabulary in the context of where these are located within the text and underline. Refer to Lesson 1: Vocabulary Sheet.
**Explore & respond:** Now look at an enlarged or onscreen copy of pages 4&5 of the text. Together **Skim** read to get the overall gist of what the double page will be about. Ask children what features they think the author has used to help the reader understand what is being explained on this page. Focus on the use of photographs and illustrations. Now read the whole page and as you read, discuss together how the organisational features are aiding understanding.
**Fluency:** Model reading Lesson 1: Fluency. Focus on correct reading of punctuation, i.e. **Pausing** after commas. Children **Pair Read x 2.**

## Step 2: MODEL

Model to Children 5 mins

**Explicitly Model Strategies & Skills:** Model **Fluency** when reading the paragraph 'Tug of war' 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: What happens to the passengers in a car with no seat belt if it comes to a sudden halt? Model circling the key words in the question that will help to locate the answer: '*passengers'*, '*seat belt', 'sudden halt'*. Underline any new vocabulary as you read. Use **Think Aloud** to model how you are locating evidence.
**Reference the text:** Teacher Talks: I will move my eyes around to see if there are any photographs / illustrations or organisational devices the author has used. Now I have located a picture of some crash test dummies in car seats, I will read the paragraph and see if I can locate the words to help me find the answer. Yes, they are here.
Now **Text Mark** by circling evidence to answer the question, *'keep moving', 'unless force acts upon it', 'car travelling', 'sudden halt', 'passengers', 'continue moving', 'without seat belt or airbag to stop them'.*
Teacher Talks: The passengers in the car will keep moving as there is no force from the seatbelt of the airbag to stop them.

## Step 3: PRACTISE

Children Practise 8 mins

**Children Explore & Discuss:** Children to have a copy of the double page (**or just page 4 as the answers are only on this page**), one between two to allow for collaborative learning. They consider the layout and organisational features that support understanding as well as the text.
**Practise Taught Strategies & Skills:** Encourage children to circle key words in the questions then to move their eyes around the page to locate them in the text and read around them to find the answers to the **Anchor Questions**. If they are struggling to locate evidence, consider *'pushes and pulls', 'change object's shape, speed or direction of movement'* (**Anchor Question A**), *'force', 'equal', will not move', 'one team starts pulling harder', 'all move in direction that team is pulling'* (**Anchor Question B**). Teacher to feed back as children discuss evidence and **Text Mark**.

## Step 4: APPLY

Children Apply 10 mins

**Evidence Anchor Question(s):** In Reading Journals, children complete the Lesson 1: Apply.
**Verbal & Written Responses:** As a class, return to the questions to check responses and where they were located. Clarify the answers to the **Anchor Questions** together. You could compare the book to the extract below to really help children to understand why photographs and illustrations are so important in non-fiction texts.
**Feedback on Learning:** Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught and used i.e. **Self-Correct, Find Read Talk, Pair Reading, Skimming and Scanning, Text Mark.**
•Responses they have given to the **Anchor Question**
*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

**Anchor Question A**
-Forces are pushes and pulls that change on object's shape, speed or direction.
**Anchor Question B**
-In a game of tug of war, if the teams pull on the rope with the same force, they will not move. However, if one team pulls harder than the other, they will move in the direction of that team. This explains how the stronger force will make the object move in that direction
**Anchor Question C**
-Helps us to see how the stronger force is achieved. Link it to something real that we understand



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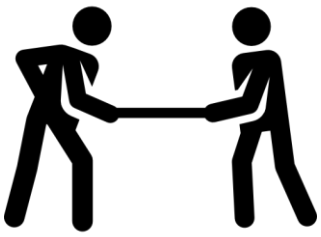
# Lesson 1: Vocabulary

| | |
|---|---|
| direction of movement | object |
| sudden halt | continue |
| exerts | reaction |





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## Lesson 1: Fluency

Forces are pushes and pulls, which change an object's shape, speed or direction of movement.

## Lesson 1: Anchor Questions

A) What are forces?
B) How does the game Tug of War help to explain how forces work?
C) How does the use of photographs and illustrations support our understanding of forces on this page?

### Teacher Model Question:

What happens to the passengers in a car with no seat belt if it comes to a sudden halt?

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# Lesson 1: Read / Teacher Model / Children Practice

*See entire double page spread (pp.4&5) in the book*

## Feel the force

Forces are pushes and pulls, which change an object's shape, speed or direction of movement.

## Tug of war

If the force with which each tug of war team pulls is equal, **they will not move**. But as soon as one team starts pulling harder than the other, they will all move in the direction of the team that is pulling harder.

## Newton's Laws

*In the 17th century, the English scientist Sir Isaac Newton (1642-1727) produced three laws of motion, which describe how forces work.*

1. An object at rest will stay at rest, and a moving object will keep moving in a straight line, unless a force acts on it. This means that, if a car travelling at 50 km/h comes to a sudden halt by hitting a wall, the passengers inside will continue moving at 50 km/h without a seatbelt or airbag to stop them.

2. The force (f) acting on an object is equal to its mass (m) times its acceleration. This means that the heavier the object, the more force is needed to move it.

3. If one body exerts force on another object (action), the second object will exert an equal force in the opposite direction (reaction). This is the key to how a rocket works: it pushes out gas at high speed, and this is matched by an equal force pushing the rocket forwards.

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# Lesson 1: Children Apply

A) What are forces?

B) How does the game Tug of War help to explain how forces work?

C) How does the use of photographs and illustrations support our understanding of forces on this page?



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

| Lesson | 2 | Vehicle Text | Forces in Action by Rob Coulson<br>pp.10&11 Friction |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What causes friction?**<br>**B) What are the main differences between sliding friction and rolling friction?**<br>**C) Try out the 'Try This' section in the extract. How well does it help you to understand how things move on surfaces?**<br>Teacher Model Question:<br>What is air resistance? | accelerate, opposed, distant stars, decelerates, aerodynamic<br>Subject Specific:<br>sliding friction, rolling friction | ·Retrieve and record some information from non-fiction<br>·Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context<br>·Read aloud using punctuation to aid expression<br>·Self-correction, including re -reading and reading ahead<br>·Read short information texts independently with concentration | 2b retrieve and record information / identify key details from fiction and non-fiction<br>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 children to turn to a partner and recap what they read about yesterday in relation to forces. Take brief feedback. Write the word 'friction' on a whiteboard and ask children to tell you anything they already think they know about this word.

Share Anchor Question(s): Explicitly and 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. Model using the glossary at the back of the book to look for **Clarification.** Refer to Lesson 2: Vocabulary Sheet.

Explore & respond: Read through the whole of the page, paying attention to new vocabulary. Discuss together what the author has done to aid understanding and engage the reader. Teacher note: You may want to focus on the use of the speech bubble or the 'Try This' section, where children are encouraged to do something in response to the text.

Fluency: Model Lesson 2: Fluency using **Stress** as you read particular words, e.g. sliding friction, motion, force, rolling friction, rolling an object. Note how the author has made the words bold in the text and this can aid the reader in how they read the words. Children to **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Model the strategy of reading a sentence without following punctuation. Look at the speech bubble and do not pause at the comma or read with expression to the exclamation mark. **Reread** making these changes.

Example question for the children: What is air resistance? Model **Thinking Aloud** the question noting that the words 'air' and 'resistance' are clues. Circle these in the question.

Reference the text: Now model locating information in the paragraph that contains the words 'air resistance' and read this section. (subtitled 'Aerodynamic'). Model **Text Marking** by circling the words and phrases that provide the answer (i.e. 'friction caused by moving through the air').

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine Friction text and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Encourage children to be considering the organisational features as well as the text that aid children's understanding and engagement with the book.

Practise Taught Strategies & Skills: Actively encourage children to note key words in the questions, then locate these words and phrases in the text when looking for evidence against the **Anchor Questions. Text Mark** by circling the evidence to answer the questions. If children are finding it difficult to locate information, consider *'moving surface', 'rubs', 'another surface'* (**Anchor Question A**), *'large are', 'in contact', 'lots of friction', 'rather than sliding it', 'small area in contact'* (**Anchor Question B**).

## Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Clarify answers.

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

- Use of the strategies taught and used i.e. **Self-correct, Text Mark** and **Find Read Talk, Pair Reading** and **Clarify.**
- Responses they have given to the **Anchor Question.**

Anchor Question A
-Friction is caused when a moving surface rubs against another.
Anchor Question B
- with sliding friction a large area is in contact and there is lots of friction. With rolling friction there is just a small area in contact so less friction

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



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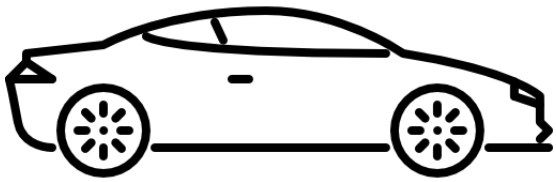
# Lesson 2: Vocabulary

| | |
|---|---|
| accelerate | opposed |
| distant stars | light-years |
| aerodynamic | |





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## Lesson 2: Fluency

**Sliding Friction**
Two surfaces in contact with one another produce **sliding friction**. Here, a large area is in contact, producing lots of friction.

**Rolling Friction**
Friction can be reduced by **rolling an object** rather than sliding it. When an object rolls, only a small area is in contact.

## Lesson 2: Anchor Questions

A) What causes friction?
B) What are the main differences between sliding friction and rolling friction?
C) Try out the 'Try This' section in the extract. How well does it help you to understand how things move on surfaces?

### Teacher Model Question:

What is air resistance?



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# Lesson 2: Read

*See entire double page spread (pp.10&11) in the book*

## Friction

A force pushing an object will accelerate the object forever, unless another force opposes it. All movement on Earth is opposed by a force called friction. Friction is caused when a moving surface rubs against another surface.

## Interstellar

In space, there is almost no friction, and a relatively small force can accelerate an object forever. If we ever send people to distant stars, the best acceleration for the spacecraft will be a constant 1g – equivalent to the force of gravity on Earth. With this acceleration, the space travellers would feel the same weight as they feel on Earth. For the first half of the journey the spacecraft accelerates at 1g, and for the second half, its thrusts turn around and it decelerates at 1g to reach a stop at its destination. With this method, a space craft could reach the star system, Sirius, 8.6 light years away, in just ten years. That's a distance more than 200 million times farther than the moon!

## Sliding Friction

Two surfaces in contact with one another produce **sliding friction**. Here, large areas are in contact, producing lots of friction.

## Rolling Friction

Friction can be reduced by **rolling an object** rather than sliding it. When an object rolls, only a small area is in contact.

## Aerodynamic

**Friction** caused by **moving through the air** is known as air resistance. Sports cars, such as the Maclaren P1, are designed in a wedge shape so that they cut a path through the air with the minimum air resistance. This is called **aerodynamic shape**.

## Try This

To see how rolling reduces friction, slide a book across a table. Now lay a couple of round pencils parallel to one another under the book and try again. The same force should send the book flying off the end of the table.

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# Lesson 2: Children Apply

| A) What causes friction? |
| --- |
| |

| B) What are the main differences between sliding friction and rolling friction? | |
| --- | --- |
| Sliding Friction | Rolling Friction |
| | |

| C) Try out the 'Try This' section in the extract. How well does it help you to understand how things move on surfaces? |
| --- |
| |



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

| Lesson | 3 | Vehicle Text & Page | Magnets extract (see resources below) |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) Do magnets need to be touching to create a force? Which words tell you this?**<br>**B) Why has the author used a range of questions in the 'You Try' section of the extract?**<br>**C) How do you make magnets pull towards each other?**<br>Teacher Model Question:<br>How do you make magnets push away from each other? | repel, attract, weak<br>**Subject Specific**:<br>north pole, south pole, magnet | ·Check that the sense makes sense to them, discuss their understanding and explain the meaning of some words in context<br>·Read aloud with attention to punctuation, including full stops, question, exclamation marks and intonation<br>·Retrieve and record some information from non-fiction<br>·Self-correction, including re -reading and reading ahead | **2b** retrieve and record information / identify key details from fiction and non-fiction |

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

Activate prior knowledge: Ask the children to recall what they already know about forces, noting that they have looked at examples where a force has been exerted on an object. See if they can recall some examples of forces in action from the past two days (e.g. the force or the air on a car).

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

Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Use **Find Read Talk** to locate the words in the text and read around them to understand their meaning. Explain to the children that they will consider the subject-specific words as they are reading the text.

Explore & respond: Read the extract below. Teacher note: there is no book to share in this session – they will just be using the extract provided. After you have read, compare to a double page spread from the book. Ask the children whether the extract would benefit from some of the organisational features found in the book. Ask children to think, pair, share what they would include to make the extract more accessible to a reader.

Fluency: Model how to read Lesson 3: Fluency, noting that the extract is a series of questions. How do we use our voices when asking a question? Model using voice accordingly. Children **Pair Read x2.**

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

Explicitly Model Strategies & Skills: Read the opening sentences of the extract. Model **Self-Correction** strategy and use phonics as a first strategy for decoding of unfamiliar words to locate know **GPC**s. **Reread** entire sentence correctly.

Example question for demonstration to children: How do you make magnets push away from each other? Model **Text Marking** as you find evidence to answer the question.

Reference the text: Circle 'push away' in the question. Then use **Think Aloud** to model using the vocabulary from earlier. Note that the question is asking how to make magnets 'push away' and that repel means to push away. Demonstrate finding the subheading 'Some poles repel', and reading the section, circling the words that will help answer the question, 'two magnets', 'same poles', 'push away'. Use this to answer the questions verbally: When you try to put the same poles from two magnet together, they push away or repel.

## Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children to examine the rest of the text working collaboratively in pairs. Have the **Anchor Questions** visible.

Practise Taught Strategies & Skills: Circle key words in the questions then locate words and phrases when looking for evidence to answer them. If children are finding it difficult to locate evidence, consider '*close*' (**Anchor Question A**), '*two magnets*', '*different poles*', '*towards each other*', '*attract*' (**Anchor Question C**).

## Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question: In Reading Journals, children complete the Lesson 3: Apply.

Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Clarify understanding around magnetism. Ask children how they answered **Anchor Question B**. What did they consider to be the reason for the inclusion of a number of questions?

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

- Use of the strategies taught and used i.e. **Self-Correct, Reference the Text** and **Find Read Talk, Pair Reading, Scan, Skim, Text Mark**
- Responses they have given to the **Anchor Question**

Anchor Question A
-No – the text says that they only have to be close to each other

Anchor Question B
- any answer showing the writer is aware of the reader / wants them to engage with the text / questions to draw them in

Anchor Question C
-place the different poles of two magnets towards each other

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



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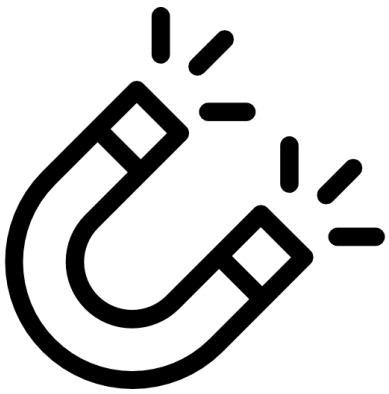
# Lesson 3: Vocabulary

| | |
|---|---|
| repel | attract |
| weak | north pole |
| south pole | magnet |





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## Lesson 3: Fluency

**You Try**

Have a go at putting two magnets together. How can you make them attract? How can you make them repel? Can you feel the force in your hands as you try to put the magnets together? Does there need to be contact between the two magnets to feel the force?

## Lesson 3: Anchor Questions

**A) Do magnets need to be touching to create a force? Which words tell you this?**
**B) Why has the author used a range of questions in the 'You Try' section of the extract?**
**C) How do you make magnets pull towards each other?**

### Teacher Model Question:

How do you make magnets push away from each other?



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# Lesson 3: Read / Teacher Model / Children Practice

## Magnetic forces

When two magnets are close, they create pushing or pulling forces on one another. These forces are strongest at the two ends of the magnet which are known as the north pole and the south pole.

## Same poles repel

If you try to put two magnets together with the same poles pointing towards one another, the magnets will push away from each other. We say they repel each other.

## Different poles attract

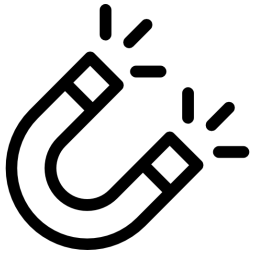
If you put two magnets together with different poles pointing towards one another, the magnets will pull towards each other. We say they attract each other.

## You Try

Have a go at putting two magnets together. How can you make them attract? How can you make them repel? Can you feel the force in your hands as you try to put the magnets together? Does there need to be contact between the two magnets to feel the force?

## Magnetic Strength

Some magnets are stronger than others. Strong magnets will create bigger pushing or pulling forces than weak magnets.





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# Lesson 3: Children Apply

A) Do magnets need to be touching to create a force? Which words tell you this?

B) Why has the author used a range of questions in the 'You Try' section of the extract?

C) How do you make magnets pull towards each other?

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

| Lesson | 4 | Vehicle Text & Page | Magnets Extract (see below) |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) Are all metals magnetic?**<br>**B) Find two metals that are magnetic in the text**<br>**C) Why has the author included a table for the reader to complete?**<br>Teacher Model Question:<br>What is the most common magnetic material? | invariably, contains, generally, alloy | ·Check that the sense makes sense to them, discuss their understanding and explain the meaning of some words in context<br>·Read aloud with attention to punctuation, including full stops, question, exclamation marks and intonation<br>· Retrieve and record some information from non-fiction<br>·Read short information texts independently with concentration | **2a** give / explain the meaning of words in context<br>**2b** retrieve and record information / identify key details from fiction and non-fiction |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to turn to a partner and recall what they know about magnets from the previous session. Scribe responses on the flipchart.
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Use **Find Read Talk** to clarify the meanings of the words in Lesson 4: Vocabulary.
Explore & respond: Read the extract below to the class. Children turn to partner and tell them one fact they have learned from the text. Note the use of sub-headings, illustrations and a table to support the reader in fully accessing and understanding the text.
Fluency: Model reading the Lesson 4: Fluency. Use **Pausing** as you follow punctation cues. **Stress** the word '*not*' and note that it has been italicised so that the reader adds extra emphasis when reading this word. Children to **Pair Read** x 2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Show the children an enlarged or onscreen version of the text extract.
Example Question for demonstration to children: What is the most common magnetic material? Model **Think Aloud** as you look at the question and circle key words, '*most common*'.
Reference the text: Now turn to the text and **Text Mark** explicitly by circling the words that provide evidence to answer the question, '*most common*', '*steel*'. Verbally answer the question, using the words circled.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to examine the extract in pairs, working collaboratively.
Practise Taught Strategies & Skills: Children use **Think Aloud** as they look at each question, **Text Mark** key words to look out for, then circle words and phrases in the extract to answer them. If children are finding it difficult to locate evidence, consider '*not all metals are magnetic*' (**Anchor Question A**), '*iron is magnetic*', '*common magnetic material is steel*' (**Anchor Question B**) Teacher note: children need to be wary here as the question is asking for two materials that **are** magnetic. The text mentions in one sentence two materials that **aren't** magnetic. They may just copy this question, instead of really looking. Teacher to provide feedback as the children work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Using Find Read Talk, children complete the Lesson 4: Apply.
Verbal & Written Responses: As a class, return to the questions to check responses and where they were located. Clarify understanding around magnetism and everyday materials. Discuss how the table is a great organisational device in this instance, when gathering and recording.
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, Pair Reading, Stress, Pausing, Think Aloud** and **Text Marking.**
Also, responses to the **Anchor Question.**

Anchor Question A
-No – not all metals are magnetic
Anchor Question B
- iron and steel are two metals that are magnetic
Anchor Question C
-easy to organise the results of the investigation
-presented in a clear way and easy to understand the results when completed
-encourage engagement – makes the reader want to test the items for magnetism

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



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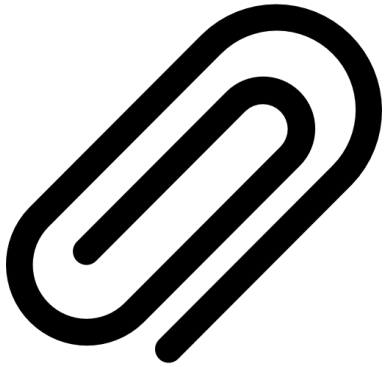
# Lesson 4: Vocabulary

| | |
|---|---|
| invariably | contains |
| generally | alloy |





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## Lesson 4: Fluency

Most other metals, for copper and gold, are *not* magnetic. Two metals that aren't magnetic are gold and silver and they are generally used for making jewellery.

## Lesson 4: Anchor Questions

A) Are all metals magnetic?
B) Find two metals that are magnetic in the text.
C) Why has the author included a table for the reader to complete?

### Teacher Model Question:

What is the most common magnetic material?



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# Lesson 4: Read / Teacher Model / Children Practice

## Magnetic metals

Magnetic materials are invariably made of metal, but not all metals are magnetic.

Iron is magnetic, so any metal with iron in it will be attracted to a magnet. Steel contains iron, so a steel paperclip will be attracted to a magnet too.

Most other metals, for copper and gold, are *not* magnetic. Two metals that aren't magnetic are gold and silver and they are generally used for making jewellery.

The most common **magnetic material** is steel, an alloy (mix) of iron, other metals, and carbon.

## Magnets around the house

Not all materials are magnetic, have took a look at this list. Can you pick out the ones that are magnetic and which ones are not? You can then use a small bar magnet to check your answers!

| Object | Magnetic | Not Magnetic |
|---|---|---|
| Safety pin | | |
| Mug | | |
| Cardboard | | |
| Drawing pin | | |
| Coin | | |
| Aluminium can | | |
| Candle | | |



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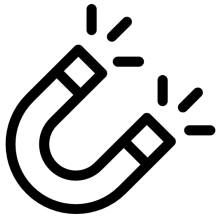
# Lesson 4: Children Apply

A) Are all metals magnetic?

B) Find two metals that are magnetic in the text.

C) Why has the author included a table for the reader to complete?





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

| Lesson | 5 | Vehicle Text & Page | All extracts used across the week so far |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) From your non-fiction work this week, choose the five most important pieces of information you have found. Why have you chosen these?**<br>**B) For the non-fiction book pages, make a list of the organisational features the author uses & why they use them.**<br>**C) Compare the pages from the book and those from the resource. Which appeals more to the reader and makes them want to find out more? Why do you think this?**<br>**D) Create a quiz about forces and magnets for another person in your class** | N/A | ·Connect prior knowledge with context<br>·Retrieve and record some information from non-fiction<br>·Read a range of books that are structured in different ways and read for a range of purposes<br>·Identify how language, structure and presentation contribute to meaning<br>·Read short information texts independently with concentration | 2b Retrieve and record information/identify key details from non-fiction<br>2f identify / explain how information / narrative content is related and contributes to meaning as a whole |

# Extended Apply Lesson

Activate prior knowledge: **Using Think, Pair Share**, ask the children to recall the focus of their reading throughout this week. You could place the words 'forces' and 'magnets' on a flipchart and take feedback around their learning. Have available for the children the book pages and the sheets from the resource.

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: N/A

Share Anchor Question: Refer to these throughout the lesson.

Enjoy and Respond to the text: Allow time for the children to look back over the pages they have explored this week. Encourage discussion around how they are set out and the information included in them.

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



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## Lesson 5: Extended Activity

A) From your non-fiction work this week, choose the five most important pieces of information you have found.

1.
2.
3.
4.
5.

Why have you chosen these?

B) For the non-fiction book pages, make a list of the organisational features the author uses & why they use them.

1.
2.
3.
4.
5.
6.



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C) Compare the pages from the book and those from the resource.

| Book | Resource Extract |
| --- | --- |
| | |

Which appeals more to the reader and makes them want to find out more? Why do you think this?

_____

_____

_____

_____

_____

D) Create a quiz about forces and magnets for another person in your class.



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Steps to Read™

# Shared Reading Planning
# Year 3
## Curriculum Driver: Science
## Unit A: Forces, Magnets & Rocks

# Poetry



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

| Lesson | 1 | Vehicle Text & Page | The Force That is Friendship by Katie Prescott |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **How is the child feeling? Which words or phrases tell you this?** | excluded, you tug on my heart strings, like a force of gravity | ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Discuss some words and phrases that capture the reader's interest and imagination<br>·Use dictionaries to check the meaning of unknown words | 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: Share with the children a pre searched Google image showing an excluded friend. Ask them to consider the picture and use **Think Pair Share** to discuss what is happening in the picture and how people might be feeling. Take brief feedback.

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

Vocabulary: Use the Lesson 1 Vocabulary sheet. Introduce the term 'idiom' to the children and explain what this term means: A group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own. Explore the term heart strings, explaining to yourself that this is not a real term; our hearts do not have strings attached so what could it mean? Explain how you would feel if your heart did have strings how it would feel to have them tugged. Also explore the word 'excluded', using a dictionary to look it up with the children. Explore 'force of gravity' too.

Explore & Respond: Read the poem aloud to the children and ask for silent reflection. Reread and ask children to turn to a partner to explain what they think the poem is about. Now ask the children to **Text Mark** any idioms they can find that they have heard of. Take brief feedback and discuss.

Fluency: Model reading the first stanza of the poem, (see Lesson 1: Fluency). Focus on how the character is feeling excluded and how this might affect the way we read it. Use **Expression** to convey the emotion of the first stanza. Children **Choral Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read through the first stanza of the poem again.

Reference the Text: Circle the words *'tug on my heart strings', 'force of gravity', 'with others', 'laughing…chattering', excluded'.*

Teacher Talks: Use **Think Aloud** to explore the phrase *'tug on my heart strings'*. The heart is often referred to when considering people's emotions. The actions of others are having an emotional effect on her. The *'force of gravity'* suggests her feelings are really strong / difficult to manage. 'Laughing and chattering…with others' suggests she can see her friend having a wonderful time in the company of others and this makes her feelings of being excluded even worse.

Explicitly **Text Mark** by circling words that help the reader understand how the poet is feeling in the first stanza only. Add thoughts around the stanza. Consider the **Effect on the Reader** that the words have and how they help us understand how the girl is feeling. Add words from the poem to the outside of a body template, and inside write her feelings (see Lesson 1: Teacher Model).

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Read the whole poem through. Ask the children to consider how the character in the poem is feeling, what she might be thinking and how her body language might show this. The children could even act this out as they explore the poem.

Practise Taught Strategies & Skills: Ask the children to find any words and phrases that help us answer the **Anchor Questions.** Explicitly use **think Aloud** as they focus on the text and **Text Mark** by circling evidence. If children are struggling to locate evidence, consider: *'a force of nature', 'pulling me in all directions', 'not worth it', 'don't pull the plug on our friendship', 'remember when it was just us', 'proper friend'.* Teacher to feedback as children work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete body templates, with the words and phrases from the poem on the outside and feelings words on the inside (see 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. Discuss together acceptable points and evidence (see table).

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, Think Aloud.**

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

Acceptable Point(s) Anchor Question

**On the inside of the figure:**

-feels torn – wants to be her friend but doesn't make her feel good
-wondering whether all the effort of being a friend is worth the pay off
-questions if her friend is really a true friend. Questioning her qualities as a friend
-wants the friendship to be like it used to be
-doesn't want her friend to give up on the relationship



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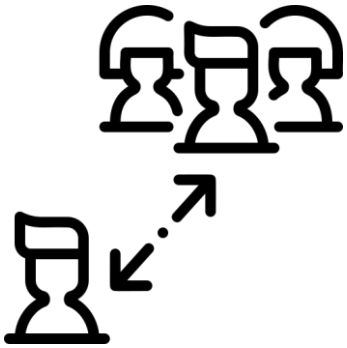
# Lesson 1: Vocabulary

| | |
|---|---|
| excluded | tug on my heart strings |
| like a force of gravity | |





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## Lesson 1: Fluency

You tug on my heart strings,
Like a force of gravity,
I see you with others,
Laughing and chattering,
On days when I am excluded.

## Lesson 1: Anchor Question

How is the child feeling? Which words or phrases tell you this?



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# Lesson 1: Teacher Model/Children Practise/ Children Apply

## The Force That is Friendship

You tug on my heart strings,
Like a force of gravity,
I see you with others,
Laughing and chattering,
On days when I am excluded.

Like a force of nature,
Pulling me in all directions,
Mum says you're not worth it,
Not a proper friend.

I won't push my luck,
I'll pull my socks up instead,
Do whatever it takes,
Whatever you want.

I'll never pull the wool over your eyes, even at a push,
Please don't pull the plug on our friendship,
Remember when it was just us?

Pushing the boundaries,
That's what Mum says,
Says I don't need a friend like you.

But I do.

Katie Prescott © Literacy Counts



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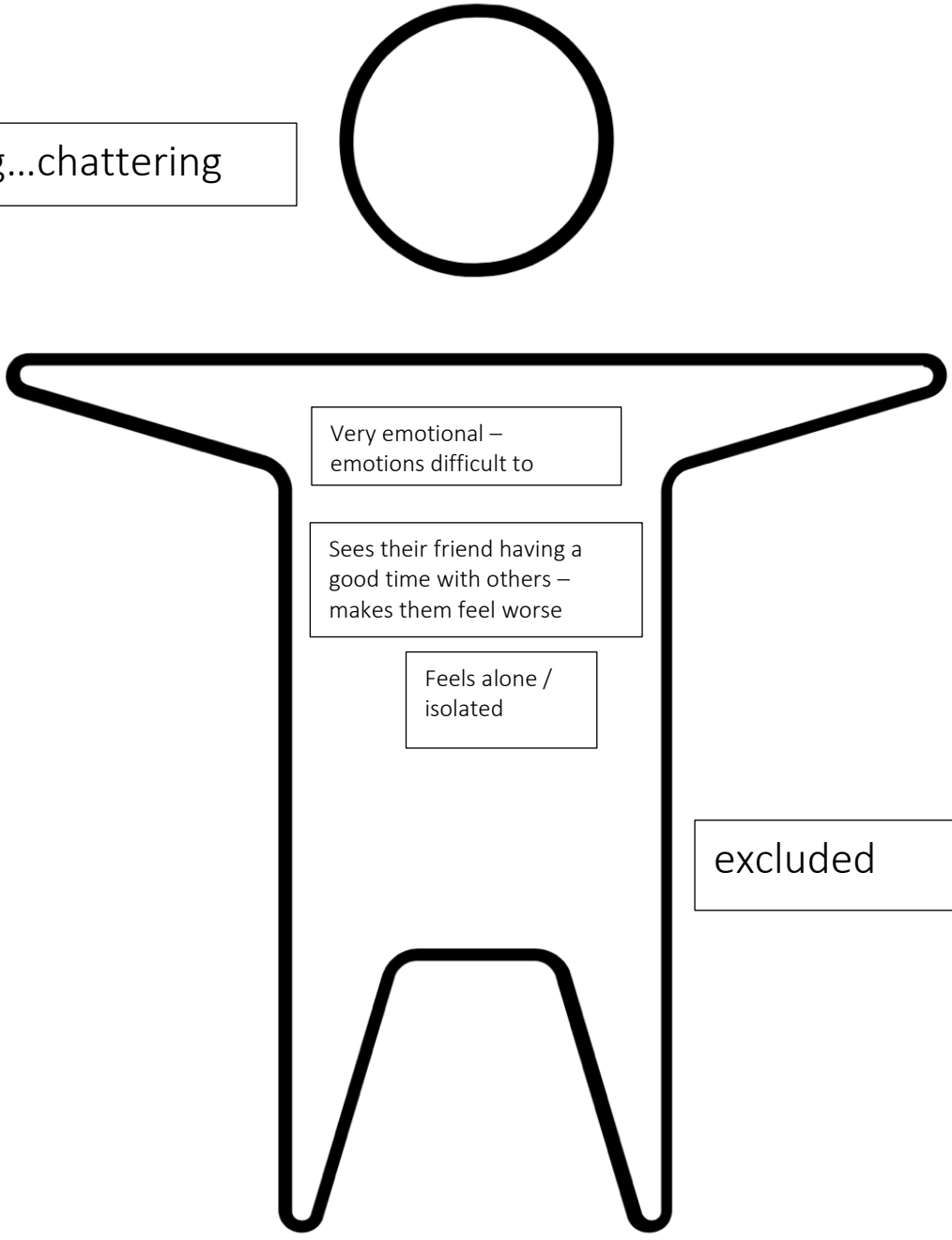
# Lesson 1: Teacher Model

How is the child feeling? Which words or phrases tell you this?

Tug on my heart strings

With others

Laughing…chattering




excluded



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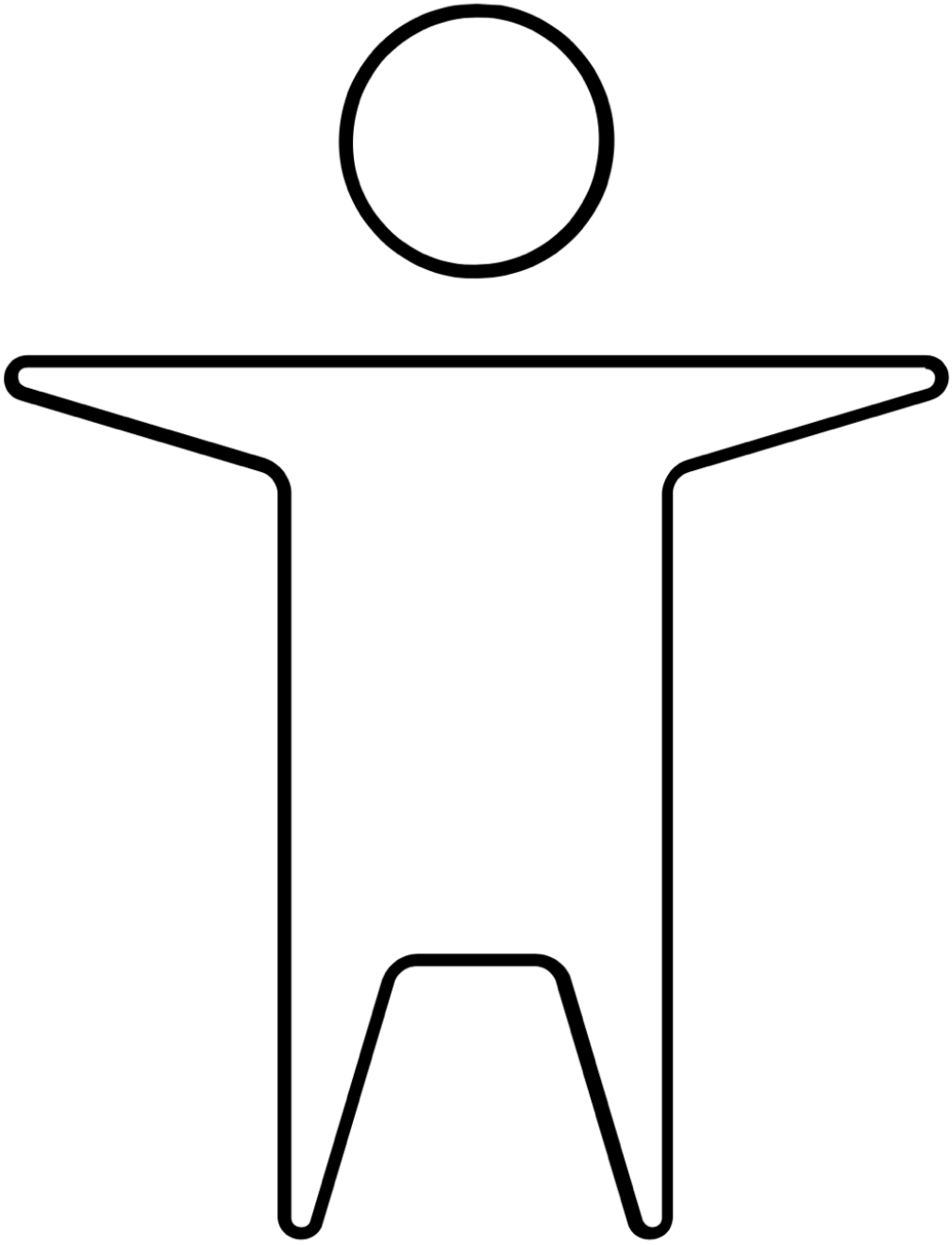
# Lesson 1: Children Apply

How is the child feeling? Which words or phrases tell you this?





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

| Lesson | 2 | Vehicle Text & Page | Forces of Nature by Jane Goulbourne |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What is happening in the first four stanzas of the poem?**<br>**B) What happens in the final stanza?** | cowers, glowering, brutish, runs amok, bracken, shale | ·Listen to and discuss a range of poetry<br>·Locate and discuss words and pre-taught vocabulary to find out what the text is about | 2b Retrieve and record information/ identify key details from fiction<br>2a: Give/explain the meaning of words in context |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Show the children a collection of pre searched Google images of mountains in a storm. Using **Think Pair Share** brainstorm a range of adjectives to describe what is happening. Take brief feedback. Consider the title of the poem and ask the children to consider how this might link with the images studied.
Share Anchor Question(s): Explicitly share and refer to these throughout the lesson.
Vocabulary: Use the Lesson 2 Vocabulary sheet. Explore definitions of these words and phrases and encourage children to locate them in the text. Act out the words cowers (crouch or cringe in fear), glowering (scowl or stare with sullenness), runs amok (frenzied run) and brutish (savage / unfeeling). Encourage children to use actions too in order to aid understanding. Use the **Find Read Talk** strategy to help children understand the rest of the vocabulary in context.
Explore & Respond: Read through *all* of the poem paying attention to new vocabulary explored. Ask children to turn to a partner and explain what they think the poem is about.
Fluency: Model reading the first stanza of the poem (see Lesson 2: Fluency), focusing on **Intonation** and **Rhythm.** Children **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 is happening (**Anchor Question A**).
Reference the Text: **Text Mark** by circling key words that help us to work out what is happening, *'mountain cowers', 'sky glowering', angry brutish beast'.* Model using these clues as to why the mountain might cower, why the sky is glowering and what the angry, brutish beast is.
Teacher Talks: *'Glowering'* means to look or stare in anger. This tells me that it is not a nice sunny day, but that the sky might be filled with clouds / be stormy. 'Cower' means to crouch in fear. I would not expect this of a mountain, so the sky must be really threatening – again making me think of a storm. 'Brutish beast' suggests something in the sky that can cause harm / is cruel. Altogether, I can see that the sky is very stormy / turbulent – suggesting a storm.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to read through the rest of the poem (in pairs – one copy between two) and consider what is happening in each of the stanzas.
Practise Taught Strategies & Skills: Encourage children to read and explore words and phrases that help answer the **Anchor Questions**. Children to use **Think Aloud** and **Text Mark** approaches to help inform class discussions. If children are finding it difficult to locate evidence, consider: *'churning up', 'muddy trail', 'shoving', 'clinging', 'fierce force', 'laughing', 'run amok', 'flatten', 'defiant', 'gentle', 'retreats', 'warmth'.* Teacher to provide feedback as the children work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2: Apply.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have circled and the answers they have written. Discuss Acceptable Points and appropriate evidence choices. Model orally an extended answer: In the first four stanzas, there is a violent storm that wrecks the environment as it says, 'the gusts flatten bracken and bend a tired tree'. However, at the end of the poem, the storm has gone and the warmth of the sunshine fills the scene.
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, Text Marking, Stop and Jot, Intonation, Rhythm** and **Think Aloud.**
•Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question A
-storm
-environment is being damaged
-storm is very strong / violent
-life of a climber is threatened
-storm is enjoying the havoc it is causing

Acceptable Point(s) Anchor Question B
-storm shrinks away
-sun and warmth fill the scene
-much calmer – mountain grateful for the arrival of the sunshine

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



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# Lesson 2: Vocabulary

| | |
|---|---|
| cowers | glowering |
| brutish | runs amok |
| bracken | shale |

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# Lesson 2: Fluency

A huge mountain cowers, beneath that glowering sky,
as the brutish beast, lacking peace,
is angry from on high.

# Lesson 2: Anchor Question

What is happening in the poem?

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

# Forces of Nature

A huge mountain cowers, beneath that glowering sky,
as the brutish beast, lacking peace,
is angry from on high.

*A giant roar, a spike of light - thrashing, lashing splats of might.*

Churning up its surface into a muddy trail.
Sliding down, slipping down,
shoving slate and shale.

*A giant roar, a spike of light - thrashing, lashing splats of might.*

And there, a lonely climber, clinging to the rock,
as this fierce force of nature,
laughs and runs amok.

*A giant roar, a spike of light - thrashing, lashing splats of might.*

*The gusts flatten bracken and bend a tired tree,*
*but the mountain stands, defiant.*
*"You will not weaken me!"*

*Then… the sun smiles, softly*
*and the brutish* beast retreats.
The mountain greets the gentle warmth.
There's no force it can't defeat.

Jane Goulbourne © Literacy Counts



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

| Lesson | 3 | Vehicle Text & Page | Forces of Nature by Jane Goulbourne |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **What is the effect of using personification when describing the storm and the sun?** | retreats, defiant | ·Listen to and discuss a range of poetry<br>·Locate and discuss words and pre-taught vocabulary to find out what the text is about<br>·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<br>2b Retrieve and record information/ identify key details from fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the text |

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

Activate prior knowledge: Display the word 'Personification' on the board and give a definition (making something non-human sound human) and examples, e.g. the wind howled. Children use **Think Pair Share** to come up with one example per pair. Pose the question, 'Why might authors use personification in writing?' Take very brief feedback.

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

Vocabulary: Recap vocabulary covered in previous lesson and clarify if needed. The children could show their actions from yesterday to demonstrate their understanding of meanings.

Explore & Respond: Read through *all* of the poem again. Consider the **Anchor Question** and following discussion ask the children if they can recall some of the examples of personification used in the poem. If they find this difficult, reread slowly and when they hear personification, they let you know and you highlight it on the text. Teacher Note: The examples of personification are in the Lesson 3: Children Apply, to support this part of the lesson.

Fluency: Model reading the second stanza (see Lesson 3: Fluency), paying attention to **Expression** and **Stress**. Use your voice to convey the force of the storm and the impact on the environment, stressing '*churning*' and '*shoving*'. Children to **Choral Read x2** the same stanza.

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

Explicitly Model Strategies & Skills: **Reread** the first stanza. Using **Think Aloud**, model how personification is used and the effect it has on the reader. Find the word 'cowers' and discuss what it means and how a mountain cannot actually do this. Still using **Think Aloud**, model how this use of personification helps us to **Visualise** what is happening in the poem.

Teacher Talks: I know a mountain cannot cower because it can't move. I can cower though, when I am frightened or threatened in some way. So, if the poet says the mountain cowers, she means that she is trying to show us how frightening and threatening the scene is – it is as if even the mountains themselves are afraid. See Lesson 3: Teacher Model.

Reference the Text: **Text Mark** by circling the word cowers on an enlarged copy of the poem.

## Step 3: PRACTISE — Children Practise 8 mins

Children Explore & Discuss: Children have copies of the poem and the Lesson 3: Apply sheets. They look at the examples of personification on the Apply sheets and find them in the poem.

Practise Taught Strategies & Skills: In pairs, discuss their effect using **Think Aloud** and how it makes us understand the severity of the storm / the gentleness and relief that the sun brings. Teacher note: this is just a discussion at this point in the lesson. Teacher to feedback as children work.

## Step 4: APPLY — Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Apply

Verbal & Written Responses: As a class, return to the **Anchor Question** and look together at the completed Apply sheets. Teacher leads the discussion on the impact of using personification in our writing (see box on right to support).

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

- Use of the strategies taught i.e. **Reread, Expression, Stress, Text Marking, Think Aloud, Annotate** and **Visualise.**
- Responses they have given to the **Anchor Question**

**Acceptable Point(s) Anchor Question**

-It makes us think about human actions that we understand – so when it is 'shoving' we think of a violent action where someone could be hurt
-it makes us think that the actions of the storm are deliberate and it is an uncaring force of nature
-it helps us to understand the strength and force that storms can have
-It helps us to think about the emotional impact on us. So when the sun 'smiles' it feels like it is a friend that will protect us from the storm etc.

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



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# Lesson 3: Vocabulary

| | |
|---|---|
| cowers | glowering |
| brutish | runs amok |
| bracken | shale |

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# Lesson 3: Fluency

Churning up its surface into a muddy trail.
Sliding down, slipping down,
shoving slate and shale.

# Lesson 3: Anchor Question

What is the effect of using personification when describing the storm and the sun?

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## Lesson 3: Teacher Model / Children Practise / Apply

# Forces of Nature

A huge mountain cowers, beneath that glowering sky,
as the brutish beast, lacking peace,
is angry from on high.

***A giant roar, a spike of light – thrashing, lashing splats of might.***

Churning up its surface into a muddy trail.
Sliding down, slipping down,
shoving slate and shale.

***A giant roar, a spike of light – thrashing, lashing splats of might.***

And there, a lonely climber, clinging to the rock,
as this fierce force of nature,
laughs and runs amok.

***A giant roar, a spike of light – thrashing, lashing splats of might.***

*The gusts flatten bracken and bend a tired tree,*
*but the mountain stands, defiant.*
*"You will not weaken me!"*

*Then… the sun smiles, softly*
*and the brutish* beast retreats.
The mountain greets the gentle warmth.
There's no force it can't defeat.

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## Lesson 3: Teacher Model

# What is the effect of using personification when describing the storm and the sun?

| Examples of Personification | What effect they have on the reader |
|---|---|
| huge mountain cowers | I know a mountain cannot cower because it can't move. I can cower though, when I am frightened or threatened in some way. So, if the poet says the mountain cowers, she means that she is trying to show us how frightening and threatening the scene is – it is as if even the mountains themselves are afraid. |
| | |

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# Lesson 3: Children Apply

## What is the effect of using personification when describing the storm and the sun?

| Examples of Personification | What effect they have on the reader |
|---|---|
| huge mountain cowers | I know a mountain cannot cower because it can't move. I can cower though, when I am frightened or threatened in some way. So, if the poet says the mountain cowers, she means that she is trying to show us how frightening and threatening the scene is – it is as if even the mountains themselves are afraid. |
| glowering sky | |
| storm makes a giant roar | |
| storm shoves slate and shale | |
| storm laughs and runs amok | |
| gusts flatten bracken and bend a tired tree | |
| Sun smiles softly | |



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

| Lesson | 4 | Vehicle Text & Page | Forces of Nature by Jane Goulbourne |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **How can we perform this poem effectively?** | lashing, spike of light, gentle warmth | ·Listen to and discuss a range of poetry<br>·Locate and discuss words and pre-taught vocabulary to find out what the text is about<br>·Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action | 2a Give/explain the meaning of words in context<br>2b Retrieve and record information/ identify key details from fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the text |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Children **Think Pair Share** what has happened in the poem and how the poet used personification for effect.
Share Anchor Question(s): Explicitly share and refer to this throughout the lesson.
Vocabulary: Recap vocabulary covered in previous lesson. Look particularly at the words in Lesson 4: Vocabulary. Clarify meanings and consider how we would say these words when reading the poem to convey their meanings, e.g. use our voices in a soft lilting way when saying 'gentle warmth'. Allow time for children to experiment.
Explore & Respond: Read through *all* of the poem again and **Stop and Jot** their thoughts in relation to the **Anchor Question**. Focus particularly on how the atmosphere changes at the end of the poem and briefly discuss how voices could be used to reflect this.
Fluency: Model read the last stanza, paying attention to **Intonation, Rhythm** and **Stress**. Use this as an opportunity to show with your voice how the atmosphere has changed. Children to **Choral Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Demonstrate how to read the first stanza, without using **Intonation, Rhythm** and **Volume**. Record the reading and play it back.
Reference the Text: Demonstrate to the children how it could be improved by looking at punctation cues, raising the volume for the audience and stressing particular words for effect, e.g. '*cowers', 'brutish beast', 'glowering, 'angry'*. Now look at the refrain: ***A giant roar, a spike of light – thrashing, lashing splats of might.*** Show children how you would read this with a rhythm that can repeated each time the refrain is read.
Re-read the stanza with the changes and consider its impact on the audience a second time. Take feedback from the class as to the changes and any further improvements that could be made. Discuss at this point how the poet guides the reader, using punctuation etc., so they can have a deeper understanding of the poem and read it in the way the poet intended.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: The children can work in small groups and have a stanza each (with everyone reading the refrain) or they may present the whole poem, depending upon the decision of the teacher.
Practise Taught Strategies & Skills: Consider the cues from the poet including **Stressing** particular words for effect, as they decide how to read out loud to an audience.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Allow plenty of time to practise and rehearse. Record poetry readings.
Verbal & Written Responses: Give children the opportunity to feedback to each other on the effectiveness of the poetry readings. Discuss together why they made certain choices and ways to improve the readings. Allow time to make tweaks and changes to improve.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
-Use of the strategies taught i.e. **Intonation / Rhythm / Stress / Volume, Stop and Jot**
-Responses to the **Anchor Question.**

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



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# Lesson 4: Vocabulary

| | |
|---|---|
| lashing | spike of light |
| gentle warmth | |

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## Lesson 4: Teacher Model / Children Practise / Apply

# Forces of Nature

A huge mountain cowers, beneath that glowering sky,
as the brutish beast, lacking peace,
is angry from on high.

***A giant roar, a spike of light – thrashing, lashing splats of might.***

Churning up its surface into a muddy trail.
Sliding down, slipping down,
shoving slate and shale.

***A giant roar, a spike of light – thrashing, lashing splats of might.***

And there, a lonely climber, clinging to the rock,
as this fierce force of nature,
laughs and runs amok.

***A giant roar, a spike of light – thrashing, lashing splats of might.***

*The gusts flatten bracken and bend a tired tree,*
*but the mountain stands, defiant.*
*"You will not weaken me!"*

*Then… the sun smiles, softly*
*and the brutish* beast retreats.
The mountain greets the gentle warmth.
There's no force it can't defeat.

Jane Goulbourne © Literacy Counts



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

| Lesson | 5 | Vehicle Text & Page | The Force that is Friendship Katie Prescott |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Application of Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **What are the different forces that are mentioned in the poem and how will our knowledge of them help us to perform the poem?** | N/A | ·Prepare short poems to read aloud and to perform, showing some understanding though intonation, tone, volume and action<br>·Listen to and discuss a wide range of poetry<br>·Read aloud using punctuation to aid expression | 2a Give/explain the meaning of words in context<br>2b Retrieve and record information/ identify key details from fiction |

# Extended Apply Lesson

Activate prior knowledge: Remind children of the poem they read at the start of the week, The Force that is Friendship. Ask children to work with a partner to remind themselves what the poem is about.

Vocabulary: N/A

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Read the text to the children. Explain that in the lesson, they will be thinking about the learning from this week to support them in presenting the poem in the most effective way possible to the listener. Once the children have listened to / reread the poem, encourage them to discuss all of the different ways the author has used their knowledge of forces in the poem.

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.

Written Responses / Evidence Anchor Question(s):
The children **Text Mark** the words and phrases that relate to the **Anchor Question** by circling them. They may also **Annotate** around the poem any thoughts they have about how they will use their voices and bodies to bring the forces in the poem to life.
Teacher to make choices around how the poem will be performed, e.g. small groups / particular stanzas or whole poem etc. Allow time for rehearsal, reminding the children of the importance of volume, tone, intonation and possible actions.

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, Annotate, Expression, Stress**
- Responses they have given to the **Anchor Question** & Comprehension Questions

Comprehension Questions:
A. What is the main theme in the poem?
B. What does mum think about the friend in the poem?
C. What does the line, 'Mum says you're not worth it' mean in the poem?
D. What advice to you have for the child in the poem about friendship?

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# Lesson 5: Children Apply

## The Force That is Friendship

You tug on my heart strings,
Like a force of gravity,
I see you with others,
Laughing and chattering,
On days when I am excluded.

Like a force of nature,
Pulling me in all directions,
Mum says you're not worth it,
Not a proper friend.

I won't push my luck,
I'll pull my socks up instead,
Do whatever it takes,
Whatever you want.

I'll never pull the wool over your eyes, even at a push,
Please don't pull the plug on our friendship,
Remember when it was just us?

Pushing the boundaries,
That's what Mum says,
Says I don't need a friend like you.

But I do.

Katie Prescott© Literacy Counts



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# Lesson 5: Children Apply Comprehension Questions

A. What is the main theme of the poem? Tick **one** box.

| | | | |
|---|---|---|---|
| Hope | ☐ | Taking turns | ☐ |
| Loss | ☐ | Isolation | ☐ |

B. What does Mum think about the friend in the poem?

C. What does the line 'Mum says you're not worth it', mean in the poem?

D. What advice do you have for the child in the poem about friendship?



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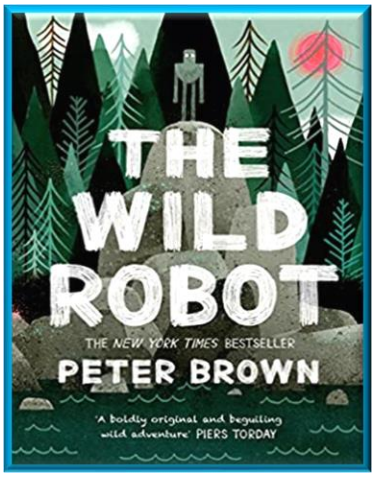
# Year 3

## Curriculum Driver: Science
## Unit A: Forces, Magnets & Rocks

# Fiction 1



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

| Lesson | 1 | Vehicle Text & Page | The Wild Robot by Peter Brown<br>Adapted extract from pp 1-3 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What predictions can we make about the story from the extract?**<br>**B) What do we learn about the properties of rock from the extract?** | hurricane, chaos, lazily bobbed, crates, smudge of green, drifted, crumpled | ·Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context<br>·Predict what might happen from details stated and some which are implied<br>·Apply growing knowledge suffixes both to read aloud and to understand the meaning of new words<br>·Recognise and read many 3&4 Word List words (island)<br>·Self-correction, including re -reading and reading ahead | 2a Give/explain the meaning of words in context<br>2e Predict what might happen from details stated and implied |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the illustration on 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. Connect to **Prior Knowledge** children may have acquired from related learning / other stories.
Share Anchor Question(s): Explicitly share and refer to these throughout the lesson.
Vocabulary: Use the Lesson 1 Vocabulary sheet. Use **Find Read Talk** to explore definitions of these words and phrases. Model locating 'chaos' and reading the sentences prior to it, explain what you think is the meaning, e.g. there is a huge storm and the wind, rain, thunder and lightning are creating a turbulent scene. The whole environment seems to be raging / everything is in disorder. I think this is what the word chaos means. You can use your body to help children understand crumpled, bobbed and drifted too. Children use **Find Read Talk** to find meanings of the rest of the words.
Explore & Respond: Read through *all* of the extract paying attention to and underlining the new vocabulary explored. Ask children to silently reflect on their initial **Predictions**, now they have listened to the opening of the story. Briefly note the use of the -ly suffix on the words *slowly* and *lazily* which turns the adjectives into adverbs.
Fluency: Model how to read the Lesson 1: Fluency, using **Expression** and **Volume** as you describe the force of the storm and the repetition of the word 'down'. Children to **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Read the first paragraph 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. Now read the whole extract again correctly.
Share **Anchor Question A** again. Explain that you will focus on finding evidence to make **Predictions** about setting. Demonstrate how to **Text Mark** by circling key evidence and **Think Aloud** as you articulate your choices.
Reference the Text: **Text Mark** the following words and phrases: 'smudge of green', 'hard edges of a wild, rocky island'.
Teacher Talks: My prediction about the setting is that it will be on an island by the sea. It will be a place of different environments, e.g. grassy areas and rock. Add to Lesson 1: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children to have copies of the extract, one between two to discuss further **Predictions** about setting and the main character (the robot).
Practise Taught Strategies & Skills: Children to use **Think Aloud** as they discuss the answers to the **Anchor Questions** and **Text Mark** to circle any evidence. If children are finding it difficult to locate evidence, consider *'rocks', 'ledges', 'tide pool', 'waves', 'shelf of rock', 'brand-new robot', 'robot was safe inside'.* As they search for the answer to **Anchor Question B** they will be looking at how the crates 'crash', 'shatter' and 'burst apart' when they hit the rocks, telling us that rocks are very hard. Teacher to provide feedback throughout the session.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, complete Lesson 1: Apply.
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. Clarify understanding that the extract clearly demonstrates to us the 'hard' property of the rocks in the setting due to their impact on the crates and the robots.
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, Thinking Voice, Predictions.**

Acceptable Point(s) Anchor Question A
-might have difficulty navigating the island as it is so rocky
-the environment seems very natural / wild and the robot will have to survive in it
-it is the only survivor so it will have to find a way to survive by itself
Acceptable Point(s) Anchor Question B
-hardness (crates easily smashed against the rocks / robots are torn apart when they hit the rocks)

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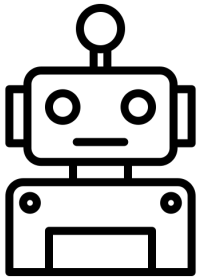
# Lesson 1: Vocabulary

| | |
|---|---|
| hurricane | chaos |
| crates | drifted |
| lazily bobbed | smudge of green |
| remains | crumpled |





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# Lesson 1: Fluency

Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared, raged and thundered through the night. And in the middle of the chaos, a cargo ship was sinking
down
down
down
to the ocean floor.

# Lesson 1: Anchor Questions

A) What predictions can we make about the story from the extract?
B) What do we learn about the properties of rock from the extract?

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# Lesson 1: Teacher Model / Children Practise / Children Apply

Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared, raged and thundered through the night. And in the middle of the chaos, a cargo ship was sinking
down
down
down
to the ocean floor.

The ship left hundreds of crates floating on the surface. But as the hurricane thrashed them around, the crates sank into the depths. One after another, they were swallowed up by the waves, until only five crates remained.

By morning the hurricane was gone. There was only calm water and clear skies and those five crates bobbed lazily on the ocean. Days passed. And then a smudge of green appeared on the horizon. As the crates drifted close, the soft green shapes slowly sharpened into the hard edges of a wild, rocky island. The first crate crashed against the rocks with such force that the whole thing burst apart.

Now, reader, what I haven't mentioned is that tightly packed inside each crate was a brand-new robot. The ship had been transporting hundreds of them before it was swept up in the storm. Now, only five robots were left. Actually, only four were left, because when that first crate crashed against the rocks, the robot inside shattered into pieces.

The same thing happened to the next crate. It crashed sharply against the rocks, and robot parts flew everywhere. Then it happened to the next crate. And the next. Robot limbs were everywhere.

And then came the last crate. It followed the same path as the others, but instead of crashing against the rocks, it sloshed against the remains of the first four crates. Soon, more waves were heaving up out of the water. It soared through the air, spinning and glistening until it slammed down onto a tall shelf of rock. The crate was cracked and crumpled, but the robot inside was safe.

Extract adapted © The Wild Robot Peter Brown Little, Brown and Company



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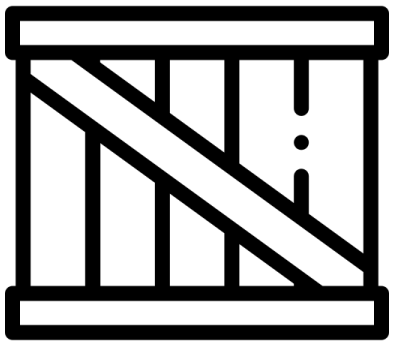
## Lesson 1: Teacher Model

# What predictions can we make about the story from the extract?

| Evidence of setting and character | Predictions about the story |
|---|---|
| Smudge of green<br><br>Hard edges of a wild, rocky island | My prediction about the setting is that it will be on an island by the sea. It will be a place of different environments, e.g. grassy areas and rock. |





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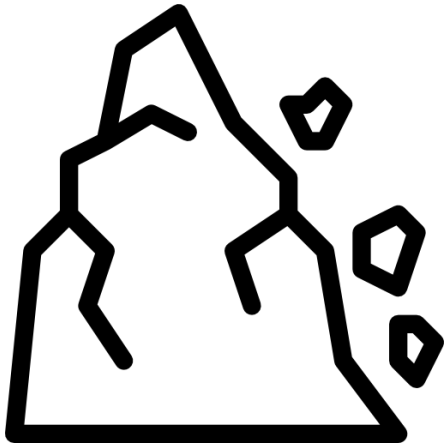
## Lesson 1: Children Apply

# A) What predictions can we make about the story from the extract?

| Evidence of setting and character | Predictions about the story |
|---|---|
| | |

# B) What do we learn about the properties of rock from the extract?





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

| Lesson | 2 | Vehicle Text & Page | The Wild Robot by Peter Brown<br>Adapted extract from pp 13-15 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How does the author show us that Roz is resilient and determined?**<br>**B) How does the way the crab moves on the rocky surface help Roz to climb the mountain?** | scuttled, driftwood, standoff, cautiously, footholds, technique, methodically, clamped | ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Discuss some words and phrases that capture that read's interest and imagination<br>·Identify how language contributes to meaning | 2a Give/explain the meaning of words in context |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share the illustration of Roz on the mountain and the small crab on the rock (p14-15). Share the title of the chapter 'The Climb'. Have a piece of rock in the classroom and use scientific language to describe what it might be like to move on a rocky surface. Ask the children if they think a robot would find it easy or hard to climb a mountain. Children briefly justify their answers.

Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Clarify what we mean by resilient and determined and relate to children's experience.

Vocabulary: Explore and define the following words: '*scuttled' and 'clamped'*. Explain that 'driftwood' is wood that has floated on the water or landed on the shore. **Find Read Talk** the rest of the new vocabulary. Briefly clarify.

Explore & Respond: Now read all of the extract (see Lesson 2: Teacher Read / Children Practice). Which words could we use to describe Roz? Scribe any words the children give you, e.g. a fast learner, observant, daring etc.

Fluency: Model reading Lesson 2: Fluency extract: 'Crack!' 'Thunk!' 'Clang!' and introduce the word onomatopoeia to the children, explaining it is a word that sounds like its meaning. Model reading these words appropriately, as well as modelling how to read the exclamation marks that follow each word. Children **Choral Read** x2

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to **Anchor Question A** and begin to **Text Mark** to find evidence that shows us Roz is resilient and determined. Use **Think Aloud** as you explain your evidence choices.

Reference the text: Circle the words *'Roz decided to try out the climbing technique', 'Roz moved awkwardly at first', 'as she climbed…got the hang of it'.*

Teacher Talks: Roz showed a determination to tackle the climb after watching the crab. She showed resilience when, even though it was difficult to begin with, she carried on climbing and it became easier for her. Explain to the children that there is further evidence to answer this question more fully. See Lesson 2: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Ask the children to assume the position of Roz as she faces the mountain. Ask them to consider what they might be thinking as they look at the vast mountain, knowing that they have to climb it.

Practise Taught Strategies & Skills: Now ask children to use the extract to continue to **Text Mark** to find evidence and use **Think Aloud** as they discuss evidence choices. If children are having difficulty locating evidence, consider '*Roz paid them no mind*', '*focused*', '*methodically*', '*With his wide stance and his grippy feet, the crab could crawl up and down any rock face'.*

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Apply.

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. Discuss together acceptable points and evidence.

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, Think Aloud, Find Read Talk**
- Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question A

-she doesn't give up, even though it is difficult

-she doesn't let anything distract her from her goal

-she approaches the climb in a measured way

Acceptable Point(s) Anchor Question B

-the position of the feet and the hold the crab has on the rock helps Roz to position her body and grab on to the rock with her hands for a better grip

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# Lesson 2: Vocabulary

| | |
|---|---|
| scuttled | driftwood |
| standoff | cautiously |
| footholds | technique |
| methodically | clamped |
| awkwardly | |

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## Lesson 2: Fluency

Crack!
Thunk!
Clang!

Roz was having a little trouble climbing the cliffs. She had a new dent on her rear and was just about to get another bump when a crab scuttled out from under a piece of driftwood.

## Lesson 2: Anchor Questions

A) How does the author show us that Roz is resilient and determined?
B) How does the way the crab moves on the rocky surface help Roz to climb the mountain?

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# Lesson 2: Read / Teacher Model / Children Practice

Crack!
Thunk!
Clang!

Roz was having a little trouble climbing the cliffs. She had a new dent on her rear and was just about to get another bump when a crab scuttled out from under a piece of driftwood.

The crab looked up and immediately showed off his giant claws. Everyone was afraid of his claws. But not the robot. She just looked down and introduced herself.
"Hello, crab, my name is Roz."

After a brief standoff, the crab cautiously and slowly backed away. And that's when Roz noticed how easily he moved over the rocks. With his wide stance and his grippy feet, the crab could crawl up and down any rock face with ease. So Roz decided to try out his climbing technique. She spread her arms wide and clamped each of her hands onto the cliffside. She jammed one foot into a crack and lifted her other foot onto a narrow ledge, and just like that she was climbing.

Roz moved awkwardly at first. A chunk of rock crumbled in her hand, and she had trouble finding footholds. But as she climbed higher and higher, she started to get the hang of it.

Seagulls squawked from their cliff nests and soared away when the robot came too close. But Roz paid them no mind. She was focused only on getting to the top. Up and up and up she went, methodically climbing past nests and ledges and tiny trees rooted in the cracks, and before long our robot felt the soft soil of the island beneath her feet.

Extract adapted © The Wild Robot Peter Brown Little, Brown and Company



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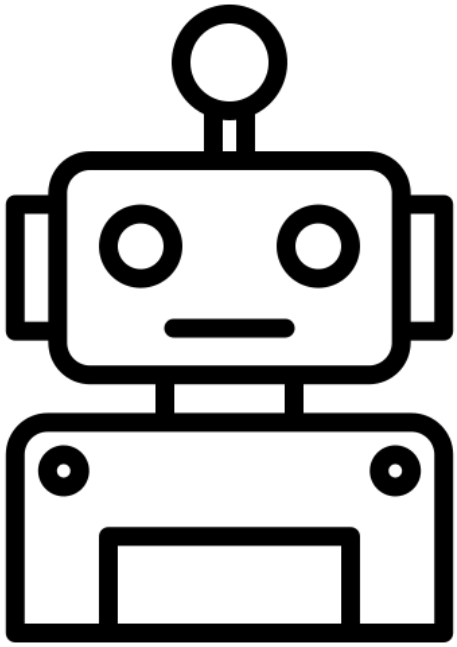
# Lesson 2: Teacher Model

## A) How does the author show us that Roz is resilient and determined?

‘Roz moved awkwardly at first’



‘Roz decided to try out the climbing technique’

‘as she climbed…got the hang of it’.



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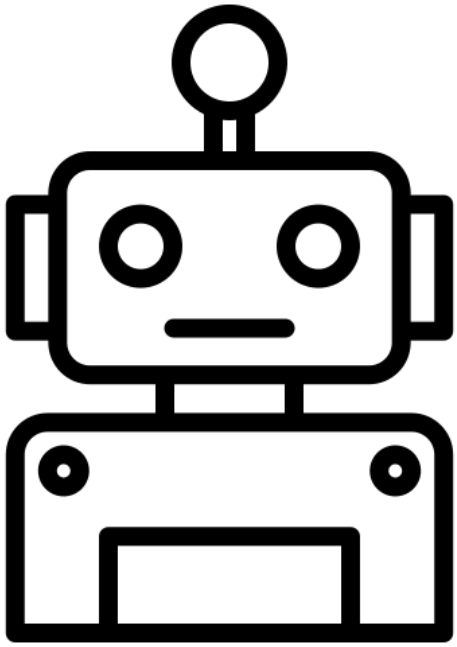
## Lesson 2: Children Apply

A) How does the author show us that Roz is resilient and determined?



B) How does the way the crab moves on the rocky surface help Roz to climb the mountain?



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

| Lesson | 3 | Vehicle Text & Page | The Wild Robot by Peter Brown<br>Adapted extract from pp 57-59 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How is the setting dangerous to Roz?**<br>**B) What do you predict Roz will do with the unhatched egg and why do you think this?**<br>Teacher Anchor Question:<br>How has the rockfall damaged the environment? | plummeting, dangled, shimmied, pulverized, rubble, torn to shreds, sensitive, detected, clump, gently cradled, muffled | ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Retrieve and record some information<br>·Identify how language contributes to meaning | 2a Give/explain the meaning of words in context<br>2e Predict what might happen from details stated and implied |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Share some pre searched images of forest cliffs. Children think, pair share words to describe the environment. Why might this environment be dangerous?
Share Anchor Question(s): Explicitly and refer to these throughout the lesson.
Vocabulary: Demonstrate how to use **Find Read Talk** to define the word '*plummeting*'. If we read the sentence, it says, '*Down went the robot, plummeting into the treetops below*'. The robot is falling down from the cliff so would be falling quickly. Plummeted means to fall quickly. **Find Read Talk** the rest of the new vocabulary. Briefly clarify.
Explore & Respond: Now read all of the extract (see Lesson 3: Teacher Read / Children Practice). Ask children to turn to partner and explain what has happened in this extract.
Fluency: Model reading Lesson 3: Fluency extract. Use **Expression** as you read the speech and follow the punctuation cues. Children **Pair Read** x2

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Share Teacher model question: How has the rockfall damaged the environment? begin to **Text Mark** to find evidence to answer the question. Use **Think Aloud** as you explain your evidence choices.
Reference the text: Circle the words *'splintered wood', 'pulverized shrubs', 'rubble', 'goose nest', 'torn to shreds', 'two dead geese', 'four smashed eggs', 'carnage'.*
Teacher Talks: the rockfall has caused a lot of damage. Shrubs have been flattened, there are splinters of wood and rubble strewn around. A goose nest has been destroyed and the eggs have been broken. The word carnage suggests a scene of devastation. See Lesson 2: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have the rest of the extract to explore in pairs. Together they consider evidence to answer the **Anchor Questions**.
Practise Taught Strategies & Skills: Children **Text Mark** to find evidence and use **Think Aloud** as they discuss evidence choices. If children are having difficulty locating evidence, consider: '*wind started blowing', 'clouds were rushing', 'downpour', 'wet rock on the side of the cliff', 'rock couldn't handle the weight', 'heavy robot hung there', 'crashed through branch after branch' 'rocks roaring past her'* (**Anchor Question A**), '*gently cradled', 'Without a family, the unhatched gosling inside would surely die', 'would she allow her accident to cause the death of yet another gosling?'* (**Anchor Question B**). Provide feedback as the children work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 3: Apply.
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. Discuss together acceptable points and evidence.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. and **Pair Reading, Text Marking, Think Aloud, Find Read Talk, Expression**
•Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question A
-bad weather making the rocks slippery
-rocks not strong enough to handle Roz's weight
-rocks falling all around her
Acceptable Point(s) Anchor Question B
-look after it
-do all she can to help it to survive
-will not be the cause of another animal death

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



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# Lesson 3: Vocabulary

| | |
|---|---|
| plummeted | dangled |
| pulverized | rubble |
| torn to shreds | sensitive |
| clump | gently cradled |
| muffled | |

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## Lesson 3: Fluency

*"Mama! Mama!"* peeped a tiny, muffled voice from within the egg.

The robot gently cradled the fragile thing in her hand. Without a family, the unhatched gosling inside would surely die. Roz knew that some animals had to die for others to live. That was how the wilderness worked. But would she allow her accident to cause the death of yet another gosling?

## Lesson 3: Anchor Questions

**A) How is the setting dangerous to Roz?**
**B) What do you predict Roz will do with the unhatched egg and why do you think this?**

### Teacher Anchor Question:

How has the rockfall damaged the environment?

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# Lesson 3: Read / Teacher Model / Children Practice

Roz was climbing down one of the forest cliffs when the accident happened. The wind started blowing out of the north, and suddenly clouds were rushing over the island. With the clouds came a spring shower. A downpour, actually. And there was our brave robot, clamping her hands onto a wet rock on the side of the cliff. But the rock couldn't handle the weight. And as the heavy robot hung there, cracks suddenly shot through the stone and it started breaking apart. Down went the robot, plummeting into the treetops below. She crashed through branch after branch before finally hooking an arm around one. Then she dangled there, gently swinging as rocks roared and crashed past her on their way to the forest floor.

When the dust settled, Roz shimmied down the tree trunk. The ground was littered with broken rocks, splintered wood and pulverized shrubs. And within all that rubble was a goose nest that had been torn to shreds. Two dead geese and four smashed eggs lay among the carnage. The robot stared at them with her softly glowing eyes, and something clicked deep inside her computer brain. Roz realized she had caused the deaths of an entire family of geese.

As Roz stood in the rain, staring down at those poor, lifeless geese, her sensitive ears detected a faint peeping sound coming from somewhere nearby. She followed the peeps over to a clump of wet leaves on the ground. And when she peeled back the leaves, she discovered a single perfect goose egg sunk in the mud.

"*Mama! Mama!*" peeped a tiny, muffled voice from within the egg.

The robot gently cradled the fragile thing in her hand. Without a family, the unhatched gosling inside would surely die. Roz knew that some animals had to die for others to live. That was how the wilderness worked. But would she allow her accident to cause the death of yet another gosling?

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# Lesson 3: Teacher Model

| How has the rockfall damaged the environment? |
| --- |
| The rockfall has caused a lot of damage. Shrubs have been flattened, there are splinters of wood and rubble strewn around. A goose nest has been destroyed and the eggs have been broken. The word carnage suggests a scene of devastation. |

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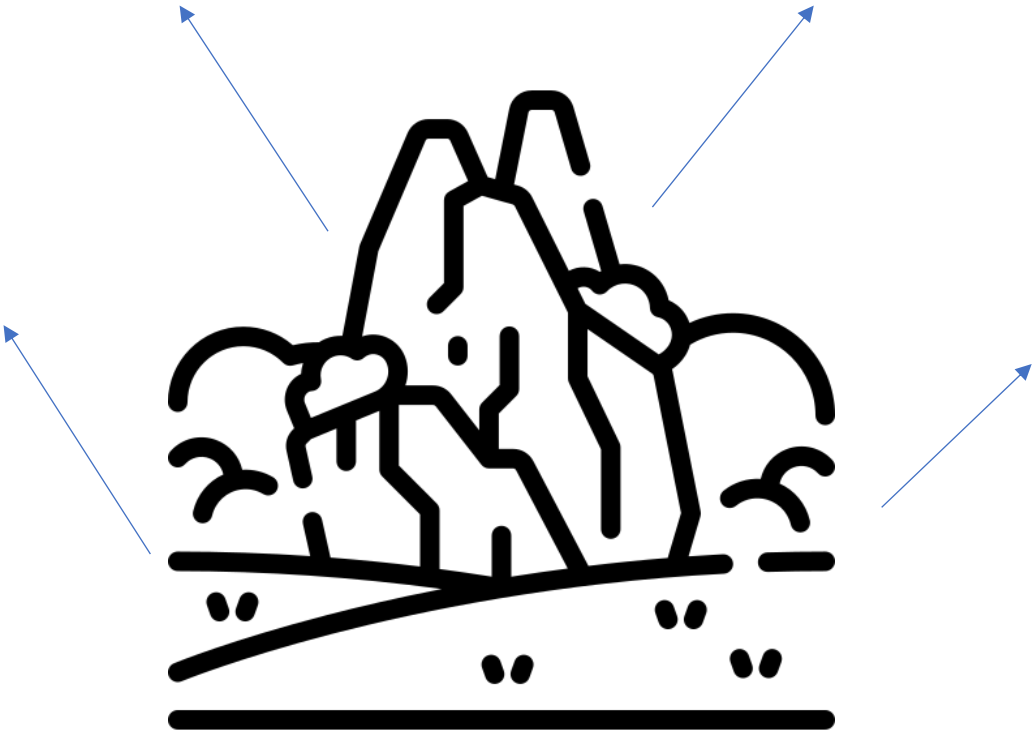
## Lesson 3: Children Apply

A) How is the setting dangerous to Roz?



B) What do you predict Roz will do with the unhatched egg and why do you think this?



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

| Lesson | 4 | Vehicle Text & Page | The Wild Robot by Peter Brown<br>Adapted extract from pp 85-88 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How have rocks been used in the extract?**<br>**B) What properties of the rocks do you think makes them so useful?**<br>**C) How do we know that Roz is resourceful?** | level place to build, stacked, perfectly level, astonished, huddled, ignited, resembled, interior | ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Discuss some words and phrases that capture that read's interest and imagination<br>·Identify how language contributes to meaning | 2a Give/explain the meaning of words in context<br>2e Predict what might happen from details stated and implied |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Write the words 'Properties of Rocks' on a flipchart and ask children to share what they know about this. Add their contributions to the flipchart. Explain that in the section of the story today, rocks will be used to create a place to live for Roz and the animals.

Share Anchor Question(s): Explicitly and refer to these throughout the lesson. Clarify what we mean by resourceful (skilled at solving problems and making decisions) and relate to children's experience.

Vocabulary: Demonstrate how to use **Find Read Talk** to find the meaning of the word 'interior' by reading around the word in the sentence. Children **Find Read Talk** the rest of the new vocabulary. Briefly clarify.

Explore & Respond: Now read all of the extract (see Lesson 4: Teacher Read / Children Practice). Ask the children to draw what they think the lodge looks like from the description. You may wish to read the final two paragraphs a second time as children draw. Compare and discuss differences. Show the illustration in the story and compare briefly.

Fluency: Model reading Lesson 4: Fluency extract. Use **Expression** as you read the speech and **Stress** the italicised word '*how*'. Children **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Refer to the **Anchor Questions** and begin to **Text Mark** to find evidence that shows how rocks have been used in the extract. Use **Think Aloud** as you explain your evidence choices.

Reference the text: Circle the words *'strike two small hard rocks together', 'create sparks'.*

Teacher Talks: this shows that the rocks have been used to make fire. I will add this to the table (see Lesson 4: Teacher Model). Now if I look at the properties of rocks, they are hard and when rubbed together they create the spark. Add this to the properties part of the Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have the rest of the extract, one between two and the **Anchor Questions**. Work collaboratively to locate evidence to answer the questions.

Practise Taught Strategies & Skills: Continue to **Text Mark** to find evidence and use **Think Aloud** as they discuss evidence choices. If children are having difficulty locating evidence, consider *'smooth round rocks as chairs', 'door was a heavy rock', 'long rocks lined the interior walls, like benches'* (**Anchor Question A**), *'smooth', 'heavy', 'long'* (**Anchor Question B**), *'very busy indeed', 'I taught myself how to make a fire', I discovered', 'I directed sparks…until they ignited', 'it was easy to keep going'* (**Anchor Question C**). Teacher to feedback to the children as they work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children complete Lesson 2: Apply.

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. Discuss together acceptable points and evidence.

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

- Use of the strategies taught i.e. and **Pair Reading, Expression, Text Marking, Think Aloud, Find Read Talk**
- Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question A
-to make fires, chairs, benches and a door
Acceptable Point(s) Anchor Question B
-hard, smooth, heavy, waterproof, long, strong
Acceptable Point(s) Anchor Question C
-she taught herself to make a fire
-she didn't need to be told what to do, she just got on with it
-she worked out how to keep the fire going herself

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# Lesson 4: Vocabulary

| | |
|---|---|
| level place to build | stacked |
| perfectly level | astonished |
| huddled | ignited |
| resembled | interior |

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## Lesson 4: Fluency

"But – but – but *how*?"

"I discovered that when I strike these two small hard rocks together, they create sparks, like this. I directed sparks onto dry leaves and wood until they ignited. Once I had a fire, it was easy to keep going. And if I need to put it out, I can just add water!"

## Lesson 4: Anchor Questions

A) How have rocks been used in the extract?
B) What properties of the rocks do you think makes them so useful?
C) How do we know that Roz is resourceful?

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# Lesson 4: Read / Teacher Model / Children Practice

"What would you like me to do?" the robot asked Mr Beaver.

"Tonight? So you still feel like working, do you? Very good! Well, you can start by digging out these tree stumps. And you can collect all those large flat rocks over there. And you can smooth down this patch of dirt so we have a level place to build. That should keep you busy!"

The next morning, Mr Beaver returned to find that Roz had been very busy indeed. All the tree stumps had been dug up and their holes filled with dirt. Twenty small rocks had been stacked. And the ground was now perfectly level. But what most astonished Mr Beaver was that Roz and Brightbill were huddled around a small crackling campfire, using smooth round rocks as chairs.

Mr Beaver moved his lips, but no words came out.

"Brightbill was cold last night," said Roz. "So I taught myself how to make a fire."

"But – but – but *how*?"

"I discovered that when I strike these two small hard rocks together, they create sparks, like this. I directed sparks onto dry leaves and wood until they ignited. Once I had a fire, it was easy to keep going. And if I need to put it out, I can just add water!"

Together they built the lodge. Birds and squirrels perched in the trees and watched the new lodge take shape. It resembled a beaver lodge, but it was larger, a great dome of wood and mud leaves. A simple opening in the wall served as the entrance, and the door was a heavy rock that the robot could slide out of the way.

Inside, the lodge was one big, round room. A fire pit was in the centre and long rocks lined the interior walls, like benches, and were covered in thick cushions of moss.

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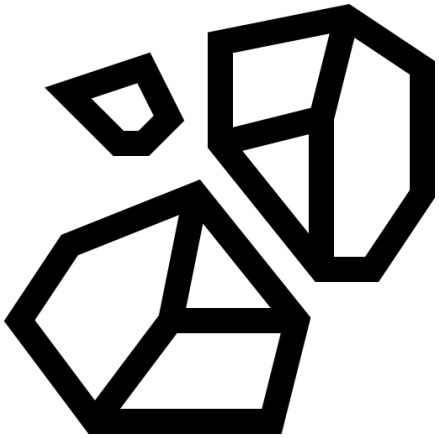
# Lesson 4: Teacher Model

A) How have rocks been used in the extract?
B) What properties of the rocks do you think makes them so useful?

| Use of rocks | Properties |
|---|---|
| Make a fire | Hard<br>Some rocks make sparks when rubbed together |
| | |





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# Lesson 4: Children Apply

A) How have rocks been used in the extract?
B) What properties of the rocks do you think makes them so useful?

| Use of rocks | Properties |
|---|---|
| | |
| | |
| | |
| | |

C) How do we know that Roz is resourceful?



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

| Lesson | 5 | Vehicle Text & Page | The Wild Robot by Peter Brown<br>Adapted extract pp.26-29 |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Application of Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How does the author show us that the storm is a dangerous one?**<br>**B) What predictions can you make as to what will happen next? Use the text to help you and what you know about Roz's character.** | flickered, rumbles, mudslide, plunge | ·Ask questions to improve their understanding of a text<br>Predict what might happen from details stated and some that are implied<br>·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<br>2b Retrieve and record information/ identify key details from fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the text |

# Extended Apply Lesson

Activate prior knowledge: Consider the illustration of the lightning on p. 27, providing each child with a copy. Ask for brief **Predictions** about what might happen in the chapter and how it might affect Roz.

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 these throughout the lesson.

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

Enjoy and Respond to the text: Read the extract to the children and allow time for children to turn to a partner and explain what has happened in the text.

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 Questions** 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: Ask the children to Visualise the storm, concentrating on what they can hear, see, feel, smell and taste. Now ask them to assume the position of Roz in a freeze frame. Go around the class, tapping children on the shoulder and asking them what they are thinking as Roz as they battle the storm.
In Reading Journals, ask the children to complete the outline of Roz. Outside the outline they should write what Roz can see and smell and taste and inside the outline they should write how she feels. In the speech bubble they should write what she might be thinking.

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



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# Lesson 5: Vocabulary

| | |
|---|---|
| flickered | rumbles |
| mudslide | plunge |

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# Lesson 5: Children Apply

But everything changed one afternoon when a low-flying cloud crept up the mountain and Roz found herself surrounded by white. When the world faded back into view, she noticed more clouds floating south past the island. Then she heard a deep rumble behind her. The robot turned her head and saw that the sky was filled with a swirling wall of darkness. Light flickered here and there. More deep rumbles.

A storm was approaching, and it wasn't just any storm. It was as fierce as the one that had sent the cargo ship to the ocean floor. The wind picked up, and the first drops of rain tapped against the robot. It was time to go. Roz unclamped her hands and began sliding down the peak.

Hot sparks flew from where her body scraped against the leaning slab of stone. As soon as her feet hit soil, she was off and running.

The rain fell harder.

The wind blew faster.

The lightning flashed brighter.

The thunder cracked louder.

So much rainwater was falling that rushing rivers of runoff started springing up everywhere. Roz splashed down the mountain, searching through the gloom for any kind of shelter. But she should have watched where she was going. Her heavy feet slipped and tripped, and she tumbled right into a mudslide.

Our robot was helpless. The river of mud whisked her downhill, slamming her into rocks, dragging her through bushes and sweeping her straight toward a cliff edge! Mud was pouring off the cliff like a waterfall! Roz frantically clawed at the ground, grasping for anything she could hold onto, but the flow only carried her faster and faster toward the edge. And just as she was about to plunge over the side, she came to a hard, sudden stop.

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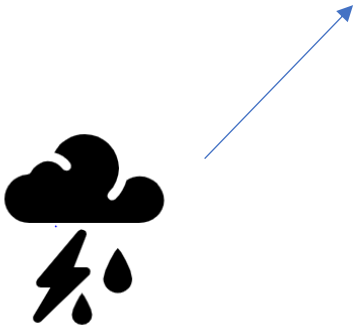
## Lesson 5: Children Apply

How does the author show us that the storm is a dangerous one?





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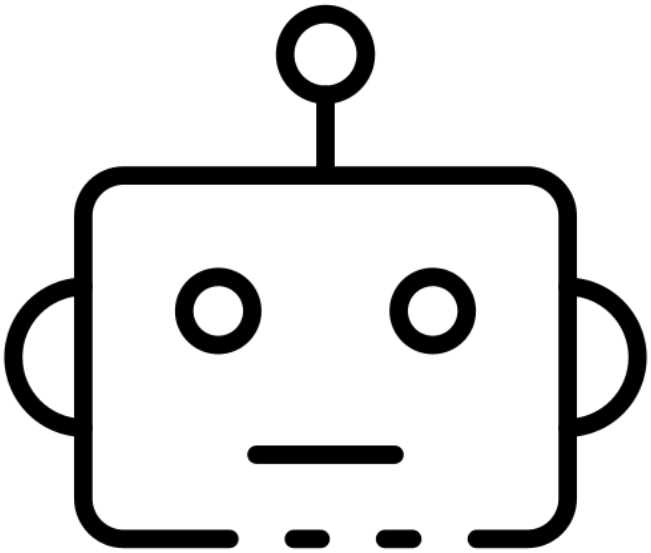
B) What predictions can you make as to what will happen next? Use the text to help you and what you know about Roz's character.





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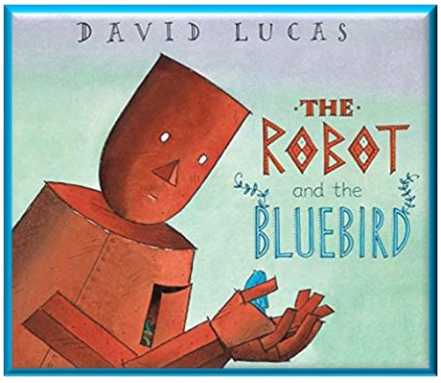
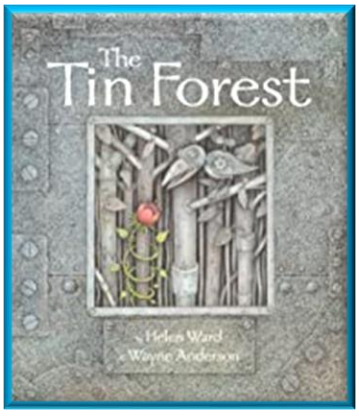
# Year 3

## Curriculum Driver: Science

## Unit A: Forces, Magnets & Rocks

# Fiction 2



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

| Lesson | 1 | Vehicle Text & Page | The Robot and the Bluebird David Lucas<br>Front and back cover |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) What questions do you have about the text?**<br>**B) In what ways does the front cover remind you of the story of the Wild Robot?**<br>**C) What do you predict the story will be about?** | poignant, steer the story away, sentimentality, take a while to grow out of it | ·Ask questions to improve their understanding of a text Predict what might happen from details stated and some that are implied<br>·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence | 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 recall the Wild Robot lessons and particularly the moment when Roz gently cradles the egg after she falls from the cliff. Now share the front cover of the new text, The Robot and the Bluebird and explain the first few lessons of this week will focus on this book.
Share Anchor Question: Explicitly and refer to these throughout the lesson.
Vocabulary: Explain to the children the meaning of the words 'poignant' (deeply touching / causing strong emotional response) and 'sentimentality' (showing tender feelings / emotional). Discuss together what 'steer the story away' and 'take a while to grow out of it' might mean.
Explore & Respond: Have the front cover enlarged or onscreen and allow time for children to **Book Talk** the illustration. Now share the back cover and allow time for children to continue the discussion. Briefly **Stop & Jot** their responses to the **Anchor Questions**.
Fluency: See Lesson 1: Fluency. Model **Pausing** as you take a break when you get to the ellipsis and the comma. Children **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Focus on the front cover of the text and demonstrate to children how you are generating **Questions** to be answered as you read the text in later sessions (**Anchor Question A**).
Reference the Text: Model explicitly your thought processes using **Think Aloud**.
Teacher Talks: How have these two characters come together? How do they know each other? What is going to happen to both of them in the story? It says that the story is full of emotions and feeling in the blurb, so does the robot have feelings for the bird and the bird for the robot? Explain to the children that they can consider further **Questions** that they have during the Practice part of the lesson. **Annotate** around the cover.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Ensure children can clearly see the front cover and the blurb alongside the **Anchor Questions**. Encourage discussion and collaboration as they generate **Questions,** make **Predictions** and draw upon prior knowledge.
Practise Taught Strategies & Skills: Children use **Think Aloud** strategies and make **Annotations** as they work. NB Children may have circled *'tears at the heartstrings'* and *'poignant'* when considering how the story will develop. Teacher to feedback throughout the session.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): Children to complete Lesson 4: Apply.
Verbal & Written Responses: As a class, return to the **Anchor Questions** and take feedback on what the children have highlighted. Note down all of the **Questions** the children have and display so that they can answer them as you read the text in the next few sessions.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Book Talk, Stop & Jot, Pausing, Think Aloud, Questioning, Predicting, Annotate**
•Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question B
-any reference to when Roz found the egg and cradled it in her hands – keen to help it to survive
Acceptable Point(s) Anchor Question C
-any reference to the tender relationship between the robot and the bluebird

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



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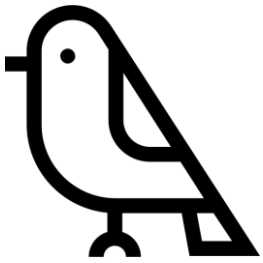
# Lesson 1: Vocabulary

| | |
|---|---|
| poignant | steer the story away |
| sentimentality | take a while to grow out of it |





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## Lesson 1: Fluency

‘A poignant book… Its simple pictures steer the story away from sentimentality, and its readers will take a while to grow out of it.’

## Lesson 1: Anchor Questions

A) What questions do you have about the text?
B) In what ways does the front cover remind you of the story of the Wild Robot?
C) What do you predict the story will be about?

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# Lesson 1: Children Apply

## A) What questions do you have about the text?

## B) In what ways does the front cover remind you of the story of the Wild Robot?

## C) What do you predict the story will be about?



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

| Lesson | 2 | Vehicle Text & Page | The Robot and the Bluebird by David Lucas<br>Adapted extract (in the book from 'There was once a robot with a broken heart' to 'You can sleep here if you like'). |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **A) How does the author show us how the bluebird feels?**<br>**B) Are your predictions the same or would you like to change them? What in the text makes you think this?**<br>Teacher Model Question:<br>How does the author show us how the robot feels? | broken heart, scrap heap | ·Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Recognise and read many Year 3&4 Word List words (heart)<br>·Read aloud using punctuation to aid expression<br>·Self-correction, including re -reading and reading ahead | 2a Give/explain the meaning of words in context<br>2b Retrieve and record information/ identify key details from fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the text |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Remind children of their **Questions** and **Predictions** from yesterday. Open the book and share the first double page of the story. Stop there and ask children to go back to the front cover. Can they refine their **Predictions** as to the relationship between the robot and the bluebird? Might the bluebird help the robot in some way? Will he always have a broken heart or will something change in the story? What makes them think this?

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

Vocabulary: Consider the two phrases, 'broken heart' and 'scrap heap'. How have the children heard these used before? Can a heart really be broken? Clarify understanding together.

Explore & Respond: Read the adapted extract (see Lesson 2: Read / Teacher Model). Teacher note: you may want to share the actual book with the children at this point in the story as the illustrations are wonderful and will aid understanding of the text.

Fluency: Model reading the Lesson 2: Fluency. Pay particular attention to the four sentences and **Pausing** at the full stops. Think too about **Intonation** in order to reflect the tone of the extract. Children **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills / Reference the Text: Read the first part of the extract. Model **Self-Correction** strategy and use phonics as a first strategy for decoding of unfamiliar words. Now **Reread** correctly.

Example Model Question for demonstration: How does the author show us how the robot feels? **Text Mark** as you locate words that indicate how he feels, such as 'broken heart', 'sent to the scrap heap', 'long dark nights', 'empty days', 'rusting in the autumn rain'. Circle these words and underline any new vocabulary. Use **Think Aloud** to explain evidence choices.

Teacher Talks: To be broken hearted suggests he is very sad indeed / it also suggests he feels no love and no one cares for him. In the thought bubble, I will write what he might be thinking – '*nobody loves me – nobody cares about me'.*

'*Sent to the scrap heap'* tells us nobody thinks he is worth anything. In the thought bubble write – *'I am worthless – just a piece of rubbish thrown on a scrap heap*'. There is a sense he has been alone for a long time, with the words, 'long dark nights' and 'empty days'. In the bubble, write, '*I have been left here all alone for so long – I am so lonely',* No-one takes care of him / he doesn't take care of himself as he is all rusty.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have Lesson 2: Apply sheet to consider in pairs.

Practise Taught Strategies & Skills: Encourage the children to explicitly **Text Mark** by circling the words which indicate how the Robot is feeling in the extract. Use **Think Aloud** as they discuss what the words tell them about how the bluebird feels. If children are finding it difficult to locate evidence, consider: *'fighting', 'freezing wind', 'weakly', 'cold and tired', 'I can go no farther', 'shivered and said nothing'.* Teacher note: the children are just discussing and circling at this stage. Teacher to feedback as they work.

## Step 4: APPLY

Children Apply 10 mins

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

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. Consider whether any of the **Questions** the children had have been answered in this section of the text.

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

- Use of the strategies taught i.e. and **Pair Reading, Intonation, Pausing, Text Marking, Think Aloud**
- Responses they have given to the **Anchor Question**

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

Acceptable Point(s) Anchor Question A
-difficulty surviving the harsh conditions
-not strong / in need of help
-exhausted and finding it difficult to go on
-too weak and tired to talk to the robot

Acceptable Point(s) Anchor Question B
-any reference to new evidence the text has provided as to what could happen in the story, e.g. robot will help bird / robot will not be lonely any more etc.



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# Lesson 2: Vocabulary

| | |
|---|---|
| broken heart | scrap heap |

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## Lesson 2: Fluency

There was once a Robot with a *broken* heart.
They did their best to fix him, but it wasn't any good.
So he was sent to sit on the scrap heap with all the other old machines.  He tried talking to them.

## Lesson 2: Anchor Questions

**A) How does the author show us how the bluebird feels?**
**B) Are your predictions the same or would you like to change them?  What in the text makes you think this?**

### Teacher Model Question:

How does the author show us how the robot feels?



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## Lesson 2: Read

There was once a Robot with a *broken* heart. They did their best to fix him, but it wasn't any good.
So he was sent to sit on the scrap heap with all the other old machines. He tried talking to them.
He said, "My heart is broken, you know."
But they didn't answer.
So he lay down and looked up at the sky.
He lay there through the long, dark nights and the empty days.
He lay there rusting in the autumn rain.
He lay there when the first snows of winter fell.
And there, one day, was a bluebird, fighting bravely against the freezing wind. She landed on his shoulder.
"What are you doing here, little bird?" he said.
"I'm flying south," she said weakly. "South, where the sun shines.
But I'm so cold and tired I can go no farther."
"I'm sure you don't want to stay here," said the Robot.
"I'm rubbish."
But the bluebird just shivered and said nothing.
"There's a space where my heart used to be," The Robot said gently. "You can sleep there if you like."

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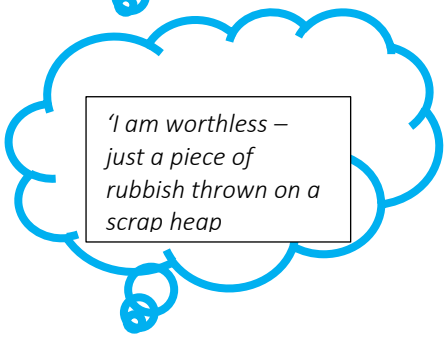
# Lesson 2: Teacher Model Activity:

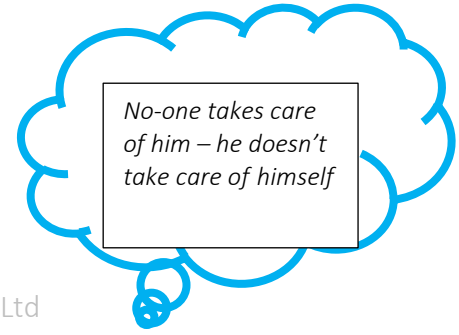
There was once a Robot with a *broken* heart.

They did their best to fix him, but it wasn't any good.
So he was sent to sit on the scrap heap with all the other old machines.




But they didn't answer.
So he lay down and looked up at the sky. He lay there through the long, dark nights and the empty days.

He lay there rusting in the autumn rain.
He lay there when the first snows of winter fell.

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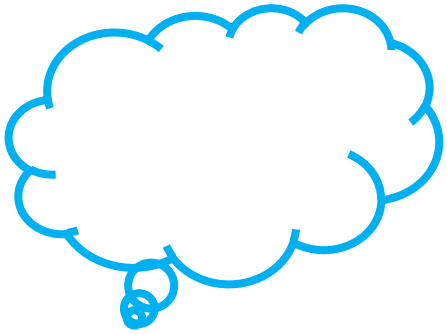
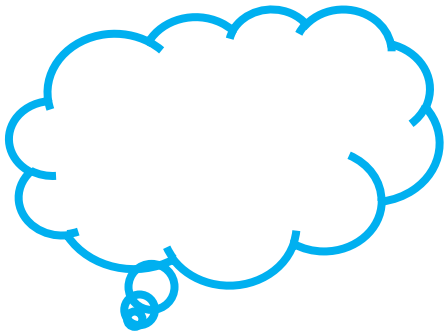
# Lesson 2: Children Practise:

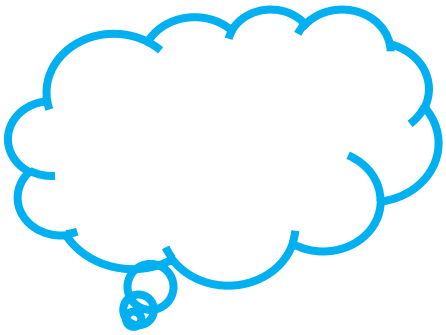
And there, one day, was a bluebird, fighting bravely against the freezing wind. She landed on his shoulder.



"What are you doing here, little bird?" he said.
"I'm flying south," she said weakly. "South, where the sun shines. But I'm so cold and tired I can go no farther."



"I'm sure you don't want to stay here," said the robot. "I'm rubbish."
But the bluebird just shivered and said nothing.



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

| Lesson | 3 | Vehicle Text & Page | The Robot and the Bluebird by David Lucas<br>Adapted extract from 'So the bluebird settled down…' to the end of the book |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **Is the robot a good friend?**<br>Teacher Model Question:<br>How does the bluebird make the robot feel? | fluttering, my heart is singing, creaking, clanking dance, his heart was flying, frozen wastes, towering, groaned | ·Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context<br>· Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Self-correction, including re -reading and reading ahead | 2b Retrieve and record information/ identify key details from fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Discuss together what has already happened in the book and any **Questions** and **Predictions** about how the story will end.
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.
Vocabulary: Refer to Lesson 3: Vocabulary Sheet. Discuss and explain these new words in the context of where they are located in the text. Spend time relating to children's understanding and show own examples that will aid understanding, e.g. 'my heart is singing' – my heart can't really sing, but when I am really happy, it feels that way. My heart is filled with music and joy.
Explore & Respond: Read the second half of the book. You will find the adapted extract in Lesson 3: Read / Teacher Model. However, **you may want to use the actual illustrated book.** Teacher note: this has slightly more detail than the extract. Together, write some words on the flipchart that would describe the robot.
Fluency: Model reading the Lesson 3: Fluency, paying particular attention to punctuation and use of a 'Robot voice'; Children to **Choral Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: 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.
Example Model Question for demonstration: How does the Bluebird make the Robot feel?
Reference the Text: Use **Think Aloud** to model **Text Marking**, looking for evidence to address the question. Circle the following words in the Lesson 2: Teacher Model: "My old heart only ever said *ticktock*," "But now my heart is *singing,"* 'his heart was *flying'.*
Again, using **Think Aloud,** ask yourself why the author has chosen to write certain words in italics.
Teacher Talks: The italics make me think I need to **Stress** those words and say them a bit louder. It tells me that these words are very important. These are joyous words and they tell us that the bluebird makes the robot feel joyful. Add to Lesson 3: Teacher Model.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Children have a copy of the extract and work together in pairs.
Practise Taught Strategies & Skills: Encourage children to read and explore words and phrases that help answer the **Anchor Question**. Children to use circling to explicitly **Text Mark** to identify words that demonstrate how the robot is a good friend. If they are finding it difficult to locate evidence, consider, *'let me carry you', "I'll carry you in my heart', 'shelter you from the storm', 'across frozen wastes, over towering mountains, through blizzards and fog', 'Make your home in my heart'.* Teacher to feedback as children work.

## Step 4: APPLY

Children Apply 10 mins

Evidence Anchor Question(s): In Reading Journals, complete Lesson 3: Apply.
Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on what the children have identified.
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:
•Use of the strategies taught i.e. **Self-correcting, Text Marking, Stress**
•Responses they have given to the **Anchor Questions**

Acceptable Point(s) Anchor Question
-answers that show his actions help the bird and make him a good friend, e.g. he can be relied upon, he helps the bird, he offers him a home, he ensures the bird can survive the harsh weather etc.

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



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# Lesson 3: Vocabulary

| | |
|---|---|
| my heart is singing | fluttering |
| creaking, clanking dance | his heart was flying |
| frozen wastes | towering |
| his joints groaned | |



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## Lesson 3: Fluency

The next morning, the door to his heart opened and the Bluebird sang, sweet and bright in the icy air.
"My old heart only ever said *ticktock*," said the Robot. "But now my heart is *singing*."

## Lesson 3: Anchor Question

**Is the robot a good friend?**

### Teacher Model Question:

How does the bluebird make the robot feel?



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# Lesson 3: Read / Teacher Model / Children Practice

So the bluebird settled down to sleep on a nest the Robot had made.
And as the Robot looked out into the night, he was astonished to feel as if he had a warm, living, beating heart.
And when the Bluebird fluttered, he felt as if his own heart were fluttering.
The next morning, the door to his heart opened and the Bluebird sang, sweet and bright in the icy air.
"My old heart only ever said *ticktock*," said the Robot, "but now my heart is *singing*."
And the Bluebird flew a little way up into the air. And the Robot felt like his heart was *flying*.
And, creaking, he got to his feet, and danced a creaking, clanking dance.
"Then let me carry you," said the Robot.
"I'll carry you in my heart, and shelter you from the cold and storms and winds."
And so he carried her in his heart, across frozen wastes, over towering mountains, through blizzards and fog, though now he was deathly tired and his joints groaned with every step.
And when at last the sun shone, he opened the door to his heart and out flew the Bluebird, singing and twittering thank-yous.
The Robot lifted his arms toward her, but he couldn't take another step.
His strength had failed him at last,
"Make your home in my heart," he said in the faintest whisper, and he hung his head.
And the Bluebird lived in his heart *always.*
And the Robot stands there still, his arms outstretched like an old, hollow tree, home every year to singing birds.

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# Lesson 3: Teacher Model

| What the bluebird does | How that makes the robot feel |
|---|---|
| Sings | Mends his broken heart – makes his own heart sing |
| Flew up in the air | Made the robot feel joyful – like he could fly |

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# Lesson 3: Children Apply

| What the robot does | Why that would make him a good friend |
|---|---|
| | |
| | |
| | |
| | |
| | |



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

| Lesson | 4 | Vehicle Text & Page | The Tin Forest by Helen Ward and Wayne Anderson<br>Adapted extract from start of book up to '…his world outside was still the same.' |
|---|---|---|---|

| Anchor Questions(s):] | Vocabulary Teaching: | Focus Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **How do you think the old man feels at the beginning of the book?** | windswept, close to forgotten, sifting | ·Draw inferences such as inferring characters' feeling, thoughts and motives from their actions, and justifying many inferences with evidence<br>·Predict what might happen from details stated and some which are implied<br>·Read aloud using punctuation to aid expression<br>·Predict what might happen from details stated and some which are implied<br>·Self-correction, including re -reading and reading ahead | 2d Make inferences from the text/explain and justify inferences with evidence from the text<br>2e Predict what might happen from details stated and implied |

## Step 1: READ

Read to Children 12 mins

Activate prior knowledge: Ask children to **Visualise** a forest made of tin, then take brief feedback. Introduce the book and demonstrate **Book Talk** to examine the title, blurb and front cover. Ask children to make **Predictions** and provide evidence for their thinking. Briefly share.

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

Vocabulary: Refer to lesson 4 Vocabulary Sheet. Explore definitions of these new words and phrases by using **Find Read Talk** strategy to help children to understand the meaning of new vocabulary.

Explore & Respond: Read the first few pages of the book up to the sentence, *'But when he awoke, his world outside was still the same.'* Teacher note: the adapted extract is provided below, however you may want to share the actual book as the illustrations are wonderful and aid understanding.

Fluency: Model reading the Lesson 4: Fluency extract. Use your vice to show the pleasant dream that the old man has each evening, then change it to show his disappointment when he wakes up to the same thing every day. Children to **Pair Read** x2.

## Step 2: MODEL

Model to Children 5 mins

Explicitly Model Strategies & Skills: Using Lesson 4: Read, 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.

Remind children of the **Anchor Question**. Look again at the Teacher Model and circle words that would help the reader to understand how he feels at the beginning of the story:

Reference the Text: *'wide windswept place', 'near nowhere', 'close to forgotten', 'filled with all the things that no one wanted'.*

Teacher Talks: *'Windswept'* implies it is an exposed area that is affected by the weather – so this might make it difficult to live there. He may feel isolated, as he doesn't live near anyone else. He also seems to be alone / lonely as he is in a place that has almost been forgotten. He also has to live in amongst other people's junk, so he might feel it is not very pleasant to live there. Add words to the inside of the template to show how he is feeling and the evidence around the outside (see Lesson 4: Teacher Model). Explain there is more evidence for the children to find to answer the **Anchor Question**.

## Step 3: PRACTISE

Children Practise 8 mins

Children Explore & Discuss: Ask the children to read through the extract with a partner. Encourage them to discuss together the feelings of the old man.

Practise Taught Strategies & Skills: Children to explicitly **Text Mark** identified words and phrases by circling them and use **Think Aloud** as they work. If children are finding it difficult to locate evidence, consider, '*looked out on other people's rubbish', 'bad weather', 'every day…tried to tidy rubbish away', 'dreamed he lived in a jungle', 'outside was still the same'.* Techer to feedback as children work.

## Step 4: APPLY

Children Apply 10 mins

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

Verbal & Written Responses: As a class, return to the **Anchor Question** and take feedback on the evidence the children have identified and circled.

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

- Use of the strategies taught i.e. **Visualise, Predictions, Book Talk,** and **Find Read Talk, Text Marking, Pair Reading, Think Aloud**
- Responses they have given to the **Anchor Question**

Acceptable Point(s) Anchor Question
-lives in an unpleasant place and doesn't like what he sees
-tries to make it a better place, but always the same
-has dreams of a much nicer environment to live in
-disappointed his dreams never come true

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



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# Lesson 4: Vocabulary

| | |
|---|---|
| windswept | sifting |
| close to forgotten | |

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## Lesson 4: Fluency

He dreamed he lived in a jungle full of wild forest animals. There were colourful birds, tropical trees. Exotic flowers, toucans, tree frogs and tigers.
But when he awoke, his world outside was still the same.

## Lesson 4: Anchor Question

**How do you think the old man feels at the beginning of the book?**

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## Lesson 4: Read / Teacher Model / Children Practice

There was once a wide windswept place, near nowhere and close to forgotten, that was filled with all the things that no one wanted.
Right in the middle was a small house, with small windows, that looked out on other people's rubbish and the constant bad weather.
In the house lived an old man.
Every day he tried to tidy away the rubbish, sifting and sorting, burning and burying.
And every night the old man dreamed of more.
He dreamed he lived in a jungle full of wild forest animals.
There were colourful birds, tropical trees. Exotic flowers, toucans, tree frogs and tigers.
But when he awoke, his world outside was still the same.

Extract Adapted © The Tin Forest Helen Ward Templar Books



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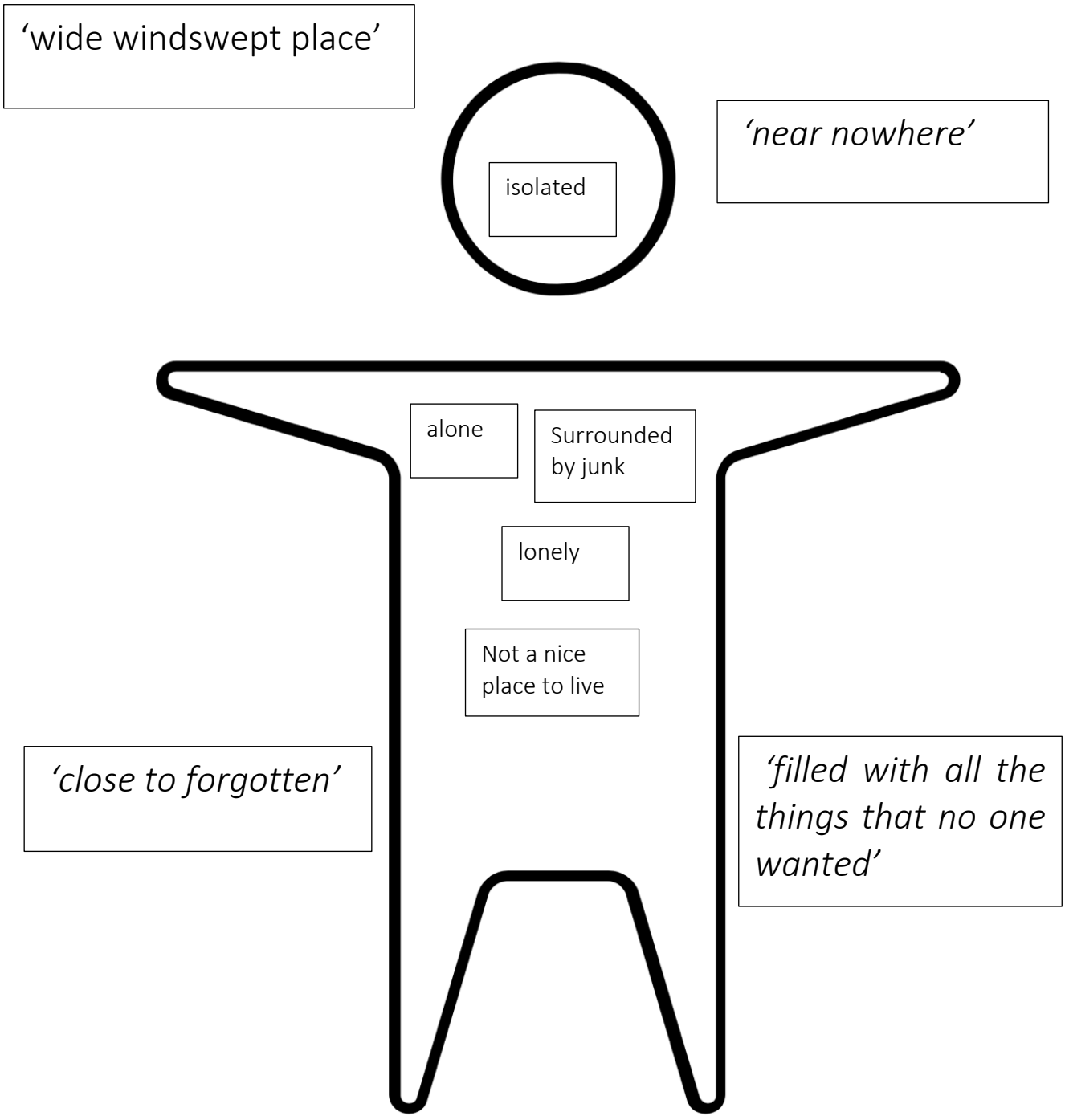
## Lesson 4: Teacher Model

# How do you think the old man feels at the beginning of the book?



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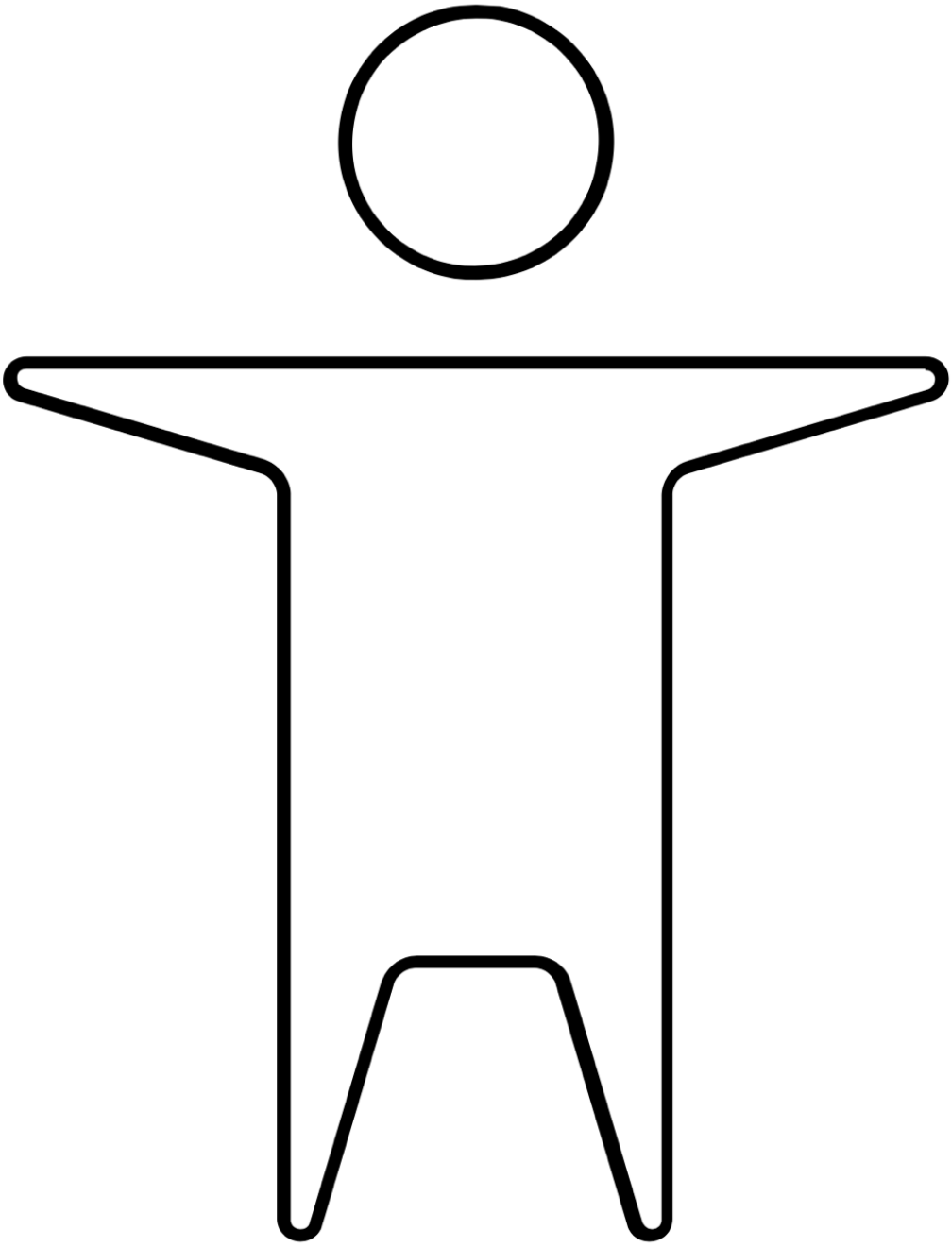
## Lesson 4: Children Apply

How do you think the old man feels at the beginning of the book?





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

| Lesson | 5 | Vehicle Text & Page | The Tin Forest by Helen Ward and Wayne Henderson |
|---|---|---|---|

| Anchor Questions(s): | Vocabulary Teaching: | Application of Comprehension & Strategies: | Focus Content Domain(s): |
|---|---|---|---|
| **How does the author tell us how the old man feels throughout the book?** | heart ached with emptiness, mingled | ·Participate in discussion about books that are read to them and those they can read themselves<br>·Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context<br>·Read aloud using punctuation to aid expression | 2a Give/explain the meaning of words in context<br>2b Retrieve and record information/ identify key details from fiction<br>2d Make inferences from the text/explain and justify inferences with evidence from the |

# Extended Apply Lesson

Activate prior knowledge: Read the whole book to the children. Ask the children to **Visualise** the forest at the end of the book, asking what they might see, hear, taste, smell and touch. How would it feel to be in this environment compared with the rubbish-strewn environment at the start of the book? Take brief feedback.

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 on knowledge of these words.

Share Anchor Question: Refer to this throughout the lesson.

Enjoy and Respond to the text: Children have adapted extract (see below). Ask the children to write down some of the feelings words for the man in the story. Jot these down on a flip chart.

Written Responses / Evidence Anchor Question(s):
• In Reading Journals place the Extended Application Activity sheets. Ask the children to **Text Mark** the words and phrases that relate to the **Anchor Question** independently by circling them.

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

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
**Extended Activity**: Recap work already covered in this lesson, then invite the children to draw a detailed picture of the forest, referring closely to the text. Encourage use of captions with direct reference from the text.

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



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# Lesson 5: Vocabulary

| | |
|---|---|
| heart ached with emptiness | mingled |

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# Lesson 5: Read

One day something caught the old man's eye and an idea planted itself in his head.
The idea grew roots and sprouted. Feeding on the rubbish, it grew leaves. It grew branches. It grew bigger and bigger.
Under the old man's hand, a forest emerged.
A forest made of rubbish.
A forest made of tin.
It was not the forest of his dreams, but it was a forest just the same.
Then one day across the windswept plain the wind swept a small bird.
The old man spilled crumbs from his sandwiches onto the ground.
The bird ate the crumbs and perched to sing in the branches of a tree.
But the next morning the visitor was gone.
All day the old man walked through the silence and his heart ached with emptiness.
That night, by the moonlight, he made a wish…
In the morning the old man woke to the sound of birdsong. The visitor had returned and, with him, his mate.
The birds dropped seeds from their beaks. Soon, green shoots broke through the earth.
Time passed. Soon the song of birds mingled and danced with the buzzing of insects and the rustle of leaves. Small creatures appeared, creeping amongst the jungle of trees. Wild animals slipped through the green shadows.
There was once a forest, near nowhere and close to forgotten, that was filled with all the things that everyone wanted.
And in the middle was a small house and an old man who had toucans, tree frogs and tigers in his garden.

Extract Adapted © The Tin Forest Helen Ward Templar Books



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# Lesson 5: Children Apply

How does the author show us how the old man is feeling throughout the book? Find and copy words from the text that help you answer the question.

| Part of the Story | How the old man feels | Words, phrases and illustrations which show this |
|---|---|---|
| Before the dream | | |
| During the dream | | |
| When the tin forest begins to grow | | |
| When the bird first arrives | | |
| When the bird disappears | | |
| When the bird returns with his mate | | |
| When the forest grows | | |



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# Lesson 5: Comprehension Questions

1. What does the old man give the bird when he first arrives?

_____

_____

2. What wish do you think the old man makes by moonlight?

_____

_____

3. Who brings the seeds that start to grow in the forest?

_____

_____



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# Comprehension Skills & Strategies

## Supporting the development of comprehension:

### Activating Prior Knowledge

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

### Book Talk

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

### Build Word Meaning (Word by Word)

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

### Build Sentence Meaning (Line by Line)

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

### Choral Reading

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

### Clarifying

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

### Connect Books

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

### Connect Paragraphs

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

### Connect Words

Looking at words across a text that relate to one another and provide evidence for Anchor Questions. These could relate to theme, character, setting, plot and inferences etc. The reader can also consider authorial



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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.



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## 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.



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## 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.



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## 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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# Phonics Glossary of Terms

| Term | Definition Explanation |
|---|---|
| phoneme | The smallest single identifiable speech sound in a word i.e. **sh/i/p** |
| grapheme | Letter or combination of letters representing a phoneme. |
| GPC | **G**rapheme **P**honeme **C**orrespondence<br>The mapping of graphemes to phonemes. |
| decode | The process of decoding a word has two stages. Firstly the individual grapheme-phoneme correspondence is recognized and then the phonemes are blended or synthesized all through the word and read. |
| blend | Draw individual sounds together to pronounce a word for reading |
| segment | To split words up into individual phonemes in order to spell |
| digraph | 2 letters representing one phoneme |
| vowel digraph | 2 vowels representing one phoneme e.g. **oa** |
| split vowel digraph | Digraph split by consonant ie, s/**i**/t/**e**, h/**i**/d/**e** |
| trigraph | 3 or more letters representing one phoneme |
| adjacent consonants | Separate consonant phonemes blended in speech e.g. **fl**at and toa**st** |
| CVC word | The word structure of consonant phonemes and vowel phonemes e.g. b/oa/t c/a/t sh/ee/p |
| CCVC word | s/t/o/p |
| CVCC word | m/i/l/k l/a/m/p |
| Common exception words 'tricky for now' | Common exception words are not phonically decodable. 'Tricky for now words' are those which the child has not yet learnt the relevant GPC to decode or encode them. |
| syllable | A unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, For example, the word **water** is composed of two syllables: **wa** and **ter**. |



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# Reading Curriculum Coverage

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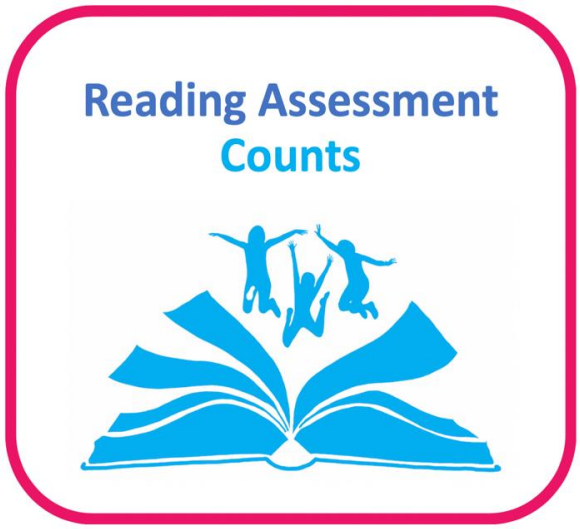
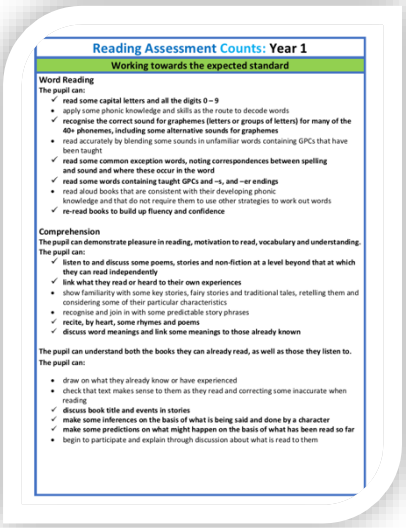
# Reading Assessment





Reading Assessment Counts: **Year 1**

**Working towards the expected standard**

**Word Reading**

The pupil can:

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

**Comprehension**

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

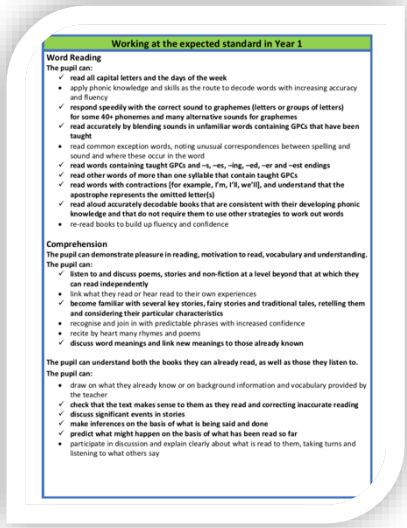
The pupil can:

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

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

The pupil can:

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



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

**Word Reading**

The pupil can:

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

**Comprehension**

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

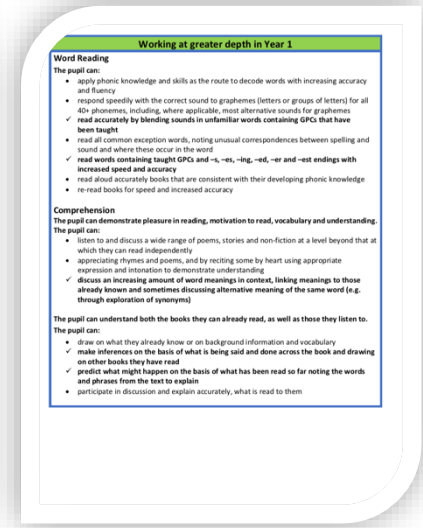
The pupil can:

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

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

The pupil can:

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



**Working at greater depth in Year 1**

**Word Reading**

The pupil can:

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

**Comprehension**

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

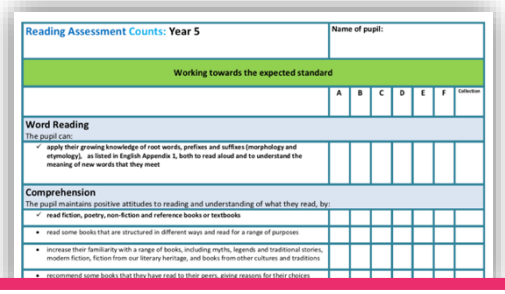
The pupil can:

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

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

The pupil can:

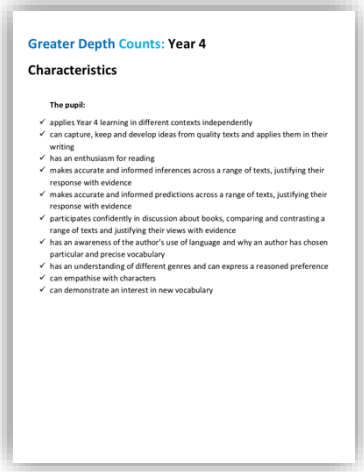
- draw on what they already know or on background information and vocabulary
- ✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read**
- ✓ **predict what might happen on the basis of what has been read so far noting the words and phrases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



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

**Working towards the expected standard**

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



Greater Depth Counts: **Year 4**

**Characteristics**

**The pupil:**

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

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



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

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

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

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

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

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

JAMES SAVAGE
Banks Road Primary School, Assistant Head, 2020

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



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# Connected: Read to Write

**Fact:** Improving outcomes in reading helps improve outcomes in writing

Take a look at our connected sister product.

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

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

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
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# Connect to Curriculum

## Why Connect to Curriculum?

Connect to Curriculum is planning guidance for teachers to deliver knowledge rich content across the wider curriculum. The guidance documents are designed to deliver the statutory elements of the National Curriculum whilst complementing our high quality, evidence informed Read to Write and Steps to Read units of work. This in turn, helps build an immersive, connected curriculum with **Intent** and **Implementation** that leads to **Impact** and improved outcomes for children.

Connect to Curriculum overviews support teachers and leaders by providing:

- Learning that is structured through an **overarching enquiry** question.
- Clear, sequential, knowledge-rich outcomes that are delivered through **subsidiary enquiry** questions
- A curriculum rationale for each unit of work, explaining how it fits into the 'big picture'.
- Suggested pre-reading to support teacher subject knowledge
- Carefully chosen technical vocabulary linked to learning from our Read to Write and Steps to Read units of work
- Suggested wider reading for a **Reading Rich Curriculum**
- Suggested assessment activities linked to high-quality writing outcomes

History

Geography

Science



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