



# Reading Detectives



Session 2 – Destination Reader



hackney success in the making

# Destination Reader



*What is Destination Reader and where did it come from?  
How does the approach work?  
What is the impact of Destination Reader and how is it implemented?*

# What is Destination Reader?

Destination Reader is an approach to teaching reading at KS2 which can be applied to all texts. Its main focus is on:

- *Key reading strategies which support comprehension.*
- *Learning behaviours which support dialogue.*



It was developed by a working party of Hackney teachers who piloted the approach.

# Destination Reader

## Aims:






- To foster a life-long **love of reading**.
- To develop a **consistent approach** to the teaching of reading across KS2.
- To guide teachers on **best practice** in teaching reading
- To **read for purpose** across the curriculum
- To have a consistent approach to developing **vocabulary**
- To provide a curriculum in line with the requirements of the **revised National Curriculum**
- To provide a **robust assessment approach**, centred on formative assessment.


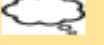




# What are the key features of Destination Reader?



- **KS2** focus
- **Independent learning** based on learning behaviours / partner work
- **Direct teaching of reading (15 minutes)** to whole class before independent reading session (30mins)
- Focus on **talk** – partner work, discussion and explanation
- **Reading walls** support learning in reading
- Increased school responsibility on consistent approach to **‘reading for pleasure’**
- Focus on teaching of **key strategies** which enable a deeper understanding of texts
- Focus on reading a **range of high quality** fiction, non-fiction and poetry
- A **formative approach to assessment** placing children at the heart of their learning.

# Destination Reader Bookmark

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
	<b>Support and actively listen to others</b>		1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	<b>Support</b>	Great reading, good thinking. I like the way you ... when you read. You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	<b>Active listening</b>	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more...	
	<b>Discuss and explain our ideas</b>		1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says... This part suggests that ... because ... My view is that ... because in the book ... Two main reasons explain why I think that ... Earlier we learnt that ... therefore ... On the one hand you could say ... but on the other ... ... is similar to ... because ... In my opinion ... because ... This character is ... because ... The main idea is that ... In summary / I conclude that ... because ...		
Building on other's answers	<b>Agreeing</b>	I agree with ... because ... Similarly ... I'd like to build on / add to that point ... Adding to that point ...	
	<b>Disagreeing / challenging and offering alternative</b>	In contrast ... Alternatively ... It could be but.... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?	
	<b>New idea</b>	Have we considered? Another point I wish to make is ... On reflection I no longer think that ....	
	<b>Take responsibility for our own/group's learning</b>		1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we ... e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because ... Our target next time should be to ...		

Destination Reader	
<b>Predicting</b> 	<b>Inferring</b> 
<ul style="list-style-type: none"> <li>I wonder if</li> <li>I predict</li> <li>I think that</li> <li>I bet that</li> <li>I imagine</li> <li>I think * will happen</li> <li>I think I will learn</li> <li>I think it will be set out</li> <li>The next part will be about</li> </ul>	<ul style="list-style-type: none"> <li>The word * tells me</li> <li>The part * tells me</li> <li>This makes me think that</li> <li>I think this character because</li> <li>I think the setting is</li> <li>I think the mood is</li> <li>I think the writer's viewpoint is</li> <li>I think this character's viewpoint is</li> </ul>
<b>Asking questions?</b>	<b>Evaluating</b> 
<ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>I wonder</li> <li>Why</li> <li>How</li> <li>What if</li> <li>Why do you think</li> <li>How do you think</li> <li>How do we know</li> </ul>	<b>Language</b> <ul style="list-style-type: none"> <li>The word/phrase * works well because</li> <li>I like the way the author uses * It makes me think about</li> <li>I think it would have read better if</li> <li>It's very clever the way the author uses * because</li> <li>The sentence * has high impact because</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>The text is organised well because</li> <li>The presentation helps the reader because</li> <li>The structure could be improved by</li> </ul>
<b>Clarifying</b> 	<b>Making connections</b> 
<ul style="list-style-type: none"> <li>I think that means</li> <li>I didn't understand</li> <li>What does * mean?</li> <li>I need to reread this part because</li> <li>* is a tricky word so I</li> <li>I didn't understand * so I</li> <li>Let's reread because it didn't make sense.</li> </ul>	<b>Text to self:</b> <ul style="list-style-type: none"> <li>I know about this because I</li> <li>I've been to / seen</li> <li>I saw a programme about this</li> <li>I can identify with this character because</li> </ul> <b>Text to text:</b> <ul style="list-style-type: none"> <li>I think this book is a * (genre) book because</li> <li>This reminds me of * because</li> <li>This is similar to * because</li> <li>This character is similar to * because</li> </ul> <b>Text to world:</b> <ul style="list-style-type: none"> <li>This links to</li> <li>This is because</li> </ul>
<b>Summarising</b> 	<b>Learning Behaviours</b>
<ul style="list-style-type: none"> <li>The key idea is</li> <li>The most important ideas are * and I know that because</li> <li>This part is about</li> <li>The headline would be</li> <li>In 10 words</li> <li>The main theme is</li> </ul>	<ul style="list-style-type: none"> <li>Support and actively listen to others</li> <li>Discuss and explain our ideas</li> <li>Take responsibility for your own and your group's learning.</li> </ul>

# Introduction p. 3 Road Map

**Destination  
Reader**



## Step 5: Strategies

What strategies and tools can help us understand texts better?



## Step 4: Portrait – set targets

How can we improve our reading and book level?

## Step 3: What makes a good reader?

What will this look like?

## Step 2: What are our reading preferences?

Which are our favourite books and authors?

## Step 1: Learning Behaviours

How should we talk to one another?



**We'll be taking  
snapshots on the way**






# Non-negotiables

- **Tracking** of book level and relevant interventions
- **Lessons personalised** to needs of cohort – All children white/lime or below  
= ability book daily
- **High quality texts** central to the curriculum
- Reading lessons for reading
- Reading lessons should be engaging – show enthusiasm for texts
- **Displays** to support learning



# DR Lesson structure - Teacher Guidance p9

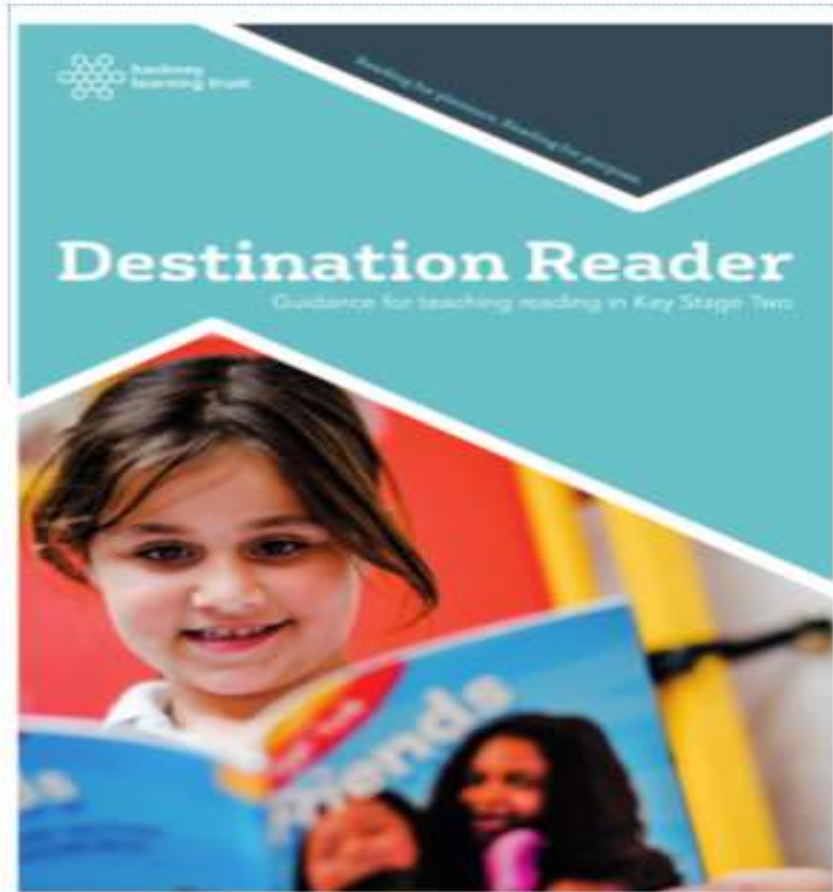
Structure of a DR Reading lesson	
<b>Before reading</b> <b>whole class</b> <b>15 mins</b>	<b>Introduce or revise lesson strategy / focus and stems.</b> (Introduce context of text / new vocabulary if needed)
	 <b>Model strategy through think aloud with displayed text.</b>
	 <b>Mixed ability partners practising strategy.</b>
<b>Independent reading</b> <b>25mins</b>	 <b>Partner or independent reading focussing on strategy</b> where possible. Teachers to monitor ratio of reading / talk so that children build up reading stamina on longer texts. Talk may be during reading or during a plenary. <i>Teachers to focus on specific children.</i>
<b>After reading</b> <b>5 mins</b>	<b>Celebrate</b> good use of the strategies Snapshot Clarify tricky vocabulary Children evaluate their use of the <b>learning behaviours.</b>

# DR Weekly structure p7,8

	Whole-class session	Independent reading	Plenary
<b>Monday / Tuesday</b> <i>Schools may prefer to have more ability sessions, particularly in Years 3 and 4.</i>	<ul style="list-style-type: none"> <li>• Introducing or revising strategy.</li> <li>• <b>Modelling</b> strategy through <b>think aloud.</b></li> </ul>	<p>All children using a <b>continuation of a text</b> that teacher has introduced to practise strategy. Focus on oral use of strategies in mixed ability pairs.</p> <p><b>Teacher monitoring, supporting and challenging all pairs in use of strategy initially, moving to hearing focus children read.</b></p>	<ul style="list-style-type: none"> <li>• Celebrating good use of strategy.</li> <li>• Selfie – answering targeted question.</li> <li>• Vocabulary</li> <li>• Reflecting on use of learning behaviours.</li> </ul>
<b>Wednesday/ Thursday</b>	<ul style="list-style-type: none"> <li>• <b>Partner practice</b> of strategy</li> </ul>	<p>Children read in partners or independently, applying the strategy if possible to texts at an <b>instructional level</b> (e.g. using sets of guided readers)</p> <p>Continuation of text teacher has shared if appropriate level.</p> <p><b>Teachers hear children read at their book level focussing on wider reading skills, giving children clear guidance on how to improve. Can be in groups or partners. Individual tracking sheet.</b></p>	
<b>Friday</b>		<p><b>Weekly written comprehension focus.</b>            (This may take place in literacy to allow for more ability sessions)</p>	

Mon	Tue	Wed	Thu	Fri
Intro to strategy Predicting	Input Predicting	Input Predicting	Input Predicting	Input Big Picture
<b>The Twits</b>	<b>The Twits</b>	<b>The Twits</b>	<b>The Twits</b>	<b>The Twits</b>
Mixed ability reading	Mixed ability reading	Ability groups	Ability groups	Big Picture
<b>The Twits</b>	<b>The Twits</b>	<b>Levelled texts</b>	<b>Levelled texts</b>	<b>The Twits</b>
<b>Plenary</b>	<b>Plenary</b>	<b>Plenary</b>	<b>Plenary</b>	<b>Plenary</b>

# Destination Reader booklet and website



## Contents

### 1 Principles

- Enable Quality Experience
- Promote Enjoyment
- Increase Reading Mileage
- Build Firm Foundations
- Developing Thinking and Understanding
- Make Talk Central

### 2 Teacher Guidance

- Learning Environments
- Structure
- Planning
- Vocabulary
- Big Picture

### 3 Leading on Reading

- Leadership of Reading
- Lead Teacher Strategic Planning

### 4 Learning Behaviours

- Establishing Learning behaviours
- Reciprocal Reading

## Contents

### 5 Assessment

- Tracking children's reading
- Reading Albums
- Reading preferences and portraits

### 6 A.R.T (Age Related Text) Guidance

- Rationale
- Text Selection and A.R.T.E books
- Book Lists

### 7 Curriculum

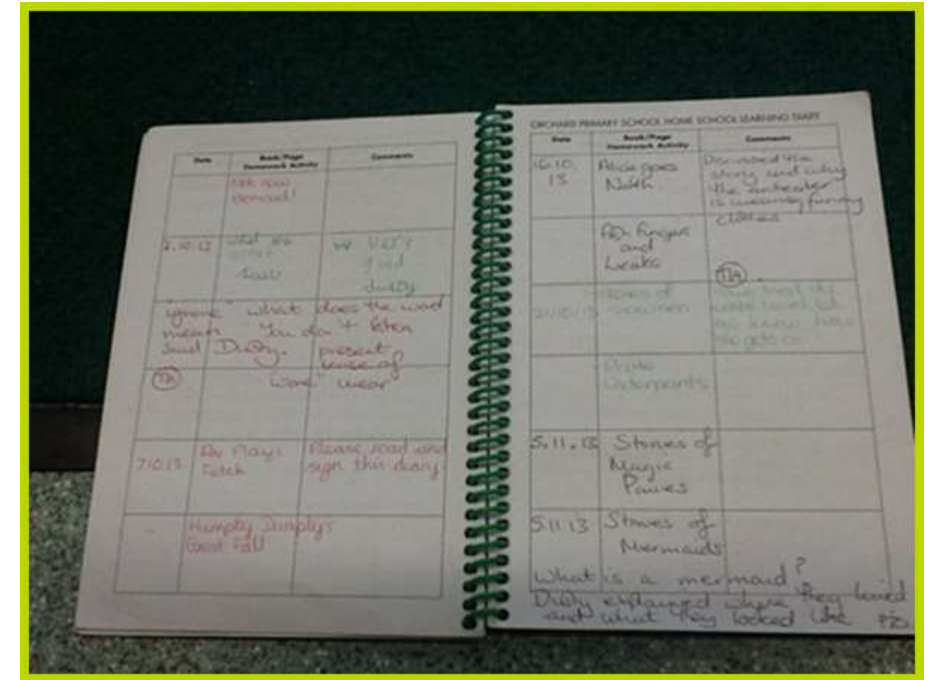
- Year 3 and 4
- Year 5 and 6

### 8 Appendices

- Further Reading

# Promote Enjoyment – Success Criteria

- Passion / sharing opportunities
- Importance of reading communicated
- Books central to curriculum/ environment
- Enrichment opportunities
- High quality texts
- Knowledge of children's literature
- Read alouds
- Home reading valued / partnership
- Children's preferences valued
- Range of reading encouraged
- Targeted groups
- Website / Class doors – we are reading...
- Display class book on classroom door



**How do all stakeholders know that reading is important? Eyes of the child...**

# Promote Enjoyment - Pupil audit



Question				
1.	Do you like reading?	I love it.	I like it.	I don't like it.
	Why?			
2.	Do you think you are a:	Very good reader	An ok reader	Not a very good reader
	Why?			
3.	How often do you read on your own at home?	Every day	Sometimes	Never
	Why?			
4.	How often do you read with an adult at home?	Every day	Sometimes	Never
	Why?			
5.	How many children's authors do you know?	More than 10	Between 5-10	Less than 5
	Who?			
6.	Do you like listening to stories in class?	I love it.	It's OK.	No
	Why?			
7.	How often do you visit your local library?	At least once a week	Sometimes	Never
8.	What is your favourite book?			
9.	Who is your favourite author?			
10.	What do you like to read?	Fiction / stories	magazines	comics
		Information books	poems	other
	Notes			

# Promote Enjoyment – Preferences

**My reading preferences**

**Name:** *James Jones*

**Class:** *5D*

**What I like to read**

*I like to read adventure books, because there is always something new to discover and there is always suspense that makes you want to read more and more of the book.*

*I also like to read mystery books that make me feel like I am there.*

*Books that make me feel like I am part of them.*

**Where and when I like reading**

*I like reading in a calm quiet place, preferably outside with nature.*

*I like reading outside, as it is calm and breezy.*

*I like to read at night when I am to sleep.*

*I like to read when I go travelling eg. on a bus, plane, car, train.*

*I like reading with my family.*

**What are my favourite genres? (e.g. adventure, fairy stories)**

- Mystery
- History
- Adventure
- Fiction
- Fact books
- Story stories
- Religious
- Fables
- My
- Biography
- Real life
- Sci-fi

- Science books
- Action
- Mission
- Books based on
- Real life events

**Which are my favourite books? (fiction, non-fiction, poetry)**

*My favourite books are:*

- Shadow by Michael Niprougo
- The mystery of the Black Salamander
- The portal - by Andrew Norris
- The Enchanted wood
- Trash
- Horrible Geography
- Tom Gates
- Numerous poems
- War horse
- I was a rat
- Horrible Histories (all)

**What would I like to read this year?**

*I would like to read:*

- Vasnetsov
- Phoenix
- Red leaves
- Doctor who
- Riddle story - Return to Karkandor
- The mystery of the dragon
- The birds do little
- Crawler
- Treasure Island
- The BFG
- Huckleberry Finn
- Alice in wonderland
- Wings in the sky
- Great Expectations
- Return to Karkandor
- The birds do little

**Who are my favourite authors?**

*My favourite authors are:*

- Niprougo
- Conroy
- Wilson
- Wheeler
- Lord
- Lois Lowry
- Hacker
- Roald Dahl
- Chadler
- Charles Dickens

# Promote Enjoyment – Portrait

**Reading Portrait**

Name: Zayed Marked by Komar Date: November 2015

Current Reading band: Light blue yrs

Do you like reading?  
 I love it  I like it  I don't like it

Why? I like it because some books I choose give powerful vocabulary and some give me no idea what words mean. I like a book that gives me something to help me learn.

**Reading reflections**

1. Am I reading a wide range of texts, including different genres, different authors and non-fiction and poetry as well as fiction?
2. Do I read aloud fluently and with expression?
3. Am I confident in using the different strategies when reading?
4. Can I write full answers to written comprehension questions?
5. Can I discuss and explain my ideas using the learning behaviours?

**Child Comments:**

I don't read wide range text and different genres but I do read a little bit of non-fiction. I can read fluently quite a bit but not with expression. I don't use strategies that much when I read but I will use it when I do comprehension. I don't use in a sentence which I can do and I read it right. I can use it and learn it. ✓

	1 = Unconfident	4 = Very Confident
Predicting	1	2 3 4
Asking Questions	1	2 3 4
Clarifying	1	2 3 4
Summarising	1	2 3 4
Inferring	1	2 3 4
Evaluating	1	2 3 4
Making Links	1	2 3 4

**Targets:** then use it.

To go off the Laptop and read more books less tv and revisions book. Ask my sisters for help and trying out new findings. ✓

**Notes:**

How will you achieve your targets?

Well done Zayed your comments are good. ☺.



## How does theory inform the new reading curriculum ?

The programmes of study for reading at key stages one 1 and 2 consist of two dimensions; **word reading** and **comprehension.**( Both **listening** and **reading**)

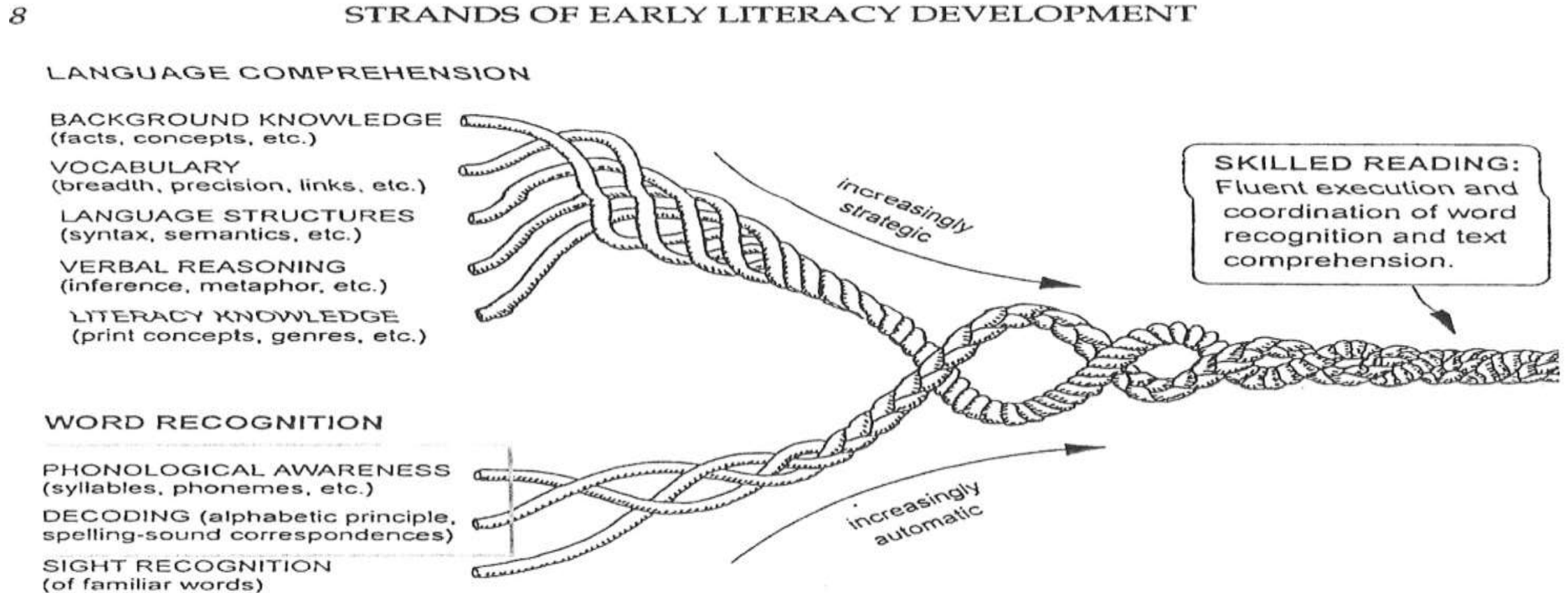


FIGURE 8.1. Illustration of the many strands that are woven together in skilled reading.

*Hollis Scarborough, 2002 in Neuman and Dickinson Eds Handbook of Early Literacy Research.*

# Good readers...



**Predict**



**Ask questions**



**Clarify**



**Summarise**



**Infer**



**Make connections**



**Evaluate**

# Learning Behaviours: Purposes of talk

Children have an opportunity to:

- think
- explain
- internalise learning
- clarify
- build on other ideas

Why does it help children?

- Human interaction enhances learning
- Students learn at deeper levels
- Children's learning is challenged by different viewpoints

# Classroom talk - issues








Teachers dominate talk, especially where more disadvantaged children present.






## Strategies:

- Almost all questions are asked of all children – no hands up.
- Straight to the text
- Limited feedback to keep up pace of lesson.
- All important information prepared on flipchart.
- Set expectations of amount of opportunities for talk per session.
- Teacher asks open questions and prompts.
- Sense of exploring together e.g. is there anything we've missed?
- Let children know the purpose of talk partners.

# Learning behaviours




- Reading sessions should be based upon the 3 learning behaviours:
  - Be supportive and actively listen to others
  - Discuss and explain your ideas
  - Take responsibility for your own and your group's learning
- 
- Spend time initially ensuring children know what each learning behaviour looks like, sounds like and feels like.
    - **Children need a reading bookmark 1 between 2.**
  - Revisit regularly in lessons

Hacking Level: Reading	
<b>Predicting</b>  <ul style="list-style-type: none"> <li>I think that ...</li> <li>I predict ...</li> <li>I think that ...</li> <li>I think ...</li> <li>I imagine ...</li> <li>I think ... will happen ...</li> <li>I think I will learn ...</li> <li>This next part will be about ...</li> </ul>	<b>Inferring</b>  <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>I can guess ... because ...</li> <li>I can imagine ... because ...</li> <li>I think ... because ...</li> <li>I think ... because ...</li> <li>I think ... because ...</li> </ul>
<b>Asking questions</b>  <ul style="list-style-type: none"> <li>What ...?</li> <li>How ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Why ...?</li> </ul>	<b>Evaluating</b>  <ul style="list-style-type: none"> <li>I like ... because ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> <li>I like the way the author ...</li> </ul>
<b>Clarifying</b>  <ul style="list-style-type: none"> <li>I think that means ...</li> <li>I don't understand ...</li> <li>What does ... mean?</li> <li>I need to read this part ...</li> <li>... is a tricky word because ...</li> <li>I don't understand ...</li> <li>Let's read because I don't ...</li> </ul>	<b>Making connections</b>  <ul style="list-style-type: none"> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> <li>I think about ...</li> </ul>
<b>Summarising</b>  <ul style="list-style-type: none"> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> <li>I think ...</li> </ul>	<b>Learning Behaviours</b> <ul style="list-style-type: none"> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> <li>I like ...</li> </ul>

<p><b>Code</b> <b>Clues</b></p> 	<p><b>Look</b> for clues! Circle words, think what phrases could mean, look for question words / instructions</p>
<p><b>Locate</b></p> 	<p><b>Find</b> where the answers might be on the page and in the text. (Skim and scan)</p>
<p><b>Explore</b></p> 	<p><b>Read around</b>—is the answer before / after that word/ phrase or sentence?</p>
<p><b>Answer</b></p> 	<p><b>Write</b> the answer—to the point!</p>
<p><b>Re-read</b></p> 	<p><b>Re-read</b> and check—does what you have writ- ten match the question?</p>

# See, hear, feel grid

## Destination Reader | Learning Behaviours

Be supportive and encourage others		
What it looks like 	What it sounds like (What people might say) 	What it feels like 
Barriers (What stops it working?)		Solutions (Ways to stop that happening)

# Be supportive and actively listen to others

## Support and actively listen to others

1 2 3 4

Use supportive facial expressions – nod, smile, agree. Look at speaker. Bring quieter people into conversation through gestures. Listen and respond to what's being said.


Great reading, good thinking.  
I like the way you ... when you read.  
You've really improved in...  
Which strategy might help you here?  
This is hard to think about.  
That's a good way to think about it.  
Would you like to offer an opinion? What do you think?  
Good point / idea. Oh yes / no!  
That's interesting– do you think so?  
I hadn't thought of that point.  
Can you explain further?  
Tell me more...



# Assessment

- Formative approach in addition to summative assessment
- Reading assessment complex – both book-level and use of strategies
- Tracking of book level / hearing children read essential
- Written assessment minimal – snapshots check progress – should not detract from reading time
- Children central to process
- Cross-curricular evidence
- Evidence gathering should not detract from teaching / interaction
- Moderation of reading assessment

# Assessment

 Find out!



**Summative assessment**  
PiXL etc.  
Assessment tracker  
Class book  
band tracker /  
PM benchmark

**Written comprehension**  
Big picture

**Assessment**

**Short focused tasks**  
2/3 selfies per week

**Individual reading records:**  
I-Spies /  
Individual tracker



# Tracking book level p5/6



Schools should:

- track children's book level through hearing children read
- ensure children are reading and understanding books at an appropriate level.

Book level is key factor when deciding if children have met NC objectives.

Assessment Class Tracker

Destination Number Class Tracker

Class	Book Band	Start of year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End of Y1	Orange						
Expected End of Y2	Red						
Expected End of Y3	Yellow						
Expected End of Y4	Green						
Expected End of Y5	Blue						



Year group 1

Age	End of Previous Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Below	Below						
At level	At level						
Above	Above						

End of year colour band

Year	Band	Band	Band	Band
1	Orange	Red	Yellow	Green
2	Orange	Red	Yellow	Green
3	Orange	Red	Yellow	Green
4	Orange	Red	Yellow	Green
5	Orange	Red	Yellow	Green

Date	Book	Book band	Notes (at correct level, range of strategies used, fluency etc)	Correct level
7/10/15	The Dinosaur Chase	Orange	Carlos, used basic Phonics and pictures	Yes
8/10/15	Kid Cowboy	Orange	Carlos was unable to sound out unfamiliar words - used pictures/Phonics	Yes

Snapshot Type	Symbol	Description	Frequency
<b>Selfie</b> 		<ul style="list-style-type: none"> <li>Short independent plenary activity</li> <li>Checking application of skill</li> <li>Writing a statement e.g. I predict that ...</li> <li>Respond to a targeted question / statement</li> <li>Understanding of key vocabulary</li> </ul>	<b>2 times per week</b> <b>(School approach)</b>

**ORAL Inference**

"There isn't much left," I said.  
 "We were supposed to leave the pudding alone," Huey said.  
 "We'd better get away from here," I said.

What can you infer about how Julian and Huey are feeling from what they said?

*I think that they is feeling <sup>frustrated</sup> because there had will get in trouble.*

*The words we were supposed to leave the pudding alone tells me that Huey is worried that because his dad is going to eat them of.*

**30.4.18 Summarising task**

Order these events in the story 1-3 in the order of which they happened.

Water falls into the mountains and freezes and plants begin to grow. 2 ✓

The boulders have broken down into smaller pieces and there are living things on lands. 3 ✓

A volcano erupts. There is nothing living on land. 1 ✓

Monday 12<sup>th</sup> March 2018




**Vocabulary Check**

Make holes to catch each word to its meaning.	Give the correct word for each definition - to get free	✓
escape	Places of wood which are floating at have been washed up to the sea.	✓
crunch	Move quickly with short steps especially to escape.	✓
sniff	To walk on stony ground.	✓
delivered	To bend your knees and lower yourself so that you are close to the ground and leaning forward slightly.	✓
recovered	An animal that breathes on two a backbone and grows hair.	✓


Challenge: Why do small mammals come out at night?




*Small mammals come out at night better to catch their prey.*

# Selfie formats

Date:  **Vocabulary Check**  

Draw lines to match each word or phrase to its meaning. One has been done for you.

Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.
Click here to enter text.		




Date:  **True or False Task**  

Question:

Using information from the text put a tick in the correct box to show whether the statement is true or false

	True	False
Click here to enter text.		
Click here to enter text.		
Click here to enter text.		
Click here to enter text.		

Insert Challenge Question:




Date:  **Circle the word Task**  

Question:

Circle the word which ...

Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
---------------------------	---------------------------	---------------------------	---------------------------

Insert Challenge Question:



Date:  **Plenary Task**  

Question:

Tick one


Click here to enter text.	<input type="checkbox"/>
Click here to enter text.	<input type="checkbox"/>
Click here to enter text.	<input type="checkbox"/>
Click here to enter text.	<input type="checkbox"/>

Insert Challenge Question:

Snapshot Type	Symbol	Description	Frequency
<p>Big Picture</p> 		<ul style="list-style-type: none"> <li>• Independent written comprehension</li> <li>• Questions provided address a range of strategies or skills</li> <li>• Provides a 'bigger picture'</li> <li>• Compiled by the teacher on seen and unseen texts</li> <li>• Different formats especially Y5/6</li> <li>• Modelling is key</li> </ul>	<p>Weekly</p>

Big Picture  
**Mrs. Women and Children in Anglo-Saxon Times**

The thame and his family lived in a large hall in the heart of the village. He owned the fields and woods around the village as well as herds of cows, pigs and sheep. The church worked on the thame's land and looked after his animals. Each village family also had their own narrow strips of land in the thame's fields.



- 1) Which word tells us that the thame lived in the middle of the village?
- 2) What does the word *owned* mean?
- 3) Who looked after the thame's animals?
- 4) How can you tell that the thame was the most important person in the village?

1) The word that tells us the thame lived in the middle of the village is 'heart' ✓

2) The word 'owned' means that he controlled it ✓

Reading Comprehension: Mrs. Women and Children in Anglo-Saxon Times

1. Which word tells us that the thame lived in the middle of the village?

2. What does the word *owned* mean?

3. Who looked after the thame's animals?

4. How can you tell that the thame was the most important person in the village?

### Swimming the English Channel

from Dover in England to Calais in France

**The first Channel swimmer**

On a foggy August afternoon in 1826, a lone swimmer braved the treacherous waves of the English Channel. He was the first person to swim across the Channel.



Twenty-seven-year-old Webb was a brilliant swimmer from Brighton. He had already been a champion swimmer and holder of 18 English records. He was the first person to swim across the Channel in 1875. He was the first person to swim across the Channel in 1875. He was the first person to swim across the Channel in 1875.



# Be careful with helping children choose age-related texts.

Dick King Smith

112 Pages

'Your Auntie Betty has copped it,' said Pa Hedgehog to Ma.

'Oh, no!' cried Ma. 'Where?'

'Just down the road. Opposite the newsagent's. Bad place to cross, that.'




'Everywhere's a bad place to cross nowadays,' said Ma. 'The traffic's dreadful. Do you realize, Pa, that's the third this



'The Hodgeheg' by Dick King-Smith has:

- High Lexile score of 920 (based on word frequency and sentence length) suitable for a Year 6 child
- Accelerated reader score of 5.2 (Y6)
- Recommended by other book lists for lower KS2 (Y3/4)
- Recommended to be read to Year 2

# Lesson structure

Structure of a DR Reading lesson	
<b>Before reading</b> <b>whole class</b> <b>15 mins</b>	<b>Introduce or revise lesson strategy / focus and stems.</b> (Introduce context of text / new vocabulary if needed)
	 <b>Model strategy through think aloud with displayed text.</b>
	 <b>Mixed ability partners practising strategy.</b>
<b>Independent reading</b> <b>25mins</b>	 <b>Partner or independent reading focussing on strategy</b> where possible. Teachers to monitor ratio of reading / talk so that children build up reading stamina on longer texts. Talk may be during reading or during a plenary. <i>Teachers to focus on specific children.</i>
<b>After reading</b> <b>5 mins</b>	<b>Celebrate good use of the strategies</b> Snapshot Clarify tricky vocabulary Children evaluate their use of the <b>learning behaviours.</b>



# Weekly Structure

	Whole-class session	Independent reading	Plenary	Purpose of independent session
<b>Monday / Tuesday</b> <i>Schools may prefer to have more ability sessions, particularly in Years 3 and 4.</i>	<ul style="list-style-type: none"> <li>Introducing or revising strategy.</li> <li><b>Modelling</b> strategy through <b>think aloud.</b></li> </ul>	<p>All children using a <b>continuation of a text</b> that teacher has introduced to practise strategy. Focus on oral use of strategies in mixed ability pairs.</p> <p><i>Teacher monitoring, supporting and challenging all pairs in use of strategy initially then hearing focus children read.</i></p>	<ul style="list-style-type: none"> <li>Selfie</li> <li>Celebrating good use of strategy.</li> <li>Vocabulary</li> <li>Reflecting on use of learning behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>To build reading stamina (all sessions)</li> <li>To expose all children to high quality texts and vocabulary, regardless of ability.</li> <li>To develop all children's abilities to independently discuss and process texts and work collaboratively.</li> </ul>
<b>Wednesday/ Thursday</b>	<ul style="list-style-type: none"> <li><b>Partner practice</b> of strategy</li> </ul>	<p>Children read in partners or independently, applying the strategy if possible to texts at an <b>instructional level</b> (e.g. using sets of guided readers)</p> <p>Continuation of text teacher has shared if appropriate level.</p> <p><i>Teachers hear children read at their book level focussing on wider reading skills, giving children clear guidance on how to improve. Can be in groups or partners. Use individual tracking sheet.</i></p>		<ul style="list-style-type: none"> <li>To ensure children have opportunities to apply the strategies on texts at their ability level. This builds fluency in word-recognition and language comprehension, supporting progression.</li> <li>To ensure adults assess children's reading by hearing children read and discuss age-appropriate texts.</li> </ul>
<b>Friday</b>		<b>Weekly written comprehension focus.</b>		<ul style="list-style-type: none"> <li>To give children opportunities to accurately and precisely respond to questions in a written format.</li> </ul>

	Whole-class session	Independent reading	Plenary	Purpose of independent session
<b>Monday / Tuesday</b> <i>Schools may prefer to have more ability sessions, particularly in Years 3 and 4.</i>	<ul style="list-style-type: none"> <li>• Introducing or revising strategy.</li> <li>• <b>Modelling</b> strategy through <b>think aloud</b>.</li> </ul>	All children using a <b>continuation of a text</b> that teacher has introduced to practise strategy. Focus on oral use of strategies in mixed ability pairs. <b>Teacher monitoring, supporting and challenging all pairs in use of strategy initially then hearing focus children read.</b>	<ul style="list-style-type: none"> <li>▪ Selfie</li> <li>▪ Celebrating good use of strategy.</li> <li>▪ Vocabulary</li> <li>▪ Reflecting on use of learning behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• To build reading stamina (all sessions)</li> <li>• To expose all children to high quality texts and vocabulary, regardless of ability.</li> <li>• To develop all children’s abilities to independently discuss and process texts and work collaboratively.</li> </ul>
		Children read in partners or independently, applying the strategy if possible to texts at an <b>instructional level</b> (e.g. using sets of guided readers) Continuation of text teacher has shared if appropriate level. <b>Teachers hear children read at their book level focussing on wider reading skills, giving children clear guidance on how to improve. Can be in groups or partners. Use individual tracking sheet.</b>		
<b>Wednesday/ Thursday</b>	<ul style="list-style-type: none"> <li>• <b>Partner practice</b> of strategy</li> </ul>	<b>Weekly written comprehension focus.</b>		<ul style="list-style-type: none"> <li>• To give children opportunities to accurately and precisely respond to questions in a written format.</li> </ul>
<b>Friday</b>				

	Mon	Tue	Wed	Thu	Fri
Whole class starter	Intro to strategy Predicting  The Twits	Input Predicting  The Twits	Input Predicting  The Twits	Input Predicting  The Twits	Input Big Picture  The Twits
Independent session	Mixed ability reading  The Twits	Mixed ability reading  The Twits	Ability groups  Levelled texts	Ability groups  Levelled texts	Big Picture  The Twits
Plenary	Plenary	Plenary	Plenary	Plenary	Plenary

# Interactive lessons

To ensure active learning from all children

## General strategies:

- .No hands up
- .AfL - Agree – thumbs up, Build on – fists, Challenge – C shape
- .At the text by 5 minutes in
- .Say both partners' names
- .Many opportunities for pupil discussion
- .Talk partner time is short and focussed
- .Limited feedback for some answers.
- . Use 'Thumbs up if you said....'
- .Scaling using numbers
- .Visualization

*If you find you need to spend more time on e.g. learning behaviours / vocabulary, do this outside of the lesson.*

# Lesson structure on known text

**Our reading strategy is: Prediction**

**Prediction stems**

- Wonder if
- Think that
- bet that
- imagine
- think \* will happen
- think I will learn
- think it will be set out
- The next part will be about

**because**

Using the front cover, let's make some predictions.

Strategy information

**This week, we will focus on:**

**Support and actively listen to others**

Readers	Give reading good feedback. Use the sentence stems when you talk. You can make suggestions to. When someone says 'I don't like it', you can say 'I like it because...'. What's a good way to think about it? Would you like to offer an opinion? What do you think?
Active listening	Good points I like... I don't like... I have a suggestion... do you think you could... I have a thought... if you think you could... I have a question... for any reader feedback?

Learning behaviour

**Key vocabulary**

Turtle

Vocabulary slide

**Prediction stems**

**TA**

**TP**

**TP**

**TP**

Text (TA and TP)

**What are we reading?**

Group	Group	Group
Group 1	Group 2	Group 3
Group 4	Group 5	Group 6
Group 7	Group 8	Group 9
Group 10	Group 11	Group 12

Readers: Give reading good feedback. Use the sentence stems when you talk. You can make suggestions to. When someone says 'I don't like it', you can say 'I like it because...'. What's a good way to think about it? Would you like to offer an opinion? What do you think?

Active listening: Good points I like... I don't like... I have a suggestion... do you think you could... I have a thought... if you think you could... I have a question... for any reader feedback?

Organisation of groups

**Write your best prediction from today in your reading album. Use the sentence stems.**

**REMEMBER because**

**S Prediction**

What does the text make you think about? What do you think will happen next?

Selfie activity

**Our Destination Reader learning behaviours**

**Support and actively listen to others** 1 2 3 4

**Discuss and explain our ideas** 1 2 3 4

**Take responsibility for our group's learning** 1 2 3 4

Evaluate learning behaviour

# Lesson structure for a new text

**Our reading strategy is...inferring**  
**What is inferring?**

- Inference is when you use clues from the text and prior knowledge to work out something the author doesn't tell you.
- It can often related to character, setting and mood
- The answer is not right there, you have to use clues

**Slide 1**

**Context of the story. What do we already know about...**

George Speaks by Dick King-Smith  
 From

**Slide 2 (optional)**

**Dick King-Smith**

He had a varied life and was a primary school teacher.  
 He wrote over 100 books.  
<http://www.dickking-smith.com/>

George Speaks by Dick King-Smith  
 From

**Slide 3 (optional)**

**Today we strategy behaviours**

**Support and actively listen to others**

Use expressive facial expressions – nod, smile, agree	Support	Good reading, good thinking. Like the way you... when you read, that's really impressed me... which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?
Bring questions, paraphrase and summarise back at the speaker. Listen and respond to what you've said	Active listening	Good point! (How do you feel that's interesting... do you think all... I hadn't thought of that point. Can you explain further? ...)

**Slide 4**

**Context of story - if new**

**Slide 5**

**Author info – if new**

Laura's baby brother  
 (1A)

Laura, who was seven, had very much wanted a brother or sister for a long time. It would be so nice to have someone play with, she thought. But when George was born, she wasn't so sure. (1P)

Everybody – her mother and father, the grandparents, aunts, uncles, friends – made such a fuss of him. And all of these said how beautiful he was. Laura didn't think he was. How could anyone with a round red face and a monkey nose and tiny, tiny eyes all sudden be so full of...  
 by asleep in his cradle cot. (1P)

**Slide 6**

**What Learning behaviours**

**Slide 7**

**Organisation**

**Use your inference stems to help you.**

**Slide 8**

**Plenary**

**Text**

**How did we do?**

**Support and actively listen to others**

Use expressive facial expressions – nod, smile, agree. Bring questions, paraphrase and summarise back at the speaker. Listen and respond to what you've said	Support	Good reading, good thinking. Like the way you... when you read, that's really impressed me... which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?
Active listening	Active listening	Good point! (How do you feel that's interesting... do you think all... I hadn't thought of that point. Can you explain further? ...)

**Slide 9**

**Learning behaviours**

# Reading Strategies – look in your handout

## Use the bookmark!

- Prediction
- Clarifying
- Questioning
- Making Connections
- Inferring
- Summarising
- Evaluating

# Inference



What would progression look like?

## National Curriculum:

- KS1: Making inferences on the basis of what's being said
- KS2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and **justifying inferences with evidence**





## Modelled Lesson:

Our reading strategy is inference.

What is inference?

What aspects of the text do we discuss when talking about inference?

We use clues from the text and our prior knowledge to work out something **the author doesn't tell us**.

It is often based on clues about:

- character
- setting
- mood

What makes good inferences? **Why is it good to infer?**

- Justifying our answers with evidence from the text – **because / P.E.E.**
- Using detail – closely quoting the exact word / phrase
- Finding more than one piece of evidence
- Thinking from the writer's point of view

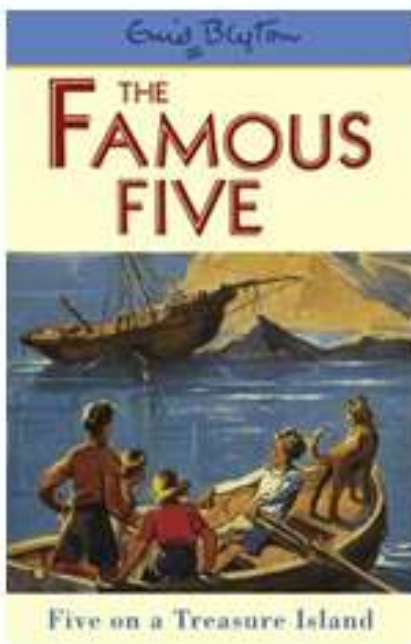
It helps us to have a deeper understanding of the text.

### Stems

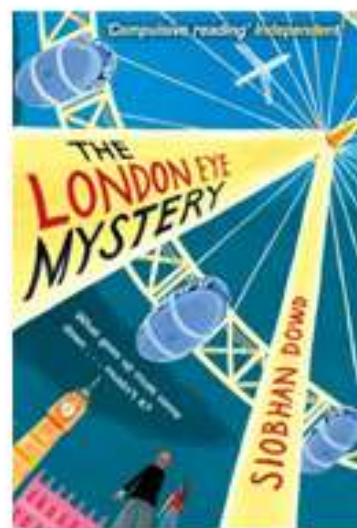
Linked with **because**:

- **The word \* tells me...**
- **The part \* tells me...**
- **This makes me think that...**
  - **I think this character...**
  - **I think the setting is...**
- **I think the mood is...**
- **I think the writer's viewpoint is...**
  - **I think the character's viewpoint is...**

# Context of the story



Our new story is a mystery story.  
What do you know about mystery stories?



# Author info: Lauren St John

Which fact about the author is FALSE?

<http://laurenstjohn.com/q-and-a/>

She was born in a Zimbabwe, a country in Africa.



She has a parrot as a pet.



She had a pet giraffe growing up.



She won a Blue Peter book prize for her children's book.



## Our Learning Behaviour focus

### Today we're focussing on:



Support and actively listen to others

1 2 3 4

Let's focus on:

Can you explain further?

Tell me more...

Learning Behaviour	Language stem		How did we do?
<b>Support and actively listen to others</b>			<b>1 2 3 4</b>
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	<b>Support</b>	Great reading, good thinking. I like the way you ... when you read. You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	<b>Active listening</b>	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more...	

# Vocabulary



**Possessions**



things that belong or are owned by us e.g. clothes, toys, books

**Military neatness**



Military - a characteristic of a soldier or being in the army (Military neatness)

**Other vocabulary:**

**Tarmac**



material used for surfacing roads or other outdoor areas

**hound**



A dog used for hunting

**hedge**



A boundary formed by bushes.

**Synonyms:** funny / amusing  
**Homonyms:** felt / felt  
**Homophones:** Hear / here  
**Antonyms:** worried / carefree

## Deadman's cove

They came for her at 6.47am. (TA)

Laura made a note of the time because she's been waiting for this moment for eleven years, one month and five days and she wanted always to remember it – the hour her life began.(TP)

It was still dark but she was already awake. Already packed. (TP)

The sum total of her possessions had been laid out in her suitcase with a military neatness – two of everything except underwear and books, of which there were seven apiece. One pair of knickers for each day of the week, as ordered by matron, but not enough novels by half. (TP)

**Key Questions: What is the key idea?**

**Challenge: How does the writer create the mood of the text?**

# Plenary



Look at the paragraph 'Beyond the hedge...'  
Find and copy the words that suggest that Laura's life is always boring.



CHALLENGE: What impression do you get of Laura so far?

## Stems

- The word \* tells me...
- The part \* tells me...
- This makes me think that...
- I think this character...
- I think the setting is...
- I think the mood is...
- I think the writer's viewpoint is...
- I think the character's viewpoint is...

because

<http://www.lovereading4kids.co.uk/book/6232/Dead-Man-s-Cove-A-Laura-Marlin-Mystery-by-Lauren-St-John.html>

# Inference selfie

19.11.15

Inference

How do you know a storm happens  
in Aegeon's speech?

How does the author show you? Use  
evidence from the text to support  
your answer.

S

I can tell there is a storm because  
it says "the terrible sea rose up  
and attacked us." This tells me  
that the sea kept on crashing  
into the boat and huge waves  
came into the boat.

I can also tell there is a storm because it says  
"The wind obeying deep." This shows me that  
the wind is mixing with the sea.

Great - two pieces of evidence!




# Inference selfie

02.11.15

What is the tone and atmosphere?  
Use inference evidence to support  
your answer.

S

**Inferring** 

I think this is going to be a .... story  
because ...  
I think this character seems ....  
because...  
Oh no, I think that means ....  
That word tells me ...  
This sentence shows that...  
because...  
I can tell the character is .... from this  
evidence....  
Because I know that ... I think that...

The author builds up a sense of curiosity and suspense during this story. She does this by introducing ideas and concepts during dialogue. This draws you in and triggers you to start asking questions. What is really in there? Will they find a way?

# Plenary



Draw lines to match each word or phrase to its meaning. One has been done for you:



5

hedge		organised and tidy as if in the army
possessions		A boundary made by bushes or shrubs
audacious		things that belong or are owned by us e.g. clothes, toys, books
feats		A dog used for hunting
Military neatness		Being willing to take bold risks
hound		An achievement that requires courage, skill or strength

*Deadman's Cove* : Lauren St John Chapter 1

## Stems

- The word \* tells me...
- The part \* tells me...
  - This makes me think that...
  - I think this character...
  - I think the setting is...
  - I think the mood is...
  - I think the writer's viewpoint is...
  - I think the character's viewpoint is...

because

## Our Learning Behaviour focus How did we do?

# Today we're focussing on:


Support and actively listen to others

1 2 3 4

Let's focus on:

Can you explain further?

Tell me more...

Learning Behaviour	Language stem		How did we do?
<b>Support and actively listen to others</b>			<b>1 2 3 4</b>
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	<b>Support</b>	Great reading, good thinking. I like the way you ... when you read. You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	<b>Active listening</b>	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more...	

## NEXT DAY: Start inferring lesson with:

Look at these 3 inferences from yesterday – which ones work well?

A. I think the writer wanted to make the reader feel empathy for this character early on because her role is so important to the story. Using phrases like 'the hour her life began' and 'sum total of her possessions' encourages the reader to feel sympathetic towards her because they hint at an empty life before.

B. I think Laura is excited because she's 'already packed'.

C. I think Laura lives in an orphanage because the text mentions 'Matron' who would be found in an institution such as this and the 'military neatness' of her clothes emphasises the formal atmosphere.

### What make good inference?

- Justifying our answers with evidence from the text – **because / P.E.E.**
- Using detail – closely quoting the exact word / phrase
- Finding more than one piece of evidence
- Thinking from the writer's point of view



### Stems

Linked with **because**:

- The word \* tells me...
- The part \* tells me...
- This makes me think that...
  - I think this character...
  - I think the setting is...
- I think the mood is...
- I think the writer's viewpoint is...
  - I think the character's viewpoint is...

# Introducing strategy / focus



**Our reading strategy is...inferring**

**What is inferring?**

- *Inference is when you use clues from the text and prior knowledge to work out something the author doesn't tell you.*
- *It can often related to character, setting and mood*
- *The answer is not right there, you have to use clues*

**Inferring**

- The word " tells me
- The part " tells me
- This makes me think that
- I think the character because
- I think the setting is
- I think the mood is
- I think the author's viewpoint is

## 1) Strategy 1-2 mins

**Our reading strategy is Predicting**

**What is predicting?**  
**What do you use when you predict?**

Prediction is making a statement about what will happen in the future. It is based on: what you have read, what is inferred and prior knowledge. It is not a guess.

**What make good predictions?**

*I predict that this text will be a mystery story because of the unusual setting e.g. the orphanage, the cover's moonlight image and the descriptive language used such as the description of her belongings.*

- Evidence from the text and images – because
- Use text, inference and prior knowledge of the world, yourself and other texts
- Predict about content but also features, structure, language and presentation

**Prediction Stems**

- wonder if
- predict
- think that because
- bet that
- imagine
- think " will happen
- think I will learn
- think it will be set out
- The next part will be about

- Adapt the slide to your class needs
- Give an example – unpick why it's good
- Actions or catchphrases e.g. clarifying with a stop signal
- Get children talking within first few minutes



Start – 2.01

## Purpose:

Do children know the focus and how to do it well?

# Learning behaviours



## 4) Learning behaviours 30 secs

**Our Learning Behaviours**

Today we are focussing on...

Support and actively listen to others		1 2 3 4
Use appropriate facial expressions - nod, smile, agree.	<b>Support</b>	Great reading...good thinking I like the way you...when you read. You've really improved in... Which strategy might help you here? That's interesting...do you think so? I hadn't thought of that point...
Bring your own perspective to the group.	<b>Active Listening</b>	Good point / idea. Oh yes / no! That's interesting...do you think so? I hadn't thought of that point. Can you explain further? Tell me more...

What you work on today?

**Our Learning Behaviours**

Support and actively listen to others		1 2 3 4
Use appropriate facial expressions - nod, smile, agree.	<b>Support</b>	Great reading...good thinking I like the way you...when you read. You've really improved in... Which strategy might help you here? That's interesting...do you think so? I hadn't thought of that point...
Bring your own perspective to the group.	<b>Active Listening</b>	Good point / idea. Oh yes / no! That's interesting...do you think so? I hadn't thought of that point. Can you explain further? Tell me more...

Let's focus on:

**Similarly  
Alternatively**

- Quick reminder
- Pick 1 or 2 stems for the week and display on the reading wall or use posters
- If you need to spend longer on these– plan other lessons on Learning Behaviours

**Support and actively listen to others**

Great reading...good thinking  
I like the way you...when you read.  
You've really improved in ...  
Which strategy might help you here?  
What do you think?

Good Point/ Idea. Oh yes /no!  
That's interesting ... do you think so?  
I hadn't thought of that point...

### Purpose:

To ensure children communicate in an effective way.



3.14 -3.33

# Vocabulary



## 5) Vocabulary 2 mins

### Vocabulary

Cockpit



The area at the front of a aircraft from which the pilot controls the plane.

Throttle



This controls the speed of the engine through the flow of fuel.

Diverge



An abrupt change of direction.

Synonyms: Fork / ambling  
Nearonyms: left / left  
Homophones: there / here  
Antonyms: worried / confused

See vocabulary:

- Interactive – Use 1,2,3.
- 2 or 3 words or phrases
- Child –friendly definitions
- Choose ones which will support understanding the most
- Refer to spag. – if they don't know the word, can they work out which word class? Practice clarifying.
- Will the children use these words in their speech / writing – real test if vocabulary slide has impact or not.
- Use games / activities across the week

### Purpose:

To extend children's vocabulary.



George Speaks by Dick King-Smith

Laura's baby brother George was four weeks old when it happened. (TA)

Laura, who was seven, had very much wanted a brother or sister for a long time. It would be so nice to have someone play with, she thought. But when George was born, she wasn't so sure. (TP)

Everybody - her mother and father, the grandparents, uncles, aunts, friends - made such a fuss of him. And all of them said how beautiful he was. Laura didn't think he was. How could anyone with a round red face and a squashy nose and little tiny eyes all sunken in fat be called beautiful. She looked at him as he lay asleep in his carry cot. (TP)

**Stems**

- The word 'tells me...
- The part 'tells me...
- This makes me think that...
- I think this character...
- I think the setting is...
- I think the mood is...
- I think the writer's viewpoint is...
- I think the character's viewpoint is...

**Key Questions:** Look at the first part. What do you think happened? *because*

- Ensure all text read aloud by adult.
- Aim for less text but in more depth. Use ABC.
- Use a **scan of the actual text or a font** which closely matches the text font to make it as similar to the actual book as possible.
- **Display the front cover**, even if using an extract.
- Ensure **the Think aloud and questions** are pre-planned.
- Less experienced teachers may prefer to use animations to **display their questions** or this can be useful when lessons are being covered.
- **Key questions** should be taken from the Big Picture questions and contain a challenge.





# Independent session Partner reading



**What are we reading?**  
 Continue reading from page 194 to top of page 195 to "It was no surprise to her that he winked"  
 Stop when you read the top paragraph on page 195 to "It was no surprise to her that he winked"

Use your inference stems to help you

Fantasia / Magic from Karate		
Group A	Group B	Group C
Read chapter 10 and 11 of <i>Legend of the Dragon King</i>	Read story of life of <i>Michael the Talker</i>	Read Chapter 11 of <i>The Street</i> (Mama's designs)
Teacher: Will	Teacher: Thara	
Group D: Read up to page 15. <i>Aladdin's Enchanted Lamp</i>	Group E: <i>Maria Williams</i> (about the table) <i>Custines</i> (support)	

Paired Reading - first of Chapter of class book		
Group A	Group B	Group C
<i>David David</i>	<i>Shirley - John</i>	<i>Sam - Sam</i>
<i>Book - Lucy</i>	<i>Julia - Sam</i>	<i>Sarah - Sam</i>
<i>Anna - Sam</i>	<i>John - Michael</i>	<i>Sam - Maria</i>
<i>Sam - Sam</i>		
<i>Julia - Sam</i>		
<i>Sam - Maria</i>		
<i>John - John</i>		
<i>John - John</i>		
<i>Sam - Maria</i>		

- **Partner / individual reading** continuing with lesson focus where possible

- Language stems **on tables**

- Children use **learning behaviours** to encourage independence e.g. . if their partner is stuck, they may say "What strategy could help you here?" rather than jumping in with the word.

**What are we reading?**  
 Continue reading the next 3 pages of *Alice in Wonderland*

Monday / Tuesday Partners:

Damilola and Abidemi	Muna and Luca
Max and Mehmeten	Letia and Gizem
Kacim and Olivia	Alexs and Erel
Claudia and Ivan	Isaac and Mahnoor
Myah and Nikolay	Rannin and Victoria
Sofia and Oliver	Amari and Mirvjen
Ayan and Isra	

**Infering Stems**  
 The word "tells me...  
 The part "tells me...  
 This makes me think that...  
 I think the character...  
 I think the setting is...  
 I think the writer's viewpoint is...  
 I think the character's viewpoint is...  
**because**

- Partners **stop at regular intervals** to practise strategy – after each sentence, paragraph, page, chapter.

- **Limited writing opportunities** – use plenary or 1 post-it for vocabulary

# Independent session: Hearing children



Year	Term	Week	Book Title	Author	Genre	Level	Start Date	End Date	Notes
Y5	Autumn	1							
Y5	Autumn	2							
Y5	Autumn	3							
Y5	Autumn	4							
Y5	Autumn	5							
Y5	Autumn	6							
Y5	Autumn	7							
Y5	Autumn	8							
Y5	Autumn	9							
Y5	Autumn	10							
Y5	Autumn	11							
Y5	Autumn	12							
Y5	Autumn	13							
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Y5	Autumn	97							
Y5	Autumn	98							
Y5	Autumn	99							
Y5	Autumn	100							

- 2/3 pairs daily
- Listen in to partner work
- Check book level and record in DR individual tracker
- Focus on word-reading and comprehension
- Link to portrait targets
- **Children at white and below should read at their instructional level daily.**

Destination Reader Individual Tracker			
What are they doing in the book of a reading lesson?		What are they doing in the book of a reading lesson?	
Word-recognition	Comprehension	Reading fluency & accuracy	Comprehension
<ul style="list-style-type: none"> <li>Can they read the words in the text?</li> <li>Can they read the words in the text with accuracy?</li> <li>Can they read the words in the text with fluency?</li> <li>Can they read the words in the text with confidence?</li> <li>Can they read the words in the text with speed?</li> <li>Can they read the words in the text with accuracy?</li> <li>Can they read the words in the text with fluency?</li> <li>Can they read the words in the text with confidence?</li> <li>Can they read the words in the text with speed?</li> </ul>	<ul style="list-style-type: none"> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> <li>Do they understand the main message?</li> </ul>	<ul style="list-style-type: none"> <li>Can they read the words in the text with accuracy?</li> <li>Can they read the words in the text with fluency?</li> <li>Can they read the words in the text with confidence?</li> <li>Can they read the words in the text with speed?</li> <li>Can they read the words in the text with accuracy?</li> <li>Can they read the words in the text with fluency?</li> <li>Can they read the words in the text with confidence?</li> <li>Can they read the words in the text with speed?</li> <li>Can they read the words in the text with accuracy?</li> <li>Can they read the words in the text with fluency?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> <li>Can they understand the main message?</li> </ul>
Book Title	Level	Target	Notes
4/18/18	Level 1	✓	Literary understanding of the characters
4/18/18	Big Bear	✓	Made connection
4/18/18	Booker	-	Retrieved the story sample

# Inference selfie

19.11.15

Inference

How do you know a storm happens  
in Aegeon's speech?

How does the author show you? Use  
evidence from the text to support  
your answer.

S

I can tell there is a storm because  
it says "the terrible sea rose up  
and attacked us." This tells me  
that the sea kept on crashing  
into the boat and huge waves  
came into the boat.

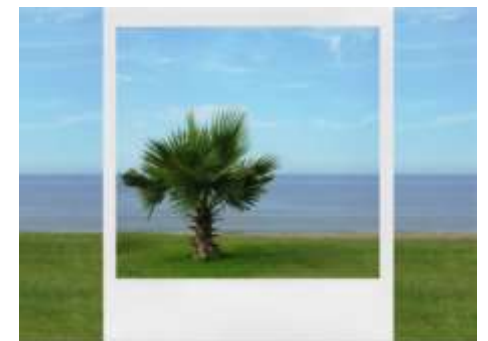
I can also tell there is a storm because it says  
"The wind obeying deep." This shows me that  
the wind is mixing with the sea.

Great - two pieces of evidence!

# Big Picture Lessons

- To develop children's ability to answer written comprehension questions in any format or context—the Big Picture.
- To build on the DR lesson focus of developing oral responses through targeted questioning. Having high expectations of responses across the week through oral answers and plenary activities supports the development of written responses.
- To develop teachers' skills in modelling identifying question types and using strategies to answer questions more accurately.
- To ensure that there is a clear progression across KS2 in answering questions and test technique, rather than this being taught predominantly in Year 6.

<b>RIGHT THERE</b> 		<b>EVALUATE</b> 
Where? When? What? Who? Which? Give Reasons True / False		How does the author / writer / poet? Language, Organisation, Presentation
<b>VOCABULARY</b> 		<b>THINK AND SEARCH</b> 
Which words tell you that ... Find and copy ... What does ___ mean?		How do you know? What does this tell you about the character / mood / setting



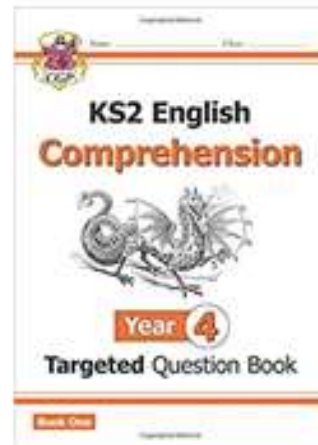
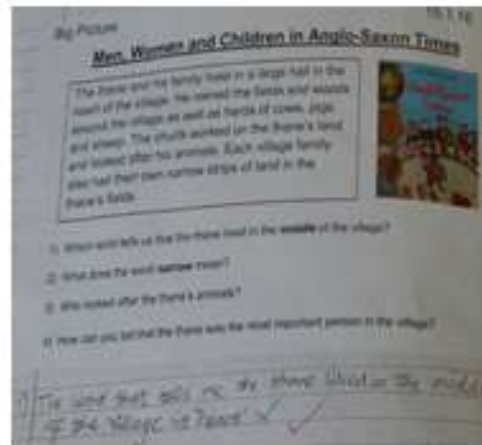
# Organisation of big Picture sessions

**Weekly session** or more often where appropriate e.g. in Year 6 in preparation for statutory testing.

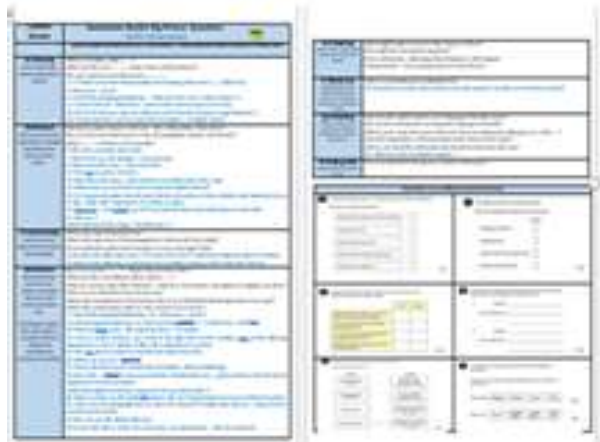
Mon	Tue	Wed	Thu	Fri
Intro to strategy Predicting  The Twits	Input Predicting  The Twits	Input Predicting  The Twits	Input Predicting  The Twits	Input Big Picture  The Twits
Mixed ability reading  The Twits	Mixed ability reading  The Twits	Ability groups  Levelled texts	Ability groups  Levelled texts	Big Picture  The Twits
Plenary	Plenary	Plenary	Plenary	Plenary

# Rationale

- Teachers should use all **3 models** of Big Picture teaching so that children are exposed to different formats of comprehension and differentiated tasks. Children will need to be familiar with reading extended **unseen texts** and be aware of **different question formats** found in summative reading tests.
- Teachers should **initially create questions** based on the key strategies from DR, focussing on specific skills they wish to target (model 1) moving to models 2 and 3 using a range of comprehension resources as appropriate.
- Children should be encouraged to use **Point Evidence Explain (P.E.E.)** when answering questions requiring a longer response—there has been less emphasis on this in more recent statutory assessment at Year 6.

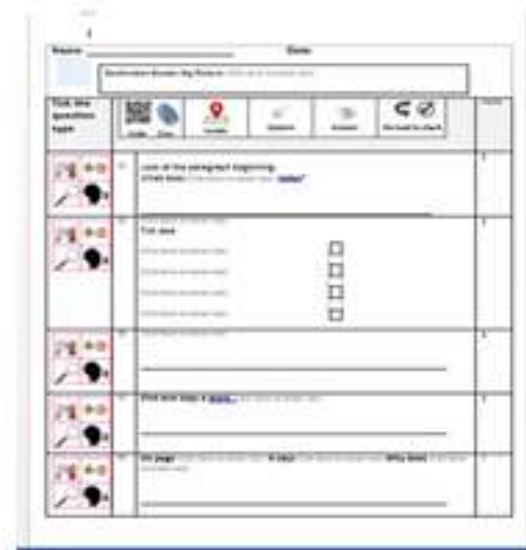


# What will teachers need?



- Big Picture questions, including the retrieval formats

- Question Type posters to refer to in lessons

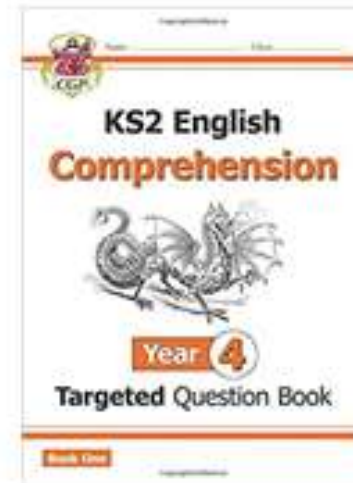


- Generic Big Picture slides to ensure consistency of approach



- School Big Picture template / header if appropriate

- Unseen comprehension resources



## Structure of a DR Big Picture lesson

**Whole class starter**  
**15 mins**

### Introduce or revise strategies

- SAP (Summary/Audience / Purpose)
- CLEAR (Code and clues – Locate – Explore – Answer – Reread)
- Question types (quick activity where you ask questions on a known text and children do relevant action)

**Think aloud: Model** answering 1 question through using **SAP** and **CLEAR**.

**Partners** practising answering 2 or 3 questions using CLEAR—focus on ‘tell your partner how you would answer this question.’

**Independent written comprehension**  
**25mins**

**Children working independently—teacher with focus children.**

**After reading**  
**5 mins**

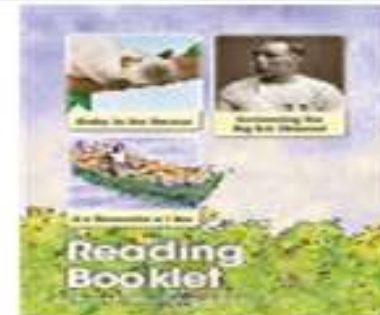
**Select some questions the children found difficult and model CLEAR to answer them or share children’s use of CLEAR.**

**Reflection**—ask children to discuss with a partner how they used CLEAR.  
Praise good strategies such as annotation etc.



# Planning Big Pictures

Model 1 familiar text	Model 2 unknown text	Model 3 longer unknown text
<ul style="list-style-type: none"><li>• All using the same text works well for modelling, particularly at start of DR.</li><li>• Known text helps children focus on technique rather than reading text</li><li>• Use questions from that week</li><li>• Differentiated questions</li><li>• Differentiated texts where appropriate</li></ul>	<ul style="list-style-type: none"><li>• Unknown text at appropriate level text.</li><li>• May be ability texts or published resources.</li><li>• Children become familiar with different question formats</li><li>• SAP very useful.</li></ul>	<ul style="list-style-type: none"><li>• Children need to practice completing longer comprehensions similar to termly assessments.</li><li>• Specific skills for these longer papers.</li><li>• SAP very useful.</li></ul>



- Ensure fiction, non-fiction and poetry covered across the term.
- Familiar and unknown texts building up to length and complexity of termly assessment. Amend published resources where necessary.

# Recording the Big Picture

- Use a header / template
- Children can write directly on a line / in a box to reflect termly assessments
- Question type column / number of marks once older children familiar

**The Dragonfly**  
BP 4.12.15

Use clues from the text to explain your answer.

**Inferring**

1. What is the 'monster' in the poem?
2. Look at the third verse. What does the phrase 'like a shot' tell you about the way the nymph moves?
3. Look at the fourth verse. Why is the jaw of the monster described as a dinner fork?
4. In the fifth verse, it says that the monster gobbled and grew. What does this tell you about what the monster did?
5. Look at this phrase 'veils of silver a cloak for him' from the eleventh verse. What is the poet describing?

**Evaluating**

6. Why are some parts of the poem printed in a different font?

1) I know that the 'monster' in the poem is a dragonfly as that is the name of the poem.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Headmaster Reader: Big Picture: 2 (Use clues from the poem to answer)

Tick the question type	Code	Club	Points	Explore	Answer	Re-read to check	Mark
	Q1						2
	Q2						2
	Q3						2
	Q4						2
	Q5						2

# Big Picture Lesson

- **Subject:** What is it about? What type of text?
- **Audience:** Who is it written for?
- **Purpose:** Why was it written?

They came for her at 6.47am.

Laura made a note of the time because she's been waiting for this moment for eleven years, one month and five days and she wanted always to remember it – the hour her life began.



- Right there
- Think and search
- Evaluate
- Vocabulary

It was still dark but she was already awake. Already packed.

The sum total of her possessions had been laid out in her suitcase with a military neatness – two of everything except underwear and books, of which there were seven apiece. One pair of knickers for each day of the week, as ordered by matron, but not enough novels by half.

*In the paragraph The sum total...How do you know that Laura likes reading? 2 marks*

Code Clues	
Locate	
Explore	
Answer	
Re-read	

# Examples of Big Pictures

**The London Eye Mystery**  
**BP** 27.11.15

Use clues from the text to explain your answers.

There was a muddle of arms and laughing and I wished I could go up to my room. Behind them Salim stood looking on. His eye and my eye met. Then he lifted his shoulders, gazed up at the sky and shook his head. Then he smiled straight at me, which meant that he and I could become friends.

And that felt good. I only had three other friends and they were all grown up. They were Mum, Dad and Mr Shepherd, my teacher at school. I didn't count Kat as my friend because she was rude to me most of the time and interrupted me when I spoke.

**Inferring**

1. How does Ted feel about the situation at first?
2. How do his feelings change?
3. What do we know about Salim's character?
4. What do we know about Ted's character?
5. What does this part tell us about Kat and Ted's relationship?

**Predicting**

6. Do you think Ted and Salim will be friends? Explain your answer.

# Examples of Big Pictures

## How Volcanoes Erupt

Volcanoes are like holes on the Earth's surface. All volcanoes spit out lava, rocks, gas and ash which surrounds the land. This is called a volcanic eruption and takes place below the Earth's surface.

There are five main parts of a volcano including: the magma chamber, main vent, crater, cone and small vents. The magma chamber is a large space where lava is stored. Connected to it is the main vent which is long and wide like a tube. On top of it is the crater which is moderately curved like a bowl. Another part of the volcano is the cone which is a large, dome shaped mound. Lastly, there are the small vents, which are small and thin.

Just before the eruption, hot molten rock from the mantle rises to the earth's surface. As a result of extreme pressure within the Earth, the magma rises to the surface of the earth. Due to the gas bubbles, which grow larger and larger, the magma finds the narrow vent, and spouts out. This culminates in magma which loses bubbles and turns into lava that flows away from the vent. Consequently, exposure to the atmosphere causes the lava to change colour from white to yellow, to orange to red. Eventually the lava turns black. It is now called basalt.

Volcanoes are found all around the world. Once magma bursts onto the earth or sea, it turns into lava. When the fiery molten rock cools down it forms into a new rock. Lava temperatures can reach temperatures as high as 2182°F which is the same as 12000°C. Sometimes lava seeps out of the earth's cracks. Volcanoes were unknown, terrifying and deadly. From 1500 (C. until 400 A.D. ancient Greeks worshipped a god known as Hephaestus.

1) Look at the paragraph beginning "volcanoes are like" Can you give two examples of things volcanoes spit out?  
Ash Gas

2) A volcanic eruption. Tick one true statement to finish the sentence.  
Happens every day somewhere in the world   
Takes place below the earth's surface   
Only happens once a year   
Takes place above the earth's surface

3) Why do you think the author has structured the text into paragraphs?  
because each paragraph is different and you can keep track of the different information.

4) Find and copy 2 main parts of a volcano.  
Magma chamber and main vent.

5) Using information from the text put a tick in the correct box to show whether the statement is true or false:

	True	False
Pressure makes magma rise to the surface of the earth.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
As the gas bubbles grow smaller the magma tries to find a narrow vent.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lava changes colour from yellow to blue.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
As magma loses bubbles it turns into lava.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6) What does cool molten rock turn into? Find and copy text for evidence.  
It forms in top a new rock.

# Modelling Big Picture Lessons

- Model every aspect of the process
- Refer to question types poster on reading wall
- Model retrieval skills such as skimming, scanning, underlining
- Model checking / re-reading
- Use SAP to build confidence, particularly with unseen texts
- Use CLEAR to model so that children are more likely to use these strategies independently

## Look at the whole text:

- **Subject:** What is it about? What type of text?
- **Audience:** Who is it written for?
- **Purpose:** Why was it written?

Questions Harry Potter	Type of question What does this and search Predict Infer	Clues
<b>Questions on Paragraph 1 (p1)</b>		
1. What was the new television for?		
2. How does the author make us feel about Dudley and how?		
<b>Questions on Paragraph 3 (p3)</b>		
3. What do we know about the character Uncle Vernon?		
4. What does the phrase 'Harry was far too used to this to care' tell us about Harry?		
<b>Questions on p14</b>		
5. How does the author's use of language affect how the reader feels about Aunt Marge?		
<b>Questions on p15</b>		
6. What do we know about Aunt Marge's character?		
<b>Questions on p16</b>		
7. Which words and phrases tell us that Harry was angry when Uncle Vernon was talking to him?		
8. Why did Dudley stop watching the TV?		
9. Where does Marge think that Harry goes to?		
<b>Questions on p17, 18</b>		
10. How does Harry persuade Uncle Vernon to sign his permission slip to go to the village?		
<b>Questions on p18, 19</b>		
11. How do we know that Aunt Marge doesn't like Harry? Give specific evidence.		
<b>Questions on whole text</b>		
12. What do you think will happen next and why?		
13. Number these events in the order in which they happen (1 is first & 6 last).		
Aunt Marge arrives	<input type="checkbox"/>	
Harry has breakfast	<input type="checkbox"/>	
Uncle Vernon warns Harry to behave for his aunt	<input type="checkbox"/>	
Harry sends Aunt and Marge away	<input type="checkbox"/>	
They watch a newscast about an escaped convict	<input type="checkbox"/>	

Focus strategy and learning stems

# Reading wall

Key vocabulary

Class text

Class reading preferences

Book marks

Reading strategies

Recommended texts

Relevant information to text  
e.g. character profiles

Learning behaviours



# Termly planning

Class Text: Wind in the Willows Topic links: Animals, trip to river Lea, art paintings.			Term: Class:
Week beg. Events	Genre / Texts Ensure fiction, non-fiction and poetry planned over term.	Strategy / Curriculum Focus	Notes
Week 1	Introduce Wind in the Willows – adventure (fiction)	Prediction	Fiction, non-fiction and poetry
Week 2	Non-fiction – books about animals - introduce key vocabulary of river bank Continue text	Clarifying	
Week 3	Wind in the Willow - adventure (fiction)	Questioning	A range of genres / N.C. expectations
Week 4	Wind in the Willow – adventure (fiction) Use 'forces' text from science	Summarising	
Week 5	Wind in the Willow – adventure (fiction)	Inference	
Week 6 Trip to river	Wind in the Willow – adventure (fiction) River Lea fact-sheet	Making links	Reading for purpose
Week 7	Poetry – animal poems	Evaluating	
Week 8	Poetry – performance poems	Focus on poetry performance objectives	



# Priorities

- Staff Audit – for to monitor you
- Pupil Audit/ Questionnaire
- Tracker Sheet
- Pupil spider diagram 'What is a reader?'
- Teach 3 reading skills sessions a week.
- Reading display

Observed	Observed	Observed	Observed
1. Do you have a reading list?	2. Do you have a reading list?	3. Do you have a reading list?	4. Do you have a reading list?
5. Do you have a reading list?	6. Do you have a reading list?	7. Do you have a reading list?	8. Do you have a reading list?
9. Do you have a reading list?	10. Do you have a reading list?	11. Do you have a reading list?	12. Do you have a reading list?
13. Do you have a reading list?	14. Do you have a reading list?	15. Do you have a reading list?	16. Do you have a reading list?
17. Do you have a reading list?	18. Do you have a reading list?	19. Do you have a reading list?	20. Do you have a reading list?



## Next time

Bring Reading Skills books

Share good lessons and ones that didn't work!

