

<b>Starter/introduction Session</b>		<b>Lesson 1</b>
<b>Focus:</b>	Reading strategies.	
<b>Objective:</b>	<b>R6:</b> (Active Reading) <b>R8:</b> (Infer and deduce)	
<b>Reading Strategy Targeted:</b>	Awareness of the range of reading strategies used by good readers.	
<b>Starter:</b> About 15 minutes	<ul style="list-style-type: none"> <li>● Card sort of the strategies in reading (pupils, in pairs, match each strategy to its exemplification).</li> <li>● Pick out the skills you use in everyday reading. Teacher takes feedback and explains further, if needed.</li> </ul>	
<b>Introduction:</b>	<p>Introduce objective R8 and reading strategies inference/deduction, visualisation and empathise. Also the idea of text marking.</p> <ul style="list-style-type: none"> <li>● Text-mark on OHT extract A (5 mins).</li> <li>● Identify the features of explicit and implicit description of character.</li> <li>● As you annotate ask yourself and answer questions like:  <i>What does this word imply? What does this phrase make me think? What makes me think that (name) thinks or feels this way? How has the writer told me this?</i></li> <li>● Take the opportunity to model the kinds of language used when writing about inference:  <i>The writer is implying that ...</i>  <i>By using the word ... the writer suggests that ...</i>  <i>Although (character) says ... his actions contradict this and we can deduce that ...</i>  <i>The closing line implies that he might be considering ...</i></li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Extract A:</b> 'John Jennings was angry. He was angry for a number of reasons and he knew who to blame. It wasn't so difficult to read a map was it? Any idiot could follow the simple numbered instructions he'd written out for her, so carefully, before they set off. He'd even highlighted, in yellow, the route they were supposed to take on the pages of the A-Z. So what was her problem?</p> <p>Not exactly the first time this had happened. Oh no, not by a long way. He suspected she did it on purpose. She wanted him to feel this way. She wanted him to boil and rage inside. It made her happy. He knew her ways. He knew what she was up to. It was all so familiar.'</p> </div>	
<b>Development:</b>	<ul style="list-style-type: none"> <li>● Give pairs extract B to text-mark in a similar way (5 mins).</li> </ul> <p>The characters in extracts A and B are married. They are together in the same place, thinking these thoughts. In pairs decide upon a setting where this action might be taking place. One partner should sketch quickly how they visualise it. <i>Which clues in the text helped you to do this?</i> The other should highlight two key phrases in each extract that helped you to empathise with these characters. <i>How did the writer help you to step into the shoes of these characters? What does the future hold for this couple?</i> (5 mins)</p>	

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	<p><b>Note:</b> Remind pupils that, while inference and deduction is a reading strategy that they use automatically, and continuously, when reading fiction, they need to sometimes make themselves explicitly aware of the writer's craft so they can talk and write about how an author uses inference to inform the reader.</p>
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<b>Plenary:</b>	Write 4 reading strategies of examples from card sort on board. Think/pair/share.
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<b>Starter/introduction Session</b>		<b>Lesson 2</b>
<b>Focus:</b>	QCA Assessment Focus 2: Describe, select or retrieve information, events or ideas. QCA Assessment Focus 3: Deduce, infer or interpret information, events or ideas.	
<b>Objective:</b>	<b>R8:</b> Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied; <b>R2:</b> Use appropriate reading strategies to extract particular information e.g. highlighting/scanning.	
<b>Whole class:</b>	Look at front cover and blurb - use prediction. Read first chapter. Introduce objective.	
<b>Introduction to text:</b>	Introduce objective - same text.	
<b>Strategy Check:</b>	<ul style="list-style-type: none"> <li>● Predict what might happen, using evidence.</li> <li>● Speculate about characters and events.</li> <li>● Skimming.</li> </ul>	
<b>Independent reading and related task:</b>	<ul style="list-style-type: none"> <li>● Skim first chapter again.</li> <li>● Can you work out where the plot is heading? Be ready to tell where you think this is all leading.</li> <li>● Write down any words/phrases about characters/events which will help you with your response.</li> </ul>	
<b>Return to the text and developing response:</b>	<ul style="list-style-type: none"> <li>● Pupils to give oral response to what they think will happen in the book.</li> </ul>	
<b>Review:</b>	<ul style="list-style-type: none"> <li>● Teacher asks pupils to talk about the strategies they used to interpret ideas.</li> </ul>	

<b>Starter/introduction Session</b>		<b>Lesson 3</b>
<b>Focus:</b>	QCA Assessment Focus 5: Comment on the use of language including grammatical and literary features at word and sentence level.	
<b>Objective:</b>	<b>R14:</b> Recognise how writers' language choices can enhance meaning, eg repetition, emotive vocabulary, varied sentence structure or line length, sound effects.	
<b>Whole class:</b>	Introduce objective. Choose a good piece of description and put on OHT. Use shared reading session to text-mark/annotate for any of the above techniques.	
<b>Introduction to text:</b>	Choose another good piece of description and revise objective.	
<b>Strategy Check:</b>	<ul style="list-style-type: none"> <li>● See images.</li> <li>● Hear a voice through the text.</li> <li>● Interpret patterns.</li> <li>● Text-marking/annotating</li> </ul>	
<b>Independent reading and related task:</b>  Not all of these may be relevant - it depends on the extract you have chosen.	<ul style="list-style-type: none"> <li>● Read short extract independently.</li> <li>● Text-mark and annotate text for following:               <ul style="list-style-type: none"> <li>Can you picture what is happening?</li> <li>Can you describe these images to others in your group?</li> <li>Are your visions different to other readers?</li> <li>Whose voice do you hear?</li> <li>How does it sound? (Does it alter?)</li> <li>How do the central characters sound?</li> <li>Do you hear the noises of the action - birdsong? Car tyres screeching? Explosions? Laughter? Music? etc.</li> <li>Can you see any structures/patterns which make sense to you?</li> </ul> </li> </ul> Pupils must be prepared to describe what they can see/hear from the passage and support their response with reference to the text.	
<b>Return to the text and developing response:</b>	Pupils respond by: <ul style="list-style-type: none"> <li>● Talking about the writer's choice of words and explain what they see and hear in the text.</li> <li>● Talking about the writer's choice of words and sentence constructions, and describe the effect these have on the reader.</li> </ul> They may refer to the following: <ol style="list-style-type: none"> <li>i. Clear and simple sentences allow us to get on with the story.</li> <li>ii. Powerful verbs.</li> <li>iii. Short dramatic sentences.</li> <li>iv. Dramatic vocabulary.</li> <li>v. Hints and suggestions.</li> <li>vi. Clear descriptions.</li> <li>vii. Complex sentences to add layers of meaning.</li> <li>viii. Use of questions to draw us in the story.</li> <li>ix. Use of an adverb to start the sentence to make it more interesting.</li> <li>x. Alliteration/onomatopoeia</li> <li>xi. Imagery.</li> </ol>	
<b>Review:</b>	Teacher revises reading strategies used and gets guided group to lead plenary.	

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<b>Starter/introduction Session</b>		<b>Lesson 4</b>
<b>Focus:</b>	QCA Assessment Focus 6: Identify and comment on writers' viewpoints, and the effect of the text on the reader.	
<b>Objective:</b>	<b>R12</b> Comment, using appropriate terminology, on how writers convey setting, <i>character</i> and mood through word choice and sentence structure.	
<b>Whole class:</b>	When appropriate, focus on a particular character. Choose a section of the book with which you are able to do a shared read about how a character is portrayed through word choice and sentence structure.	
<b>Introduction to text:</b>	Focus on another section of the book in which either above character or another is described. Revise objective.	
<b>Strategy check:</b>	<ul style="list-style-type: none"> <li>● Hear a voice through the text.</li> <li>● Pass judgements/comments.</li> <li>● Empathise.</li> </ul>	
<b>Independent reading and related task:</b>	Read different extract and ask pupils to think about the following: <ul style="list-style-type: none"> <li>● How does this character appear to others? (What kind of words are used to describe their features/build/clothing, etc?)</li> <li>● What does the writer want to suggest to the reader about the character's behaviour, attitude or interests?</li> <li>● What can the reader infer about the characters from their actions and behaviour?</li> <li>● Does the writer use direct speech? What does this tell us about what the character thinks, feels?</li> <li>● How does the writer make the character speak? (Dialect/tone, etc.)</li> <li>● What do other characters say/think about them?</li> </ul>	
<b>Return to the text and developing response</b>	Pupils pass comment on how the writer had portrayed the character, including a personal judgement.	
<b>Review:</b>	Refer to strategies used and how they helped them to respond.	

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<b>Starter/introduction Session</b>		<b>Lesson 5</b>
<b>Focus:</b>	QCA Assessment Focus 4: Comment on structure and organisation including grammatical and presentational features at text level.	
<b>Objective:</b>	<b>R15</b> Trace the ways in which a writer structures a text to prepare a reader for the ending, and comment on the effectiveness of the ending.	
<b>Whole class:</b>	<p>Ensure that the class reader has finished. Take the ending of a very familiar story and put last paragraph on OHT. Model asking questions of the ending to establish expectations of the genre and the aspects which have been brought to the point of closure. For example:</p> <p>'The big bad frog couldn't believe his eyes. The princess was leaning down towards him. "Mmmmm". Any minute now - and pow! Satin suits, white horses, a mighty castle - all would be his once more.'</p> <ol style="list-style-type: none"> <li>i. What is the princess about to do?</li> <li>ii. What will happen to the frog?</li> <li>iii. How will the story end?</li> <li>iv. How do we know?</li> <li>v. What type of story is this?</li> <li>vi. Is the outcome certain?</li> </ol>	
<b>Introduction to text:</b>	Class reader and remind pupils of objective.	
<b>Strategy check:</b>	<ul style="list-style-type: none"> <li>● Re-read and interpret.</li> <li>● Rationalise what is happening.</li> </ul>	
<b>Independent reading and related task:</b>	<ul style="list-style-type: none"> <li>● Re-read part of ending.</li> <li>● Jot down the answer to the following questions:               <ol style="list-style-type: none"> <li>1 What kind of story is this? What is your evidence?</li> <li>2 What was the main 'problem' in the story? What hints at this?</li> <li>3 Does the story come to a definite end or does the writer leave the reader to guess what happens?</li> <li>4 Does the book end as you expected or is it a surprise or even shock ending?</li> <li>5 Does the end echo the opening? Do we return to the same theme, setting, characters?</li> <li>6 Is there a moral/message? Have the characters learned a lesson? Does the author want to tell the reader something.</li> </ol> </li> </ul>	
<b>Return to the text and developing response</b>	<p>Pupil response to the questions:            How is the reader prepared for the ending?(Example taken from 2003 SATs paper)            How is the reader prepared for the discovery that the treasure has gone?            Comment on:            How Jim and the men's approach to the thicket is described;            the gradual revelation that something is wrong;            the way the text ends.</p>	
<b>Review:</b>	Revise reading strategies used and how they helped them to respond.	

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<b>Starter/introduction Session</b>		<b>Lesson 6</b>
<b>Focus:</b>	QCA Assessment Focus 5: Comment on the use of language including grammatical and literary features at word and sentence level.	
<b>Objective:</b>	<b>R14</b> Recognise how writers' language choices can enhance meaning e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects.	
<b>Whole class:</b>	Choose a piece from the text which allows you to teach the above objective (shared read).	
<b>Introduction to text:</b>	Introduce objective and choose another extract from the text.	
<b>Strategy check:</b>	<ul style="list-style-type: none"> <li>● See images.</li> <li>● Hear a voice through the text.</li> <li>● Interpret patterns.</li> <li>● Text-marking/annotating.</li> </ul>	
<b>Independent reading and related task:</b>	<ul style="list-style-type: none"> <li>● Read extract.</li> <li>● Text-mark and annotate for formal/informal language; short or long sentences; repeated word or phrases; direct or indirect speech; complex, unusual vocabulary or simple, straightforward vocabulary; one tense more than any other; imagery to enhance the reader's feelings to help us to visualise the scene/person; a direct address to the reader; a first or third person narrator; language closely linked to a theme e.g. greed, jealousy; a range of stylistic and rhetorical devices; specific punctuation for effect.</li> </ul>	
<b>Return to the text and developing response</b>	As pupils to read out some of the words/phrases they have underlined (or highlighted) and describe the effect these have on the reader.	
<b>Review:</b>	Guided group to choose some of their responses and lead plenary.	