



Year 5 English and Reading

Class Text Overview, Reading Spine and Planning Progression Documents

Class text overview

5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6																																																							
	Goth Girl – Chris Ridell						The Butterfly Lion - Michael Morpurgo						Rapunzel – The Brothers Grimm						Lost Happy Ending – Carol Ann Duffy						Sleeper and Spindle – Neil Gaiman						Macbeth - William Shakespeare						The Strange Case of Dr. Jekyll and Mr Hyde – Robert Louis Stephenson						Poetry: How do I Love Thee? From a Railway Carriage, The Moon at Knowle Hill, Flag, If.						Coming to England – Floella Benjamin						Journey to Jo'Burg – Beverley Naidoo						The Firework Maker's Daughter – Philip Pullman						Journey – Aaron Becker						Year Five Class Performance						The Wolf Rider – Katherine Rundell				

English Teaching and Reading Overview

11:00 – 11:15
Phonics
Handwriting/SPaG misconceptions

11:15 – 11:25
Class text reading as a whole class

11:25 – 12:15
Whole class teaching and learning

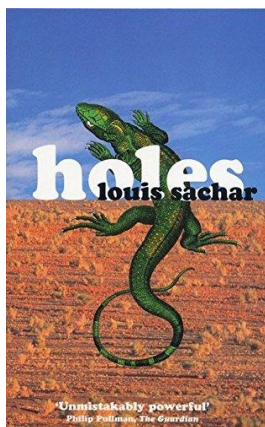
1:10 – 1:40
Independent reading:
20% x3
80% x1

3:00 – 3:10
Whole-class story time:
See reading spine below.

Reading Spine

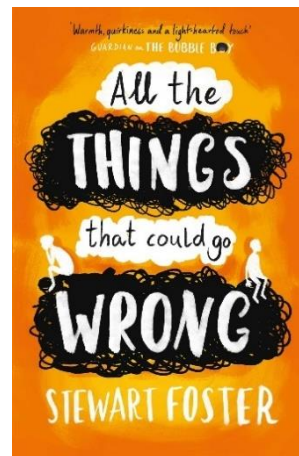
Autumn A

Holes – Louis Sachar



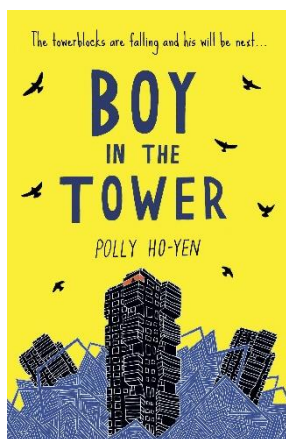
Autumn B

All The Things That Could Go Wrong – Stewart Foster



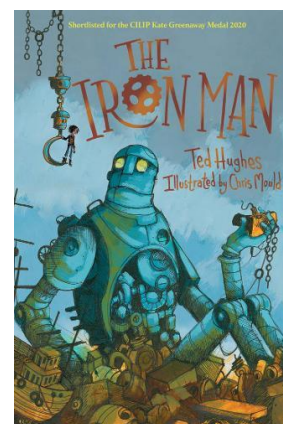
Spring A

Boy in the Tower – Polly Ho-Yen



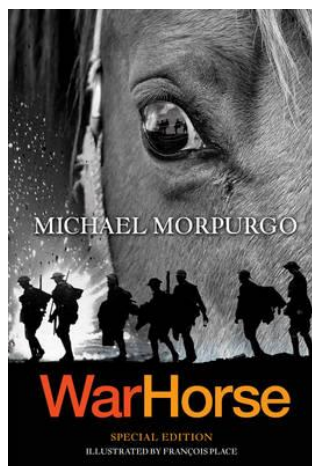
Spring B

The Iron Man – Ted Hughes



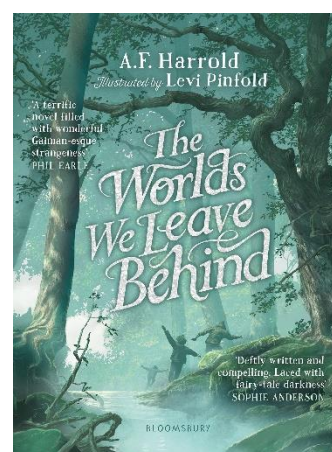
Summer A

War Horse – Michael Morpurgo



Summer B

The Worlds We Leave Behind – A. F. Harrold





Planning Progression Document

	Spelling:	Handwriting:	Reading:	SPaG:	Features of a ____:	Writing:
Autumn A Modern Fiction	Spellings to be sent home weekly as homework to be practised for a test the following Friday: 1 – vicious, precious, delicious, suspicious, malicious 2 – official, special, partial, confidential, essential 3 – observant, observance, observation, hesitant, hesitancy 4 – substance, substantial, confident, confidence, confidential 5 – assistant, assistance, independent,	Diagonal joins to letters without ascenders: 1 – ai, ar, ic, er, ce 2 – ie, ir, am, aw, ac 3 – un, um, uc, ua, ui 4 – iu, ma, ni, mm, mi 5 – ni, ca, cu, im, ae, ce 6 – Recap / misconceptions	2d: Inference 2e: Prediction Explain and discuss their understanding through debate 2b: Retrieve and record information from fiction (comprehension questions) 2c: Summarising main ideas, identifying key details that support main ideas 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2a: Meaning of words in context (ongoing through use of vocab boards)	Direct speech Adverbials Parenthesis Modal verbs and adverbs to indicate possibility Fronted adverbials Semi colons, colons or dashes to mark boundaries between independent clauses	Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to. Diary entry features: Informal First person Inference Non-chronological report features: Formal Sub-headings Present tense Factual, not opinion based Third person Letter features: Address and date Dear ____, First person	Writing to inform: Diary entry Non-chronological report Writing to persuade: Letter Writing to entertain: Character description Descriptive writing Story writing Options: - Story retell - Change of ending - Change of perspective

	<p>independence, obedient</p> <p>6 – considerable, considerable, consideration, changeable, noticeable</p> <p>7 – forcible, legible, understandable, reasonable, enjoyable</p>				<p>Persuasive language</p> <p>Character description features: Informal Third person Inference Good description</p> <p>Descriptive writing features: Figurative language Good description High quality vocabulary</p> <p>Story features: Setting, character, plot Third person (usually) Chronological order</p>	
<p>Autumn B</p> <p>Myths, Fairytales and Traditional Stories</p> <p>Enterprise Week (Advert)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – possible, possibly, sensible, sensibly, transferred</p> <p>2 – preferred, co-ordinate, re-</p>	<p>Diagonal joins with descenders:</p> <p>1 – ag, aj, dy, ay</p> <p>2 – up, ep, lp, iy</p> <p>3 – ip, up, ap, eg</p> <p>4 – ig, ng, ug, ay</p> <p>5 – ef, if, ap, up</p>	<p>2d: Inference</p> <p>2e: Prediction</p> <p>2c: Summarising main ideas, identifying key details that support main ideas</p>	<p>Relative clauses</p> <p>Adverbials</p> <p>Parenthesis brackets, dashes or commas</p> <p>Subjunctive form</p> <p>Passive verbs</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p>	<p><u>Writing to inform:</u></p> <p>Journalistic writing</p> <p>Diary entry</p> <p><u>Writing to persuade:</u></p> <p>Advert (linked to Dragon’s Den)</p> <p><u>Writing to entertain:</u></p>

	<p>enter, reference, referee</p> <p>3 – deceive, conceive, receive, perceive, ceiling</p> <p>4 – thought, enough, though, through, plough</p> <p>5 – doubt, island, lamb, knight, solemn</p> <p>6 – advice, advise, device, devise, licence</p> <p>7 – practise, practice, farther, father, thistle</p>	6 – Recap / misconceptions	<p>Identifying themes and conventions across books</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>Explain and discuss understanding through formal presentation (Enterprise Week)</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	Persuasive language (Enterprise Week Advert)	<p>Journalistic writing features:</p> <p>Factual and objective Fair and balanced Formal Chronological order</p> <p>Diary entry features:</p> <p>Informal First person Inference</p> <p>Advert features:</p> <p>Persuasive language Attention grabbing</p> <p>Character description features:</p> <p>Informal Third person Inference Good description</p> <p>Story features:</p> <p>Setting, character, plot Third person (usually) Chronological order</p>	<p>Character description</p> <p>Story writing</p> <p>Options:</p> <ul style="list-style-type: none"> - Story retell - Change of ending - Change of perspective
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<p>Spring A</p> <p>Fiction from our literary Heritage</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – guessed, guest, heard, herd, led, lead</p> <p>2 – morning, mourning, past, passed, steel, steal</p> <p>3 – who’s, whose, stationary, stationery, wary, weary</p> <p>4 – accommodate, accompany, according, achieve, aggressive</p> <p>5 – amateur, ancient, apparent, appreciate, attached</p> <p>6 – available, average,</p>	<p>Join from s:</p> <p>1 – sa, se, si, sl, sm, st</p> <p>2 – sn, so, sp, ss, su, sw</p> <p>Join with loops:</p> <p>3 – ja, je, ji, jo, ju, fa</p> <p>4 – fi, fe, fo, fr, fu</p> <p>5 – ga, ge, gi, gl, go, gr, gs, gu</p> <p>6 – Recap / misconceptions</p>	<p>2g: Discuss words and phrases that captures the readers’ interest</p> <p>Language/figurative language</p> <p>2h: Making comparisons within and across books</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Present perfect verbs to mark time or cause</p> <p>Relative clauses</p> <p>Parenthesis</p> <p>Commas to clarify meaning and avoid ambiguity.</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p> <p>Non-chronological report features:</p> <p>Formal</p> <p>Sub-headings</p> <p>Present tense</p> <p>Factual, not opinion based</p> <p>Third person</p> <p>Diary entry features:</p> <p>Informal</p> <p>First person</p> <p>Inference</p> <p>Speech features:</p> <p>Persuasive language</p> <p>Factual</p> <p>Conclusive paragraph</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report</p> <p>Diary entry</p> <p><u>Writing to persuade:</u></p> <p>Speech</p> <p><u>Writing to entertain:</u></p> <p>Character description</p> <p>Story writing</p> <p>Options:</p> <ul style="list-style-type: none"> - Story retell - Change of ending - Change of perspective
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	awkward, bargain, bruise				<p>Character description features: Informal Third person Inference Good description</p> <p>Story features: Setting, character, plot Third person (usually) Chronological order</p>	
<p>Spring B</p> <p>Non-Fiction (Three Weeks)</p> <p>Poetry (Two weeks)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 - category, cemetery, committee, communicate, community, competition</p> <p>2 - conscience, conscious, controversy, convenience, correspond</p> <p>3 - criticise, curiosity, definite,</p>	<p>Diagonal join to an ascender:</p> <p>1 – ab, ah, ak</p> <p>2 – al, at, el</p> <p>3 – ch, ck, cl</p> <p>4 – ct, eb, eh</p> <p>5 – el, et, ul</p> <p>6 – Recap / misconceptions</p>	<p>Non-fiction: 2b: Retrieve and record information from non-fiction (comprehension questions)</p> <p>Distinguish between fact and opinion</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p> <p>Poetry: Learning a wide range of poetry by heart (poetry week)</p>	<p>Non-fiction: Use colons to introduce a list & Punctuate bullet points accurately</p> <p>Parenthesis</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Poetry: Noun/Expanded noun phrases</p> <p>Adverbials</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p> <p>Non-chronological report features: Formal Sub-headings Present tense Factual, not opinion based Third person</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report Journalistic writing Biographical writing</p> <p><u>Writing to entertain:</u></p> <p>Poetry x2</p>

	<p>desperate, determined</p> <p>4 - develop, dictionary, disastrous, embarrass, environment</p> <p>5 – equip, equipped, equipment, especially, exaggerate</p> <p>6 - excellent, existence, explanation, familiar, foreign</p>		<p>Free verse and narrative poetry</p> <p>Language, structure and presentation contributing to meaning</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Misconceptions</p>	<p>Journalistic writing features: Factual and objective Fair and balanced Formal Chronological order</p> <p>Biographical writing features: Chronological order Factual Formal</p> <p>Poetry features: Good description High quality vocabulary Rhyming couplets Figurative language</p>	
<p>Summer A</p> <p>Books from other cultures and traditions</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 - forty, frequently, government, guarantee, harass</p>	<p>Maintaining legibility when writing at speed:</p> <p>Children to copy short paragraphs from the board using the range of joins they have been taught while maintaining</p>	<p>Books from other cultures and traditions:</p> <p>Participate in discussions about books that are read to them</p> <p>2d: Inference</p>	<p>Direct speech</p> <p>Parenthesis</p> <p>Subordinate clauses</p> <p>Relative clauses</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p>	<p><u>Writing to inform:</u></p> <p>Journalistic writing</p> <p>Diary entry</p> <p><u>Writing to persuade:</u></p> <p>Argument (linked to debate)</p>

	<p>2 - hindrance, identity, immediate, immediately, individual</p> <p>3 - interfere, interrupt, language, leisure, lightning</p> <p>4 - marvellous, mischievous, muscle, necessary, neighbour</p> <p>5 - nuisance, occupy, occur opportunity, parliament</p> <p>6 - persuade, physical, prejudice, privilege, profession</p>	legibility and speed.	<p>Explain and discuss their understanding through debate</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2e: Prediction</p> <p>2c: Summarising main ideas, identifying key details that support main ideas</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Commas to clarify meaning and avoid ambiguity.</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Identify these features on the planning frames for children to refer to.</p> <p>Journalistic writing features: Factual and objective Fair and balanced Formal Chronological order</p> <p>Diary entry features: Informal First person Inference</p> <p>Argument features: Balanced Persuasive language Factual Conclusive paragraph</p> <p>Character description features: Informal Third person Inference Good description</p> <p>Descriptive writing features: Figurative language Good description High quality vocabulary</p>	<p><u>Writing to entertain:</u></p> <p>Character description</p> <p>Descriptive writing</p> <p>Story writing</p> <p>Options:</p> <ul style="list-style-type: none"> - Story retell - Change of ending - Change of perspective
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					Story features: Setting, character, plot Third person (usually) Chronological order	
Summer B Modern fiction Play (Two weeks)	Spellings to be sent home weekly as homework to be practised for a test the following Friday: 1 - relevant, restaurant, rhyme, rhythm, sacrifice 2 - secretary, shoulder, signature, sincere, sincerely 3 – soldier, stomach, sufficient, suggest, symbol 4 - system, temperature, thorough, twelfth, variety 5 - programme, pronunciation	Maintaining legibility when writing at speed: Children to copy short paragraphs from the board using the range of joins they have been taught while maintaining legibility and speed.	2d: Inference 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2b: Retrieve and record information from fiction (comprehension questions) 2g: Identify/explain how meaning is enhanced through words and phrases 2a: Meaning of words in context (ongoing through use of vocab boards)	Fronted adverbials Parenthesis Relative clauses Semi colons, colons or dashes to mark boundaries between independent clauses	Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to. Diary entry features: Informal First person Inference Letter features: Address and date Dear ____, First person Persuasive language Descriptive writing features: Figurative language Good description	<u>Writing to inform:</u> Diary entry <u>Writing to persuade:</u> Letter <u>Writing to entertain:</u> Descriptive writing Story writing Options: - Story retell - Change of ending - Change of perspective Play (two weeks) (write and perform for end of year performance)

Planning Progression Document

	<p>queue, recognise, recommend</p> <p>6 – vegetable, vehicle, yacht, transferred, preference</p>				<p>High quality vocabulary</p> <p>Story features: Setting, character, plot Third person (usually) Chronological order</p> <p>Play features: Curriculum content Jokes Songs High quality props</p>	
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World Book Day:

- Recommending books they have read to their peers, giving reasons for their choices
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously

Poetry week:

- Learning a wide range of poetry by heart

Spelling Long Term Plan:

Year 5:

Autumn A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Endings which sound like /shul/	-cial generally comes after a vowel letter and -tial after a consonant letter but there are some exceptions	official, special, artificial, partial, confidential, essential <i>Exceptions:</i> initial, financial, commercial, provincial
Week 2	Words ending in -ant , -ance , -ancy	Use -ant and -ance/-ancy if there is a related word with an /ay/ sound in the right position; -ation endings are often a clue.	observant, observance, observation, expectant, expectation, hesitant, hesitancy, hesitation, tolerant, substance, substantial
Week 3	Words ending in -ent and -ence/-ency	Use -ent and -ence/-ency after soft c , soft g and qu .	innocent, innocence, decent, decency, frequent, frequency, confident, confidence, assist, assistance, obedient, obedience, independent, independence
Week 4	Words ending in -able and -ible , -ably and -ibly	-able/-ably ending is used if there is a related word ending in -ation	adorable, adorably, adoration, applicable, applicably, application, considerable, considerably, consideration, tolerable, tolerably, toleration
Week 5	Words ending in -able and -ible , -ably and -ibly	If the -able ending is added to a word ending in -ce or -ge , the e at the end must be kept or it can change to an i .	changeable, noticeable, forcible, legible, sizeable, hireable, nameable, likeable, saleable

Autumn B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Words ending in -able and -ible , -ably and -ibly	The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation .	dependable, comfortable, understandable, reasonable, enjoyable, reliable
Week 2	Words ending in -able and -ible , -ably and -ibly	The -ible ending is common if a complete root word can't be heard before it but there are some exceptions such as <i>sensible</i> .	possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible, sensibly
Week 3	Words with /ee/ sound spelt ei after c	i before e except after c	deceive, conceive, receive, perceive, ceiling, efficient, scientific <i>Exceptions:</i> protein, caffeine, seize
Week 4	Homophones and other words that can be confused	In these pairs of words, nouns end -ce and verbs end -se .	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy
Week 5	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	father (male parent), farther(further ahead or away), guessed (predicted), guest (visitor), heard (listened), herd (group of animals), led (verb), lead (heavy metal), morning (before midday), mourning (feeling when someone dies)

Spring A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Upper Key Stage 2 Word List	Teachers should continue to emphasise to pupils the relationships between sounds and letters through Sounds Write teaching, even when relationships are unusual. Once root words are learnt this way, longer words can be spelt correctly – if the rules and guidance for adding prefixes and suffixes are also known.	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest
Week 2	Upper Key Stage 2 Word List		accompany, average, conscience, conscious, explanation, immediate, immediately, necessary, prejudice, rhythm, symbol
Week 3	Upper Key Stage 2 Word List		according, awkward, develop, dictionary, familiar, individual, neighbour, profession, sacrifice, system
Week 4	Upper Key Stage 2 Word List		achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature
Week 5	Upper Key Stage 2 Word List		aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough
Week 6	Recap previous year's learning and address misconceptions		
Week 7	Recap previous year's learning and address misconceptions		

Spring B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Upper Key Stage 2 Word List	Teachers should continue to emphasise to pupils the relationships between sounds and letters through Sounds Write teaching, even when relationships are unusual. Once root words are learnt this way, longer words can be spelt correctly – if the rules and guidance for adding prefixes and suffixes are also known.	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth
Week 2	Upper Key Stage 2 Word List		ancient, cemetery, criticise, equip, equipped, equipment, government, leisure, opportunity, recognise, sincere, variety
Week 3	Upper Key Stage 2 Word List		apparent, committee, curiosity, especially, guarantee, parliament, lightning, recommend, soldier, vegetable
Week 4	Upper Key Stage 2 Word List		appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle
Week 5	Upper Key Stage 2 Word List		attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht

Week 6	Recap previous year's learning and address misconceptions		
Week 7	Recap previous year's learning and address misconceptions		

Summer A	Statutory requirements:	Spelling rules and guidance:		Spellings:
Week 1	Endings which sound like /shus/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /sh/ sound ends is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i>		Vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Week 2	Adding suffixes with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer ending is no longer stressed.		Referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Week 3	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	past (<i>previous time</i>), passed (<i>moved in front</i>), precede (<i>go in front or before</i>), proceed (<i>go on</i>), principal (<i>most important</i>), principle (<i>truth or belief</i>), profit (<i>money made</i>) prophet (<i>someone who foretells the future</i>), stationary (<i>not moving</i>), stationery (<i>pens, pencils etc.</i>).	
Week 4	Words containing the letter string ough	ough is one of the trickiest spellings in the English language and can make an /u/ /or/, /oa/ or /oo/ sound.		ought, brought, thought, nought, brought, fought, rough, enough, tough
Week 5	Words containing the letter string ough	ough is one of the trickiest spellings in the English language and can make an /u/ /or/, /oa/ or /oo/ sound.		Though, although, dough, through, thorough, borough, plough, bough
Week 6	Recap previous year's learning and address misconceptions			
Week 7	Recap previous year's learning and address misconceptions			

Summer B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago e.g. in <i>knight</i> there was a /k/ sound before the /n/ sound. We need to learn these words and their spellings.	doubt, island, lamb, solemn, thistle, knight, climb, debt, bomb, sign
Week 2	Use of hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own, re-educate, self-service, pro-active, co-owner, ex-husband,

			ultra-argumentative
Week 3	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	steal (<i>take something that doesn't belong to you</i>), steel (<i>metal</i>), wary (<i>cautious or unsure</i>), weary (<i>tired</i>), who's (<i>contraction: who is or who has</i>), whose (<i>belonging: whose jacket is that?</i>), aisle (<i>walkway between seats in a church, plane or train</i>), isle (<i>island</i>), aloud (<i>out loud</i>), allowed (<i>permitted or allowed to do something</i>)
Week 4	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	
Week 5	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	
Week 6	Recap previous year's learning and address misconceptions		
Week 7	Recap previous year's learning and address misconceptions		

Reading lesson guidance:

Reading curriculum link:	Reading lesson activity:		How to embed learning in exercise books:
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Conscience alley</p> <p>A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as Decision Alley or Thought Tunnel.</p> <p>https://youtu.be/-Hs0LirW9v8</p>		<ul style="list-style-type: none"> • Write a short note to the character giving them advice on what to do next and suggest reasons why you are giving that advice.
<ul style="list-style-type: none"> • Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases 	<p>Freeze frame</p> <p>Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to give justify their answers based on evidence from the text. Once completed, children to write what they did in their freeze frame as their character and why.</p> <p>https://youtu.be/flueLbP7NOI</p>		<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.
<ul style="list-style-type: none"> • Summarise main ideas • Inference • Information contributing to meaning • Prediction 	<p>Flashbacks</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands)</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. 	

<ul style="list-style-type: none"> • Meaning enhanced through words and phrases 	<p>they move into a second freeze frame from before their original.</p>	<ul style="list-style-type: none"> • Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing.
<ul style="list-style-type: none"> • Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases 	<p>Flashforwards</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from after their original.</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing.
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Hot seating</p> <p>Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. It is best to give children time to prepare their questions in their exercise books.</p>	<ul style="list-style-type: none"> • Write questions they are going to ask pre hot-seating. • Write what they have learned about the character.
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Role on the wall</p> <p>Outline of a body drawn on board/paper. Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.</p>	<ul style="list-style-type: none"> • Children to create role on the wall independently in their exercise books using body template.
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Thought tracking</p> <p>Thought tracking is a natural follow-up to still images and freeze frames. Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It</p>	<ul style="list-style-type: none"> • Children to write a short diary entry as their character explaining what they were doing/feeling/thinking

	doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.	
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		ng and suggest reasons for this.
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Reading domains (to support planning and questioning during reading teaching):

2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

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

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

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

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Ex Identify/explain how information/narrative content is related and contributes to meaning as a whole

Explain why a character did something.

- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

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

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?