

WEEK 1 **KEY STAGE 2**
LITERACY PLAN

Class _____ Term _____ Week Beginning _____

Guided Reading Exemplar Plan

• To further develop this – see additional guided reading plan in supplementary activities booklet.

Shared Reading	Word Level	Guided Reading	EAL	Independent Activities	Plenary
M Show <i>The Travelling People</i> book to pupils. Paired talk. Discuss what they know about this topic (take no feedback at this point). Skim through book asking children to identify features which help them locate information. Brief focus upon contents, headings, sections, bold print etc. Introduce 'KWL' grid and complete K & W sections using 'time-out'.	W.9. To discuss and draw up a list of unfamiliar vocabulary e.g. Bargee, Romany, persecution, Traveller and Gypsy. List to be displayed and added to throughout the two weeks. Focus pages could be pp. 2-13.	SEE GUIDED READING EXEMPLAR PLAN	Independently, or as a group, pupils complete KWL grid (first two sections). Key Activity	Independently pupils complete own KWL grid (first two sections). Key Activity	Children feedback from individual grids. Teachers add their ideas to class KWL grid.
T Skim through the book. Ask children to select a page of interest (not pp.12-13). Model how to skim to get an initial overview of the subject matter main ideas. Children select another page. Give them 15-20 seconds to skim. Time-out to discuss ideas with partner. Read the text and discuss effectiveness of their skimming.	W.9. As Monday. Continue to add to the list. Focus pages could be pp.14-23.	SEE GUIDED READING EXEMPLAR PLAN	Use pp.12-13 give children information text to be sorted and grouped appropriately then placed on correct region of British Isles map. Activity *	Give children selection of non-fiction texts (including extracts from <i>The Travelling People</i> where appropriate). Children work in pairs. One is the time-keeper whilst a partner skims. Discuss note findings from skimming. Both read the text and record main ideas. Repeat with other non-fiction texts.	Discuss strategies used when skimming. End session with a '10 second skim'. Use whiteboards to record key ideas. Discuss and check with text.
W Use pp.12-13 to model 'scanning'. Set question 'Who was Abram Wood'? Use highlighter. OHT pen to model text-marking. Set another question e.g. 'What is Shelta?' Children scan text, and a volunteer marks shared text. Further questions could include: What is Gammon? Who were the Tinkers and Pedlars?	W.6. To distinguish between homophones (Spelling Bank p.46).	SEE GUIDED READING EXEMPLAR PLAN	Give children 6 simple questions pertaining to the time line. Children to highlight relevant box/detail with question number. Activity ●	Children to use scanning/text – marking to answer 6 set questions from pp.12-13, e.g. Who was Abram Wood? What is Shelta? Originally what may Tinkers have been? Who may have married into immigrant Romany groups from France and Spain? Who usually do not like to be called 'Gypsies'? Before 1700 which was the only Irish town to have its own newspaper? Extension: Use different pages for children to set their own questions e.g. 'Customs and Traditions' (pp.16-17). Swap questions with a partner and answer each other's questions.	Discuss answers to questions set on pp.12-13 and share what has been text-marked. Read pp.12-13 as a whole class. Discuss what they have discerned.
T Using pp.12-13 model how to take notes, using text highlighting of key words. (1st and 2nd paragraph). Children use whiteboards to take notes on 3rd paragraph.	W.6. As Wednesday. Continue homophone activity.	SEE GUIDED READING EXEMPLAR PLAN	Children to complete matrix pertaining to information from pp.6-7. Activity ❖	Using 4 different extracts (e.g. pp. 2-3, 10-11, 16-17 & 18-19) children in pairs take notes by text marking. (Supplement extracts using additional resources if possible.)	End session by asking pupils to reduce a long-winded message (i.e. from teacher to class) to its shortest form - use whiteboards.
F Model how to present notes in a spider diagram and discuss what is meant by using our words. Ask children to reflect upon what they have learnt during the week and add a few ideas to class KWL grid.	W.9. As Monday and Tuesday. Re-cap on Monday and Tuesday's words. Add new words from guided or shared reading that have been discovered this week. Introduce the idea of a glossary.	SEE GUIDED READING EXEMPLAR PLAN	Children independently complete their KWL grid. Key Activity	In pairs children transfer notes into a spider diagram. Children independently complete their KWL grid. Key Activity	Add further ideas to class KWL grid. Teacher scribes from pupils' suggestions on checklist of features for report writing.

Book: <i>The Travelling People</i> Genre: Non-chronological Report Year 5 Term 2	
Teaching sequence	Strategy (What teacher and pupils will do.)
Book introduction or recap (if an ongoing series of sessions).	<ul style="list-style-type: none"> Brief discussion about the title – what might the book be about. Skim through book to orientate the reader. Partner talk to discuss what they know about 'Travellers'. Complete group KWL grid. Individually complete 'W' part of grid. Children write questions onto Post-it notes. Set up task – in pairs, children choose 2 questions to find the answer to (not their own).
Strategy check	Discuss strategies children will use to help find the answers – e.g. contents glossary sections headings illustrations.
Independent reading	<ul style="list-style-type: none"> In pairs, children make use of the features of the text to locate answers to the questions set. Record answers and strategies used on a whiteboard. If finished try to answer another question. During the reading, teacher supports the children in the use of the appropriate strategy.
Returning to the text	<ul style="list-style-type: none"> In pairs children share strategies used to find one answer. Discuss effectiveness of these strategies and share alternatives. Teacher models one specific strategy – e.g. skimming to reinforce the learning objective.
Response	<ul style="list-style-type: none"> Pupils share their answers and teacher records these onto KWL grid. Discuss appropriateness of the questions set and identify reasons for being unable to answer some of them.
Next steps	Independent Session: Individually pupils complete their own KWL grid based upon their newly acquired knowledge. Children refer to the model from the guided reading session. Pupils use the same text to answer their own questions.

Text Level Objectives	Word Level Objectives	Homework
<p>T16 To prepare for reading by identifying what they already know and what they need to find out.</p> <p>T17 To locate information confidently and efficiently through using a range of strategies.</p> <p>T20 Note making: To discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.</p>	<p>W6. To distinguish between homophones (Spelling Bank p.49).</p> <p>W9. To search for, collect, define and spell technical words derived from work in other subjects.</p>	To research individual topic independently in preparation for writing a report.



Class _____ Term _____ Week Beginning _____

Shared Writing	Word / Sentence Level	Guided Writing	EAL	Independent Activities	Plenary
<p>M Refer back to spider diagram completed last week. Model planning, organising ideas into a report skeleton frame (see Writing Flyer 7). From plan, write introduction, referring to skeleton frame. Make reference to layout of the text, e.g. headings/sub-headings. Re-read shared writing.</p>	<p>S.5./S.9. Complex sentences. Sentence (first part). Show model. Practise using whiteboards. ('Grammar for Writing Unit 40'.)</p> <p>e.g. Kathleen is an Irish Traveller. Could become: Kathleen, who lives in Newham, is an Irish Traveller.</p>	<p>TO SUPPORT GROUP WITH THE INDEPENDENT TASK AT GROUP ABILITY LEVEL</p>	<p>Children make a spider diagram based on section 3 of KWL grid.</p>	<p>Children to plan their reports using 'skeleton frame' and then write their opening paragraph.</p>	<p>Introduce 'checklist' for writing reports. Analyse shared writing against checklist. Go through expectations for 1st two paragraphs. (See 'Writing Flyer 7' paragraph 3).</p>
<p>T Teacher demonstration of writing 1st paragraph, referring to skeleton frame. Use time-out and whiteboards for children to come up with sentences for 2nd paragraph, children to convert notes into sentence. Note different ways of presenting the text e.g. use of bold print. Re-read.</p>	<p>S.5./S.9. Complex sentences. Sentence (first part). Show model. Practise using whiteboards. Using connectives: although, if, unless, but, and, as. ('Grammar for Writing Unit 40'.)</p> <p>e.g. The Juggler dropped his plates. Could become: The Juggler dropped his plates, but continued to thrill the audience.</p>	<p>TO SUPPORT GROUP WITH THE INDEPENDENT TASK AT GROUP ABILITY LEVEL</p>	<p>Transfer spider diagram headings onto Post-it notes. Arrange in an order on A3.</p>	<p>Children to write 1st and 2nd paragraphs of report.</p>	<p>Children explain and share their writing in relation to the checklist.</p>
<p>W Use teacher scribing and supported composition to complete 3rd and concluding paragraphs. Use time-out and whiteboards to generate sentences from notes made. Re-read text, focus on presentation of text and use of devices to provide a map for the reader, e.g. sub-headings etc.</p>	<p>W.3. During shared writing encourage, and identify different spelling strategies.</p>	<p>TO SUPPORT GROUP WITH THE INDEPENDENT TASK AT GROUP ABILITY LEVEL</p>	<p>Children generate and develop sentences on Post-it notes (from section 3 of KWL grid) in readiness for placing on A3 plan.</p>	<p>Children to complete 3rd and final paragraphs of report.</p>	<p>²'Hot seating' activity – where children are asked questions about travelling lifestyle.</p>
<p>T Model editing process. Focus on editing shared writing for clarity, conciseness and impersonal style. Give piece ¹'Three stars and a wish' and amend as appropriate.</p>	<p>S.5./S.9. Word/Sentence level work to be integrated into the shared writing session.</p>	<p>TO SUPPORT GROUP WITH THE INDEPENDENT TASK AT GROUP ABILITY LEVEL</p>	<p>Children to place notes under appropriate headings on A3 plan.</p>	<p>Children to complete and edit their reports. Editing to be completed with partner.</p>	<p>Children to share how they improved their reports.</p>
<p>F Presentation session – children to present their reports to others. Could include: i) to class ii) to other year groups iii) assemblies etc.</p>	<p>NB. PRESENTATION SESSION</p>	<p>NB. PRESENTATION SESSION</p>	<p>Children to record presentation on tape for others.</p>	<p>NB. PRESENTATION SESSION</p>	<p>NB. PRESENTATION SESSION</p>



Note:

¹**Three stars and a wish:**
Looking for three positive aspects and one aspect of work to improve.

²**Hot seating:**
Question and answer session where children role-play interviewer and interviewee.

Text Level Objectives	Sentence Level Objectives	Word Level Objectives	Homework
<p>T.21. To convert personal notes into sentences for others to read, paying attention to appropriateness and style, vocabulary and presentation.</p> <p>T.22. To plan, compose, edit and refine short non-chronological reports, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>	<p>S.5. To use punctuation effectively to signpost meaning in longer and more complex sentences. ('Grammar for Writing. Unit 40'.)</p> <p>S.9. To secure the use of the comma in embedding clauses within sentences. ('Grammar for Writing Unit 40'.)</p>	<p>W.3. To use independent spelling strategies. ('Spelling Bank' p.49).</p>	<p>To research individual topic independently in preparation for writing a report.</p>