

# Year 4: Talk for Reading unit planner



Talk for Reading

<b>Unit text</b>	<i>Five Children and It</i> by E. Nesbit
<b>Comprehension focus/s</b>	<b>Unit focus:</b> Using retrieval and inference to understand how characters' behaviour and feelings change within a narrative; summarising the changes.
	Core: vocabulary, retrieval and inferences

<b>Planning</b>	
Select text(s) and analyse for potential - annotate text	<p>Teaching extract: from Chapter 4 <i>Wings</i> p94 from 'Who's to have first wish?' to p98 'suddenly and heavily'. Prepare the extract so that it can be handed to the children bit by bit during the Introduction and then as a complete extract during the Investigation:</p> <p>Session 1 extract – p94 – up to 'nice to drink.' on p95                      Session 2 extract – p95– from 'Oh, but can we fly' to p96 '... easily learned.'                      Session 3 extract – p96 – from 'All the words' to p96 '... red and ripe.'                      Session 4 extract – p96 – from 'They paused on their wings' to p97 '... began to fly'.                      Session 5 extract – p97 - from 'The man stopped short' to p98 'suddenly and heavily'.</p> <p>Independent application extract: Chapter 6 <i>A Castle and No Dinner</i> p125 'Robert was running as fast as he could' to beginning p126 '... the beastly thing.'</p>
Carry out quick assessment (Cold Task) linked to the focus – and set appropriate targets/objectives	<p>Use Chapter 1 <i>Beautiful as the Day</i> from p 11 'I wish you'd come out' to p12 'going to fight.' You can choose to carry out this assessment in several ways:</p> <ol style="list-style-type: none"> <li>As a whole class discussion</li> <li>Group discussion supported by an adult for some children; independent responses for some children</li> <li>As an independent cold task</li> </ol> <p>Have the children read the extract (or read it to them where appropriate) and answer the following questions:</p> <ul style="list-style-type: none"> <li>What is the first thing that we learn about the Psammead's appearance?</li> <li>Make a list of the parts of the Psammead's body that are described. How does the author use simile to help create an image for each one?</li> <li>What do you think the Psammead thinks of the children? How do you know? Support your answer with evidence from the text.</li> </ul>
Choose comprehension focus Decide what vocab in text to focus on	<p>Focus: Retrieval and inference</p> <p><u>Example comprehension question stems</u></p> <ul style="list-style-type: none"> <li>Find 2/3 pieces of information about ...</li> <li>Give two reasons why ...</li> <li>What caused ...?</li> <li>What was the effect of ...?</li> <li>How do you know? How can you tell?</li> <li>What evidence if there to make you think ...?</li> <li>Explain what this suggests about ...?</li> <li>Why is ..... important?</li> </ul>

Vocabulary focus

Base choice on your knowledge of the children. Possibilities:

*cautiously; apologetically; joyous; delirium; iridescent; knickerbocker; uncommon; tremendously; expression; swerved; curiously; 'treading water'; commandments; stout; accord; disentangled; laden; varmints; mauve; hastily; threepenny-bit; hovered; terror-stricken; rejoined.*

**Introduction to the text(s)**

**By end of phase, pupils can access and read the text/s aloud with basic understanding**

**Prior to reading: Hook & Context**

- Provide contextual information
- Activate prior knowledge e.g., 'tuning in' questions

*NB - you may need 2 sessions for this part.*

Show the children the image on the right of a Psammead. Encourage the children to articulate what they think it is and to predict what the story that we are going to be using could be about. Some of the children may link this with the extract used in the assessment task.



Summarise the children's thinking using a 3-sharings frame:

What is it?	Where does it live?	What is special about it?

After discussing and gathering initial thoughts, reveal to the children that the creature is called a Psammead or a Sand Fairy. What does this information tell them? Are they surprised that it is a fairy? Why/why not? Do they have anything to add to the 3-sharings frame? Share the title of the book with the children? Who/what is '*it*'?

Read Chapter 1 of the book to the children to give context to the unit and the extracts the children will be using.

Read, reread, respond & discuss vocabulary for basic comprehension:

Use shared, guided, 1:1 and independent reading to:

- Decoding/word recognition
- Teacher models reading with fluency & expression
- Prediction
- Initial responses (e.g. comprehension grids)
- Literal retrieval and vocabulary
- **Teacher and children raise & set questions/challenges**

Each session in this phase will follow a similar format. There will be daily shared – whole class – reading and teaching over a week with a follow-up literal retrieval activity for all children. Additionally, each day there will either be (i) a guided-group activity to support lower attaining children by re-reading and talking to aid familiarity or to challenge higher attaining children to think more deeply or (ii) one-to-one reading with a group of 5/6 children to support reading of their own individual reader.

Select carefully up to 4 unfamiliar words across the unit that you will explore deeply. Prepare a comprehension grid like the one on the right for each child to have so that they can capture their individual responses in this initial phase.

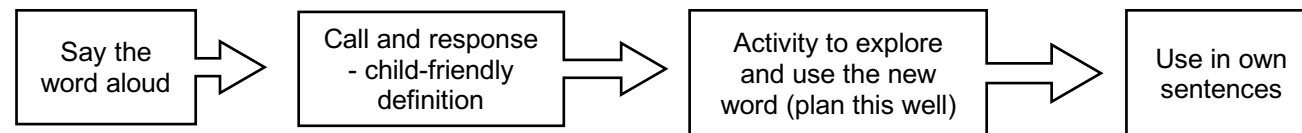
Likes	Dislikes
Observations	Surprises

For each session:

Begin by reading the session extract line by line to the children with them just listening, not seeing the extract. Support the children to explain what is happening and **predict** what might happen from one part to the next.

Ensure that during this part of the session children record their responses using the comprehension grid. You may wish to have a group grid for children with additional needs who require adult support – what is important is that they engage in a good level of discussion rather than focus on the recording, which an adult can capture for them.

Give out the extract for each session and re-read with the children and have them underline any vocabulary they need to explore on their extract copy. Ensure that you **explain** (using child-friendly definitions and pictures where appropriate) any unfamiliar words and explore deeply with the children any of your 4 selected words, if they crop up in the extract for the session, using Isabel Beck's process:



Remember to differentiate word selection as appropriate.

Literal retrieval questions

Session 1

- Why was it hard to find fault with Anthea's wish for wings?
- How does Jane describe the wish?
- How does the author describe the 'funny feeling' that the children get after the sand fairy has blown himself out?
- Tell me four things about the wings.
- How is the colour of the wings described? Give three ways.

Session 2

- Who was first to begin to fly?
- Why did Robert's boots look awkward?

- How does the author say that we all know what flying feels like?
- Why did the children have to fly far apart - give two reasons?

#### Session 3

- How does the author describe looking down on the fields and woods rather than along them?
- Give three verbs that the author uses to describe what the children did.
- What happened as the children flew towards Maidstone?
- What did they see in the orchard?

#### Session 4

- What was it like for the children to 'pause on their wings'?
- Which creature pauses really well?
- Does Cyril think they should take some of the plums? How do you know?
- What happens to birds when they take fruit?
- Why was it difficult to perch on a plum-tree?
- Give two words to describe the plums.
- Why did the children begin to fly again?

#### Session 5

- What did the man do when the children took off?
- What did he think, at first, was making the trees move?
- What made Anthea tell the man not to be frightened?
- What did Anthea have a threepenny-bit on a ribbon?
- How does Anthea pay the man?
- What does the farmer do once Anthea has paid him?

At the end of this phase, share the key question for the teaching sequence – ***How do the children's feelings and behaviour change within the story?***

Investigation – deepen understanding	By end of phase, pupils can read text aloud with fluency & expression, understanding at a deeper level
<p><b>Comprehension – inference making</b> Use shared, guided, 1:1 and independent reading to:</p> <ul style="list-style-type: none"> <li>• Model being a reader line by line (my turn / your turn) deepen knowledge of vocabulary, annotate text/s, etc.</li> </ul> <p><b>Response activities</b></p> <ul style="list-style-type: none"> <li>• Drama, hot-seating, freeze-framing etc</li> <li>• Writing in role</li> </ul>	<p>In this second phase, there will be daily shared – whole class – reading and teaching over a week with a follow-up activity for all children. Additionally, each day there will either be (i) a guided-group activity to support lower attaining children by re-reading and talking to aid familiarity or to challenge higher attaining children to think more deeply or (ii) one-to-one reading with a group of 5/6 children to support reading of their own individual reader.</p> <p>Revisit each of the extracts from the Introduction phase, <b>‘Model being a reader’</b> with each extract, revealing your thinking by reading line-by-line. Prepare each extract to reveal it bit by bit on the IWB. Model aloud your thinking as a reader, how you are making sense of what you are reading, the questions it prompts for you and what you think the answer to your questions might be. Then split the text up between the groups so that every child is in a small group. The children now work on and prepare an extended response, thinking aloud like a reader about their paragraphs. If they lack experience of this, take it paragraph or section by section – you model aloud – then they do the next bit and you hear examples. This is where you really start to dig away, getting deeper in your understanding. This may well take several days.</p> <p>Make sure that your key prompt questions for each extract are prepared in line with the unit focus i.e. what we can infer about character behaviour and feelings. For example:</p> <p><u>Extract 1</u></p> <ul style="list-style-type: none"> <li>• How does Anthea think the other children will react to her having the first wish? Explain, using the text, why you think this.</li> <li>• What do you think the children thought of their wings when they first saw them? How does the way they are described support this?</li> </ul> <p><u>Extract 2</u></p> <ul style="list-style-type: none"> <li>• How does the author give us an impression of what it is like to fly?</li> <li>• How do the children’s feelings about flying change in this extract? Use evidence from the text to support your thinking.</li> </ul> <p><u>Extract 3</u></p> <ul style="list-style-type: none"> <li>• What impression does the phrase <i>‘beautiful live map’</i> give of the children’s view from the air? How is this different to looking at an actual map?</li> <li>• How do the children feel as they are flying? What evidence is there to make you think this?</li> <li>• What distracts the children from the flying experience by making them hungry? Describe two features that support this.</li> </ul> <p><u>Extract 4</u></p> <ul style="list-style-type: none"> <li>• How does image of the hawk support the image of the children pausing in their flying?</li> <li>• How do Cyril and Jane’s views on taking the plums differ?</li> <li>• How do the children feel when they see the stout man approaching? What makes you think this?</li> </ul> <p><u>Extract 5</u></p> <ul style="list-style-type: none"> <li>• How do you think the man felt when he first saw the trees moving? Which words suggest this?</li> <li>• How do his feelings change? How do you know this?</li> <li>• What makes Anthea begin to change her mind about whether taking the plums was stealing? How do her actions support this?</li> <li>• Which words tell us that the farmer is shocked by what he saw?</li> </ul>

Suggested activities to support:

**Emotions washing line:**

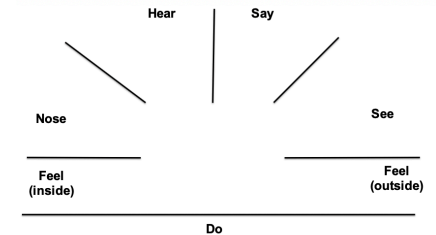
Give the children a range of words on cards that could describe the children's different emotions across the passage (e.g. *excited, surprised; anxious; amazed; ecstatic; uncertain; wary; concerned*). Set up a mini washing line for them, labelled 'Start' at one end and 'End' at the other. Talk about what happens in this part of the story and have the children choose and pin up a card to describe the children's emotions at different point. This will help them to see how their feelings change as the story progresses.

**Senses Map:**

Children choose a key event from the passage (e.g. when the children are flying) and examine this by thinking about the senses. Support them to think about:

- What the character(s) is doing
- How they are feeling on the inside
- How they show their feelings on the outside
- What they can smell, hear, see
- What they say

The children can capture their thinking in words and pictures on a Senses Map as shown right.



Suggested activities to challenge:

**Five words to summarise:** As children deepen their understanding of each extract, ask them to choose five words to summarise the children's feelings and how they change across the passage. This supports vocabulary development as well as developing children's skills in selecting the most salient aspects which summarise the feelings.

**Compare two thoughts:** Identify two key points in the passage for the children to focus on (e.g. one could be right at the end when the farmer sees the children flying). The children then compare and contrast the thoughts of two different characters (e.g. Anthea and the farmer) at this point in the story, and capture this in note form on the chart. They support their thinking with direct reference to the text.

PROVE IT ... <small>(Evidence from the text)</small>		
CHARACTER 1 THOUGHTS		
KEY POINT/EVENT		
CHARACTER 2 THOUGHTS		
CONVINCE ME ... <small>(Evidence from the text)</small>		

Drama possibilities

- Take the children on a guided drama of the children's flying experience, from where they first see the wings to landing in the plum tree. Have them explore the sights, smells, sounds and the things they can touch. Once the children are happily 'flying' with you, pause the action by saying "Freeze". Before doing the activity, explain to the children that when they hear the word 'freeze', this is like pressing the pause button on a remote control. It freezes the moment – what they can see, hear, feel, smell etc. at that precise moment. Use **Thought Tapping** to explore what is going on for different children. Children remain 'frozen' until you tap them on the shoulder; they can then share their thinking with the group. For example, tap the first few children on the shoulder (one at a time) and ask them to share what they can see, the next few children what they can hear, the next few what they can feel (touch) and so on. Make sure that an adult captures the children's ideas on a flip chart sheet so that this can be used later on for writing. If the children are not used to this technique, they will need an adult to model this for them, including the use of figurative language such as similes, metaphors, adjectives etc.

I wonder	I think

	<ul style="list-style-type: none"> <li>• Hot Seat Anthea (teacher in role) to explore her feelings about the while experience, which was her wish in the first place. Keep focused on how her feelings change and how this impacts on her behaviour.</li> </ul> <p><u>Writing in role</u></p> <ul style="list-style-type: none"> <li>• Once the children have had opportunity to explore the setting through the guided drama, have them collaborate in groups to create lines for a 'flying' poem. These group ideas will be shared and recorded and then children can individually write their poem.</li> <li>• Following on from the Hot Seating activity, have the children write a letter to their mother to describe the events of the day and how they felt about their experiences.</li> </ul>
<p><b>Reading performance with fluency &amp; expression</b></p>	<p>Use Extract 5 for echo reading of the text to support fluency development:</p> <ul style="list-style-type: none"> <li>• Teacher reads each sentence with expression, paying particular attention to the nuances of the punctuation.</li> <li>• Children follow and highlight/underline where they need to pay attention to expression, slowing down, intonation etc.</li> <li>• Teacher rereads bit by bit</li> <li>• Children echo after each bit</li> <li>• End with an oral performance of the whole piece.</li> </ul>
<p><b>Teach the comprehension focus(s)</b></p> <ul style="list-style-type: none"> <li>• Shared writing and practice of answers</li> <li>• Paraphrasing and summarising</li> </ul>	<p><b>Using Extracts 1, 2 and 3, model inferring how the children felt and how their behaviour reflected their feelings.</b> Prepare an A3 version of each extract and show the children how to read each paragraph and underline evidence about how the children behaved, deciding what impression this gives of their feelings at different points. Remind children of the key question: <b><i>How do the children's feelings and behaviour change within the story?</i></b></p> <p><b>Involve the children</b> by using line-by-line reading of <b>Extracts 4 and 5</b> to identify clues and hold a discussion about different aspects of the children's behaviour and what might be inferred about their feelings from this.</p> <p><b><i>What else do Extracts 4 and 5 tell us about what the children did and how they were feeling at this point in the story. Explain how their behaviour reflects their feelings, using evidence from the text to support your answer.</i></b></p> <p>Model using the following stems to help the discussion – list these on the flip chart and ask children to phrase their responses using these frames or similar:</p> <ul style="list-style-type: none"> <li>• In this passage, the children's behaviour shows us that ....</li> <li>• It states that/ the author says ...</li> <li>• This implies/ suggests / shows that ...</li> <li>• We know this because ...</li> <li>• Furthermore, the characters' actions/reactions suggest ...</li> </ul> <p>Use shared writing to model communicating thinking clearly. For example: <i>At the start of the passage, the children have paused their flying because they are hungry and have seen an orchard of plums. Cyril says, "But stealing is stealing even if you've got wings." This suggests that, although they are 'extremely hungry', he knows that the plums do not belong to them and worries that it would be wrong to eat them as this would be stealing. However, Jane responds 'briskly' by saying that they are more like birds than people because they have wings. She implies that it would be okay to break the rules, therefore, because birds do not get into trouble. This shows that they are trying to find a way to justify their behaviour and make themselves feel that eating the plums is the right thing to do. After this, we think the children felt very happy</i></p>

	<p><i>and satisfied. We know this because, it says in the text that the plums were “very sweet and juicy” and that the children “all had quite as many plums as were good for them” which implies they ate lots of them.</i></p> <p><i>When the children first see the man, we think that they were frightened. It states that he had a “thick stick’ and they may have been afraid he would hit them with it. They also fly away and this behaviour also suggests they felt threatened by the man, probably because they know they has stolen his plums.</i></p> <p><i>When Anthea realises that the man is shocked by seeing children fly, she seems to stop being afraid herself and tries to reassure the man that they meant no harm. She says “Don’t be frightened” and then puts a coin in his pocket to pay for the plums.</i></p>
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<b>Independent application</b>	<b>By end of phase, pupils have mastered the core text &amp; can apply comprehension focus in related contexts</b>
<ul style="list-style-type: none"> <li>Practice and apply using guided, 1:1 and independent reading with same or similar text(s)</li> <li>Provide feedback and reflection</li> </ul>	<p>Share a <b>Big Question</b> with the children – <b><i>How do Robert’s feelings change across this passage? How do his actions reveal this?</i></b></p> <p>Have the children explore the new extract (from p125 ‘Robert was running as fast as he could’ to beginning p126 ‘... the beastly thing’, drawing on the language of the modelled writing co-constructed previously. Have the children read and discuss the new extract, noting their thoughts as they read. Then ask them to orally rehearse some ideas linked to the Big Question first using the sentence stems before writing their answer.</p> <p>Once the children have written a first draft response to the Big Question, display some on the IWB and get children to adapt their answers in the light of more successful answers. Use guided work to challenge with a more demanding passage or scaffold less confident readers/ writers with group/adult support. Reflect with the class on the key strategies being used.</p>
<p>Assess &amp; reflect on comprehension focus plus vocabulary, literal retrieval &amp; inference</p>	<p>What have your children <b>learnt</b> during this unit of work? <b>How do you know?</b></p> <p>For which children was your teaching <b>most effective</b>? <b>Why</b> do you think this was?</p> <p>For which children (child) was your teaching <b>least effective</b>? <b>Why</b> was this? <b>What</b> needs to change?</p> <p>What was the purpose / <b>intended learning outcome unit</b>? Was your teaching successful in moving learning forward? <b>How do you know?</b></p> <p>What would you change for your teaching to be <b>more effective / better</b> during the next reading unit?</p>