

Year 6: Talk for Reading unit planner





Talk for Reading

Unit text	<i>The Wolves of Willoughby Chase</i> Joan Aiken
Comprehension focus/s	Unit focus: Using retrieval and inference to understand character; summarising to gather key points as you read.
	Core: vocabulary, retrieval and inferences

Planning	
Select text(s) and analyse for potential - annotate text	<p>Teaching extracts:</p> <ol style="list-style-type: none"> Chapter 5 p79 '<i>But Bonnie, with choking utterance</i>' to p81 up to '<i>Take off my mother's dress</i>' Chapter 8 p140 '<i>Bonnie did not last long</i>' to p141 '<i>... sacrifice herself</i>' Chapter 8 p149 '<i>Bonnie, discovering at dinner-time</i>' to p152 '<i>... making up her fire</i>' <p>Prepare the extracts 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 1 Session 2: Extract 2 Session 3: Extract 3: p149 '<i>Bonnie, discovering at dinner-time</i>' to p150 '<i>... do you good</i>' Session 4: Extract 3: p150 '<i>Sylvia gazed with horror</i>' to p152 '<i>... making up her fire</i>'.</p> <p>Independent application:</p> <p>Extract 1: Chapter 1 p3 '<i>At that moment</i>' to p6 '<i>... more of her pursuits</i>' Extract 2: Chapter 7 p125 '<i>Miss Slighcarp summoned Bonnie</i>' to p125 '<i>Let's have no more of it</i>'.</p>
Carry out quick assessment (Cold Task) linked to the focus – and set appropriate targets/objectives	<p>Use Chapter 7 p123 '<i>She was a girl of about fifteen</i>' to p124 '<i>... object to this treatment</i>'.</p> <p>You can choose to carry out this assessment in several ways:</p> <ol style="list-style-type: none"> As a whole class discussion Group discussion supported by an adult for some children; independent responses for some children As an independent cold task <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"> What does the 'girl of fifteen's' appearance tell us about her? Use evidence from the extract to support your answer. What do the girl's actions show us about her character? Use evidence from the extract to support your answer. What can you infer about the 'girl of fifteen' from Lucy's reaction? Support you answer with two pieces of evidence from the text. <p>Have the children summarise the 'girl of fifteen's' character in 3 words.</p>

<p>Choose comprehension focus Decide what vocab in text to focus on</p>	<p>Focus: Retrieval and inference <u>Example comprehension question stems</u></p> <ul style="list-style-type: none"> • Find 2/3 pieces of information about ... • Give two reasons why ... • What caused ...? • What was the effect of ...? • How do you know? How can you tell? • What evidence if there to make you think ...? • Explain what this suggests about ...? • Why is important? • What did the extract reveal about X character? • In one sentence/5 words tell me ... • Compare the characters X and X – how are they similar? How do they differ? <p><u>Vocabulary focus</u> Base choice on your knowledge of the children. Possibilities: Extract 1: <i>retorted; slightest; reckless; indignation; disposition.</i> Extract 2: <i>rancid; hither and thither; degradation; kindling; stoical; fortitude; subsequently.</i> Extract 3: <i>stoutly; ailing; neglect; nourishing; nauseous; compelled; protesting; script; breeches; tinker.</i></p>
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Introduction to the text(s)	By end of phase, pupils can access and read the text/s aloud with basic understanding
<p>Prior to reading: Hook & Context</p> <ul style="list-style-type: none"> • Provide contextual information • Activate prior knowledge e.g., 'tuning in' questions 	<p><i>NB - you may need 2 sessions for this part.</i></p> <p>Show the children the two illustrations on the right which are taken from the book. Read the pictures with the children, predicting how these may relate to the story and gradually draw out the following points:</p> <ul style="list-style-type: none"> • It is not modern day – story is set in 1832 • Look at the clothing in the first picture – two very different sorts. What does this suggest? • What is happening in the first picture? Look at the objects and the numbers that the children are wearing. • What is happening in the second picture? Where are they going? Why by foot and donkey-drawn cart? <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

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

I know ...	I think ...	I'm wondering ...

Show the children the trailer for the film of the books shown here: <https://www.youtube.com/watch?v=wDGP2QnLXNo>

Read Chapter 1 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**

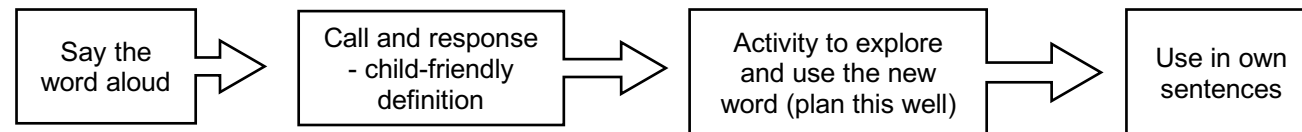
Each session in this phase will follow a similar format. There will be daily shared – whole class – reading and teaching over a week with a follow-up literal retrieval activity for all children. Additionally, each day there will either be (i) a guided-group activity to support lower attaining children 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 3-sharings frame like the one used above for each child to have so that they can capture their individual responses in this initial phase.

For each session:

Begin by reading the session extracts 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 3-sharing fame. You may wish to have a group frame 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: Extract 1

- How does the author show us that the gown Miss Slighcarp was wearing was far grander than the one she wore the day before?
- How do we know that Miss Slighcarp is angry?
- What two instructions does she give to Bonnie?
- What does Bonnie do when she hears the instructions?
- What does Bonnie want to know?
- What does Sylvia do when Bonnie questions Miss Slighcarp?
- Why does Miss Slighcarp say that it is okay for her to wear Bonnie's mother's clothes?
- What does Bonnie accuse Miss Slighcarp of doing?
- What appeared on the side of Miss Slighcarp's nose?
- What does Miss Slighcarp threaten Bonnie with?

Session 2: Extract 2

- How many times did Bonnie work in the kitchen?
- What did Bonnie do to Mrs Moleskin?
- How did Mrs Moleskin react?
- How was Bonnie punished?
- Name four things that Bonnie was expected to do outside.
- What does the author compare Bonnie to that tells us how strong she was?
- What happened the second time Sylvia tried to give Bonnie some bread?
- What happened to Sylvia because she gave bread to Bonnie?

Session 3: Extract 3: p149 'Bonnie, discovering at dinner-time' to p150 '... do you good'

- What did Bonnie discover at dinner-time?
- Where was Sylvia?
- What did Bonnie think might happen to Sylvia if they did not escape?
- What was the chance Bonnie took?
- Write down three words that show Sylvia was unwell.
- What was in Bonnie's pocket?
- How did Bonnie describe the beaten egg to Sylvia?

Session 4: Extract 3: p150 'Sylvia gazed with horror' to p152 '... making up her fire'.

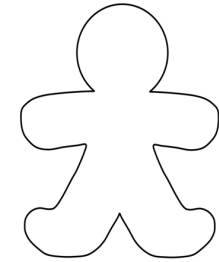
- Why did Sylvia feel compelled to swallow the beaten egg?
- What made Bonnie dash away?
- Write down two things that Bonnie did in the evening.
- What did Bonnie find among the eggs?
- Where did the note tell Bonnie to look?
- What did she find under the straw bales?
- What were the jackets made from?
- What did Bonnie do with the clothes?

At the end of this phase, share the key question for the unit – ***How would you summarise the different sides to Bonnie's character shown in the three extracts?***

Investigation – deepen understanding	By end of phase, pupils can read text aloud with fluency & expression, understanding at a deeper level
<p>Comprehension – inference making Use shared, guided, 1:1 and independent reading to:</p> <ul style="list-style-type: none"> • Model being a reader line by line (my turn / your turn) deepen knowledge of vocabulary, annotate text/s, etc. <p>Response activities</p> <ul style="list-style-type: none"> • Drama, hot-seating, freeze-framing etc • Writing in role 	<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, ‘Model being a reader’ 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 atmosphere from the setting description. For example:</p> <p><u>Extract 1</u></p> <ul style="list-style-type: none"> • Which word at the start of the passage shows that Bonnie does not have any respect for Miss Slighcarp? • What are the key things that Bonnie does in this passage that reveal part of her character? • How would you summarise this side to Bonnie’s character? Use evidence from the text to support your thinking. <p><u>Extract 2</u></p> <ul style="list-style-type: none"> • What impression do we get of Bonnie at the start of this extract? Support your answer with evidence from the text. • What does Bonnie’s reaction to the outside work show us? What makes you think that? • ‘... and after that Bonnie would not let her (Sylvia) sacrifice herself.’ What does this reveal about Bonnie’s character? <p><u>Extract 3(a) ‘Bonnie, discovering at dinner-time’ to p150 ‘... do you good’</u></p> <ul style="list-style-type: none"> • Why do you think that Bonnie ‘turned pale’? Give two reasons, supported by evidence from the text. • Why did Bonnie show ‘great daring’ when she went to visit Sylvia? • What do Bonnie’s actions, and the risk involved, reveal about her character? <p><u>Extract 3 (b) ‘Sylvia gazed with horror’ to p152 ‘... making up her fire’.</u></p> <ul style="list-style-type: none"> • How do Bonnie’s actions towards Sylvia support the view of her character? Do they reveal another side to her? • What does Bonnie do in this extract that supports the view we have of her character? • What does Bonnie say that shows us that she is determined, despite the difficulties and risks? • In the text it says, ‘She bit her lips with worry.’ What does this show us about Bonnie, despite her brave actions? • What does the fact that Bonnie hid the clothes whilst it was dark reveal about her?

Suggested activities to support:

Role on the Wall: As the children are exploring each of the extracts, support them to capture what they are learning about Bonnie using Role on the Wall. Draw the outline of a body on a large sheet of paper, which can be displayed near the children once complete. Children then share words or phrases to describe the character as they deepen their understanding of each extract and these are written directly onto the drawing or stuck on with post-its. Known facts such as physical appearance, age, gender, where they live, hobbies actions etc. can be written around the outside, and subjective ideas such as likes/dislikes, friends/enemies, feelings, secrets and dreams can be written inside the body outline.

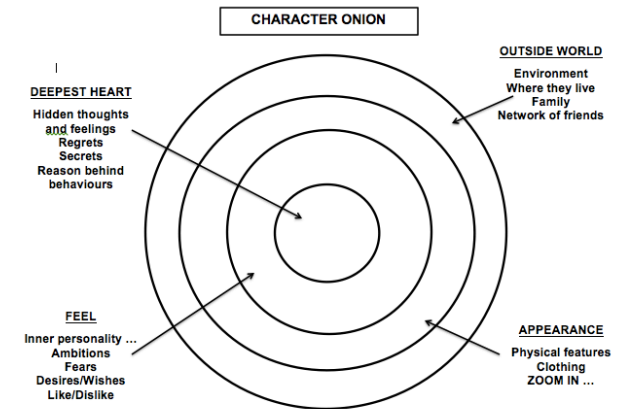


Suggested activities to challenge:

Five words to summarise: As children deepen their understanding of each extract, ask them to choose five words to summarise Bonnie's character as revealed across the extracts. This supports vocabulary development as well as developing children's skills in selecting the most salient aspects, as they are restricted to 5 words.

Character onion: Children use a graphic organiser to support deeper thinking about a character. They consider and note down ideas in different layers of the 'onion' as follows:

1. Outside World – environment, where they live, family, network of friends
2. Appearance – physical features, clothing ...ZOOM IN
3. Feel – inner personality, ambitions, fears, wishes, likes, dislikes
4. Deepest Heart – hidden thoughts and feelings, regrets, secrets, motivations.



Drama possibilities

• **Conscience Alley:**

Use this drama activity as a means of exploring Bonnie's mind in a moment of crisis and investigating the complexity of the decision she is facing. **Dilemma: Should they risk escaping when Sylvia is so ill?** Have the class create two lines facing each other. One child, in role as Bonnie, walks down the 'alley' between the lines. Children in the lines voice the character's thoughts, for and against the decision to escape. They are acting as Bonnie's conscience. The child in role as Bonnie should listen to her 'conscience' before making a decision about the course of action to take.

Writing in role

- Have the children write an entry for Bonnie's diary the night before they are due to escape in which they should express her hopes and fears, paying attention to the 'voices' in Conscience Alley.
- Higher attaining children could write a letter from Bonnie as an adult to her child self, expressing how she feels about the actions she took across the extracts and what this revealed about her character. Remember, that not all character traits were 100% positive (e.g. her quick temper)

<p>Reading performance with fluency & expression</p>	<p>Use echo reading of the text from p151 'Bonnie ran to the bales of straw' to p152 '... making up her fire.' to support fluency development:</p> <ul style="list-style-type: none"> • Teacher reads each sentence with expression, paying particular attention to the nuances of the punctuation. • Children follow and highlight/underline where they need to pay attention to expression, slowing down, intonation etc. • Teacher rereads bit by bit • Children echo after each bit • End with an oral performance of the whole piece.
<p>Teach the comprehension focus(s)</p> <ul style="list-style-type: none"> • Shared writing and practice of answers • Paraphrasing and summarising 	<p>Model inferring what can be found about the character of Bonnie from Extracts 1 and 2. Prepare an A3 version of the text and show the children how to read each paragraph and underline any evidence that points to an aspect of Bonnie's character.</p> <p>Remind children of the key question so that discussion is focused: <i>How would you summarise the different sides to Bonnie's character shown in the three extracts?</i></p> <p>Involve the children by using line-by-line reading of Extract 3 to identify clues. Hold a discussion about Bonnie's actions and what she says and her thoughts, thinking about what is explicit and what might be inferred about her character. <i>What else does Extract 3 reveal about Bonnie as a character, through her actions, thoughts and words. Explain how the extract reveals different parts of her character, using evidence from the text to support your answer.</i></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"> • In this passage, Bonnie is portrayed as a character who is • It states that/ the author says ... • This implies/ suggests / shows that ... • We know this because ... • Furthermore, Bonnie's actions/reactions suggest ... <p>Use shared writing to model communicating thinking clearly. For example, in relation to Extract 3: <i>At the start of this passage, we see a more vulnerable side to Bonnie's character. When she finds out that Sylvia is ill, the text states that she "turned pale". This shows that she was shocked and worried. We think that she is worried about her friend but also anxious about the impact of Sylvia being unwell on their escape plans. This is revealed in her thoughts – "If she was ill, how could they escape?" Further on, it also states that Bonnie "bit her lips with worry" when she was questioning whether Sylvia would be able to travel. In this passage, Bonnie is also portrayed as a character who is brave and determined. It states that Bonnie took a chance to visit Sylvia "with great daring". This suggests that to do so was risky. We know this is the case because it states that Mrs Brisket was "inspecting the dormitories upstairs" and so Bonnie could well have been caught as she went to see Sylvia. Later on, we have more evidence of Bonnie's bravery when she hides the escape clothes in the coal shed. It says "snatching the opportunity while it was dark" which indicates she was able to think quickly and act, even in the dark. Finally, we see a softer, kind side to Bonnie's character when she visits Sylvia. She says "I'm sorry, Sylvia, that it's so disgusting, but it will do you good" which shows that she has the best of intentions for her friend but knows that the egg will be unpleasant to swallow. Furthermore, it states that she "covered Sylvia as warmly as she could" and that she "gave her a quick hug". Both of these actions give the impression of a kind and loving friend.</i></p>

	<p>Draw together, using a character web if needed, the key points we have learned about Bonnie's character from the three extracts. Then pose the key question again: How would you summarise the different sides to Bonnie's character shown in the three extracts? Support your summary with evidence from the text.</p> <p>Have the children discuss in groups their ideas and then have a go at constructing an answer. Some children may need to work in pairs at this stage and others may need to be part of a guided group. This is a 'have a go' task in which children can rehearse the skills they will need in independent application. So, scaffold support to facilitate this.</p> <p>Pause frequently to explore different children's/group's answer – feedback and model improvements so that children learn how to draft and redraft based on feedback.</p>
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Independent application	By end of phase, pupils have mastered the core text & can apply comprehension focus in related contexts
<ul style="list-style-type: none"> Practice and apply using guided, 1:1 and independent reading with same or similar text(s) Provide feedback and reflection 	<p>Share the following question with the children: In which ways are the characters Miss Slighcarp and Mrs Brisket similar and how are they different?</p> <p>Have the children read and discuss the new extracts, noting their thoughts about each character as they read. Then ask them to orally rehearse some ideas about the characters of Miss Slighcarp and Mrs Brisket first, using the sentence stems to capture their views on each character before writing their response to the question above.</p> <p>Then, share a Big Question with the children – Who was the stronger character – Miss Slighcarp, Mrs Brisket or Bonnie?</p> <p>Take each character in turn and discuss how each could be considered to be strong – capture ideas on the flipchart. Then, have the children draft some sentences about each character before writing to answer the Big Question.</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. Reflect with the class on the key strategies being used.</p>
<p>Assess & reflect on comprehension focus plus vocabulary, literal retrieval & inference</p>	<p>What have your children learnt during this unit of work? How do you know?</p> <p>For which children was your teaching most effective? Why do you think this was?</p> <p>For which children (child) was your teaching least effective? Why was this? What needs to change?</p> <p>What was the purpose / intended learning outcome unit? Was your teaching successful in moving learning forward? How do you know?</p> <p>What would you change for your teaching to be more effective / better during the next reading unit?</p>