

Date/Week-
week

Year group- Text-

Week B-Warm and cold text

Fluency

Vocabulary

Spaced retrieval

Learning Question (objective) and SC	Progression of the lesson	Targeted activities to match children's needs
<p>Monday</p> <p>Can I give and explain the meanings of words in context? Think about the word on its own, within a sentence and within the paragraph.</p>	<p>Starter (If needed give chn background knowledge to the text) Teacher to read aloud this week's text on screen- children follow using own text (with ruler). Direct model alongside discussion of this weeks vocabulary. Talk through each new piece of vocab., give direct, child friendly definition, Vocab activity</p> <p>Plenary Listen to teaching text using the online tool, children follow along with own text. Complete listening questions. Include own questions 'Questioning the author' what did the author mean by... Why has the author included...What was the author hoping... As children answer questions allow them to rehearse answers with a partner using text to support answers</p>	<p>Vocab activity- picture match</p>
<p>Tuesday</p> <p>Can I give and explain the meanings of words in context? Can I retrieve information from a text? Can I make inferences justifying answers with evidence from the text?</p>	<p>Starter Vocab activity Echo read- teacher models reading a section of text whilst chn follow with ruler (ensure correct pronunciation, expression, spoken voice) child read back. Work through 'crack it' questions using online tool. Only select questions that may require deeper understanding or 2 mark ques.</p>	<p>Vocab activity-definitions</p>

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	Read question/Pairs identify evidence in text/Teacher highlight relevant evidence on board/Formulate written question together	
<p>Wednesday</p> <p>Can I give and explain the meanings of words in context?</p> <p>Can I retrieve information from a text?</p> <p>Can I make inferences justifying answers with evidence from the text?</p>	<p>Starter</p> <p>A/B reader- chn take it in turns to read a paragraph each.</p> <p>Have a go session- answer comprehension questions linked to this week's text</p> <p>Plenary</p> <p>Discussion of correct answers- put scores in back of book- put percentage scores on board for children to record in books also.</p> <p>Spark quiz as a class</p>	<p>Children to independently answer questions about the text (that we went through the previous session)</p>
<p>Thursday</p> <p>Can I give and explain the meanings of words in context?</p> <p>Can I retrieve information from a fiction text?</p> <p>Can I make inferences justifying answers with evidence from the text?</p>	<p>Starter</p> <p>Cold text- chn read independently and answer comprehension questions.</p> <p>Teacher to mark ready for next lesson.</p>	<p>Teacher have focus group each week carousel to support LA/fluency group</p>
<p>Friday</p> <p>Can I give and explain the meanings of words in context?</p> <p>Can I retrieve information from a fiction text?</p>	<p>Starter</p> <p>A/B /Echo reading cold text from previous day, children follow along</p> <p>Go through troublesome questions from cold text, discuss strategies/why we may have found it difficult/what skills were required? Model answering questions.</p> <p>Vocab activity</p>	<p>Vocab activity- concept box</p>

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Can I make inferences justifying answers with evidence from the text?	Plenary Spark quiz- on IWB- children respond on wb's- whole class engagement	
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Things to think about-

- Quality texts
- Sometimes if relevant select texts linked to other topics being studied or a text type being studied in English
- Allow children time to rehearse their answers with a partner before sharing with the class
- Ensure direct modelling of new vocabulary
- Encourage correct spelling of vocab throughout the week
- Summarise each paragraph once read- this should become habit for the chr