

Date/Week-

Year group- Text-

Week B-Warm and cold text week

Fluency

Vocabulary

Spaced retrieval

Learning Question (objective) and SC	Progression of the lesson	Targeted activities to match children's needs
<b>Monday</b> Can I give and explain the meanings of words in context? <i>Think about the word on its own, within a sentence and within the paragraph.</i>	<b>Starter</b> <i>(If needed give chn background knowledge to the text)</i> <i>Teacher to read aloud this week's text on screen- children follow using own text (with ruler).</i> Direct model alongside discussion of this weeks vocabulary. Talk through each new piece of vocab, give direct, child friendly definition, <b>Vocab activity</b>  <b>Plenary</b> <i>Listen to teaching text using the online tool, children follow along with own text.</i> Complete listening questions. <i>Include own questions 'Questioning the author' what did the author mean by... Why has the author included...What was the author hoping...</i> As children answer questions allow them to rehearse answers with a partner using text to support answers	<b>Vocab activity-</b> picture match
<b>Tuesday</b> 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?	<b>Starter</b> <b>Vocab activity</b> <i>Echo read- teacher models reading a section of text whilst chn follow with ruler (ensure correct pronunciation, expression, spoken voice) child read back.</i> Work through 'crack it' questions using online tool. Only select questions that may require deeper understanding or 2 mark ques. Read question/Pairs identify evidence in text/Teacher highlight relevant evidence on board/Formulate written question together	<b>Vocab activity-</b> definitions
<b>Wednesday</b> 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?	<b>Starter</b> <i>A/B reader- chn take it in turns to read a paragraph each.</i> Have a go session- answer comprehension questions linked to this week's text  <b>Plenary</b> Discussion of correct answers- put scores in back of book- put percentage scores on board for children to record in books also. <b>quiz as a class</b>	Children to independently answer questions about the text (that we went through the previous session)
<b>Thursday</b> Can I give and explain the meanings of words in context?	<b>Starter</b> <i>Cold text- chn read independently</i> and answer comprehension questions.	Teacher have focus group each week carousel to support LA/fluency group

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Can I retrieve information from a fiction text? Can I make inferences justifying answers with evidence from the text?	Teacher to mark ready for next lesson.	
<b>Friday</b> Can I give and explain the meanings of words in context? Can I retrieve information from a fiction text? Can I make inferences justifying answers with evidence from the text?	<b>Starter</b> A/B /Echo reading cold text from previous day, children follow along Go through troublesome questions from cold text, discuss strategies/why we may have found it difficult/what skills were required? Model answering questions. <b>Vocab activity</b>  <b>Plenary</b> quiz- on IWB- children respond on wb's- whole class engagement	<b>Vocab activity-</b> concept box

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 chn