

HIAS MOODLE+ RESOURCE

# Greenling by Levi Pinfold

## Year 3/4 example reading plan

HIAS English team  
Spring 2020  
Final version

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# Overview

## In this document

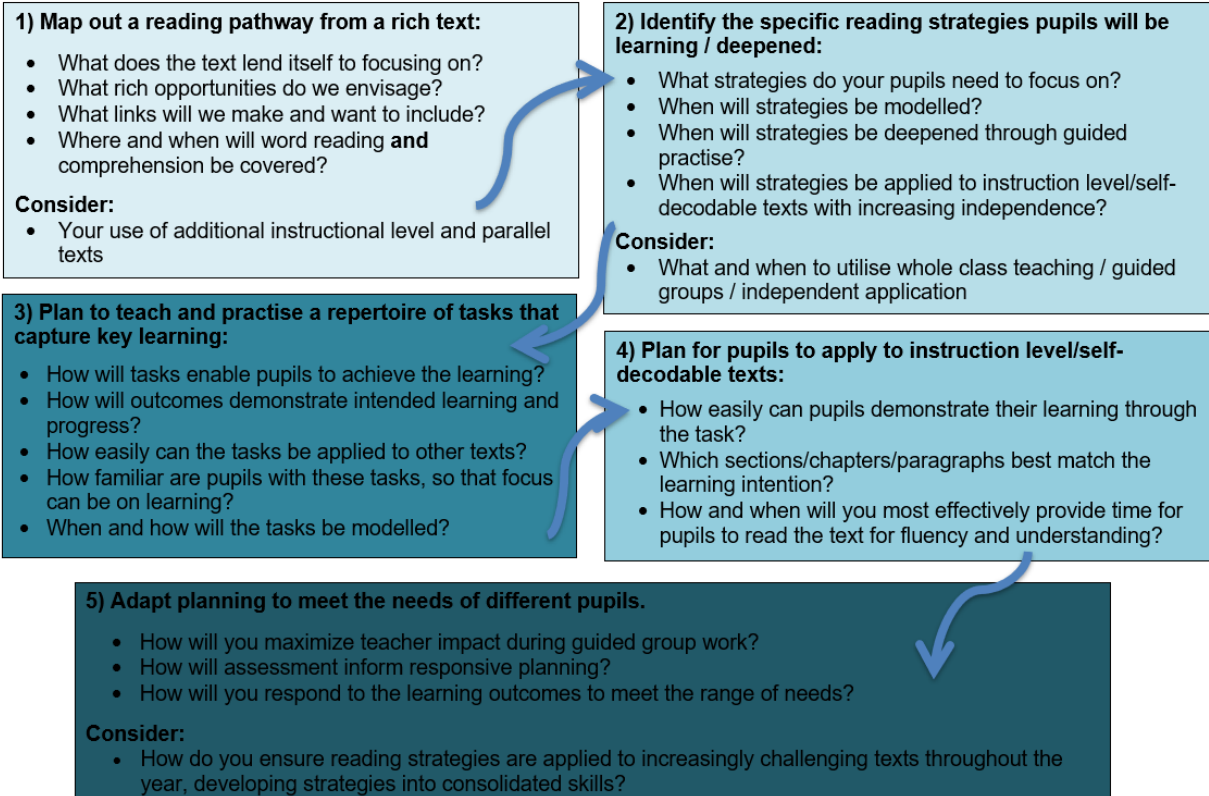
This is an example teaching plan based on a rich text driver for reading. It follows the principles as set out in the 'HIAS reading planning guidance', also available on Moodle+.

The approach to the teaching of reading will vary from school to school and there is no one set model. However, all planning should be underpinned by the principles of high-quality texts; clear learning intentions; high quality task design; opportunities for dialogic talk; precise teacher modelling and high order questioning.






## Points to consider when using this resource



When planning for the teaching of reading, consider the points set out below:

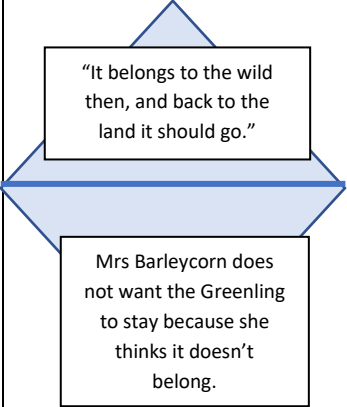
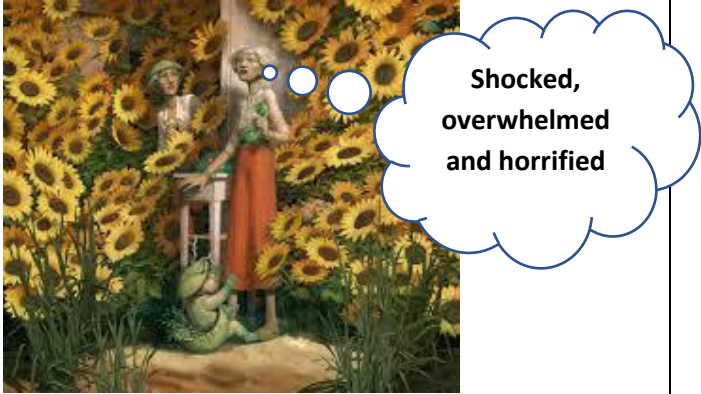


- Map a clear pathway from TEACH to PRACTISE to APPLY
- Develop teaching sequences that ensure the modelling of strategies to children based on rich texts
- Develop effective task design that enables children to practise these strategies independently at the point of teaching and demonstrate their understanding
- Provide opportunities for children to apply their learning to self-instructional/ self-decodable texts
- Vary teaching and planning by individual need.





# Example year 3/4 reading plan

<p>Y3/4 reading journey</p> <p><b>Text: Greenling by Levi Pinfold</b></p>		<p><b>Wider reading links</b></p> <p><b>Books by the same author:</b> Black Dog and The Dam by Levi Pinfold</p> <p><b>Books with a similar theme:</b> Varmints by Helen Ward, The Promise by Nicola Davies, Flower by John Light, The Tin Forest by Helen Ward</p>																					
<p><b>Objective:</b></p>	<p><b>Instruction and acquisition:</b></p>	<p><b>Varied tasks:</b></p>	<p><b>Strategy focus:</b></p>																				
<p>Discuss the meaning of words and phrases in context</p>	<p>Read Aloud the text to pupils.</p> <p>Model text-marking a typed extract of the text to demonstrate initial thoughts, responses and understanding.</p> <p>See text marking guidance for pre-reads and consider a text marking code to support pupil annotation.</p> <div data-bbox="279 1395 584 1765" style="border: 1px solid black; padding: 5px;"> <p><b>Text Marking for Pre-reads</b></p> <p>Your teacher will tell you which number to focus on. Always bring your text marking to the guided session.</p> <ol style="list-style-type: none"> <li>1. Mark any <b>vocabulary</b> you are unsure of. Record the meaning of your chosen words using a dictionary.</li> <li>2. Use thought bubbles to record <b>predictions</b> as you read. What do you think will happen next? How will the story end?</li> <li>3. Use thought bubbles to make <b>inferences</b> as you read. Why is a character acting in particular way? When is the story set?</li> <li>4. Record <b>questions</b> you would like answered as you read. These can be discussed with your guided reading group.</li> <li>5. Mark any points where the author has used <b>figurative language</b>, such as metaphors or similes. What effect do they have on you as a reader? What image do they create in your mind?</li> <li>6. Make <b>connections to your background knowledge</b>. Does a section remind you of a book you have read, a film you have seen, a poem you have heard or somewhere you have been?</li> <li>7. Record the <b>references</b> to each person, place or thing in the text. Use a different colour for each. For example, the <b>knight</b> was referred to as Sir John/the brave knight and the <b>cattle</b> was referred to as Sir John's horse/the grand bulling/lc.</li> <li>8. Identify <b>fact and opinion</b> in the text, using a different colour for each. Justify why you have identified each as fact or opinion.</li> <li>9. Identify the <b>topic or subject</b> of each paragraph in the non-fiction text you are using.</li> <li>10. Mark the <b>genre features</b> of the text you are looking at.</li> </ol> </div>	<p><b>Enrich:</b> As the pupils complete the core task, extend thinking by asking them to consider why the author selected a particular word or phrase and what image this creates for the reader, eg 'thoughts boiling over' gives the reader the impression that she is angry</p> <p><b>Core:</b> Ask pupils to text mark the text using a familiar text-marking code. Identify the difficult words and phrases from the text, eg 'hunger to feed', 'bound for work' and 'Barleycorn gripe'</p> <p>Record the unknown words or phrases in the grid, use the context of the text to help define the meaning.</p> <table border="1" data-bbox="646 1355 821 1702"> <thead> <tr> <th>Symbol</th> <th>Code</th> </tr> </thead> <tbody> <tr> <td></td> <td>Unfamiliar word What does this part mean?</td> </tr> <tr> <td>?</td> <td>I have a question. I don't understand.</td> </tr> <tr> <td></td> <td>Thoughts</td> </tr> <tr> <td></td> <td>Love this</td> </tr> <tr> <td></td> <td>Surprising!</td> </tr> <tr> <td></td> <td>Important</td> </tr> <tr> <td><b>C</b></td> <td>Make a connection</td> </tr> <tr> <td><b>P</b></td> <td>Predict</td> </tr> <tr> <td><b>S</b></td> <td>Summarise</td> </tr> </tbody> </table> <div data-bbox="853 1417 1257 1648" style="border: 1px solid black; padding: 5px;"> <p>Use the strategy:</p> <ul style="list-style-type: none"> <li>• Look Inside the word</li> <li>• Look outside the word</li> <li>• Look further outside the word</li> </ul> </div> <p><b>Foundation:</b> provide words/phrases from the text and ask pupils to match them to their definitions. Identify the barriers to meaning and model access strategies, eg look Inside the word, look outside the word, look further outside the word</p>	Symbol	Code		Unfamiliar word What does this part mean?	?	I have a question. I don't understand.		Thoughts		Love this		Surprising!		Important	<b>C</b>	Make a connection	<b>P</b>	Predict	<b>S</b>	Summarise	 <p>apply word reading strategies</p>  <p>notice breakdown and fix it</p>  <p>scan</p>  <p>think aloud</p>
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<p>Ask questions to improve understanding</p>	<p>Reread the story and refer to the question stems linked to domains in the HIAS Reading for Comprehension Toolkit. Model using the question stems to compose questions linked to key moments from the text.</p> <p>Ask pupils to respond to the following questions:</p> <p><b>Looking:</b> What is happening to the Barleycorn's kitchen?</p> <p><b>Clue:</b> How are Mr and Mrs Barleycorn feeling?</p> <p><b>Thinking:</b> Does this scene remind you of anything?</p> 	<p><b>Enrich:</b> Swap the questions that the pupils have composed with a peer, in order to answer them in their own words. What skills and strategies do they draw upon in their responses?</p> <p><b>Core:</b> Use the question stems to compose a looking, clue and thinking question for key moments in the text, eg:</p>  <p><b>Foundation:</b> adult-led pre-teaching to allow pupils to practise using the question stems orally to pose appropriate looking, clue and thinking questions in response to the text, modelling the written composition of the questions and the correct application of a question mark</p>	
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<p>Infer character's thoughts and feelings</p>	<p>Model completing an inference iceberg, making reference to a word bank of feelings/emotions.</p> 	<p><b>Enrich:</b> Find examples from the text which link to an inference that has been made, eg:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="651 293 967 495" style="border: 1px solid black; padding: 5px;"> <p><b>Inference:</b> I think the Greenling will come back in the Spring in order to grow more food</p> </div> <div data-bbox="967 293 1286 495" style="border: 1px solid black; padding: 5px;"> <p><b>Evidence:</b> He left us with this for the winter, but I don't think this is the end....</p> </div> </div> <p><b>Core:</b> Complete partially completed inference icebergs with the text signposted at the top of the iceberg to indicate deeper meaning below. Use an emotions word bank to support recording of characters' feelings.</p> <p><b>Foundation:</b> Using images of key moments from the text and an emotions word bank, complete inference thought bubbles to show what the characters could be feeling.</p> 	 <p>infer</p>
<p>Summarise the main ideas</p>	<p>Discuss the key moments in the story and write a list of them. Discuss how we decide what the key moments could be.</p> <p>Model summarising the first page in the book by scribing 'Mr Barleycorn discovers the Greenling.'</p>	<p><b>Enrich:</b> Write the story as a mini saga (word limit of 50)</p> <p><b>Core:</b> Agree and list the key events and thoughts in the story. Consider word choice and sentence composition in order to record this concisely.</p> <p><b>Foundation:</b> Sequence mini pictures of the key events from the story onto a story map in order to retell it orally.</p>	 <p>get the gist</p>

<p>Identify the themes</p>	<p>Discuss the meaning of the word 'theme' Explain that this is a bit like an underlying message.</p> <p>Talk about what the possible themes or messages could be, eg growth, difference, acceptance, change, environment,</p>	<p><b>Enrich:</b> Complete the core task, finding and quoting evidence from the text, eg: “He’s pushing us out of our world! The vegetable must be hurled!” “That’s a bit much Mrs Barleycorn thinks..”</p> <p><b>Core:</b> Find examples from the text that exemplify each theme eg:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Theme:</b> difference</p> <p style="text-align: center; color: blue; font-size: 2em;">➔</p> <p>Mrs Barleycorn defends the Greenling against the crowd</p> </div> <p><b>Foundation:</b> provide pupils with a partially completed grid, illustrating certain moments from the text. Pupils to identify what the theme could be, eg:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="padding: 5px;">Moment in the story:</th> <th style="padding: 5px;">Theme</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;">Mr Barleycorn wants to keep the Greenling, but Mrs Barleycorn thinks it should go back to where it came from.</td> <td style="padding: 5px; vertical-align: top;">Difference Belonging</td> </tr> <tr> <td style="padding: 5px; height: 40px;"></td> <td style="padding: 5px; height: 40px;"></td> </tr> </tbody> </table>	Moment in the story:	Theme	Mr Barleycorn wants to keep the Greenling, but Mrs Barleycorn thinks it should go back to where it came from.	Difference Belonging			<div style="text-align: center;">  <p>scan</p>  <p>think aloud</p> </div>
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# HIAS glossary of terms - reading

**Activate prior knowledge** – help build context for the children so that they can draw upon their own experiences and existing knowledge.

**Book talk (Tell me squares)** – A a response grid that guides pupils' personal responses to texts eg record their likes/ dislikes/ connections/ puzzles following the reading of a text

**Dialogic talk** - students talking with their peers in collaborative groups, working to solve complex and rich tasks and co-reason together to develop informed opinions.

**Double bubble:** A thinking map for comparing two characters, settings, texts etc.

**Emotions / mood graph** - an activity that supports a pupil's understanding of the emotional development of a character. The character's emotions are recorded on one axis (that goes from sadness to happiness, for example) against events from the text on the other axis

**Freeze frame** – A group position themselves to represent a moment in time during the story / event in the text and then 'freeze'. Adults can 'thought tap' individual characters, enabling them to reflect how they are feeling, respond to questions etc.

**Hot-seating** - a character is questioned by the group about his or her background, behaviour and motivation. Characters may be hot-seated individually, in pairs or small groups. The technique is useful for developing questioning skills with the rest of the group.

**Minute chat** – Short discussion in groups (threes work well) on a given topic. Often used to make links to background knowledge and share experience and knowledge related to text that is useful when initially exposing a text, theme or genre.

**Modelled reading** – Adult thinks through the process process out loud, modelling the thought process of a reader. Focus on a clear objective.

**Quescussion** – short, around two to five minutes, and involve the class calling out questions, and only questions. You just set out the text to explore and let them raise any questions that will help them to analyse and gain a deeper understanding of the topic. Quescussions encourage more experimental and creative thinking because they are tentative. The teacher takes on the role of scribe to record the questions.

**Question organiser:** A means to organise questions following question generation by the class, groups or individuals.

Question	Answer found in the text	Answer not found in the text
Has one answer	<i>Why is the story called 'All Summer in a Day'?</i>	<i>Why did Margot come to Venus?</i>
Has more than one answer	<i>Why are the children unkind to Margot?</i>	<i>Is Venus really like that?</i>

**Story map** – A technique for sequencing events, where children draw the key moments/events in the story as well as key words on a pathway/line.

**Story walk** – In pairs, children guide each other through a familiar story, using images and key words from the text as a prompt, this can be laid out in a large space so that children physically walk through the story, retelling it aloud.

**Talk to the hand** – Children use 6 question stems (*who, what, when, where, why and how*) to ask questions about a story, setting or character.

**Think alouds / Text marking** - a way of pupils annotating texts to exemplify their thinking processes when comprehending a text. This provides an excellent insight into the pupils' strengths and needs in terms of reading comprehension.

**Reading journals** – A place for children to record thoughts and evidence learning related to reading.

**Role on the wall:** An outline of the character is used and annotated. Annotations can take many forms, for example character traits can be recorded on the inside and quotes to support these can be recorded on the outside. This can be adapted to record physical characteristics and personality traits etc.

**Shades of meaning** – Children order vocabulary in degrees of intensity

**Skills grid** – A grid with visual prompts listing the skills and strategies that successful readers employ to decode and comprehend.

**Talk partners/Talking triads/Pair talk** – Partners/ group of 3, with whom ideas/ opinions are shared before feeding back to the class.

**Teacher-in-role** – Teacher takes on the role of a character from the text / context.

**Writing-in-role** – From a viewpoint of a character in the story / non-fiction scenario eg diary entry, letter to another character.

**Zones of relevance** – Children are given a selection of words that describe a setting or character. Depending on the relevance of the word to the context, it is placed in the centre of concentric circles, on the outside, or in-between. Children should justify their decisions.



# HIAS English Team

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For further details referring to English, please contact:

**Emma Tarrant:** [emma.tarrant@hants.gov.uk](mailto:emma.tarrant@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)

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