



# Gosford Park Primary School

## Teaching sequence - Reading into Writing Years 2 to 6



	Lesson 1	Lesson 2	Lesson 3	Lesson 4 X	Lesson 5
Week 1	<b><u>Introduce the book</u></b> Promote a desire to read the new text with the chn. Possible ideas: <ul style="list-style-type: none"> <li>- Exploring the front cover or illustrations from the book</li> <li>- Drama</li> <li>- Clues given about the text as a treasure hunt/hidden in classroom</li> <li>- Exploration of a prop relating to the story</li> </ul> (Link to 1e/2e)	<b><u>Establishing the Setting and Main Character/s</u></b> Begin reading the book with the chn, paying particular attention to the setting and main character/s. Possible ideas: <ul style="list-style-type: none"> <li>- Collecting vocabulary about the setting</li> <li>- Recording information about a character (mind map/sketch/annotating a character outline)</li> </ul>	<b><u>Modelling Book Talk</u></b> Chn to have a copy of the section of text being explored this lesson. With a partner, chn to take it in turns to follow CT reading text using a teaching stick. CT to pause at apt points to model book talk and check comprehension.  Chn to be given the opportunity to read the section with their partners: one reads, one points then swap. <i>CT/TA to stick label into reading diary to record reading. (Half of the class)</i>	<b><u>Modelling Book Talk</u></b> Continue to share book. Chn to be given the opportunity to read the section with their partners first: one reads, one points then swap. Encourage book talk between chn.  <i>CT/TA to stick label into reading diary to record reading. (Half of the class)</i> CT to then read section of text while chn follow in their pairs. CT to pause at apt points to model book talk and check comprehension.	<b><u>Retrieval (1b/2b)</u></b> Continue exploring book with a focus on retrieval skills. Chn could: <ul style="list-style-type: none"> <li>- Answer questions orally</li> <li>- Answer on whiteboards</li> <li>- Record answers in books</li> <li>- Write their own retrieval question for a partner/CT</li> </ul> As each unit is taught, ensure a range of ideas are used.
	Lesson 6	Lesson 7	Lesson 8	Lesson 9 X	Lesson 10
Week 2	<b><u>Define and Infer (1a/2a, 1d/2d)</u></b> Continue exploring book with a focus on defining challenging vocabulary and inference skills. Chn could: <ul style="list-style-type: none"> <li>- Find definitions for tricky vocab (dictionary skills)</li> <li>- Use vocabulary in the context of a new sentence, using a picture prompt to support</li> <li>- Highlight clues in the text to help infer information</li> </ul> Use evidence from the text to infer specific information	<b><u>Key Aspects (1b) and Language (2g)</u></b> KS1 – Explore key aspects of texts such as character, events, titles and information. Ask chn key questions (see supplementary sheet)  KS2 – Explore why a writer has chosen particular vocabulary to have an effect on the reader. Chn could: <ul style="list-style-type: none"> <li>- Answer questions orally</li> <li>- Answer on whiteboards</li> <li>- Record answers in books</li> </ul> Write their own retrieval question for a partner/CT	<b><u>Sequencing (1c) and Relating (2f)</u></b> KS1 – Explore sequencing and explaining the events in texts. Chn could: <ul style="list-style-type: none"> <li>- Sequence cut up sections of the text</li> <li>- Make a table/chart to show what happens in a text</li> <li>- Use three sentences to describe the beginning/middle/end of the text</li> </ul> KS2 – Explore how events in texts link and are related to each other and explain their meaning as a whole. Chn to record their observations in their books.	<b><u>Comprehension Across All Domains - Orally</u></b>  Chn to answer questions posed with a partner orally. Provide chn with sentence stems to help frame answers.  Encourage chn to explain their answers and give evidence where possible (KS2)  <b><u>Preparation for Writing</u></b> Ensure reading to a particular point is complete to inform the purpose and context for writing	<b><u>Cold Task (Gap Analysis)</u></b> Chn to complete the cold task for the next genre. They should have access to their year group 'Writer's Toolkit' and a 'Genre Checklist' on IWB. Skills on both checklists will not be explained.  <b><u>Presentation</u></b> Cold task to be completed on blue paper and kept by CT until they are stuck in at the start of the next unit before Lesson 1.  <b>Y2</b> – No cold tasks as each genre is new <b>Y3</b> – Cold tasks for known genres only
	Lesson 11	Lesson 12	Lesson 13	Lesson 14 X	Lesson 15
Week 3	<b><u>Comprehension Across All Domains</u></b> Chn to independently answer questions across all domains using question frames. Work to be stuck in books.	<b><u>Reading</u></b> CT to model answers to Lesson 11's questions – showing chn where specifically to look in the text. CT to use AfL to select weaker domains to focus on in Lesson 13.	<b><u>Comprehension Across All Domains</u></b> Chn to independently answer questions focusing on weaker domains (identified in Lesson 12), using question frames. Work to be stuck in books.	<b><u>Reading</u></b> CT to model answers to Lesson 13's questions – showing chn where specifically to look in the text. CT to assess progress on the specific content domains covered.	<b><u>Recall, Review and Summarise (1c/2c)</u></b> Discuss the book together as a whole. Chn could: <ul style="list-style-type: none"> <li>- Complete a short book review</li> </ul> Write a paragraph to summarise text (challenge by implementing a word limit for UKS2)