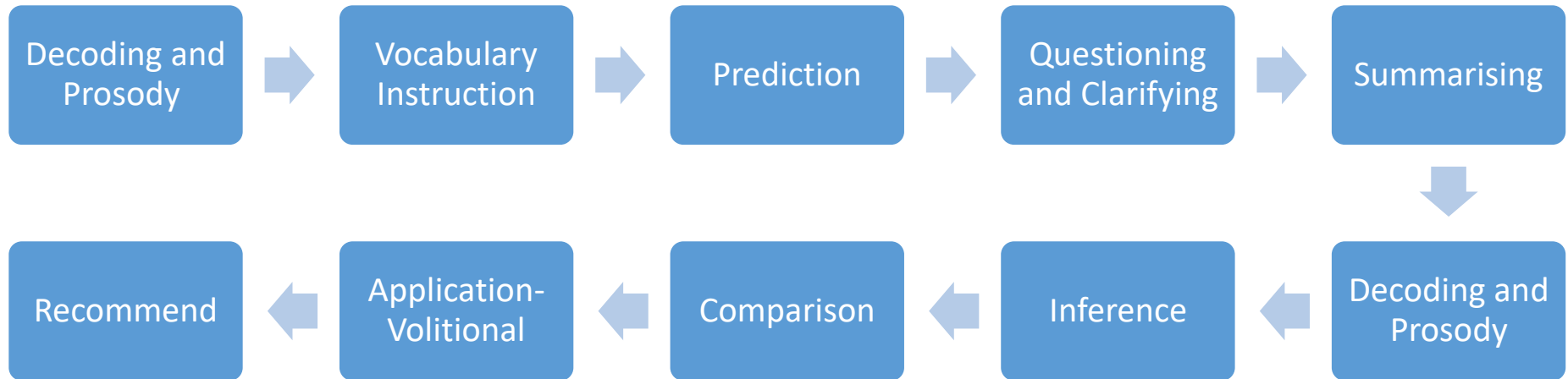


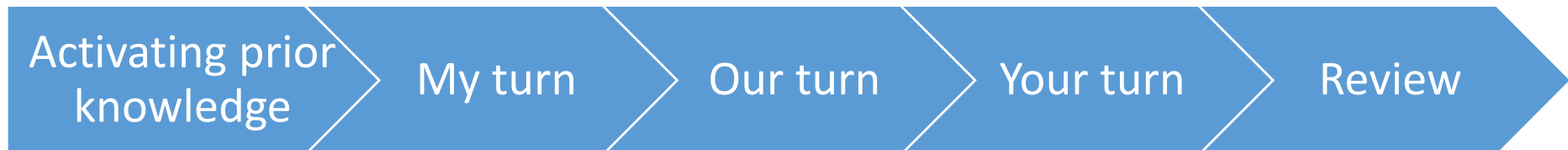


**The Teaching Sequence**

**The fortnightly Cycle:**



**Daily structure:**





	Domain (s)	Lesson Sequence	How	Text Specific/ Teacher plans (Annotations and page numbers- note form)
DAY 1	Decoding and Prosody	<b>Activating prior knowledge</b> (word level - accuracy and then sentence level – accuracy and prosody)	<b>Pre teach</b>  Go through text-specific words which children may find tricky – these are the words which children will need to read accurately, including any statutory/CEW within the text.	
		<b>My turn (Scaffold)</b>	Sentence level accuracy – so that meaning doesn't get lost – build fluency. Teacher models reading a section at pace. Post-it or model somehow where you would be naturally emphasising/pausing/adding expression etc so that this s clearly modelled to the children.	
		<b>Our turn</b>  (Rehearsal) next chapter/section of the book	Paired reading – 1 <sup>st</sup> time at sentence level focussing on accuracy, second time – focussing on prosody (intonation, expression, expression – key words, character voice etc)	
		<b>Your turn (apply)</b>	Independent reading aloud (passages may need photocopying – one each per child). Teacher tap-in (teacher goes round listening to individuals).	



		<b>Review</b>	Go through what we have been looking at throughout the lesson – accuracy, prosody (including punctuation etc to emphasise meaning). Children identify their areas or growth (WWW) and the EBIs.	
<b>DAY 2</b>	<b>Vocabulary</b>	<b>Activating prior knowledge</b>	<b>Retrieval practice-</b> Key content from the section of text read yesterday. May be a quiz like question.	
		<b>My turn</b> (Scaffold)	Finding child-friendly definitions of words (e.g. tier 2 vocab) which the children are likely to struggle with – then follow with modelling how to answer the first question from the Isabel Beck list of 7 engaging activities.	
		<b>Our turn</b> (rehearsal)	Oracy based – children go through the activities from the board (doesn't need to be all 7 suggestions) – Children work in pairs to go through a couple of the engage activities. -Review meanings with questions. -Situations and examples. -Yes/No -Word association -Find the missing word	
		<b>Your turn</b> (apply)	Children work independently - Finish the sentence	
		<b>Review</b>	Final review question – what is the word which means..... (Children to formulate their response and give reasoning behind it)	
<b>DAY 3</b>	<b>Predicting</b> (what is the author going to tell you next?)	<b>Activating prior knowledge</b>	<b>Vocabulary-</b> Using an alternative tier 2 word from yesterday.... What is the word that means....?	
		<b>My turn</b>	I do – Teacher models – read first section, and pause. Raise the question, e.g. what might happen	



	What are the next events?)	(Scaffold)	next? What might the character do? Predict and then evidence – read next section to find examples	
		<b>Our turn</b> (rehearsal)	We do (group) – same as above – raise the question – Predict - read and find examples - explain	
		<b>Your turn</b> (apply)	You do (paired) – same as above – independently 1. Read and pause 2. Raise the question 3. Predict 4. Read and find example 5. Explain	
		<b>Review</b>	Group discussion – pairs present evidence. Affirm / challenge discussions.  ‘May I build on what you have said....May I challenge the point you have raised...’	
<b>DAY 4</b>	<b>Questioning and Clarifying</b>	<b>Activating prior knowledge</b>	<b>Prediction-</b> Retrieval quiz question from previous domain	
		<b>My turn</b> (Scaffold)	Teacher models – I do - First section of text. Raise questions (something that might feel unclear) 1. On the surface (who, what, where, when, why?) 2.Under the surface questions – Why, how, could, should, would? Clarify using evidence from the passage.	
		<b>Our turn</b> (rehearsal)	We do – generate questions as part of the next section. Same as above. Evidence verbally.	
		<b>Your turn</b> (apply)	You do – teacher generates question – children independently read to retrieve the answer	
		<b>Review</b>	Explain – group discussion – what conclusion did you come to and why? Build on oracy skills.	
<b>DAY 5</b>	<b>Summarising</b>	<b>Activating prior knowledge</b>	<b>Clarifying</b> -Retrieval quiz question of previous domain -	



		<p><b>My turn</b> (Scaffold)</p>	<p>Teacher modelling – first paragraph. How would we summarise? Pick out the key features – How do we know what is a key feature and what isn't? Teacher identifies the steps to summarising Step 1 - Do an initial read. Step 2 – re-read and pick out key information – highlight. Thinking out loud at this point – ‘this point matters because it impacts this.....this point doesn't matter because it has no impact....’ Step 3 – order those key points. Step 4 – record succinctly the key points.</p>	
		<p><b>Our turn</b> (rehearsal)</p>	<p>In pairs, go through the next section of text and work through the first 3 steps.</p>	
		<p><b>Your turn</b> (apply)</p>	<p>Children - independently work through step 4. NOTE – as time progresses over the year, children should be able to apply steps 1-4 independently. In the early stages of delivering this sequence the children may need all steps 1-4 rehearsing.</p>	
		<p><b>Review</b></p>	<p>Children present ideas / feedback to class. Build on / challenge what they have said – children should be able to fully explain and reason their answers.</p>	
<p><b>DAY 6</b></p>	<p><b>Decoding and Prosody</b></p>	<p><b>Activating prior knowledge</b></p>	<p><b>Pre teach</b> Go through text-specific words which children may find tricky – these are the words which children will need to read accurately, including any statutory/CEW within the text. Sentence level accuracy – so that meaning doesn't get lost – build fluency.</p>	



		<b>My turn</b> <b>(Scaffold)</b>	I do - Teacher models reading a section at pace. Post-it or model somehow where you would be naturally emphasising/pausing/adding expression etc so that this is clearly modelled to the children.	
		<b>Our turn</b> (rehearsal)	We do - Paired reading – 1 <sup>st</sup> time at sentence level focussing on accuracy, second time – focussing on prosody (intonation, expression, expression – key words, character voice etc)	
		<b>Your turn</b> (apply)	You do - Independent reading (passages may need photocopying – one each per child). Teacher tap-in (teacher goes round listening to individuals).	
		<b>Review</b>	How did you decide on your voices? Where did you place emphasis and why? Fluency? Any areas which were tricky to read aloud?	
<b>DAY 7</b>	<b>Inference</b>	<b>Activating prior knowledge</b>	<b>Summarising</b> Retrieval quiz question of previous domain	
		<b>My turn</b>	I do - Teacher models how you would infer – working backwards – explaining to the children how	



		<b>(Scaffold)</b>	you made that inference from the information you had within the text. Initial question raised. Step 1 – read the passage aloud to the children. Step 2 – go through and look at the characters actions / what they say / how they say it / what isn't said. Step 3 – make the statement and explain why you have made it - draw on evidence to formulate the response.	
		<b>Our turn</b> (rehearsal)	We do – Shared question given - same process but children work in pairs – reading aloud.	
		<b>Your turn</b> (apply)	You do - Same process but children work independently.	
		<b>Review</b>	Paired review to present ideas (Partner A to partner B etc). Teacher tap-in to listen to conversations – could choose a pair to feedback at the end of the session.	
<b>DAY 8</b>	<b>Comparison</b> (finding similarities and differences within the text, e.g. character/setting/ themes)	<b>Activating prior knowledge</b>	<b>Inference-</b> Retrieval quiz question on the domain	
		<b>My turn</b> <b>(Scaffold)</b>	I do – teacher models – option to choose from either character / setting / theme. Select the 2 characters / settings or themes that you will focus on. Read and identify similarities. Then read and identify differences. Then explain findings. Can be done on flipchart/IWB.	
		<b>Our turn</b> (rehearsal)	We do – As above - slight difference though as children work in pairs and pick one area – either similarities or differences.	
		<b>Your turn</b> (apply)	You do – As above – children work independently on the opposing skills (either similarities or differences depending on which has been done during the rehearsal).	
		<b>Review</b>	Present ideas to their groups. Teacher could then choose one pair to feedback their findings – oracy based.	



DAY 9	<b>Application</b> – child-led reading	<b>Reading for pleasure</b>	Child-led session – focussing on reading for pleasure / engaging reading environments. 1- Book PR – If you like this...why not try this.... 2- Reading choice – children to choose from wither reading alone / reading to someone / reading together / being read to. Informal book talk.  Teacher to join in throughout the process- sitting reading to a child, listening to a child/ group, or reading a book of their own and role modelling these behaviours.	
DAY 10	<b>Recommend</b>	<b>Activating Prior Knowledge</b>	<b>Comparison-</b> Retrieval quiz question on the domain	
		<b>My turn (Scaffold)</b>	I do – show children breakdown of areas which could be covered in a recommendation of a text – make a selection for the scaffolding session (choose from structure/theme/character/event/purpose/audience). Teacher create book banner for the chosen feature.	
		<b>Our turn</b>  (rehearsal)	We do – whole class – selecting a different feature from the list above.	
		<b>Your turn</b>  (apply)	You do – Paired – select another feature and create recommendation – ‘book banner’	
		<b>Review</b>	Share and discuss / refine – which one will be chosen to be the book banner and why.	

This teaching process begins during the summer term of year two once they have cracked the phonic code and completed the RWI programme.

**Preparation- Teacher to read the text being used and post it note relevant sections each day- notes and page numbers can be referenced on this format- no additional planning is needed.**





**Oracy based questions for vocabulary instruction:**

Engage activities

**Finish the sentence:**

'The puppy stumbled on the path because...'

Engage activities

**Situations and examples:**

'Sometimes when you wear new boots, you tend to stumble because you are not used to walking in them. What are some other things that make people stumble?'

**Review meanings with questions:**

'Does delicate mean something small and easily broken or something big and heavy?'

'Who would probably stumble more: a man who had difficulty seeing the road or a child walking slowly home?'

Does morsel mean a big meal or a small piece of food?'

Engage activities

**YES/NO: Share sentences that make sense and sentences that do not...learners to give the appropriate response.**

'The trunk of a tree is delicate.'

'Many flowers are small and delicate.'

Engage activities

**Final review:**

'What is the word that means small and easily broken?'

'What is the word that means to trip and fall?'

**Find the missing word: Tell learners that you are going to say a sentence aloud that is missing one of the new words taught eg. Delicate, stumble...can they identify the appropriate word?**

'If you were walking to the edge of a mountain, you would not want to\_\_\_\_\_.'