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| Guided reading plan – Year 4 |

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| **Learning objective for this session**  *(taken from the Reading Progression Statements, National Curriculum)*  **To predict, ask questions and wonder about the text** | |
| **Title: The Sweetness of Salt a short story from Magic Carpet Stories around the world (Ginn All Aboard stage 12)** | |
| **Text introduction**  (Prior knowledge activation) | **Introduce text**  *Traditional story that helps us to learn a lesson – check vocabulary – dowry / flattered*  **Discuss with children the focus strategy taught in shared reading session – introduce this as the LO for the session – who can remember what you have been learning to do in reading? – ask questions / wonder about the text**  **What sentence starts might you use when wondering / questioning? (in pairs)**  **Teacher listens in and supports.** |
| **Strategy focus** | **Reminder of previously taught strategies that might be useful for the focus strategy**  While you are reading, make pictures in your head to help you understand and think about any clues that help you to understand ideas. |
| **Independent reading** | **The big question for this session: what sort of character is the king and how do you know?**  **Children read independently** up to p.…  **Teacher reads first sentence /couple of sentences and reinforces the strategy**  **– what questions / wonderings? (children talk in pairs and T. listens in)**  **T. explains that readers do this in their heads –** so all children now read in their heads and apply the learning focus –  **T. moves around and listens in on children reading** a couple of sentences then the child and teacher discuss the application of the learning focus  **Pause after a couple of pages –** *Tell your partner what you are thinking*  If children finish early, note down jottings appropriate to the learning focus – on post-it notes – what were some of your questions / wonderings at different points in the text?  **Learning Partners –** *discuss examples of how you used the focus strategy* |
| **Respond**  **to the text** | **Respond to ‘the big question’: what sort of character is the king and how do you know?**  Return to learning objective, have we been successful? |

**NB – resources: Big question on A4 card; copies of text; discussion sentence stems; sentence stems for questioning and wondering on FC or on card in the middle of the table; post-it notes; plan for scribbling my own notes; pictures – what a good reader does to monitor own understanding.**