**Shared Reading Plan**

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| **Learning objective for this session (taken from the Reading Progression Statements, National Curriculum or school based reading objectives)**  **To predict, ask questions and wonder** | |
| **Title of text for extracts – Kensuke’s Kingdom** | |
| **Review** | **Reminder of previously taught strategies** – What does a good reader do? (encourage this focus to be on range of comprehension strategies)  Remind children with the visual image of these (although this only includes certain elements of what a good reader does)  What do good readers do that helps them to understand what they are reading?  Recap strategies to help us understand text and remind the strategies already done. |
| **Text introduction** | (Text to be used should be on the board for all children to see and they should have tier own copy to read/annotate)  **Briefly introduce the text being used** / if it is an extract, where this is from  Show extract from KK that they haven’t yet reached and remind about the story so far.  Look at the text and identify specific vocabulary you think children won’t understand.  **Pre-teach any essential vocabulary understanding**.  **SET BIG Question – SATS style** |
| **Teach** | **Introduce the focus for this session**.  Introduce the focus for the shared reading: LO Predict, ask questions, wonder about the text, show the visual reminder of Predict / ask questions / I wonder from display  Introduce LO -predict / ask questions, wonder – why do we do this?  **Fluency – read the text bit by bit for fluency (use a range of strategies – pick 2/3 – avoid round robin/picking out pupils)**   * Teacher model – first paragraph * Choral read – second paragraph * Echo read * Read in pairs   **Model/teach the reading focus**  Model reading a small part of the text, stopping, voicing thoughts aloud – model using a physical thought bubble – note down twice own thoughts in terms of a question and an I wonder but also just verbalise others of my thinking so children don’t feel this is a formal exercise only. When I modelled this – how did I start each of my sentences?  Introduce question and thinking stems – I wonder whether…. / What would happen if…/Why/ How … |
| **Practise** | **In pairs, children read a subsequent piece of the same story.**  **Question the children within the focused objective**, helping and supporting them to think in this way. Children try out one or two examples then give immediate feed back.  Do 2 sentences of their text together – children have a copy between them but this is also on IWB. Read first part of first sentence… what do you think? Talk together. Take some I wonder / questions feed back then children note one of the ideas down on post-it notes. Repeat this process so children are clear about what they will be doing independently. |
| **Apply** | **Children work in mixed achievement pairs to try out the strategy with a class based piece of text**. (Train children how to support each other in this process.)  **Children complete the second piece of text with a reading partner** –Stop after each sentence – ask questions / do wondering after each sentence – note down the wonderings on paper  **Respond to the text**: Go back to **BIG QUESTION** e.g Why would his actions upset Kensuke? What would you do if you were trapped on a desert island? |