KS1 Book Talk Weekly Plan

Reading Skills						
	Decode	Explain	Retrieve	Interpret	Choice	Summarise

Day	Outline of the lesson (20 minutes *for story time a day- Hard copy of book and photos on the IWB throughout all 5 days*)	TA Role and Recording
Day 1 Monday *To captivate children's attention and ensure they enjoy stories.*	Sit on low chair or floor with children to ensure all children can see the book. Select spot light children to focus on for the session. Read the story to children. Do not place emphasis on stopping throughout the story to ask comprehension questions. Aim of the day is for children to listen to the whole text and identify key parts of the story for example, a problem. Once text is complete- children to use summarise reading skill to retell the text to a partner.	TA taking guided reading notes of focus children for folder. <mark>Recording and discussion focus</mark> Children summarise and retell the story/text to a partner or an adult. Can children identify the problem?
Day 2 Tuesday *For children to develop a deeper familiarity with the story.*	Re read the story to class to secure and deepen their understanding. This time, when reading the story, use facial expressions and intonation to show your reactions and <u>hook children onto key parts</u> of the story making it more animated. Pause at points in the story and TELL children the meaning of words they may not know. Model thinking out loud when reading the story. For example: 'I like this part because…' 'This is a lovely phrase it makes me think of…' 'I don't like the sound of that because…'	TA to scribe the unfamiliar words on strips of card and place on a reading display/working wall. This will be used as a teaching tool throughout the week for children and staff to refer back to. <mark>Recording and discussion focus</mark> Children identify key parts of the story for example, characters, setting, problem, possible resolution and ending? Can children describe the characters? Good/ bad? Can they use evidence form the text to support their answer. How do they know?
Day 3 Wednesday *To practise saying the favourite phrases in the story, ready to join in with the story the next day.*	Re read the story to class and use 'my turn, your turn' for children to **begin** joining in with words and phrases (similar approach to Talk for Writing Imitation stage). Teacher to ensure the sections children joining in with are for a purpose (parts we want children to remember key words or phrases). Apply these favourite words and phrases throughout the school day where possible so children are familiar with	TA taking guided reading notes of focus children for folder and supporting discussion. <mark>Recording and discussion focus</mark> Can children identify the favourite phrases and begin to think about the impact they have on the reader

	hearing them in a range of contexts and embed the vocabulary. Sticky note key parts in the story where the character shows how they are feeling. Get children to freeze frame parts of the story. Class teacher to say how children look using Tier 2 vocabulary. This is an opportunity for teachers to extend and deepen the children's vocabulary bank. Children to repeat the word to embed vocabulary. For example, Teacher 'You looked shocked' Children ' We looked shocked' Finally, verbally share or show children examples of sentences where the above tier 2 vocabulary is applied into a sentence. It is good to show children examples of sentences where the word is used the CORRECT context and where it has been applied into the INCORRECT context. Have a discussion about why this does or does not work.	Can children begin to identify their own favourite phrases and explain why?
Day 4 **Thursday** *For children to join in with phrases from the story.*	Re read the story to children a fourth time. By this point children should have a good understanding of the text and the vocabulary that appears in it. Pause when re reading this time so children can join in with the reading of key phrases and embed phrases from day 3 and tier 2 vocabulary from day 2.	TA taking guided reading notes of focus children for folder and supporting discussion. **Recording and discussion focus** Refer back to the problem (if one appears) or key point of the story and discuss if it has been resolved. Is this what we expected to happen? Why? Why not?
Day 5 **Friday** *For children to have a better understanding of a character (appearance and why and their nature).*	This lesson will use comprehension style questions in order for children to gain a deeper understanding of 1 character (more if necessary/ book dependent) name all the characters in the story. Which character is the main character? Ask children to discuss why they think this. Is their more than 1? Continue to question children so they have a deeper understanding of 1 character. What kind of character do we think X is? Why do we think this? What clues were given to us in the story to make us come to this conclusion? How does the character behave to support our idea? If children respond with one word answer model to them how to respond in a full sentence. What did X say when….? What did X do at….?	TA taking guided reading notes of focus children for folder. **Recording and discussion focus** TA to record answers and discussion on recording sheet. Most often comprehension slides focus on the following reading skills: **End of week** Copy the front cover of the book children are reading in class and stick in their home school contact books with a speech bubble saying, 'Ask me about our class book' with

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		some question stems or parents to refer to. Friday 6th November 2020 Book Talk- Burglar Bill Ask me about our class book- Burglar Bill.
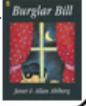
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Vocabulary Focus Lessons

2x new words learnt from the story (Monday- Thursday)

Application of all 8 new words learnt (Friday)

Term and Week	Book Talk	Vocabulary Lesson
Term 1 Week 1	2 day week	Transition Days
Term 1 Week 2	Burglar Bill	No Vocabulary Lessons
Term 1 Week 3	Room on the Broom	10 minute vocabulary lesson based on Burglar Bill text. 2 new words a day from the story to enrich vocabulary. Application of all on Friday
Term 1 Week 4	Can't You Sleep Little Bear	10 minute vocabulary lesson based on Room on the Broom 2 new words a day from the story to enrich vocabulary. Application of all on Friday
Term 1 Week 5	Cotton Wool Colin	10 minute vocabulary lesson based on Can't You Sleep Little Bear 2 new words a day from the story to enrich vocabulary. Application of all on Friday
Term 1 Week 6	Six Dinner Sid	10 minute vocabulary lesson based on Cotton Wool Colin 2 new words a day from the story to enrich vocabulary. Application of all on Friday
Term 1 Week 7	How to be a Viking	10 minute vocabulary lesson based on Six Dinner Sid 2 new words a day from the story to enrich vocabulary. Application of all on Friday
Term 1 Week 8	Revisit all texts from previous weeks. Book talk about favourite books and why. What can children recall?	10 minute vocabulary lesson based on How to be a Viking 2 new words a day from the story to enrich vocabulary. Application of all on Friday