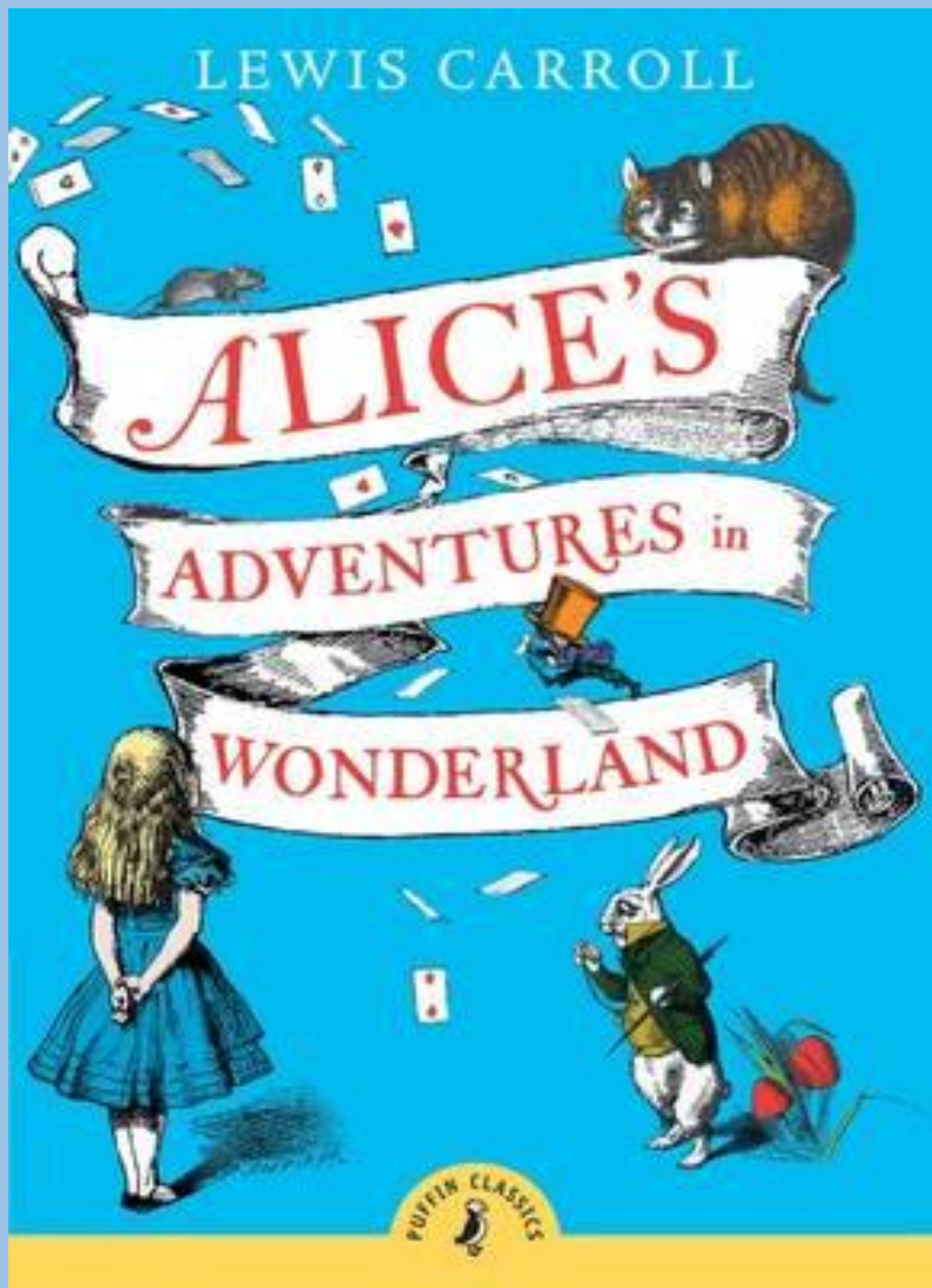




Class Reader Lesson: Speaking & Listening Focus

- *No new reading of the text - some could be re-read, but sticking to quotes for the sake of questions is often better.*
- *Lots of recapping.*
- *Making sure children are on the same 'page'.*
- *Weekly quiz.*
- *Explanation of authorial word choice.*
- *Focus on summarising and predicting, alongside word choice.*
- *Culminating with a PSHE style question.*



Class reader:

Alice's Adventures in Wonderland

Lewis Carroll

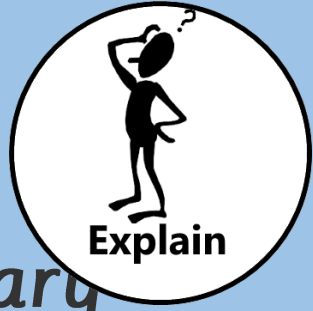
Re-cap



Time to reflect on the story so far...

- This might take the form of a 'quiz' or 'fact dump' to see what the children can remember (recording on whiteboards/sharing with partners)
- Children could 'draw/map it' to recap key events
- It might be appropriate to re-read a particular focus part of the book
- E.g. children order sections of the story so far/true or false/fact or opinion
- ****See the 'Reading Strategies' document/Ashley Booth's blog**

Vocabulary Check



- *A chance to discuss the meaning of any new vocabulary from what they've read already, generally on whiteboards – recorded on flip chart paper/working walls*
- *Children could put the new words in other contexts/sentences, make links to other words that look or sound similar*
- *What word class is it? Can we make any substitutions*
- *Synonyms/antonyms*
- *Word maps (see next slide)*



Working Out Words Map!

Does it look/sound like other words that I know?

Can I break it down into smaller parts?

Does it make me think of other words I already know?

The word: **tropical**

The sentence it's in:
Mostly a tropical climate, the temperatures are warm all year round.

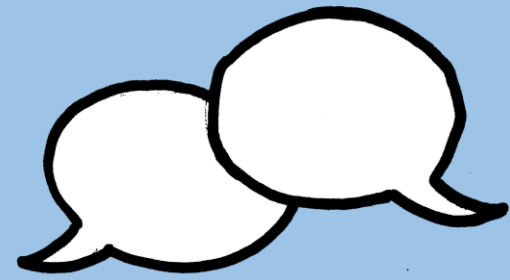
What other words would make sense in that place?

Is it working as a noun, verb, adjective or adverb?

What are other important words in the sentence/paragraph?



Partnered Talk



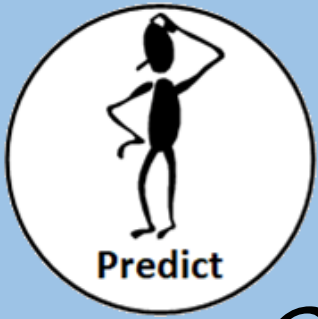
‘Insert a quote/section from the text.’

Pose question for children to discuss:

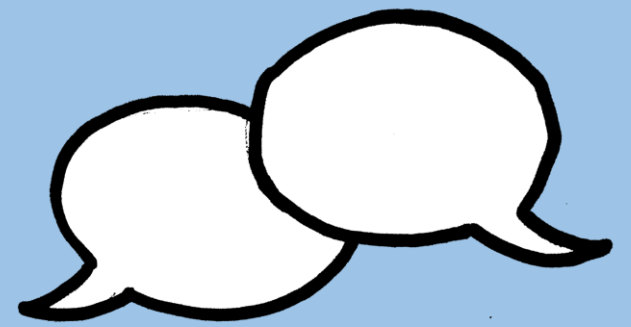
e.g. What do you think...

What might happen if...

What clues suggest that...



Partnered Talk



- *Good prediction/bad prediction – which is more likely? Why?*
 - *The five word prediction*
 - *How might the setting link to the plot?*
 - *How might the character react to that?*
 - *What might happen next?*

Individual Thinking



Insert another extract of the text

Pose question linked to your focussed skill –

Opportunity for children to be creative and explore skills in different ways e.g. Looking at the description above, draw a picture of the Mad Hatter

Plenary

Opportunity to discuss book linked to PSHE,

e.g. should...have gone to....?

How would...have felt when....

Should...be allowed to... Why?

If you met ... what would you say/do? Why?

If you were this character, what advice would you give to...

What other texts does this remind you of? Why?





Class Reader 15min sessions: Modelling reading aloud to the children:

- Important to model to children about good reading aloud.
- Filling the room with their voice - loud and clear - can Fred in the corner hear you? Could you start again?
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling that word substituting that doesn't make sense can change the meaning completely and how to spot it - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.