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Introduction

About this series

Reading Explorers – A Guided Skills-Based Programme is a self-contained programme of work which has been developed to enhance the teaching and learning of guided reading.

It aims to provide teachers with a scheme of work that will enhance the development and continuity of guided reading throughout the school. More importantly, the programme actively promotes the teaching and learning of specific reading and study skills. The children thus acquire the ability to access, interpret and understand a piece of text, and are encouraged to become more independent thinkers and learners.

The main reason for the programme's success is that it is a skills-based programme which fulfils the needs of the developing learner. The pupils themselves are aware of the specific skills they are hoping to achieve each half term and are actively involved in developing these skills through the use of wipe board and kinaesthetic activities. They are also taught how to analyse the question being asked before they attempt to look for an answer. With this approach, teachers can support the children as they become independent learners in a structured and progressive manner.

The five thinking and reasoning skills contained in this programme are as follows:

Literal thinking
Deductive reasoning
Inferential skills
Evaluative assessment of texts
Study skills which promote wider independent study

There are five books in the series, one book per year group from Year 2 to Year 6.

Year 2 (Ages 6-7)
Year 3 (Ages 7-8)
Year 4 (Ages 8-9)
Year 5 (Ages 9-10)
Year 6 (Ages 10-11)

Each book aims to:

- support teachers by providing a programme of work that covers enough lessons for a whole year
- reduce teachers' preparation time through the provision of differentiated activities and resources
- develop children's comprehension skills through purposeful and stimulating activities
- provide children with the opportunity to access a range of different texts and genres.

About this book

This book is for teachers of children in Year 5 and includes the following:

- A planning matrix of the skills to be taught throughout the series.
- A contents page that gives an overview of which skill a particular text is encouraging.
- Six detailed lesson plans with accompanying photocopiable texts for each half term (36 in total)
- Differentiated text for each lesson plan.

The main text opposite the lesson plan in each book, is aimed at the average reading ability of the children of this age range. This is followed by two texts that are differentiated at lower and higher reading ability level, which will allow all children within the classroom setting to access both the text and the specific reading or study skill being taught during each half term.

Text A = Lower reading ability
Text B = Average reading ability
Text C = Higher reading ability

The planning matrix

A planning matrix is provided immediately after the Sample Lesson Plan. Each ✓ symbol represents how often a particular skill should be taught during each academic year. Each ✓ symbol = 1 half term lasting approximately 6 weeks.

The contents page

Once a skill has been chosen to teach, the teacher can then choose an appropriate lesson within the specific reading skill. As the lessons within each skill are self-contained, they can be undertaken in any order.

Lesson plans

The book contains 36 lessons – enough for six per half term. The heading of each section indicates the specific skill to be taught and practised in each lesson. The lesson plans are divided into four sections:

■ Warm up questions

This part should be carried out first. The questions are usually literal, their purpose being to orientate the children with the text provided.

■ Main questions

This is the main body of the lesson and the types of questions posed here relate directly to the skill being practised.

The same questions can be used with all three texts for each lesson and, where appropriate, the answers are provided in brackets.

■ Essential Vocabulary

These questions or activities support the Main Questions section. They increase children's knowledge and understanding of words and help promote an understanding of why certain words were chosen by the author.

■ Evaluative questions

This section does more than simply help the teacher to round off the lesson. It allows children to speculate on the tone and purpose of the text, as well as to consider the text's audience. It also enables teachers to ask further questions on the social relevance a text may have in today's society.

**Important
information to read
before carrying out
the lesson plans**

How to prepare and carry out the lessons

You will need:

- A wipe board and pen
- Any prompt cards associated with your learning aim (see below)

The children will need:

- A wipe board and pen
- A photocopy of the reading text
- A highlighter pen


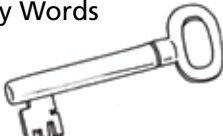

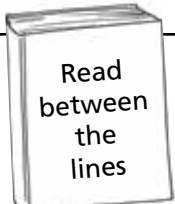
Introducing the session to the children

First, settle your reading group and make sure each child has a wipe board, a dry marker and a highlighter pen. It is important that the children know which reading or study skill they are focusing on throughout each half term. Specific learning objectives should be discussed with the children at the beginning of each half term and you can remind them of these at the beginning of each session. A model is provided below:

- Who can tell me what type of questions we are focusing on this half term?
- *Deductive*
- Good. (The teacher now sticks the deductive symbol* on the board) And what did we say the word deductive sounds like?
- *Detective*
- Well done. So as a detective, what do we have to look for?
- *Evidence, clues, proof*
- And where will we find this evidence?
- *We can highlight words or sentences on our sheet.*
- Well remembered. I think you've earned your detective badge now and we can begin. (The teacher now gives each child their own pre-prepared detective badge* to wear during the lesson).

It is important to write the children's answers up so they can be clearly seen throughout your lesson. This will act as a visual reminder to each child of what their learning intention is – not simply for this lesson but for the whole half term.

Below are examples of the symbols you may wish to use to represent each skill. Over time, the children will recognise and associate each symbol with its relevant skill, especially if the same symbols are used throughout the school.

Literal
Skimming & Scanning 
Key Words 
Deductive
Detective  <div style="display: flex; justify-content: space-around; width: 100%;"> Clues Proof Evidence </div>
Inference


Icons are included at the back of the book.

Prior to reading the text

Provide the children with a copy of the text and ask them to scan the page to look for clues which tell them what type of text it is. Is it fiction or non-fiction? What genre of text is it? How can they tell this?

What do they think the text might contain? Ask them to look at the illustrations, title, headings, sub-headings and layout to give them clues. Can they predict what the text will be about? What do they already know about this particular genre?

Ask the children to quietly read through the text to familiarise themselves with it. They can circle any unfamiliar words they encounter. Any words circled can be discussed as a group and, later on, be put into the children's personal dictionaries. These can either be used to provide vocabulary extension work for particular groups or can provide extra words for their weekly spellings.

The warm up questions (3-5 minutes)

Next, ask the questions contained in the 'warm up' part of the lesson plan. This will give the children a purpose for their reading of the text and will enable them to search for specific information as they read. By doing this, the children will orientate themselves with the text provided and be able to use their past experiences to make predictions as to what else the text might consider.

Share the children's answers to the warm up questions. In which part of the text did they find their answers to the questions? Which parts of the text helped them find their answer more quickly? (Encourage the children to use correct terminology such as 'heading', 'first paragraph', 'caption', 'illustration' and 'column'.) Were the children's predictions about the text correct? Were they surprised by the text in any way?

The main questions (15-20 minutes)

During this part of the lesson you will be concentrating on the key skill or question type chosen for your half term focus. For this reason it is important that you give a weighty amount of time to looking at each question.

To determine that the children have understood the question and feel confident enough to start looking for the answer, the following approach can be taken:

A 5-staged helping hand approach



1. Ask the children to turn over their text so that they cannot see it.
2. Write out the question you want to ask on your wipe board and show the children. Ask them to read it and write the most important words or phrases onto their wipe board. When the group has finished, ask them to show each other their answers.

For example, you might write 'What do big cats use their tongues for?' The children would read this and write down the key words 'big cats' and 'tongues'.

3. Discuss how relevant the chosen key words are when searching for the answer and where they might find the answer in the text itself. As the children begin to understand that there may be more than one key word in a question, discussion may also take place as to which key word should take precedence over another.

4. Ask the children to turn over their text and begin looking for the answer. Once they have found it they should highlight it on the text and write down the answer on their wipe board.
5. When everyone has finished, ask individuals to reveal their answer by showing their wipe board to the group. Answers can then be discussed accordingly and additional evidence highlighted on the text itself.

Evaluative questions (3-5 minutes)

These questions round the session off and enable the children to reflect on the tone, purpose and overall effectiveness of the text. Exploring these questions will also help the children realise that a text can provide ideas, raise issues and facilitate discussion that goes beyond the confines of the page.

A sample lesson plan

<p>Title and Genre of text:</p>	<p>Key Skill / Question Type:</p> <p>This highlights the specific skill to be taught and practised during each half term.</p>
<p>Warm up Questions:</p> <p>This part should be carried out first, with the purpose of orientating the children with the text and the genre provided.</p>	<p>Essential Vocabulary:</p> <p>These questions and activities support the Main Questions section.</p> <p>They increase children’s knowledge and understanding of words and help promote an understanding of why certain words were chosen by the author.</p>
<p>Main Questions:</p> <p>This is the main body of the lesson and the types of questions posed here relate directly to the skill being practised.</p> <p>The same questions can be used for all three texts for each lesson and, where appropriate, the answers will be provided in brackets.</p>	
<p>Evaluative Questions:</p> <p>This section does more than simply help the teacher to round off the lesson. It allows children to speculate on the tone and purpose of the text, as well as to consider the text’s audience. It also enables teachers to ask further questions on the social relevance a text may have in today’s society.</p>	

Planning Matrix*

This matrix gives an overview of how the various skills are developed throughout the series.

* Each ✓ = 1 half term lasting approximately 6 weeks.

Year 6	✓	✓ ✓	✓ ✓	✓
Year 5	✓	✓ ✓	✓ ✓	✓
Year 4	✓	✓ ✓	✓ ✓	✓
Year 3	✓ ✓	✓ ✓	✓	✓
Year 2	✓ ✓	✓ ✓	✓	✓
Skill and Question type	Literal →	Deductive →	Inferential →	Study Skills

Overview of Year 5 lessons

Literal	Deductive	Inference	Study Skills
Going for Gold (A Reference Book)	Wolf Man (A Legend)	Hail Caesar! (A Speech)	What kind of Learner am I? (A Questionnaire)
Taekwondo (A Flyer)	Enjoy the Ride! (A Library Poster)	My English Rose (A Poem)	Genre (Library Classification)
Return to Planet Dread (A Blurb)	Colour Blind (A Metaphorical Poem)	Teddy's Bear (A Bedtime Story)	Pirates I (Using a Contents and Index Page)
Space Attack! (An Extract)	The Iron Man By Ted Hughes	Sweet Dreams (A Lullaby)	Pirates II (Using a Glossary)
Volcanoes (A Web Page)	Cragworth Cottage (An Advertisement)	Pieces of Eight (An Adaptation)	Anyone for T? (Using a Dictionary)
Birds of Prey (A Wildlife Chart)	The Tale of Two Cooking Pots (An African Tale)	The Magpie Girl (A Moral Dilemma)	Avalanche! (Using a Thesaurus)
	Txt Talk (Mobile Messages)	I Want My Mummy! (Instructions)	
	Hi Max! (A Handwritten Letter)	A Jockey's Life (A Fond Memory)	
	Murder at the Manor (A Murder Mystery)	The North Wind Doth Blow (A Fable)	
	Houdini Does it Again! (A Newspaper Report)	www.squashedtomato.com (A Film Review)	
	Tommy's Little Battle – Part I (A Narrated Poem)	The Quest II (A Film Script)	
	Tommy's Little Battle – Part II (A Narrated Poem)	Campfire's Burning! (Setting)	

Going for Gold

Non-fiction

Literal

Warm up Questions:

- Has anybody ever seen the Olympics? Did you enjoy them?
- Have you ever wondered how this huge sporting event first started? Today we are going to look at this very topic. What do you think its title might be?
- Write the real title on your wipe board. Why do you think the writer chose this title?

Main Questions:

1. Re-read paragraph 1. How do we know that the original Olympics took place? (because of artefacts we can see in museums) Draw your answer(s).
 2. Re-read paragraph 2. Who banned the original Olympic Games? (Roman Emperor Theodosius I). Why did he do this if they were so popular? (he banned all non-Christian worship, and the Olympics were in honour of the Greek gods)
 3. Re-read paragraph 3. Whose idea was it to bring the Olympics back to life? (Baron Pierre de Coubertin's)
 4. Where and when were the first modern Olympics held? (Athens, 1896)
 5. Fill in the table below:
Who took part in the following Olympics?
- | | Ancient | First Modern | Today |
|-------|---------|--------------|-------|
| Men | | | |
| Women | | | |
6. What does this table show us? (today everyone has a chance to compete, not just the men)
 7. Where and when was the Olympic flag first flown? (Antwerp, 1920) Describe to a partner what the different parts of the Olympic flag mean.

Essential Vocabulary:

- Highlight the word 'depicts'. Write it on your wipe board. Underneath, write the word 'picture'. Underline a spelling pattern you can see in both words. ('pict')
- What do you think the word 'depicts' means? (shows)
- Write the word 'competition' on to your wipe board. Now find the following words and tell a partner what you think these words mean: 'competing' (trying to be the best at something); 'competitor' (someone who takes part in a race or competition)
- What helped you work out their meanings? (they started with 'compete')
- Highlight the word 'ancient'. What is the difference between the words 'ancient' and 'old'? ('ancient' means historically very old, 'old' just means comparatively old)
- If something 'grinds to a halt', what do you think it does? (stops gradually, getting slower and slower) Show your teacher.

Evaluative Questions:

- Why do you think an illustration of a Greek boy was used rather than a Greek girl? (girls weren't allowed to take part in the ancient Olympics)
- Who do you think would enjoy reading this page the most, boys or girls? Why?
- Do you think male sportsmen get more fame and fortune than sportswomen? Why do you think this is? Do you think this is fair?
- Do you think the writer would agree or disagree with you? Why?



GOING FOR GOLD



So you want to know how the Olympics started, eh? Well, you would have to travel back almost 3000 years and well over 1000 miles to my home city of Athens to see that! Luckily, museums across the world house pottery that depicts men competing in the original games, in events such as running, wrestling and chariot racing. There are even records that date back to 776 BCE that list the names of past winners. Amazing or what?

I know what you're thinking. If the games were so popular, why did they disappear? That's an easy one - blame Roman Emperor Theodosius II! You see, the original games were held in honour of the Greek gods, so when he banned all non-Christian worship across the Roman Empire the games were forced to grind to a halt. It would take just over 1500 years and a Frenchman to breathe life into them once again.

It seems strange now, but when Baron Pierre de Coubertin, father of the modern Olympics, first dreamt of bringing back this ancient tradition, he found little support. However, after a lot of persuading, the first modern games took place right here in Athens! For ten glorious days in June 1896, around 245 men took part in 43 different sports such as discus and the long jump. Notice, though, I said 'men'. It would take another four years before women were allowed to compete (in golf, of all things) and another twelve before they were allowed on the track and field. How sexist!

And what about today? Well I'm sure you'll agree that the games seem to be going as strong as ever, with billions of viewers tuning in every four years to cheer on their favourite sporting heroes. Fantastic!

I'm off now. All this talk about the Olympics has inspired me to go out there and do some sport, so I'll leave you with a podium of Olympic facts I think you'll find interesting. Now, where did I leave my chariot...?

