

Introduction to Enjoy Whole Class Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the National Curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. It is expected that even when pupils become independent readers teachers should share texts with them, reading aloud to them, and that this practice ‘should include whole books so that they meet books and authors that they might not choose to read themselves.’ The quality novels in the **Enjoy Whole Class Reading** series will help educators meet this curriculum expectation.

Enjoy Whole Class Reading Teacher notes provide guidance for improving reading skills through studying whole novels with the class. Schools approach the teaching of reading in a myriad of ways. Many schools use whole texts for reading instruction, but there is huge variation in the structure, timing and quantity of timetabled reading sessions in every school. With this in mind, this teaching resource allows for a wide degree of flexibility, allowing teachers to adapt the structure easily to fit their needs.

Criteria for selecting titles

Titles in the **Enjoy Whole Class Reading** series include a range of highly rated popular titles and modern classics. All texts are age appropriate with a level of challenge suitable for extending the understanding of pupils of varying abilities within a class.

Inside the Teacher notes

Teacher notes contain the following accompanying guidance:

- Brief information on the author (and illustrator, if relevant)
- A book summary: a quick overview of the story
- A chapter synopsis: this section breaks the book down into chapters to help familiarise teachers with unknown texts
- Lesson plans for the whole story, with activities to develop reading skills
- Reviewing the novel: a selection of activities to help pupils discuss independently the content of the novel
- Follow-up activities: suggestions for using the text as a stimulus for writing, or activities linked to other areas of the curriculum
- PCMs: Photocopiable worksheets are provided to support some independent tasks or follow-up activities
- Medium-term overview: a list of national curriculum reading objectives linked to lesson plans.

Organising whole class reading lessons

Adapting lessons

Lessons are provided for the entire novel. Schools may choose to split one lesson over two sessions to suit the length of their timetabled reading sessions. The number of lessons provided for each novel varies depending on the length of the novel. Longer, more challenging novels are accompanied by more lessons. It is important that pupils read the whole novel; however, teachers may restructure the teaching unit so that pupils read some sections independently. Other sections may be read without doing the associated lesson and activities. The medium-term plan at the end of the Teacher notes outlines objectives covered throughout the unit. Teachers can refer to this to ensure appropriate objective coverage for their class if they are adapting the planning. Recap questions at the beginning of reading lessons help teachers to monitor pupils' understanding of any independent reading.

Pre-reading

The first lesson begins with an introduction to the novel by exploring the cover and blurb. After this, all lessons begin with a question requiring pupils to recap text previously read. This consolidates understanding of the story so far and reviews key events. This is followed by a vocabulary check: a short list featuring words which may be challenging or unknown to pupils. Teachers should check and discuss pupils' understanding of these words to enhance comprehension of the text and develop their vocabulary. If time allows, lessons may be extended by applying more focus to vocabulary, for example, pupils may find definitions in a dictionary or practise using new words in sentences.

Reading

The teacher reads a section of the text aloud to pupils, modelling fluency, expression and intonation. The selected section will usually require ten to twenty minutes' reading time and is often a chapter. This part of the lesson should always involve some teacher modelling; however, teachers may want to vary whether they read the whole of the specified text aloud or incorporate other reading methods in order to encourage pupil participation and engagement. The following strategies also provide teachers with an opportunity to monitor fluency. Depending on the skills, abilities and needs of the pupils, teachers could read the beginning few pages of the section and then:

- Select pupils to read portions of the text aloud to the rest of the class.
- Ask pupils to read the remainder of the specified section independently and silently.
- Choose to listen to selected pupils, checking fluency, while others continue reading independently.
- Use the 'Drop in' technique, where the teacher reads aloud fluently, but suddenly pauses at various points for the class to say the next word, thereby encouraging them to track the text.
- Have pupils read in pairs, alternating paragraphs or pages.

During reading, pupils may encounter words they do not know or ideas they are unclear about. Teachers should use their discretion when deciding whether it is important to stop reading and interrupt the flow of the story to discuss aspects of it. Wherever possible, pupils should have the opportunity to experience and enjoy the whole of the specified text before any detailed analysis.

Lesson focus

All the lessons help to develop a variety of reading skills, with a concentration on one objective in particular. This objective is called the focus objective. This ensures that different aspects of comprehension are developed and reinforced while reading the text. By applying a specific focus in each lesson, teachers are able to target their teaching and assess understanding. The focus objective is suitable for pupils of all abilities. Suggestions for support and extension are provided within each lesson plan. They offer opportunities for differentiation: support activities are for pupils who have a lower reading age; extension activities are for those with a higher reading age.

Modelled task

Tasks relating to the focus objective are modelled by teachers to provide clear instruction and example, before pupils are asked to attempt a similar task independently. Tasks may involve a range of activities, such as answering questions; drama; discussion; recording observations; group work; or paired work.

Main activity

This activity is suitable for the majority of the class and is similar in format to the modelled task. Pupils are expected to practise what has been demonstrated, reinforcing their understanding of the focus objective.

Support

Support activities are similar to the main activity but are adapted to be slightly easier. Support activities are suitable for pupils who are below age-related expectations or who demonstrate unclear understanding of the text or task. Support activities may be tackled independently or with the help of a teacher or TA.

Extension

Extension activities are similar to the main activity but are adapted to provide more challenge for pupils performing above age-related expectations. These activities are also suitable for pupils who complete the main activity before others. Extension activities may need further teacher explanation and discussion to aid understanding.

Reviewing the novel: discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use ‘discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’.

In the final lesson, pupils are given the chance to discuss and review the book. The aim is that children should learn to discuss their thoughts eloquently, expressing their viewpoint. During this session, teachers can help pupils explore themes and discuss the conventions associated with the style and genre of the story. Pupils are also expected to consider whether they would recommend the book to their peers and justify their views. The ‘Book talk’ question prompts direct the conversation, helping pupils to talk about the book. These could be cut out and shared between pairs or groups of pupils. Following this, children could take it in turns to ask and answer questions about the story.

Discussion will reveal a lot more than just the children’s ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, or if they can justify their views using evidence from the story.

Follow-up activities

Suggestions are given for literacy activities linked to the text, or extension work in other curriculum areas.

Assessment

Over the course of the novel study, there are many lessons which have a written outcome linked to the focus objective. This means that pupils build a bank of written work linked to specified reading objectives which teachers can use for assessment. A medium-term planning sheet, which shows objective coverage linked to lessons, is provided at the end of the Teacher notes.

A final word

Reading ‘feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds’.

(National curriculum for English)

The exciting range of literature and the associated Teacher notes provided in our **Enjoy Whole Class Reading** series will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children read with confidence and understanding, and fundamentally, ‘to establish an appreciation and love of reading’.

Pages 19–29

Jon writes a letter to Straxi expressing his disappointment that she is a girl. He also tells her that his teacher, Mrs Hall, has asked him to write a report about quills which he encloses in the letter. Mrs Hall gives Jon a quill biro pen. Jon gets over his disappointment that Straxi is a girl when Mrs Hall encourages him to look for what they have in common. He sends Straxi the quill biro pen because although he likes it, he finds using it embarrassing.

Pages 30–39

Straxi likes the quill. She sends Jon something in return: a vomblefruit. Vomblefruits are horrible-smelling and horrible-tasting fruit which grow on Pluto. Jon's mother (who works with plants) puts the vomblefruit in her greenhouse. Straxi explains to Jon that the president of Pluto is planning to get rid of all the smelly vomblefruit trees in the hope of encouraging more visitors to come to Pluto.

Pages 40–51

Television crews visit Jon's school when they hear about the letter-writing project. Jon tells Straxi that his gran is planning to visit Pluto. Straxi writes back and tells Jon that his gran has arrived and is sitting in the café!

Pages 52–61

Straxi tells Jon his gran has become friends with the president of Pluto and speculates about whether they might get married. Mrs Hall tells Jon that he will have to stop writing to Straxi for a while as the Pluto government will be spraying Pluto with vomblefruit killer and space shuttles will not be allowed in or out of Pluto until spraying has finished. Mrs Hall tells Jon to continue writing letters and she will post them after the spraying.

Pages 62–70

Jon writes several letters to Straxi with no reply. There is no news about what is happening on Pluto.

Pages 71–80

Finally, Straxi writes back. She explains that everyone on Pluto was made to stay inside for a while because of the spraying. As a result of the spraying, all the vomblefruit trees are now dead. Straxi tells Jon that she misses them, as they were beautiful even though they were smelly.

Pages 81–91

Straxi writes letters explaining that the birds have stopped singing on Pluto and there is no green anywhere. No plants are growing; the planet is brown and dying, and lots of people are leaving. Jon writes back and tells her that Pluto has been on the news and what has happened is being classed as a disaster.

Lesson 6: Pages 52–61

Pre-reading	<p>Recap: Which member of Jon’s family has arrived in Pluto? (<i>Jon’s gran.</i>)</p> <p>Vocabulary check: related, merits, gravity, courtship, binoculars</p>
Reading	<p>Read pages 52–61 aloud to pupils, modelling fluency, expression and intonation. Teachers may wish to use some of the ideas described in the Introduction to these Teacher notes to encourage pupil engagement and participation.</p>
Lesson focus	<p>Objective 8: discuss words and phrases that capture the reader’s interest and imagination</p>
Modelled task	<ul style="list-style-type: none"> • Discuss how the author invents a variety of interesting words and phrases to describe unusual things on Pluto. For example: snargler vomblefruit Blue-headed skwitches furgle juice • Discuss what a glossary is. <p>Explain that a glossary is often found at the end of a piece of non-fiction writing and provides definitions of vocabulary which may be unfamiliar to the reader. Model this using the word Whirlywang (refer back to page 44).</p> <p><i>Whirlywang</i> – a delicious desert which can be bought in the Dooleybopper café.</p>
Main activity	<ul style="list-style-type: none"> • Create a Pluto Glossary. Explain clearly what the words the author has invented mean (refer to words listed in the modelled task). For example: define a snargler. • Extend the list by creating a few made-up words of your own and explaining them.
Support	<ul style="list-style-type: none"> • Look at page 58. Draw and label a Blue-headed skwitch. Describe how it is different from any bird on Earth. • Create and name your own unusual animal. Pretend it can be found on Pluto. Describe how it is different from any animal on Earth.
Extension	<ul style="list-style-type: none"> • Write a short report called Life on Pluto. Refer to some of the unusual things the author has mentioned but also add a few of your own made-up details. • Include a glossary at the end to explain the meanings of unusual words and phrases.

Lesson 7: Pages 62–70

Pre-reading	<p>Recap: What has the Pluto government decided to do to the vomblefruit trees? (<i>Spray them to get rid of the vomblefruit.</i>)</p> <p>Vocabulary check: ‘masked the smell’, yeti, myth, extinct</p>
Reading	<p>Read pages 62–70 aloud to pupils, modelling fluency, expression and intonation. Teachers may wish to use some of the ideas described in the Introduction to these Teacher notes to encourage pupil engagement and participation.</p>
Lesson focus	<p>Objective 7: predict what might happen from details stated and implied</p>
Modelled task	<p>Straxi has not yet written back to Jon. What will she say when she does? Consider the following questions:</p> <ol style="list-style-type: none"> 1. How will she feel when she receives all of Jon’s letters? 2. Why hasn’t she written back to Jon? 3. What has it been like staying indoors for two weeks? 4. How has Straxi passed the time? 5. What food have Straxi and her family been eating while they have been trapped inside? 6. Have they got rid of all the vomblefruit trees? 7. If yes – what does Pluto look like without them? If no – why not? 8. How might Straxi feel about what has happened to the vomblefruit trees? <p>Ask pupils to discuss the answers to the questions above. Model how to write the beginning of a letter to Jon from Straxi including answers to the first three questions. See example below:</p> <p><i>Dear Jon</i></p> <p><i>It was great to receive all of your letters. I haven’t been able to write back to you as we’ve been trapped inside. We’ve only just been allowed out!</i></p> <p><i>It was really boring staying inside for two weeks. I began to argue with Byrd because we were together all the time. I missed seeing other people.</i></p>
Main activity	<ul style="list-style-type: none"> • Predict what Straxi might write back to Jon. Write a reply to Jon including the answers to all his questions.

Support	<ul style="list-style-type: none">• Predict what Straxi might write back to Jon. Write a reply to Jon including the answers to the first six questions.
Extension	<ul style="list-style-type: none">• Predict what Straxi might write back to Jon. Write a reply to Jon including the answers to all his questions.• Use a thesaurus to find synonyms for words to describe Straxi's feelings about what has happened. Find alternatives for words like bored, sad, happy, pleased, upset within your letter.

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Letter to Pluto

Lesson 14 (PCM 1)

Book talk

Take turns to ask and answer questions about the text.

Would you like to visit Pluto?
Say why you would, or why
you would not.

Would you describe Jon
and Straxi as good friends?
Explain.

Was the President of Pluto
right to get rid of all the
vomblefruit trees? Explain.

Which method of written
communication do you
think is better – letter
writing, text or email?
Explain your choice.

Why do you think we don't
take holidays on other
planets now?

Jon's grandmother enjoyed
planet hopping. Do you
think this sounds like fun?
Why, or why not?

Would you describe
Mrs Hall as a strict teacher?
Give reasons for what you
think.

Letter to Pluto

Follow-up activities

Writing

- Write a letter of your own to a pen pal on another planet. Make sure you set out your letter correctly with the address, date, etc. Make your letter interesting by describing your family, where you live and what you like to do. Remember that a letter is a 'conversation' so include questions for your pen pal so he or she can reply.
- Create an advert to persuade an alien from another planet to visit Earth. What great things would they find here?
- Create your own planet. Describe what it looks like and the interesting life forms that can be found there.

Art

- Sketch your own illustration for part of the story.
- Sketch a new front-cover design for the book.
- Draw and label your own imaginary creature from another planet.

Non-fiction links

- How can we look after our own planet? What things can we do to care for our planet, and its people, plants and creatures. Find out about organisations that help us to care for our world (examples below). What can YOU do? You could try looking at these websites for information:
<http://www.worldwildlife.org/>
<http://www.wateraid.org/uk/what-we-do>
- Find out as much as you can about the planets of the Solar System. Here are some websites that could help you:
https://www.esa.int/esaKIDSen/SEMF8WVLWFE_OurUniverse_0.html
<http://www.planetsforkids.org/>
- Find out about space travel. These websites are a good place to start:
<http://easyscienceforkids.com/all-about-space-travel/>
<http://www.ouruniverseforkids.com/spacetravel/>
- Find out as much as you can about Pluto and then decide whether it would really be possible for anyone to live there. Try these websites:
<https://solarsystem.nasa.gov/planets/pluto/basic>
<http://www.ducksters.com/science/pluto.php>

Medium-term plan: Objective coverage

Objective	Lesson
1. retrieve and record information	8
2. checking that a text makes sense, demonstrate understanding through discussion and explore the meaning of words in context	4
3. identify how language, structure and presentation contribute to meaning	1,13
4. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	3,11
5. ask questions to improve understanding of a text	2
6. identify the main ideas drawn from more than one paragraph and summarising these	5,12
7. predict what might happen from details stated and implied	7,10
8. discuss words and phrases that capture the reader's interest and imagination	6
9. participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others have to say	14
10. be learning to justify views about what has been read	9,14
11. identify themes and conventions	14



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