Annotated Lesson Plan English – Live Reading Lesson

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| Lesson: English (40 minutes) | Year Group: 4 |
| LQ: What connections can you make to the text? By the end of this lesson you will know the title and author of the text. You will understand what is happening is this extract. You will be able to make connections to the text. (Links to other texts, to personal experiences, to the wider world. |
| Make powerpoint to present on live lesson. |
| Slide 1 | Visible as pupils enter lesson.What you will need for this lesson* Whiteboard and whiteboard pen
* Reading extract
* Reading exercise book
* Pencil
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| Slide 2 | Introduce and set expectations to pupils: * Cameras on
* Muted mics
* Sitting still (phones with cameras on leaning against something still)
* Cold call
* Be present and interact

*Establishment of routines.*  | 1 minute |
| Slide 3 | Review current reading text. Recap title and author of the text. Explain we are on step 2 of the sequence which means we are looking at the meaning of the text.*Children familiar with sequence – ensures cognitive load isn’t on understanding what to do but on the text.* *Text chosen from reading sequence which is deliberately high challenge. Scaffold through images for proper nouns where needed* | 1 minute |
| Slide 4 | DO NOWVocabulary retrieval from lesson 1. Read the words out loud. My turn – your turn. On your whiteboards write down the definitions of these words. *Monitor engagement – show whiteboards**Check and correct errors.*  | 5 minutes |
| Slide 5 | Introduce reading. Display text extract on screen. Ensure all pupils have extract in front of them. Tell pupils to have their tracking finger ready. They should track the text on screen or on paper copy. Teacher starts reading the extract and randomly calls on pupils to read part of the extract. Teacher notes fluency, decoding and expression of pupils reading.*Familiar routine from the class practice. The text being covered throughout the half term is the one with this extract to ensure familiarity with characters and setting.*  | 8 minutes |
| Slide 6 | Display text extract. Remind pupils we are looking at the text meaning. Read the paragraphs. Check understanding as you go. Pull out key words and phrases.*Trudging through knee deep snow. One spidery line of tracks. Read description of the traveller. Q Why is he hunched? Why is he weary?**Preparation for concepts – teacher to identify where children might evidence lack of understanding. Use of “spidery” for example is not specifically talking about spiders.*  | 5 minutes |
| Slide 7 | Display text extract. Remind pupils we are looking at the text meaning. Read the paragraphs. Check understanding. Pull out key words and phrases.*Why does he have blue swirls? His trade will see him welcomed. What does that mean? Discuss the setting. How is it different above / below the ground.* | 5 minutes |
| Slide 8 | Quiz point – Who is the main character? Where is this story set? What is happening at this point in the story.Today we are thinking about the connections to this story. We think about things we like and dislike. We ask any questions and make connections.*Quiz included to support integration of this text information into long term memory through links and connections.*  | 3 minutes |
| Slide 9 | Likes and dislikes.*Will ensure pupils can use prior knowledge and reasoning – create schema*What do you like/dislike about this story? This could be vocabulary, phrases, characters, events. Write down one thing you like and one thing you dislike on your whiteboard. | 4 minutes |
| Slide 10 | QuestionsWhat questions do you have about the text? *Where is the bard going? How is the bard connected to Podkin? What will happen inside the warren? What is a bard?*ConnectionsCan you think of any similar texts? *Perhaps set in winter, or with a rabbit as the main character.* Can you think of any links to you personally? *What are your experiences of winter? Have you ever seen a rabbit?* Can you make links to the wider world? *Festivals. Families. Weather.**Linked themes – teacher to have these as notes in slides to ensure prompting for pupils* | 4 minutes |
| Slide 11 | Model writing out likes and dislike. This is what your work should look like. |  |
| Slide 12 | To be successful…Explain the success criterial to the pupils. Narrate the expectations. Use a ruler. Write more than one thing. Leave this displayed as pupils are working.*Remote scaffolding whilst still ensuring text is ambitious* | 2 minutes |
| Slide 11 | Follow up activityExplain this activity to pupils. This ensures they are accountable for handing in some work after the lesson.Quizlet - vocabulary | 1 minute |

Link to research

Reading sequence and Control The Game is based on Reading Reconsidered by Doug Lemov.

Rosenshine – models, questions, checking understanding.

Safeguarding through sessions with management of meeting software – children in lobby to start, children monitored online. CPOMs alerts for concerns available for all teachers with updated training.