

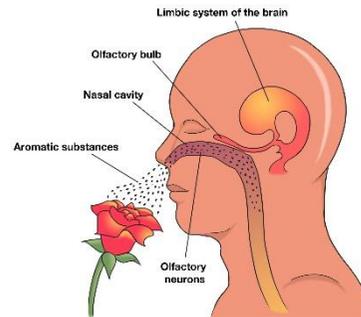
## KS2 Guided Reading Planning Format

<b>Date:</b>				<b>Staff:</b>			
<b>Group:</b> Year 5/6				<b>Text:</b> Pax – Chapter 1.			
<b>Main Learning Objective (linked to content domain):</b> I can make inferences and explain them using the text							
<b>Enjoy</b> 				<b>Decode</b> 			
<b>Define</b> 	<b>Retrieve</b> 	<b>Summarise</b> 	<b>Infer</b> 	<b>Predict</b> 	<b>Relate</b> 	<b>Explore</b> 	<b>Compare</b> 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	
10-30%				40-60%		20-40%	
<b>Key Questions (linked to Learning Objective and Content Domains)</b>				<b>Assessment Notes and Next Steps for Learning</b>			
<b>Session 1: Pre-Read 1 (with TA or independently as a group)</b> <b>Text Introduction Discussion Points</b>  Before reading the chapter, provide children with the image below of the front cover and a quote from the blurb. <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="text-align: center;"> <p><i>A powerful story about the unbreakable bond between a boy and his fox.</i></p> </div> </div> <ol style="list-style-type: none"> <li>1. Discuss the front cover and the small extract taken from the blurb.</li> <li>2. Predict what might happen in the story based on the discussion (2e)</li> <li>3. Discuss other stories where a person and an animal have had a strong bond.</li> </ol>							

## Read chapter 1: Subject knowledge

We often make connections between certain smells and specific places, people or even memories. The sense of smell is closely linked with memory, probably more so than any of our other senses (Olfactory memory). Tell your partner about a smell that you associate with a person or place. Share an example with the class if necessary. Encourage children to discuss how this smell makes them feel and why that is.

Could share more information about this if necessary.



Children who live in inner cities might not have been to or seen woodlands before. They may be unfamiliar with certain plants and smells that are linked to such places. It would be great, if possible, to take children on a small trip to the nearest woodlands or park and allow them to hunt for plants and record smells and sounds they encounter.

If this is not possible, you can bring the woods to them. Show them photos of different woodlands, videos of people walking and crunching twigs and leaves. Bring in plants and materials mentioned in the chapter: garlic plants, pine cones, ferns, briars and needles from the trees. Allow children to explore the textures and smells of the objects and discuss them.

<https://www.youtube.com/watch?v=EDir9-UoPjo>

<https://www.youtube.com/watch?v=OdIJ2x3nxzQ>

<https://www.youtube.com/watch?v=HuRMjKH-NuQ>

Share information about foxes sense of smell and taste:

<https://www.wildlifeonline.me.uk/animals/article/red-fox-senses>

Book: Why do you think this chapter refers so much to different scents? Why is this important?

## Session2: Pre-Read 2 (with TA or independently as a group)

### Vocabulary discussion first

#### Key Vocabulary

(Chosen by the teacher)

- Coarser
- Odours
- Encountered
- Muzzle
- Shed (2 meanings)
- Occurrence
- Marrow leak
- Pry
- Juddered
- Vulnerable
- Wrench (2 meanings)

#### Read chapter one again:

Children to underline technical vocabulary relating to the setting/fox.

For example: 'briars' – what are these? Children to annotate text after looking at them in session 1.

Children find out the meaning of any words they don't know (2a)

#### Independent Reading

Children, whilst reading the extract, focus on writing any vocabulary down that they are unsure about or think is central to the text. (If children are with a TA then these can be discussed before the end of the session). Children also write down any questions that they have that they would like to find the answer to (inference).

### Session 3: Guided Read (with teacher)

#### Discussion of the children's pre-reading

Explore the vocabulary identified in the pre-read.

1. Help children to understand the words that they were unsure of by using various techniques – reading within context, discussion, dictionaries etc. (2a)
2. Discuss with children those words that they have identified to be key/central to the text and why. (2g)

Discuss the questions that the children have created.

1. Have any questions been asked more than once by different children?
2. Can we answer any of the questions that have been asked?
3. What type of questions are being asked? How can we identify them and how can we answer them? (Use of strategy ladders where needed).

#### Responding to the Text:

##### Chapter 1.

Introduce inference skill and ladder. Use the skills document and ladder to support modelling and answering questions below.

1. What are your first thoughts on the book Pax? (Not specific to content domain but important to engage in reading)
2. Which words or phrases tell you that this journey isn't one the characters normally take? Justify your answer.
3. What phrase tells us that Pax is suspicious of the father? Justify your answer.
4. Which words or phrases give you the impression that Pax is trying to comfort the boy? Justify your answer.
5. Give one piece of evidence that tells us the boy is distressed.
6. How would you describe the relationship between Pax and the boy? Give evidence from the text.

#### Close

Review the questions that were asked in the pre read – can we answer any more questions? Which ones are we still to answer and what can we do to find out?

**Session 4: Reading Gem**  
**(independent focus on same content domain as yesterday)**

Either provide children with more inference questions to complete independently

OR

Complete the inference activity below in groups of no more than 4/5:

Children in the group must be blindfolded for this activity. One child will not be blindfolded and will be the 'lead'. They will read out experiences written by different people. After each experience, they are to hold objects under the children's noses for them to smell. It would be ideal here if you had spare adults in the class to do this instead.

The activity will require children to listen to an experience from someone and then have to use their inference skills to work out which smell matches which experience providing evidence.

Objects must be hidden under a cloth and not shown to the children at all.

Once the children have smelt the objects, the objectives should be hidden and the chn can remove their blindfold and record their thoughts down using evidence from the written experience to justify their answer.

See below for an example.

Experience	Object/smell	Inferences made about character.
The mystical lady in the room filled with silk, dragon statues and a mist.	Incense stick	<p>I think the woman being described is a fortune teller.</p> <p>'The fine mist filling the air' could have been the smoke from the incense stick.</p> <p>'There in front of me lay my future' these could be tarot cards or a crystal ball. 'She held my destiny' this is the mystical lady who can read the future.</p>

Once the children have filled in the table for each experience, the pictures of the characters can be revealed along with the objects/scents. Children are to then discuss their answers discussing why they drew up the conclusions they did. Prompt them to discuss how the smells connect to the characters and why.

**Answers:**

- Incense stick – fortune teller – silk room with dragon statues.
- Brass polish – servant – the bells ringing, person having to obey order and handed a cloth
- Perfume – teenager – putting on make up to sneak out.
- Sock with grass stains – footballer – lying on the floor and being lifted into the air for his winning goal.
- Money – homeless person – sitting there alone and invisible with an empty hat.

### Session 5 Treasure Chest

1. The writer uses words such as 'vulnerable' and 'limp' to describe Pax. What does this tell you about this character? (a) 1mark
2. Name **three** things Pax could smell in the woodlands: (b) 1 mark
3. Summarise in 140 characters what has happened in the story so far. (c ) 1 mark
4. What impression do you get about Pax at this point in the story? Give **two** impressions, using evidence from the text to support your answer. (d) 3 marks
5. What do you think will happen next? Use the text as evidence for your opinion. (e) 1 marks
6. Why do you think it is important that the author makes specific reference to the different scents in the story? (f) 2 marks
7. What does the phrase 'The fox's heart beat climbed' tell us about how he felt? (g) 1 mark
8. At what point did Pax's mood change? Justify your answer using the text. (h) 1 mark

### Reading for Pleasure opportunities (independent)

Children can access the range of linked texts in the book area  
Opportunity to read during registration and DEAR time  
Story time every day  
Text based literacy  
Topic focusing on content domain 2d this week