

KS2 Guided Reading Planning Format

Date: xx/xx/xxxx				Year 6		
Book Choice						
Text: Cogheart – Peter Bunzl		Linked Texts: Other texts from Peter Bunzl: Moonlocket, Skycircus, Shadowsea Brightstorm by Vashti Hardy Rooftoppers by Katherine Rundell Victorians (DK Eyewitness) Pig Heart Boy by M Blackman News Report – Could airship return to our crowded skies?			Curriculum Opportunities: Victorians Map work (Map of London inside Cogheart) Science – the human body Evolution PSHE - relationships ICT and DT projects – Mechanics Persuasive writing Scientific writing	
Reading Gems (Use Reading Ladders to support)						
Enjoy				Decode		
Define	Retrieve	Summarise	Infer	Predict	Relate	Explore
Key Stage 2 Question Types (to use in collaboration with the Reading Gem Question Stems)						
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response
Session 1: Get Ready				Assessment Notes and Next Steps for Learning		
<p>Hook Introduce a term or concept from the book and get children to physically make what they think this character or object might look like for example: 'Mechanimal'</p> <p>You may also want to encourage children, depending on time, to make a mechanical out of junk modelling.</p> <p>Background Knowledge and Experiences Show children images of airships and discuss with the children what airships are. Give children vocabulary for an airship and show them how one may be labelled. (consider the parts you know are mentioned in the text specifically)</p>				(This area is reserved for assessment notes and next steps for learning.)		



Share a video about an airship and encourage children to research what the future of airships are.

Predictions

1. From the front cover, what do you think the book will be about? Why?
2. Have you read any books that you think are similar?
3. Write down any questions that you may have about the book and think about the style in which you may ask the question(Various)

Thinking Question

Discuss: 'Should machines be treated as equally as humans?' - what are children's initial thoughts on this and how do they think, from the front cover, this may link to the text?

Session 2: The Wonder of Words

Assessment Notes and Next Steps for Learning

Vocabulary Focus (including decoding if needed)

Revisit yesterday's learning then introduce key vocabulary for the extract that children will be exploring.

The key words for this extract are:

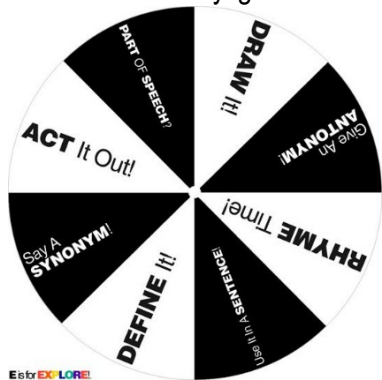
Mortal

Peril

Mechanical (and mechanimal)

Harpoon

Focus vocabulary games:



First Read

<p>Once confident children have enough background knowledge and vocabulary understanding, the children can read the extract for the first time. This may be an opportunity for you to model with fluency or perhaps model your thinking process as you read a text for the first time. Alternatively, children may read individually or in pairs.</p> <p>Discussion, with a focus on revisiting the thinking Question Discuss children’s initial thoughts around the text. Ask if there is anything that they would like explaining.</p> <p>Consider children’s predictions from day one, do they want to refine predictions. You may also want to revisit the thinking questions introduced in the first session, allowing children time to explore this will help them to understand that their thoughts may change, be challenged, or be extended as they learn more.</p>	
Session 3: Exploring the Text	Assessment Notes and Next Steps for Learning
<p>Re-read for Fluency After a quick recap of yesterday’s learning, re-read the text with an emphasis on practicing fluency: reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).</p> <p>Strategy focus for lesson: paired partner read</p> <p><u>Reading Gems</u> I do: Teaching Focus (Modelling) Teacher explains to the children that they are going to answer a question and model her thought process before having the children help them with another question.</p> <p>Teacher - The question for me to think about today is “What type of character is John? How do you know? I think this question is asking me to infer what sort of character John is. I think they mean his personality. I will circle the key words “Type, Character, John.” It is also asking me how I know so I guess I need some evidence from the text to back up my thoughts. I need to reread the text first.</p> <p>(Model re reading the text).</p>	



Teacher - I think John is brave because, whilst the ship is in danger, John still tries to save it. He also says, "No room for the both of us." so it shows he is sacrificing his life for the mechanical.

I think John also doesn't follow rules because Malkin tells him it is the law that humans are before mechanicals but John ignores him.

(Pause and continue to re read).

Teacher - What Else? Ah, I also think John is kind and caring. He tells Malkin that he loves Lily, he also chooses Malkin to leave, rather than himself, and he ruffles Malkin's fur – people do that when they care about someone.

So. Back to the question, What type of character is John? How do you know? (Verbalise and write below)

John is brave, doesn't always follow rules, and he is kind. I know he is brave because he chooses to stay on the ship, despite the danger. I know he doesn't always follow the rules because he tells Malkin to leave the ship, even though Malkin said "humans before mechanicals, it's the law." He is also kind because he shares that he love Lily to Malkin and he ruffles Malkin's fur.

Let me read my answer back, yes I am happy with that

We do: Practise through discussion (back and forth talk)

Teacher -Now, we are going to follow the same structure as before, for a different question, "What type of character is Malkin? How do you know? "

Children- Discuss and ask them to feed back. (Encourage them to think about what the teacher modelled.) We think they mean his personality. I will circle the key words "Type, Character, Malkin."

It is also asking us how we know so I guess we need some evidence from the text to back up our thoughts."

Teacher and children to continue with back and forth talk about the question

(Optional) You do: Application of skills

The next question is similar and continues to think about the characters, whilst making inferences. As the teacher you may choose to continue with the We Do activity, or you may ask children to answer it independently or in small groups.

(Optional) Revisit Thinking Question

Discuss children's developing thoughts around the text. Ask if there is anything that they would like explaining.

You may want to revisit the thinking questions introduced in the first session, allowing children time to explore this will help them to understand that their thoughts may change, be challenged, or be extended as

Session 4: Becoming Skilled Readers	Assessment Notes and Next Steps for Learning
<p>Re-read for Fluency After a quick recap of yesterday’s learning, re-read the text with an emphasis on practicing fluency: reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).</p> <p>Strategy focus for lesson: reading with expression</p> <p>Treasure Chest: (Optional) Independent Application of skills This lesson I have chosen to give children question to discuss and answer in pairs. This may be changed depending on the activity given. Children discuss and answer the questions below:</p> <ol style="list-style-type: none"> 1. How does the author portray John? Use the text to support your answer. 2. Summarise what has happened in the story so far. 3. What impression does the phrase “The fox gave a whimper of disapproval” give you about Malkin’s feelings on being told to save himself? 4. Find and copy the group of words that mean John’s airship was in danger. 5. Give two examples that show Malkin is not a typical fox. 6. Which words do you think are most important in the prologue and why? 7. How did the author create suspense in the final paragraph of the prologue? 8. What do you think may have happened to John? <p>Once the questions have been answered it is really important that these are then discussed as a class so that any misconceptions can be picked up and gaps in learning can be addressed.</p> <p>Revisit Thinking Question You may also want to revisit the thinking questions introduced in the first session, allowing children time to explore this will help them to understand that their thoughts may change, be challenged, or be extended as they learn more.</p>	
Session 5: Book Club	Assessment Notes and Next Steps for Learning



Text: Read the next chapter of Cogheart (or more if also looking at this in other lessons) and discuss the children’s thought, ideas and predictions about the text. Consider the though question again, “Should machines be treated as equal to humans?”

Linked Texts: Explore books by the same author or if children prefer they may want to explore the other linked texts depending on what interests them most or what links best to the curriculum. For example, if children are interested in the airships then they may want to read a non fiction news report on air ships.

Curriculum Opportunities: Create links to different subjects from what has been read. For example, children may want to understand more about the Victorian times or your curriculum may mean you have a DT project on mechanics coming up.

You may want to use the thinking question to theme the book club or you may find children take ideas and concepts in a different direction.

If extracts are used within the Reading Gem sessions from texts that will not be used for English, Storytime or other lessons within the curriculum then we advise that you ensure a copy of the book is available for children to read independently afterwards.

Adaptive Teaching Notes

Support

Children may need a pre read of the prologue and possibly the first chapter before exploring the questions and themes in the text.
 Children may have key words put in bold within the questions being asked in order to help support their cognitive load of identifying key question words.

Challenge

Children may want to take the ‘Thinking Question’ further. For example, if children read the full text and understand why the book is called ‘Cogheart’ they may then want to explore the idea of how important mechanicals could be in saving lives. Children may then also want to explore ‘Pig Heart Boy.’ and discuss the reasons for and against both of these.
 Children then may want to look at using scientific vocabulary to write a report about the heart, or writing a balanced argument regarding the child’s viewpoint on heart transplants etc

