Guided reading

Lesson 1
WALT identify and explain how language, structure and presentation contribute to meaning (30 minutes)

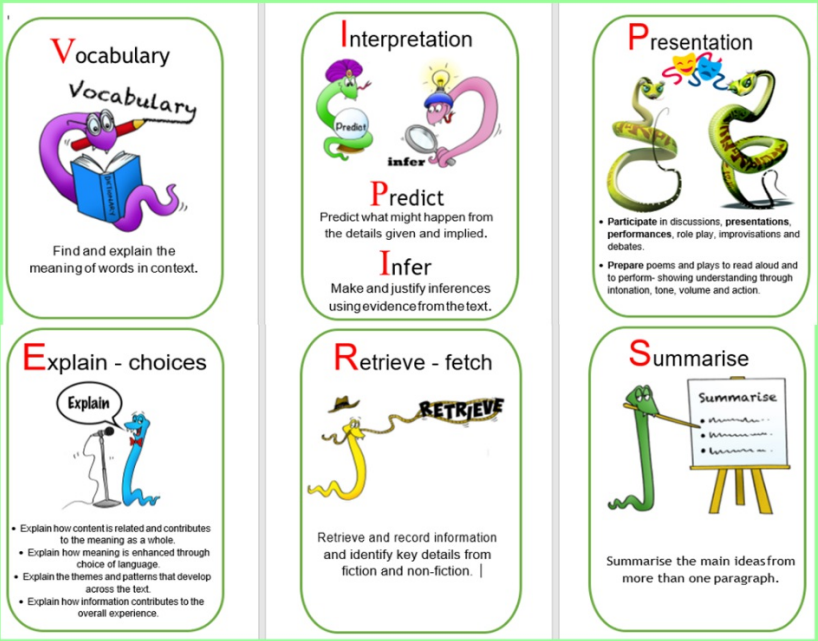
Lesson 2
Comprehension - vocabulary (45 minutes)

Lesson 3
Reading for pleasure (30 minutes)

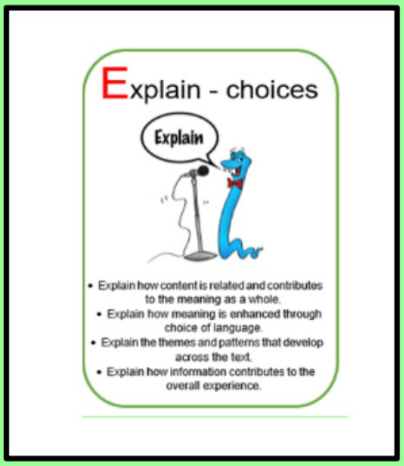
Plus 2 x 30 minutes Class Reader

Lesson 1 WALT identify and explain how language, structure and presentation contribute to meaning

V	Vocabulary
I	Interpretation- Prediction Interpretation- Inference
P	Presentation (& performance)
E	Explain- choices
R	Retrieval – Fetch
S	Summarise



Today's VIPERS...



Lesson 1

WALT identify and explain how language, structure and presentation contribute to meaning

Discuss

at is the PURPOSE?

What is this text about?
How do you know?
What clues are there?

5 Shackleton Avenue,
Worthing
West Sussex
BN11 2HE

10th March 2020

Chesswood Junior School
141 Chesswood Road
Worthing
West Sussex
BN11 2AA

What form is it written i

Dear Mr Jolley,

I am writing to you as I would like to make a proposal to improve the school. I believe that changing the school bell to a music system would help to make the school a better place for the pupils and the staff.

Although the school bell is traditional, music would create a more positive atmosphere around school. Wouldn't you like your students to have positive attitudes towards their learning? Music could inspire the pupils and influence them by motivating and encouraging focus. After all, if students are happy with their learning environment, they are more likely to achieve higher grades.

Through installing a speaker system that would project music around the school, pupils would become more involved in school life and take more interest in the school itself. This would make the overall experience more enjoyable for pupils, staff and visitors. Pupils could vote and select representatives who would be in charge of choosing the music. This would teach pupils new skills and could build a rapport between staff and students. Important announcements can be made through the speaker system and the mood of the school co

Is there more than one purp

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Lesson 1 WALT identify and explain how language, structure and presentation contribute to meaning

Purpose = persuade

The bell is a part of the school's heritage and history; however we now live in an era where libraries are becoming museums for books as pupils move towards using technology, such as IPads, laptops and even mobile phones to conduct research for their homework. Times and technology are changing. Already one third of the schools in the West Sussex area have adapted to this new idea and a recent survey (involving teachers and students) has shown that over 85% agree that the school bell is outdated and music helps to create a positive learning environment.

Of course the school bell works, there is no confusion over what the bell means: generations reminisce over the 'good old days' and often include the school bell when referring back. However, the school bell was once new, but now it is old and outdated.

Overall, I strongly believe that the majority of pupils will appreciate listening to music between lessons and it will improve school life. Thank you for considering my ideas. I look forward to hearing your opinions on this matter.

Yours sincerely,

John Smith

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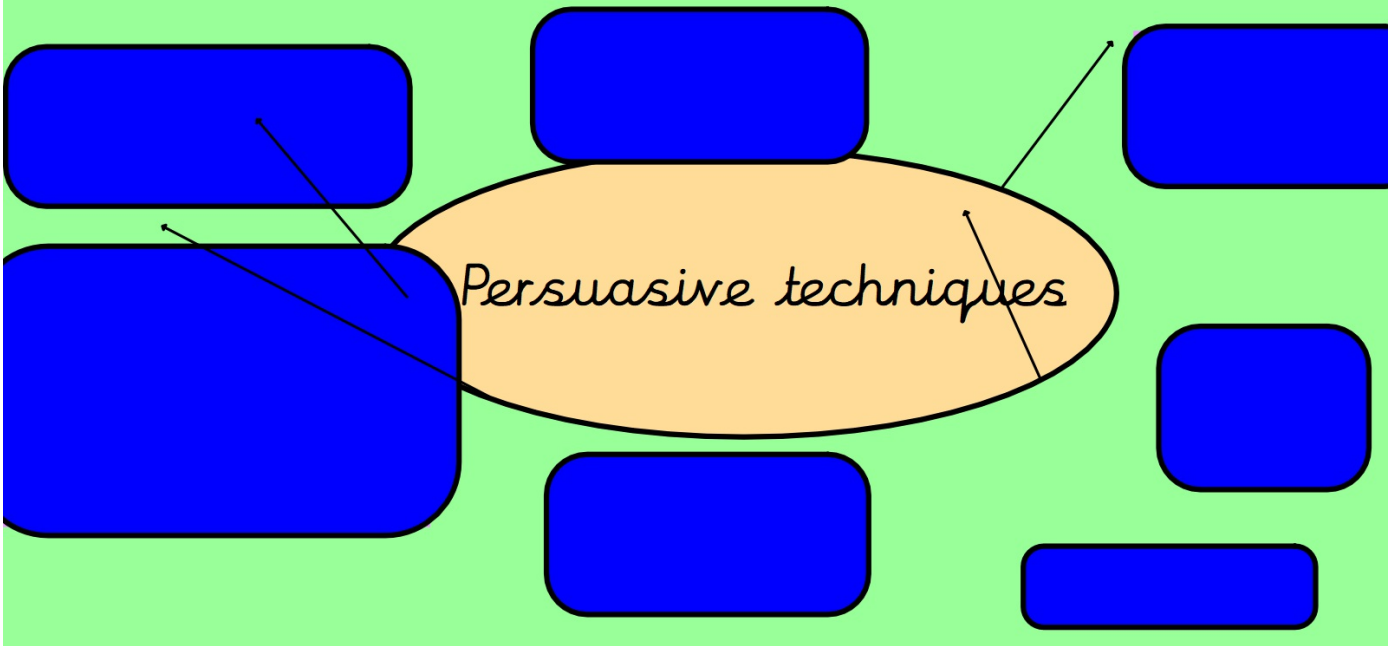
together.

Lesson 1 WALT identify and explain how language, structure and presentation contribute to meaning

Watch part of Greta's speech - how do they compare? What does she do well?

What other techniques can you think of?



Lesson 1 WALT identify and explain how language, structure and presentation contribute to meaning

As well as noting any persuasive techniques, you also need to annotate the structural features of your letter. Here is an example:

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Through installing a speaker system that would project music around the school, pupils would become more involved in school life and take more interest in the school itself. This would make the overall experience more enjoyable for pupils, staff and visitors. Pupils could vote and select representatives who would be in charge of choosing

The sender's address top right

Lesson 1

WALT identify and explain how language, structure and presentation contribute to meaning

Teacher model: I do

Purpose- to persuade

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Through installing a speaker system that would project music around the school, pupils would become more involved in school life and take more interest in the school itself. This would make the overall experience more enjoyable for pupils, staff and visitors. Pupils could vote and select representatives who would be in charge of choosing the music. This would teach pupils new skills and could build a rapport between staff and students. Important announcements can be made through the speaker system and the mood of the school could be dictated by the type of music you play. For a small donation, pupils could request music and the proceeds could go to improving the school or to a charity.

Lesson 1 WALT identify and explain how language, structure and presentation contribute to meaning

Now it's your turn

Stick the letter into your book, in the middle of 2 pages, like this:

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The bell is a part of the schools heritage and History. However we now live in an era where libraries are becoming museums for books as people more towards using technology, such as iPads, laptops and even mobile phones to conduct research for their homework. Times and technology are changing. Already one third of the schools in the West Sussex area have adopted to this new idea and a recent survey (involving teachers and students) has shown that over 65% agree that the school bell is outdated and music helps to create a positive learning environment.

Of course the school bell works, there is no confusion over what the bell means, generations reminisce over the 'good old days' and often include the school bell when reliving back. However, the school bell was once new, but now is so old and outdated.

Overall, I strongly believe that the majority of pupils will appreciate listening to music between lessons and it will improve school life. Thank you for considering my ideas. I look forward to hearing your opinions on this matter.

Yours sincerely,

John Smith

You now have room to annotate around it

On the next page, I'll list the features you're looking out for.
You may ot find all of them on this one letter.

Any you don't find, write a sentence to describe what the feature is. e.g - A hyperbole uses exaggeration to emphasise a point.

Lesson 1 WALT identify and explain how language, structure and presentation contribute to meaning

Persuasive techniques to look for:

- Emotive language
- Rehtorical questions
- Power of three
- Hyperbole
- Facts and opinions
- Evidence
- Cause and effect adverbs - consequently, therefore

You should also be pointing out features used for the structure of the letter. Your example was the following:
The sender's address is at the top right of the page.

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Plenary What features were you able to find?

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Lesson 2 - Comprehension

WALT: To explain vocabulary using the text.

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E	Explain- choices
R	Retrieval – Fetch
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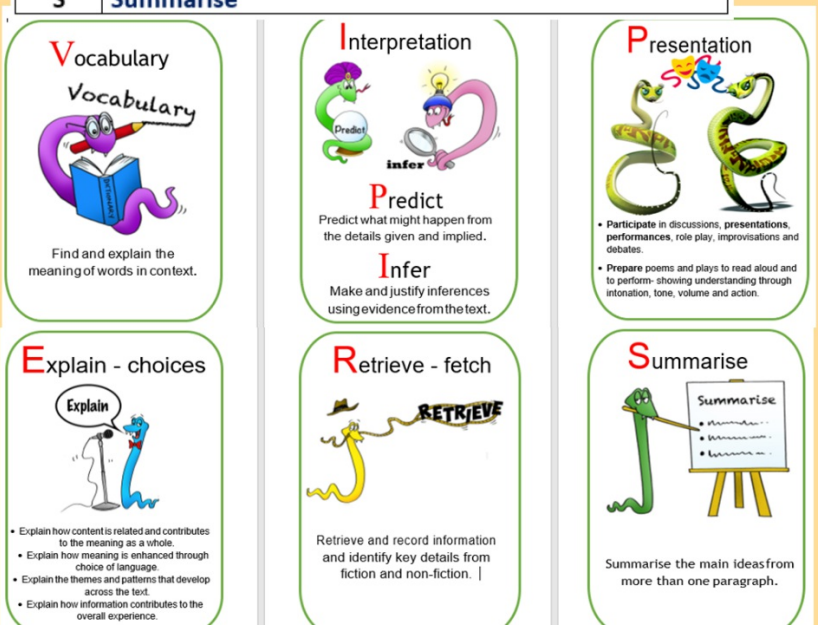


Today's VIPERS are...

Lesson 2

WALT: To explain vocabulary using the text.

Remember!
In year 5, we always turn our questions round so that we can write the question in the answer.

Teacher Model (I do)

1) What do you think happened at Nicholas' school before this extract?

Lesson 2

WALT: To explain vocabulary using the text.

Remember!
In year 5, we always turn our questions round so that we can write the question in the answer.

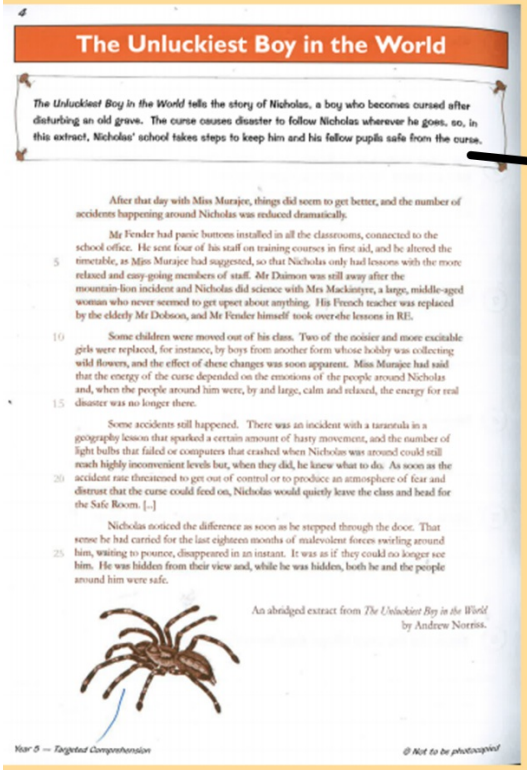
Shared Model (We do)

2) What do the words 'by and large' (line 14) mean?

Lesson 2

WALT: To explain vocabulary using the text.

Your go (You do)!



4

The Unluckiest Boy in the World

The Unluckiest Boy in the World tells the story of Nicholas, a boy who becomes cursed after disturbing an old grave. The curse causes disaster to follow Nicholas wherever he goes, so, in this extract, Nicholas' school takes steps to keep him and his fellow pupils safe from the curse.

After that day with Miss Murajee, things did seem to get better, and the number of accidents happening around Nicholas was reduced dramatically.

Mr Fender had panic buttons installed in all the classrooms, connected to the school office. He sent four of his staff on training courses in first aid, and he altered the timetable, as Miss Murajee had suggested, so that Nicholas only had lessons with the more relaxed and easy-going members of staff. Mr Daimon was still away after the mountain-lion incident and Nicholas did science with Mrs Mackintyre, a large, middle-aged woman who never seemed to get upset about anything. His French teacher was replaced by the elderly Mr Dobson, and Mr Fender himself took over the lessons in RE.

Some children were moved out of his class. Two of the noisier and more excitable girls were replaced, for instance, by boys from another form whose hobby was collecting wild flowers, and the effect of these changes was soon apparent. Miss Murajee had said that the energy of the curse depended on the emotions of the people around Nicholas and, when the people around him were, by and large, calm and relaxed, the energy for real disaster was no longer there.

Some accidents still happened. There was an incident with a tarantula in a geography lesson that sparked a certain amount of hasty movement, and the number of light bulbs that failed or computers that crashed when Nicholas was around could still reach highly inconvenient levels but, when they did, he knew what to do. As soon as the accident rate threatened to get out of control or to produce an atmosphere of fear and distrust that the curse could feed on, Nicholas would quietly leave the class and head for the Safe Room. [...]

Nicholas noticed the difference as soon as he stepped through the door. That sense he had carried for the last eighteen months of malevolent forces swirling around him, waiting to pounce, disappeared in an instant. It was as if they could no longer see him. He was hidden from their view and, while he was hidden, both he and the people around him were safe.

An abridged extract from *The Unluckiest Boy in the World* by Andrew Norriss.

Year 5 — Targeted Comprehension

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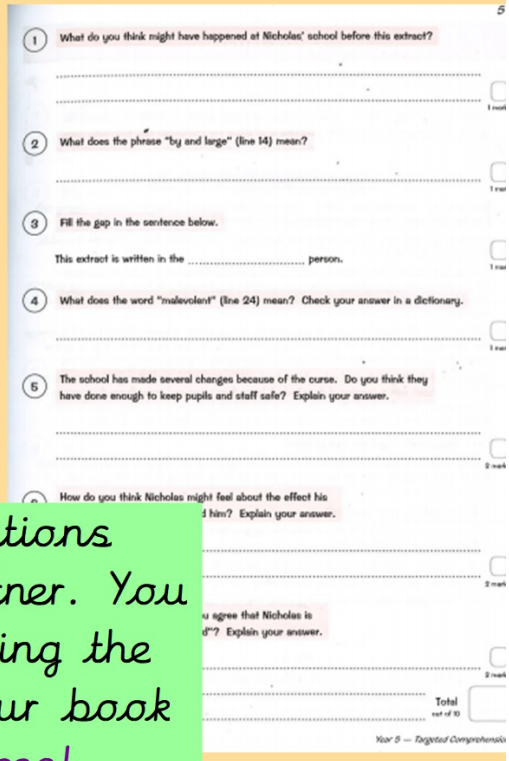
Stick this on your left hand page



5

1. What do you think might have happened at Nicholas' school before this extract?

2. What does the phrase "by and large" (line 14) mean?

3. Fill the gap in the sentence below.

   This extract is written in the ..... person.

4. What does the word "malevolent" (line 24) mean? Check your answer in a dictionary.

5. The school has made several changes because of the curse. Do you think they have done enough to keep pupils and staff safe? Explain your answer.

How do you think Nicholas might feel about the effect his ... him? Explain your answer.

...u agree that Nicholas is ...d"? Explain your answer.

Total ... out of 10

Year 5 — Targeted Comprehensio...

Share the questions with your partner. You should be writing the answers in your book in FULL sentences!

Answers:

Answers

1. E.g. The curse caused lots of strange accidents, like a mountain-lion getting into the school.
2. E.g. in general; normally; most of the time
3. third
4. E.g. evil; malicious; hostile
5. Any appropriate answer. E.g. Yes, because they've surrounded Nicholas with calm people, which reduces the strength of the curse. They've also made the Safe Room, which hides Nicholas from the curse. OR E.g. No, because the curse is supernatural, so I don't think it can be stopped by such simple changes. I think it will find a way to overcome the changes and keep on affecting Nicholas and those around him.
6. Any appropriate answer. E.g. He might feel angry and upset that the curse causes people to get hurt. He might also feel guilty that he's partly responsible for the bad things that happen.
7. Any appropriate answer. E.g. No, although the curse makes it difficult for him to lead a totally normal life, Nicholas can still go to school and he is surrounded by people who care about him. Some people face much worse situations than Nicholas. OR E.g. Yes, lots of bad things happen when he's around, like the "mountain-lion incident" and the "incident with a tarantula", so I think he is really unlucky.

Class Reader

(2 x 30mins)

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise