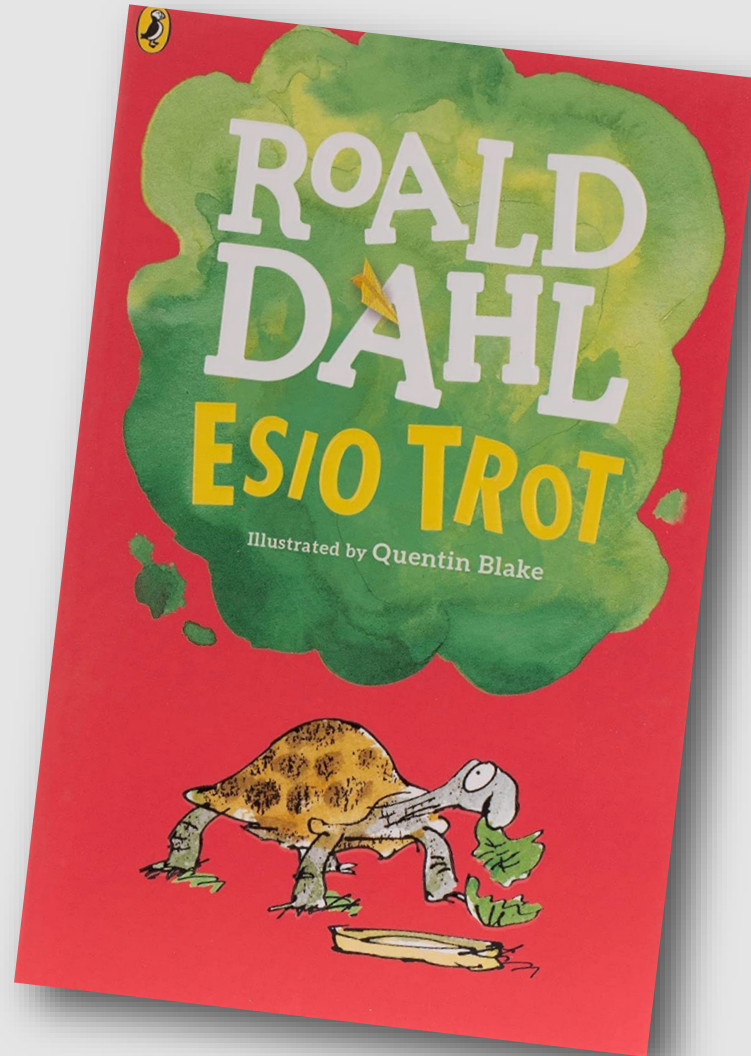


MASTER READERS

excellence after phonics

Esio Trot



Esio Trot

MONDAY

Whole
class shared
reading of
chosen text

TUESDAY

Book Club

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

FRIDAY

Review



Esio Trot

Week 5 Lesson 1

Whole
class shared
reading of
chosen text



S G I

Pupil

L.O.: I can develop my understanding of a text

Summarise what I have read so far

Predict what the section will be about

Justify predictions using evidence from the text

Read a section of text

Clarify key vocabulary

Ask and answer questions about the text

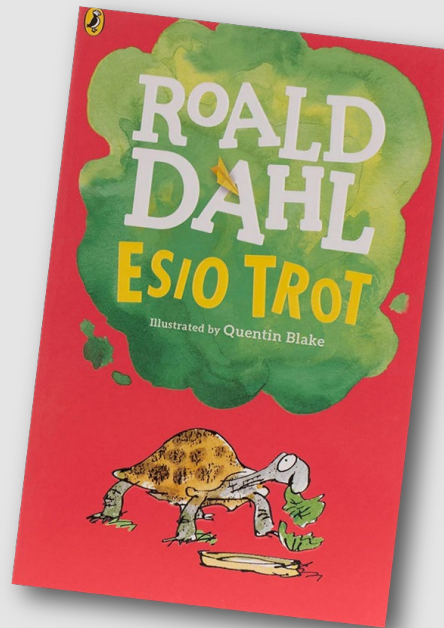


LO: I can develop my understanding of a text.

TTYP

What has happened so far in the story?

What do you think will happen next? Why?



What predictions can you make?

I think that... I predict... I imagine...

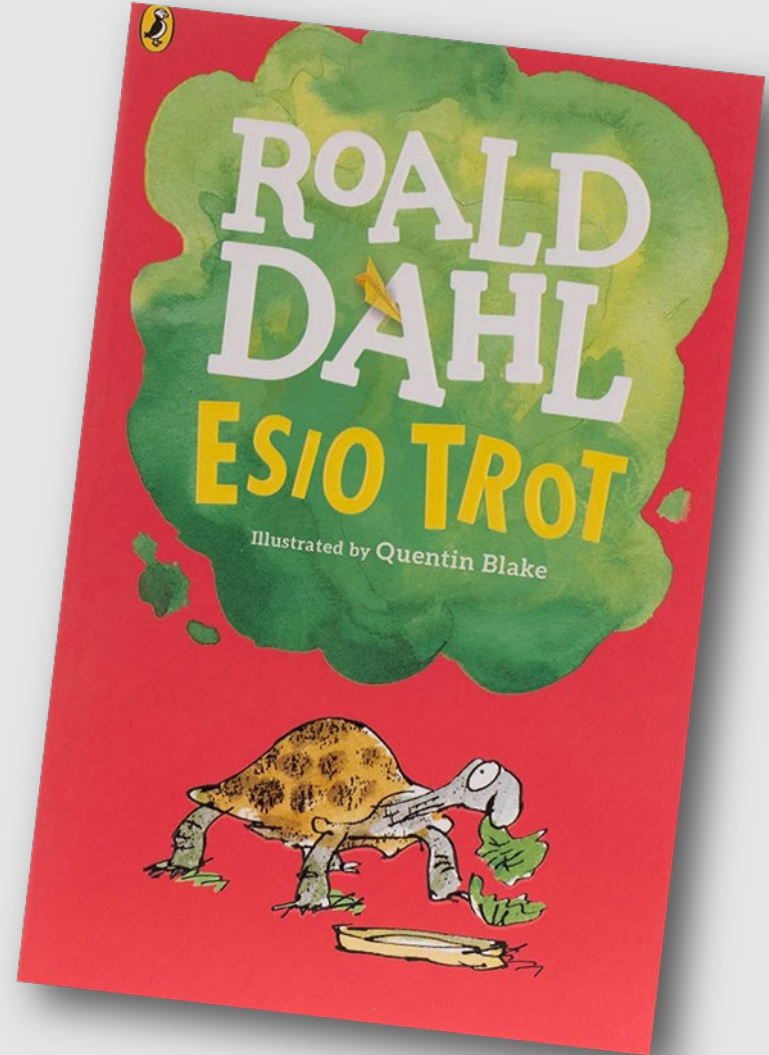
I suppose... I wonder if...

I think... this is because...

I have based this prediction on...

The title makes me think ...

The illustration suggests to me ...



Target words – Oxford dictionary definitions

operation

- pg. 41 ...Mrs Silver had hardly noticed anything at all during the great operation.

casually

- pg. 41 ... Mr Hoppy has answered casually.

halt

- pg. 42 But now perhaps it was time to call a halt.



Target words – Oxford dictionary definitions

grand

- pg. 44 Isn't he grand!

titchy

- pg. 47 I wouldn't want him to get titchy small all over again.



LO: I can develop my understanding of a text.

Let's read pages 38-47

Look out for target words!



Target words – Oxford dictionary definitions

operation

Noun: an organised activity that involves several people

The authorities launched a massive security **operation** in the city.

casually

Adverb: in a way that shows you are calm and relaxed.

They chatted **casually** on the phone.

halt

Verb: to stop; to make somebody/something stop

The trial was **halted** after the first week.



Target words – Oxford dictionary definitions

grand

Adjective: impressive and large or important

The wedding was a very **grand** occasion.

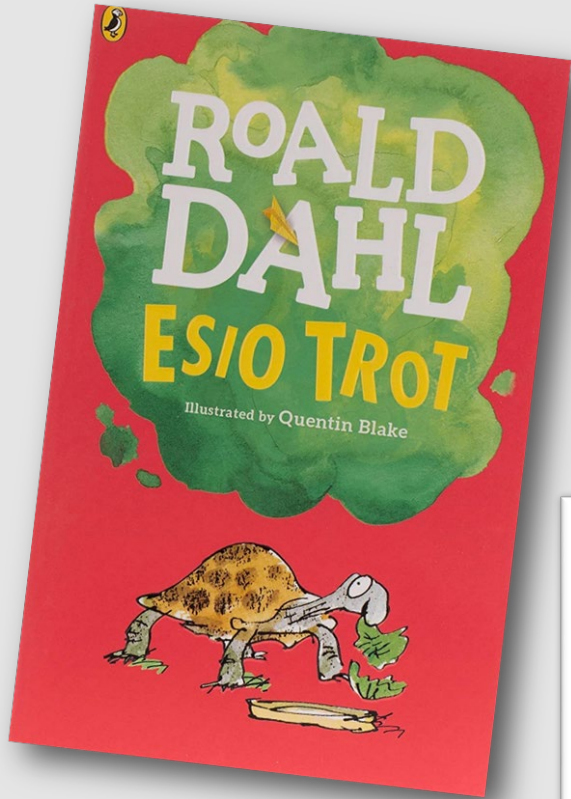
titchy

Adjective: very small.

We've got a great big car, and you've only got a **titchy** little one.



LO: I can develop my understanding of a text.



S G I

Pupil

L.O.: I can develop my understanding of a text

Summarise what I have read so far

Predict what the section will be about

Justify predictions using evidence from the text

Read a section of text

Clarify key vocabulary

Ask and answer questions about the text



Esio Trot

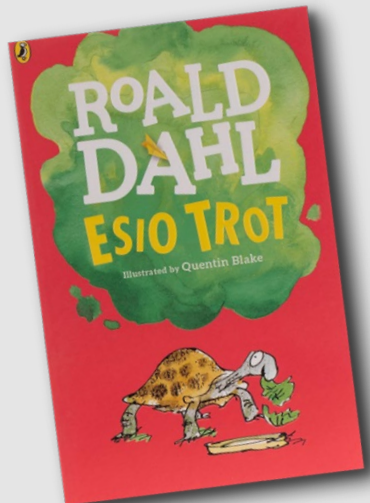
Week 2 lesson 2

Book Club



LO: I can develop my predicting skills

S G I	
Pupil	<u>LO.: I can develop my predicting skills</u>
	Summarise what I have read so far.
	Make a prediction based on what I already know about the text.
	Make links to my wider knowledge.
	Use evidence from the text to support my prediction.
	Discuss my prediction with my group.





LO: I can develop my predicting skills



PREDICT WHAT MIGHT HAPPEN

I know...

I wonder if...

I imagine...

I predict...

I think...

MASTER
READERS

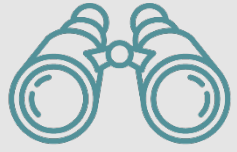




LO: I can develop my predicting skills

Use the success criteria to guide you through the predicting process. Keep checking back to see if you are on track.





LO: I can develop my predicting skills

Use information from your wider knowledge, and personal experiences, to predict what will happen next.

Think back to your predictions you made before we started reading the book:

- Can you confirm or revise your prediction?
- Have you changed your predictions?

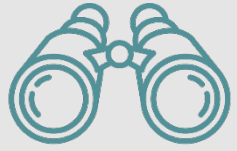
Now:

- What do you think will happen next?
- Why do you think this?

Make notes in your book.

Use **sentence stems** from the prediction card.





LO: I can develop my predicting skills

Now spend five minutes discussing what you predicted with your table group.

Were your predictions similar? Were your predictions different?

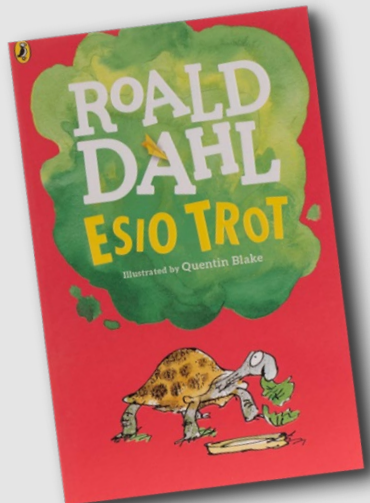
Have your table given evidence to support their predictions?

Have you been convinced to change or modify your prediction?



LO: I can develop my predicting skills

S G I	
Pupil	<u>LO.: I can develop my predicting skills</u>
	Summarise what I have read so far.
	Make a prediction based on what I already know about the text.
	Make links to my wider knowledge.
	Use evidence from the text to support my prediction.
	Discuss my prediction with my group.



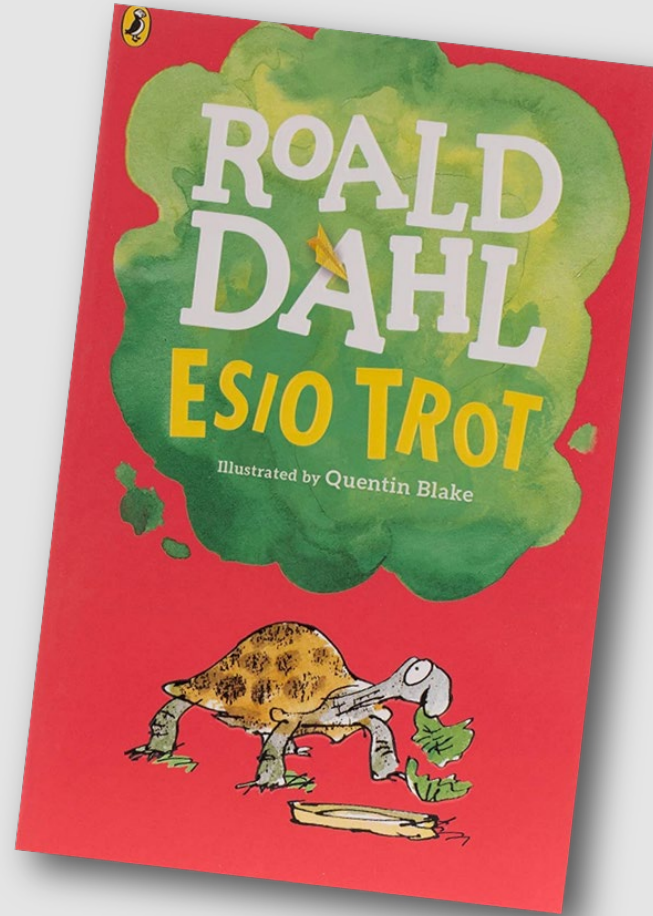
Esio Trot

Week 5 Lesson 3

Visual Starter
Comprehension Questions



LO: I can develop my comprehension skills.



LO: I can develop my comprehension skills.



Retrieve

What do you see?

Interpret

What do you think the tortoise is thinking? Why?

Choice

If you could choose a mode of transport, how would you travel around daily?



LO: I can develop my comprehension skills.

S G I		
<u>L.O.: I can develop my comprehension skills</u>		
Pupil	Success Criteria	Teacher
	Retrieve information from the text: <ul style="list-style-type: none">• Identify the key word or phrase of the question.• Think about the type of answer you are looking for (e.g. a name, place or number).• Scan the text to find the answer.• Copy the information from the text into your answer.	
	Make inferences and justify these with evidence: <ul style="list-style-type: none">• Read the question and identify the key words.• Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).• Scan the text for any clues.• Think about the clue plus your own knowledge and experiences to create an answer.• Use evidence to explain your answer.	
	Explore the meaning of words and phrases in context: <ul style="list-style-type: none">• Find the key word or phrase in the text.• Read the sentences around this word to see if they help explain the meaning.• Look for the root words to help you work out the meaning.• If appropriate, check the meaning in a dictionary.• Write an explanation of the meaning in this context.	



LO: I can develop my comprehension skills.

Retrieve information from the text:

- Identify the key word or phrase of the question.
- Think about the type of answer you are looking for (e.g. a name, place or number).
- Scan the text to find the answer.
- Copy the information from the text into your answer.

1. How much does tortoise 8 weigh? (page 40)

Tortoise 8 weighs 27 ounces.



LO: I can develop my comprehension skills.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

2. How do you think Mr Hoppy feels peering over his balcony? Why? (page 41)

I think Mr Hoppy felt nervous when he peered over his balcony because he was worried if Mrs Silver would notice and he answered casually.



LO: I can develop my comprehension skills.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

3. Read page 42. Which phrase means ‘the right thing to do’?

Ought to



Esio Trot

Week 5 Lesson 4

Visual Starter
Comprehension Questions



LO: I can develop my comprehension skills.



Retrieve

Describe what you can see in this photograph.

Interpret

Why is there a house on top of the tortoise shell?

Choice

Why do you think the creator has made the tortoise so large? What effect does this have?



LO: I can develop my comprehension skills.

S G I		
<u>L.O.: I can develop my comprehension skills</u>		
Pupil	Success Criteria	Teacher
	Retrieve information from the text: <ul style="list-style-type: none">• Identify the key word or phrase of the question.• Think about the type of answer you are looking for (e.g. a name, place or number).• Scan the text to find the answer.• Copy the information from the text into your answer.	
	Make inferences and justify these with evidence: <ul style="list-style-type: none">• Read the question and identify the key words.• Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).• Scan the text for any clues.• Think about the clue plus your own knowledge and experiences to create an answer.• Use evidence to explain your answer.	
	Explore the meaning of words and phrases in context: <ul style="list-style-type: none">• Find the key word or phrase in the text.• Read the sentences around this word to see if they help explain the meaning.• Look for the root words to help you work out the meaning.• If appropriate, check the meaning in a dictionary.• Write an explanation of the meaning in this context.	



LO: I can develop my comprehension skills.

Retrieve information from the text:

- Identify the key word or phrase of the question.
- Think about the type of answer you are looking for (e.g. a name, place or number).
- Scan the text to find the answer.
- Copy the information from the text into your answer.

4. How long did it take Mrs Hoppy to weigh the tortoise? (page 43)

It took Mrs Hoppy half a minute to weight the tortoise.



LO: I can develop my comprehension skills.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

5. How would you describe Mr Hoppy's character in this section of the text? Why?

I would describe Mr Hoppy as because...

Various answers – encourage the children to use evidence from the text.

e.g. helpful because he rushed down the stairs to help Mrs Hoppy.



LO: I can develop my comprehension skills.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

6. Read page 44. Find and copy one word that means ‘make bigger’?

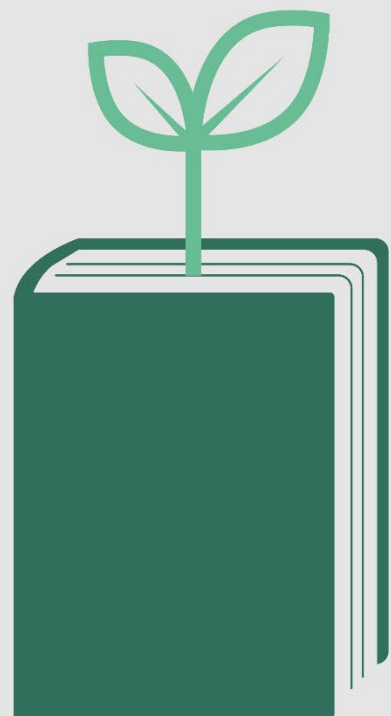
enlarge



LO: I can develop my comprehension skills.

S G I		
<u>L.O.: I can develop my comprehension skills</u>		
Pupil	Success Criteria	Teacher
	<p>Retrieve information from the text:</p> <ul style="list-style-type: none">• Identify the key word or phrase of the question.• Think about the type of answer you are looking for (e.g. a name, place or number).• Scan the text to find the answer.• Copy the information from the text into your answer.	
	<p>Make inferences and justify these with evidence:</p> <ul style="list-style-type: none">• Read the question and identify the key words.• Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).• Scan the text for any clues.• Think about the clue plus your own knowledge and experiences to create an answer.• Use evidence to explain your answer.	
	<p>Explore the meaning of words and phrases in context:</p> <ul style="list-style-type: none">• Find the key word or phrase in the text.• Read the sentences around this word to see if they help explain the meaning.• Look for the root words to help you work out the meaning.• If appropriate, check the meaning in a dictionary.• Write an explanation of the meaning in this context.	





MASTER READERS

excellence after phonics