

How to Use This Pack

The 2014 National Curriculum has placed a strong emphasis on reading skills. These should be taught explicitly to the children and they should have time to practise, rehearse and amend their answers.

Our idea is that these reading comprehensions are based on real songs. Children are then able to read lyrics, listen to the songs and answer questions based on key skills, including those related to both narrative and poetry.

Teachers can then guide children through the first few questions and then allow for paired or independent work thereafter. Answers may vary and you may agree or disagree with the mark scheme. Use it as a starting point for discussion and aim for high quality answers with evidence.

Key Reading Skills

- 1.) Explain the meaning of words in *context* using *clues / evidence* (2a)
- 2.) *Retrieve* and *record* information and key details (2b)
- 3.) *Summarise* main ideas from a paragraph or whole text (2c)
- 4.) Make *inferences* and justify them using evidence from the text (2d)

C

RR

S

INF

Codes

Throughout the assessment reading comprehensions, children can guess some of the question types by circling the correct code. These are shown above.

2014 UK National Curriculum references are in brackets (2a, 2b, 2c etc.)

Reading Comprehensions

Each song is broken down into 6 pages. 4 of these are reading comprehensions. Children can work in mixed ability pairs or independently. They are not differentiated by ability, although retrieval and recording skills are usually picked up more easily by children who struggle with more complex comprehension skills. Work can be completed on sheets or in their own book. The idea is that inference is best supported after children understand the content and language first.

- 1 x title page
- 1x retrieval and recording questions sheet (RR)
- 1x context clues sheet (CC)
- 1x inference questions sheet (INF)
- 1x assessment questions sheet including summarising questions (S)
- 1x answer sheet

Other Reading Skills

Other key skills in the curriculum include:

- Predicting from details stated or implied (2e)
- Explain how information contributes to meaning as a whole (2f)
- Explain how meaning is enhanced by word/phrase choice (2g)
- Make comparisons within a text (2h)



Weekly Lesson Plan

Monday (Lyrics and Video)

Choose a song and print off the song lyrics using the provided link. Ask children to read independently.

Read the text as a whole class.

Ask for initial thoughts from the children and allow them to lead the discussion.

Children work in mixed ability pairs to identify any literacy features that they can (similes, rhyme, alliteration, word definitions etc) and annotate the lyrics, as well as circling words they do not understand.

Children to work together to come up with a key question that they would like answering.

Share findings with the whole class and discuss any new meanings.

Play the song to class once through and ask if they have changed their views of the song after hearing the music.

Teach children how to sing the chorus and, if time, some of the verses from the song.

Tuesday (Retrieval and Recording)

Hand out annotated lyrics from the previous day and children listen to the song and join in with the parts that they can.

Explain what we mean by 'Retrieval and Recording' skills and go through the strategies children can use to help them answer questions. These include:

- Reading the question twice
- Underlining any key words in the question
- Skimming
- Scanning
- Checking the accuracy of any recording

Class teacher to answer the first question themselves and explain their thinking as they answer it.

In pairs, children discuss the second question together and share their answers with the class, as well as explaining any strategies they used to answer it.

In pairs, children answer more of the questions together, checking the accuracy of answers and ensuring all grammar and punctuation in answers is correct.

Independently, children have a go at the last few questions themselves.

In pairs, children check each other's accuracy of their recording. Is it legible and neat? Is clear what they think the answer is? Is it copied and spelled correctly? Is there accurate punctuation?

Children self-assess their own answers as the teacher goes through them, including answering any discrepancies in work.

Share any extension questions with the whole class and ask children to provide the answers verbally.

Children listen to the song and join in with as much of the song as possible.

Wednesday (Context Clues)

Hand out annotated lyrics from the previous day and children listen to the song and join in with the parts that they can.

Explain what we mean by 'Context Clue' skills and go through the strategies children can use to help them answer questions. These include:

- Look for any synonyms used
- Look for any antonyms used
- Replace the word with something else
- Look at the root of the word and any pre-fixes or suffixes
- Which ones is it not?

Class teacher to answer the first question themselves and explain their thinking as they answer it.

In pairs, children discuss the second question together and share their answers with the class, as well as explaining any strategies they used to answer it.

In pairs, children answer question three.

Independently, children have a go at the last question themselves.

Go through the answers and discuss how the children answered the questions and what discussions they had in their pairs. Children self-assess their own work. Alternatively, children use dictionaries.

Ask children if they circled any of those words in Lesson 1 on Monday and discuss any new meanings derived now children understand the words. Were there any misconceptions in their thinking in previous lessons?

Are there any other words in the text that children do not understand? Record the meaning of these for children so they are ready for the inference lesson next.



Thursday (Inference)

Hand out annotated lyrics from the previous day and re-cap some of the new vocabulary recorded from the previous lesson.

Explain what we mean by 'Inference' skills and go through the strategies children can use to help them answer questions.

These include:

- Thinking what knowledge you already have about this
- Using evidence in the text to come up with a new piece of information
- Consider summarising sentences or paragraphs to help you understand
- Answers may vary

Class teacher to answer the first question themselves and explain their thinking as they answer it.

In pairs, children discuss the second question together and share their answers with the class, as well as explaining any strategies they used to answer it.

In pairs, children answer more of the questions together, checking the accuracy of answers and ensuring all grammar and punctuation in answers is correct.

Independently, children have a go at the last few questions themselves.

Check grammar and punctuation through self/peer-assessment.

Ask children to share their answers and discuss their thinking. Did they use their own knowledge or clues from the text to help them make an inference?

Self/peer-assess some of the more manageable questions.

Explain that some of the answers between people may be very different. Share any examples of this seen in class.

Share a completed version of the answers that the teacher has filled in themselves. Go through your own thinking and share these model answers with the class.

Children choose one model answer to write up for themselves in a different coloured pen so that they are engaging with high quality answers.

Friday (Assessment)

Remind children about the strategies needed to answer the following types of questions.

- Retrieval and recording
- Context Clues
- Inferences

Share the codes with class (RR, CC, INF and S) and explain what we mean by 'Summarising' skill. Go through the strategies children can use to help them answer questions.

These include:

- Make inferences about what is happening
- Explain a paragraph is a sentence
- What is the song about? Explain in a word
- What is the overall 'feeling' you get about the content?

Children independently answer the questions.

For each question, children must circle which reading skill they think the question is asking them to use.

Ask children to check grammar and punctuation for all of the answers and to draw on the strategies learnt throughout the week.

Self/peer-assess some of the more manageable questions.

Share a completed version of the answers that the teacher has filled in themselves. Go through your own thinking and share these model answers with the class.

Children choose one model answer to write up for themselves in a different coloured pen so that they are engaging with high quality answers.

Re-visit the key questions raised in the first lesson. Have they been answered? Can they be answered now?

