

Week 1

Component A (Daily Review, Phonics/Spelling/Morphology, Handwriting, Reading Fluency) - 50mins

Phonics/Spelling/Morphology LISC: We are learning to spell words so that we can write fluently and engage an audience.
 ☆ Explain and use root words, prefixes and suffixes

Handwriting LISC: We are learning to write legibly so that our audience can read our writing.
 ☆ Join letters fluently with consistent size and spacing

Reading Fluency LISC: We are learning to read fluently so that we can understand what we read and engage our audience.
 ☆ Expression and volume
 ☆ Rhythm and phrasing
 ☆ Accuracy and smoothness
 ☆ Automaticity and pace

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Daily Review – 15 mins

Word-level reading, spelling and morphology	Meaning of suffixes ist, ic, y, al and word lists using the suffixes	Word-level reading, spelling and morphology	Meaning of suffixes ist, ic, y, al and word lists using the suffixes	Word-level reading, spelling and morphology	Meaning of suffixes ist, ic, y, al and word lists using the suffixes	Word-level reading, spelling and morphology	Meaning of suffixes ist, ic, y, al and word lists using the suffixes
Grammar	Identifying, combining and finishing complex, compound and simple sentences	Grammar	Identifying, combining and finishing complex, compound and simple sentences	Grammar	Identifying, combining and finishing complex, compound and simple sentences	Grammar	Identifying, combining and finishing complex, compound and simple sentences
Vocabulary	Figurative language- explain and identify similes, metaphor, personification and idioms	Vocabulary	Which image represents ecstatic? Which words relate to ecstatic? Order the words on a cline- ecstatic, over the moon, excited, happy, bored, depressed, blue, unfazed	Vocabulary	What would an ecstatic child say on their birthday? What would an ecstatic adult say on their birthday? Which image represents someone who is on another planet? Which words relate to being on another planet?	Vocabulary	Which words relate to orbit? How would someone who is on another planet answer a question from a teacher/parent/friend? What would make a teacher/parent say 'I'm ecstatic!'

Phonics/Spelling/Morphology - 20 mins

<p>Explicit teaching: astro/aster, Greek origin means star, celestial body or outer space, start-shaped.</p> <p>Handwriting: record root astro and aster with joins</p> <p>Word Building: Work as a class, in pairs or independently to use a word matrix using 'astro' and 'aster' to record known prefixes and suffixes and brainstorm a list of words using the roots. Have students explain the meanings of their words using their knowledge of suffix meanings. Using sound marking to identify the phonemes in words.</p>	<p>Explicit teaching: astro/aster, Greek origin means star, celestial body or outer space, start-shaped.</p> <p>Handwriting: record root astro and aster with joins</p> <p>Guided Decoding Practice: read compiled word lists of brainstormed words using focus root.</p> <p>Guided Encoding Practice: record provided words, boxing the affix and underline the prefixes and suffixes. Identify the syllables in the words.</p>	<p>Explicit teaching: astro/aster, Greek origin means star, celestial body or outer space, start-shaped.</p> <p>Handwriting: record list words with joins</p> <p>Guided Decoding Practice: read compiled word lists of brainstormed words using focus root.</p> <p>Guided Encoding Practice: record provided words and identify its part of speech, justifying using knowledge of suffix meaning. Record word sums for list words.</p>	<p>Explicit teaching: astro/aster, Greek origin means star, celestial body or outer space, start-shaped.</p> <p>Guided Decoding Practice: read sentences incorporating list words.</p> <p>Guided Encoding Practice: record sentences in cloze form with students selecting words with the appropriate suffix.</p>
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Reading Fluency - 15 mins

<p>Text: The Delicious World of Felafals and Pink Iced Finger Buns: A Delightful Treat</p> <p>Reading Mode: Students read aloud in pairs. Teacher roams making anecdotal notes or works with targeted small group/individual.</p> <p>Discussion: Pairs highlight any words they did not know how to say or did not understand the meaning of, and use sources to work out the meaning of unknown words. As a class, discuss its main ideas and text features.</p>	<p>Text: The Delicious World of Felafals and Pink Iced Finger Buns: A Delightful Treat</p> <p>Reading Mode: Students choral read in differentiated groups. Teacher roams making anecdotal notes or works with targeted small group/individual.</p> <p>Discussion: Class discusses as a group unknown words from the previous read. Teacher modelling of reading multisyllabic words and prosody, and clarifies meaning of words.</p>	<p>Text: The Delicious World of Felafals and Pink Iced Finger Buns: A Delightful Treat</p> <p>Reading Mode: Students read aloud in pairs. Teacher roams making anecdotal notes or works with targeted small group/individual.</p> <p>Discussion: Students read in pairs and self/peer assess using student fluency reflection, and give feedback.</p>	<p>Text: The Delicious World of Felafals and Pink Iced Finger Buns: A Delightful Treat</p> <p>Reading Mode: Students take turns to read aloud to a partner. Teacher conducts summative assessment with 2-3 students using fluency assessment and open ended questioning.</p> <p>Discussion: Students record their answers to comprehension questions about the text.</p>
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Registration and Evaluation

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Component B (Text-Level Reading, Vocabulary, Sentence-Level Writing– 50 mins)

Text-Level Reading LISC: We are learning to monitor our reading so we can understand what we have read.
 ☆ make meaning through literal comprehension
 ☆ make and justify inferences

Vocabulary LISC: We are learning about new vocabulary so that we can understand what we read and engage our audience when we write.
 ☆ explain and use Tier 2 and 3 vocabulary
 ☆ explain and use figurative language

Sentence-Level Writing LISC: We are learning to write a structured paragraph so that we can communicate our ideas/information effectively and engage our audience.
 ☆ topic sentence, elaboration and concluding sentence
 ☆ range of sentence types and punctuation
 ☆ Tier 2 and 3 vocabulary
 ☆ Figurative language

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Text-Level Reading- 15 mins

Text: The Sideways Orbit of Evie Hart
Text pages: Chapter 1 pg 1-18
Reading Mode: Teacher/Student read aloud
Before Reading: Think of a time where something changed in your life. Have students talk with a partner. Choose non-volunteers to share responses. Introduce space as the topic for learning throughout the unit. Create a KWL chart of what students know about the topic and questions they want to know. Complete the L column throughout the unit as students acquire fun facts through the read texts.
Pause Points and Queries:
 Pg 2 Uninterrupted, I hoped. *What does the author want us to know?*
 End of pg 4 *What have we learnt?*
 Pg 5 already felt like it was changing. *What's going on here?*
 Pg 6 telling the truth. *What is the main idea here?*
 Pg 8 I take it back. *What does the author want us to know?*
 Pg 10 looks like mine. *What have we learnt?*

Text: The Sideways Orbit of Evie Hart
Text pages: Chapter 2 and 3 pg 19-34
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 21 in our solar system. *What have we learnt?*
 Pg 24 Sadie bad dreams. *What have we learnt?*
 Pg 27 End of Chapter 2 *What's going on here?*
 Pg 29 right now to say it. *What have we learnt?*
 P32 my mind this time. *What does the author want us to know?*
 Pg 34 end of Chapter 3 *What's going on here?*
Follow-up Queries:
How does what we just read add to our understanding of this character?
That's what the author said, but what did the author mean?
Give me some evidence from the text that tells you that.
Incidental vocabulary: pg 23 leap of faith- you do something even though you are not sure it is right or will

Text: Deadly Science- The Solar System
Text pages: pages 2-3 Our Universe, 6-7 Our Solar System
Reading Mode: Student read aloud
Queries:
What is the purpose of this text? How do you know?
What is the main idea of this paragraph?
What have we learnt?
Incidental vocabulary: pg 2 dwarf- much smaller than the usual size for their kind; vast- something that is extremely large; pg 3 cluster- a small group close together

Text: The Sideways Orbit of Evie Hart
Text pages: Chapter 4 and 5 pg 35-51
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 37 whirly wind spirit. *What have we learnt?*
 Pg 39 for you tonight. *What does the author want us to know?*
 Pg 44 End of Chapter 4 *What's going on here?*
 Pg 48 a better one. *What does the author want us to know?*
 Pg 51 End of Chapter 5 *What's going on here?*
Follow-up Queries:
How does what we just read add to our understanding of this character?
That's what the author said, but what did the author mean?
Give me some evidence from the text that tells you that.
Incidental vocabulary: pg 38 uproot- being moved from your home; pg 46 crack of dawn- very early in the morning when the sun first rises

Pg 12 a real job. *What does the author want us to know?*
 Pg 15 like the planets. *What have we learnt?*
 Pg 16 like we normally did. *What have we learnt?*
 End of Chapter 1 *What have we learnt?*
Follow-up Queries:
How does that connect with what we've already read?
That's what the author said, but what did the author mean?
Give me some evidence from the text that tells you that.
Incidental vocabulary: feisty pg 3- passionate while being fiery, bent ecstatic, on another planet, orbitcoppers p5 corrupt police, clipping pg 9 an article cut out from a magazine

succeed, old man- your dad, keep up your sleeve- use something when you need it

Vocabulary Instruction- 10 mins

Explicit vocabulary: ecstatic (adjective)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If you are ecstatic, you feel very happy and full of excitement.
Contextualise the word: Mum was ecstatic that Evie was learning about space.
Demonstrate: I was ecstatic when my delivery arrived.
Investigate Synonyms: over the moon, enthusiastic, elated, overjoyed
Investigate Antonyms: miserable, depressed, forlorn, sorrowful
Clarify: When have you been ecstatic? Mum was ecstatic that Evie was learning about space because/but/so

Explicit vocabulary: on another planet (idiom)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If you say someone is on another planet, it means they aren't paying attention to what is happening around them. Explain that the author uses a lot of idioms and that an idiom is a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately.
Contextualise the word: Evie was on another planet during Miss Owen's lesson.
Demonstrate: Sometimes I am on another planet when I am eating my lunch.
Investigate Synonyms: distracted
Investigate Antonyms: concentrating, focussed

Explicit vocabulary: orbit (verb)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition:
 An orbit (noun) is the curved path in space that is followed by an object going round and round a planet, moon, or star. If something such as a satellite orbits a planet, moon, or sun, it moves around it in a continuous, curving path.
Contextualise the word: The eight planets orbit the sun.
Demonstrate: Cora dazzled all who came within her orbit.
Investigate Synonyms: path, course, track, trajectory, cycle, circular
Clarify:
 Word building- orbits, orbiting, orbited
 Act it out- Have students stand up and act out the solar system by modelling orbiting the sun (a chair or student) and walking while rotating around 'the sun' as a planet.

Explicit vocabulary: ecstatic, on another planet, orbit
Exploring activities:
 Write a word that means 'over the moon'.
 Write a word that means a curved path.
 Write the phrase or word that means you aren't paying attention to what's around you.
 Which of the focus words do you think of when I say maths; morning; Evie thinks her life is like a sideways orbit because...
 When might a dog be ecstatic?
 When is a good time to be on another planet?
 What might a planet say about being in orbit?

Clarify: When have you been on another planet? Show me how you would look if you were on another planet.

Sentence-Level and Text-Level Writing- 25 mins

Focus: Character and Narrative Elements

Explicit teaching: Identify the settings in Chapter 1 and evidence from the text. Identify the characters introduced in the chapter and use segments of the text to highlight words and phrases that describe their physical appearance and personality (through inference of the character's actions and dialogue).

Guided task: Teacher uses student ideas to model on the board while students compose in a table on mini whiteboards.

Nicole- rude, mean, gossip,
Evie- has an eye twitch, Year 6
Farrah- feisty, best friend, talkative
Mr Farrah- proud, joker "winked at me"
Lee- pale skin, hairless head, British, step dad
Sadie- 6 years old
Mum- doesn't eat dinner with the family anymore, journalist, long brown hair, writes horoscopes

Focus: Character Archetypes

Explicit teaching: Explain that in narratives, we encounter different types of characters. Explain that an archetype is a character that is considered to be a perfect or typical example of a particular kind of person or thing, because it has all their most important characteristics. Look at examples of archetypes and examples from known texts eg a villain, hero, the mentor.

Refer to the character profiles from the previous lesson to predict the archetype associated with each character. Identify that an informative paragraph can begin with a topic sentence followed by related information. Explain that we will be using the paragraph structure to write about the characters in the text to identify their archetype.

Modelled writing: Model the paragraph structure, colouring coding the topic sentence, elaboration using evidence from the text and concluding sentence.

Nicole can be described as the typical bully in the text. She is taunting Evie by highlighting her uncontrollable twitches to the class and gossiping about her to their peers. Evie can count her lucky stars that Miss Owens doesn't tolerate Nicole's behaviour. Through Nicole, the author provides us with a character to despise while also arousing sympathy for Evie.

Guided practice: As a class, jointly construct a paragraph describing Farrah as the sidekick. Teacher uses student

Focus: Informative Paragraph Structure

Explicit teaching:

Record Evie's fun facts and other information from the text, grouping them into categories under headings on the KWL chart

Reread various paragraphs from the text identifying the topic sentence, elaboration and main idea of the paragraph.

Pg 1st paragraph- how big the universe is

P3 'Our Neighbours'- neighbouring galaxies

pg 6 'Hello, neighbour!'- the 3 zones of the solar system

Modelled writing: Compose a paragraph on the inner region and terrestrial planets.

The closest planets that orbit the Sun are Mercury, Mars, Venus, Earth and Mars. These small planets make up the inner region of our solar system. Known as the terrestrial planets, they are rocky and metallic with solid surfaces. An asteroid belt with boulders of rock and iron is also located in this zone of the solar system. That's one amazing neighbourhood!

Guided practice: Jointly construct a paragraph on the outer region and gas giant planets.

Focus: Letter Writing incorporating Informative Paragraph

Explicit teaching:

Reread the letter Evie writes to Lee on page 44. Identify the topic sentences and letter writing conventions.

Modelled writing:

Dear Mum,

Have you ever wondered what it would be like to explore space? I've got two pieces of information that will make you want to lift off!

Galaxies are groups of stars and planets that are held together by gravity. There are billions of them in the universe of varying shapes and sizes, stretching for billions of kilometres.

The Sun is the centre of our solar system, the Milky Way. It is a giant ball of gas that has been shining for about 5 billion years. That's astronomical!

I'd be over the moon if I could go to outer space and orbit around Earth! How about you?

From Amy

Independent practice: Write a letter or email to a friend, teacher, pen pal from another school or family member explaining to them about the solar system and its planets.

Differentiation: Students may write 1-3 paragraphs. Some students may have modified success criteria.

ideas to model on the board while students compose on mini whiteboards.
Independent practice: Students independently compose a paragraph about Lee.

Registration and Evaluation

Links to other KLAs:

Maths/Science: Create scale models of the Sun and planets by measuring their diameter. Model the distance of the planets to the Sun using these scale models.
Ongoing additional literary task- Read about each of the planets in 'Deadly Science- The Solar System' and NASA's [Space Place](#). Compose informative paragraphs.
Technology- Create a virtual Solar System using CoSpaces

Sample Word Matrix

dis	aster astr	ous				
		oid				
		isk				
		olog onom	y	i		ic
				ist		cal
				er		s
o	naut dome		s			
	phys		ic	s		