

Stage 2 and 3 Literacy Program- The Sideways Orbit of Evie Hart

Week 4

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	'Struct' word lists	Word-level reading, spelling and morphology	'Struct' word lists	Word-level reading, spelling and morphology	'Struct' word lists	Word-level reading, spelling and morphology	'Struct' word lists
Grammar	Identifying objective and subjective language	Grammar	Identifying objective and subjective language	Grammar	Identifying objective and subjective language	Grammar	Identifying objective and subjective language
Vocabulary	tranquil, rare, renowned	Vocabulary	tranquil, rare, renowned	Vocabulary	tranquil, rare, renowned	Vocabulary	tranquil, rare, renowned

Phonics/Spelling/Morphology - 20 mins

Explicit teaching: spec, Latin, look at
Handwriting: record root with joins
Word Building: Work as a class, in pairs or independently to use a word matrix 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.

Explicit teaching: spec, Latin, look at
Handwriting: record root with joins
Guided Decoding Practice: read compiled words lists of brainstormed words using focus root.
Guided Encoding Practice: record provided words, boxing the affix and underline the prefixes and suffixes. Identify the syllables in the words.

Explicit teaching: spec, Latin, look at
Handwriting: record list words with joins
Guided Decoding Practice: read compiled words lists of brainstormed words using focus root.
Guided Encoding Practice: record provided words and identify its part of speech, justifying using knowledge of suffix meaning. Record word sums for list words.

Explicit teaching: spec, Latin, look at
Guided Decoding Practice: read sentences incorporating list words.
Guided Encoding Practice: record sentences in cloze form with students selecting words with the appropriate suffix.

Reading Fluency - 15 mins

Text: The Mystical World of Crystals, Horoscopes, and Tarot Cards
Reading Mode: Students read aloud in pairs. Teacher roams making anecdotal notes or works with targeted small group/individual.
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.

Text: The Mystical World of Crystals, Horoscopes, and Tarot Cards
Reading Mode: Students read aloud in small groups. Teacher roams making anecdotal notes or works with targeted small group/individual.
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.

Text: The Mystical World of Crystals, Horoscopes, and Tarot Cards
Reading Mode: Students read aloud in pairs. Teacher roams making anecdotal notes or works with targeted small group/individual.
Discussion: Students read in pairs and self/peer assess using student fluency reflection, and give feedback.

Text: The Mystical World of Crystals, Horoscopes, and Tarot Cards
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.
Discussion: Students record their answers to comprehension questions about the text.

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: Chapters 22, 23 and 24 pg 172-197
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 174 no one can see. *What's going on here?*
 End of Chapter 22. *What does the author want us to know?*
 Pg 183 winds in Neptune. *What have we learnt?*
 End of Chapter 23 *What does the author want us to know?*
 Pg 191 they could go *What have we learnt?*
 End of Chapter 24 *What have we learnt?*
Follow-up Queries:
How does that connect with what we've already read?
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 174 belt-

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 25, 26 and 27 pg 198-223
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 200 I guess. *What's going on here?*
 Pg 204 into her pocket. *What have we learnt?*
 Pg 206 feel strong. *What have we learnt?*
 Pg 212 Mystic Mama. *What's going on here?*
 Pg 215 that they are lost? *What's going on here?*
 Pg 218 anything at all *What's going on here?*
 Pg 221 *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 217 loitering- If you loiter somewhere, you remain there or walk up and down

Text: [What is space junk and why is it a problem?](#)
Site pages: Read the
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?
Incidental vocabulary: dawn- The dawn of a period of time or a situation is the beginning of it; active- in operation; altitude- If something is at a particular altitude, it is at that height above sea level; potentially- possibly; enforce- If people in authority enforce a law or a rule, they make sure that it is obeyed, usually by punishing people who do not obey it; United Nations- political organisation that polices international issues; mitigate- To mitigate something means to make it less unpleasant, serious, or painful.

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 28, 29 and 30 pg 224-244
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 229 Arabic for 'enjoy'. *What's going on here?*
 Pg 231 I'd ever said. *What does the author want us to know?*
 Pg 234 is in space. *What's going on here?*
 Pg 240 that's for sure *What's going on here?*
 Pg 243 on her face. *What's going on here?*
 End of Chapter 30 *What does the author want us to know?*
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 224 bowls- lawn bowls is a game played on a green lawn in which players try to roll their ball

sequence of back and forth shots between players, pg 175 snowed under- a pattern or picture that you draw when you are bored or thinking about something else, pg 182 green thumb- If someone has a green thumb, they are very good at gardening and their plants grow well. backhand- a tennis shot (demonstrate) pg 186 sage- Sage means wise and knowledgeable, especially as the result of a lot of experience.
Ongoing: Add any fun facts to the class KWL chart

without any real purpose. pg 223 Gordon Ramsay- famous tv chef.

(called a bowl) closest to a smaller ball.

Vocabulary Instruction- 10 mins

Explicit vocabulary: waft (noun)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: to move gently through the air as if being carried by the wind
Contextualise the word: There is a lot of space junk wafting through space.
Demonstrate: The scent of bread wafted through the bakery.
Investigate Synonyms: stray, drift,
Investigate Antonyms: hectic, busy,
Clarify: What is something that might waft?

Explicit vocabulary: fortitude (noun)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If you say that someone has shown fortitude, you admire them for being brave, calm, and uncomplaining when they have experienced something unpleasant or painful.
Contextualise the word: Demi-Louise had shown fortitude while her brother was in hospital.
Demonstrate: The man suffered from a long illness with fortitude.
Investigate Synonyms: courage, strength
Investigate Antonyms:
Clarify: When have you shown fortitude?

Explicit vocabulary: manoeuvre (noun)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: a movement or action requiring dexterity and skill
Contextualise the word: Hundreds of manoeuvres are performed every year to avoid collision of space junk.
Demonstrate: She chose a risky manoeuvre to exit the attic.
Investigate Synonyms: plan, action, movement
Investigate antonyms: fumble, botch, bungle
Clarify: When is a time you might need a manoeuvre?

Explicit vocabulary: waft, fortitude, manoeuvre
Exploring activities:
 Write a word that means drift.
 Write a word that means strong.
 Write a word that means plan.
 Which of the focus words do you think of when I say astronaut, Olympics, forest;
 What is something that might waft at school?
 What are some adjectives that you could place in front of 'manoeuvre'?
 How could you connect the words 'fortitude' and manoeuvre'?

Sentence-Level and Text-Level Writing- 25 mins

Focus: Theme

Explicit teaching: Explain that the themes of a story are its main ideas such as a social, moral or personal message. Brainstorm the themes from the text eg friendship, family, kindness, identity, change, courage and resilience.

Modelled writing: Throughout my life, I have explored the theme of friendship by making connections with different people and learning from each experience. At school, I had a close group of friends who loved music like I did. We supported each other through tough times, which taught me how important loyalty and shared interests are. I also experienced friendships that ended, which made me think about how important communication is. Each friendship, whether long-lasting or short, has helped me grow as a person and showed me how meaningful true connections can be in our lives.

Guided task: Select a theme such as friendship and discuss how this theme is evident in the text. Students share a time when this theme was evident in their own lives.

Independent task: Students record a structured paragraph outlining their experience with the theme.

Focus: Theme

Explicit teaching: Revise that the themes of a story are its main ideas such as a social, moral or personal message. Revisit the themes from the text eg friendship, family, kindness, identity, change, courage and resilience. Discuss whether the themes have changed or how new themes have emerged in the text.

Modelled writing: In the "Harry Potter" series, the theme of family is very important to the story and the characters. For Harry, losing his real family makes him feel lonely, but he finds a sense of belonging with his friends at Hogwarts and the Weasley family, who treat him like their own. The story shows different types of families, like the loving and caring Weasleys, compared to the unkind Dursleys, who neglect Harry. Themes of loyalty, sacrifice, and love are shown through characters like Lily Potter, who gives her life to protect Harry, and the strong bonds between friends, like Hermione and Ron, who become like family to him. In the end, "Harry Potter" shows that family can mean different things, and the relationships we choose can be just as important as the ones we are born into.

Guided task: Select a theme such as family and discuss how this theme is evident in the text. Students share another text they have engaged with when this theme was evident.

Independent task: Students record a structured paragraph outlining another text's exploration with the theme.

Focus: Persuasive Paragraph

Explicit teaching: Record fun facts from the text on the KWL chart. Identify the subjective and objective language in the read text.

Guided writing: Jointly construct a paragraph on space junk to highlight the need to take action. For example:

The problem of space junk is becoming a serious threat to our planet and the future of space travel, so we need to take action now. There are over 27,000 pieces of debris floating around Earth, which makes it more likely for them to crash into working satellites and spacecraft, leading to dangerous accidents. By putting money into new technologies that can remove this debris and creating international rules, we can protect our space environment and keep it safe for future generations. Taking care of space junk not only helps our current satellites and astronauts but also ensures that future missions can continue exploring space. We need to work together as a global community—governments, private companies, and scientists—to solve this problem and make sure space remains clean and safe. Acting now is crucial; our shared future in space relies on it.

Persuasive Writing LISC: We are learning to write a persuasive paragraph so that we can communicate our opinion effectively and engage our audience.

- ☆ topic sentence, elaboration and concluding sentence
- ☆ range of sentence types and punctuation
- ☆ Tier 2 and 3 vocabulary
- ☆ Subjective and objective language

Focus: Informative Character Paragraph

Explicit teaching: Review the character descriptions of Evie from previous lessons. Add to the narrative/character arc, outlining the events and reactions the various characters have to them. Discuss the development of various characters in the text.

Guided task: Jointly construct an informative paragraph on the development of Nicole's character, using events from the text as evidence.

Independent task: Students compose an informative paragraph using the arcs to analyse Evie's actions and reactions to a particular event or another character in the story, demonstrating development in her character.

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Links to other KLAs: Science- model how the tilt of the Earth creates the seasons
 Read about Mark Vande Hei
 Ongoing additional literary task- Read about satellites on NASA's [Space Place](#). Compose informative paragraphs.

Sample Word Matrix

a in pro per		spec	ability	
			able	
dis			ed	
		ing		
re		ion		
		ive		
		or		
		s		
		ate	or	
		ful	ly ness	