Y3 The BFG Reading Unit 1 Lesson Guides
For each lesson you will need:
• Mini whiteboards • Copies of the text for each child • Printed extracts for pupils to annotate • Printed activities/slides where appropriate (e.g. Do Now, Talk Task, Independent Task) • Printed speed words grid for each text

Lesson 1: Non- Fiction 1

Key Learning:
To read words accurately and fluently, re-reading texts to build up fluency and confidence in word reading
To check that the text makes sense, discussing their understanding and explaining the meaning of unfamiliar vocabulary

Resources: printed copies of the non-fiction text and live version open on screen
https://www.bbc.co.uk/newsround/36824907
Copies of Roald Dahl books and films if possible for initial Book Talk activity

Do Now: *assessing prior learning- book talk*
Show pupils the image of Roald Dahl from the non fiction text and a variety of different book covers/ film covers etc
- ? *What do you already know about Roald Dahl?*
- ? *Have you read any of his books?*
- ? *Have you seen the film adaptations of any of the books?*
- ? *What do you like about them?*

Teacher Read: *Roald Dahl Day: Seven fantastic facts about the author*
Introduce the article and share the context. Show the website: https://www.bbc.co.uk/newsround/36824907 to allow pupils to view original context.
Introduce the text type and features.
Have they seen a text like this before?
Example script: *This text is going to give us information about a very well-known author called Roald Dahl. Reading this is going to tell us a lot more about his life.*
As this is a non-fiction text, we have 'subheadings' to guide us, they tell us what each paragraph is about.They are written in 'bold' font- (point to them on the text)
We will also see captions under each picture, these tell us what the picture is about
Display Who? What? Where? Why? When? And jot down answers while reading the text. (e.g Who? *Roald Dahl, author of over 20 children's books,* Where? *Great Missenden, England, shed etc*. What? *Children's books, films, characters, language etc.)*
Tell pupils to circle any words they don't know the meaning of when reading.
When reading aloud to pupils, model reading strategies through thinking aloud:
- Draw attention to significant text features (e.g subheadings- tell us what the first paragraph is about, hyperlinks to other articles/definitions- show function on website)
- Define new vocabulary as reading (definitions of many on slides)
- Monitoring and clarifying (stop if sentence needs reading aloud again to establish meaning or complex clause structure)
- Predicting (e.g. I think this text was going to tell us more information about his life before he was a write, we might also find out more about his most famous books)
- Summarising after each paragraph (e.g. Verbally summarise after each paragraph- ah ok, I've noticed some nonsense words when reading his books, I didn't realise his language was called Gobblefunk- what a creative author!)
- Draw attention to anything surprising in the text (e.g. he wrote all of those books in his shed!)

Hear, See, Say: *decoding, focus on accuracy*
Use MTYT for all words
Tap out syllables and use phonics sound charts
Use images of common nouns to support understanding

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Speed Words: ***decoding, focus on rate and accuracy***
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Paired Practice- decode
Focus: accuracy
Read text aloud to pupils.
Partner A reads section A (including the subheading), partner B reads section B
Partner A reads first, Partner B teacher first. After partner A reads their section, go back to any incorrectly decoded words

Metacognitive Model: ***'Get inside my head'***
Annotate live onto the slide using highlighter tools
(blue for punctuation, pink for emphasis)
Part 1: Place emphasis on 'many' to show that there were more than one, not just one.
Pause for the comma after 'For example' as it is about to tell us one of the books that was inspired by his childhood
Part 2: Pause at the comma after school as it is about to give us more information
Place emphasis on 'new'- not just any chocolate bar but a new one
Place emphasis on 'huge'- not just any tree but a huge one
Pause at the comma after Great Missenden as it is about to give us more information abut where it is in the world
Emphasise 'even' to show how important his life experiences were when creating his characters
Pause at the dash which gives us extra information about Dahl's grandchild. She was called Sophie.

Paired Practice- fluency
Model fluent read to pupils
Partner a= section a
Partner b=section b
Other partner is the guide- listens and gives feedback on the rate, expression, accuracy, punctuation

Vocabulary- outside/inside/beyond
Teacher models think aloud which includes the best way to work out the following unfamiliar words
Characters- beyond, use definition from previous slide a person in a book or film
Created- inside 'create' means 'to make' link to creative from previous slide- collect for word family
Inspired- definition quick- to give someone an idea for something
Childhood- inside 'child' model referring back to it after reading the next bit to mean 'when he was a child'
Praise- outside- what could it mean within that sentence? 'win praise'? Positive or negative?
Pupils annotate their own copy of the text (teacher-led)

Teacher Read: ***Roald Dahl Day: Seven fantastic facts about the author (final 3 paragraphs)***
Before reading, revisit Who? What? Where? When? Display and add anything new from the paired fluency read.
When reading aloud to pupils, model reading strategies through thinking aloud:

- Draw attention to significant text features (e.g subheadings)
- Define new vocabulary as reading (definitions of many on slides)
- Monitoring and clarifying (stop if sentence needs reading aloud again to establish meaning or complex clause structure)
- Summarising after each paragraph (e.g. Verbally summarise after each paragraph- e.g. I had no idea that he was a pilot in WW2 or that he had been a pilot, what an interesting life he had!)
- Draw attention to anything surprising in the text

Summarising: ***What have we learnt from the text?***
Add any extra notes from the final paragraphs before discussing with pupils what has been collected from the text. Use images on slide to support.
Write a summary sentence for each of the Ws with contributions from the pupils

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Lesson 2: Non- Fiction 2

Key Learning:
To check that the text makes sense, discussing their understanding and explaining the meaning of unfamiliar vocabulary
To deepen understanding of the text through predicting, clarifying, summarising, inferring and identifying authorial intent

Resources: printed copies of the non-fiction text and live version open on screen
https://www.bbc.co.uk/newsround/36824907

Do Now: ***assessing prior learning***

? *What did we find out about Roald Dahl yesterday?*

Refer back to the notes recorded from yesterday's reading lesson. Recap the who, what where when why questions using the images as prompts
Adaptation: Complete task as whole class discussion or in pairs

Speed Words: ***decoding, focus on rate and accuracy***
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Paired Practice- fluency
Model fluent read to pupils
Partner a= section a
Partner b=section b
Other partner is the guide- listens and gives feedback on the rate, expression, accuracy, punctuation

Recap- Vocabulary inside/outside/beyond
Pupils answer questions on whiteboards independently. Teacher to use as opportunity to check for understanding- vocabulary may need revisiting if misconceptions arise.
Characters
Created
Adaptation: Add questions for 'childhood' and 'praise' to increase challenge

Vocabulary 6-step

1. The word we are learning about today is 'inspired'

Share the word in context 'His books were inspired by the people and things around him.'
Teacher reads the following, emphasising inspired, inspiration, inspire and inspirational.
*Roald Dahl was **inspired** by the people and places around him. For example, he got his **inspiration** for Charlie and the chocolate factory from his time at school. Roald Dahl's granddaughter, Sophie helped to **inspire** his creation of a character in The BFG. The **inspirational** people, places and events in Roald Dahl's life have led him to write more than 20 different children's books.*

2. Let's look at the related words.

First, inspired: this is a verb, we could all be inspired to do things.
Secondly, someone is an inspiration if they make us feel like we want to do something and makes us feel like we can do it.
If you are described as inspirational, which is an adjective, then you are someone who makes someone feel that they want to do something, or gives them an idea to do it.

3. Now let's practise saying it: MTYT – inspire

The word 'inspire' comes from the latin word meaning 'to breathe into'
Add the suffix 'd' to make the verb 'inspired'. MTYT
Extend the suffix to 'ation' to make the noun inspiration. MTYT
Extend the suffix to 'ational' to make the adjective inspirational. MTYT

4. Now we've practised saying the word inspired, let's use it in some sentences.

First the verb…
He was **inspired** to practise his running after seeing the Y6 race at sports day. This means that the boy felt that he wanted to run and could do it after seeing the sports day race.
The teacher wanted to **inspire** us to write our own poem. They tried to make the pupils feel like they could write their own.
He got his **inspiration** from the cake he had tried last week. After trying a cake, he felt he could make his own.
The artist's creation was **inspirational**. This means that the art work made people want to do something like it themselves.

5. Which scenario would be most likely to inspire you?

Teacher to model at first. Pupils to share theirs with partner before choosing no more than 3 pupils to read aloud their sentence.

Think of a person in your life who is an inspiration to you. Teacher to model at first. Pupils to write own sentence on a whiteboard independently. Choose no more than 3 pupils to read aloud their sentence.

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6. Choose one of the following questions to ask pupils What qualities do you have that could make you an inspiration to others? Which events, people, or places in your life would you use if writing your own story? Why are these people inspirational? (show images of well-known people who have achieved something incredible)
Close Read Model completing questions 1 and 5 as a class, demonstrating expectations: using the text directly, skimming and scanning for the information needed and formulating answer. Adaptation: Add final question: Using the whole text, list everything that inspired Roald Dahl throughout his life.
Summarising Pupils should write down 5 things that they have learnt from the non-fiction text about Roald Dahl using the images and vocabulary to help. Adaptation: Use sentence openers to support those who need it Use 'must include' words like 'inspire', 'create' or 'characters' to add extra challenge

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Lesson 3: **Fiction 1**

Key Learning:
To read words accurately and fluently, re-reading texts to build up fluency and confidence in word reading

Do Now: ***assessing prior learning***
Show The BFG front cover and tell children this is what we will be reading
Book talk
- ? *What have we learnt about Roald Dahl already this week?*
- ? *Did we learn anything specifically about The BFG from our non-fiction text (Sophie named after granddaughter)*
- ? *Who do you think the little girls on the cover might be?*
- ? *Look at the bottle… it looks like there might be something green inside- what might it be? What does it tell us about what might happen in the story? (magic, imagination etc)*
- ? *What elese did we learn about that we might want to look out for when reading? (Gobblefunk, made-up language)*
- ? *How might reading the non-fiction text prepare us for reading our new class text?*

Teacher Read: ***Chapter 1 The BFG (from opening to 'tiptoed over to the window')***
This is the first chapter of our new book, The BFG by Roald Dahl.
Tell pupils to circle any words they don't know the meaning of when reading.
When reading aloud to pupils, read with expression to build up the tension and model reading strategies through thinking aloud:
- Define new vocabulary as reading (definitions of many on slides)
- Monitoring and clarifying (stop if sentence needs reading aloud again to establish meaning or complex clause structure)
- Ask questions aloud- e.g the witching hour? What are the dark things? Sounds sinister, sounds scary
- Summarising after each slide e.g. she must've been sure no one was about because it was silent
- Predicting (at the end- what do you think might happen next? TTYP)

Hear, See, Say: ***decoding, focus on accuracy***
Use MTYT for all words
Tap out syllables and use phonics sound charts
Use images of common nouns to support understanding

Speed Words: ***decoding, focus on rate and accuracy***
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Paired Practice- decode
Focus: accuracy
Read text aloud to pupils.
Partner A reads section A (including the subheading), partner B reads section B
Partner A reads first, Partner B teacher first. After partner A reads their section, go back to any incorrectly decoded words

Metacognitive Model: ***'Get inside my head'***
(We are learning to be fluent readers. This means, we not only need to develop our accuracy (like we did with our speed words- without error). We also need to read at a good rate/pace. Expression means that we change our voice to show the meaning of the text. Phrasing means that we use the punctuation to help us.

Paragraph 1
In this paragraph, we know that Sophie is feeling anxious, scared and unsure. Why? Because she knows she might get punished for being out of bed and night AND because it's the witching hour which she has heard is when 'all the dark things came out from hiding and had the world to themselves.'
I want to be sure that how I read the text aloud reflects/shows how Sophie is feeling.

Use highlighter tool live to identify the punctuation and words while thinking aloud

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The full stops show us that we need to pause in between the short sentences.
Read aloud to pupils and pause for effect- allow pupils to hear the tension, the fact that it reflects Sophie's feelings and is almost like how quickly she would be breathing- quick movements, then pause, movement, then pause.
Use of volume- whispering/quieter when 'she listened again…'

- 'longed' emphasise to show how much she really wanted to do it- it's not just she wanted to- it's more than wanted, she 'longed' to look out.
- 'deathly' to emphasise how still it was. 'not just'
- 'Quickly' read quickly to show how she moved to duck under the curtains and lean out of the window

Paragraph 2
This paragraph is describing what she could see. So it is less about her feelings and movements and more about telling the reader what it looked like outside, allowing them to have a picture in their minds.
Use highlighter tool live to identify the punctuation and words as describing it.
Commas used here to add extra information to what is being described 'like houses in a fairytale' 'where you bought buttons and wool and bits of elastic'
Commas also used after fronted adverbials here to show when and where things are that she can see- fronted adverbials
Emphasise the word 'completely' to show how different everything looked, not just a bit different- it was 'completely' different which shows us that NOTHING looked the same as it had before.

Paired Practice- fluency
Model fluent read to pupils
Partner a= section a
Partner b=section b
Other partner is the guide- listens and gives feedback on the rate, expression, accuracy, punctuation

Vocabulary- outside/inside/beyond
Teacher models think aloud which includes the best way to work out the following unfamiliar words
Longed- outside, replace with wanted, really wanted
Duck- outside (use underneath to show that it means go under something- what would she have to do with her body to do this?)
Deathly- inside root word, like death, still, no movement
Resist- look up- write on the slide
Leaned- outside- what is she doing? How would she be able to see out of the window? What would she need to do?
Pale- outside- part of the sentence 'pale, ghostly and milky white' ghosts are white, milky white

Teacher Read: *Chapter 1 The BFG final paragraph*
Make predictions
? *Who or what do you think it is?*
? *What is it doing?*

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Lesson 4: Fiction 1

Key Learning:
To check that the text makes sense, discussing their understanding and explaining the meaning of unfamiliar vocabulary

Do Now: *assessing prior learning*
Use the illustration from the text to discuss the events of chapter 1 from yesterday. Teacher models taking the information from the discussion to create a summary sentence of the first paragraph e.g.
Sophie couldn't sleep but when she went over to the window to close the curtain, she saw something very tall, very black and very thin.

Speed Words: *decoding, focus on rate and accuracy*
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Teacher Recap
Summarise text read in previous lesson

Paired Practice- fluency
Model fluent read to pupils
Partner a= section a
Partner b=section b
Other partner is the guide- listens and gives feedback on the rate, expression, accuracy, punctuation

Recap- Vocabulary inside/outside/beyond
Pupils answer questions on whiteboards independently. Teacher to use as opportunity to check for understanding- vocabulary may need revisiting if misconceptions arise.
Remember- this vocab has not been studied in depth (through 6-step) so children might need more support to access the tasks
Longed
Resist
Adaptation: choose more relevant options for 'resist' if needed
Create own sentences including the words to add extra challenge

Vocabulary 6-step

1. The word we are learning about today is 'hesitated'

Share the word in context
When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand.
Teacher reads the following, emphasising hesitate, hesitation, hesitant, hesitantly.
*When she reached the window, Sophie was **hesitant** because she was unsure about what she might see. She moved **hesitantly** as she was worried about being caught out of her bed after lights out and did not want to be punished. Her **hesitation** did not last very long as she longed to look out of the window. She ducked under the curtains and did not **hesitate** to lean out of the window.*

2. Let's look at the related words.

First, hesitated: this is a verb which tells us that someone pauses before doing something if they are unsure or nervous
Secondly, someone shows hesitation, the noun, if they pause before acting
If you are described as hesitant, which is an adjective, then you don't do something immediately or quickly because you are nervous or unsure .
Finally, hesitantly, the adverb is how you act- you don't do something immediately or quickly because you are unsure

3. Now let's practise saying it: MTYT – hesitate

The word 'hesitate' comes from the Latin word meaning 'to be uncertain'
Add the suffix 'ed' to make the verb 'hesitated'. MTYT
Extend the suffix to 'ant' to make the noun hesitant. MTYT
Extend the suffix to 'antly' to make the adverb hesitantly. MTYT

4. Now we've practised saying the word hesitated, let's use it in some sentences.

First the verb…
She did not hesitate. She snatched the cake out of his hands before anyone could stop her.
The noun

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The boy was hesitant when he saw how deep the water was.
After some hesitation, the puppy took the treat from the vet.
The adverb
His hand lowered hesitantly over the box of prizes.

5. Which scenario would be most likely to make you hesitate?

Teacher model
e.g. For me, I would be most likely to hesitate when….. This is because I am a bit unsure or uncertain about it and I might need to pause and think about it before I act.

Think about a time when you were unsure about something and you hesitated
Teacher model
e.g. I hesitated before I stroked my friend's dog because I wasn't sure if it was friendly.

6. True or False?

You only hesitate when you are very frightened of something.
Could there be any other reasons why someone might hesitate?
e.g. choosing from a plate of 10 cakes- not scared just can't decide as there's so much choice.
Do you think that it is a good quality to be hesitant? Yes/No? Why? Why not?

Sequencing
Order the events of chapter one (currently presented in order on the slide, rearrange before the lesson)
Teacher models moving the first event to the top (think aloud)
(pupils have these statements in front of them)
Share methods for completing sequencing tasks

Summarising
Summarise the events of the first chapter using a cloze procedure.
Pupils complete the missing words and then write their own final sentence to complete the summary.
Adaptation: remove more words/sentences from the summary to create more of a challenge for pupils

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Lesson 5: Fiction 1

Key Learning:
To deepen understanding of the text through predicting, clarifying, summarising, inferring and identifying authorial intent

Do Now: *assessing prior learning*
Order the events of chapter 1
Adaptation: pupils to have events on strips of paper to physically move on tables before numbering

Speed Words: *decoding, focus on rate and accuracy*
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Recap: Vocabulary inside/outside/beyond
Pupils match each word to its definition
Teacher feedback
- Longed
- Leaned
- Resisted

Recap: Vocabulary 6-step
Use the image to write a sentence that uses the word 'hesitated'
e.g. I hesitated when I saw the number of cakes to choose from.

Think Aloud
Pronoun tracking
Highlight the pronouns 'she' and ask who is the 'she' in the text?
Model circling the pronoun and then identifying who it refers to in the margin or arrow back up to the original
Highlight in paragraph 1 'them' what is the 'them'?
Highlight in paragraph 3 'The longing to look out'- look out what?
Highlight 'it' and 'that' in final paragraph- what is the author referring to? Mrs Rance's shop

Close Read
Slide 1. Teacher led discussion
What do we know about Sophie from the chapter that we have just read
Eg. From the text: she's in a dormitory, inference- she's an orphan?
-she can't sleep
-she wears glasses
(Don't spend too long explaining inference just mode the distinction between finding things from the text and then drawing conclusions from them. Use the word 'retrieval' alongside 'from the text' when explaining.)

Slide 2. Paired or individual but responses must be written
Teacher to model first
E.g.
- Dormitory
- Other children
- It's silent
- In a village
- Other houses on the street
- Shops
- On a road with cars
- Punished if out of bed- inference- strict?

Why do you think Roald Dahl chose to have Sophie in a dormitory and not just a bedroom in a house?

Slide 3. Teacher-led discussion
Development from previous slide about the setting of Chapter 1.
The text tells us that you were punished if you got out of bed at night. Are you surprised that you'd get punished even if you were just going to the toilet? What do you think about that rule?This suggests that the rules were strict.

Slide 4. Independent responses
-How do you think Sophie is feeling during the first chapter?

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-How do you know?
She couldn't sleep
She'd never known such a silence
She was thinking about the witching hour
She tiptoed to the window
She knew she had to be quiet
She hesitated before looking outside
Suddenly she froze
I think Sophie is feeling _____ because _____

Slide 5. Teacher led discussion followed by individual responses
-How has Roald Dahl made this chapter feel sinister? (ensure understanding of this word- like something bad is about to happen)
Collect examples all together as a class

- Silent- Sophie had never known such a silence
- Everyone asleep
- Sophie can't sleep
- Moonbeam is only light
- The witching hour
- Punished for getting out of bed
- Outside looked different in the moonlight
- -description of the 'thing'

Slide 6. Initial teacher model followed by independent responses
Highlight the word 'something' all 4 times it appears.
-Why does RD use the word 'something so many times?
-What effect does this have?
Pupils independently answer the question:
Roald dahl uses the word 'something' 4 times because _____
(emphasises the fact that we don't know what it is yet- it's a 'something' not even a 'someone'!)

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Lesson 6: Fiction 2

Key Learning:
To read words accurately and fluently, re-reading texts to build up fluency and confidence in word reading

Do Now: *assessing prior learning*
True or False
Chapter 1

1. It is the middle of the day – False – it is actually the middle of the night – evidence from the text: in bed, moonbeam, the other children had been asleep for hours, witching hour
2. Sophie is in an orphanage – likely to be True BUT we don't definitely know this – evidence from the text: Sophie is in a dormitory with lots of other children, if you out of bed after lights out, 'they' punish you
3. There is a giant outside the window – we don't know this either – evidence from the text: something very tall and very black and very thin was coming down the street on the opposite side from Sophie's window

Teacher Read
Children to circle any unfamiliar words as teacher reads
Think aloud- vocabulary definitions
Knowledge of 'witching hour' from previous chapter
Read with expression to build up the tension
Predict: what do you think might happen? TTYP (choose one to paraphrase and share with the class)

Hear, See, Say
Use MTYT for all words
Tap out syllables and use phonics sound charts
Use images of common nouns to support understanding

Speed Words: *decoding, focus on rate and accuracy*
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Paired Practice- decode
First decode read must be pupils not teacher
Focus on accuracy
Partner A reads section A, partner B reads section B
Partner A reads first, Partner B teacher first. After partner A reads their section, go back to any words they have got wrong (Can be repeated if needed)

Teacher Metacognitive Model

Use highlighter tool live to identify the punctuation and words as describing it.

Whoof
Emphasis on 'whoof' and pause at the comma after it
Obvious = clear
Intonation of question at the end

Paired Practice- Fluency

Partner a= section a
Partner b=section b
Other partner is the guide- listens and gives feedback on the rate, expression, accuracy, punctuation

Vocabulary- Inside, outside, beyond
Unscrewed – link back to image of screw top? Twist to loosen
Trembling – beyond – shivering, with cold or fear
Straighten – inside – we know that straight means without curves or bends, so 'straighten up' must mean to go from bent over to upright
Poke – outside – needs to go through an open window – stick or push? (try incorrect word e.g. step or jump & explain why this doesn't make sense in the sentence)
Obvious – very clear – 6 step in next lesson

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Teacher Read
Devilish – inside – like a devil
Yelp – quick, sharp cry
Crouched – ducked, squatted
Tingling – to have a prickly feeling

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Lesson 7: Fiction 2

Key Learning:
To check that the text makes sense, discussing their understanding and explaining the meaning of unfamiliar vocabulary

Do Now: ***assessing prior learning***
Use images to discuss with your partner what we read yesterday
Let's summarise that in a sentence
Teacher to model taking the information from the discussion to create a summary sentence of the first paragraph

Speed Words: ***decoding, focus on rate and accuracy***
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)
Challenge to beat previous score!

Teacher Recap

Paired Practice- fluency
Partner a= section a
Partner b=section b
Other partner is the guide- listens and gives feedback on the rate, expression, accuracy, punctuation

Recap- Vocabulary inside/outside/beyond
Where on the continuum would you place 'peered'?
Why?

Word scale for peer – glimpse – glance – stare
Other words that could be added: gaze, gawk, skim, scan, watch

Which of the following is closest in meaning to 'withdrew'?
a) played
b) used
c) removed
d) lifted

Vocabulary 6-step
1. It is not obvious what the creature is, but Sophie thinks it might be a Giant. The creature is holding a jar and a trumpet: he empties the jar into the trumpet, then blows it through the window. The contents of the jar are now obviously in the neighbour children's bedroom! When the Giant looks straight at Sophie, it is obvious that he has seen her.

2. obvious (adjective): easy to see, discover or understand, clear, apparent; obviously (adverb): in a way that is easy to see, discover or understand, clearly, apparently

3. Now let's practise saying it: MTYT – obvious. From the Latin word 'obvius' meaning easy to access, at hand, ready
Add the suffix 'ly' to make the adverb 'obviously'. MTYT

4. Something is obvious when it is clear and easy to see. It is obvious that the Giant has blown something from the jar through his trumpet. We also use obviously when we expect someone to already know what we are about to say.
The question was easy so the answer was obvious.
It was obvious from her voice that she didn't like him.
Your parents obviously love you very much.
The new boy is the obvious choice for the school team because he is a talented footballer.
I stated the obvious when I announced that it was raining outside.
Collocations: state the obvious, obvious choice, obvious explanation, for obvious reasons
Extra explanation for 5: you are stating the obvious when you say something that everyone else already knows or can also see. I would be stating the obvious if I tell everyone it's raining even though the whole class is looking at the rain through the window.

5. It is a boiling hot day in the summer. What would you obviously want to do?
Model your own example: I would obviously want to play in a swimming pool as it cools down my whole body.

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You have to choose one animal to beat the others in a race.
? Which would be the obvious choice? Why?
The obvious choice to win the race is the cheetah because it is the fastest animal on land.
? Can you think of a time when you did not make the obvious choice?
e.g., when I chose not to have pizza at a Pizza Hut party and had pasta instead.
Who is stating the obvious? How do you know?
The beach is really busy. This is stating the obvious because everyone can see that it is busy- there are so many people crammed onto it.
What else could you say about this to state the obvious?
e.g., it's a sunny day, the sea is very blue, the sky is clear etc.

*? Would you rather that your homework was **obviously** copied, or **obviously** rushed? Why?*
I would rather that my homework was obviously rushed because it would still be all my own work.

6. Agree or disagree?
If the team lose the match, it is obvious that they haven't played as well as the other team.
If the team lose the match, the captain should obviously be replaced.
Why / why not?

Sequencing
Number these events 1-6 in the order that they appear in the text.

Order the events of chapter 2
Answer: 2, 4, 3, 6, 1, 5

Summarising

Here are two summaries of the chapter. Which do you prefer and why?
Chapter 2 told us a bit more about the thing in the street, what it was doing at the windows and how Sophie felt when she saw it. It was behaving very strangely with its trumpet. Then it ended on an exciting cliffhanger when the Giant and Sophie look at each other!
In Chapter 2, Sophie saw the creature walking down the street, stopping and peering into every upstairs window. She decided that the tall black figure must be a Giant, wearing a cloak and holding a trumpet. At the Goochey's house, the Giant poured the contents of a jar into the trumpet and blew it through the window! Then its fierce bright eyes looked straight at Sophie…

Summary 1 tells us a little about what happens in the chapter but in a very vague way without specific key details

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Lesson 8: Fiction 2

Key Learning:
To deepen understanding of the text through predicting, clarifying, summarising, inferring and identifying authorial intent

Do Now: ***assessing prior learning***
-Decide whether the statements about chapter 2 are true or false
True:
The Giant was wearing a long black cloak and was holding a suitcase
The Giant saw Sophie through the window
The Giant peered through Michael and Jane Goochey's window
False:
The Giant ran quickly down the street without stopping
The Giant was holding a whistle which he blew through the shop windows

Speed Words: ***decoding, focus on rate and accuracy***
In pairs, pupils read aloud the words from the grid accurately in the fastest time possible
Start timer for whole class. Pupils to record time it takes to read words accurately
Partner a)
Partner b)

Recap: Vocabulary inside/outside/beyond
Pupils create a sentence for unscrewed and trembling to show understanding

Recap: Vocabulary 6-step
Complete the sentences using obvious or obviously .

Think Aloud
Pronoun tracking
She- who is she? Sophie
He took something out of it.- who is the 'he'? What is the 'it'?
What looked like a glass jar? The 'something'
'Long trumpet thing' does that mean that it is an actual trumpet? (no- 'thing', must've looked like one but she knew it wasn't otherwise she'd just say trumpet- use image in text to show what it actually looks like)
Him- who? The Giant He- who? The Giant
What could 'it' be?- what is the it?

Close Read
Slide 1. Teacher led discussion
It wasn't a human. It couldn't be.
-What made her think it couldn't be human? Discuss the options and make sure that pupils are aware of the fact that, although it does do a and b, that wouldn't suggest it couldn't be a human.
Looking at it carefully, she decided it *had* to be some kind of PERSON. Obviously it was not a human. But it was definitely a PERSON.
-What did she see that made her think it had to be some kind of person?
(italics-had)- what was it doing? Running, wearing a cloak, holding a trumpet etc- human-like traits
Model answer to this question for pupils to see how the answer should be written. E.g She thought it had to be some kind of person because…

Slide 2. Independent answers
But it was moving in spurts.
-Use the text to explain the meaning of this phrase
Text says- 'it would stop, then it would move on , then it would stop again.'
The Giant was peering through the window into the room where Michael and Jane Goochey were sleeping. From across the street, Sophie watched and held her breath.
-Why did she hold her breath? What might she be thinking?
(scared to breathe, forgot to breathe, terrified etc)

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Talk Task
Pupils to work together to find any words and phrases that tell them that Sophie is scared
e.g

- She opened her mouth to scream but no sound came out
- Her throat, like her whole body, was frozen with fright.
- Sophie gave a yelp and pulled back from the window. She flew across the dormitory and jumped into her bed and hid under a blanket.
- And there she crouched, still as a mouse, and tingling all over

Optional- record answer in books after collecting and sharing

Close Read
Slide 1- teacher led discussion
As the Giant withdrew the trumpet from the window and bent down to pick up the suitcase, he happened to turn his head and glance across the street.
-What advice would you give to Sophie at this point in the story?
e.g. Hide, go back to bed, shout out and ask what he's doing etc

Slide 2- Independent
In the moonlight, Sophie **caught a glimpse of** an enormous long pale wrinkly face with huge ears.
b) noticed

True or False?
The creature's bright and flashy eyes were warm and friendly.
-Find evidence from the final paragraph of chapter 2 to support your answer.
'There was a fierce and devilish look about them'

Slide 3- Initial teacher-led discussion followed by independent response
What have we learnt about the Giant from this chapter?
Collect all responses as part of teacher-led discussion before pupils write their own answer independently

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Lesson 9: Independent Strategies

Key Learning:
To read words accurately and fluently, re-reading texts to build up fluency and confidence in word reading
To check that the text makes sense, discussing their understanding and explaining the meaning of unfamiliar vocabulary
To deepen understanding of the text through predicting, clarifying, summarising, inferring and identifying authorial intent

Do Now: *assessing prior learning*
If you could give Sophie any advice at this point in the story, what would it be?
Why?
Pupils to complete task independently remembered what was discussed yesterday

Teacher Read: slides 4-8
Read the start of chapter 3 aloud to the class with pupils following along and listening.
Stop at '…and whisked out of the window'
-How was Sophie feeling now? Terrified
-How do we know? she screamed.
Continue to read on…
'If you can think of anything more terrifying than that happening to you in the middle of the night, then let's hear about it.'
Emphasise 'you' when reading this aloud
Draw attention to the fact that the author is directly addressing the reader here- highlight 'you'
-Who is the author talking to? Us- the reader
-Why has he done this? To make us think, to make us feel like we are part of the story etc
Continue to read up until 'smothered in a blanket'
-Is she right?

Continue to read up until '… off he ran'
-What do we find out here that Sophie doesn't know? He arranged the blanket carefully… do you think he's do this if he was trying to hurt her?
-Does this change our opinion of the Giant?
Yes/no? Why/why not?
(various answers- must justify with evidence from the text)

Pupil Read
Pupils continue to read the chapter independently- go through the expectations of them to annotate and model using the previous slide.

Close Read: slides 10-12
After pupils have read the second part of chapter 3 independently, use the extracts on the slides to check for understanding- close read of whole chapter
Model skimming and scanning to find answers
'For the second time that night her blood froze into ice and she wanted to scream, but no sound came out.'
-Which phrases tells us she'd had these feelings already? For the second time that night
-Why did she want to scream? She saw the Giant's face peering in the window
-Why didn't she? No sound came out
-What does this tell us? Terrified
-Which phrase is closest in meaning to clamped down? Held tightly
-Why has RD used the verb 'smothered'?
Smother means to cover someone's face so that they can't breathe… so how does this relate to smother a scream? Stop it from making a sound. Smothered used again to describe the fact that she was fully covered with no room to breathe. Show the alternatives 'stopped' and 'covered'- why is smothered better? More dramatic, sounds more terrifying than just stopped or covered

Talk Task
-What evidence do we have that the giant did not want to hurt Sophie?
Find it!
-Did Sophie know about this?
(only one thing actually in the text that he carefully held the four corners- everything else makes him seem like a villain)

Close Read: Slides 14-17
Independent responses
-What did Sophie see?
a) Houses
Two verbs: rushing sprinting

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Pupils to place them on the arrow
-Complete the sentence
Sophie thought that the Giant was running fast so that he could get home and eat her for breakfast
Adaptation: sentence starter- I don't agree with Sophie that the Giant wants to eat her because _____
Each stride he took was as long as a tennis court.
-Why stride? To show how huge he is!
-Collect as many words and phrases from the text that tell us he is not normal-sized

- Huge hand
- Arm as thick as a tree trunk
- Enormous long pale wrinkly face
- Stride as long as a tennis court

Sequencing
Number the events in chapter 3

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Lesson 10: Big Idea

Key Learning:
To deepen understanding of the text through predicting, clarifying, summarising, inferring and identifying authorial intent

Do Now: *assessing prior learning*
Complete the sentences with the key vocab from this unit

1. Sprinting
2. Clamped
3. Longed
4. Resist
5. Hesitated
6. Leaned
7. Trembling
8. Peer
9. Stride
10. Smothered

Adaptation: options of two different words for each sentence

Summarising
How do these images represent what has happened so far in chapters1-3

1. Sophie couldn't sleep
2. She went to the window to close the curtain
3. She saw something sinister outside the window
4. The Giant poked his trumpet through the window of the Goochey children's bedroom
5. The giant saw Sophie and she hid under her blanket
6. The Giant picked her up within her blanket
7. The Giant ran away with Sophie

Pupils either complete a sentence for each or a complete paragraph using all

Talk Task
Underline any words or phrases from the text that Roald Dahl has used to show us that the Giant was a villain- ensure understanding of villain before starting task

Separate text into different sections (chapters 2-3)and allocate to different groups. Pairs to look at their selection and identify any words or phrases that suggest the Giant was a sinister character.

Close Read
Teacher-led discussion
-What does RD want us to think about the Giant?
-How does RD make us think that the Giant is going to do something terrible?
-Find 3 ways that the author builds the suspense in the way that he describes the Giant and his behaviour
Collect the different ideas but ensure at least one is about his appearance
-Do you understand why Sophie was scared during the events of chapters 1, 2 and 3?
-Explain your answer using evidence from the text
Sophie made a judgement of the giant based on his unusual appearance and his behaviour.
-Did she have any evidence that he was a villain?

Big Idea
Whole class debate. Where do you stand?
Is it right to judge a person based on your first impressions of them?
Yes- you should be cautious until you know they ae ok
No- you should have an open mind and only judge someone if they do something bad

Designate one side of the room as "strongly agree" and one side as "strongly agree" the space in between goes from one to the other with "completely undecided" being right in the middle. Pupils have to go and stand where they feel their own views are. Once they are still the teacher can select pupils and ask them their reason for choosing their position.

Adaptation- activity completely oral OR written as a balanced answer

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