

Student-teacher:	Jayne Morgan	Class / Group:	Y5
AoLE or Subject:	Languages, Literacy and Communication - Reading	Date (please note that this may be a continuous session):	25 th September 2025
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, ‘previous’ curriculum...)	• Understanding language is the key to understanding the world around us		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	• Progression Step 2 (Literacy Strategy) I can find and use information from different materials that I read, including skimming to gain an overview of a text and scanning to identify specific information. • The children are reading and being read this novel <i>Charlotte’s Web</i> . The class are doing a cross-curricular topic about this book.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) • Activities should take the amount of time I have allowed on my plan.			
Learning Intention <i>‘This should focus on the pupils’ learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.’ (Crichton, H., and Mcdaid, A. 2016 p. 196)</i>			
• I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead). • I can find and use information from different materials that I read, including skimming to gain an overview of a text and scanning to identify specific information. • Challenge - I can develop my vocabulary through my own reading and being read to.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
1. I read the text fluently and with expression. 2. I drew an accurate representation of the barn that shows I understood the text.			

3. Challenge 1: Use a dictionary to find out the meaning of words I don't know.

Planning for misconceptions:

Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.

- Pronunciation of words
- Be prepared to encourage children to check the meaning of unfamiliar vocabulary.

Strategies to support learners' Welsh language development

Key vocabulary:

Girl - merch
 Pig - mochyn
 Spider - corryn
 Rat – llygoden mawr
 Farm - fferm
 Barn - ysgubor

Language focus:

N/A or this activity

Language teaching and learning activities:

Label drawings of key vocabulary

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
- This is a plan for one of three Guided Reading groups in the class. I would work with one group at a time for 20mins. This work is for the <i>Wilbur</i> group, who are more able readers. I would have different plans for the <i>Charlotte</i> group, and the <i>Fern</i> group. I have assumed that there will not be another adult in the room.				
20	Focused task – with me PP: <i>means employing a blend of approaches including direct teaching</i> Check understanding of the story so far Explain some of the new vocabulary Share reading with expression and using the punctuation.	Children will silently read the page. Then, with a partner, they will text mark any words or phrases they do not understand. Follow the text as I read and answer questions. ➤ Why did I stop there? ➤ What does that word mean? ➤ Can you imagine the barn?	Pupils grouped according to their reading level. This task does not contain any representation because it is a description of a place.	Recap the story. What do the children already know about barns?
20+	Follow up task – collaborative work PP: <i>encourages collaboration.</i>	Each child will draw a detailed picture of the barn, BUT the children will be encouraged to talk to a partner as they complete their drawing.	Pupils grouped according to their reading level.	Look at drawing at the start of the next focused session.

	Monitor from afar what the children are doing. Does someone look like they are struggling?		This task does not contain any representation because it is a description of a place.	Peer assessment: did they include all the details?
20-	Read on task – independent reading <i>PP: encourages learners to take increasing responsibility for their own learning</i> Monitor from afar what the children are doing.	Independent reading Developing reading skills.	Pupils grouped according to their reading level. This task does not contain any representation because it is a description of a place.	Check pupils' understanding at the start of the next GR session.