



# TEACHING AND ASSESSMENT HANDBOOK

## STAGE 1

Di Hatchett, Gill Jordan, Rachael Sutherland,  
Tony Whatmuff

OXFORD



# Project X Comprehension Express

## Evaluation Pack

Project X Comprehension Express is a whole-class teaching program that is specifically built to help students in Years 3–6 master comprehension. It is a 10-week intervention strategy that benefits students at different reading levels in the same class. Training and guidance is available to support schools to achieve maximum impact and positive results with the program.

The following sample pages are taken from the Stage 1 Teacher Handbook, and offer you the opportunity to review:

- how the program works
- the progression offered by the sequential teaching program
- suggested implementation strategies
- a sample lesson plan and suggested lesson timings so you can evaluate how the program works in practice.

The materials in this Teacher Evaluation Pack reference the UK National Reading Test, Key Stages, and refer to *Project X Comprehension Express* as a Years 4–6 (P5–7) program. The program has been reviewed by Australian teachers for appropriateness to Australian teaching and skills practice for Years 3–6.

For more information contact your local Oxford Education Consultant at **[oup.com.au/contact](https://oup.com.au/contact)**

# Welcome to Project X Comprehension Express

**Project X Comprehension Express** is a whole-class teaching programme, specifically built to help children in Years 4–6 (P5–7) master comprehension and excel in national reading tests.

The programme is designed for flexible delivery. It is primarily a whole-class resource which has been thoughtfully written to accommodate differentiation so the whole class can work together. It can also be used effectively with small groups during guided reading lessons or as an intervention for children who need additional support to keep up or catch up with their peers.

**Comprehension Express** has three stages. Each stage is planned to be delivered ideally in thirty lessons over ten weeks. However, the lessons can be delivered over fewer or more weeks if necessary.

**Comprehension Express** aims to help all children develop the strategies and skills associated with deep comprehension and the self-regulation involved in being able to use these skills effectively to make sense of text ‘in the moment of reading’, i.e. as the text is being read. Comprehension Express has real impact as it ensures explicit modelling and supported practice of the key comprehension strategies as recommended in the guidance report, *Improving Literacy at Key Stage 2* (Education Endowment Foundation, 2017).

At the heart of **Comprehension Express** is a series of nine collections – anthology-style books containing a range of fiction, non-fiction and poetry texts. Underpinning the programme there are ten comprehension strategies, explicitly presented to children in a systematic and accessible way, enabling them to build confidence and independence in reading.













## Why Comprehension Express is different

- Ten core **comprehension strategies** are made accessible to children through **expert tips** – short summaries of the thought processes carried out by expert readers to develop deep understanding of a text.
- It supports teachers in helping **all children** (including higher-achieving readers) to learn and articulate the key comprehension skills used by expert readers and to apply these across diverse texts.
- It embeds core aspects of ‘**learning to learn**’ skills (metacognition, self-regulation and feedback) proven by research to accelerate progress by about eight months.
- It has step-by-step comprehension progression which **covers National Curriculum expectations** from Year 4 to Year 6.
- It has twenty-seven **detailed lesson plans** per stage suitable for delivery by teachers to a whole class or by teaching assistants to a small group.
- It supports teachers in the **explicit modelling** of comprehension strategies.
- The accompanying **Workbooks** provide opportunities for children to independently practise and apply the comprehension strategies.
- The Stage 3 **My Reading Test Practice Book** provides preparation and support for national reading tests.

The pedagogy underlying **Comprehension Express** is rooted in evidence from research into what works best to support readers to develop deep comprehension.

# Comprehension Express structure chart

You will also find online support and extra resources for **Comprehension Express** on **Oxford Owl**. For information about how to locate this see page I2.

	Pupil Resources				Teacher Resources
	Reading Books	Workbooks	Learning Tools	Reading Test Practice	Teaching and Assessment Handbooks
<b>STAGE 1</b> <b>1</b> (Suitable for Year 4/P5)	 3 collections of texts	 Stage 1 Workbook			 Stage 1
<b>STAGE 2</b> <b>2</b> (Suitable for Year 5/P6)	 3 collections of texts	 Stage 2 Workbook	 10 expert tip Cards	 My Reading Test Practice Book	 Stage 2
<b>STAGE 3</b> <b>3</b> (Suitable for Year 6/P7)	 3 collections of texts	 Stage 3 Workbook	 Expert tip poster		 Stage 3

# Progression

## Increasing challenge in texts

In general, pupils make progress in comprehension as they come to understand increasingly complex texts. They demonstrate this understanding through their thinking and discussion of the ideas they encounter in the texts. Hence, the level of the text, the challenge in terms of comprehension and the demands on the reader are critical to developing comprehension skills.

All texts in **Project X Comprehension Express** have been purposefully written by leading children's authors to facilitate the development of deep comprehension skills. Children are motivated to work through the programme with stimulating collections of linked fiction, non-fiction and poetry texts.

As children work through the stages, the texts build in complexity and sophistication to gradually move children towards the expected level of the national reading test paper.

### Stage I

Stage I begins with short texts of approximately 400 words. Working with shorter texts gives children time to develop their understanding and use of the expert tips which are introduced early in Stage I. Throughout Stage I, texts increase to about 600 words and are written with increasingly challenging vocabulary and syntax. As texts increase in challenge, children build skills in inference and the range of comprehension strategies.



From **Stage I Collection: *That's Incredible!* Dragons around the World**

Texts are motivating and accessible

## Stage 2

Stage 2 begins with texts of approximately 600 words and ends with texts of approximately 750 words. Expert tips are introduced again in the early lessons in Stage 2. The texts increase in challenge throughout the stage with more complex vocabulary, syntax and text structures, encouraging children to develop deeper skills in inference and higher-order comprehension.



From **Stage 2 Collection: Secrets, Danger in the Forest**

Texts ensure high levels of motivation and ample opportunity to apply the comprehension strategies

## Stage 3

Stage 3 begins with texts of approximately 750 words and ends with texts of approximately 900 words. The length of Stage 3 texts is in line with the length of texts in national reading tests (about 750 to 900 words). The complexity of the texts in terms of structure, syntax, vocabulary and the comprehension skills required to fully understand what is read mirrors the complexity of texts found in national reading tests. Thus, **Comprehension Express** helps children build comprehension skills with confidence so that they are fully prepared to read and understand the texts in their test papers.

Expert tips are introduced rapidly in the early lessons in Stage 3 so that children move quickly to using the comprehension strategies as they read (see p. 19).



From **Stage 3 Collection: Thrills and Chills, The Miracle Beast**

Texts mirror the complexity and sophistication of texts found in national reading test papers

# Progression in teaching and learning

Progression in teaching and learning is supported both within and across the stages through:

- A greater focus on adult modelling in the early lessons of each stage where the comprehension strategies and expert tips are introduced;
- Adult modelling of the text-marking strategy, using sticky strips, in the early lessons in each stage;
- Adult modelling of using **PCM I: *Think aloud*** to note use of expert tips during reading and answering questions. (This PCM is introduced in each stage after all the expert tips have been taught.)
- Increasingly independent practice of using comprehension strategies, expert tips and think-alouds as lessons progress within and across the stages;

**Think aloud** PCM I

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**Stage I: Project X Comprehension Express**

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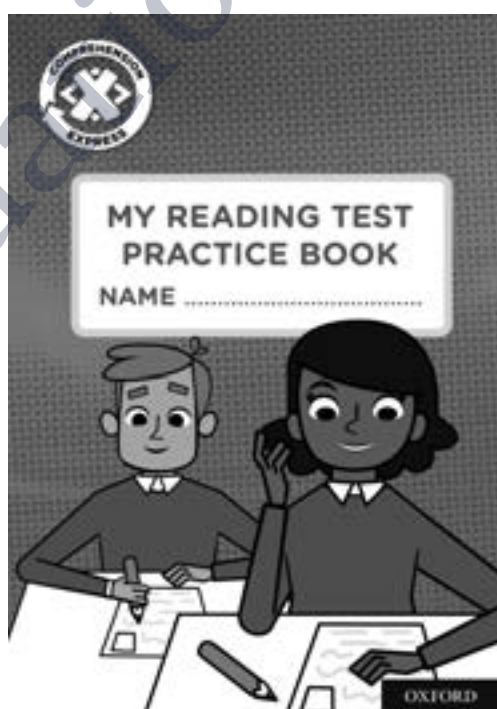
- Increased expectations of the content and quality of children's discussion and feedback as lessons progress within and across the stages;
- Higher expectations of independent reading and children's application of the expert tips as lessons progress within and across the stages;
- Increased expectations of children's independent application of learning in the **Workbooks** which accompany each stage;
- Gradual introduction of the question types children will meet in Key Stage 2 National Reading tests with higher levels of scaffolding in Stages 1 and 2;
- In Stage 3, the introduction of a focused 'Question time' in which children orally practise composition of responses to the question types;
- In the Stage 3 **My Reading Test Practice Book**, children are explicitly taught how to understand and answer five question types they will find in end-of-Year-6 / P7 national reading tests.

In **Stage 1** the reading comprehension strategies and expert tips are mainly introduced in lessons based on the first collection: **Explore!** All comprehension strategies are introduced by the second lesson of the second collection: **That's Incredible!** The strategies are explained and modelled by the teacher and then practised and applied by the children as they read the text. Throughout this stage, modelling and support are at a high level. By the end of the stage it is expected that children will be familiar with all the strategies, will be using the expert tips with increasing confidence and, to some degree, will be able to explain their thinking when monitoring and solving problems.

In **Stage 2** the reading comprehension strategies and expert tips are introduced by the end of lessons based on the first collection: **Wild Water**. In this stage children will encounter more challenging texts and will be encouraged to read and understand with a greater degree of independence. By the end of Stage 2, the expectation is that children will be using the expert tips with increased automaticity and will be using the think-alouds with confidence to explain how they solve problems in the text.

In **Stage 3** the reading comprehension strategies and expert tips are introduced by the end of lessons based on the first collection: **Thrills and Chills** and children are provided with plenty of opportunity to practise using them. By the end of Stage 3, it is expected that children will be confident in using the strategies and able to explain their thinking as they solve problems in the texts they read. In Stage 3 there is more emphasis on working with the question types which feature in national reading tests, with a specific 'Question time' focus included as part of the final sequence of lessons.

In Stage 3 **My Reading Test Practice Book** offers specific guidance in answering questions children will find in Key Stage 2 national reading tests.



# Implementing Comprehension Express

## Whole-class teaching

Stage 1 is best delivered over 10 weeks with 3 lessons per week. Please note this is only a guide; it is up to the teacher to decide how the delivery of this programme will fit alongside classroom practice. We would encourage a minimum of 2 lessons per week. Please note, some of the lesson plans have linked worksheets in the accompanying **Workbook**. These linked worksheets are included for children to practise what they have just learned during the lesson.

Stage 1 Lesson Planner (assuming 3 lessons per week over 10 weeks)			
	Day 1	Day 2	Day 3
Week 1	<b>Explore!</b> <i>The Mysterious Egg</i> Chapter 1	<b>Explore!</b> <i>The Mysterious Egg</i> Chapter 2 (linked Worksheet)	<b>Explore!</b> <i>Wildlife on Water</i> (linked Worksheet)
Week 2	<b>Explore!</b> <i>Incredible Caves</i>	<b>Explore!</b> <i>The Secret of the Cave</i> Chapter 1 (linked Worksheet)	<b>Explore!</b> <i>The Secret of the Cave</i> Chapter 2 (linked Worksheet)
Week 3	<b>Explore!</b> <i>The Holiday Hovel</i>	<b>Explore!</b> <i>Two Great Explorers</i> (linked Worksheet)	<b>Explore!</b> <i>The Reindeer Path</i> (linked Worksheet)
Week 4	<b>That's Incredible!</b> <i>Dragon Flight</i> Chapter 1 (linked Worksheet)	<b>That's Incredible!</b> <i>Dragon Flight</i> Chapter 2	<b>That's Incredible!</b> <i>Dragons around the World</i> (linked Worksheet)
Week 5	<b>That's Incredible!</b> <i>Incredible Mythical Creatures</i> (linked Worksheet)	<b>That's Incredible!</b> <i>Joe and the Monsters</i> Chapter 1	<b>That's Incredible!</b> <i>Joe and the Monsters</i> Chapter 2 (linked Worksheet)
Week 6	<b>That's Incredible!</b> <i>The Lake of the Moon</i>	<b>That's Incredible!</b> <i>The Mysterious Moon</i> (linked Worksheet)	<b>That's Incredible!</b> <i>The Moon in Poetry</i> (linked Worksheet)
Week 7	<b>Earth and Sky</b> <i>Brilliant Brother</i> Chapter 1	<b>Earth and Sky</b> <i>Brilliant Brother</i> Chapter 2 (linked Worksheet)	<b>Earth and Sky</b> <i>Amazing Telescopes</i> (linked Worksheet)
Week 8	<b>Earth and Sky</b> <i>Amazing Earthquakes</i> (linked Worksheet)	<b>Earth and Sky</b> <i>Rocking Leon's World</i> Chapter 1	<b>Earth and Sky</b> <i>Rocking Leon's World</i> Chapter 2 (linked Worksheet)
Week 9	<b>Earth and Sky</b> <i>Dino Dad</i> Chapter 1	<b>Earth and Sky</b> <i>Dino Dad</i> Chapter 2 (linked Worksheet)	<b>Earth and Sky</b> <i>Dazzling Dinosaur Discoveries</i> (linked Worksheet)
Week 10	<b>Workbook Stage 1</b> <i>Session 1</i> Focus on Predict	<b>Workbook Stage 1</b> <i>Session 1</i> Focus on Summarize	<b>Workbook Stage 1</b> <i>Session 1</i> Focus on Explore vocabulary

## Mixed age groups

**Project X Comprehension Express Stage 1** is suitable for delivery with mixed Year 3/4 classes. Similarly, Stage 2 may be suitable for Year 4/5 and Stage 3 for Year 5/6. A whole-class approach may also include some children working in parallel as a small group (see below) with a teacher or teaching assistant.

Schools with mixed age groups may also wish to carefully consider forms of **short-term setting** for the duration of the programme.

### Short-term setting

While the research evidence on setting by ability is generally negative, especially in relation to its impact on lower-achieving pupils (Higgins et al (ongoing) for Education Endowment Foundation Teaching and Learning Toolkit), a carefully considered and strategic approach may be effective. Factors likely to secure positive impact with **Comprehension Express** are:

- matching of children to the relevant stage of the **Comprehension Express** programme;
- setting for a strictly time-limited period (maximum of ten weeks, assuming a minimum of three **Comprehension Express** lessons per week);
- entitlement of all children to high-quality teaching by a confident teacher of reading (with the most confident teacher deployed to the children needing most support);
- where setting involves the deployment of a teaching assistant, ensuring that all children receive equivalent access to a teacher.

## Small groups

**Comprehension Express** lessons can also be delivered with small groups, pairs or individuals. The decision as to which is most appropriate needs to be made based on various factors which will be unique to every situation, bearing in mind both the learning needs of children and the logistics of grouping and timetabling.

**Paired or small-group lessons** have the advantage that children are able to listen to, observe and learn from the contribution of others and engage with the discussion opportunities built into the lessons and designed to strengthen metacognition. They are also able to practise (in a supported situation) the all-important classroom skills of working both co-operatively as part of a group as well as independently. Individual, paired or small-group lessons may also be implemented as part of a **mastery** approach (see p. 30).

### Supporting higher and lower achievers

For support with inclusion and supporting higher and lower achievers when using **Comprehension Express** as a mainstream programme please see *Promoting inclusion and extending achievement* on pages 38–39.

# Models of implementation

**Project X Comprehension Express** is designed to be used flexibly to fit your needs. A simple model of implementation for whole-class use might be:

## Example school scenario: whole-class teaching

The school leadership team decide to make comprehension part of the school improvement plan. In order to address this need they purchase **Comprehension Express**.

The majority of Year 5 is currently below or just-below age related expectations, so **Comprehension Express** is implemented as follows:

Year 4	Stage 1 Autumn Term
Year 5	Stage 1 Spring Term Stage 2 Summer Term
Year 6	Stage 3 Autumn Term <i>My Reading Test Practice Book</i> in Spring Term

Further models for using **Comprehension Express** are below:

## Example 1: whole-class teaching, intervention and inclusion

**School A is a large inner-city primary school with three classes per year and no mixed age group classes.**

In consultation with the leadership team, the Subject Leader decided that **Comprehension Express** would be implemented in the Spring term in Years 4, 5 and 6. Year 6 then went on to use **My Reading Test Practice Book** in the period preceding Key Stage 2 tests. Three lessons per week were timetabled, two of which took the time already scheduled for literacy lessons and one replaced guided reading lessons.

In Year 4, four children were identified who were working so far below national expectations in reading that they were not able to access **Comprehension Express Stage 1**. These children continued with the **Project X CODE** intervention, which they had already started in the Autumn term. On entry to Year 5 in the following year, they would undertake **Comprehension Express** as an intervention in the Autumn term, with the aim of being able to participate in Stage 2 in the Spring term of Year 5.

In Year 5, three children identified as having Specific Learning Difficulties were able to participate in Stage 2 with additional pre-lesson support provided by a class teacher while an HLTA covered the class. They received pre-teaching practice involving supported reading of the text to be covered in the lesson and practice in applying the expert tips. These children also received in-class support and follow-up session from a teaching assistant, who repeated aspects of the lesson with them in a small group and supported them with completion of **Workbook** tasks.

In Year 6, six children were still working towards the national expectations for Years 5 and 6. They had worked through Stage 1 as an intervention in Years 5 and been supported to participate in Stage 2 alongside their peers by means of pre and post teaching in guided reading lessons. They were supported to participate fully in Stage 3 by means of pre-teaching lessons led by a specialist teaching assistant and follow up support from their class teachers during guided reading lessons, when they practised use of the expert tips and think-aloud strategies.

## Example 2: mixed age groups – setting

**School B is a small rural primary school with mixed age groups throughout.**

Following consultation with the Executive Head of the Federation of which the school is a member the Head of Teaching and Learning discussed the potential of **Comprehension Express** with colleagues in the other four schools. They jointly devised an implementation plan designed to work with the complex mixes of age groups involved.

School B had two Key Stage 2 classes, one containing children in Years 3, 4 and 5 and the other containing children in Years 5 and 6. It was decided that children would be grouped by year group for three literacy lessons per week over ten weeks during the Autumn term, so that **Comprehension Express** could be implemented. Two teachers took responsibility for the Year 5 and Year 6 groups, implementing **Comprehension Express Stages 2 and 3** and using TA support for pre- and post-teaching to facilitate inclusion. During these lessons, Teaching assistants took charge of the children in Years 3 and 4, who worked on guided reading and other literacy activities. These activities included targeted interventions for children working significantly below age-related expectations.

In the Spring term, one teacher implemented Stage 1 with children in Year 4. Children in Year 6 completed **My Reading Test Practice Book** in the latter part of the Spring term.

## Example 3: Key Stage 3 intervention

**School C is a large inner-city comprehensive school with inclusion specialism.**

### Identification

On arrival into Year 7, children are routinely tested using Cognitive Ability Tests (CATs). The results of these, combined with evidence from the end of Key Stage 2 reading tests are referred to the Lead Literacy Intervention Teacher who is responsible for organizing interventions. Children identified as needing additional support with reading then receive either 'bespoke' intervention support provided by the Lead Literacy Intervention teacher (who plans the programme and resources) or published intervention programmes delivered by trained teaching assistants. Children may sometimes be referred for intervention by English Department teachers.

In consultation with the Head of English, the Lead Literacy Intervention Teacher identified **Comprehension Express Stage 3** as a useful resource for children who arrived in Year 7 having not achieved national expectations in reading at the end of Key Stage 2. The school intended to implement optional reading tests based on the Key Stage 2 model at the end of Year 7.

### Provision and timetabling

Intervention lessons are timetabled during the school day and often coincide with Modern Foreign language lessons or additional English and maths sessions for lower/higher achievers. **Comprehension Express** lessons were scheduled during these sessions, with three lessons per week timetabled over nine weeks in the Autumn term.

### Accountability

Progress is assessed by means of routine testing. Lessons delivered by TAs may be observed by the Lead Intervention Teacher if concerns are raised that an intervention is not working. The Head of English routinely liaises with the Lead Intervention Teacher and maintains an active interest in provision of additional support with reading.

# The lesson plans

The following is an explanation of each section of a lesson plan.

Lists all cards to be used in the lesson. Expert tips are shown in bold the first time they are used and when they are the main focus of a session.

**Key question** The key question provides a focus for the lesson.

## Briefing

- Introduces the text.
- Encourages children to either predict what a new text may be about or recall information from a previous text or their own experience.
- Introduces and/or revisits expert tips, with a focus on those of most relevance in this lesson.

## Preparation

- Refers to the 'Before reading' notes.
- Sets the scene for the reading to follow.
- Supports the activation of prior knowledge and its application to the challenges of a new text.
- Supports children in engaging with key information about the story or information to follow.
- Focuses on the application of specific expert tips.

## Dragon Flight Chapter 1

### Resources:

- **Collection:** *That's Incredible!* for each child or pair; **Stage 1 Workbook** for each child
- Sticky strips or copies of **PCM 1: Think aloud** for selected children
- **Expert tip cards:** **Think and remember**; **Predict**; Stop and check it makes sense – take action; **Read it again**; Make connections – search for clues; Explore vocabulary – clarify words and phrases; Ask a question; Use text structures, features and language; Visualize – form a picture in your mind

**Key question:** What do I already know about these characters?

### Briefing

- Turn to page 5. *We're going to read a new text today, Dragon Flight. I wonder what this text will be about?*
- Display the expert tip cards: **Predict** and **Think and remember**. Remind children

that **Predict** is all about looking ahead and **Think and remember** is about remembering and thinking about what we already know.

### Preparation

- **Expert tip: Think and remember:** Ask children to discuss what they already know about dragons from films, television and other books.
- Read 'Setting the scene' ('Before reading', p. 6) while children listen and follow. Remind children of the story *The Mysterious Egg* in *Explore! What do you already know about Jamie and the dragon?* (Jamie found the egg and brought it home. The boys watched the

dragon hatch and agreed to look after it together.)

- **Expert tip: Predict:** Challenge children to make predictions about what might happen in the next part of the story. *How will the boys look after the dragon? Do you think they will have any problems?* Encourage children to base their predictions on what they already know about the boys as well as their wider knowledge about dragons.

### Challenge word

Ask children to identify today's challenge word (*spluttered*) and to find the word on page 14, read the sentence and try to work out what it means (spoke in a quick, angry way, almost spitting the words out).

### Think aloud

*I'll read the first two pages while you listen and follow. I'm going to think out loud to explain my thinking while I read. I will use the expert tips **Think and remember**, **Predict** and **Read it again** to help me keep track of what the text means. Read pages 7–8. Pause to demonstrate the think-alouds.*

### Challenge word

- Engages children with new vocabulary.
- Encourages children to use contextual cues by activating prior knowledge and the use of inference to work out meaning.

### Think aloud

- The adult reads a short piece of the text aloud, pausing at appropriate points to think out loud, using language related to that of the expert tips.
- Whilst following the text, children see and hear adult modelling of the process of monitoring understanding 'in the moment of reading'.

### Exploring

- Children reflect on the adult modelling they have observed and prepare to apply this process independently.
- The use of a question enables children to focus on the application of expert tips to answering the question.
- Children record their independent use of the expert tips by **either** marking the text with sticky strips **or** recording in writing.
- It is important that children's main focus is on the process of applying comprehension strategies 'in the moment of reading', rather than writing. It is therefore strongly suggested that less experienced or less confident readers use the sticky strips so that they are not distracted by recording their thinking in writing.

### Think aloud

... For a few weeks, the brothers had managed to keep Tiko a secret, hidden in Jamie's bedroom.

The dragon seemed to eat whatever the boys could find in the kitchen: cheese, bread, tomatoes, apples. You name it, the dragon ate it!

"Tiko loves tuna!" said Jamie, as the dragon polished off another tin.

"Mum's wondering where all the tuna has gone," said Ryan. "We're going to have to tell her about Tiko. We can't keep feeding him in secret."

Jamie sighed. "I guess you're right," he said. "I just hope she doesn't make us send him away ..."

*I remembered that at the end of the last story the boys decided to look after the baby dragon together. I predicted that feeding the dragon might be a problem.*

*I'm confused about why they have to tell Mum. I'll just read that part again ... now I understand that it's because of the food.*

*What will Mum say? I predict she'll be shocked and cross.*

### Exploring

- What was I trying to model for you when I was thinking aloud?* Children discuss and feed back.
- Ask children to read pages 9–11 independently and silently. *This is a good place to decide whether our predictions were correct. Did Mum react the way you predicted? What do you think changed her mind?* (e.g. p. 10 stroking Tiko)
- Ask: *What is the new problem for the boys?* Children reread pages 9–11 and use sticky strips to help answer the question. (e.g. p. 11, Tiko needs space to fly.)
- Children discuss their use of expert tips with a partner. Take feedback.
- Ask children to read pages 12–14 independently and silently, reminding them to use the expert tips.
- Ask: *How does Mr Wilson react to Tiko?* Children reread pages 12–14 and use sticky strips to note their use of expert tips to help answer the question.
- Explain your thinking:** *How did you use what you knew about the characters to help predict what might happen?* Give an example: *I remembered that in the first story Jamie promised to look after the dragon and that helped me understand how hard he worked to care for Tiko.*
- Ask children to think about their own predictions and whether they matched the story.
- Ask them to share their thinking with a partner. Take feedback.

### Debriefing

- Respond after reading:** Children turn to **Stage 1 Workbook: Tiko the dragon** (p. 10). Ask children to put together what they already know about Tiko from the first story with what they have read in this chapter. Children use the information to work out what Tiko wants to do (fly freely wherever he wants to go).
- What next?** *We have left the story on a cliffhanger. Do you think the boys will be able to protect their dragon? We'll find out when we read Chapter 2.*

### Debriefing

- Enables children to reflect on the text and the application of the expert tips to this.
- Engages children in articulating and explaining their own thought processes.
- Provides an opportunity for individual response to the story or information read.
- Looks ahead to the next session.
- Where a **Workbook** page is included as part of the session, instructions for using the **Workbook** page are included here.

### Explain your thinking

enables children to reflect on their application of expert tips and engages children in articulating and explaining their own thought processes.

# Overview of lesson structure

The lessons are underpinned by features that are known to be critical to success:

- Teaching is focused and structured so that children know what they are going to learn and how this fits with what they know and can do already.
- Lessons are designed around a sequence of distinct but linked learning episodes: **Briefing**; **Preparation** (including 'challenge word' and 'Think aloud'); **Exploring** and **Debriefing**.
- These learning episodes are sequenced to follow the principles of *teach, practise, apply, review*.
- Each learning episode has its own beginning (led by the adult), middle (learning activity for children) and adult-led check for, and feedback on, understanding.
- Timings for both the lesson overall and the episodes within the lesson have been structured with the aim of working within the average concentration span of the children involved.

## Suggested lesson timings

### Whole class

<b>Briefing</b>	<b>5 minutes</b>
<b>Preparation</b> (including <b>Challenge word</b> and <b>Think aloud</b> )	<b>15 minutes</b>
<b>Exploring</b>	<b>20 minutes</b>
<b>Debriefing</b>	<b>10 minutes</b>

### Intervention group of up to six children

<b>Briefing</b>	<b>5 minutes</b>
<b>Preparation</b> (including <b>Challenge word</b> and <b>Think aloud</b> )	<b>10 minutes</b>
<b>Exploring</b>	<b>10 minutes</b>
<b>Debriefing</b>	<b>10 minutes</b>

There is an annotated lesson plan on pages 56–57.