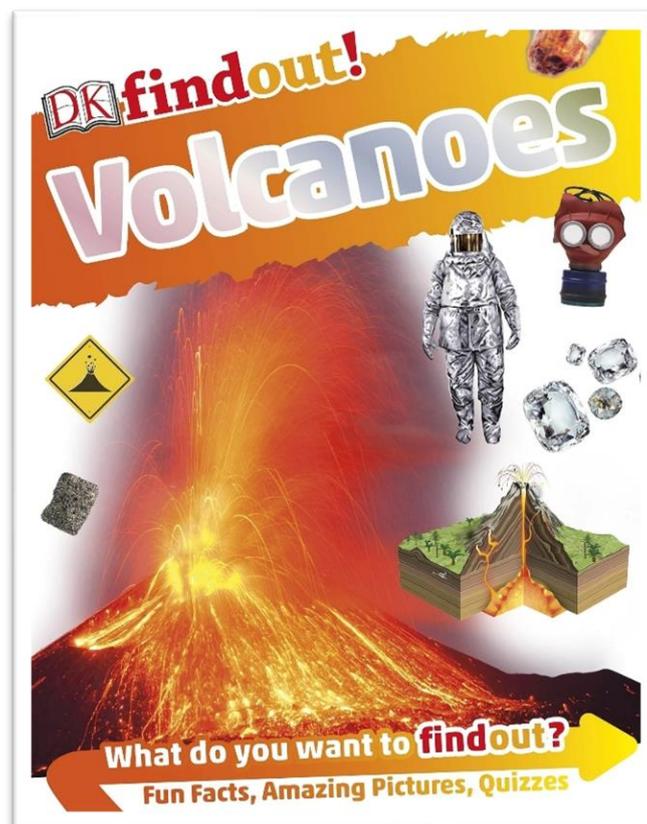




Pathways to Read

Volcanoes

by Maria Gill



Year 4 Pathways to Read: Spring 1

Pathways to Read teaching sequence

→ Predict

Predict what might happen from details stated and implied (2e)

→ Clarify vocabulary

Explore the meaning of words in context (2a)

→ Read and retrieve

Retrieve, record and present information (2b)

→ Read and explain: Mastery focus

Retrieve and record information from non-fiction (2b)

- Use dictionaries to check the meaning of words that they have read (2b)
- Ask questions to improve understanding (2b)

Identify main ideas drawn from more than one paragraph and summarise (2c)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence (2d)

- Identify themes and conventions in a wide range of books (2d)

Identify how language, structure and presentation contribute to meaning (2f)

Discuss words and phrases that capture the reader's interest and imagination(2g)

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain*



Pathways to Read keys

Mastery keys:

Sessions 1-3	Sessions 4-6
→ Use dictionaries to check the meaning of words that they have read	→ Identify how language, structure and presentation contribute to meaning
→ Identify how language, structure and presentation contribute to meaning	→ Retrieve and record information from non-fiction

Recommended shared reading approaches:

- Teacher reads aloud to model intonation and fluency while pupils are following the text
- Teacher reads aloud to model intonation while pupils are reading aloud alongside the teacher
- Pupils read in pairs quietly (same or mixed ability). Supportive role to be carried out where appropriate
- Pupils read the text silently at own pace
- Pupils read a section of text in an allocated time to improve fluency

Pathways to Read

Session: 1

Week beginning: _____

Text: *Volcanoes* by Maria Gill (inside cover quiz and pages 2-3)

Mastery focus: Structure and Organisation, Clarify

Identify how language, structure and presentation contribute to meaning
Use dictionaries to check the meaning of words that they have read

Whole class session: Key reading skills (30 minutes)

Predict:

Give pupils a copy of the world map resource. Ask pupils to cut the map up along the blue lines to create several pieces. Shuffle the pieces and try to put the map back together.

- *What do you think the blue lines/cuts in the map are? Why is the world broken up in this way?*
- *What are the red bold lines? Where are they?*
- *Is this text going to be fiction or non-fiction (recap the terminology)? How do you know? Justify your opinion.*
- *What will this text be about?*

Finally show the cover of the book and add to predictions – *how close were we?* Explain that the pieces were some of the tectonic plates (the pieces of the Earth's crust) and the red lines are the 'Ring of Fire' where there is a concentration of volcanoes.

Clarify vocabulary:

Clarify the vocabulary needed for reading the text: volcano, eruption, extinct, volcanologist, lava, ash cloud. Look at the pictures related to volcanoes (see resources) – fill in the gaps using the volcano vocabulary.

Read and retrieve:

Pupils read the questions 1 – 10 on the inside cover with a partner. Discuss any new words and attempt to answer the questions with each other orally. Get through as many as you can in 5 minutes. Open the inside cover and read the answers. Teacher may want to go through pronunciations of some of the words e.g. *Vulcan, volcanologist, Vesuvius, Pompeii, Herculaneum, Indonesia*.

Read and explain:

Mastery focus: Structure and Organisation

Identify how language, structure and presentation contribute to meaning

Pupils look at the 'Contents' pages (2-3) and note how they are laid out in columns of page numbers + titles.

What are these titles telling us?

What each page is about. Some of the titles are catchy to engage the reader e.g. *Hazard warning!*

Is it organised in alphabetical order?

No - numerical order/ by page numbers

What is the purpose of the 'Contents' page?

Ensure these key points are discussed with pupils: the purpose of a Contents page is to help the reader find the information easily; this book may be used for research or by someone interested in volcanoes; It does not have to be read beginning to end like a fiction book; the reader can choose which sections they might like to read; the Contents page guides the reader to what is in the book and where it can be found.

Give pupils time to explore the page headings and discuss in pairs what may be detailed on each page.

On which pages can the reader find information on the following subjects?

- lava (pg. 12)
- a volcano in Roman times (pg. 24)
- the smells volcanoes produce (pg. 32)
- volcanoes in places other than on land (pg. 54 and 56)
- a job involving the study of volcanoes (pg. 42)