

Novel Study at Leybourne Chase

What is Novel Study?

The core curriculum for Novel Study (Reading) aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Novel Study Lessons

Novel Study should be timetabled daily and should be delivered by the class teacher. The session should last for approximately ½ hour.

Yr 2 - 1.30-2.00

KS2 - 9.00-9.30

Resources for a lesson:

- Copies of class text - enough for 1 between 2 minimum
- Each child should have a novel study workbook (same as English books)
- Somewhere dedicated to record vocabulary from Novel Study e.g. display, flipchart etc.
- Questions - these could be planned on a PowerPoint for ease

Teaching Sequence:

5-minute recap	The first 5 minutes of each lesson should be spent revising learnt vocabulary and introducing new vocabulary. Vocabulary from the text should be recorded (e.g. on a flipchart) so that teachers and children can refer back to it. Children should be encouraged to recall the definition of the word, put the word into a sentence and to recall how it was used in the story they are exploring. Any new vocabulary from the section of text that you are reading should also be introduced at this time.
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	<p>Time may also be given to quickly summarise what has happened so far.</p>
Teacher Read	<p>The next stage is for the teacher to read a section of the story. This could be a few pages or a few paragraphs depending on the type of book, focus for the lesson and the class context.</p> <p>Whilst reading, the children should follow along with their own copy of the book (or in pairs). Children should be encouraged to raise their hands if they come across a word that they are unsure of. This should be addressed and added to your word bank.</p> <p>Teachers should ensure that whilst they are reading they should model expression, intonation and pace, as well as reading to punctuation.</p>
60-Second Retrieval	<p>Once the teacher has read the section of text, the children will answer some multiple-choice retrieval questions (between 6 and 10). These questions will be based on what has been read by the teacher in the lesson so far. Each question will encourage the children to recall information that they have come across and will be asked in multiple choice form e.g. What time of day was it at the beginning of the chapter?</p> <ul style="list-style-type: none"> a) Noon b) Mid-day c) Dawn <p>The teacher should go through the questions, reading them aloud. The children should record which answer they think is correct 'a, b or c' in their Novel Study exercise book. Once complete, the questions should then be removed from the board and then the answers can be shared.</p>
Carousel Read	<p>In this stage, the children will read short passages from the text. This may involve children reading a few lines or paragraphs. Children will be chosen by the teacher to read and the aim is to hear most children read by the end of a week's learning.</p> <p>During this time, teachers should give feedback on children's reading, considering things such as reading to punctuation and using expression.</p>
Find and Copy	<p>Once the children have read the section planned, the children will be given between 3 and 5 'find and copy' questions. Questions should direct children to a page or paragraph where they can find the relevant information e.g. find and copy the word from page 5 which means the same as angry. Teachers should read the questions to the children to ensure clarity, before then giving them time to complete.</p>

	<p>Consider how children with SEN are supported during this time. Is there a challenge available for HA?</p> <p>Once completed, share the answers with the children.</p>
Independent Reading	<p>The final section of the lesson, children will read independently to a point in the story, as directed by the teacher.</p> <p>This can provide another opportunity for the teacher to sit and read with children who may require additional support.</p>
Independent Comprehension	<p>Once they have read independently, the children will then be given a set of 6 questions which they will answer independently in their exercise books. These questions should cover the range of reading skills children are required to develop:</p> <p>2a. Give / explain the meaning of words in context. 2b. Retrieve and record information / identify key details from fiction and non-fiction. 2c. Summarise main ideas from more than one paragraph. 2d. Make inferences from the text / explain and justify inferences with evidence from the text. 2e. Predict what might happen from details stated and implied. 2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole. 2g. Identify / explain how meaning is enhanced through choice of words and phrases. 2h. Make comparisons within the text</p> <p>These questions should also be developed according to the types of responses you want from the children e.g.</p> <ul style="list-style-type: none"> • Multiple choice • Ranking/ordering • Matching • Labelling • Find and copy • Short constructed response (using the text where appropriate) • Extended constructed response (using the text where appropriate) <p>In order to ensure that the questions meet each of the skills, the reading VIPERS structure will be used. Questions will be set out based on each of the skills the letter in VIPERS represents:</p> <p>V - vocabulary I - inference P - prediction E - explanation R - retrieval</p>

	<p>S - summary</p> <p>On the PowerPoint, questions will be written adjacent to the relevant skill letter, rather than being numbered 1-6.</p> <p>The children should answer these independently and time can then be spent discussing answers following this.</p>
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Due to time, these sessions will be split to allow opportunities for book talk and discussion around reading skills and responses.

The lesson structures will run as follows:

Lesson 1 - 5-minute vocabulary, teacher read, 60 second retrieval, carousel read, find and copy.

Lesson 2 - 5-minute vocabulary, independent/teacher read, independent comprehension.

Lesson 3 - 5-minute vocabulary, teacher read, 60 second retrieval, carousel read, find and copy.

Lesson 4 - 5-minute vocabulary, independent/teacher read, independent comprehension.

Lesson 5 - vocabulary focus, children read their books independently - opportunity for teacher to read with children 1:1.

The vocabulary session should run on the teacher's PPA day and whichever day in the other week they choose. This means that the order could be different to the one outlined above.

Supporting children with SEN and SEN support

Consideration should be given to the best/most effective ways to support children with SEN/SEN support during Novel Study sessions, some examples could include:

- Pairing children with a higher ability reader to support them with reading
- Printing off copies of the questions so that they don't have to rely on reading from the board
- Reading answer stems e.g. I think....because
- 1:1 support with TA (if required and where possible)

Reading VIPERS

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Independent comprehension questions will be based around the key skill areas outlined above. The Reading VIPERS covers the 8 question/skill areas (2a-2h) that the children are required to know how to answer.

The aim of this consistent practise with all question types is that children will know, understand and remember more about these key skills, what questions will look like and the most effective ways to answer these.

Monitoring

Time should be taken in each lesson for responses to questions to be marked. Teachers should be aware of those children who are making good progress with skills and should also be aware of areas where there are gaps, both as a whole class and with individuals.

Setting the questions out using the VIPERS format should allow teachers to quickly identify questions that children have found a challenge.

Example of Presentation and Expectations in Books:

Monday 11th May 2020 → Date written and underlined

S. he pointed her gorefinger at the man. → Depending on the task, evidence of vocabulary work

60-Second Retrieval → Titles of activities written.

1. b	✓	} Numbers of questions in the margins. Letter responses to multiple-choice questions. Questions marked and a score.
2. c	✓	
3. b	✓	
4. c	✓	
5. a	x	
6. b	✓	
7. a	✓	
8. a	✓	

7/8

Find and Copy → Titles of activities written

1. Giggling	x	} Numbers of questions in the margins. Written question responses. Questions marked and a score.
2. Immediately	✓	
3. Upset	✓	
4. Beautiful, handsome, pretty	✓	

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→ Date written and underlined

Tuesday 12th May 2020

Anomalies - something that is not normal or expected.
→ Vocabulary work

V Sadenned ✓

I I can tell he is uncomfortable because he goes to hug his mother to feel better. ✓

P I don't think he will enjoy going to school because it says "I wanted Dad to win the fight for me to not go to school." This tells me that he feels uncomfortable about going. ✓

E I think that the quote tells us that he is feeling scared because he wants to be treated like a baby. ✓

R Beecher Prep ✓

S His friends found new friends after Christopher moved away. ✓

6/6

Each letter of VIPERS in the margin related to question skill.

Answers clearly written + marked. Score written.

Example of Presentation for SEN and SEN support:

Children to have questions stuck in their books to make learning more accessible.