

Reading Plan

Year Group	4	Term	Spring 1	Week	All	Text	Romans on the Rampage
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Retrieve	Interpret	Comment on choice	Vocabulary	Support
Understand, summarise, retrieve and record information from texts, including nonfiction and dictionaries.	Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence.	Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	Model use of the word in a common form, use an image, act it out, explain other forms of the word including with prefixes and suffixes, show similar words.	Pre-read, shorter text, text with some notes already included, text with some words changed, audio version of text to listen to repeatedly, adult support, numbers guiding to answer locations.

Week 1

RIC Activity

Stimulus	Front cover of the book
Questions	R: Who wrote the book? I: What does the word "rampage" mean? C: Why is there a raven and goat on the front cover?

Lesson 1 - Summary Session

Vocabulary	Charioteer, latin, resplendent, intelligent, colosseum, abounds, expression, Circus Maximus, smashed to smithereens, hurled, jealous, crush (love!), eager, conk, Emperor, reins, cantering. Go through these on the slides. Lots of different ways of explaining these - pictures, other expressions, definitions, colours etc. Use as many as possible.
Text to be read aloud	Chapter 1
Activity	Children to summarise text they've heard aloud by answering retrieval questions. Children to be encouraged to start by answering as many as they can without the text. All answers can be just one word - no need for full sentences. They should leave gaps where they don't know and can use the books afterwards to find the answers.
Support	Children can have the text open to use the pictures or read through. Adult support if possible - scaffolding through questioning.
Resources	RICs, ROTR books, Retrieval questions.

Lesson 2 - Close Reading / Shared Reading

Vocabulary Recap	Quick recap of previous lesson vocab taught.
Text for Close Reading	Pages 2 and 3
Teaching Points / Notes Ensure children who struggle with this are near to the teacher (or TA if available).	Whaddya mean - discuss unusual word and what it means. Are you mad? Etc - Rhetorical questions Where have you been? Obviously not to school - humour Discuss the latin - issimus means a lot. Counting joke - discuss how and why it is funny. Languages - can children come up with any others which do or don't follow the pattern? Discuss "Get over it" Wahey - why does Croakbag say this? Shows his excitement. More rhetorical questions. These are funny because we can't hear it but the author is putting those sounds in our imagination using the questions. Whaddya mean - again. Discuss ships and shipwrecked. "Urgh" - expression of disgust "Makes me shudder" what does this mean? Why would it? "Stop asking questions" - talking to us but we're not asking, he keeps asking and answering them. Discuss names Krysis, Hysteria and Perilus. Link to crisis - something really awful or terrible that has happened, hysteria - over the top emotion/reaction and perilous - full of danger or risk.
Questions	How is this book different to most other fiction books? How has Jeremy Strong made the opening to this book funny? < Main Q
<i>Children read and reread text as a whole - aloud or internal.</i>	
Activity	Model both clearly first, going through thought process. <ol style="list-style-type: none">1. Children take notes on the text.2. Children provide written responses to questions independently after line-by-line analysis.<ol style="list-style-type: none">a. Children write question as their title and answer underneath - could do this as a whole class today? Perhaps children answer exactly the same question on a later chapter in a later lesson but do it independently.b. Use APE to answer.c. Example: <i>Jeremy Strong uses new words to make this book funny. "Whaddya" and "Urgh" are two which you can find on pages 2 and 3. "Whaddya" really means "what do you" but Jeremy Strong has shortened it. This shows us how Croakbag talks and makes him seem friendly and funny. "Urgh" is used to show Croakbag's thoughts about racing. He really hates it and this sounds funny.</i>
Support	Highlighted version of the text available for children to write notes on and use?
Resources	Copies of P2-3, annotated pages,

Week 2

Lesson 1 - Summary Session

Vocabulary	Mourning, strutted (get a child to demonstrate), annoyance (feeling), shooing (demonstrate - link to in school when a teacher might shoo), honker - link to honk, whopper (talk about Burger King!), clutching, apologetic/remorseful, appendage, crack up, marvel, serene, flustered, clogged, glide, bemoaning (say you're sad or disappointed about something), scornfully (get children to demonstrate scorning), social class, tenants, seamstress, Crabs and Septicaemia, ghastly, engulfed, cold sore.
Text to be read aloud	By teacher. Romans on the Rampage Chapter 2. Discuss the fractions - halfway across, the whole way across.
Activity	Children to summarise text they've heard aloud by answering retrieval questions. Children to be encouraged to start by answering as many as they can without the text. All answers can be just one word - no need for full sentences. They should leave gaps where they don't know and can use the books afterwards to find the answers.
Support	Children can have the text open to use the pictures or read through. Adult support if possible - scaffolding through questioning.
Resources	ROTR books, Retrieval questions.

Lesson 2 - Close Reading / Shared Reading

Vocabulary Recap	Quick recap of previous lesson vocab taught. Show sentences from book on board, which word is missing?
Text for analysis	Page 12-13
Teaching Points Ensure children who struggle with this are near to the teacher (or TA if available).	Appendage - means toe (or finger). Croakbag is trying to speak posh! I hope dear reader - he is talking directly to us, not telling the story. Way with words/Thesaurus - why is this funny? Discuss Why was Perilus pretending to hop? - making fun of his dad. Brackets - discuss their use - telling us more information and giving us a side joke. By the time we reached the villa, - fronted adverbial with a comma. It's telling us where and when the next bit of action is happening. Mater and brackets - giving us more information - explaining the meanings we don't know. Aren't you learning a lot - Rhetorical question to the reader. Biscuit - he's being funny. A biscuit is a treat for Croakbag and he's giving us one. Tall, elegant, serene - describing Flavia - perhaps children could act how she moves out?
Questions	Why is Croakbag's teacher called Thesaurus? Why is Perilus pretending to hop and clutch his foot? Why is Hysteria crying? What is Croakbag's opinion of Flavia? Label the picture, who is who? Can you add some speech bubbles?
<i>Children read and reread text as a whole - aloud or internal.</i>	
Activity	<ol style="list-style-type: none">1. Children take notes on the text - see "teaching points" above.2. Children provide written responses to questions independently after

	line-by-line analysis. a. Focus on interpret questions this week?
Support	Text with parts already underlined.
Resources	P12-13, Annotated P12-13.

APE Lesson

Vocabulary Recap	Charioteer, shipwreck, circus maximus
Input	Go back to chapter 1. Look at the Challenge Question: Who won the chariot race? Model using APE to answer the question. Answer It: The blue team won the chariot race. Prove it: "whites went thundering into the reds and both chariots have collapsed" and "The greens? Of course not" Explain it: The red and white teams crashed out the race and couldn't continue. Jellus in the green team chariot didn't win so it must have been the blue team who won.
Activity	Children complete their own APE answer(s) based on the following questions for chapter 2. How does Krysis feel about Perilus' choice of job? p.16 Would Perilus want to work for his father? P.16-17

Week 3

Must have read Chapter 3 beforehand.

Lesson 1 - Summary Session

Vocabulary	Toga, gossipy, “in the dark”, personally, congratulatory peck, broken in, spooked, fever, Tiber, soon-to-be, an offering, waddling, violently, weaving, dozens, unpleasant, slumped.
Text to be read aloud	By HA children? Romans on the Rampage Chapter 4.
Activity	Children to summarise text they’ve heard aloud by filling in the gaps in bullet points. Some children could try to summarise without the bullet points and then use them to check?
Support	Children can have the text open to use the pictures or read through. Adult support if possible - scaffolding through questioning.
Resources	ROTR books, Retrieval questions.

Lesson 2 - Close Reading / Shared Reading

Vocabulary Recap	Quick recap of previous lesson vocab taught. Show sentences from book on board, which word is missing?
Text for analysis	Page 40-41
Teaching Points Ensure children who struggle with this are near to the teacher (or TA if available).	Get children to underline any rhetorical questions they can find. Adjectives used to describe Scorcha - How is he feeling here? Jealous. Brackets - giving extra information. Whaddy mean - slang Go and stand in the corner - telling us off!! Draped - posh word for “put” See picture for explanation of bottom paragraph - Croakbag’s feathers went up his nose. Goin’ - slang Weavin’ - same - apostrophe replaces the g. Worked up - exciting.
Questions	<ol style="list-style-type: none">1. How does Maddasbananus feel at the top of page 40?2. Is Croakbag a good friend to Maddasbananus?3. Why did Maddasbananus need cheering up?4. How does Maddasbabanus feel at the end of page 41?
<i>Children read and reread text as a whole - aloud or internal.</i>	
Activity	<ol style="list-style-type: none">1. Children take notes on the text - see “teaching points” above.2. Children provide written responses to questions independently after line-by-line analysis.<ol style="list-style-type: none">a. Focus on APE responses this week.
Support	Text with parts already underlined.
Resources	P40-41

Week 6

Lesson 1 - Summary Session

Review	Recap some prior vocab and encourage children to use in a sentence. Complete quick quiz based on previous events.
Vocabulary	Peasant, friends in high places, abominably, roadkill, wretched, insane, hooter, padding, pacing, strolling, ungainly, lopsided, suspicion, preen, high-up job.
Text to be read aloud	Romans on the Rampage Chapter 8.
Activity	Children to summarise text they've heard aloud by filling in the gaps in b.points Some children could try to summarise without the bullet points and then check.
Support	Children can have the text open to use the pictures or read through. Adult support if possible - scaffolding through questioning. Children can read through text again with an adult if they are struggling
Resources	ROTR books, Summary bullet points

Lesson 2 - Close Reading / Shared Reading

Vocabulary Recap	Recap of abominable (MTYT) roadkill, nose words and the hierarchy pyramid (technical word).
Text for analysis	Page 86 - 87
Teaching Points Ensure children who struggle with this are near to the teacher (or TA if available).	<p><i>Firmly and uselessly</i> - adverbs to describe how things were happening</p> <p><i>Like old bits of wrapping paper</i> - simile sentence</p> <p><i>Bellowed</i> - great word for "said"</p> <p><i>Padding</i> - meaning? Walking</p> <p><i>Hooter</i>- nose word</p> <p><i>All powerful Diana</i> - prayer to be saved! Diana Goddess of hunting - linked to animals.</p> <p><i>ERRRRRRRRRK</i> - Onomatopoeia (can sing the spelling in the tune of Old McDonald had a farm - O-N-O-M-A-T-O-P-O-E-I-A)</p> <p><i>Yanked</i> - pulled</p> <p><i>Deak / Yed</i> - funny because he can't say beak because his beak is stuck at end.</p> <p><i>As if...</i> - Simile sentence coming across</p> <p>+ Anything else the children come up with.</p>
<i>Children read and reread text as a whole - aloud or internal. Aloud could be a group with the teacher.</i>	
Activity	<ol style="list-style-type: none"> Children take notes on the text - see "teaching points" above. Children provide written responses to questions independently after line-by-line analysis.
Questions Response expectation - <ul style="list-style-type: none"> full sentences with quote if possible, full sentences, answer the question. 	<ol style="list-style-type: none"> Why did Perilus think the situation was unfair? Why did Croakbag put his nose under the door? Which God or Goddess did Croakbag call to help him? Challenge: Why? Why could Croakbag only say "deak"? Why did Croakbag call himself "SUPER RAVEN" later in the chapter? What are Perilus, Hysteria and Croakbag's dreams? Why are charioteers not in high-up jobs? The next chapter is called "Life Starts Throwing Stuff". What might happen next?
Support	Text with parts already underlined. Adult support if available.
Resources	P86-87 printed and trimmed, pre-prepared ones for support,

Week 7, Lesson 1

<p>Vocabulary Recap</p>	<p>Give children 1 minute using a whiteboard with a partner, what new words have they learnt from ROTR, can they define them/write them in a sentence?</p>
<p>Questions</p> <p>Read through the first question with children, verbally answer, what is the question asking you, highlight important information, can you find a quote to support your argument? A.P</p> <p>Explain to children how the questions change - start off with a page number, then it will just give you a chapter.</p> <p>Answering in full sentences, looking for quotes (quotation marks) to support.</p>	<p>1. On page 7, why is Jellus not a good charioteer He's getting on a bit, he's at least 40, hes too old and fat and heavy, he slows the horses down and that means that he comes last.</p> <p>2. On page 11, what did Croakbag do to Krysis? He pecked his toe because he shoed him out of the way.</p> <p>3. On page 17, who lives on the other side of the road? What are their jobs? Trendia the Seamstress her lodger Scorcha and the inventor Maddasbananus.</p> <p>4. On page 24, how do the Ghashtlies manage to afford a slave? They don't pay her, they feed her scraps, she's got a funny eye so she was cheap!</p> <p>5. On page 33, who did Maddasbananus invent the weaving machine for? Why? Trendia, because she is a brilliant dressmaker and the most wonderful woman in the world.</p> <p>6. On pages 38-39, how did Scorcha get to be in his first race? Jellus went riding on a new horse and something spooked the horse and flipped him off.</p> <p>7. On page 43, what does Croakbag say the problems with Maddasbananus' invention are? Trendia/everyone else on the street doesn't have sheep and the sheep might die laughing from being tickled.</p> <p>8. On page 50, how does Scorcha convince Croakbag to be on lookout duty? He offers him 3 biscuits, he bribes him, Croakbag wants 4 biscuits. Chapter 6</p> <p>9. What warning did Croakbag give to Perilus? He warned him not to act like a slave.</p> <p>10. How did Croakbag know it was Tryannus in disguise? Because he has very beady eyes and nothing escapes his notice, he's a one bird secret service. Chapter 7</p> <p>11. How does Perilus try to see the Emperor? He makes a rope out of togas and climbs down the side of the villa.</p> <p>12. Why is Perilus annoyed at the Emperor? Because he tricked him by pretending to be a normal citizen. Chapter 8</p> <p>13. What is the difference between Croakbag's '<i>friends in high places</i>' and Krysis'?' Croakbag means other birds in high trees and Krysis means important business people.</p> <p>14. How does Croakbag try and get away with having his head stuck under the door? He pretends he was looking for food/pecking - he said he'd seen some biscuits.</p> <p>15. Why is Hysteria staring out of the window? Looking at Scorcha because she is in love with him.</p>
<p>Plenary</p>	<p>Go through answers and edit and improve, have children answered in full</p>

	sentences and used quotes?
Support	Mixed ability pairs, teacher to have focus group of children who struggle with reading comprehension.
Resources	Questions to stick in books, copies of ROTR.

Week 8

Lesson 1 - Summary Session

Review	Recap some prior vocab and encourage children to use in a sentence. Complete quick quiz based on previous events.
Vocabulary	Bellow, doo-doo (maybe mention do-do?), conflagration (large fire), cascades, torrents, blubbering, azure, noddle (head), intricate, determination (link to Growth Mindset),
Text to be read aloud	Romans on the Rampage Chapter 10.
Activity	Children to summarise text they've heard aloud by filling in the gaps in b.points Some children could try to summarise without the bullet points and then check.
Support	Children can have the text open to use the pictures or read through. Adult support if possible - scaffolding through questioning. Children can read through text again with an adult if they are struggling
Resources	ROTR books, Summary bullet points

Lesson 2 - Close Reading / Shared Reading

Vocabulary Recap	Sentences with torrents/cascades, intricate and blubbering. Ask chn about "Not literally" and when it would be used.
Text for analysis	Page 106 - 107
Teaching Points Ensure children who struggle with this are near to the teacher (or TA if available).	<i>Of course I would</i> - funny because it's about poo! <i>Tepus fugit</i> - discuss meaning. <i>Corvus fugit</i> - encourage chn to look through books to find corvus if not too sure. <i>BIG DAY</i> - discuss the use of capitals and reasons for this. <i>Primaries</i> - What is he talking about here? Read on to find out. Discuss. <i>Six legs</i> - what are the six legs? What does this tell us about the Roman Fire brigade? <i>Rhetorical question</i> - remind what this means. Why is this extra funny? He's using a rhetorical question to explain what rhetorical means! <i>Breakneck speed</i> - discuss other daredevil things he's done - answering his dad back, lowering himself, walking the washing line etc. <i>IN TEARS</i> - discuss the use of capitals and reasons for this.
<i>Children read and reread text as a whole - aloud or internal. Aloud could be a group with the teacher.</i>	
Activity	<ol style="list-style-type: none">1. Children take notes on the text - see "teaching points" above.<ol style="list-style-type: none">a. Give them some time to do this independently first and then pull together to see what they've found.2. Children provide written responses to questions independently after line-by-line analysis.
Questions Response expectation - <ul style="list-style-type: none">• full sentences with quote if possible,• full sentences,• answer question	What does <i>corvus fugit</i> mean? Why has Jeremy Strong put <i>BIG DAY</i> in capital letters? Why does Jeremy Strong remind us of Perilus' daredevil activities? Why has Jeremy Strong put <i>IN TEARS</i> in capital letters? Why is Perilus so upset? How has Jeremy Strong made these pages funny? Explain his jokes.
Support	Text with parts already underlined. Adult support if available.
Resources	Pages 106-107 printed and trimmed, pre-prepared ones for support,

Week 9

Lesson 1 - Summary Session

Review	Timeline of the events - completed in their table groups
Vocabulary	Extraordinarily, languishin', ridge, imprisonment, barge, ingenuity, cogitative, 'thief in your midst', 'stabbin them in the back', ravenous, tufty
Text to be read aloud	Romans on the Rampage Chapter 13.
Activity and questions	<p>Children to summarise text they've heard aloud by filling in the gaps in b.points Some children could try to summarise without the bullet points and then check.</p> <ol style="list-style-type: none"> 1. Krysis told Perilus that he behaved like a '<i>common slave</i>'. 2. Perilus pulled a '<i>face</i>' so Croakbag spoke for him 3. Croakbag said 'It's so much better than '<i>stabbin them in the back</i>' like what happened to poor Caesar' 4. Krysis had a worried look, when he was about to speak to Flavie, as if he knew '<i>there was a large and ravenous bear waiting round the corner for him</i>' 5. Krysis was no longer going to work, he was '<i>hiding out in taverns, drowing his sorrows</i>' 6. Krysis was being very secretive of late because '<i>he knew there was a problem at the Imperial Mint</i>' 7. While Krysis and Flavia were talking, Trendia was '<i>crying over Scorcha in her room</i>' and Perilus was '<i>doing handstands on the roof ridge.</i>' 8. Scorcha is '<i>in prison/jail</i>' and there is a thief at the '<i>Imperial Mint</i>'.
Support	<p>Children can have the text open to use the pictures or read through. Adult support if possible - scaffolding through questioning.</p> <p>Children can read through text again with an adult if they are struggling</p>
Resources	ROTR books, Summary bullet points

Lesson 2 - Close Reading / Shared Reading

Vocabulary Recap	On whiteboards write a sentence with either the 5 words on the powerpoint: ravenous, extrandorinally, stabbed in the back, tufty and imprisonment.
Text for analysis	From Chapter 13, p. 138-139
<p>Teaching Points</p> <p>Ensure children who struggle with this are near to the teacher (or TA if available).</p>	<p>'<i>NO NOT LITERALLY IT'S AN EXPRESSION, I KEEP TELLING YOU</i>' = showing he is frustrated</p> <p>'<i>You know what means don't you</i>' = rhetorical question</p> <p>'<i>As if he knew there was a large and ravenous bear, waiting around the corner waiting to gobble him up</i>' = simile because he is saying 'as if' which is the same as 'like'</p> <p>'<i>Shan't</i>' = contraction - shall not</p> <p>'<i>Stabbin in the back</i>' - idiom - expression in a non-complicated way</p> <p>'<i>Worried</i>' = verb, to worry and also an adverb because we are describing how we are describing how we are looking</p> <p>'- <i>and i do so hope you do-</i>' = gives the readers extra information and some humour</p> <p>'<i>Drowning his sorrows</i>' = idiom- tells and shows us his expression.</p>
<i>Children read and reread text as a whole - aloud or internal. Aloud could be a group with the teacher.</i>	
Activity	<ol style="list-style-type: none"> 3. Children take notes on the text - see "teaching points" above. <ol style="list-style-type: none"> a. Give them some time to do this independently first and then pull

	<p>together to see what they've found.</p> <p>4. Children provide written responses to questions independently after line-by-line analysis.</p>
<p>Questions</p> <p>Response expectation -</p> <ul style="list-style-type: none"> • full sentences with quote if possible, • full sentences, • answer question 	<ol style="list-style-type: none"> 1. Predict what you think may happen in the second book? Why do you think this? 2. Why did Krysis want to talk to Flavia on her own, without the children? 3. How does Jeremy Strong show that Flavia is shocked on page. 142? 4. Why do you think that Chapter 13 was called 'An unexpected ending'? 5. Why has Jeremy Strong used a lot of idioms in this chapter, can you give examples? <ol style="list-style-type: none"> a. <i>Quick way to express a complicated idea</i>
Support	Text with parts already underlined. Adult support if available.
Resources	Pages 138 and 139 printed and trimmed, pre-prepared ones for support,