Reading at Newlyn School – Novel studies

Novel Studies at Newlyn School		
Intent:	**Implementation:**	**Impact:**
• Reason text was chosen • Link to topic/experiences • Context	• Characterisation: Main characters and influential characters in text. • Setting • Vocabulary: Higher level vocabulary, vocabulary outside our time period • Vipers and NC: Inference, Retrieval, Prediction, Explanation, Summarising	• Pupil voice- passion for the text. Are the children able to discuss the story? • Impact on writing, e.g. write in the style of the author/alternative ending • Comprehension activities • Termly test results
What does a Novel Studies session look like at Newlyn School?		

Termly expectations:
- 1 x Novel Studies (at least half a term for studying the novel – then book read as class reader if not completed)
- Non-fiction studies
- Poetry studies.

Weekly expectations:
- Daily sessions
- Daily Session sequence followed
- Varied Main focus throughout the week – depending on novel. All VIPERS covered by end of unit.

Starting point for Novel Studies: Book Level Planning

Novel Studies Session Sequence	
1. Starter:	**Recap** CONTEXT of the novel **Recall** and review previous reading – Quick fire questions. **Review** key vocabulary from last session.
2. Prediction:	**Predict** what might happen next in the text from the details given and implied.

3. Session Focus:	Set **Learning objective** for the session:
	- based on a focus from the book level planning (year group specific / linked to Newlyn School reading curriculum)
	- linked specifically to the novel plot/ sequence
	
	Book Level Planning Foci:
	    • Characterisation
	    • Setting
	    • Vocabulary
	    • Inference
	    • Explanation

4. Whole class reading:	Throughout **whole class reading** session:
	    • Teacher reads to model prosody.
	    • Individuals read to whole class
	      (record readers in diaries and class list)
	    • Children read independently
	
	While reading:
	    • Children **respond** to text – Session Learning Objective
	    • **Vocabulary Check**: Children / adult notes down any new, unknown words and discuss the meaning of them in context.

5. Retrieval / Vocabulary Check:	Quick Fire **Retrieval** - answer questions and retrieve/ record information about what has just been read. **Vocabulary Check** - discuss the meanings of words in context (These may have already been discussed in whole class reading)
6. Summarise / Prediction	**Summarise** the main ideas from more than one paragraph. **Predict** what might happen next in the text from the details given and implied.