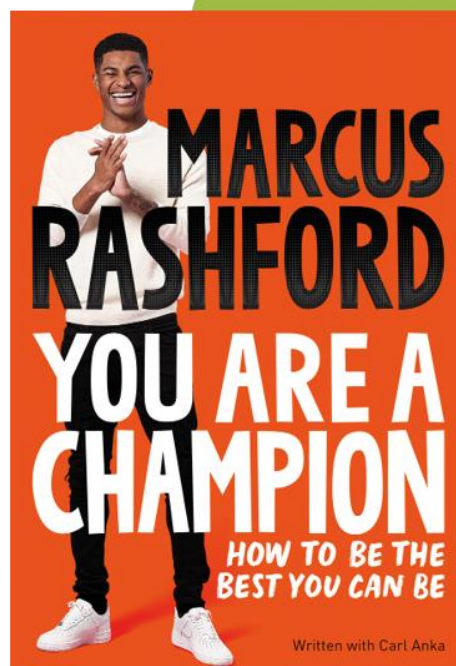


OneEducation
Putting children first

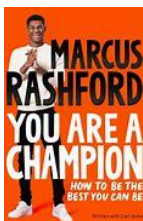


MANCHESTER
CITY COUNCIL



Reading Planning Pack

Read Manchester have kindly donated 12,000 copies of *You are a Champion* to children across Manchester. One Education's planning and resources aim to give educators a starting point in suggesting ways in which Marcus Rashford's *You are a Champion* can be used to develop children's confidence, build resilience and support in striving to be the best version of themselves.



Text: *You are a Champion: How to be the best you can be*
by Marcus Rashford (written with Carl Anka, published by Macmillan Children's Books) For UKS2 children
Subject: Reading

Overview

Read Manchester have kindly donated 12.000 copies of *You are a Champion* to children across Manchester. The donation couldn't be timelier, though children in UKS2 understand that the world has changed since the COVID-19 pandemic, more children than ever before have needed support with emotional wellbeing.

One Education's planning and resources aim to give educators a starting point in suggesting ways Marcus Rashford's *You are a Champion* can be used to develop children's confidence, build resilience and support in striving to be the best version of themselves.

The Reading Planning Pack also comes with an editable PPT which can be accessed here: [PPT for Reading Lessons](#)

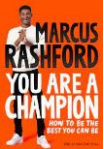
The planning in this pack is based on One Education's Reading Gem approach to the teaching of Reading skills. The planning can be adapted to fit in with your school approach to the teaching of Reading but if you would like to understand our approach further then please explore the resources below:

- A free 45-minute introductory training video is on our [media page](#), alongside other free training videos.
- Blogs to introduce Reading Gems are available: [Reading Gems: Reading Skills \(Part 1\)](#) and [Reading Gems: Reading Skills \(Part 2\)](#)











The lessons can be used to support learning both in the classroom and at home. Once the children have completed work around the book they should take the book home with them as it is for them to keep.

Prior to using this planning resource, it would be useful to complete the Hook lesson within the writing planning and also look at Chapter One and Two in more detail using the Curriculum planning.

[Links to all resources can be found here.](#)

Group: UKS2	Text: Marcus Rashford and Carl Anka - <i>You are a Champion: How to be the best you can be</i> (Published By Macmillan Books) Chapter 3. Practise Like A Champion – pages 53-65.	
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Main Learning Objective (linked to content domain): I can explore the meaning of words by substituting and using synonyms. (DEFINE)

Enjoy 				Decode 			
Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
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

Key Questions (linked to Learning Objective and Content Domains)

Session 1: Pre-Read 1

Text Introduction Discussion Points

Ask the children to brainstorm as many different non-fiction text types that they know of. Encourage them to think about the books they might have read or non-fiction writing they have done. Explain to them that non-fiction writing includes real events and people. It must conform to what is true. Discuss the children’s responses and encourage them to give examples - they may want to find an example in the reading area to share with the class/group.

Now, show them the cover of Marcus Rashford’s *You are a Champion: How to be the best you can be*. Pose the question to children whether they think this book would be fiction or non-fiction? How do they know? Take suggestions from the children which text type they think it might be based on the clues from the front cover. E.g. they may suggest it could be an autobiography as it has his name, an image of him. Now, read the blurb together (this could be an opportunity to practise fluency through choral or echo reading). Pose the question: What type of non-fiction text do they think this book is? Discuss the different organisational and layout features, e.g. the capitalised, black font is a quote from Marcus Rashford – how do you know? What does that suggest the text might be about? However, the white text below is written in the third person – what does this suggest? (biography). Taking all of the children’s suggestions, explain that the main purpose of this book is to motivate and inspire you to be the best version of yourself. It shares stories from Marcus Rashford’s life and his journey to becoming a champion. Have they read any other motivational books before?

Experiences and subject knowledge:

Next, activate any relevant background knowledge the children will need to know before they read the section of the book (**3. Practise Like A Champion – pages 53-65**). Show an image of Marcus Rashford with associated pictures – what can they tell you about their knowledge of who he is and what he does? (See Reading resource 1)



Image credit: Pan Macmillan



Image credit: Premier Skills English - British Council



Image credit: Scotsman



Image credit: I love Manchester



Image credit: Sky Sports



Image credit: Literacy Trust



Image credit: Sky Sports

Then, look at specific references within the text that will need a visual or video reference to help with understanding whilst children are reading the text:

-Places: United Academy and Wythenshawe

-Football skills: five-yard dashes; step-overs; kick-ups; Cruyff turns and the half turn

-People: Ronaldinho; Cristiano Ronaldo; Wayne Rooney; Lionel Messi and Muhammad Ali (Vietnam War)

Encourage children in your class to share their knowledge of these specific terms, e.g. modelling some of the football skills references.

Looking at these references, can the children then predict what they think the section they are going to be reading tomorrow will be about? Can they justify their reason with evidence?

Children could record their predictions and refer to these at the end of session 2 to see if they were right.

Session 2: Pre-read 2: Vocabulary and first read

Key Vocabulary

Discuss the vocabulary selected from the book below:

- **accomplishment**
- **hectic**
- **debut**
- **setback**

Do the children know what any of these words mean? (See Reading resource 2) Ask them to work in pairs to organise these words under the following headings:

I've never heard it before.	I've heard it but don't know what it means.	I can put it in a sentence.	I can tell you a synonym.	I can give you a definition.

During group discussions, encourage children to explain what they think these words mean.

Next, go through each word and explain its meaning (linked to context of this book so that during independent read they can comprehend what is happening). Go through the example in depth of **accomplishment** – encouraging the children to talk about ranking synonyms in relation to relevance and effectiveness within a sentence. Look at the example:

This trek was particularly tough, but it gave me a sense of _____ when I finished.



Image credit: Job Hunt

- achievement
- triumph
- fulfilment
- completion
- accomplishment

Where would rank these synonyms in effectiveness for this context?

Then, look at the example for **hectic** – focusing on the word origin and how it has evolved over time. Can the children then do the ranking synonyms activity, either in pairs or independently?

Next, share the word **debut** and give the explanation for what the word means, where it comes from and how it is pronounced.

Finally, look at the word **setback** and discuss how it is a combination of two words. Explore the meaning behind each part of the word – can they derive what the definition would be? Use the image to support their understanding of the definition. Following on from the work they have been doing with synonyms, can they think of a list of synonyms for setback?

Independent Reading

Now that the children have all the relevant background knowledge and understanding of vocabulary needed, they can do the first read of the text. Depending on the children’s decoding and fluency, you could structure this in a number of ways: model reading an extract before independent reading, choral or echo reading or just independent reading.

Give the children each a copy of the book and guide them to the section they will be reading – pages 53-65. Share the Thinking Question - **What do you learn about Marcus Rashford’s personality and character in this section?** You could encourage children to jot down any notes/thoughts during or after their read through. Encourage the children to note down any vocabulary they come across they are unsure of and explain you will explore this in the next session. Finally, ask them to jot down any questions they after reading this section of the text that they would like to share with the class.

Session 3: Guided Read – Introduce Reading Gem - Define

Skill: use synonyms to explore the meaning of a word or group of words

Discussion of the children's pre-reading

1. Discuss together what children thought of the text.
2. What are their likes and dislikes?
3. Can they summarise what happened in this section of the book? (2c)
4. Encourage children to make links to other texts they may know – what other texts have they read like this before? (2h)

Revisit the Thinking Question - What do you learn about Marcus Rashford's **personality and character** in this section? In pairs/groups children contribute their thoughts. Add to the class display what the children have learnt – explain that when they independently read the rest of the book they can continually add to this thinking question.

Recap the vocabulary identified in the pre-read

Share the grid with the children (see Reading resource 3) and ask them to demonstrate their knowledge of the new vocabulary learnt. Model an example of this:

Vocabulary	
Write a definition for the word setback :	Draw a pictoword for the word hectic :
Write an antonym for accomplishment :	Use the word debut in a sentence:

Discuss the questions that the children have created: Can the children answer each other's questions or build upon them?

Introduce gem, the image of the gem and what 'define' means: *We read the word in the text and look for context clues. We might also use strategies such as substitution and etymology to help us work out the meaning or synonyms.*

Explain that the skill we will be focusing on is using **context clues to substitute with synonyms**. We will be practising this skill today.

Responding to the Text:

Show the children some additional words and group of words from the text.

Discuss how we might be able to use some of the strategies we learnt yesterday, however, we need to see these words in **context** to help us make sense of the **meaning** and make suggestions of suitable synonyms – this in turn will help us to create a definition.

second nature (p. 53)

proress (p. 63)

stripped (p. 63)

Explain how some of these words or phrases are **sayings** and collectively hold different meanings. Sometimes, we can work this out from seeing the words as they are, however, most of the time we need to see it written in context to help substitute with other synonyms to help us work out the meaning.

Model the method to define new words using the define ladder (select to use substitute a synonym as the strategy for all). Recap what a synonym is. Model your thinking aloud working through the ladder. (See Reading resource 3)

Identify the word.	second nature
Identify what you need to do. <small>E.g. find a synonym, find and copy, find the meaning</small>	find the meaning
Read the word aloud.	second nature
Read the word in the sentence or sentences.	The booklet broke each skill into a step-by-step process and showed you how to practise each one until it became second nature .
Choose and use a strategy: <ul style="list-style-type: none"> • Use context clues • Categorise • Substitute a synonym • Use etymology • Make an inference 	Substitute a synonym What happens when you practise something? If it says you practise until... does that mean you keep going until you do it well? Does nature mean that it is natural? Does it mean then that it becomes something natural you do? Could it mean you do it without thinking?
Decide on the meaning or word(s).	natural/ habit/ innate/ ingrained
Check your choice makes sense in the context.	The booklet broke each skill into a step-by-step process and showed you how to practise each one until it became ingrained .

Ask them to follow the method you just used in *pairs* to attempt to work out the meaning of '**prowess**'? Then ask them to have a go at defining '**stripped**' using the same method *independently*.

Discuss with the children how using synonyms as a strategy helps us to find meanings for words. How could they use it in their reading?

Session 4: Reading Gem – Single Skill Focus (Define)

Using the vocabulary learnt this week, play a game of the Vocab Spinner where the children have to follow the instruction on the board. This could incorporate some of the activating background knowledge vocabulary too.

<https://wordwall.net/resource/41496/the-vocab-spinner-game>

Briefly discuss key words within vocabulary questions:

Closest meaning...

Meaning/means...

Phrase or word...

A word that shows...

The same as...

Suggest...

Similar meaning...

What does this tell you...?

Synonym...

Used to describe...

Recap how to use the Define Ladder and provide children with a copy of this. (See Reading resource 3)

Children are then to complete the define questions independently (see Reading resource 4):

1. Which of these words is closest in meaning to *dream big* in the context *Good things come from you dreaming big...?* Circle **one**.
have thoughts **be ambitious** have imagination
2. Nothing is **plain sailing** at the top. What do the words *plain sailing* mean? *straightforward/ easy/ simple*
3. Within this sentence:
There will be setbacks, rough patches and times when you want to quit, tear it all up and start again.
What other word or words could the author have used instead of 'rough patches'? Tick **two** boxes.
 - tricky moments
 - high points
 - difficulties
 - moments of excitement

Identify the word.

Identify what you need to do.

E.g. find a synonym, find and copy, find the meaning

Read the word aloud.

Read the word in the sentence or sentences.

Choose and use a strategy:

- Use context clues
- Categorise
- Substitute a synonym
- Use etymology
- Make an inference

Decide on the meaning or word(s).

Check your choice makes sense in the context.

4. Read the paragraph about Muhammad Ali. **Find and copy the word** that means *raising spirits*. **uplifting**
5. Winning the World Heavyweight Title three times is an incredible **feat** that no one has bettered in over 40 years... What does the word *feat* mean? **achievement/ accomplishment**

To scaffold, you could provide locators for children to refer to, e.g. page numbers.

Question 1: Page 56

Question 2 and 3: Page 62

Question 4: Page 63

Question 5: Page 64

Ensure that you find time at the end of the session, or the start of the next, to go through the children's answers.

Session 5 – Treasure Chest – Multi-skill focus

Using the vocabulary learnt this week, play a game of Heads Up where the children have a word, they hold it up to their head and ask questions to their partner to determine what the word is. They cannot ask "is it the word...?"

Tell the children that today they are going to use a range of different reading skills to answer questions based on the section they have read of the text. (See Reading resource 5) Remind them to underline or highlight any key words in the question and for them to refer back to the section of the text. You may wish to model a question which you think will be particularly challenging and/or work with targeted children to support their understanding in a group.

Retrieve: According to the text, at what age did Marcus Rashford receive the booklet of football skills? (1 mark) **13.**

Summarise: What's the main point in the paragraph about Muhammad Ali that starts, 'If you want to become the best boxer...?' (1 mark)

That to be the best you can be you don't give up when times are hard - you keep going and learn to enjoy the highs and learn from the lows.

Infer: What two impressions do you get of Muhammad Ali from page 63 and 64? (2 marks) **Kindness: any response to helping those who needed it. Principled: any response to sticking to his beliefs and how he lost his title as a result. Talented: any response linked to his strength and speed making him the best boxer. Resilient: any response about bouncing back when things were tough.**

Explore: What is the effect of Marcus Rashford writing key quotes and messages in bold and different font types? (1 mark) **(reference to nature of the text type being a guide – draws your attention to the advice and reflections). It means you can easily locate the key messages of the text and re-read these without needing to follow the main text. It means you can just read that section, pause and reflect.**

Compare: Would you like to read more books like this? Explain your answer.

Yes – references to feeling positive about self, insight into life of a footballer, gave practical advice to achieving one's goal.

No – references to not being able to relate to the sporting references, prefer to read other genres of books.

(must refer to the nature of the text being a motivational guide that involves reflecting about yourself)

Ensure that you find time at the end of the session, or the start of the next, to give feedback and address misconceptions.

Reading for pleasure opportunities

- Give the children their copy of *You are a Champion* and allow children to take it home.
- Provide additional books about Marcus Rashford for children to learn more about him.
- Set up a book club following the Marcus Rashford book club: <https://literacytrust.org.uk/resources/marcus-rashford-book-club/>
- Pre-order *The Breakfast Club Adventures* for May 2022 and set up a waiting list to read it.

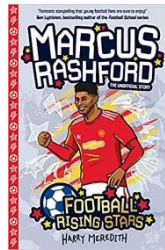


Image credit: Amazon

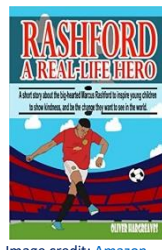


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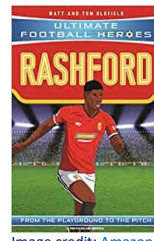


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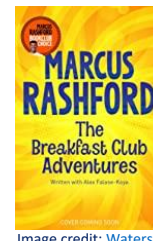


Image credit: Waterstones

What Can you tell me about Marcus Rashford?



Image credit: Premier Skills English - British Council



Image credit: Scotsman



Image credit: I love Manchester



Image credit: Sky Sports



Image credit: Literacy Trust



Image credit: Sky Sports

What can you tell me about:

Places

United Academy and Wythenshawe

Football skills

five-yard dashes; step-overs; kick-ups; Cruyff turns and the half turn

People

Ronaldinho; Cristiano Ronaldo; Wayne Rooney; Lionel Messi and Muhammad Ali (Vietnam War)

Session 2: Pre Read Two Resource

Name _____

I've never heard it before.	I've heard it but don't know what it means.	I can put it in a sentence.	I can tell you a synonym.	I can give you a definition.

Reading Resource 2

Session 3: Guided Read Resource

Name: _____

Vocabulary

Write a definition of the word **setback**:

Draw a pictoword for the word **hectic**:

Write an antonym for **accomplishment**:

Use the word **debut** in a sentence:

Identify the word.

Identify what you need to do.
E.g. find a synonym, find and copy, find the meaning

Read the word aloud.

Read the word in the sentence or sentences.

Choose and use a strategy:

- Use context clues
- Categorise
- Substitute a synonym
- Use etymology
- Make an inference

Decide on the meaning or word(s).

Check your choice makes sense in the context.

Reading Resource 3



Which of these words is closest in meaning to ***dream big*** in the context *Good things come from you dreaming big...?*

Circle one

have thoughts be ambitious have imagination

Nothing is ***plain sailing*** at the top.

What do the words *plain sailing* mean?

Within this sentence:

There will be setbacks, rough patches and times when you want to quit, tear it all up and start again.

What other word or words could the author have used instead of 'rough patches'?

Tick two boxes.

- tricky moments
- high points
- difficulties
- moments of excitement

Read the paragraph about Muhammad Ali.

Find and copy the word that means *raising spirits*.

Winning the World Heavyweight Title three times is an incredible ***feat*** that no one has bettered in over 40 years...

What does the word *feat* mean?

Session 5: Treasure Chest

Name: _____

What is the effect of Marcus Rashford writing key quotes and messages in bold and different font types?



According to the text, at what age did Marcus Rashford receive the booklet of football skills?



What's the main point in the paragraph about Muhammad Ali that starts, *'If you want to become the best boxer...'*

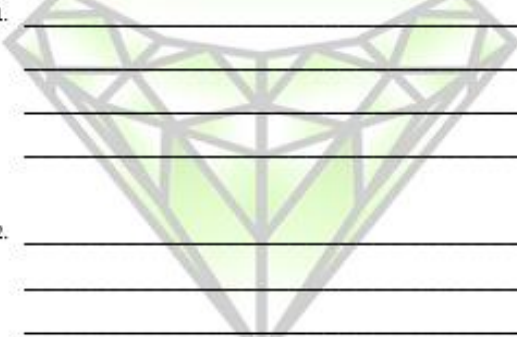


Would you like to read more books like this?
Explain your answer.

Yes No



What two impressions do you get of Muhammad Ali from page 63 and 64?



1. _____

2. _____

Reading Resource 5