

Year 6AK Guided Reading	Extract title: World War Two	Genre: Non- fiction	Date: 8/1/2024	Spring 1: Week 1
Pre-teach vocabulary/Background knowledge	Vocab/Summary/Organisation/Analysis Questions	Retrieval/Inference/deduction/language choices		
<p>alliances Allies Axis escalated significant military Luftwaffe Blitz crucial evacuation preventing potential morale civilians rationing distributed surrendered infrastructure pivotal democracy cooperation sacrifices</p>	<p>What does the term "Blitz" refer to in the context of World War Two? Define the term "evacuation" as used in the text.</p> <p>Briefly explain the significance of the Battle of Britain during World War Two. Summarize the impact of World War Two on infrastructure globally.</p> <p>How does the text organise information about World War Two? Do you think the text provides a comprehensive overview of the impact of World War Two? Explain your answer. Why do you think the Battle of Britain was a significant event in World War Two?</p>	<p>When did World War Two begin? What was the aim of Operation Pied Piper? How did rationing contribute to the war effort in the UK?</p> <p>Briefly explain the significance of the Battle of Britain during World War Two. Summarize the impact of World War Two on infrastructure globally.</p> <p>Compare and contrast the Allies and the Axis Powers during World War Two. In what ways did World War Two shape the future, in terms of international cooperation and technological advancements?</p>		
	Word meaning in context	Sentence stems		
	<p><u>operation</u> This operation, known as Operation Pied Piper, aimed to ensure the safety of the younger generation during the war.</p>	<ul style="list-style-type: none"> ● I think that because ● It says... which makes me think... 		

Monday - Shared Read

Where there is blue highlighting, this is indicative of scaffolding/support for less able readers.

Prior to introducing text:

- Introduce vocabulary that the children are unlikely to be familiar with. Be directive - the children do not need to 'guess' meanings at this point as there will be no context (the text). Use images to support meaning understanding where appropriate. Eg - *a cobbled street* - support understanding by showing an image. Opportunity to **magpie** new vocabulary/use on **vocabulary flower**
- Consider background knowledge. Do the children have the necessary knowledge to access the information in the text? If not, use this part of the session to address this. Eg a text about the seaside - would the children know what 'making a castle' actually means

Introduce the text:

- Through discussion explore the purpose, audience, genre of the text
- Encourage children to notice aspects of the text using sentence stems 'I notice... I think...I wonder...' Model being the curious reader.
- Give children the opportunity to pre-read the text or section of the text which is the focus. This could be a paired read or adult led small-group read for support where needed.

Shared reading of the text/extract:

- Be prepared to read some of the text aloud, modelling fluency (**be the expert**). **Articulate your thinking skills**, eg "I think the character would speak this way because they are sad." or "I can see this word is in bold so I can find our the meaning in the glossary - let's just check that"
- Invite children to read sections. This can be in their heads, aloud, paired, choral. Less confident decoders might do this with an adult or peer. **Whole class guided reading should have a culture of helping, supporting and building on ideas.**

Respond:

- Ask children to consider the following: What did you discover? What are your thoughts/feelings? Tell me something you found interesting or challenging
- Predict if relevant

Monday 8th January, 2024

Guided Reading (Shared Read)

LO: To use punctuation to know when to pause, emphasise words and read with intonation and fluidity.



Reading Target Mat

Year 6

Language choice (2g)

I can say what impressions they get from the words used to describe settings/characters/atmosphere.

I can identify the effect of language, including figurative language.

I can explain and evaluate the effect of a writer's language choices e.g. impact of a word or phrase on the reader.

Comparisons (2h)

I can comment on the success of texts in provoking particular responses (e.g. anger, sadness).

I can identify themes across a range of texts.

I can compare and contrast the styles of individual writers and poets providing examples.

Fluency

I can use punctuation to know when to pause, emphasise words and read with intonation.

I can read with pace and accuracy making sure I self correct where needed.

I can use appropriate tone and volume when reciting or reading aloud to an audience, including when performing poems and plays to an audience.

Bookworm

I can read non-fiction texts to support other curriculum areas.

I can sustain reading for long periods for research or enjoyment.

I can discuss my favourite books and authors giving reasons for my choices.

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and online texts.

Love of reading scale

Aut

1 2 3 4 5 6 7 8 9 10

This term I have read [] books. My favourite author is?

Spr

1 2 3 4 5 6 7 8 9 10

This term I have read [] books. My favourite author is?

Sum

1 2 3 4 5 6 7 8 9 10

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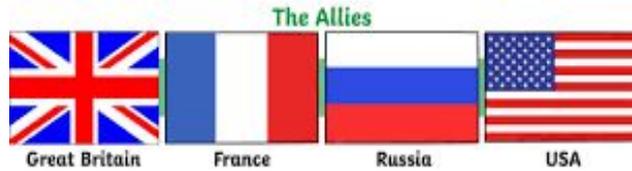
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Background Knowledge



Allies



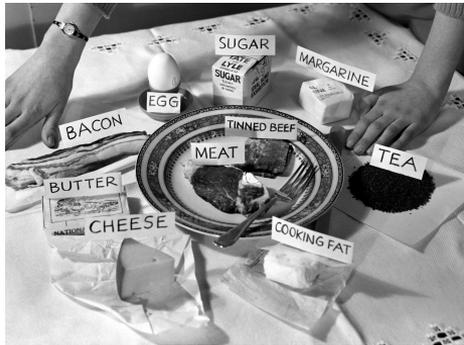
Axis



military



civilians



rationing



evacuation



Blitz



Luftwaffe

Background Knowledge & vocabulary pre-teach



cooperation



infrastructure



distributed



preventing



alliances



surrendered



significant/crucial/
pivotal

Background Knowledge & vocabulary pre-teach

Use the context to work out what the words could be and what they mean.

The RAF successfully defended the country against the German air force, preventing a potential invasion. This victory played a crucial role in boosting and giving hope to the British people during the war.

mood

nothing

shoes

morale

Background Knowledge & vocabulary pre-teach

Use the context to work out what the words could be and what they mean.

The RAF successfully defended the country against the German air force, preventing a potential invasion. This victory played a crucial role in boosting **morale** and giving hope to the British people during the war.

mood

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morale



Vocabulary pre-teach

escalated

Definition: To increase rapidly or to make or become more intense or serious.

Example: The disturbance escalated into a full-scale riot.

Context in the text: From then on, the war **escalated**, and countries from all over the world became involved.

Vocabulary pre-teach

potential

Definition: Having the qualities or abilities that may be developed and lead to future success or usefulness.

Example: She is a young footballer with great potential.

Context in the text: The RAF successfully defended the country against the German air force, preventing a potential invasion.

Vocabulary pre-teach

sacrifices

Definition: To give up (something valued) for the sake of other considerations.

Example: Working hard doesn't mean sacrificing your social life.

Context in the text: The **sacrifices** made during this time should never be forgotten, and the lessons learned should continue to shape our future.

Vocabulary pre-teach

democracy

Definition: A form of government in which power rests with the people, either directly or through elected representatives, like MPs.

Example: In the UK, we live under a democracy.

Context in the text: Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and democracy.

In a moment, we are going to use different reading strategies (teacher read, echo read, partner read and paired practice then performance read) to read the extract.

Before we begin, let's look at our fluency rubric. How will we improve our reading today? How will we use punctuation to know when to pause, when to emphasise words and how will we use our text marking symbols to read with intonation? When it comes to paired reading, we will use our text marking symbols to help us prepare our performance read.

	 Pre-fluency	 Foundations of fluency	 Newly Fluent	 Truly Fluent
Expression and intonation	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonic reading. Pitch sometimes varied – sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrate understanding of voice of text. Consistently speech like.
Phrasing	Word by word reading. Most words equally stressed. Very little awareness of phrase boundaries shown.	Some meaningful phrase reading – some ‘scooping’ of two or three word phrases. Some use of stress for emphasis. Growing syntactic awareness.	Mostly meaningful phrase reading. Some lapses. E.g. stopping to breathe in a long clause. Appropriate use of stress for effect in response to overt cues.	Consistently meaningful phrase reading – phrase, clause and sentence elements reflected in reading.
Fluidity	Laboured reading. Slow in pace. Frequent pauses between words; some unduly long pauses. False starts/restarts and overt decoding.	Choppy reading as phrasing moves beyond simple word-by-word reading. Some overt decoding. Re-reading for problem solving may be present.	Often smooth reading – sometimes less so due to unfamiliar words or more complex language features. Re-reading for problem solving may be present.	Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.
Regard to punctuation	Very little awareness of punctuation shown; attending primarily to word decoding.	Growing awareness of punctuation – boundaries between sentences.	Mostly appropriate response to punctuation – some lapses especially in complex structures.	Consistent and appropriate response to punctuation generally, and to other boundaries in poetry.

How would we use the punctuation to read this part of the text?

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World War Two, also known as the Second World War, was a global conflict that lasted from 1939 to 1945. It involved many countries from all over the world, including the United Kingdom. The war was fought between two main alliances: the Allies, which included the UK, the United States, and the Soviet Union, and the Axis Powers, which included Germany, Italy, and Japan.

Text Marking Symbols UKS2

Symbol	Meaning
//	Longer pause after a . or !
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↑	Increase volume/intonation
↓	Decrease volume
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<<	Decrease pace
	Emphasise this word

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teacher read

The war began on the 1st of September 1939 when Germany invaded Poland. This invasion prompted the UK and France to declare war on Germany. From then on, the war escalated, and countries from all over the world became involved. The UK played a significant role in the war, both through its military actions and by providing support to other countries.

teacher read

During World War Two, the UK faced the threat of German air raids. German planes, known as Luftwaffe, would fly over British cities and drop bombs. This period became known as the Blitz. London, Coventry, and other cities were heavily bombed, causing significant damage and loss of life. However, the British people showed great resilience and determination during this difficult time.

One of the most crucial events of World War Two was the evacuation of children from major cities to the countryside. This was done to protect them from the dangers of bombing raids. Many children were sent away from their families to live with strangers in safer areas. This operation, known as Operation Pied Piper, aimed to ensure the safety of the younger generation during the war.

teacher read

Another significant event was the Battle of Britain. This battle took place in the skies above the UK between the Royal Air Force (RAF) and the Luftwaffe. The RAF successfully defended the country against the German air force, preventing a potential invasion. This victory played a crucial role in boosting morale and giving hope to the British people during the war.

Alongside the military efforts, civilians in the UK were also actively involved in supporting the war effort. People were encouraged to contribute through various means, such as working in factories to produce weapons and munitions or joining civil defence organisations. Rationing was introduced, with food, clothing, and other resources being distributed fairly to ensure everyone had enough.

teacher read

World War Two came to an end on the 2nd of September 1945 when Japan surrendered. The war had devastating consequences, with millions of lives lost and significant damage to infrastructure across the globe. However, it also brought about important changes, such as the creation of the United Nations and advancements in technology and medicine.

Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and democracy. It serves as a reminder of the importance of peace and cooperation among nations. The sacrifices made during this time should never be forgotten, and the lessons learned should continue to shape our future.

World War Two

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## LO: To use punctuation to know when to pause, emphasise words and read with intonation and fluidity.

**paired read** - text mark your text and then practise reading it (partner A start on paragraph 1, partner B start on paragraph 2 and keep alternating. Give each other feedback - be specific and refer to the text marking symbols.

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## Text marking/Partner read/paired practice

**A:** World War Two, also known as the Second World War, was a global conflict that lasted from 1939 to 1945. It involved many countries from all over the world, including the United Kingdom. The war was fought between two main alliances: the Allies, which included the UK, the United States, and the Soviet Union, and the Axis Powers, which included Germany, Italy, and Japan.

**B:** The war began on the 1st of September 1939 when Germany invaded Poland. This invasion prompted the UK and France to declare war on Germany. From then on, the war escalated, and countries from all over the world became involved. The UK played a significant role in the war, both through its military actions and by providing support to other countries.

## Text marking/Partner read/paired practice

**A:** During World War Two, the UK faced the threat of German air raids. German planes, known as Luftwaffe, would fly over British cities and drop bombs. This period became known as the Blitz. London, Coventry, and other cities were heavily bombed, causing significant damage and loss of life. However, the British people showed great resilience and determination during this difficult time.

**B:** One of the most crucial events of World War Two was the evacuation of children from major cities to the countryside. This was done to protect them from the dangers of bombing raids. Many children were sent away from their families to live with strangers in safer areas. This operation, known as Operation Pied Piper, aimed to ensure the safety of the younger generation during the war.

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**B:** Alongside the military efforts, civilians in the UK were also actively involved in supporting the war effort. People were encouraged to contribute through various means, such as working in factories to produce weapons and munitions or joining civil defence organisations. Rationing was introduced, with food, clothing, and other resources being distributed fairly to ensure everyone had enough.

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**B:** Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and democracy. It serves as a reminder of the importance of peace and cooperation among nations. The sacrifices made during this time should never be forgotten, and the lessons learned should continue to shape our future.

# Performance Reading

Let's listen to different pairs perform their reading... As they are reading, think about what feedback you will provide.

- Are they using pauses after punctuation?
- Are they emphasising certain words and phrases?
- How do they use volume to make the reading interesting?

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## Performance Reading: Sentence stems

- When you paused after... it helped...
- Emphasising the word... supported me to...
- You changed the volume... which had the effect of...
- To make your reading more smooth you could...

# I am a good communicator because...

In today's session, have you done any of the following?

- I am a good listener and respond to a speaker
- I can speak confidently to larger groups
- I can build upon the ideas and opinions of others
- I can ask questions to a range of people in different situations



# Reading Target Mat

## Year 6

### Language choice (2g)

I can say what impressions they get from the words used to describe settings/characters/atmosphere.

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### Fluency

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### Bookworm

I can read non-fiction texts to support other curriculum areas.

I can sustain reading for long periods for research or enjoyment.

I can discuss my favourite books and authors giving reasons for my choices.

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and online texts.

### Love of reading scale

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_____

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**Spr**

_____

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This term I have read [ ] books. My favourite author is?

**Sum**

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# Tuesday - Understanding the Text

Where there is blue highlighting, this is indicative of scaffolding/support for less able readers.

## Revisit the text

- Encourage children to verbally summarise
- Provide opportunities for re-reading where necessary. This could be a paired read or adult led small-group read for support where needed.

## Retrieval

- Be explicit. Explain we are going to find information in the text that helps us to understand what is happening or the information that is being given
- Use the 5w's to elicit retrieval of information (who, what, where, when, why)
- Use 'point to'/ 'find and copy' to encourage scanning/skimming skills. Model this. Explain what keywords you might be looking for to locate an answer
- Use true or false/prove it questions
- Encourage using the structure of the text to support retrieval - 'If I want to know more about x, where would I look?'

## Word meaning in context

- Select words or phrases in the text. Read the word/phrase in the sentence. Encourage rich discussion about possible meanings. Encourage/model use of meaning-seeking strategies - eg 'Well this sentence is talking about making the tea so maybe the **hob** is something you might make tea on'
- Explore the impact of words/phrases to encourage authorial intent. Model using sentence stems eg 'The word **distraught** makes me think about how sad the character is feeling. It makes it seem like a much bigger feeling'

This session should be an exploratory, discussion-rich session. There could (but doesn't have to) be a written outcome responding to retrieval questions, word-meaning questions, summary or sequencing questions.

Tuesday 9th January, 2024

# Guided Reading (Re-read)

**LO: To give the  
meaning of words in  
context**



# Reading Target Mat Year 6

## Word meaning (2a)

I can find and copy a word or a group of words that means the same as....

I can match the underlined word in a sentence to the correct definition.

I can give the meaning of words in certain sentences (words with more than one meaning).

## Inference (2d)

I can refer to the text to support inferences about characters/setting/action (how can you tell).

I can refer to the text to support predictions and opinions (What evidence is there to suggest?).

I can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using APE Answer-prove-explain.

## Retrieval (2b)

I can quote from the text to answer a retrieval question with more than one answer (Give 3 things).

I can identify and explain the difference between fact and opinion.

I can skim and scan non-fiction and fiction texts at speed for research/ to answer questions.

I can give reasons for their retrieval answers - back up quote from the text.

## Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

I can support my predictions with a quote from the text using APE Answer-prove-explain.

## Summarise (2c)

I can summarise key information from different parts of a text.

I can text mark to make research efficient and fast..

I can organise information or evidence appropriately.

## Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

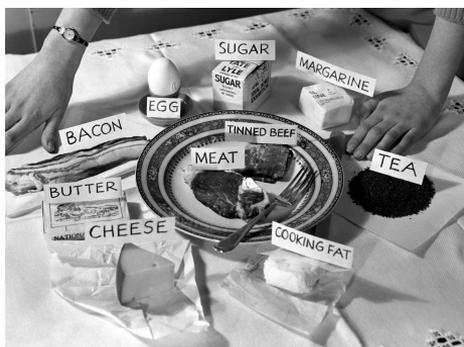
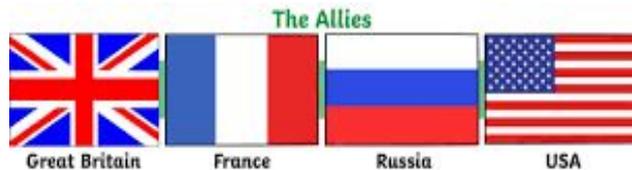
Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between  
1-10 WTS  
11-20 EXS  
21-30- GDS

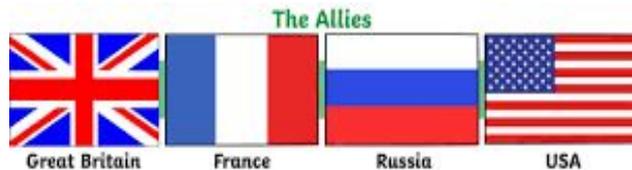
Remember to achieve these statements you must be reading an age appropriate text



# TTYP: What vocabulary and background knowledge can you recall?



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Allies



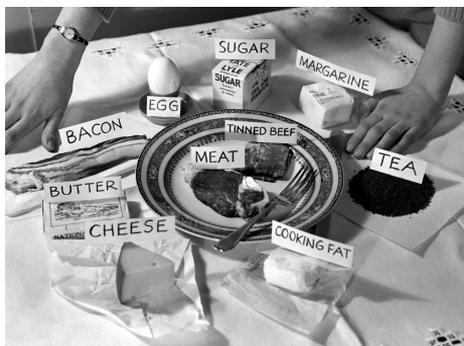
Axis



military



civilians



rationing



evacuation

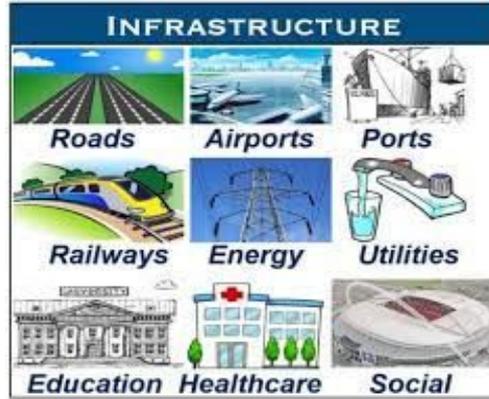


Blitz



Luftwaffe

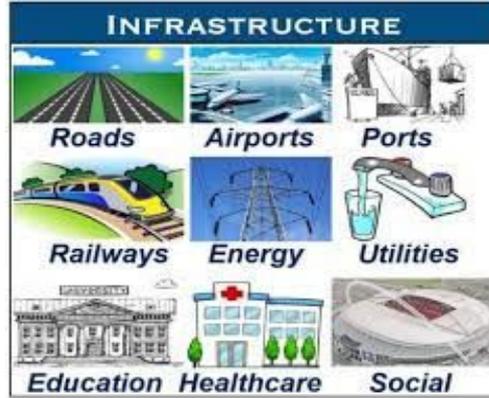
# Background Knowledge & vocabulary recall



# Background Knowledge & vocabulary recall



cooperation



infrastructure



distributed



preventing



alliances



surrendered



significant/crucial/  
pivotal

## Background Knowledge & vocabulary pre-teach

This victory played a crucial role in boosting  and giving hope to the British people during the war.

From then on, the war , and countries from all over the world became involved.

The RAF successfully defended the country against the German air force, preventing a  invasion.

escalated

potential

morale

# Background Knowledge & vocabulary pre-teach

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Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and .

democracy

sacrifices

## teacher read/echo read

### **World War Two**

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The war began on the 1st of September 1939 when Germany invaded Poland. This invasion prompted the UK and France to declare war on Germany. From then on, the war escalated, and countries from all over the world became involved. The UK played a significant role in the war, both through its military actions and by providing support to other countries.

## echo read

During World War Two, the UK faced the threat of German air raids. German planes, known as Luftwaffe, would fly over British cities and drop bombs. This period became known as the Blitz. London, Coventry, and other cities were heavily bombed, causing significant damage and loss of life. However, the British people showed great resilience and determination during this difficult time.

One of the most crucial events of World War Two was the evacuation of children from major cities to the countryside. This was done to protect them from the dangers of bombing raids. Many children were sent away from their families to live with strangers in safer areas. This operation, known as Operation Pied Piper, aimed to ensure the safety of the younger generation during the war.

## echo read

Another significant event was the Battle of Britain. This battle took place in the skies above the UK between the Royal Air Force (RAF) and the Luftwaffe. The RAF successfully defended the country against the German air force, preventing a potential invasion. This victory played a crucial role in boosting morale and giving hope to the British people during the war.

Alongside the military efforts, civilians in the UK were also actively involved in supporting the war effort. People were encouraged to contribute through various means, such as working in factories to produce weapons and munitions or joining civil defence organisations. Rationing was introduced, with food, clothing, and other resources being distributed fairly to ensure everyone had enough.

## partner practice and performance read

World War Two came to an end on the 2nd of September 1945 when Japan surrendered. The war had devastating consequences, with millions of lives lost and significant damage to infrastructure across the globe. However, it also brought about important changes, such as the creation of the United Nations and advancements in technology and medicine.

Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and democracy. It serves as a reminder of the importance of peace and cooperation among nations. The sacrifices made during this time should never be forgotten, and the lessons learned should continue to shape our future.

## Teacher model

In your own words, explain what the words 'military' and 'civilian' mean.

'The UK played a significant role in the war, both through its military actions and by providing support to other countries.'

'Alongside the military efforts, civilians in the UK were also actively involved in supporting the war effort. People were encouraged to contribute through various means, such as working in factories to produce weapons and munitions or joining civil defence organisations.'

Military means being part of the armed forces.

Civilian means ordinary people that are not in the armed forces.

Tuesday 9th January 2024

LO: To give the meaning of words in context

1. Can you match the words with their meanings?

democracy	To give up (something valued) for the sake of other considerations.
sacrifice	To increase rapidly or to make or become more intense or serious.
escalate	Having the qualities or abilities that may be developed and lead to future success or usefulness.
potential	A form of government in which power rests with the people, either directly or through elected representatives, like MPs.

2. What does the term "Blitz" refer to in the context of World War Two?
3. Find and copy the word that means 'helping people to escape to a place of safety.'
4. In your own words, explain what the words 'military' and 'civilian' mean.

Tuesday 9th January 2024

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4. In your own words, explain what the words 'military' and 'civilian' mean.

## Check

1. Can you match the words with their meanings?

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escalate	Having the qualities or abilities that may be developed and lead to future success or usefulness.
potential	A form of government in which power rests with the people, either directly or through elected representatives, like MPs.

2. What does the term "Blitz" refer to in the context of World War Two?  
The period during WW2 when the UK was attacked by the German air force. The German planes (Luftwaffe), would fly over British cities and drop bombs.
3. Find and copy the word that means 'helping people to escape to a place of safety.'  
Evacuation
4. In your own words, explain what the words 'military' and 'civilian' mean.  
Military means the armed forces, including soldiers and vehicles and machinery used such as tanks and guns. Civilians are ordinary members of the public that are not in the military.

# Reading Target Mat Year 6

## Word meaning (2a)

I can find and copy a word or a group of words that means the same as....

I can match the underlined word in a sentence to the correct definition.

I can give the meaning of words in certain sentences (words with more than one meaning).

## Inference (2d)

I can refer to the text to support inferences about characters/setting/action (how can you tell).

I can refer to the text to support predictions and opinions (What evidence is there to suggest?).

I can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using APE Answer-prove-explain.

## Retrieval (2b)

I can quote from the text to answer a retrieval question with more than one answer (Give 3 things).

I can identify and explain the difference between fact and opinion.

I can skim and scan non-fiction and fiction texts at speed for research/ to answer questions.

I can give reasons for their retrieval answers - back up quote from the text.

## Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

I can support my predictions with a quote from the text using APE Answer-prove-explain.

## Summarise (2c)

I can summarise key information from different parts of a text.

I can text mark to make research efficient and fast..

I can organise information or evidence appropriately.

## Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between  
1-10 WTS  
11-20 EXS  
21-30- GDS

Remember to achieve these statements you must be reading an age appropriate text



Wednesday 10th January 2024

## Guided Reading (Delving Deeper)

**LO: To refer to the text to retrieve information and to summarise key points.**



# Wednesday - Delving Deeper

Where there is blue highlighting, this is indicative of scaffolding/support for less able readers.

## Revisit the text

- Encourage children to verbally summarise
- Provide opportunities for re-reading focus sections of the text where necessary. This could be a paired read or adult led small-group read for support where needed.

## Inference/Deduction/Prediction

- Encourage deeper thinking through inference-style discussion. **Model using evidence from the text** 'It think x because in the text it says...'
- Make comparisons within the text - focus on mood shifts/changes of theme
- Model thinking/speaking like a reader and reference the author 'I think the author wants me to feel .... because it says...'
- Draw links to experiences 'if I were there, I would...' using evidence from the text to justify opinions
- Model making predictions using evidence from the text eg 'I think the character will be successful because it has described how determined he/she is when he/she did...'

**There should be lots of opportunities for discussion in this session. There will be a written outcome responding to inference questions emphasising use of evidence from the text to support answers.**

**Question/s should elicit extended responses (think 3 mark questions)**

**Sentence stems/modelled examples could be used to scaffold responses.**

**Children could work as a focus group and complete this task as a guided activity.**

# Reading Target Mat Year 6

## Word meaning (2a)

I can find and copy a word or a group of words that means the same as...

I can match the underlined word in a sentence to the correct definition.

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## Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

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I can summarise key information from different parts of a text.

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## Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

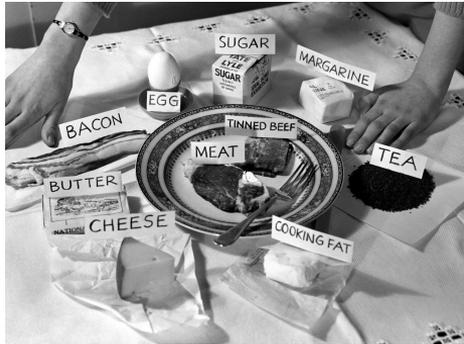
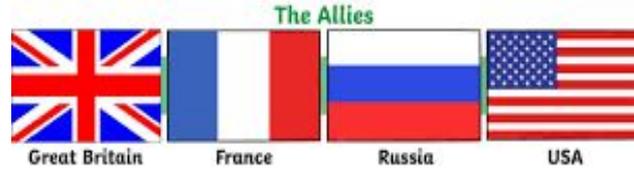
Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between  
1-10 WTS  
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21-30- GDS

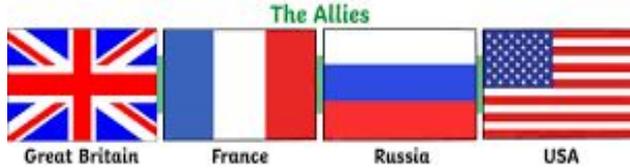
Remember to achieve these statements you must be reading an age appropriate text



# Vocabulary and background knowledge recall



# Vocabulary and background knowledge recall



Allies



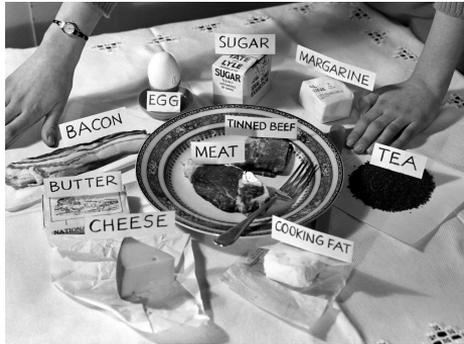
Axis



military



civilians



rationing



evacuation

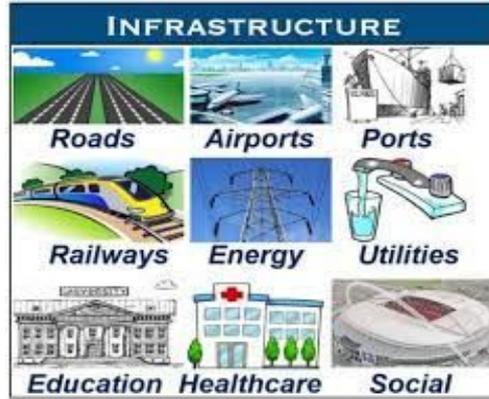


Blitz



Luftwaffe

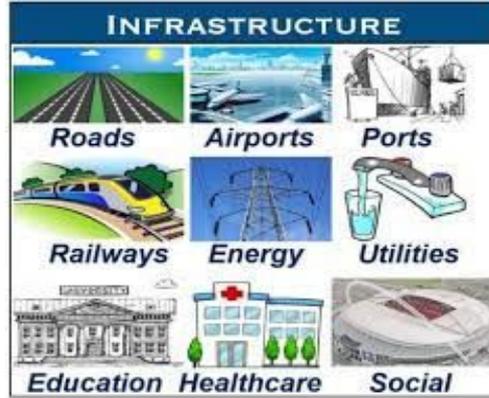
# Background Knowledge & vocabulary recall



# Background Knowledge & vocabulary recall



cooperation



infrastructure



distributed



preventing



alliances



surrendered



significant/crucial/  
pivotal

This victory played a crucial role in boosting  and giving hope to the British people during the war.

From then on, the war  and countries from all over the world became involved.

The RAF successfully defended the country against the German air force, preventing a  invasion.

The  made during this time should never be forgotten, and the lessons learned should continue to shape our future.

Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and

.

This victory played a crucial role in boosting **morale** and giving hope to the British people during the war.

From then on, the war **escalated**, and countries from all over the world became involved.

The RAF successfully defended the country against the German air force, preventing a **potential** invasion.

The **sacrifices** made during this time should never be forgotten, and the lessons learned should continue to shape our future.

Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and **democracy**.

## teacher read/echo read

### **World War Two**

World War Two, also known as the Second World War, was a global conflict that lasted from 1939 to 1945. It involved many countries from all over the world, including the United Kingdom. The war was fought between two main alliances: the Allies, which included the UK, the United States, and the Soviet Union, and the Axis Powers, which included Germany, Italy, and Japan.

The war began on the 1st of September 1939 when Germany invaded Poland. This invasion prompted the UK and France to declare war on Germany. From then on, the war escalated, and countries from all over the world became involved. The UK played a significant role in the war, both through its military actions and by providing support to other countries.

## echo read

During World War Two, the UK faced the threat of German air raids. German planes, known as Luftwaffe, would fly over British cities and drop bombs. This period became known as the Blitz. London, Coventry, and other cities were heavily bombed, causing significant damage and loss of life. However, the British people showed great resilience and determination during this difficult time.

One of the most crucial events of World War Two was the evacuation of children from major cities to the countryside. This was done to protect them from the dangers of bombing raids. Many children were sent away from their families to live with strangers in safer areas. This operation, known as Operation Pied Piper, aimed to ensure the safety of the younger generation during the war.

## teacher read - be ready to jump in (follow with ruler)

Another significant event was the Battle of Britain. This battle took place in the skies above the UK between the Royal Air Force (RAF) and the Luftwaffe. The RAF successfully defended the country against the German air force, preventing a potential invasion. This victory played a crucial role in boosting morale and giving hope to the British people during the war.

Alongside the military efforts, civilians in the UK were also actively involved in supporting the war effort. People were encouraged to contribute through various means, such as working in factories to produce weapons and munitions or joining civil defence organisations. Rationing was introduced, with food, clothing, and other resources being distributed fairly to ensure everyone had enough.

## choral read

World War Two came to an end on the 2nd of September 1945 when Japan surrendered. The war had devastating consequences, with millions of lives lost and significant damage to infrastructure across the globe. However, it also brought about important changes, such as the creation of the United Nations and advancements in technology and medicine.

Today, World War Two is remembered as a pivotal event in history, a time when people came together to fight against evil and defend freedom and democracy. It serves as a reminder of the importance of peace and cooperation among nations. The sacrifices made during this time should never be forgotten, and the lessons learned should continue to shape our future.

## Model

Summarise the impact of World War Two on infrastructure globally.

***‘World War Two came to an end on the 2nd of September 1945 when Japan surrendered. The war had devastating consequences, with millions of lives lost and significant damage to **infrastructure** across the globe. However, it also brought about important changes, such as the creation of the United Nations and advancements in technology and medicine.’***

World War Two caused significant damage to infrastructure globally. Many lost their lives. However, it led to the creation of the UN which led to advances in technology and medicine.

## Model

Summarise the impact of World War Two on infrastructure globally.

***‘World War Two came to an end on the 2nd of September 1945 when Japan surrendered. The war had devastating consequences, with millions of lives lost and significant damage to infrastructure across the globe. However, it also brought about important changes, such as the creation of the United Nations and advancements in technology and medicine.’***

World War Two caused significant damage and destruction and resulted in millions of lives being lost.

Wednesday 10th January 2024

LO: To refer to the text to retrieve information and to summarise key points.

1. When did World War Two begin?
2. What was the objective of Operation Pied Piper?
3. Briefly explain the significance of the Battle of Britain during World War Two.
4. Summarise the impact of World War Two on infrastructure globally.
5. Number the order in which the following information is organised in the text. The first one has been done for you.

Discussing significant events such as the Blitz, evacuation, the Battle of Britain, and the role of civilians.	
Concluding by stating the overall impact and remembrance of the war.	
Informing the reader when the war ended and some key consequences.	
An introduction, explaining when the war was and who was involved	1

Wednesday 10th January 2024

LO: To refer to the text to retrieve information and to summarise key points.

1. When did World War Two begin?
2. What was the objective of Operation Pied Piper?
3. Briefly explain the significance of the Battle of Britain during World War Two.
4. Summarise the impact of World War Two on infrastructure globally.
5. Number the order in which the following information is organised in the text. The first one has been done for you.

Discussing significant events such as the Blitz, evacuation, the Battle of Britain, and the role of civilians.	
Concluding by stating the overall impact and remembrance of the war.	
Informing the reader when the war ended and some key consequences.	
An introduction, explaining when the war was and who was involved	1

1. When did World War Two begin?
2. What was the objective of Operation Pied Piper?
3. Briefly explain the significance of the Battle of Britain during WW2.
4. Summarise the impact of World War Two on infrastructure globally.
5. Number the order in which the following information is organised in the text. The first one has been done for you.

Discussing significant events such as the Blitz, evacuation, the Battle of Britain, and the role of civilians.	
----------------------------------------------------------------------------------------------------------------	--

Concluding by stating the overall impact and remembrance of the war.	
----------------------------------------------------------------------	--

Informing the reader when the war ended and some key consequences.	
--------------------------------------------------------------------	--

An introduction, explaining when the war was and who was involved	1
-------------------------------------------------------------------	---

## Check

1. When did World War Two begin? 1st of September 1939.
2. What was the objective of Operation Pied Piper? To protect children from bombing raids by evacuating them from major cities to safer areas in the countryside.
3. Briefly explain the significance of the Battle of Britain during WW2. The Battle of Britain was a significant event as it involved the Royal Air Force (RAF) defending the UK against the German Luftwaffe, preventing a potential invasion. The RAF's victory boosted morale and provided hope to the British people.
4. Summarise the impact of World War Two on infrastructure globally. World War Two caused significant damage to infrastructure globally, resulting in the loss of lives and devastating consequences. However, it also led to the creation of the United Nations, as well as advancements in technology and medicine.

## Check

Discussing significant events such as the Blitz, evacuation, the Battle of Britain, and the role of civilians.	2
Concluding by stating the overall impact and remembrance of the war.	4
Informing the reader when the war ended and some key consequences.	3
An introduction, explaining when the war was and who was involved	1

# Reading Target Mat Year 6

## Word meaning (2a)

I can find and copy a word or a group of words that means the same as...

I can match the underlined word in a sentence to the correct definition.

I can give the meaning of words in certain sentences (words with more than one meaning).

## Inference (2d)

I can refer to the text to support inferences about characters/setting/action (how can you tell).

I can refer to the text to support predictions and opinions (What evidence is there to suggest?).

I can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using APE Answer-prove-explain.

## Retrieval (2b)

I can quote from the text to answer a retrieval question with more than one answer (Give 3 things).

I can identify and explain the difference between fact and opinion.

I can skim and scan non-fiction and fiction texts at speed for research/ to answer questions.

I can give reasons for their retrieval answers - back up quote from the text.

## Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

I can support my predictions with a quote from the text using APE Answer-prove-explain.

## Summarise (2c)

I can summarise key information from different parts of a text.

I can text mark to make research efficient and fast..

I can organise information or evidence appropriately.

## Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between  
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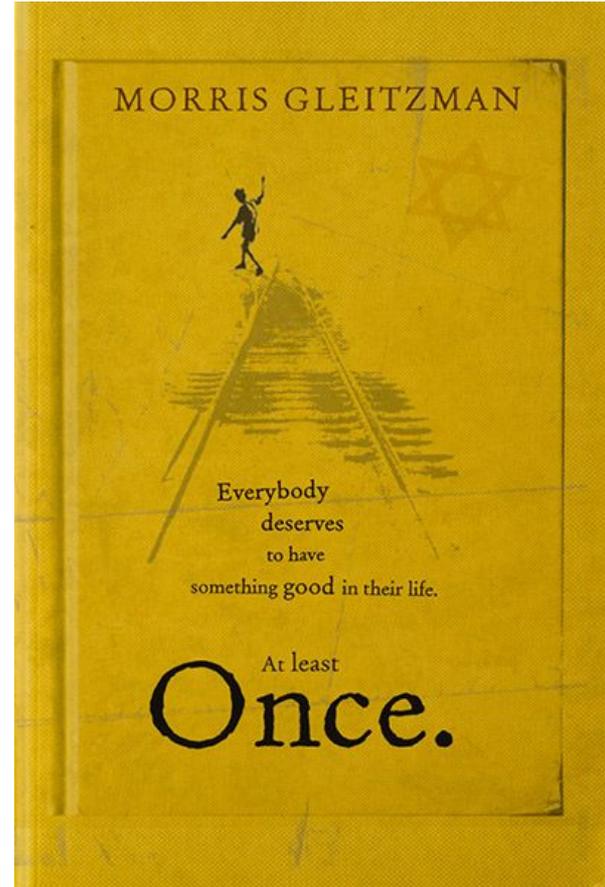
Remember to achieve these statements you must be reading an age appropriate text



Thursday 11th January 2024

# Guided Reading (IRE)

**LO: To refer to the text to  
support inferences about  
characters, setting or  
action**



# Teacher read/echo read/jump in

## Chapter 1

Once I was living in an orphanage in the mountains and I shouldn't have been and I almost caused a riot.

It was because of the carrot.

You know how when a nun serves you very hot soup from a big metal pot and she makes you lean in close so she doesn't drip and the steam from the pot makes your glasses go all misty and you can't wipe them because you're holding your dinner bowl and the fog doesn't clear even when you pray to God, Jesus, the Virgin Mary, the Pope and Adolf Hitler?

That's happening to me.

## Teacher read/echo read/jump in

Somehow I find my way towards my table. I use my ears for navigation. Dodie who always sits next to me is a loud slurper because of his crooked teeth. I hold my bowl above my head so other kids can't pinch my soup while I'm fogged up and I use Dodie's slurping noises to guide me in. I feel for the edge of the table and put my bowl down and wipe my glasses.

That's when I see the carrot.

It's floating in my soup, huge among the flecks of cabbage and the tiny blobs of pork fat and the few lonely lentils and the bits of grey plaster from the kitchen ceiling. A whole carrot.

I can't believe it. Three years and eight months I've been in this orphanage and I haven't had a whole carrot in my dinner bowl once. Neither has anyone else.

## Teacher read/echo read/jump in

Even the nuns don't get whole carrots, and they get bigger servings than us kids because they need the extra energy for being holy. We can't grow vegetables up here in the mountains. Not even if we pray a lot. It's because of the frosts. So if a whole carrot turns up in this place, first it gets admired, then it gets chopped into enough pieces so that sixty-two kids, eleven nuns and one priest can all have a bit.

I stare at the carrot.

At this moment I'm probably the only kid in Poland with a whole carrot in his dinner bowl. For a few seconds I think it's a miracle. Except it can't be because miracles only happened in ancient times and this is 1942.

## Teacher read/echo read/jump in

Then I realise what the carrot means and I have to sit down quick before my legs give way.

I can't believe it. At last. Thank you God, Jesus, Mary, the Pope and Adolf Hitler, I've waited so long for this.

It's a sign. This carrot is a sign from Mum and Dad. They've sent my favourite vegetable to let me know their problems are finally over. To let me know that after three long years and eight long months things are finally improving for Jewish booksellers. To let me know they're coming to take me home. Yes.

Dizzy with excitement, I stick my fingers into the soup and grab the carrot. Luckily the other kids are concentrating on their own dinners, spooning their soup up hungrily and peering into their bowls in case there's a speck of meat there, or a speck of rat poo.

## Teacher read/echo read/jump in

I have to move fast. If the others see my carrot there'll be a jealousy riot. This is an orphanage. Everyone here is meant to have dead parents. If the other kids find out mine aren't dead, they'll get really upset and the nuns here could be in trouble with the Catholic head office in Warsaw for breaking the rules.

'Felix Saint Stanislaus.'

I almost drop the carrot. It's Mother Minka's voice, booming at me from the high table. Everyone looks up.

'Don't fiddle with your food, Felix,' says Mother Minka. 'If you've found an insect in your bowl, just eat it and be grateful.'

The other kids are all staring at me. Some are grinning. Others are frowning and wondering what's going on. I try not to look like a kid who's just slipped a carrot into his pocket.

## Teacher read/echo read/jump in

I'm so happy I don't care that my fingers are stinging from the hot soup. Mum and Dad are coming at last. They must be down in the village. They must have sent the carrot up here with Father Ludwik to surprise me.

When everyone has gone back to eating, I give Mother Minka a grateful smile. It was good of her to make a joke to draw attention away from my carrot.

There were two reasons Mum and Dad chose this orphanage, because it was the closest and because of Mother Minka's goodness. When they were bringing me here, they told me how in all the years Mother Minka was a customer of their bookshop, back before things got difficult for Jewish booksellers, she never once criticised a single book. Mother Minka doesn't see my smile, she's too busy glaring at the Saint Kazimierz table, so I give Sister Elwira a grateful smile too. Sister Elwira doesn't

## Teacher read/echo read/jump in

Mother Minka doesn't see my smile, she's too busy glaring at the Saint Kazimierz table, so I give Sister Elwira a grateful smile too. Sister Elwira doesn't notice either because she's too busy serving the last few kids and being sympathetic to a girl who's crying about the amount of ceiling plaster in her soup.

They're so kind, these nuns. I'll miss them when Mum and Dad take me home and I stop being Catholic and go back to being Jewish.

'Don't you want that?' says a voice next to me.

Dodie is staring at my bowl. His is empty. He's sucking his teeth and I can see he's hoping my soup is up for grabs.

Over his shoulder, Marek and Telek are sneering.

'Grow up, Dodek,' says Marek, but in his eyes there's a flicker of hope that he might get some too.

## Teacher read/echo read/jump in

Part of me wants to give my soup to Dodie because his mum and dad died of sickness when he was three. But these are hard times and food is scarce and even when your tummy's stuffed with joy you still have to force it down.

I force it down. Dodie grins. He knew I'd want it. The idea that I wouldn't is so crazy it makes us both chuckle.

Then I stop. I'll have to say goodbye to everyone here soon. That makes me feel sad. And when the other kids see Mum and Dad are alive, they'll know I haven't been truthful with them. That makes me feel even sadder.

I tell myself not to be silly. It's not like they're my friends, not really. You can't have friends when you're leading a secret life. With friends you might get too relaxed and blurt stuff out and then they'll know you've just been telling them a story.

## Teacher read/echo read/jump in

But Dodie feels like my friend. While I finish my soup I try to think of a good thing I can do for him. Something to show him I'm glad I know him. Something to make his life here a bit better after I've gone, after I'm back in my own home with my own books and my own mum and dad.

I know exactly what I can do for Dodie. Now's the moment. The bath selection has just started. Mother Minka is standing at the front, checking Jozef all over for dirt. He's shivering. We're all shivering. This bathroom is freezing, even now in summer.

Probably because it's so big and below ground level. In ancient times, when this convent was first built, this bathroom was probably used for ice-skating. Mother Minka flicks her tassel towards the dormitory.

Jozef grabs his clothes and hurries away, relieved.

'Lucky pig,' shivers Dodie.

## Teacher read/echo read/jump in

I step out of the queue and go up to Mother Minka.

‘Excuse me, Mother,’ I say.

She doesn’t seem to notice me. She’s peering hard at Borys, who’s got half the playing field under his fingernails and toenails. And a fair bit of it in his armpits. I can see Mother Minka is about to flick her tassel towards the bath. Oh no, I’m almost too late.

Then Mother Minka turns to me.

‘What is it?’ she says.

‘Please, Mother,’ I say hurriedly. ‘Can Dodek be first in the bath?’

The boys behind me in the queue start muttering. I don’t glance back at Dodie.

I know he’ll understand what I’m trying to do.

‘Why?’ says Mother Minka.

I step closer. This is between me and Mother Minka.

## Teacher read/echo read/jump in

‘You know how Dodek’s parents died of sickness,’ I say. ‘Well Dodek’s decided he wants to be a doctor and devote his life to wiping out sickness all over the world. The thing is, as a future doctor he’s got to get used to being really hygienic and washing himself in really hot and clean water.’

I hold my breath and hope Dodie didn’t hear me. He actually wants to be a pig-slaughterer and I’m worried he might say something.

Mother Minka looks at me.

‘Get to the back of the queue,’ she says.

‘He really needs to be first in the bath every week,’ I say. ‘As a doctor.’

‘Now,’ booms Mother Minka.

I don’t argue. You don’t with Mother Minka. Nuns can have good hearts and still be violent.

## Teacher read/echo read/jump in

As I pass Dodie he gives me a grateful look. I give him an apologetic one. I know he wouldn't mind about the doctor story. He likes my stories. Plus I think he'd be a good doctor. Once, after he pulled the legs off a fly, he managed to stick a couple back on.

Ow, this stone floor is really cold on bare feet.

That's something Dodie could do in the future. Design bathroom heating systems. I bet by the year 2000 every bathroom in the world will be heated. Floors and everything. With robots to pick the twigs and grit out of the bathwater.

Look at that, Borys is the first one in and the water's brown already. I can imagine what it'll be like when I finally get in. Cold, with more solid bits in it than our soup.

## Teacher read/echo read/jump in

I close my eyes and think about the baths Mum and Dad used to give me. In front of the fire with clean water and lots of warm wet cuddles and lots and lots of stories.

I can't wait to have a bath like that again.

Hurry up, Mum and Dad.

## Model (I do)

*‘Then I realise what the carrot means and I have to sit down quick before my legs give way. I can’t believe it. At last. Thank you God, Jesus, Mary, the Pope and Adolf Hitler, I’ve waited so long for this.’*

This evidence shows that Felix is excited to find the carrot. I think this because it say ‘I have to si down before my legs give way.’ which means he is weak from excitement like having jelly legs. He’s also thanking important people as it is such a big deal for him.

## Model (We do)

*They've sent my favourite vegetable to let me know their problems are finally over. To let me know that after three long years and eight long months things are finally improving for Jewish booksellers.'*

TTYD: This proves that Jewish booksellers have had a difficult time.

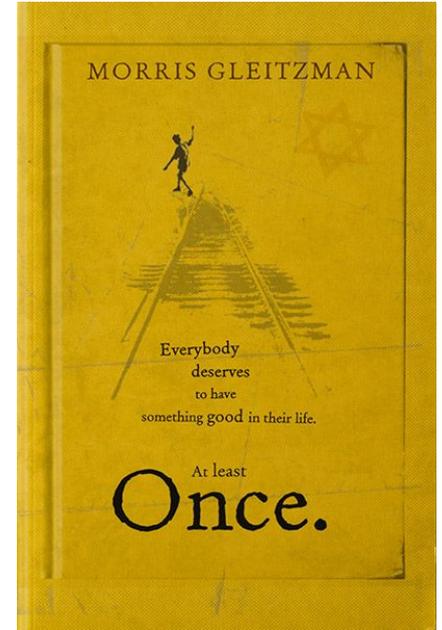
I think this because it says 'things are finally improving' which means previously it has been difficult.

Thursday 11th January 2024

# Guided Reading (IRE)

**LO: To refer to the text to support inferences about characters, setting or action**

Complete the questions in your book.



Thursday 11th January 2024

LO: To refer to the text to support inferences about characters, setting or action (IRE)

*'Then I realise what the carrot means and I have to sit down quick before my legs give way. I can't believe it. At last. Thank you God, Jesus, Mary, the Pope and Adolf Hitler, I've waited so long for this.'*

1. This evidence shows that Felix is excited to find the carrot. I think this because it says... which means...

*'They've sent my favourite vegetable to let me know their problems are finally over. To let me know that after three long years and eight long months things are finally improving for Jewish booksellers.'*

2. This proves that Jewish booksellers have had a difficult time. I think this because it says... which means...

Thursday 11th January 2024

LO: To refer to the text to support inferences about characters, setting or action (IRE)

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Thursday 11th January 2024

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1. This evidence shows that Felix is excited to find the carrot. I think this because it says... which means...

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**Thursday 11th January 2024**

**LO: To refer to the text to support inferences about characters, setting or action (IRE)**

*'Then I realise what the carrot means and I have to sit down quick before my legs give way. I can't believe it. At last. Thank you God, Jesus, Mary, the Pope and Adolf Hitler, I've waited so long for this.'*

1. What do you think Felix feels here? Refer to the evidence above. I think he feels... because it says... which means...

*'They've sent my favourite vegetable to let me know their problems are finally over. To let me know that after three long years and eight long months things are finally improving for Jewish booksellers.'*

2. What does this tell us about how life has been for Jewish booksellers? Refer to this evidence in your answer. I think it has been.... For Jewish booksellers. I know this because it says...
3. Why do you think Felix asks Mother Minka if Dodie could be the first in the bath? Refer to the text to support your answer.

**Thursday 11th January 2024**

**LO: To refer to the text to support inferences about characters, setting or action (IRE)**

*'Then I realise what the carrot means and I have to sit down quick before my legs give way. I can't believe it. At last. Thank you God, Jesus, Mary, the Pope and Adolf Hitler, I've waited so long for this.'*

1. What do you think Felix feels here? Refer to the evidence above. I think he feels... because it says... which means...

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3. Why do you think Felix asks Mother Minka if Dodie could be the first in the bath? Refer to the text to support your answer.

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2. What does this tell us about how life has been for Jewish booksellers? Refer to this evidence in your answer. I think it has been... For Jewish booksellers. I know this because it says...
3. Why do you think Felix asks Mother Minka if Dodie could be the first in the bath? Refer to the text to support your answer.

## Check

*'Then I realise what the carrot means and I have to sit down quick before my legs give way. I can't believe it. At last. Thank you God, Jesus, Mary, the Pope and Adolf Hitler, I've waited so long for this.'*

1. This evidence shows that Felix is excited to find the carrot. I think this because it says... which means...

This evidence shows that Felix is excited to find the carrot. I think this because it says 'before my legs give way' which means he is so excited he feels giddy and weak and he is also thanking important people and that he has waited a long time.

*'They've sent my favourite vegetable to let me know their problems are finally over. To let me know that after three long years and eight long months things are finally improving for Jewish booksellers.'*

2. This proves that Jewish booksellers have had a difficult time. I think this because it says... which means...

This proves that Jewish booksellers have had a difficult time. I think this because it says 'things are finally improving for Jewish booksellers' which means things must have been bad for a long time.

# Reading Target Mat Year 6

## Word meaning (2a)

I can find and copy a word or a group of words that means the same as....

I can match the underlined word in a sentence to the correct definition.

I can give the meaning of words in certain sentences (words with more than one meaning).

## Inference (2d)

I can refer to the text to support inferences about characters/setting/action (how can you tell).

I can refer to the text to support predictions and opinions (What evidence is there to suggest?).

I can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using APE Answer-prove-explain.

## Retrieval (2b)

I can quote from the text to answer a retrieval question with more than one answer (Give 3 things).

I can identify and explain the difference between fact and opinion.

I can skim and scan non-fiction and fiction texts at speed for research/ to answer questions.

I can give reasons for their retrieval answers - back up quote from the text.

## Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

I can support my predictions with a quote from the text using APE Answer-prove-explain.

## Summarise (2c)

I can summarise key information from different parts of a text.

I can text mark to make research efficient and fast..

I can organise information or evidence appropriately.

## Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between  
1-10 WTS  
11-20 EXS  
21-30- GDS

*Remember to achieve these statements you must be reading an age appropriate text*



Friday 12th January 2024

Guided Reading  
(Cracking Comprehension  
- Pre-read/text marking)

**LO: To use textmarking  
to support reading  
aloud in the  
appropriate tone and  
volume**



# Friday - Cracking Comprehension

Where there is blue highlighting, this is indicative of scaffolding/support for less able readers.

## Vocabulary/Background knowledge

### Read the text

- Encourage children to verbally summarise
- Provide opportunities for re-reading focus sections of the text where necessary. This could be a paired read or adult led small-group read for support where needed.

### Text Marking

### Vocabulary

- Encourage deeper thinking through inference-style discussion. **Model using evidence from the text** 'It think x because in the text it says...'

**There should be lots of opportunities for discussion in this session. There will be a written outcome responding to inference questions emphasising use of evidence from the text to support answers.**

...dictionaries using evidence from the text eg 'I think the character will be successful because it has described how determined he/she is when he/she did...'

**Question/s should elicit extended responses (think 3 mark questions)**

**Sentence stems/modelled examples could be used to scaffold responses.**

**Children could work as a focus group and complete this task as a guided activity.**

Find the text in your book. (Or stick in the text on the left and the questions (for next week) on the right if you don't already have them).

### **Shine by Jill Paton Walsh**

*Planet Earth is dying. Some children have been evacuated on a spaceship and have arrived on the planet Shine, which is to be their new home. The children ran forward over the open expanse of land before them, shouting.*

And at once we were limping, crying, and hopping back. We were still wearing the soft ship slippers we had been given to keep down the noise in the corridors of the spacecraft, and the pretty grey grass and flowers had cut through the thin leather at once, and cut our feet. The Guide ordered the crate of boots to be brought from the store and unpacked. Someone fetched ointment and sticking plaster. Meanwhile, we stopped and picked the sharp plants, which broke easily in our fingers when gathered; they seemed to be made of glass, sharp and shining like jewels.

But as soon as we all had boots on, we could walk over them safely, for the growth was crushed beneath the soles as fragile and crunchy to walk on as the frost-stiffened grass of winter on Earth.

# Vocabulary & background knowledge



evacuated



expanse of land



ointment



rivulet

	 <b>Pre-fluency</b>	 <b>Foundations of fluency</b>	 <b>Newly Fluent</b>	 <b>Truly Fluent</b>
Expression and intonation	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonic reading. Pitch sometimes varied – sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrate understanding of voice of text. Consistently speech like.
Phrasing	Word by word reading. Most words equally stressed. Very little awareness of phrase boundaries shown.	Some meaningful phrase reading – some ‘scooping’ of two or three word phrases. Some use of stress for emphasis. Growing syntactic awareness.	Mostly meaningful phrase reading. Some lapses. E.g. stopping to breathe in a long clause. Appropriate use of stress for effect in response to overt cues.	Consistently meaningful phrase reading – phrase, clause and sentence elements reflected in reading.
Fluidity	Laboured reading. Slow in pace. Frequent pauses between words; some unduly long pauses. False starts/restarts and overt decoding.	Choppy reading as phrasing moves beyond simple word-by-word reading. Some overt decoding. Re-reading for problem solving may be present.	Often smooth reading – sometimes less so due to unfamiliar words or more complex language features. Re-reading for problem solving may be present.	Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.
Regard to punctuation	Very little awareness of punctuation shown; attending primarily to word decoding.	Growing awareness of punctuation – boundaries between sentences.	Mostly appropriate response to punctuation – some lapses especially in complex structures.	Consistent and appropriate response to punctuation generally, and to other boundaries in poetry.

	 <b>Pre-fluency</b>	 <b>Foundations of fluency</b>	 <b>Newly Fluent</b>	 <b>Truly Fluent</b>
Expression and intonation	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonous reading. Pitch sometimes varied – sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrate understanding of voice of text. Consistently speech like.

‘Yeah, that was the best film I’ve ever seen!’

‘Yeah I really enjoyed that dinner.’

Partner A, read the sentence like it was really a good film. Partner B, read it like it was actually the worst film! How does your voice change? Which words do you emphasise?

# Listening Questions

As I read the text, listen out for information that could help you answer the following questions...

Q1: Why weren't the children wearing their boots when they landed?

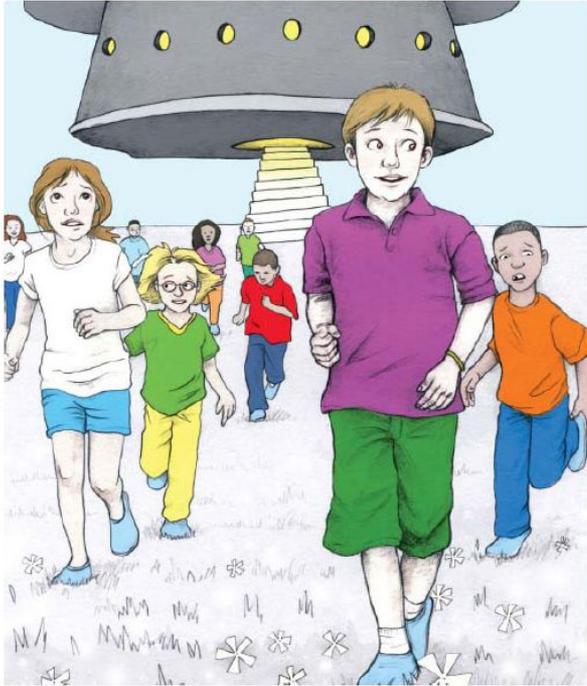
Q2: Explain what the author meant by “the lake ... did not move, or ruffle, even enough to shake the curtains of reflected mountain and reflected sky that hung in it” (paragraph 3).

Q3: What is the strongest image in your mind of this planet? Why?

Teacher 1st read

## Shine by Jill Paton Walsh

*Planet Earth is dying. Some children have been evacuated on a spaceship and have arrived on the planet Shine, which is to be their new home. The children ran forward over the open expanse of land before them, shouting.*



And at once we were limping, crying, and hopping back. We were still wearing the soft ship slippers we had been given to keep down the noise in the corridors of the spacecraft, and the pretty grey grass and flowers had cut through the thin leather at once, and cut our feet. The Guide ordered the crate of boots to be brought from the store and unpacked. Someone fetched ointment and sticking plaster. Meanwhile, we stopped and picked the sharp plants, which broke easily in our fingers when gathered; they seemed to be made of glass, sharp and shining like jewels.

But as soon as we all had boots on, we could walk over them safely, for the growth was crushed beneath the soles as fragile and crunchy to walk on as the frost-stiffened grass of winter on Earth.

# Teacher 1st read

We all walked over the crisp and sparkling frost plain, down toward the shores of the lake. It took an hour to reach it. The lake shore was a wide silver beach, made of soft, bright sand, like grains of worn-down glass. And all the time we walked toward the lake, it did not move, or ruffle, even enough to shake the curtains of reflected mountain and reflected sky that hung in it. And though the air smelled good and sweet to breathe, it was windless, and as still as the air in a deep cave underground. Only the little rivulet that followed us across to the lake to the crag valley where the ship had lodged moved; it chuckled gently from stone to stone, and sparkled as brightly as the glass leaves and grass.



When we got to the beach, Pattie went to look where it joined the lake, to see if it would make some splash or ripples for just a little way, but it seemed to slide beneath the surface at once and made only the faintest ripple ring, quickly dying in the brilliant mirror of the lake.

'I think we may be lucky,' said the Guide. 'I think this place is good.'

## Text Marking Symbols UKS2

Symbol	Meaning
//	Longer pause after a . or !
/	Shorter pause after a ,
↑	Increase volume/intonation
↓	Decrease volume
>>	Increase pace
<<	Decrease pace
	Emphasise this word

Listen to me read and watch how I mark the text. (under the visualiser - next slide)

# Shine by Jill Paton Walsh

*Planet Earth is dying. Some children have been evacuated on a spaceship and have arrived on the planet Shine, which is to be their new home. The children ran forward over the open expanse of land before them, shouting.*

Now, discuss with your partner and complete your text marking for the rest of the text.. Remember to practise how you will read it aloud.

## Teacher model



Symbol	Meaning
//	Longer pause after a . or !
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↑	Increase volume/intonation
↓	Decrease volume
>>	Increase pace
<<	Decrease pace
~~~~~	Emphasise this word

Paired performance read – use the symbols to help you!

As the pairs are reading,
think about what feedback
you will provide!

Shine by Jill Paton Walsh

Pair A

Planet Earth is dying. Some children have been evacuated on a spaceship and have arrived on the planet Shine, which is to be their new home. The children ran forward over the open expanse of land before them, shouting.

Pair B

And at once we were limping, crying, and hopping back. We were still wearing the soft ship slippers we had been given to keep down the noise in the corridors of the spacecraft, and the pretty grey grass and flowers had cut through the thin leather at once, and cut our feet. The

Pair C

Guide ordered the crate of boots to be brought from the store and unpacked. Someone fetched ointment and sticking plaster. Meanwhile, we stopped and picked the sharp plants, which broke easily in our fingers when gathered; they seemed to be made of glass, sharp and shining like jewels.

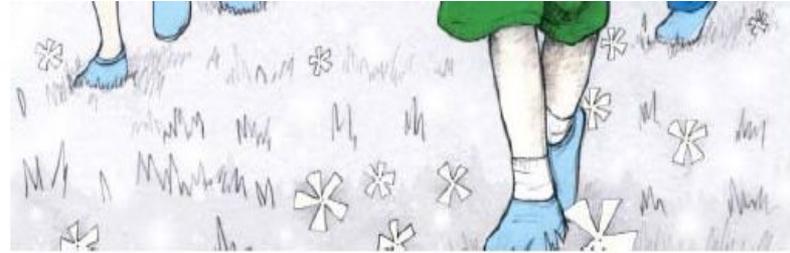
Pair D

But as soon as we all had boots on, we could walk over them safely, for the growth was crushed beneath the soles as fragile and crunchy to walk on as the frost-stiffened grass of winter on Earth.

Paired performance read - use the symbols to help you!

Pair E

We all walked over the crisp and sparkling frost plain, down toward the shores of the lake. It took an hour to reach it. The lake shore was a wide silver beach, made of soft, bright sand, like grains of worn-down glass. And all the time we walked toward the lake, it did not move, or ruffle, even enough to shake the curtains of reflected



Pair F

mountain and reflected sky that hung in it. And though the air smelled good and sweet to breathe, it was windless, and as still as the air in a deep cave underground. Only the little rivulet that followed us across to the lake to the crag valley where the ship had lodged moved; it chuckled gently from stone to stone, and sparkled as brightly as the glass leaves and grass.

Pair G

When we got to the beach, Pattie went to look where it joined the lake, to see if it would make some splash or ripples for just a little way, but it seemed to slide beneath the surface at once and made only the faintest ripple ring, quickly dying in the brilliant mirror of the lake.

Pair H

'I think we may be lucky,' said the Guide. 'I think this place is good.'

Reading Target Mat Year 6

Fluency

I can use punctuation to know when to pause, emphasise words and read with intonation.

I can read with pace and accuracy making sure I self correct where needed.

I can use appropriate tone and volume when reciting or reading aloud to an audience, including when performing poems and plays to an audience.

Language choice (2g)

I can say what impressions they get from the words used to describe settings/characters/atmosphere.

I can identify the effect of language, including figurative language.

I can explain and evaluate the effect of a writer's language choices e.g. impact of a word or phrase on the reader.

Bookworm

I can read non-fiction texts to support other curriculum areas.

I can sustain reading for long periods for research or enjoyment.

I can discuss my favourite books and authors giving reasons for my choices.

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and online texts.

Comparisons (2h)

I can comment on the success of texts in provoking particular responses (e.g. anger, sadness).

I can identify themes across a range of texts.

I can compare and contrast the styles of individual writers and poets providing examples.

Love of reading scale

Aut

1 2 3 4 5 6 7 8 9 10

This term I have read [] books. My favourite author is?

Spr

1 2 3 4 5 6 7 8 9 10

This term I have read [] books. My favourite author is?

Sum

1 2 3 4 5 6 7 8 9 10

This term I have read [] books. My favourite author is?

Reflect on our learning today. What feedback have you provided? How do you know you have become a better reader? What are you doing now that you weren't doing before?

Now I use my voice to...
I emphasise words by...
I use volume to...
An example of how I did this was...



Next week, we will recap the text from today and answer some questions.

Friday 19th January 2024

Guided Reading
(Cracking Comprehension
- Pre-read/text marking)

**LO: To use textmarking
to support reading
aloud in the
appropriate tone and
volume**



Reading Target Mat Year 6

Word meaning (2a)

I can find and copy a word or a group of words that means the same as....

I can match the underlined word in a sentence to the correct definition.

I can give the meaning of words in certain sentences (words with more than one meaning).

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I can refer to the text to support inferences about characters/setting/action (how can you tell).

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Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

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Summarise (2c)

I can summarise key information from different parts of a text.

I can text mark to make research efficient and fast..

I can organise information or evidence appropriately.

Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between
1-10 WTS
11-20 EXS
21-30- GDS

Remember to achieve these statements you must be reading an age appropriate text



TTYP: Vocabulary & background knowledge recall



TTYB: Vocabulary & background knowledge recall



evacuated



expanse of land



ointment



rivulet

Teacher re-read - follow with your ruler and be prepared to jump in!

Shine by Jill Paton Walsh

Planet Earth is dying. Some children have been evacuated on a spaceship and have arrived on the planet Shine, which is to be their new home. The children ran forward over the open expanse of land before them, shouting.

And at once we were limping, crying, and hopping back. We were still wearing the soft ship slippers we had been given to keep down the noise in the corridors of the spacecraft, and the pretty grey grass and flowers had cut through the thin leather at once, and cut our feet. The Guide ordered the crate of boots to be brought from the store and unpacked. Someone fetched ointment and sticking plaster. Meanwhile, we stopped and picked the sharp plants, which broke easily in our fingers when gathered; they seemed to be made of glass, sharp and shining like jewels.

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When we got to the beach, Pattie went to look where it joined the lake, to see if it would make some splash or ripples for just a little way, but it seemed to slide beneath the surface at once and made only the faintest ripple ring, quickly dying in the brilliant mirror of the lake.

‘I think we may be lucky,’ said the Guide. ‘I think this place is good.’

Meaning, Retrieval and Summary Questions

- 6 The language used to describe Shine is very positive, but there are some subtle indicators that it may not all be perfect. Identify **two** of them.

2f

2 marks

- 1 What was unusual about the grass and flowers?

2b

1 mark

- 5 In the book, the children name the planet "*Shine*". Give **two** reasons from the text why that is appropriate.

2c

2 marks

Meaning, Retrieval and Summary Questions

- 6 The language used to describe Shine is very positive, but there are some subtle indicators that it may not all be perfect. Identify **two** of them.

2f

2 marks

- The children's first experience on it is of being hurt, making them cry.
- The use of the connective "though" before "the air smelled good and sweet to breathe" (lines 21-22) implies that there is something disquieting about it.
- The use of the word "dying" to explain how the chuckling rivulet joins the lake.

Meaning, Retrieval and Summary Questions

1 What was unusual about the grass and flowers?

The grass and flowers had cut the children's feet.

2b

1 mark

Meaning, Retrieval and Summary Questions

- 5 In the book, the children name the planet “*Shine*”. Give **two** reasons from the text why that is appropriate.

- The plants were “sharp and shining like jewels” (line 12).
- They walked for an hour “over the crisp and sparkling frost plain” (line 16).
- The rivulet “sparkled as brightly as the glass leaves and grass” (lines 25–26).
- The lake is a “brilliant mirror” (line 29)

2c



2 marks

Inference Questions

2 Why do you think the children ran at the beginning of this extract?

2d

1 mark

4. What do you think made the Guide say, "*I think we may be lucky. I think this place is good*" (paragraph 5)?

Explain **two** ideas, using evidence from the text to support your answer.

2d

3 marks

Inference Questions

2 Why do you think the children ran at the beginning of this extract?

- They were excited.
- They wanted to explore.
- They had been cooped up in the spaceship.

2d



1 mark

Inference Questions

4. What do you think made the Guide say, *“I think we may be lucky. I think this place is good”* (paragraph 5)?
Explain **two** ideas, using evidence from the text to support your answer.

It was pretty: “pretty grey grass and flowers”; “wide silver beach”; “soft, bright sand”; “curtains of reflected mountain and reflected sky”; “the brilliant mirror of the lake”.

It had water: “The lake shore was a wide silver beach”; “the little rivulet ... chuckled gently”.

It was calm: “the lake, it did not move or ruffle”; “it was windless, and as still as the air in a deep cave underground”.

It had air: “the air smelled good and sweet to breathe”.

There was space for the children to run around/ for the people to build houses: “the open expanse of land”; “It took an hour to reach it (the lake)”; “was a wide silver beach”.

2d



3 marks

Vocabulary Questions

3 “the open expanse of land before them”

Choose **one** word that is closest in meaning to “*expanse*” in this context.

width

universe

growth

area

2a

1 mark

Vocabulary Questions

3 “the open expanse of land before them”

Choose **one** word that is closest in meaning to “*expanse*” in this context.

width

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growth

area

2a

1 mark

Reading Target Mat Year 6

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Inference (2d)

I can refer to the text to support inferences about characters/setting/action (how can you tell).

I can refer to the text to support predictions and opinions (What evidence is there to suggest?).

I can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using APE Answer-prove-explain.

Retrieval (2b)

I can quote from the text to answer a retrieval question with more than one answer (Give 3 things).

I can identify and explain the difference between fact and opinion.

I can skim and scan non-fiction and fiction texts at speed for research/ to answer questions.

I can give reasons for their retrieval answers - back up quote from the text.

Predict (2e)

I can make realistic predictions based on knowledge from text or what is implied..

I can support my predictions with a quote from the text using APE Answer-prove-explain.

Summarise (2c)

I can summarise key information from different parts of a text.

I can text mark to make research efficient and fast..

I can organise information or evidence appropriately.

Structure (2f)

I can discuss the purpose and organisation of different fiction texts evaluating their success.

I can discuss the range of organisational features used in non fiction text and how they contribute to the overall effect of the text .

Tick and date 3x then highlight in green to show you have achieved the target

At the end of the year if you have highlighted between
1-10 WTS
11-20 EXS
21-30- GDS

Remember to achieve these statements you must be reading an age appropriate text



Text Marking Symbols UKS2

Symbol	Meaning
//	Longer pause after a . or !
/	Shorter pause after a ,
↑	Increase volume/intonation
↓	Decrease volume
>>	Increase pace
<<	Decrease pace
	Emphasise this word

Listen to me read and watch how I mark the text. (under the visualiser - next slide)