

You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss

There is no such thing
as a child who hates
to read; there are
only children who have
not found the right
book.

Frank Serafini

"THERE'S NO SUCH THING
AS A KID WHO HATES
READING. THERE ARE KIDS
WHO LOVE READING, AND
KIDS WHO ARE READING
THE WRONG BOOKS."
JAMES PATTERSON

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

- Dr. Seuss

Look at the chart and say the colour not the word...

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

16th October
2018

Impact Homework Session

Key Aims -



- To help you to support your child when reading at home;
- To provide you with an insight into different question types;
- To promote comprehension activities.

What is reading comprehension?

Comprehension is the understanding and interpretation of what is read. It is the ability to understand the meaning of the words.

To be able to accurately understand written material, children need to be able to

- (1) decode what they read;
- (2) make connections between what they read and what they already know;
- (3) think deeply about what they have read.

Comprehension questions can come in different forms.

Retrieval

What colour eyes does Gandolf have?

Where did the two characters go?

Which items did they take with them?

Where did Sheree and her Aunty go?

The answer is always in the text in front of you and you are just picking it out!

Practise

Read the text through together.
First, we will answer some retrieval questions.

Practise picking the answer off the page!

Retrieval Questions:

What day does the story take place?

Name three things Emily and her Auntie dodged as they moved through London?

Where did Auntie Jane take Emily to begin with?

Comprehension questions can come in different forms.

Inference

How does Bilbo feel in the opening paragraph?

How would you describe Goldilock's behaviour?

How can you tell that Cinderella is desperate to go to the ball?

You have to read between the lines and use evidence and clues to form an answer!

Inference is a life skill...

We use inference skills to read real-life situations



Olivia could feel _____ because she is _____
meaning _____.

Time to make some inferences...

Practise

1) Read the description of Auntie Jane in the second paragraph. How does this description make the reader feel about her?

Auntie Jane was the Aunty everyone wanted! She was trendy because the text says she wore fashionable clothes. She was fun to be around and appeared to be cool. You feel like you would want to spend time with her!

2) What tells you that it is evening when Auntie Jane and Emily go to the recording studios?

It says, "the sky was darkening."

It also adds, "the buses were turning on their lights," suggesting it is evening.

3) How can you tell that Emily is a big fan of Rosie Ambrose?

She has the singer's face on her duvet.

She hummed the singer's song, showing she knows the tune.

Emily beamed when she saw a poster of the singer, suggesting she adores her.

Comprehension questions can come in different forms.

Choice

What does the word "stormed" tell you about the way the character feels?

Find and copy a word that shows he was hardworking.

Why has the author chosen to use the word disgruntled to describe the character?

You have to use the meaning of each word to help answer questions or explain why the author has chosen to use it.

Q1) London was teeming. What does the word teeming suggest about the city?

Teeming means to be full of, or be swarming with. This suggests London was very crowded.

Q2) What does the word nestled tell you about how Emily and Auntie Jane sat on the train?

Nestled shows that they are sat very closely next to each other. They are snuggled together with little space.

Q3) Find and copy a word from the text that means "a twisted expression on a person's face, often expressing disgust or pain."
Grimace.

Weekly Homework:

One Page of text...

The Lion and the Hare

There was once a brave, young lion, who was as strong as he was swift. His coat shone in the moonlight; his mane glinted like a crown around his head. When he roared, all of the other animals trembled and cowered. He strutted around the plains, king of all he saw.

One afternoon, the lion awoke with a stomach as empty as a cave. There were usually many animals around for him to hunt and eat. Herds of zebras, gazelles and antelopes grazed nearby. Wildebeests and impalas would wander through. Today was different - the plains seemed empty.

For months now, there had been no rain. The waterholes where animals gathered to drink had dried up. Most of the animals had moved north, where the grass was greener and there was more rain.

Suddenly, from the corner of his eye, the lion saw the grass twitching. He turned and saw the tips of two long, brown ears. A hare, he thought. How perfect! An easy meal if there ever was one. Small, maybe, but enough for today. As he was about to approach his prey, his attention was drawn to the plains where he caught sight of an antelope, grazing in the sunshine. The hare

Questions based on retrieval, inference and choice. This format will be used every week.

Retrieval Questions

R) What time of day does the story take place? (1 mark)

R) Which animal was found in the grass? (1 mark)

Inference Questions

I) Describe the lion as a character. **Use evidence from the text to support your answer. (2 marks)**

I) How did the lion make the other animals feel? **Use evidence from the text to support your answer. (2 marks)**

I) How may the lion have felt after he had seen the grass twitching? **Use evidence from the text to support your answer. (2 marks)**

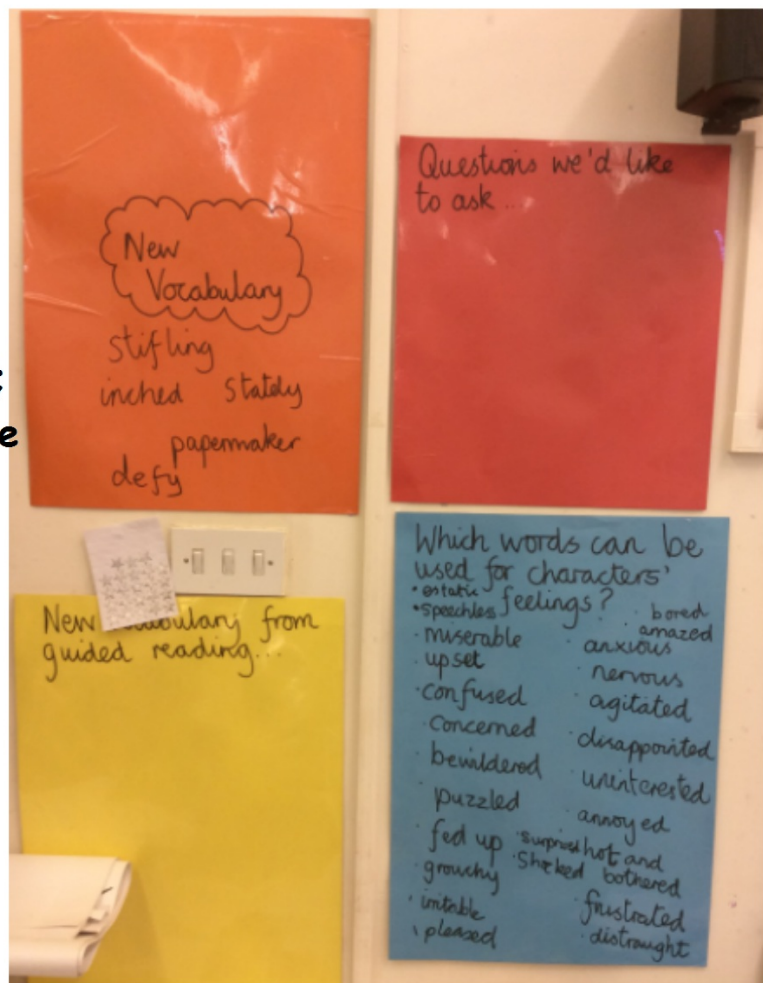
Word meaning Questions

C) Explain the meaning of the word "content" used in the final line of the text. (1 mark)

C) Find and copy a word that means *to give out small pieces of light*. (1 mark)

What can you do to help?

- Make lists of new words;
- Encourage them to make inferences VERBALLY;
- Ask at least one inference question about their text;
- Make lists of character feelings;
- Read TO your children;
- Promote reading as a fun and enjoyable activity.



Reading Diaries

Number	Comments and Signature
9.16 P165 next.	looked at use of figurative language describing each tick of the clock as a huge effort. <i>lk</i>
9.16 Book finished.	Practised summarising skills. woke up extra early just to finish her book! <i>lk</i>
9.16 The Diamond Brothers in... p11 next.	looked at use of color to introduce a quote. <i>lk</i>
9.16 The Diamond Brothers in... p14 next	Now looked at use of a color to add information - an address. <i>lk</i>
16 " " " p21 next.	Discussed use of word 'staggered' <i>lk</i>

Date	Name of Book and Page Number	Comments and Signature
30.9.16	P26 next.	looked at interesting use of verb choice - 'Time brightened'. <i>lk</i>
1.10.16	P29 next	Discussed use of personification - hearing the screams of the engines... <i>lk</i>
2.10.16	P.32 next.	Identified expanded noun phrases in text. <i>lk</i>
3.10.16	P.37 next.	looked at author's choice of language & purpose. 'Someone was on the phone, somewhere building sense of mystery.' <i>lk</i>
4.10.16	" " P47 next.	Excellent retrieval skills tonight <i>lk</i>

Date	Name of Book and Page Number	Comments and Signature
29.9.16	The Troll	① Read on my own.
30.9.16	P62-69	Good expression Koon.
1/10/16	Harry Potter	Read well.
	P112-116	①
3/10/16	P116-118	①

Star Books -

Read three times a week with an adult and questioned at home, then the children enter a draw to win the Frappe Friday.



Reading
Rewards and
Incentives

READY,
STEADY,
READ...

Private Peaceful by Michael Morpurgo

Holes by Louis Sachar

Skellig by David Almond

Tom's Midnight Garden by Phillipa Pearce

A Whisper of Horses by Zillah Bethall

When Hitler Stole Pink Rabbit by Judith Kerr

Wonder by RJ Palacio

EREN by Simon Clark

Pax by Sara Pennypacker

The Fastest Boy in the World By Elizabeth Laird

Book List

In Year 6, we recommend...

- Wonder by R.J. Palacio
- There's a Girl in the Boys Bathroom by Louis Sachar
- Rooftoppers by Katherine Rundell
- The Fastest Boy in the World by Elizabeth Laird
- Eren by Simon P. Clark
- Tom's Midnight Garden by Philippa Pearce
- Carrie's War by Nina Bawden
- The Silver Sword by Ian Serraillier
- Granny by Anthony Horowitz
- The Hobbit by J R R Tolkien
- Once by Morris Gleitzman
- Skellig by David Almond
- Tell me no lies by Malorie Blackman
- When Hitler stole pink rabbit by Judith Kerr
- Maze Runner by James Dashner
- Holes by Louis Sachar
- Artemis Fowl by Eoin Colfer

Questions

Questions taken from the KS2 SATS Paper

- Find and copy one word meaning _____
- Which word most closely matches the meaning of the word _____?
- How can you tell that _____ was _____?
- What impressions of the _____ do you get from reading this paragraph? Give two.
- Write down three things that you are told about....
- Which of these drawings best represents a _____?
- Look at paragraph 2. Why did _____ find it _____ to?
- What did _____ have to do in order to _____?
- Using information from the text, tick one box in each row to show whether each statement is true or false. E.G. True OR False "*Two fam fought for the throne.*" Explain why..
- How do you know that _____ wanted to _____?
- What evidence is there of _____ being _____ in the way s behaved with _____? Give two pieces of evidence.
- Explain what this description suggests about...

