



Reading after Read Write Inc

Our intentions in reading are for children to:

- Develop a love of reading.
- Read for purpose and identify the audience of different genres.
- See themselves as readers.
- Take ownership of their reading choices. Read a range of texts.
- Be able to comprehend across a range of opportunities
- Vary their reading according to the purpose

By the time they leave our academy, children will:

- Love reading!
- Read a variety of texts
- Read regularly
- Read for pleasure and information
- Read independently with sustained concentration
- Talk about texts and record their understanding in a variety of ways
- Engage with ideas, information and themes in texts
- Express preferences about texts they have read
- Apply their reading skills in formal and informal comprehension activities



The Reading Sequence

Our reading offer is based on the 1 hour a day model. This translates to a 40 minute reading session, combined with 20 minutes of class reader / reading for pleasure time. Library time is allocated in addition to this offer.

Over a unit of work children are exposed to a range of activities, covering a full spread of question types and content domains including:

- Literal retrieval
- Inference
- Vocabulary
- Comparison
- Sequencing
- Summarising

Activities are designed to give children the opportunity to discuss, plan and record answers in a range of ways and evidence is gathered in the following forms:

- Video/photos
- Audio
- Written

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Retrieval

or pulled them one at a time when the going was hard. To make matters worse, the sun never rises during a Antarctic winter and torches had not yet been invented so they travelled in almost total darkness. Their clothes were coated in ice, and their reindeer-fur sleeping bags froze so hard that it was a struggle to get into them at night. Temperatures dropped as low as -60°C , but despite this, the men never stopped being kind to each other.

Focus 2b - retrieval

1. How cold can the temperature drop in the Antarctic?
2. What could the men not use to help them see? Why?
3. How fast can the wind blow?
4. What were the men's sleeping bags made from?
5. For how long were the men out in the Antarctic?

-60°C /
Torches because they were frozen and they were -60°C
look at h /

Background knowledge

she races joggers
she was crowned queen in 1952
She is 96 this year
The queen owns all the farms in the UK
She is famous for her corgis
She was crowned in 1953
50,000 corgis were sent from her
She has 2 horses
she is the longest living monarch
heard her sister rode a dog called the doggie
Over 9,000,000 people watched her speech at Christmas

09.09.22 **Retrieval Questions**

Me, my mum and my big brother, Jamal, are going on holiday to see Grammy and Grampy. It feels as though we've been packing **FOREVER** but at last we're ready to go!

1. How many people were going on the holiday?
2. What kind of pet do the family have?
3. What is the name of Rocket's big brother?

I think three people are going on holiday.
A cat.
Jamal.

Pictorial Tasks:

	Paragraph 1	Paragraph 2
How were the men feeling in this paragraph?	Tired / A bit scared / Sick	A bit / Lost / H. angry / Great / Lucky
Which emotion words were used to describe this in the text?	exhausted / starving / when D. is /	Relieved / Calm / I was
Sketch what you imagine the scene that they would look like in each paragraph.		

Pictorial Inference

How does the mother's emotion change in the 4 short sentences at the start of the extract?

A hollow scream 	A curse to those who had left her child to die.
Tattered / A stupid / A stupid / Furious / Mad / Angry 	A nod of calm resignation.
Dizzy / hair - broken 	Calm / & scared

Pictorial Sequencing

Order the story sections using the six boxes above. Illustrate each step of the story - using the text to help you with details.

- Peg walks into the water and becomes a river demon (6)
- The sun is setting over the houses in the valley (1)
- The body floated like a leaf on a pond (5)
- The children returned home dirty and sweaty (2)
- The river was tempting for children to visit (3)
- Agne's mother searched for her daughter (4)

WARNING - DANGER!

If you ever go on the River TWS do not go near the edge!

Image is a warning sign for 2000 century children - advising them what will happen if they go too close to the water's edge.

Carvings include:
- many fish
- a dragon
- a mermaid - about 100
- the sun children like...

A Little Test Run

It was one of those glorious September days when it feels like summer will never end. The sky was a giddy cartoon blue, the breeze was warm and melted strands of hair, and the countryside all around the little village of Snorebury-on-Sea glowed gold, as if King Midas himself had roamed everywhere. It was the perfect day to launch a watermelon out of a tree.

Vocabulary:
glorious
giddy
faintly
launched

Sketch what you imagine the village of Snorebury-on-Sea to look like below.

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Sequencing:

Sequencing

4/6

2. Order the story chronologically from 1 - 6

The men were sent to collect penguin eggs for research.	1 2
The group had to sleep in the open for two nights, nearly freezing to death.	4 1
Cherry, Birdie and Bill were part of Scott's mission to the Antarctic.	2 1 2
Upon returning home, Cherry wrote a book about his expedition.	6 1
After finding some eggs, the men's tent blew away.	3 1
They found their tent lodged between a group of rocks.	5 1

Ranking Activity

Read the first 10 pages of the story.

Warm Up:
Add one word to complete each sentence:

- I have good hopping for a seed.
- When they think I'm not listening, they make...
- You really want to know?

Main Task:
The Bad seed gives a list of things he does which are bad. Can you remember them?

- Work on your own—sort the statements in to order (most to least bad!)
- When you have finished, compare answers with the group—and try to work together to find a final order.
- Use your oracy skills to discuss where you would place each action.
- Stick in your final order.
- Complete the sentence:
I think the worst thing the bad seed does is... I think this because...

Inference:

Inference

3. How do you think the men were feeling in the moment below? Explain your answer.

Blue because the storm is making it harder to go so they will be getting stuck in the storm.

Opinion

4. Based on everything you have read - would you like to be an Antarctic explorer?
Use your prior knowledge to help you answer the question.

No because it would make me die because the storm will push me.

Inference

The Wobbler grew and grew and grew until it was the only thing that Barbara could see or feel. She shook her feet and gave a great big yell. But the Wobbler wasn't going anywhere.

When he got bigger and bigger...

Barbara was stuck in the water...

She is angry because she can't see Barbara. I think she regrets throwing the wobbler because she thinks she's gone to be stuck there for ever.

Independent Questions:

Questions

- Why was Ranulph removed from the SAS?
- What adventures has Ranulph been on? Name three.
- How do you think Ranulph felt when he reached the top of Everest. Use the text to support your answer.
- Do you think Ranulph will continue to explore now that he is an old man? Why?
- How long was the Marathon des Sables?
- Why do you think it took seven years to plan the Transglobe Expedition?
- What is 200kg of food equivalent to?
- How is Ranulph described in the Guinness Book of Records?

*...a very long...
...very...
...because...
...world...
...2 long...
...to...*

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Summary:

Tuesday 10th May 2022
Summary Challenge
 What has happened in the story so far?
 Summarise the story in ten words or less:
 Hint: Don't worry about words yet - write your summary then t reduce it.

t Boy fishing found a weird fish shaped
 because a light

Arvan went fishing and found a big fish
 fish with a big fish

Comparing a character
 Think about how the bad seed has changed over the book as a whole. Try to make a list of comparisons in the grid below—one has been done for you.

Before	After
Stares and glares at everyone. he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed"	holds the door open for everyone. he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed" he says "I'm not a bad seed"