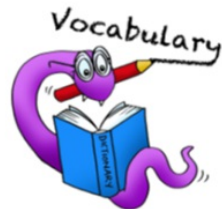


# Lesson 2 - Comprehension

*WALT: explain information from a text.*

<b>V</b>	<b>Vocabulary</b>
<b>I</b>	<b>Interpretation- Prediction</b> <b>Interpretation- Inference</b>
<b>P</b>	<b>Presentation (&amp; performance)</b>
<b>E</b>	<b>Explain- choices</b>
<b>R</b>	<b>Retrieval – Fetch</b>
<b>S</b>	<b>Summarise</b>

## Vocabulary



Find and explain the meaning of words in context.

## Interpretation



### Predict

Predict what might happen from the details given and implied.

### Infer

Make and justify inferences using evidence from the text.

## Presentation



- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Prepare poems and plays to read aloud and to perform- showing understanding through intonation, tone, volume and action.

## Explain - choices



- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

## Retrieve - fetch



Retrieve and record information and identify key details from fiction and non-fiction. |

## Summarise



Summarise the main ideas from more than one paragraph.

*Today's VIPERS are...*

## Explain - choices



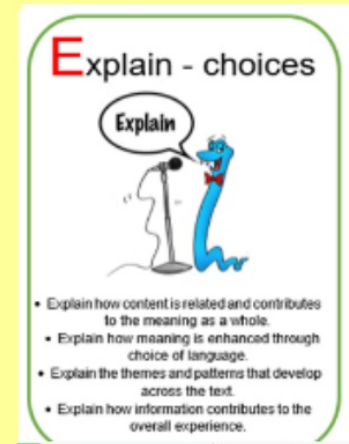
- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

## Lesson 2

WALT: explain information from a text.

Remember!

In year 5, we always turn our questions round so that we can write the question in the answer.



**T** example:

3) How does the author show that Peter is shouting in line 17?

The author shows that Peter is shouting by using exclamation marks. This makes us realise that Peter is exclaiming/shouting to be heard by his mother.

# Lesson 2

WALT: explain information from a text.

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## Hiding Out

Elizabeth Laird is an award-winning author. She has been a full-time writer for over forty years and has written more than 150 books. Her novel *Hiding Out* is about a boy called Peter. He is on holiday with his family in the French countryside when something goes horribly wrong...

Sitting in the cave on a convenient boulder, just beside the spot where he would have had his fireplace if he'd been a caveman, Peter vaguely heard the others' voices approaching and the doors of the two cars opening and slamming shut. Regretfully, he stood up, closed his knife and looked out. Julian was getting into the back seat of the Fletch and Dad and Billie were packing things into the boot.

He drew back out of sight. If the girls were going with Mum, they'd expect him to go with Julian. He'd have to sit in the same car as Dad and Billie, fending off Julian, who was whining on and on about his favourite computer game.

It looked as if Dad would drive off first. He'd wait till they'd gone, then hop into the back seat of their own car, beside Mum.

He turned back into the cave to fetch his things, and picked up the bit of weaving he'd already done. He might as well take it with him. It would remind him of this cave and the life he'd led. This past hour had been the best part of this whole awful holiday.

He stepped outside, his hands full of his things, in time to see his mother jump into her car and start off down the lane. For a moment, he stood still, too shocked to act. Then he dropped everything, and ran forward.

"Mum! Stop! Mum!"

Incredibly, she didn't hear him. The car gained speed. He ran after it, expecting it to stop. It didn't. He was running in dead earnest now, faster than he'd ever run in his life. For a moment he thought he could catch the car up. The gap was closing. He even heard, floating out of the back window, "My boyfriend's name is Fatty. He comes from..."

"Mum!" he shrieked again. But the wheels were rumbling and rolling noisily over the loose surface of the lane, and the car was speeding up. It was racing further and further away. Then it turned a corner, and was out of sight.

Peter's breath was coming in painful heaves. He willed his legs to stop, but they refused. It would be stupid, in any case, to go on running now. He slowed to a trot, then to a walk, and then he stopped.

There was suddenly, all round him, an appalling silence. The only sound was his own sobbing gasps for breath.

An extract from

Stick this on your left hand page

You do!

1 Why do you think Peter stands up "regretfully" (line 3)?

1 mark

2 In your own words, explain how Peter came to be left behind.

2 marks

3 How does the author show that Peter is shouting in line 17?

1 mark

4 The author uses lots of short sentences in lines 18-21. What effect does this have on the reader?

2 marks

5 a. What do you think the word "appalling" means? Check your answer in a dictionary.

1 mark

b. Why do you think the author describes the silence as "appalling" in line 28?

1 mark

Peter was?

2 marks

Remember!

In year 5, we always turn our questions round so that we can write the question in the answer.



### Answers

1. E.g. Because he doesn't want to leave the cave.
2. E.g. He didn't want to travel with his dad and Julian, so he waited for them to leave. He planned to get into his mum's car instead, but she left before he was able to.
3. E.g. By using exclamation marks.
4. E.g. It makes that part of the text seem very dramatic because the short sentences make it seem as if the events are happening very quickly.
5.
  - a. E.g. dreadful; terrible; horrible; frightful
  - b. E.g. Because the silence shows that Peter is all on his own, so it seems dreadful to him.
6. Any appropriate answer. E.g. I think I would feel frightened to be all on my own. I would also feel upset and angry that everyone had left without me.

*Remember that your answers should be in full sentences though!!*