

Guided reading - week 10-11, W/B 29/6/21

Lesson 1

WALT review a pourquoi

Lesson 2

Comprehension - vocabulary (45 minutes)

Lesson 3

Reading for pleasure (30 minutes)

Plus 2 x 30 minutes Class Reader

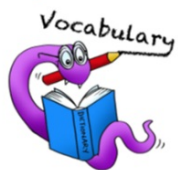
## Lesson 1

## WALT review a Pourquoi

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

## Today's VIPERS...

### 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.

### 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.

## WALT review a Pourquoi

### Lesson 1

*What is a review?*

*What is the purpose of a review?*

*Who is the intended audience of a review?*

## WALT review a Pourquoi

5 mins

We are going to look at this Pourquoi and write a review together. While you are reading it through, look out for the key grammar features that are listed on the success criteria.

### How the Peacock got his colours

Long ago, in a warm forest punctuated with towering evergreens, lived Peacock. In those days, Peacock was as grey as the clouds on a stormy night. From beak to tail, there was not a speck of colour, not even a hint of black or white, just the same shade of powdery grey.

Peacock's lack of colour meant that the other animals often ignored him as he blended into the shadows of the forest. Although this wasn't usually malicious, Peacock still felt a strong sense of loneliness, as if he may as well not exist.

"Sorry, Peacock!" shouted Rhinoceros, as he stomped on Peacock's long tail, "I didn't see you there!"

Peacock sighed. Everyday he sat under his favourite tree, and everyday Rhinoceros trod on him. Although he loved that tree and the way he could nestle into the curve of the bark, he was growing tired of being stepped on. He stood up to find another (quieter) tree to relax against.


"Sorry, Peacock!" shouted Monkey, who swung past him and knocked him off his feet, "I didn't see you there!"

Peacock groaned. His tail was mangled, his head was sore. He thought that perhaps it would be better to sit next to the lake instead. It was less shadowy there, so surely the other animals would see him. Maybe he could even make a friend.

At the lake, Parrot was admiring his feathers in his reflection. "What a pretty bird you are," he squawked to himself. "What beautifully coloured feathers you have."

Peacock timidly sat near Parrot. He had hoped that Parrot could be his new friend for they were both birds, after all. Parrot turned to look at Peacock as he spotted his reflection in the lake.

"Move out of the way, Peacock!" spat Parrot. "You are obscuring my reflection. Why would I want to look at you in the lake, with your dull, grey feathers? You are the ugliest bird I have ever seen! Not a fleck of colour, not even a speck of different shades of grey. Disgusting!"

Success Criteria for a Narrative		SA
	Expanded noun phrases to describe characters and setting	
	Conjunctions to add more detail to description	
	Fronted adverbials for time and place	
	Direct speech punctuation	
	Similes to describe characters and setting	
	A mixture of reporting clauses before and after the speech	
	Synonyms for said	
	Metaphors to describe characters and setting	
	Dialogue conveys character and advances the action	

### WALT review a Pourquoi

First we must write who the Author is? What the title is and what the moral is

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Moral of the story: \_\_\_\_\_

### WALT review a Pourquoi

Now, we need to write a brief description of the Pourquoi (making sure we don't give away any spoilers)  
Then we need to write how they have chosen certain grammar features for effect.



Brief overview:

Metacognition

Effect of grammar features:



(Teacher models)

## WALT review a Pourquoi

Now it is over to you, you are going to be given someone's pourquoi to review. Please be positive about their work!

You must remember to include:

- The author
- The title
- Moral
- Brief overview
- Description of 3 grammar features




## Lesson 2 - Comprehension

WALT: To explain vocabulary using the 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>

**V**ocabulary



Find and explain the meaning of words in context.

**I**nterpretation



**P**redict  
Predict what might happen from the details given and implied.


**I**nfer  
Make and justify inferences using evidence from the text.

**P**resentation



- 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.

**E**xplain - 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.

**R**etrieve - fetch



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

**S**ummarise



Summarise the main ideas from more than one paragraph.

Today's VIPERS are...



## Lesson 2

WALT: To explain vocabulary using the text.

Remember!

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

### Teacher Model (I do)

1) How do you think Cora is feeling in lines 1-4? Explain



## Lesson 2

WALT: To explain vocabulary using the text.

Remember!

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

Shared Model (We do)

2) This extract was written in the present tense, what effect do you think this has on the reader?



## Lesson 2

WALT: To explain vocabulary using the text.

Your go (You do)!

18

### Cora and the King

*Cora and the King is a story about a young girl called Cora whose village is left starving after a drought. After her attempts to beg the King for food fail, Cora joins a plot to overthrow him. When the plot is uncovered, Cora is arrested and taken to the castle to await her trial.*

Cora and her captor eventually arrive at the castle. As she stands before the towering stone walls, her throat feels dry and her hands are trembling so much her shackles begin to clatter. She raises her eyes to the sky and inhales deeply. Greedily, she drinks in the rays of the weak afternoon sun which illuminate her pale skin.

5 "You're right to make the most of it," says a cold, gleeful voice. The castle porter, in the process of opening the great wooden door, pauses to eye her curiously. "You won't be able to enjoy it much longer. The charges against you are stacked about as high as this tower."

Cora remains exactly where she is, and with a quivering voice says, "Even the tallest towers can come tumbling down."

10 The porter scowls at her for a moment before shaking his head. He heaves open the heavy door and leads Cora to a small dingy cell at the base of the castle's tallest tower. As the lock scrapes and the porter's thudding footsteps recede, an oppressive, tomb-like silence sinks into the room. It wraps itself around Cora and seems to press her from all sides.

Cora peers around in the gloom, then stares in astonishment. A thin shaft of light is floating uncertainly in the darkness. She drops to her knees and crawls towards its source. It seems to be coming from under the bed. She wriggles beneath the frame, then jumps as a large spider scuttles out in panic. Undeterred, Cora drags herself further forward and feels along the rugged stone wall. A small wooden hatch! It's bolted from the outside, but a tiny gap is visible where one of the panels has begun to rot. Cora's eyes shine in the darkness. She digs her nails into the softened wood and patiently begins to scrape.

20 \*\*\*

A rabbit lollops along the grass in front of the castle. The first rays of the sun are peeping above the high tower, and a warm pink glow yawns and stretches itself across the cold blue landscape. The rabbit pauses. It watches with interest as a creature emerges from a burrow by the tower. First comes a head with long dark hair; then comes a stocky body. The rabbit waggles its ears and narrows its eyes as the creature twists and squirms and eventually collapses onto the grass. Straightening up, the creature begins to creep around the edge of the castle. The rabbit looks on, puzzled for a moment, then bobs away into the lightening dawn.

Written by Louise McEvoy.

**Glossary**  
castle porter — person responsible for letting people in and out of a castle

Year 5 — Targeted Comprehension © Not to be photocopied

Stick this  
on your  
left hand  
page

Share the questions  
with your partner. You  
should be writing the  
answers in your book  
in FULL sentences!

1 How do you think Cora is feeling in lines 1-4? Explain your answer. 2 marks

2 What do you think Cora means when she says "Even the tallest towers can come tumbling down" (lines 8-9)? 1 mark

3 This extract is written in the present tense. What effect does this have on the reader? 2 marks

4 The phrase "the porter's thudding footsteps" on line 12 is an example of (circle one): 1 mark

a. alliteration b. personification c. onomatopoeia d. a metaphor

active in lines 21-27. in the extract. 2 marks

escape from the castle? Explain your answer. 2 marks

Total out of 10

Year 5 — Targeted Comprehension

# Class Reader

(2 X 30mins)

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



