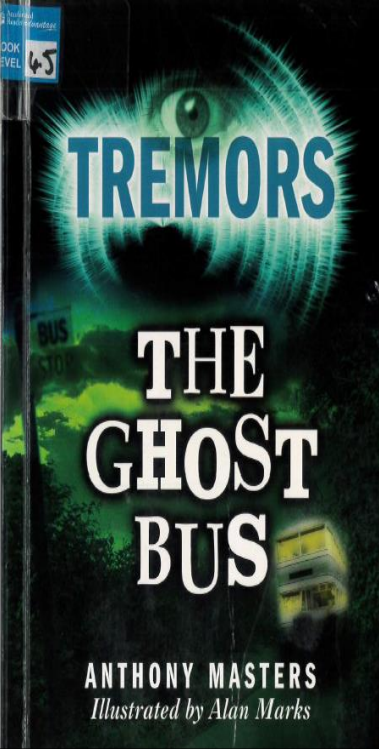


Reading Skill	A successful reader can...	Questions or activities to support at home
Recall and memory	<ul style="list-style-type: none"> -explain what has already happened in the previous part/chapter -use their background knowledge to make links between the text and things they already know from other texts/the world around them 	<ul style="list-style-type: none"> -“What has happened so far/last time?” (interleave by checking after an hour, a day, a few days) -Mini review quiz. Ask 5 questions if reading along with them or see if the book has a quiz on the Accelerated Reader programme: https://ukhosted13.renlearn.co.uk/1928478/Public/RPM/Login/Login.aspx?srcID=s -“This text is about [an evacuee]. What do you already know about [them]?” -“This book is set in [the Victorian times]. Have you read anything similar?” -“This book is about [someone really nervous]. Have you ever felt or experienced something similar?”
Vocabulary	<ul style="list-style-type: none"> -define more challenging words and phrases -come up with alternative words that have a similar meaning (synonyms) -use root words, prefixes and suffixes to try and work out the meaning of a word -use word classes e.g. adverbs, verbs, nouns, adjectives as hints as to the word’s purpose -chunk words into parts -use this language in their own speaking or writing 	<ul style="list-style-type: none"> -Checking a text is the right level/difficulty. As an estimate, a reader should know around 95% of the words in the text already to be able to understand it all. -“What does the word....mean?” -“Is there another way of saying this word?” -“Can we use this word in a different sentence or in another way?” -“Can you break this word down into parts/see a smaller word in the bigger word?” -“This word is describing [the man with the red face] so what could it mean?” -Complete two lessons of Bedrock a week to develop vocabulary: https://app.bedrocklearning.org/ -Word of the day app: https://wordwordapp.com/ to use in conversation or have on display
Gist	<ul style="list-style-type: none"> -can summarise what they have read in a shorter but accurate way -can identify/highlight key parts of a text -recall key facts or knowledge -understand the main message or idea -use topic sentences and paragraph breaks to recognise when the focus has changed 	<ul style="list-style-type: none"> -“Can you explain the main points of what we have just read?” -“What do you think the writer is trying to say/show?” -5 part retell: who are the main characters, where is the text set, what happens at the start, what is the problem, how does the text end -draw or story board what they have read -“If this part of the text was a newspaper headline, what might it say?” -“The next paragraph starts with... so what has the text moved on to?”
Inference	<ul style="list-style-type: none"> -use clues from the text to work out things that the writer doesn’t say in a direct or obvious way -piece together pieces of information to work out what is going on -understand metaphorical or figurative language 	<ul style="list-style-type: none"> -“It says... so what could this show?” -“I think the character sounds upset here. How might we know?” -“Can we really have [a frozen heart]? What do you think the writer means here?” -“What do you think this character is thinking/feeling at this point? Why?”
Aural (reading out loud) and fluency	<ul style="list-style-type: none"> -listen to themselves read -re-read -self correct errors -read with expression e.g. tone, stress, pauses 	<ul style="list-style-type: none"> “Read that part out loud for me” “Could you repeat that sentence? Did you notice anything different the second time?” “You read that sentence as...[repeat back what they just said] does that make sense?” “How do you think that sentence should sound?” “This part is dialogue. How could you change your voice to sound like the character?”

Top tips:

- 20 minutes of reading a day. Have this as a routine with a certain time and/or space. Perhaps a time when phones are put away and you also read.
- praise a child when you spot them doing any of the successful reader bullet points and tell them specifically what they did so that they do it again next time
- model reading by reading a part (perhaps a sentence where there was an error) out loud yourself
- ask your child why they chose that text, what they thought it would be about, what they liked/disliked about it, what interested them etc. to promote reading for pleasure
- check the school website for our suggested reading lists and monthly reading challenge e.g. <https://www.chorltonhigh.manchester.sch.uk/parents/year-pages/year-7> or ask your child to book an appointment with one of the school librarians to suggest a text based on their interests/previous reading



Chapter One



The river was flowing so fast that Jack and Tina were sure it would burst its banks at any moment. Uprooted bushes and small trees, a plastic dustbin, wooden fencing and a road sign were being hurled along by the ferocious current.

Watching from the other side of the road they were afraid and excited at the same time.

The river was so angry, so violent. They had never seen such a fierce torrent before, but Dad had told them that

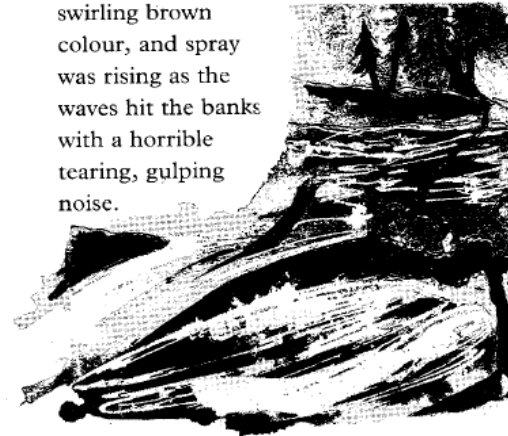


twenty years ago it had actually burst its banks. A boy, who had foolishly been fishing in the raging water, was almost

swept away and drowned. Fortunately, the driver of a passing bus had climbed on to the broad trunk of a fallen oak tree and managed to drag him to safety.

"The old oak tree's still there," said Jack. "But the water's so high you can only just see it."

The river was making a deep roaring sound. The boiling surface was a muddy swirling brown colour, and spray was rising as the waves hit the banks with a horrible tearing, gulping noise.



"If it does flood we won't have to go to school," said Tina. "Then we'll miss the maths test."

"Suppose the water comes into the house?" Even the thought of missing a maths test didn't comfort Jack.

"Come in at once!" yelled their mother, standing on the front step. "It's dangerous out there."

The light outside was fading fast as Jack and Tina



took a last look at the angry river. Its

1. -Why did you choose this book? Have you read anything similar? This could be a series to get in to.
-Based on the cover what do you think might happen? What genre do you think this book is? What are the typical features?
-What do you already know about ghosts? Do you believe in them? How do you think it would feel to be on/see this bus?

2. -What do we learn about the river? Can you list any facts?
-What does it mean when a river "bursts its banks"? Have you ever seen flooding on the news or in your Geography lesson?
-How do we know that the river could be dangerous?
-Why might the characters be both afraid and excited? How would you feel stood there? Why?
-What does the word "ferocious" mean? Have you heard of this word describing anything else before? It is describing the water movement so what could it mean?

3. -Can a river really be angry? So what does the writer mean?
-Can you find any other words on this page linked to the river being angry?
-Has the river flooded before? How do you know?

4. -Did the boy drown? How do you know?
-What do you think it would be like being in the river? Can you use any words from the previous page to show how violent the waters were?
-Why do you think the water was brown?
-What does it mean the water was "boiling"? Does it make sense that it was hot? What else does boiling water do?

5. -Just re-read the mother's speech again with expression. How might she sound?
-Why might the writer tell us it was getting dark? Would that make the situation any worse?

As you can see, it is questioning that makes a huge difference. The more you do this with your child the stronger they will get at internally doing this "on the run" (on their own as they go along).