

# Ensuring Mastery in UKS2

# Reading



# Ensuring Mastery in UKS2 - Reading Cards



## Introduction

This pack of 45 activities is designed to support pupils in achieving the requirements of the UKS2 objectives of the 2014 English National Curriculum. In UKS2, they may be used to ensure that pupils secure and consolidate the key objectives leading to deeper learning and mastery of the objectives. In KS3, they may be used as a catch-up for pupils who require some additional skills building in order to be secondary ready.

Each activity challenges pupils with an open-ended task or investigation that builds on prior learning. Activities 1-22 work towards securing the necessary skills, knowledge and understanding whilst activities 23-45 build on these to ensure consolidation. All activities can be used with any related text, providing flexibility and interest, alongside enjoyment and engagement. A wide range of genre and text types are included to encourage pupils to respond to reading in imaginative and thought-provoking ways. The activities encourage pupils to draw on higher levels of thinking, thus developing higher order reading skills.

Pupils should be encouraged to reflect on their responses using the evaluating section. They should make links to other reading wherever possible and they should be encouraged to consider how this learning will impact on their own writing. Written by literacy expert Jo Skelton, these activity cards offer a wealth of experience in one great resource. Jo has worked as a teacher and advisor and works with schools and other establishments supporting them in the delivery of their English curriculum.

**Written by Jo Skelton**

# Activity 1

## Predicting from the Text



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Understand what they read by predicting what might happen from details stated and implied; asking questions to improve their understanding.

Level: securing UKS2

### Resources

- Book or story that has not been read
- Dictionary and/or thesaurus

### Warming up

DO NOT OPEN YOUR BOOK OR LOOK AT THE BLURB!!!!

Look at the front cover of the text.  
What do you think this story is about?  
What predictions can you make?  
What questions do you have?  
Record them in the bubble on the chart overleaf.

### Main Activity

Read the title. What do you think is going to happen? What predictions can you make? What questions do you have? Record your thoughts on the chart. Open your book. Continue to record your predictions and questions on the chart as you:

- read the first sentence
- read the first paragraph
- look at the first picture (if there is one)
- read the first chapter or page

### Evaluating

What were your initial predictions about the book? How did your predictions change as you read parts of the text? What questions did you ask? How effectively did the questions help you understand the text?

Front Cover

First picture

First sentence

# My Predictions/Asking Questions

Title

First page/chapter

First paragraph

## Activity 2

# The Shape of The Story



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Reading books that are structured in different ways: identifying themes and conventions in and across a wide range of writing, identifying how language, structure and presentation contribute to meaning, providing justifications for their views

Level: securing UKS2

### Resources

- Book or story that has been or is being read
- Examples of story structures (see overleaf)

### Warming up

Summarise the book or story that you have read. Who is the main character? Identify some significant things that happen to the main character in the story. Can you identify the problem and the resolution?

### Main Activity

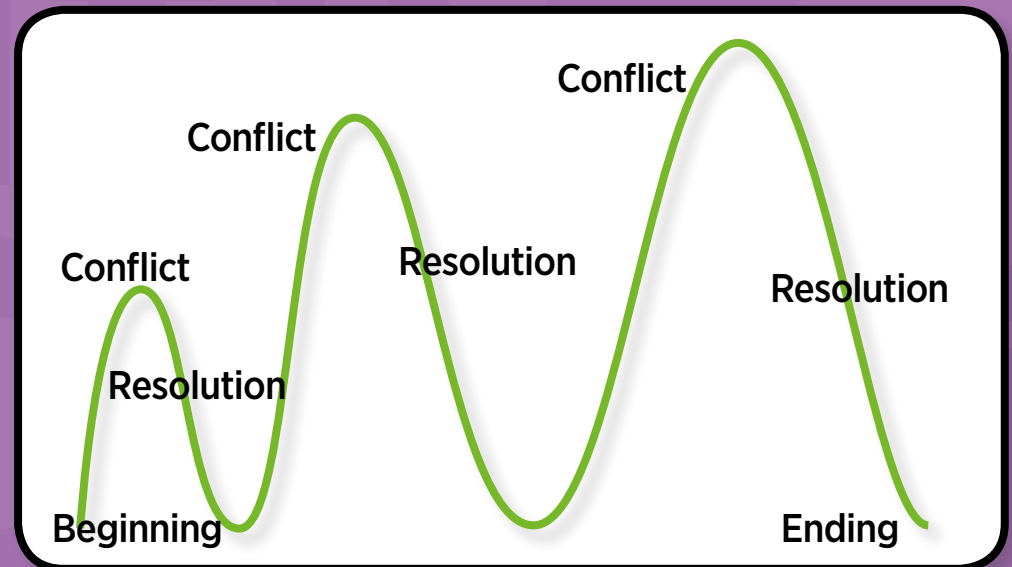
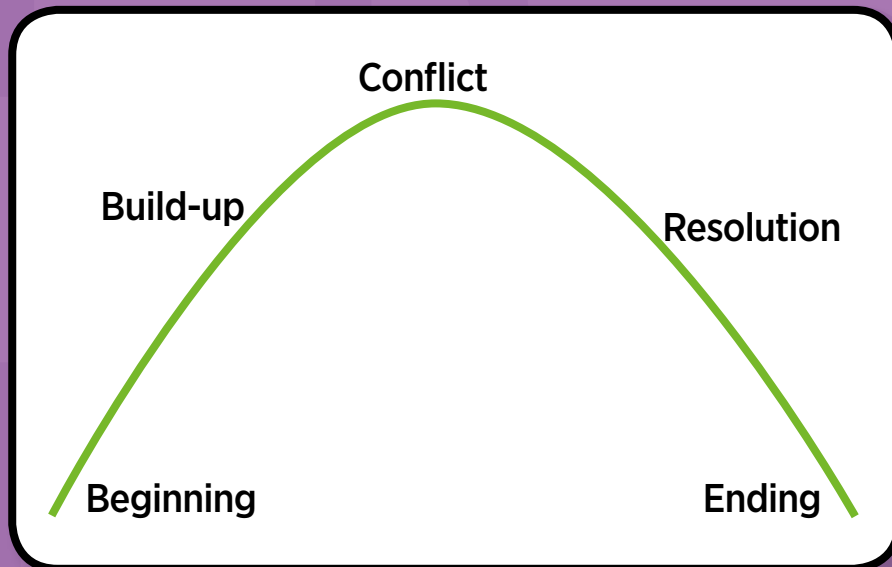
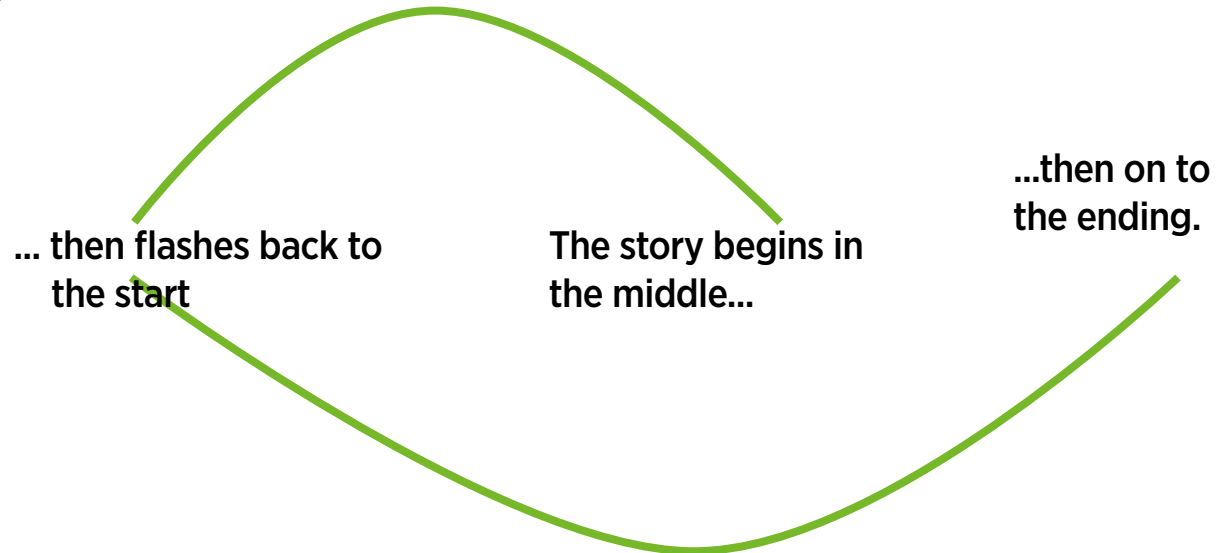
Every plot has a 'shape' to it. Overleaf are some examples of story shapes. Some have one clear build-up, problem/conflict and a resolution. Others have several problems that get greater as the plot builds towards the main problem. Some stories have flashbacks whilst others stick strictly to chronological order. For your book, map out the structure of the story so far. Annotate your plan with evidence from the text. How do the key events of the story link?

### Evaluating

Explain your plan to a partner. Why have you constructed the shape of the story in this way? What evidence do you have to support your choice?

As you read other books, consider the shape of their story plots. How many different 'shapes' can you identify? What effect does the shape of the text have on the reader's enjoyment of the story?

# The Shape of the Plot



# Activity 3

## Emotion Graph



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Drawing inferences about character's feelings, thoughts and motives whilst justifying with evidence.

Level: securing UKS2

### Resources

- Book or story with good characterisation
- Copy of an emotion graph (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Summarise the book or story that you have read. Who is the main character? Identify some significant things that happen to the main character in the story. How do you think the character feels each time? What words describe the character's feelings through the story? Choose 3 positive words and 3 negative words that describe your character at different times in the story. Use the word bank below for ideas or a thesaurus to find alternative synonyms. Rank them in order e.g. glad, excited, ecstatic.

Positive feelings: happy, excited, ecstatic, contented, delighted, lucky, radiant, glowing, beaming, carefree, popular, loved

Negative feelings: sad, miserable, lonely, grumpy, furious, angry, forlorn, depressed, dejected, melancholy, isolated, abandoned

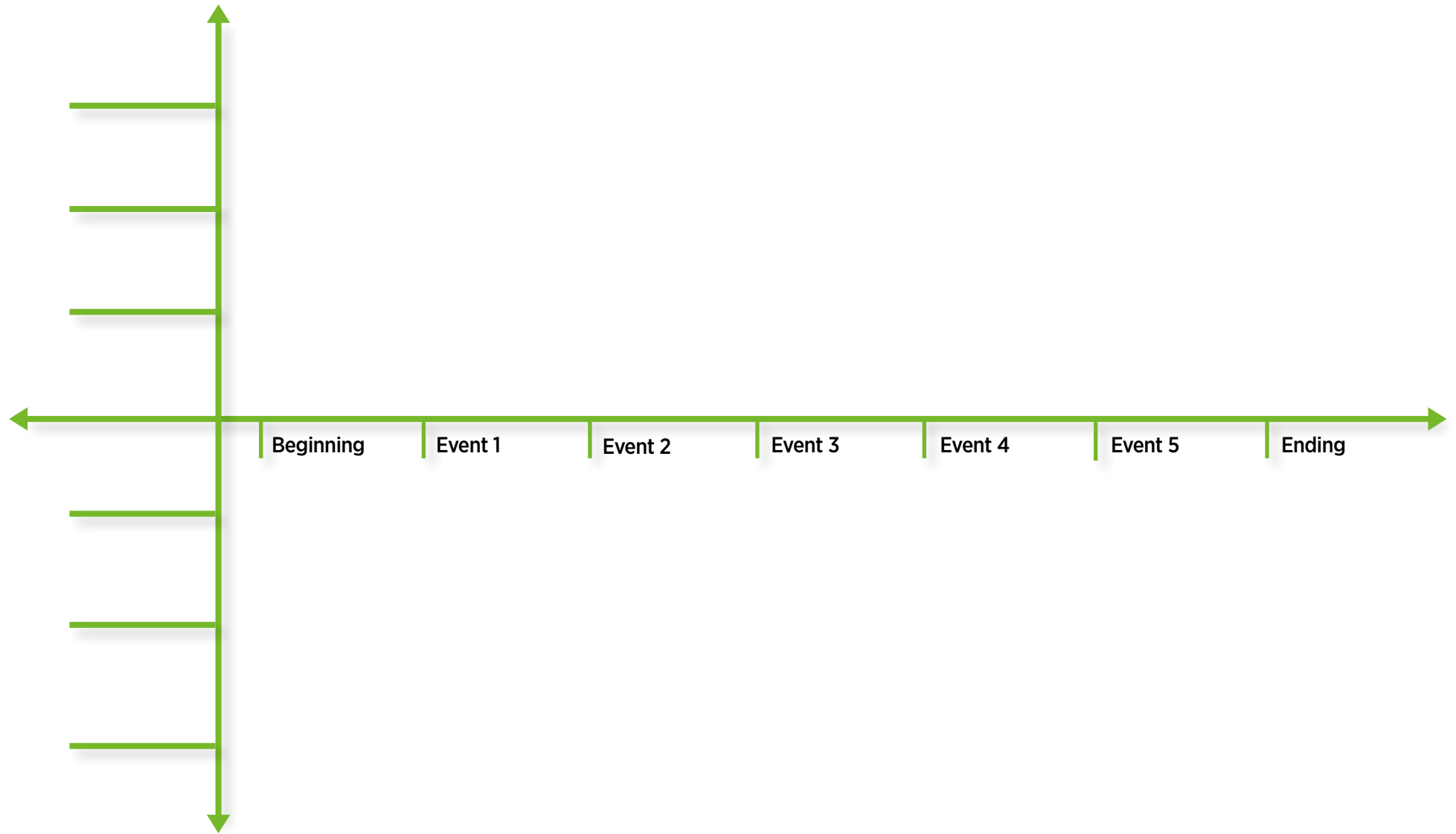
### Main Activity

An emotion graph enables you to plot how a character feels through a story. Write your three words for positive feelings on the graph in order going upwards. Write your three words for negative feelings on the graph in order going downwards. Now think about how your character feels at the start of the story. Put a cross in line with the word that describes how they feel. Think about the first event. Mark how they feel. Join that cross to the first one. Continue to map their feelings at each point in the story. Join the crosses to show a graph of their feelings through the story. Next to each cross, give some evidence for why you have marked the feeling there. You could use a word or phrase from the text or a phrase that infers this feeling.

### Evaluating

Look at how the character's feelings have changed throughout the story. Explain how and why the graph has changed. Can you give some reasons for these changes? What do you think about the way the character's feelings change through the story? How does it make you feel as a reader?

# Emotion Graph





## Activity 4

### Take Two Characters



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts and provide reasoned justifications for their views.

Level: securing UKS2

#### Resources

- Book or story with at least two key characters
- Copy of comparison Venn diagram (see overleaf)
- Dictionary and/or thesaurus

#### Main Activity

Use the Venn diagram to compare and contrast these two characters. What do they look like? What are their personalities like? How do they behave? What do they do? Do they have any motives or agendas for their behaviour and actions?

Plot key words or phrases on the Venn diagram, placing the similarities in the overlap and the differences in the outer sections for each character.

Can you give reasons for your choices? What evidence is there to support your decisions?

#### Warming up

Recap what you have read of the book so far. Who are the main characters in the story? Who interests you and why? Does anyone surprise you with their actions or behaviour? Choose two characters that interest you and that are very different. Recap on their key actions through the story.

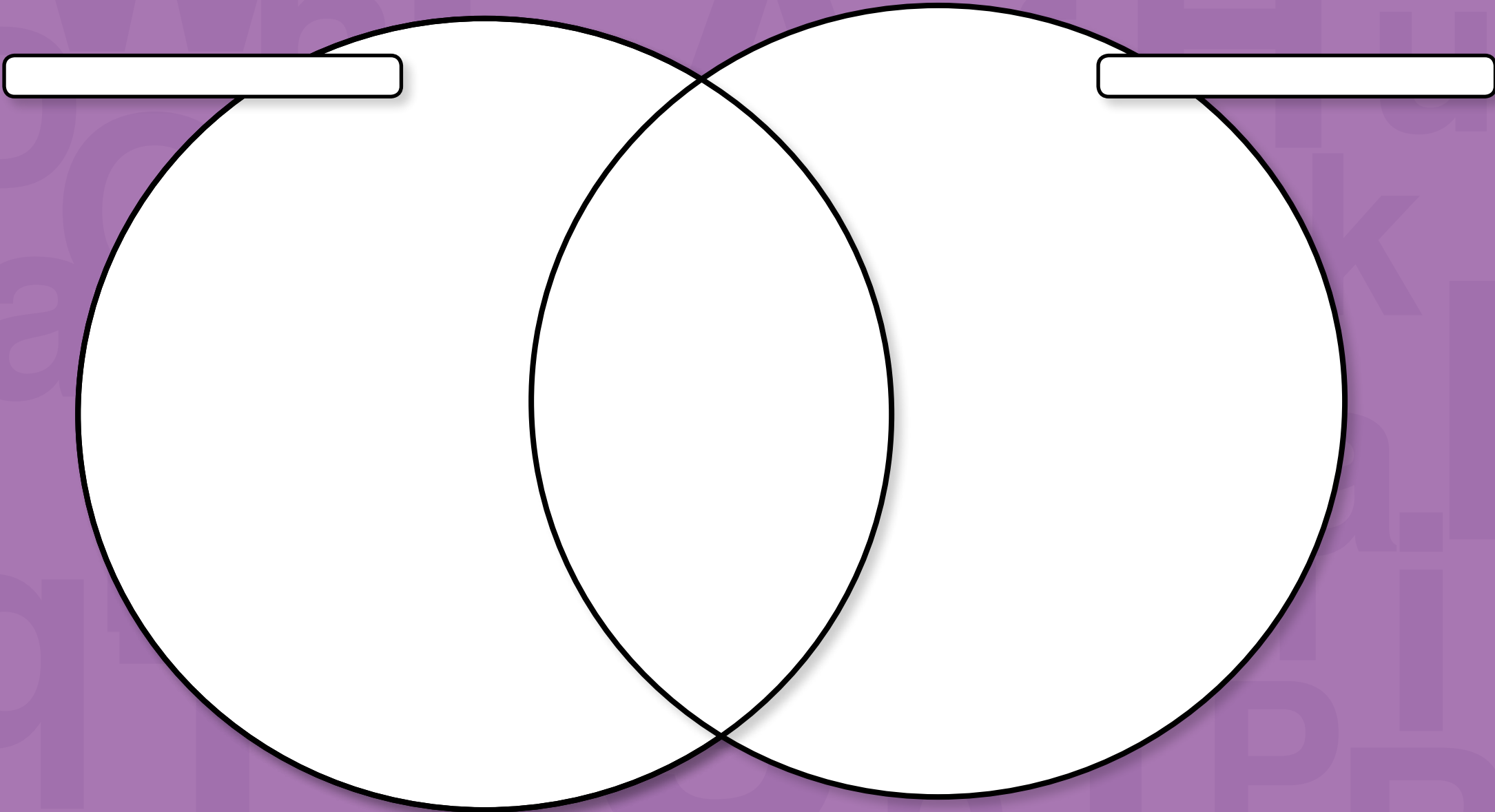
Some examples: Charlie and Willy Wonka, Lucy and Mr. Tumnus, Mr. Fox and Bunce.

#### Evaluating

Look carefully at your answers. Do any of these surprise you? Have you made any changes to your original decisions? Select one similarity and explain why you think the writer has chosen to make these characters similar in this way.

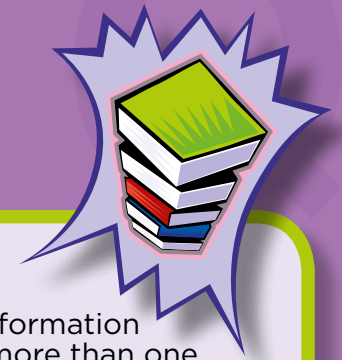
Select one difference and give reasons for the writer's choice in making this difference. How does this affect your view as a reader of each character?

## Take Two Characters



## Activity 5

### AQua Research



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read and discuss a wide range of non-fiction, reference books and textbooks; retrieve, record and present information from non-fiction; asking questions to improve their understanding; summarising the main ideas drawn from more than one paragraph; distinguish between fact and opinion; explain and discuss what they have read, maintaining a focus on the topic and using notes where necessary.

Level: securing UKS2

#### Resources

- Range of information books, leaflets, web pages, textbooks, etc. on a topic or theme
- Copy of the AQua chart
- Dictionary and/or thesaurus

#### Warming up

Think about your topic or theme. Spend a few minutes thinking about or discussing the following questions. What do you already know about this? What would you like to find out? What questions do you have?

#### Main Activity

Use your AQua chart to collect your thoughts. In the first column, write down what you already know about this topic. Use the second column to tick when you have checked that these facts are correct. Remember to check whether the information is fact or opinion. In the third column, write down the questions that you would like to ask and find the answers to. Use the books and web sites to find the answers to your questions. Remember to use skimming and scanning techniques to find your answers more quickly. When you find your answers, record them in the fourth column.

**Skimming:** look through the text or book quickly to get an overview of the information; helps you quickly understand a section

**Scanning:** run your eyes over the text looking for key words and phrases; helps you locate specific information quickly

#### Evaluating

How quickly did you manage to find the answers to your questions? How well did you use scanning techniques to locate relevant words and phrases? How effectively did you skim to get an overview of the text? How did the layout of the text help you as a reader to find the information that you required?

## AQuA Chart - researching information on:

Already known by me	✓	Questions I would like to ask	Answers to my questions

## Activity 6

# Reporting Back



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read and discuss a wide range of non-fiction; summarising the main ideas drawn from more than one paragraph; distinguish between fact and opinion; retrieve, record and present information from non-fiction; explain and discuss what they have read, maintaining a focus on the topic and using notes where necessary.

Level: securing UKS2

### Resources

- Range of non-chronological reports and information books on a topic or theme
- Copy of the spider diagram overleaf or draw your own version as you work
- Dictionary and/or thesaurus

### Main Activity

Use your spider diagram to record your notes from this report to prepare a presentation to a partner. Record the topic in the centre of the diagram. Read the first paragraph carefully. What is it about? Can you identify the topic sentence? Record the main idea in a circle. Record the other information from the paragraph around the outside of the circle. Continue until you have made notes for each paragraph.

A topic sentence introduces the main idea of the paragraph in which it occurs. The paragraph expands and explains the topic sentence.

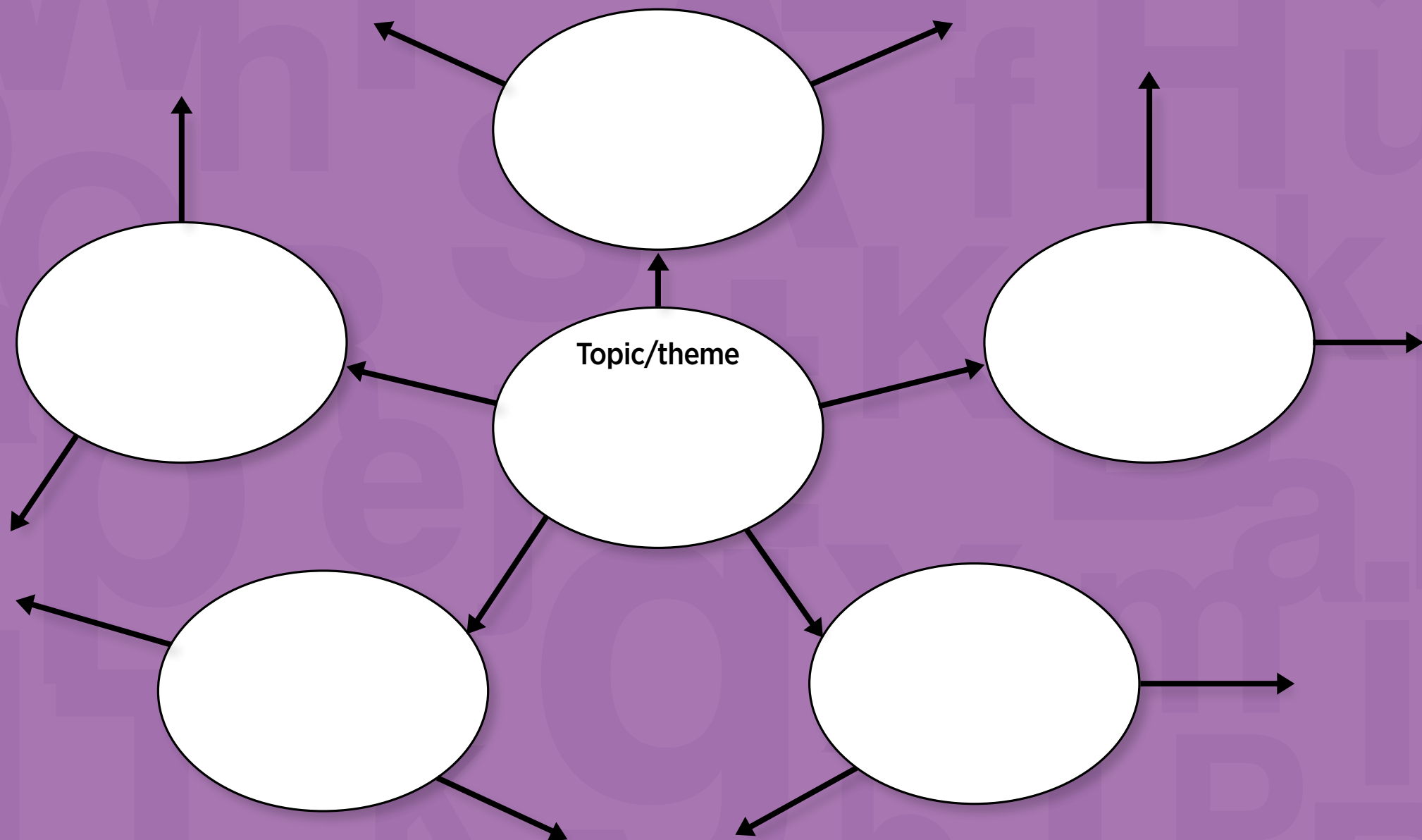
### Warming up

Choose a text which looks interesting to you. Skim read the text to get an overview of the information. What is the text about? How is the information presented? What are the key themes?

### Evaluating

Use your spider diagram to give an overview of the report to a partner. How well were you able to explain what you have learnt? How effectively did your notes support you in explaining the text?

**Report on :**



## Activity 7

# Zones of Relevance: Setting or Character



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts; exploring the meaning of words in context; drawing inferences and justifying inferences with evidence, discuss and evaluate author's use of language considering the impact on the reader; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- Book, story or poem with good setting or character description including the use of some figurative language
- Copy of zones of relevance (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Recap the key events in the story. Select to work with either the main character or the main setting of the story or poem. What language has been used to describe the setting or the character? Identify the key words and think about their meanings. For unknown words, can you work out the meaning from the context? Use a dictionary to check if you are unsure. What is the writer inferring or implying about the character or setting?

### Main Activity

Use the Zones of Relevance chart overleaf. Look carefully at the words below. How well do they relate to the character or the setting? If you think that the word is very relevant to the character or setting, write the word at the centre of the chart.

If you think the word is not relevant, write the word on the edge. If there is some relevance, then decide how close to the centre you should place the word. What are your reasons for making those decisions? Give some evidence to support your choices.

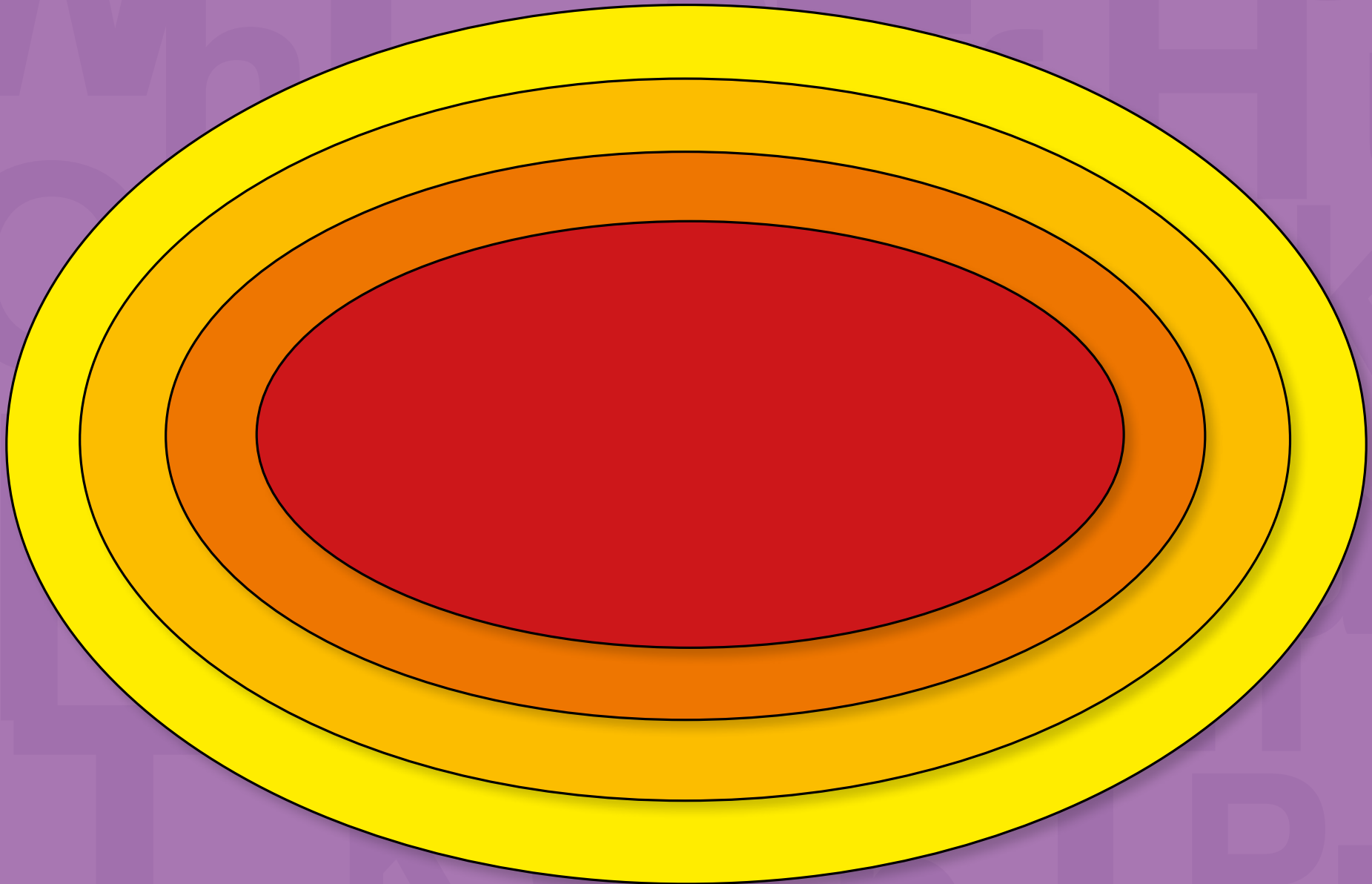
Character: adventurous, trustworthy, reliable, boisterous, earnest, selfish, serious, naive, cool-headed, careless, courageous, confident, tactless, shy

Setting: dowdy, ancient, mystical, exciting, bustling, fascinating, peaceful, picturesque, frightening, uninviting, magnificent, weird, stunning, sinister

### Evaluating

Which words have you placed at the centre? Why did you place them there? What evidence do you have to support your choice? Which words were difficult to place? Why do you think they were harder? How would you rate the writer's description of the setting or character? How could the description be improved?

## **Zones of Relevance: Setting or Character**





## Activity 8

### News Reports



#### **2014 National Curriculum Reference -** Y5/6 Reading-comprehension:

Read and discuss a wide range of non-fiction; summarising the main ideas drawn from more than one paragraph; distinguish between fact and opinion; retrieve, record and present information from non-fiction; explain and discuss what they have read, maintaining a focus on the topic and using notes where necessary.

Level: securing UKS2

#### **Resources**

- Range of newspaper reports
- Copy of the newspaper grid overleaf or draw your own version as you work
- Dictionary and/or thesaurus

#### **Main Activity**

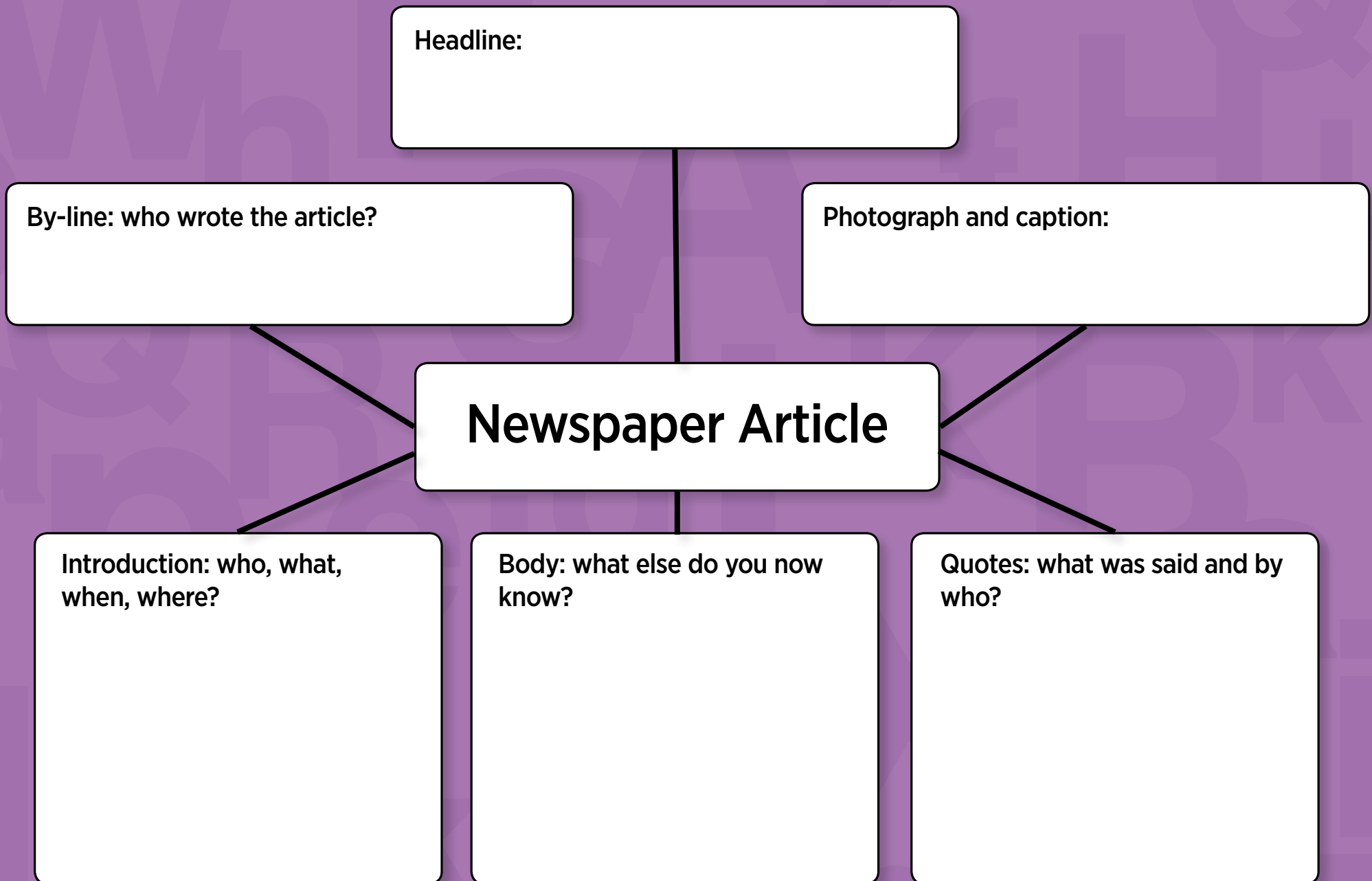
Use your newspaper grid to record your notes from this report to prepare a presentation to a partner. Record the key information for each section. Can you identify what is fact and what is opinion? Is the piece written in a neutral way or is there some bias in the reporting?

#### **Warming up**

Choose a newspaper report which looks interesting to you. Skim read the text to get an overview of the information. What is the report about? How is the information presented? What are the key themes?

#### **Evaluating**

Use your grid to give an overview of the report to a partner. How well was the piece written? Was the information given factually or was there some bias or opinion in the writing? If you met the reporter, what advice would you give them as to how they could improve the piece? Did your notes support you in explaining the text?



## Activity 9

# Predicting Character's Thoughts and Feelings



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Predicting what might happen from details stated and implied; exploring the meaning of words in context; drawing inferences and justifying inferences with evidence, discuss and evaluate how authors use language, considering the impact on the reader; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- Book or story with a problem or dilemma
- Thoughts and feelings chart
- Dictionary and/or thesaurus

### Warming up

Recap the key events in the story. Who are the main characters in the story? Who do you find most interesting? Why? How does this character make you feel as a reader?

### Main Activity

Choose a key moment for your character from the text. It could be when they have a difficult decision to make or a problem that they need to solve. Think about your character at that key moment before they solve the problem or make their decision. Make a quick sketch of this moment in the centre of the chart. What is happening to the character? Write some key words in the zigzag shape overleaf to describe their actions. In the heart, describe how they are feeling. What do you think they would be saying? Record your prediction in the speech bubble. What do you think they would be thinking? Write your ideas in the thought bubble. What do you think they will do next? How do you think they will solve the problem or dilemma?

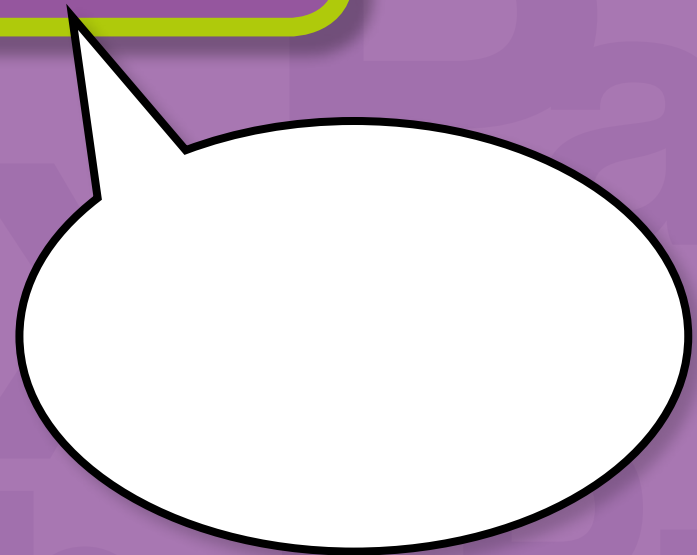
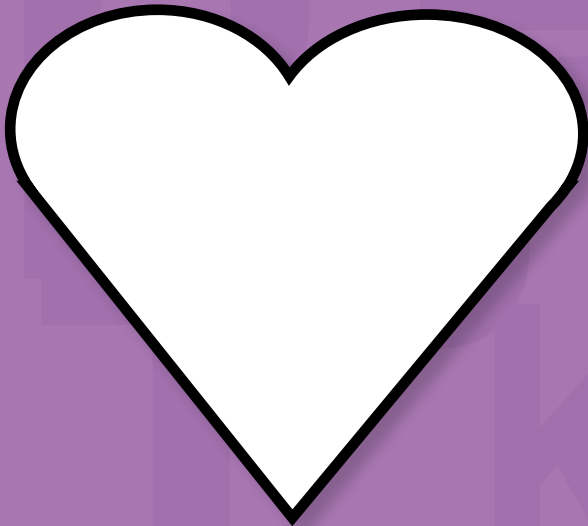
### Evaluating

How effectively has the author built up tension towards this climax? What language have they used? How effectively have they given the reader clues as to how the character is feeling? Can you suggest some ways in which the author could build up the tension more?

## Thoughts and feelings



**Before it happens...!**



## Activity 10

# Book Recommendations



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Recommending books that they have read to peers, giving reasons for their choices; discuss and evaluate how authors use language, considering the impact on the reader; provide reasoned justifications for their views.

Level: securing UKS2

### Resources

- Book or story read recently that you would recommend
- Recommendation chart (see overleaf)

### Main Activity

Use the chart overleaf to record some thoughts about why you enjoyed this book. Use evidence from the text to support your choices. Think carefully about how the author created such an enjoyable story. What did you enjoy the most?

### Warming up

Recap the key events in the story. Who are the main characters in the story? Who do you find most interesting? Why? How does this character make you feel as a reader? What did you enjoy most about this book?

### Evaluating

Use your notes to present your recommendations to a partner. Use reasons to explain your choices and evidence from the text to support these reasons. How effectively have you explained your choices?

Characters

Score out of 10

Your opinion

# Recommend a book

Plot

Why recommend?

Strengths of the  
book

# Activity 11

## Tension / Suspense Graph



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Drawing inferences from language; justifying with evidence; identifying key details that support the main ideas

Level: securing UKS2

### Resources

- Book or story with adventure, suspense or tension
- Copy of a tension/suspense graph (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

A tension or suspense graph enables you to plot how a writer builds the story towards the problem or climax. Identify the key events on the graph. At each point, rate the level of tension or suspense with a cross. Join the crosses to show the shape of the tension or suspense through the story. At each cross, think about your decision to rate it there. What evidence did you use to make this decision? Summarise this evidence into a few key words and annotate the point with these words.

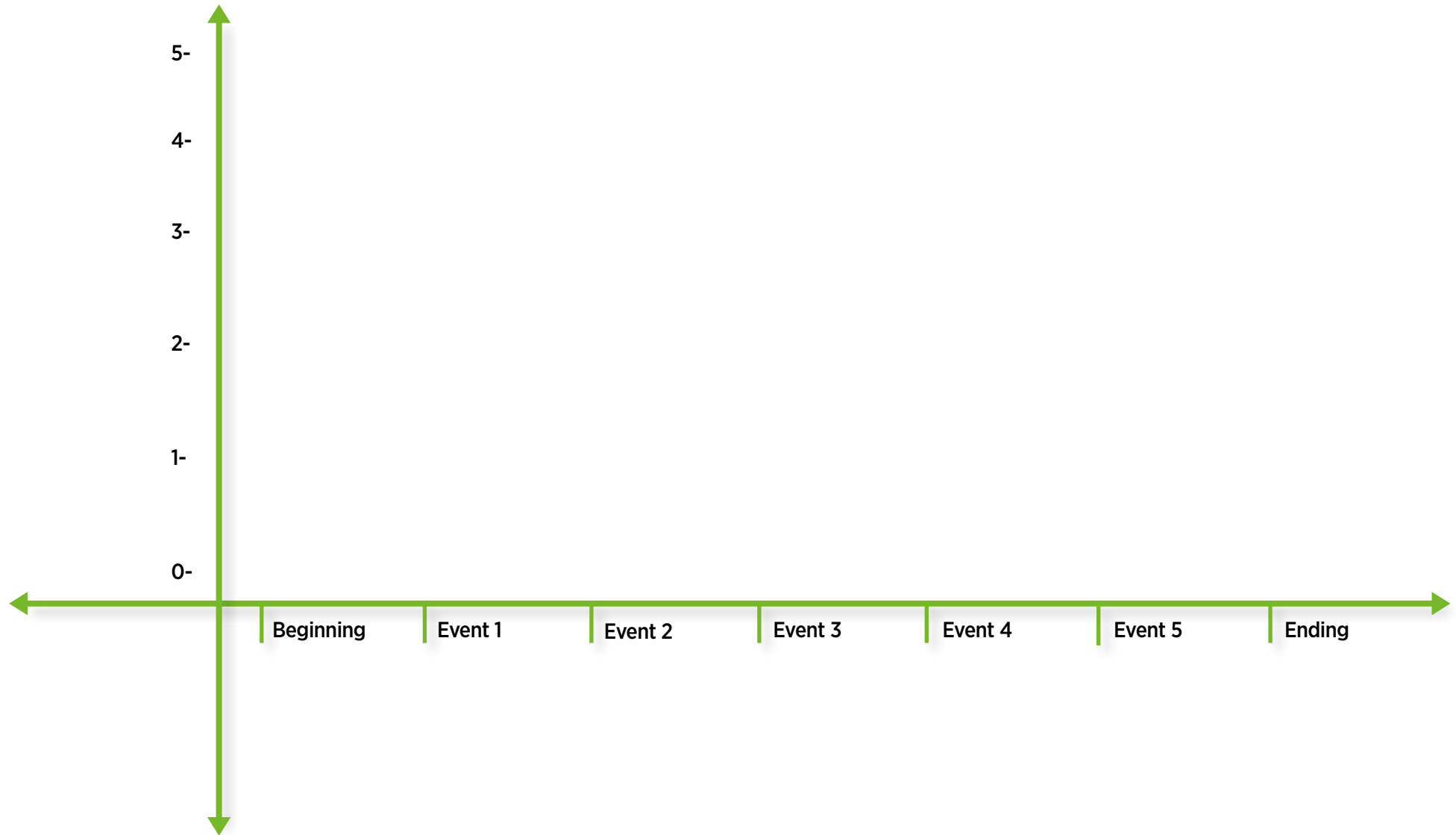
### Warming up

Summarise the book or story that you have read so far. What are the main events? What words and phrases build the tension and suspense through the story? How would you rate the tension or suspense at these key points?

### Evaluating

Look at the shape of the tension/suspense graph. How do the levels vary at different points in the story? Outline why you think the story follows this shape. How effectively do you think the writer builds the suspense or tension? How could the writer improve this?

## Tension/Suspense Graph





## Activity 12

# Take Two Stories



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- Two books or stories, possibly on the same theme or by the same author.
- Copy of comparison Venn diagram (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

How are these stories or books similar? How are they different? Use the Venn diagram to compare and contrast these two stories. Think about the plot. How are they similar and how do they differ? What about the characters? What themes do the stories explore? What messages is/are the writer(s) giving? Plot key words or phrases on the Venn diagram, placing the similarities in the overlap and the differences in the outer sections for each story. Can you give reasons for your choices? What evidence is there to support your decisions?

### Warming up

Briefly summarise the first story. Think carefully about the plot, characters, themes and messages that the writer is giving.

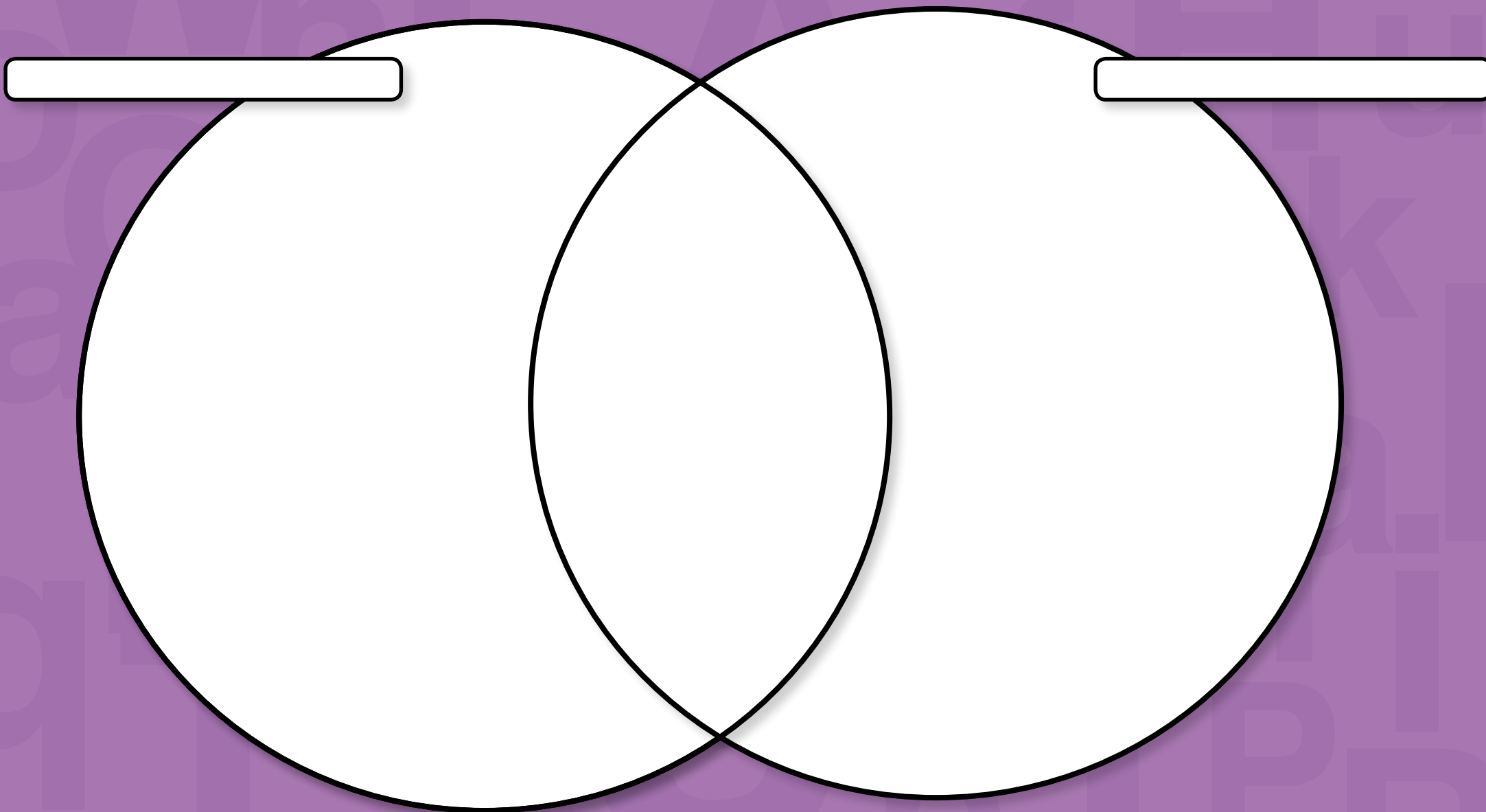
Summarise the second story. What can you say about the plot, characters, themes and messages for this story?

Some examples: The Boy in the Striped Pyjamas and Goodnight Mr. Tom; The Lion, the Witch and the Wardrobe and Prince Caspian; any books by the same author.

### Evaluating

Look carefully at your answers. Select one similarity and explain why you think these stories are similar. What evidence do you have to support your view? Select one difference and give reasons for your decision. Can you find evidence to support your reasons? How do these similarities and differences affect your response as a reader to each of these stories?

# Take Two Stories



## Activity 13

### Discussion Decisions



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read a wide range of books including non-fiction; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; retrieve, record and present information from non-fiction; provide reasoned justifications for their views

Level: securing UKS2

#### Resources

- A selection of discussion texts on a theme or topic.
- Copy of discussion table (see overleaf)
- Dictionary and/or thesaurus

#### Main Activity

Read the first paragraph of the discussion text. Use the discussion chart overleaf to record the main idea. Record any supporting evidence. Continue through the text, recording the key points for and against the argument. How well balanced is the text? Is there plenty of supporting evidence for each point? Is the evidence based on fact or opinion? Take another discussion text on the same theme. Are there any additional points you can add to your chart? Does this text support the evidence from the previous text?

#### Warming up

Select a discussion text and read it through. Is the discussion balanced? Does it present views for both sides of the argument? Does it back up its ideas with reasons and evidence?

#### Evaluating

Use your notes to discuss your findings on this topic. Explain the key points you have found for and against the issue. What is your personal view on this? Finish your explanation by giving your viewpoint, supporting your ideas with reasons and evidence.

## Discussion Decision

Points for		Points against	
Main idea	Supporting evidence	Main idea	Supporting evidence

## Activity 14

# Figurative Language



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Identifying and discussing themes and conventions across a range of writing; making comparisons within and across books; identifying how language, structure and presentation contribute to meaning; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; justifying with evidence

Level: securing UKS2

### Resources

- Books and stories containing figurative language that you have read or are reading
- Copy of language grid (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

Use the grid overleaf to record any figurative language that you find. Use scanning techniques to locate these language features within the text. Discuss the meaning of each word or phrase and consider how it contributes to your understanding and enjoyment of the text. Why do you think the author chose to use this device here?

### Warming up

Skim read the books or stories to understand the main gist of each text. What kind of language has the author used in each text?

### Evaluating

Look at the range of figurative language that you have found. Which device do you think is most effective? How does this language affect you as the reader? How effectively have these devices been used to create effective mental images in the reader? How might this figurative language be improved?

# Figurative Language

Simile

Alliteration

How does the use of  
figurative language  
affect the reader?

Which device do you  
find most effective  
as the reader?

Metaphor

Onomatopoeia

## Activity 15

# Stories from Other Cultures and Traditions



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Increasing familiarity with books from other cultures and traditions; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- A selection of stories from one culture/tradition to read (possibly linked to topic)
- Copy of key aspects chart (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

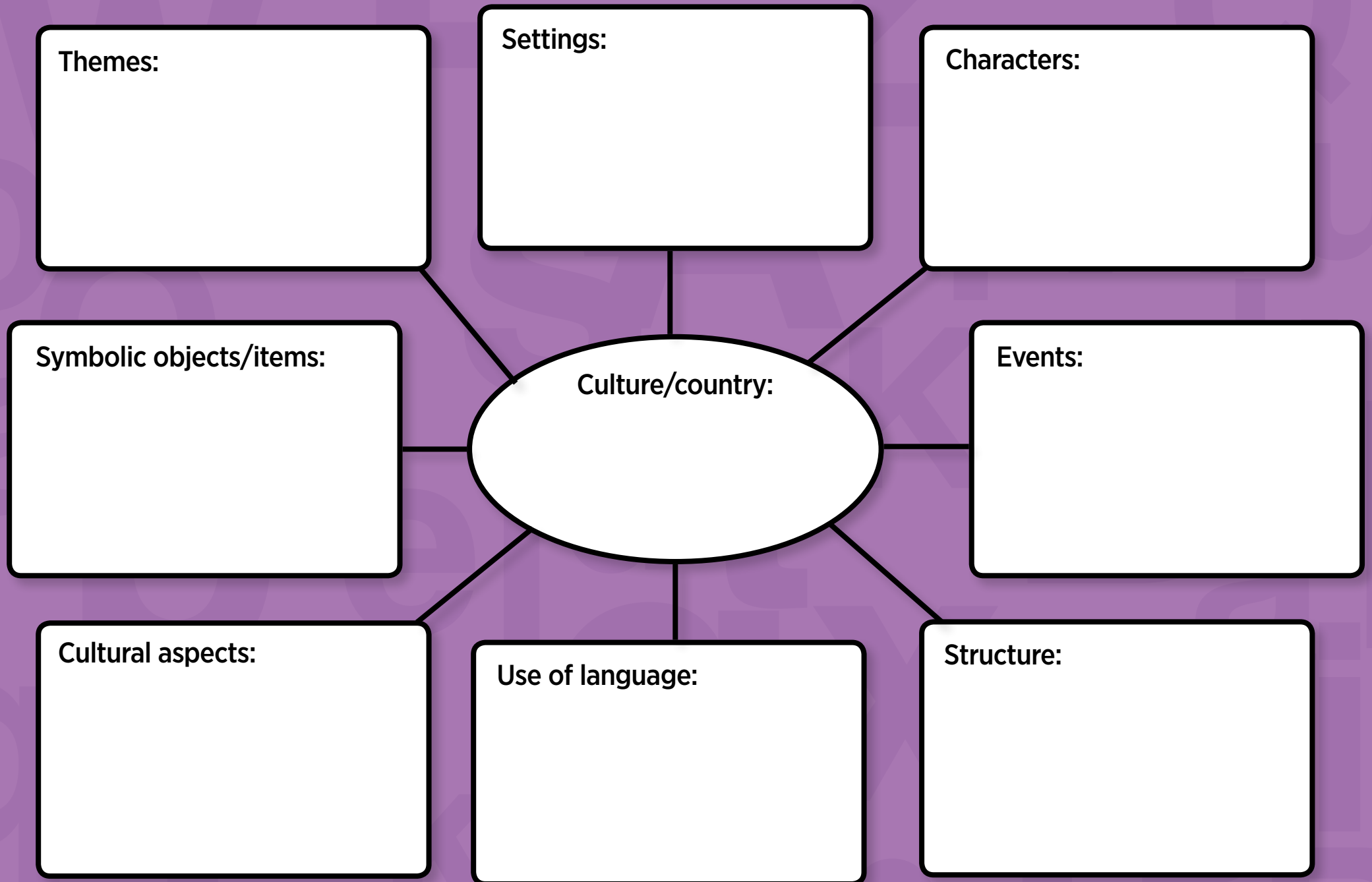
Use the chart overleaf to collect notes and ideas from each of these stories. What common themes are emerging? How are the settings and characters similar? How are they different? Do these stories have common structures or events? Do any characters appear in several of the stories? How have the authors used language to explain and explore the themes and issues?

### Warming up

Read several of the stories. What do these stories have in common? What would you describe as the key features of these stories? How are they similar? How do they differ?

### Evaluating

How would you summarise the key components of stories from this culture? What elements identify them as being from this culture? How have the authors presented the themes? Are there any morals or lessons to be learnt from these stories? Why do you think they were written?





# Activity 16

## Myths and Legends



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Increasing familiarity with myths and legends; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- A selection of myths and legends to read
- Copy of comparison Venn diagram (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

Choose one myth and one legend that you enjoyed reading. How are the plots similar? How are they different? Use the Venn diagram overleaf to record your thoughts. Use evidence from the text to support your decisions. Compare the key characters in each. Record the similarities and differences. What are the themes and the messages that each story is giving? How are they similar? How do they differ?

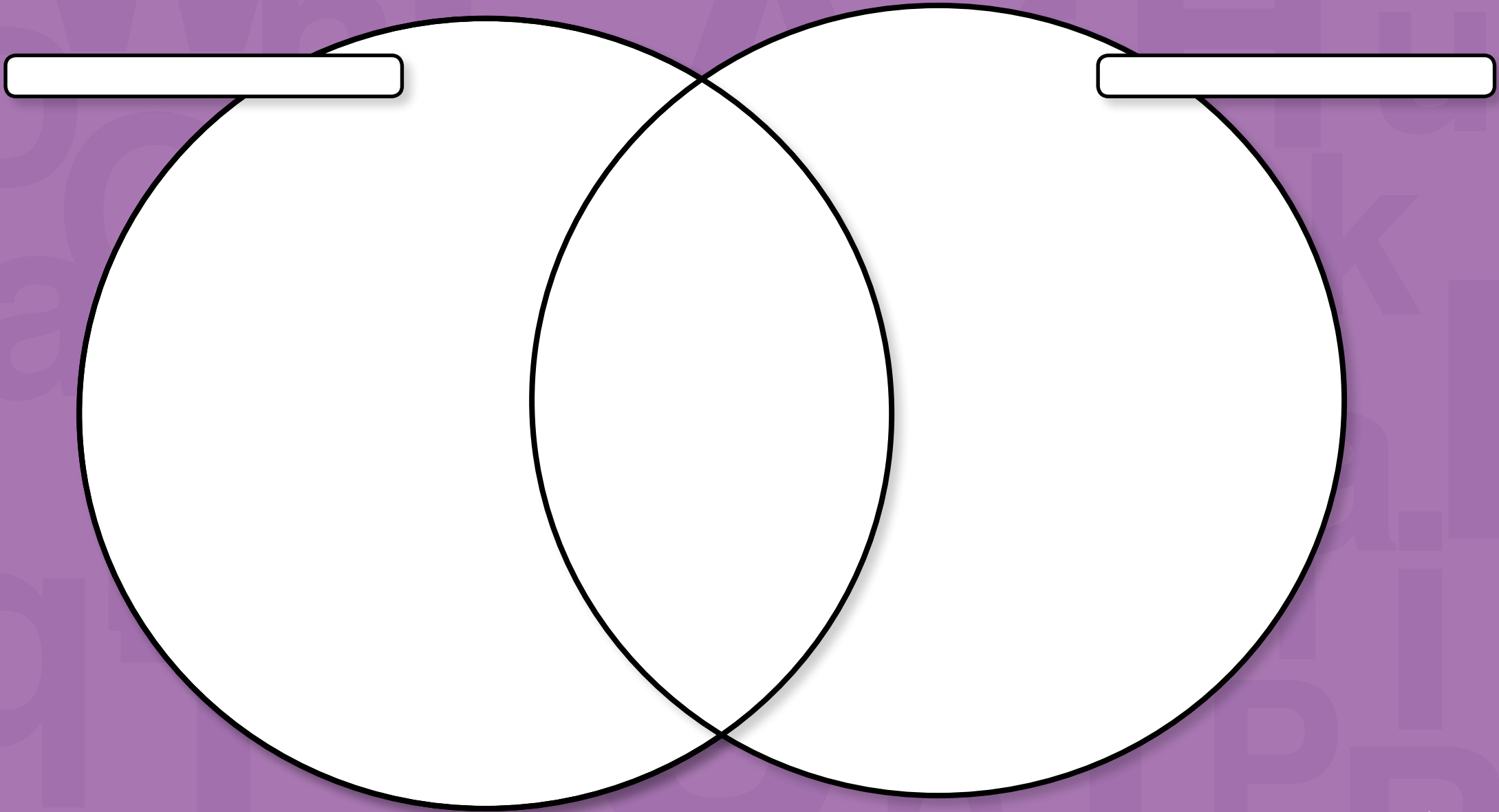
### Warming up

Read several of the myths. What do these stories have in common? What would you describe as the key features of a myth? Read several of the legends. Discuss how these are similar to myths. How do they differ?

### Evaluating

Which story did you prefer? Why did you enjoy that one more? What reasons can you give for your choice? How could the other one be improved to increase your enjoyment? Which type of story do you prefer to read- myths or legends? Why do you think that is? Write a recipe for the main ingredients of a myth. What would the recipe for a legend be?

# Myths and Legends



## Activity 17

# Persuasive Pointers



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read a wide range of books including non-fiction; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; retrieve, record and present information from non-fiction; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- A selection of persuasive texts on a theme or topic.
- Copy of persuasive pointers (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Select a persuasive text and read it through. Is the discussion balanced? Does it present views for both sides of the argument or does it only represent one side? Does it back up its ideas with reasons and evidence?

### Main Activity

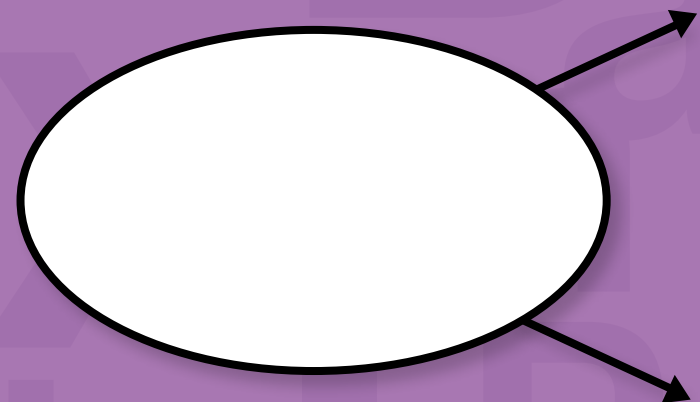
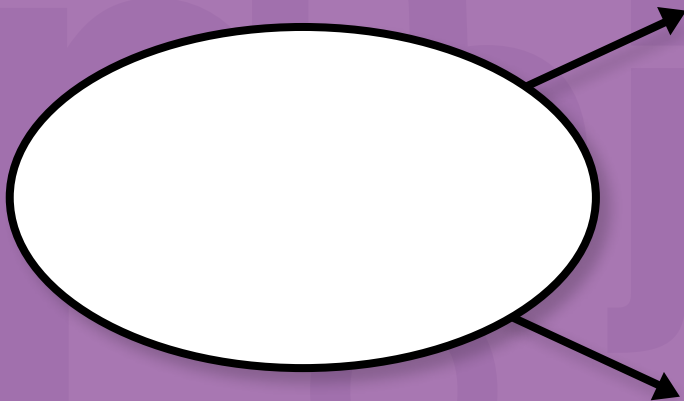
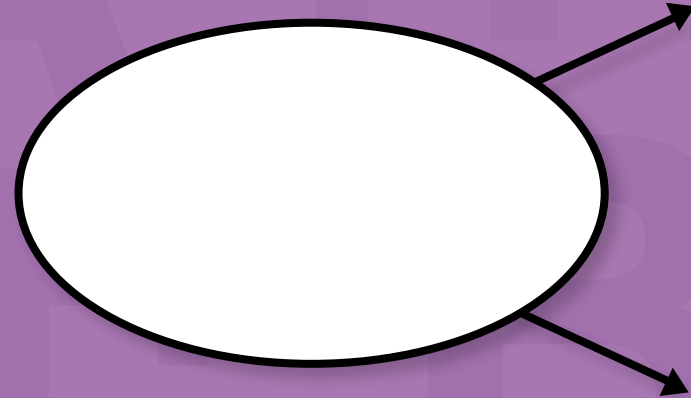
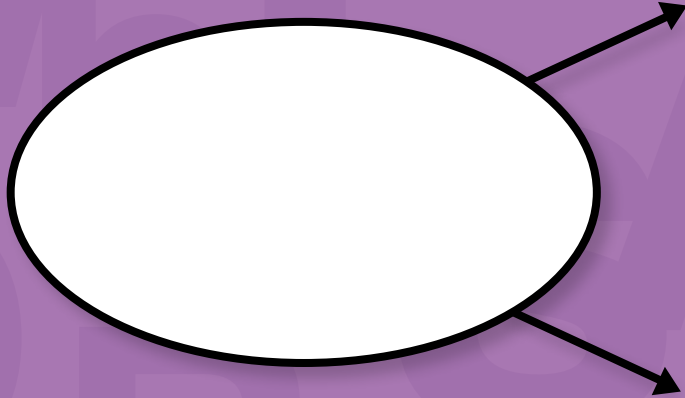
Read the first paragraph of the persuasive text. Use a 'persuasive pointers' circle overleaf to record the main idea.

Record any supporting evidence using linking arrows. Continue through the text, recording a key point in each circle and the supporting evidence with linking arrows. Is there plenty of supporting evidence for each point? Is the evidence based on fact or opinion? Take another persuasive text on the same theme. Does this hold the same view as the previous text? Is there any additional information you can add to your pointers? Add more circles if necessary. Does this text support the evidence from the previous text?

### Evaluating

Use your notes to discuss your findings on this topic. Explain the key points you have found in these texts. What is your personal view on this? Finish your explanation by giving your viewpoint, supporting your ideas with reasons and evidence either in agreement or in disagreement with these texts.

## Persuasive Pointers



## Activity 18

### Use of Dialogue



#### **2014 National Curriculum Reference -** Y5/6 Reading-comprehension:

Identifying and discussing themes and conventions across a range of writing; making comparisons within and across books; identifying how language, structure and presentation contribute to meaning; justifying with evidence

Level: securing UKS2

#### **Resources**

- Books and stories containing dialogue that you have read or are reading
- Prompts for dialogue (see overleaf)
- Dictionary and/or thesaurus

#### **Main Activity**

Use the prompts overleaf to record any dialogue that you find. For each example, consider how the dialogue is used.

How does it contribute to the story? Find one example for each prompt, showing the different ways that dialogue is used. Record your opinion on how effectively the dialogue has achieved the effect. What have you learnt about the characters from their dialogue?

#### **Warming up**

Skim read the books or stories to understand the main gist of each text. What language and structure has the author used in each text? How is dialogue used?

#### **Evaluating**

Look at the ways that dialogue is used. Which way do you think is most effective? What 'top tips' can you think of to help you create effective dialogue in your own writing? What advice would you give to others about the effective use of dialogue?

**Revealing character traits**  
- what and how they say things

**Move the plot along-**  
moving time and events

**Showing what characters**  
think of one another

# Use of Dialogue

**Giving information**  
- setting the scene

**Revealing feelings**

**Revealing conflict, building**  
tension

## Activity 19

# Character Profiling



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Exploring the meaning of words in context; drawing inferences such as character's feelings; justifying inferences with evidence; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- Book or story with a strong character
- Reading journal or paper to record notes
- Dictionary and/or thesaurus

### Warming up

Recap on the story that you have read so far. What are the key events? Who is your favourite character? What have you read about this character so far? What picture do you have in your mind of this character?

### Main Activity

Briefly sketch the outline of your character in the centre of your page. Around the outside, record any words or phrases from the text that describe your character's appearance. Inside your character, record words or phrases that describe your character's traits (see below for some ideas to get you started). Inside your character's head, record some of their thoughts and ideas. Remember to include any details that are inferred by the writer. Use evidence from the text to support your ideas.

Character traits: bossy, caring, intelligent, proud, puzzled, daring, courageous, dependable, frightening, loyal, loving, foolish, mean, selfish, giving, gentle

### Evaluating

What is your opinion of this character? What makes you think that? How effectively do you think the writer portrays this character? What improvements would you make to how the character is described? Can you think of some other ways to show this character's traits to the reader?

## Character Profile of :

1-Sketch the  
outline of your  
character

4-In their head =  
what they think

2-Outside =  
how they  
are described

3-Inside =  
character  
traits





## Activity 20

# Zones of Relevance: Themes



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts; exploring the meaning of words in context; identifying and discussing themes in a wide range of writing; discuss and evaluate how authors use of language considering the impact on the reader; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- Book or story with a variety of themes and issues
- Copy of zones of relevance (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Summarise the story. What are the key themes and ideas portrayed in the writing? What language has been used to explore these themes? Identify the key words and think about their meanings. For unknown words, try to work out their meaning from the context? Use a dictionary to check if you are unsure. How has the writer developed the themes across the story?

### Main Activity

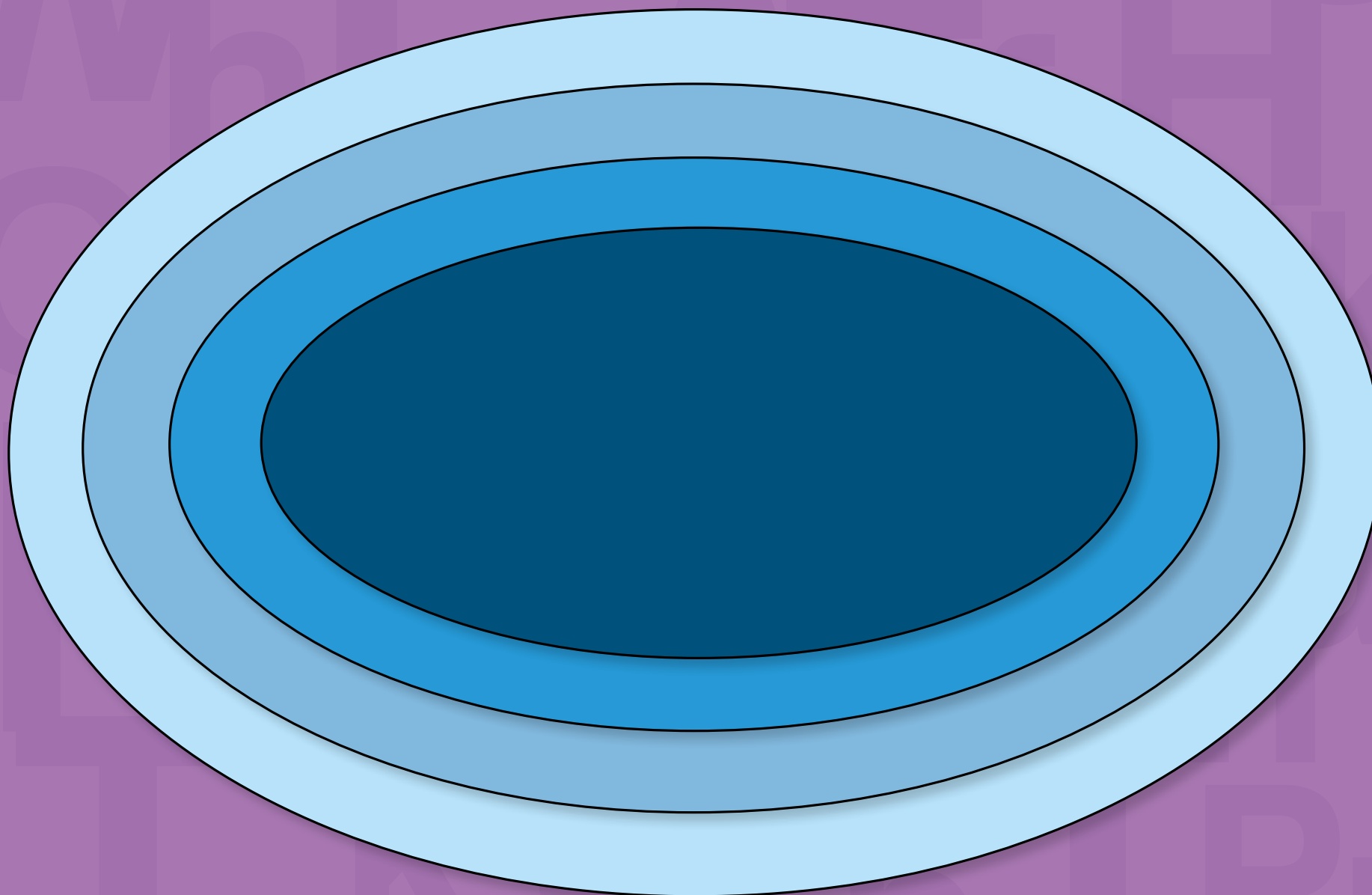
Use the Zones of Relevance chart overleaf. Use the words below to consider how relevant these themes are to the story. If you think that the theme is very relevant to this story, write the word at the centre of the chart. If you think the word is not relevant, write the word on the edge. If there is some relevance, then decide how close to the centre you should place the word. What are your reasons for making those decisions? Give some evidence to support your choices.

Story themes: growing up, growing old, heroism, power, injustice, fear, success, loneliness, inner strength, the circle of life, rebellion, family, being an individual, peer pressure, happiness, immortality, honour, pride, self-reliance, knowledge, wealth, beauty

### Evaluating

Which words have you placed at the centre? Why did you place them there? What evidence do you have to support your choice? Which words were difficult to place? Why do you think they were harder? How well has the writer portrayed these themes? How could the writer develop these themes further?

## **Zones of Relevance: Themes**



## Activity 21

### Explanation Text



#### **2014 National Curriculum Reference -** Y5/6 Reading-comprehension:

Read a wide range of books including non-fiction; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; retrieve, record and present information from non-fiction; provide reasoned justifications for their views

Level: securing UKS2

#### **Resources**

- A selection of explanation texts on a theme or topic
- Copy of explanation chart (see overleaf)
- Dictionary and/or thesaurus

#### **Main Activity**

Read the text through carefully. For the first paragraph, select the main idea and record some notes in a box on the explanation chart. For the next paragraph, record the key points and show how this point links to the previous one. Is there a cause and effect? Continue with each paragraph, showing how the ideas are linked by drawing arrows and recording linking words.

#### **Warming up**

Select an explanation text and read it through. What are the key points of the text? Give a brief overview of the text to a partner.

#### **Evaluating**

Use your notes to discuss your findings on this topic. Explain the key points you have found and discuss how they are linked. How well has the text explained the 'how' or 'why' question? How could the writer have improved this text?

Explanation Text

## Activity 22

# Character Changes



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Exploring the meaning of words in context; making comparison within books; drawing inferences such as character's feelings; justifying inferences with evidence; provide reasoned justifications for their views

Level: securing UKS2

### Resources

- Book or story with a strong character
- Reading journal or paper to record notes
- Two different coloured pens/pencils- one for words representing the beginning of the story and one for words representing the ending
- Dictionary and/or thesaurus

### Main Activity

Briefly sketch the outline of your character in the centre of your page. Choose one colour for the start of the story.

Around the outside, record any words or phrases from the text that describe your character's appearance. Inside your character, record words or phrases that describe your character's traits (see below for some ideas to get you started). Inside your character's head, record some of their thoughts and ideas. Remember to include any details that are inferred by the writer. Use evidence from the text to support your ideas. Now take the second colour and add words to each area that describe the character by the end of the story.

Character traits: bossy, caring, intelligent, proud, puzzled, daring, courageous, dependable, frightening, loyal, loving, foolish, mean, selfish, giving, gentle

### Warming up

Recap on the story that you have read so far. What are the key events? Who is the main character? What have you read about this character so far? Describe what you think this character looks like.

### Evaluating

How has the character changed through the story? What events led to these changes? What do you think the character learnt from these events? How does this make you feel as a reader? Do your feelings towards the character change by the end of the story?

# Character Changes

1-Sketch the outline of your character

Thoughts inside the head

Appearance outside

Character traits inside



## Activity 23

### Predicting from the Text



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Understand what they read by predicting what might happen from details stated and implied; asking questions to improve their understanding.

Level: mastering UKS2

#### Resources

- Book or story that has not been read

#### Warming up

DO NOT OPEN YOUR BOOK OR LOOK AT THE BLURB!!!!

Look at the front cover of the text. What do you think this story is about? What predictions can you make? What questions do you have? Record them on the chart overleaf. Record some evidence from the cover and the text where the author has given you clues.

#### Main Activity

Read the title. What do you think is going to happen?

What predictions can you make? What questions do you have?

Record your thoughts on the chart. Open your book.

Continue to record your predictions and questions on the chart as you:

- Read the first sentence.
- Read the first paragraph
- Look at the first picture (if there is one)
- Read the first chapter or page
- Read the second chapter
- Read up to the midpoint of the text
- Read up to the problem or conflict

Continue through the book, making notes as you go about your predictions and questions.

#### Evaluating

What were your initial predictions about the book? How did your predictions change as you read parts of the text? What questions did you ask? How effectively did the questions help you understand the text? How did your understanding of the text develop as you read further into the text? How did the author give you clues?

## Predicting from Text

Aspect	Prediction	Question	Author's Clues
Front cover			
Title			
First Sentence			
First Paragraph			
First Page			
First Chapter			
First Picture			
Second Chapter			
Midpoint of the text			
At the problem or climax			



## Activity 24

# The Shape of the Plot



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Reading books that are structured in different ways; identifying themes and conventions in and across a wide range of writing; identifying how language, structure and presentation contribute to meaning; providing justifications for their views

Level: mastering UKS2

### Resources

- Book or story (previous or current reading) with interesting story plot e.g. parallel storylines
- Examples of story structures (see overleaf)

### Main Activity

Recap on the story 'shapes' from activity 2. Overleaf are some further examples, this time of parallel storylines.

For your book, map out the structure of the story so far.

Annotate your plan with evidence from the text. How do the key events of the story link?

### Warming up

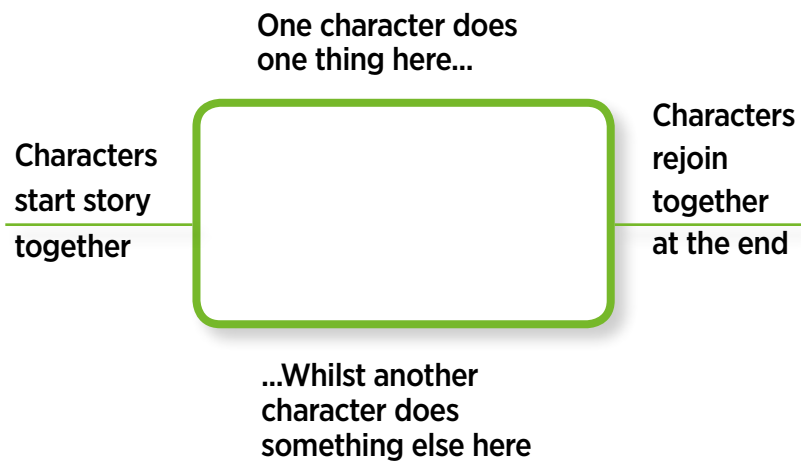
Summarise the book or story that you have read. Who is the main character? Identify some significant things that happen to the main character in the story. Can you identify the problem and the resolution?

### Evaluating

Explain your plan to a partner. Why have you constructed the shape of the story in this way? What evidence do you have to support your choice?

What other books have you recently read? Consider the shape of their story plots. How many different 'shapes' have you identified? What effect does the shape of the text have on the reader? How can this help you in your own writing?

# The Shape of the Plot



One character starts the story here...

An event throws the characters together here

Characters end story together

...Whilst another character starts the story here

# Activity 25

## Emotion Graph



**2014 National Curriculum Reference -** Y5/6 Reading-comprehension:  
Drawing inferences about characters' feelings, thoughts and motives from their actions; justifying with evidence  
Level: mastering UKS2

### Resources

- Book or story with two strong characters
- Copy of an emotion graph (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Summarise the book or story that you have read. Who are the main characters? Identify the significant events that happen to these characters through the story. How do you think the characters feel each time? What words describe the character's feelings through the story? Choose some positive words and some negative words that describe your character at different times in the story. Use the word bank below for ideas or a thesaurus to find alternative synonyms. Rank them in order of shades of meaning e.g. glad, excited, ecstatic.

Positive feelings: happy, excited, ecstatic, contented, delighted, lucky, radiant, glowing, beaming, carefree, popular, loved

Negative feelings: sad, miserable, lonely, grumpy, furious, angry, forlorn, depressed, dejected, melancholy, isolated, abandoned

### Main Activity

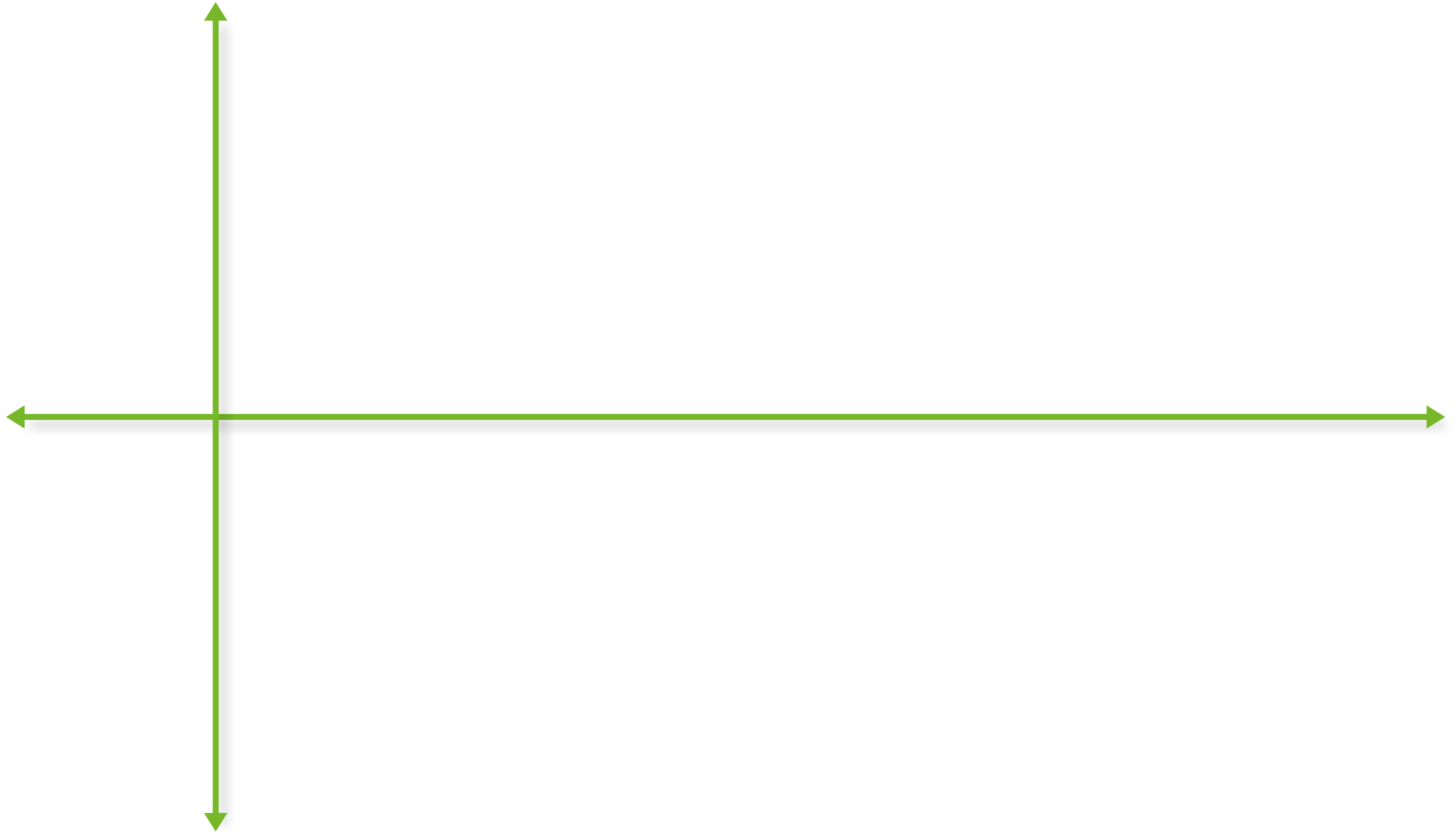
Use the emotion graph to plot how the characters feel through the story. Write five words for positive feelings on the graph in order going upwards.

Write five words for negative feelings on the graph in order going downwards. Mark the significant events in the story along the horizontal line in chronological order. Choose your first character. Use a coloured pen/pencil and mark a cross to show how this character feels at the start of the story. Use crosses to map their feelings at each point in the story. Join the crosses to show the graph of their feelings through the story. Next to each cross, give some evidence for why you have marked the feeling there. Use key words or phrases as supporting evidence. Choose another colour and map how your second character feels at these key points. Annotate these crosses with supporting evidence.

### Evaluating

Look at how the character's feelings change through the story. Give some examples of where the characters feel the same. Suggest some reasons why they were both feeling like this and give evidence to support your ideas. Give some examples of when the characters have different feelings? How does this affect the storyline? How does this make you feel as a reader?

# Emotion Graph



## Activity 26

# Character Comparisons



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts and provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Book or story with three key characters
- Copy of comparison Venn diagram (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Reap what you have read of the book so far. Who are the main characters in the story? Who interests you and why? Does anyone surprise you with their actions or behaviour? Choose three characters that interest you. Recap on their key actions through the story.

Some examples: Peter, Edmund and Susan; Boggis, Bunce and Bean; Bruno, Schmucl and Gretel.

### Main Activity

Use the Venn diagram to compare and contrast all three characters. What are their personalities like?

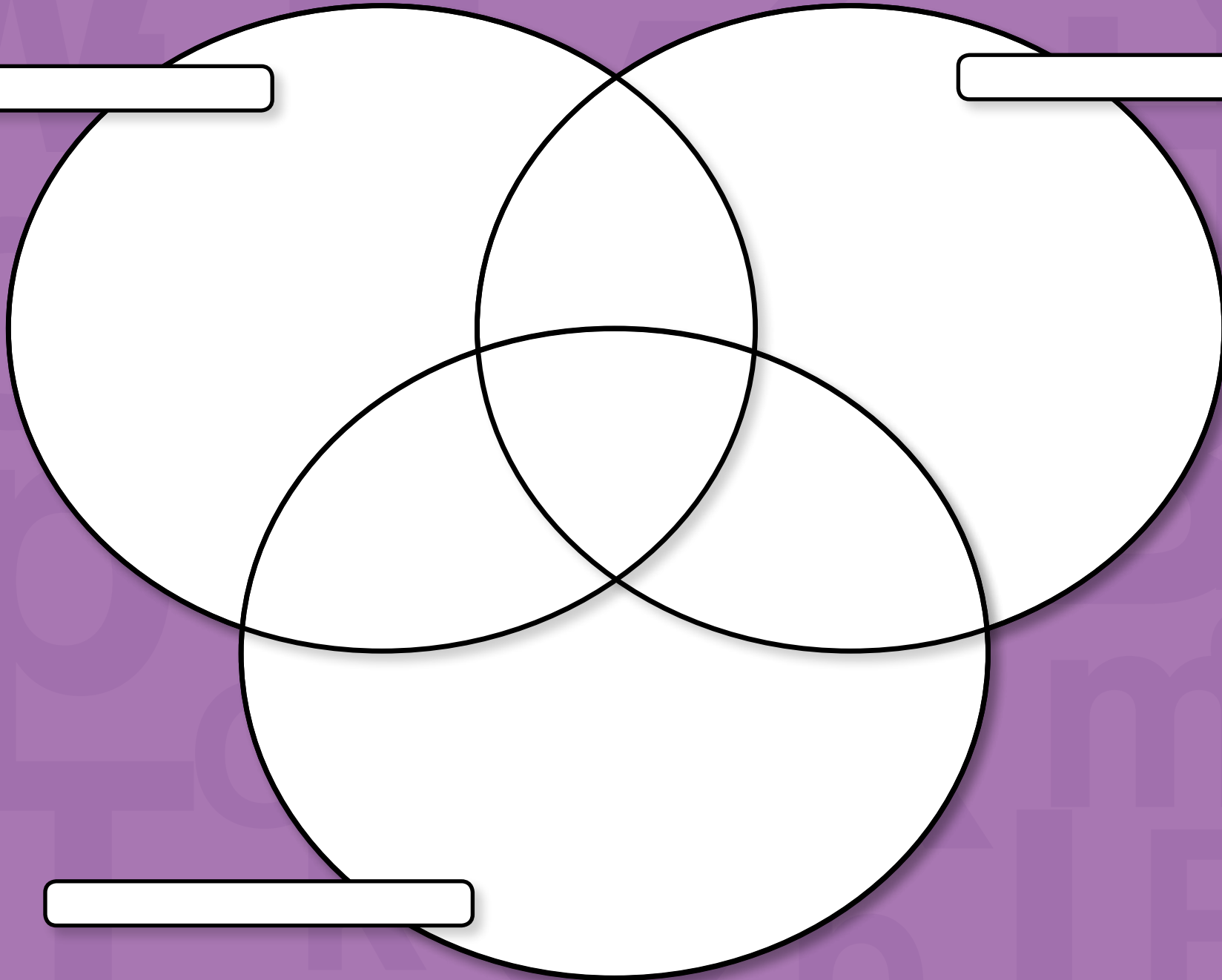
How do they behave? What do they do? Do they have any motives or agendas for their behaviour and actions?

Plot key words or phrases on the Venn diagram. Give reasons for your choices. What evidence is there in the text to support your decisions? What evidence is stated and what is implied?

### Evaluating

Look carefully at your answers. How has the writer portrayed each character? What language and vocabulary have they used? How does this affect your view as a reader of each character? Can you suggest any changes that the writer could make to how they portray these characters?

# Character Comparisons



## Activity 27

### AQua Research



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read and discuss a wide range of non-fiction, reference books and textbooks; retrieve, record and present information from non-fiction; asking questions to improve their understanding; summarising the main ideas drawn from more than one paragraph; distinguish between fact and opinion; explain and discuss what they have read, maintaining a focus on the topic and using notes where necessary.

Level: mastering UKS2

#### Resources

- Range of information books, leaflets, web pages, textbooks, etc. on a topic or theme
- Copy of the AQua chart
- Dictionary and/or thesaurus

#### Warming up

Think about your topic or theme. Spend a few minutes thinking about or discussing the following questions. What do you already know about this? What would you like to find out? What questions do you have?

#### Main Activity

Use your AQua chart to collect your thoughts.

In the first column, write down what you already know about this topic.

Use the second column to tick when you have checked that these facts are correct. Remember to check whether the information is fact or opinion. In the third column, write down the questions that you would like to ask and find the answers to. Use the books and web sites to find the answers to your questions.

Remember to use skimming and scanning techniques to find your answers more quickly. When you find your answers, record them in the fourth column.

Skimming: look through the text or book quickly to get an overview of the information; helps you quickly understand a section

Scanning: run your eyes over the writing looking for key words and phrases; helps you locate specific information quickly

#### Evaluating

How quickly did you manage to find the answers to your questions? How well did you use scanning techniques to locate relevant words and phrases? How effectively did you skim to get an overview of the text? How did the layout of the text help you as a reader to find the information that you required?

## AQuA Chart - researching information on:

Already known by me	✓	Questions I would like to ask	Answers to my questions



## Activity 28

# Presentation Preparation



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read and discuss a wide range of non-fiction; retrieve, record and present information from non-fiction; summarising the main ideas drawn from more than one paragraph; distinguish between fact and opinion; explain and discuss what they have read, maintaining a focus on the topic and using notes where necessary.

Level: mastering UKS2

### Resources

- Range of non-chronological reports and information books on a topic or theme
- Copy of the spider diagram overleaf or draw your own version as you work
- Dictionary and/or thesaurus

### Warming up

Skim read some books and reports about your topic. What key facts and themes interest you? What would you like to find out more information about? Choose a report to focus on. Give a brief overview of the report.

### Main Activity

You are going to give an oral presentation on your topic using the report you have chosen.

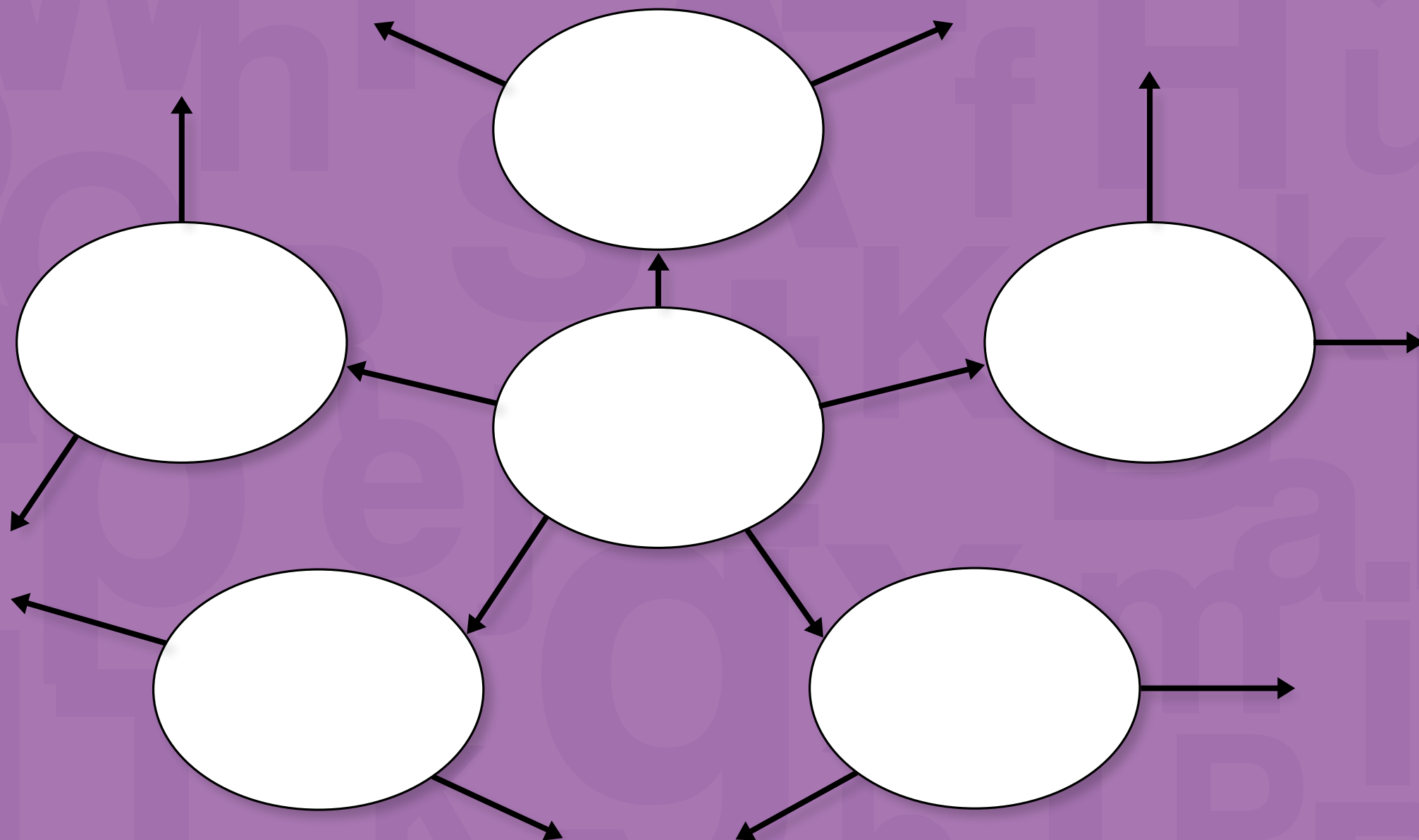
Use your spider diagram to record your notes from this report to prepare a presentation to a partner. Use the topic sentence to identify the key fact for each paragraph. Record other information about that fact around the outside of the circle. Use the other reports and information books to add further details to your spider diagram. Check the facts that you have recorded by scanning for this information in other books. Take care to only record the facts not opinions. Plan your presentation. Which order are you going to give the information in? How will you introduce each mini-section? Write your own topic sentence for each section of the spider diagram.

Remember: A topic sentence introduces the main idea of the paragraph in which it occurs. The paragraph expands and explains the topic sentence.

### Evaluating

How effectively were you able to present this information? Were you able to expand your ideas by giving further supporting evidence? How would you improve your note-taking? What top tips would you give for effective note-taking?

## Presentation Preparation :



## Activity 29

# Zones of Relevance: Comparing Settings



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts; exploring the meaning of words in context; drawing inferences and justifying inferences with evidence, discuss and evaluate authors use of language considering the impact on the reader; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Book, story or poem with good setting descriptions including the use of some figurative language
- Copy of zones of relevance (see overleaf) and two colours to write with (one for each setting)
- Dictionary and/or thesaurus

### Warming up

Find the first setting in the story. Read the description carefully. What words can you think of to describe the setting? What words has the writer used? How does this make you feel as a reader? Would you like to visit this setting? Why/why not? What happens in this setting? How does the writer's use of language affect your feelings about this setting? Find another setting. How does the language affect how you feel about this place?

### Main Activity

Use the Zones of Relevance chart overleaf and a different colour for each setting. Look carefully at the words below.

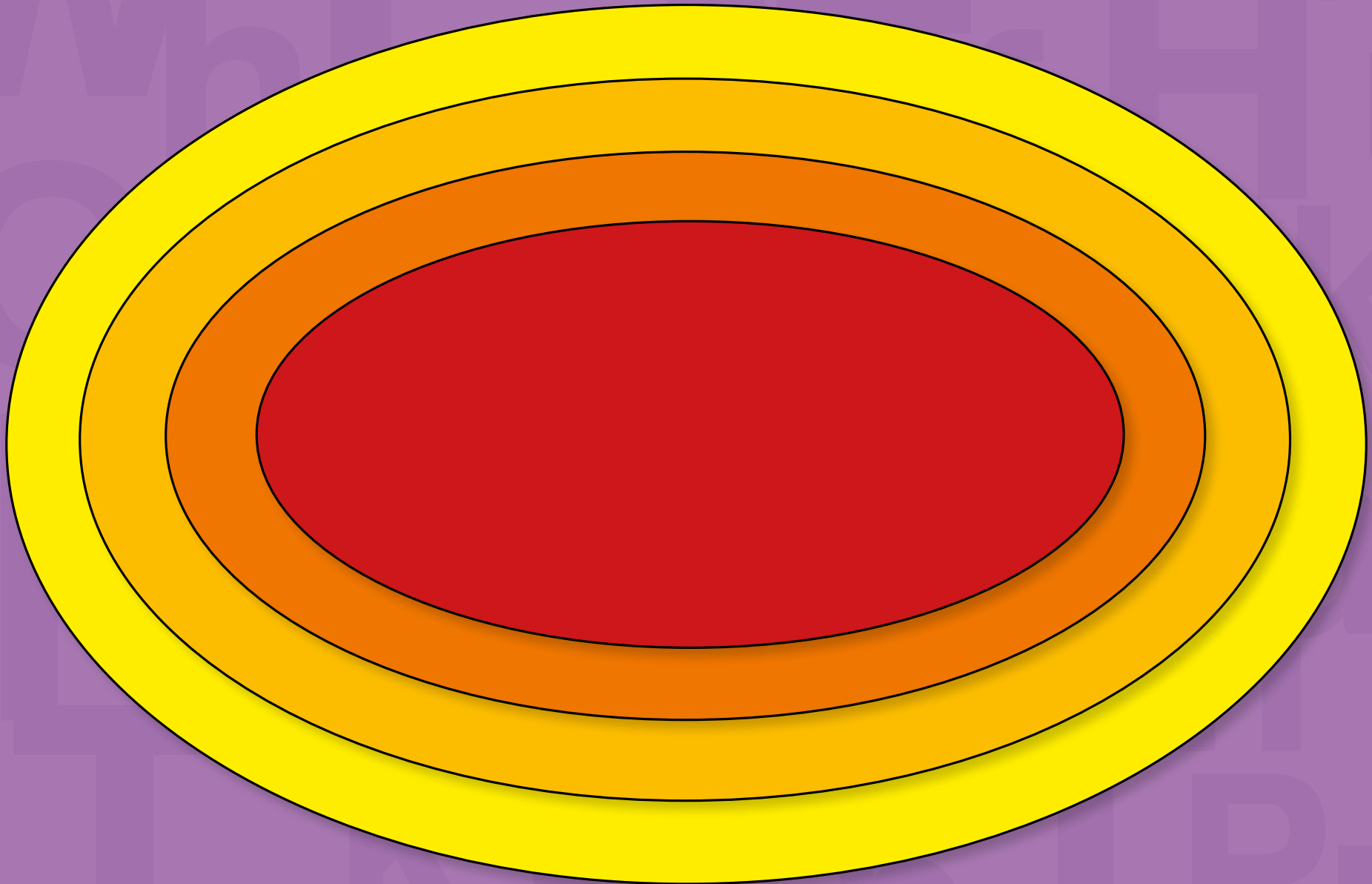
How well do they relate to the setting? Write the word at the centre of the chart if it is very relevant. If there is some relevance, then decide how close to the centre you should place the word. What are your reasons for making those decisions? Give some evidence to support your choices. Use the other colour to place these words for your second setting.

Setting: mystical, exciting, bustling, fascinating, peaceful, picturesque, frightening, uninviting, magnificent, weird, stunning, sinister, ominous, forbidding, menacing, tranquil, pleasant, secluded

### Evaluating

Compare the two settings. How do you feel about each place? How effectively do you think the writer has described each setting? How does the setting impact on the events that happen in the story? Use evidence from the text to support your ideas.

## Zones of Relevance: Comparing Settings



## Activity 30

# Comparing Reports



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read and discuss a wide range of non-fiction; summarising the main ideas drawn from more than one paragraph; distinguish between fact and opinion; retrieve, record and present information from non-fiction; explain and discuss what they have read, maintaining a focus on the topic and using notes where necessary; identifying and discussing themes across a range of writing.

Level: mastering UKS2

### Resources

- Range of newspaper reports of the same event e.g. a sporting or political event, a visitor to the country, a celebration, etc.
- Copy of the newspaper grid overleaf or draw your own version as you work
- Dictionary and/or thesaurus

### Main Activity

Use your newspaper grid to record your notes from these reports.

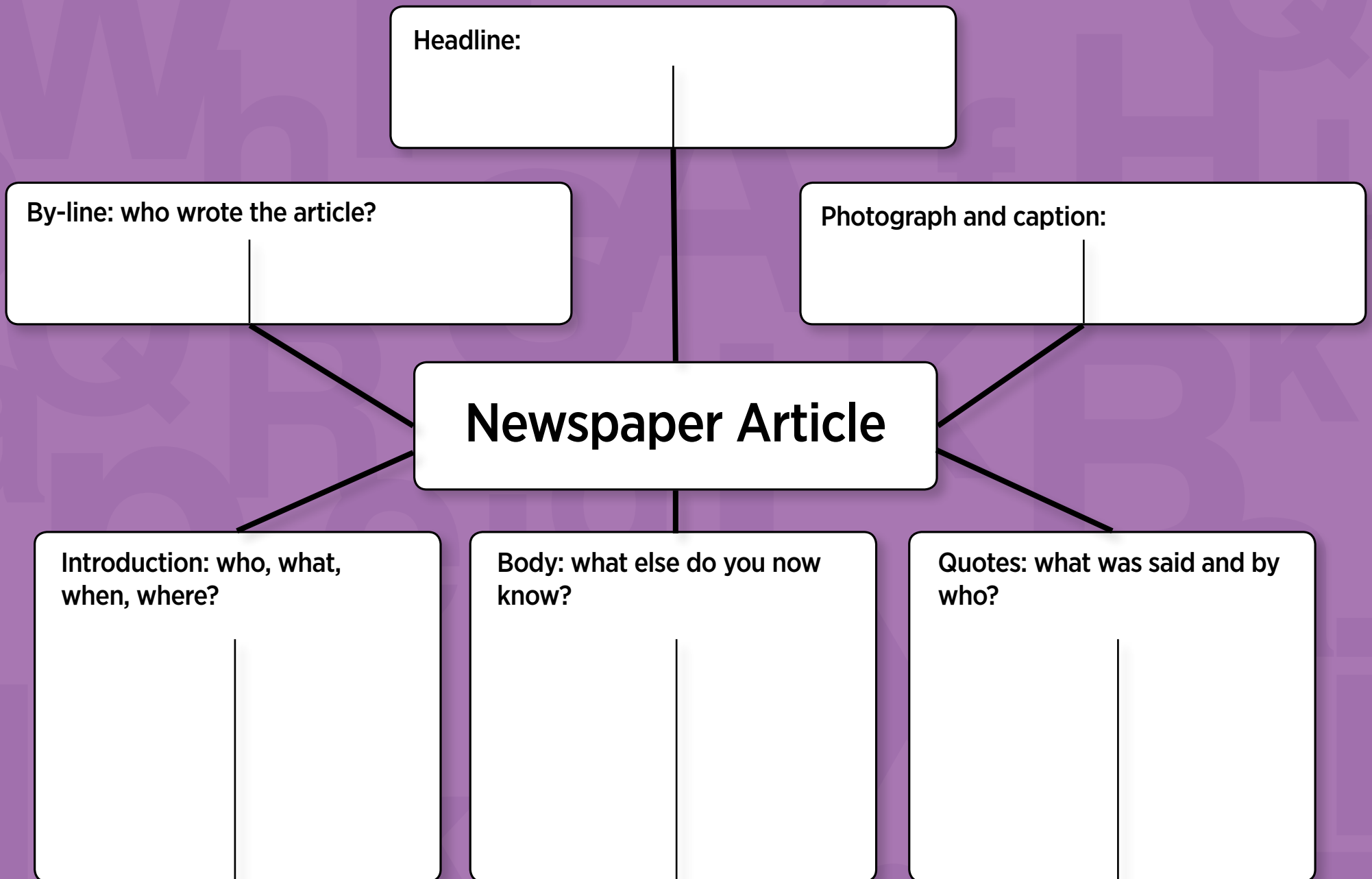
Record the key information for each section, recording one report on one side and the second report on the other. How similarly have the two pieces reported the event? How do they differ? Why do you think there are differences between the two texts when they are reporting on the same event?

### Warming up

Choose two newspaper reports which interest you. Skim read the texts to get an overview of the information. What are the reports about? How is the information presented? What are the key themes and issues?

### Evaluating

Use your grid to give an overview of each report to a partner. Explain how clearly the information was given. Was it presented accurately or was there some bias or opinion in the writing? Give some reasons for the differences between the two reports. How might this influence the reader?



## Activity 31

# How Characters' Thoughts and Feelings Change



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts; exploring the meaning of words in context; drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence, discuss and evaluate authors use of language considering the impact on the reader; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Book or story with a problem or dilemma
- Thoughts and feelings chart
- Two different coloured pens or pencils
- Dictionary and/or thesaurus

### Warming up

Recap the key events in the story. Who are the main characters in the story? Who do you find most interesting? Why? What significant things happen to this character in the story?

### Main Activity

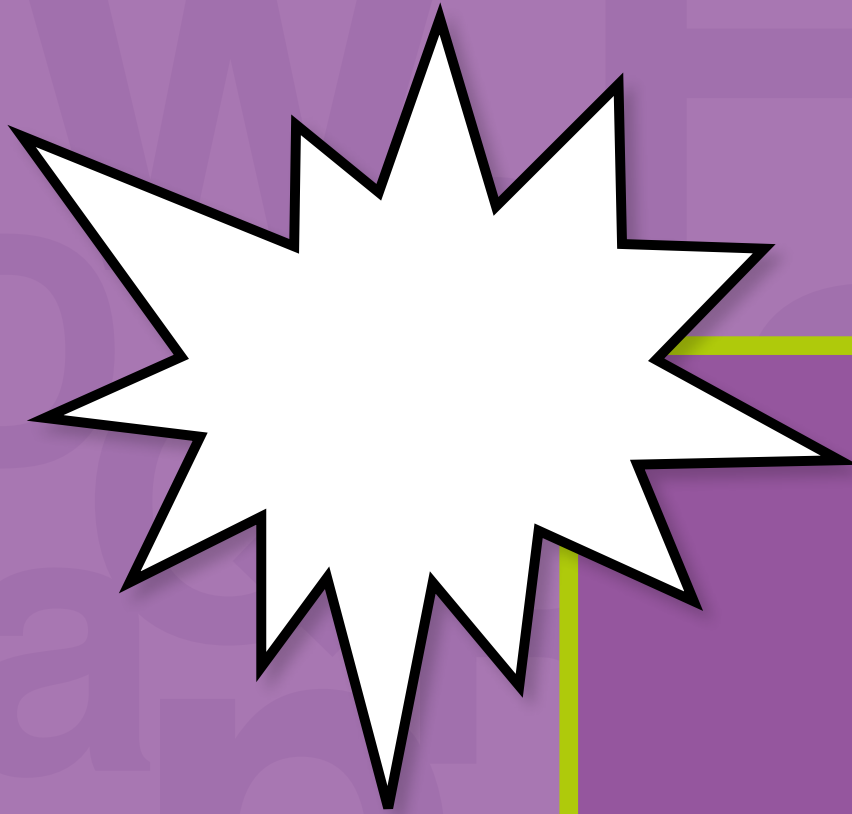
A defining moment can change a character's point of view and behaviour. Choose a defining moment for your character from the text. It could be when they have a difficult decision to make or a problem that they need to solve. Think about your character at that key moment **before** they solve the problem or make their decision. Choose a colour and record the issue in the top half of the centre box. In the zigzag shape, use words and phrases to summarise the character's actions. In the heart, describe how they are feeling. Record what they are saying in the speech bubble and what they are thinking in the thought bubble.

Now take your second colour and record their actions, thoughts, speech and feelings **after** the problem is resolved.

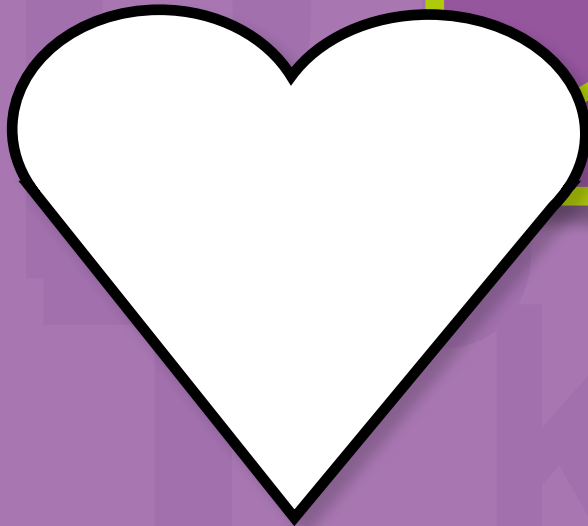
### Evaluating

Compare your notes for before and after the event. How does the issue change the character? Do you think the change is for the better?

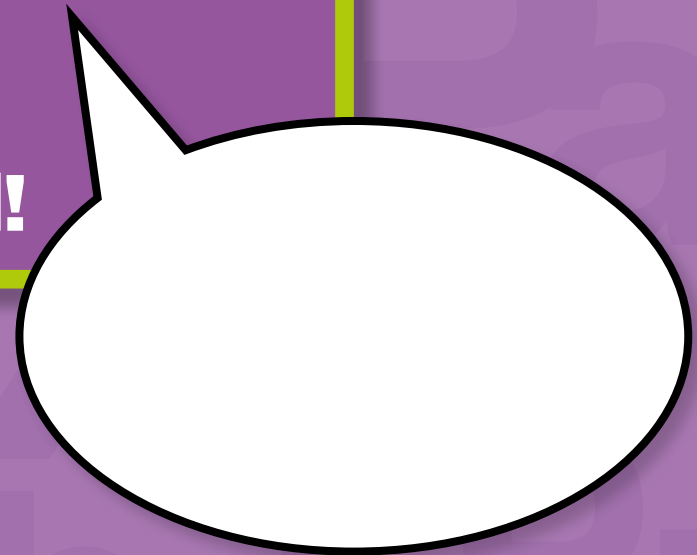
How does the author show how the character has changed? What language does the author use to show this? How does that make you feel as the reader?



**Before it  
happens...!**



**After it  
happened!**





## Activity 32

### Book Gossip



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Recommending books that they have read to peers, giving reasons for their choices; discuss and evaluate how authors use language, considering the impact on the reader; provide reasoned justifications for their views.

Level: mastering UKS2

#### Resources

- Book or story read recently that you would recommend
- Recommendation chart (see overleaf)

#### Main Activity

Use the chart overleaf to record some thoughts about why you enjoyed this book. Use evidence from the text to support your choices. Think carefully about how the author created this story.

What made it so enjoyable for you? How do you think the author intended you as the reader to respond to the plot and the character?

#### Warming up

Recap the key events in the story. Who are the main characters in the story? Who do you find most interesting? Why? How does this character make you feel as a reader? What did you enjoy most about this book?

#### Evaluating

Evaluate the overall strengths of the text. What worked really well? How could this book be improved? What advice would you give the author for writing subsequent books?

Strengths of the  
characters

Score out of 10

Your opinions  
about the book

# Book Gossip

Strengths of the  
plot

Why recommend?

Your opinions  
about the author

## Activity 33

# Tension / Suspense Graph



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Drawing inferences from language; justifying with evidence; identifying key details that support the main ideas; making comparisons across books

Level: mastering UKS2

### Resources

- 2 books or stories with adventure, suspense or tension
- Copy of a tension/suspense graph (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Summarise each book or story that you have read so far. What are the main events? What words and phrases build the tension and suspense through the story? How would you rate the tension or suspense at these key points?

### Main Activity

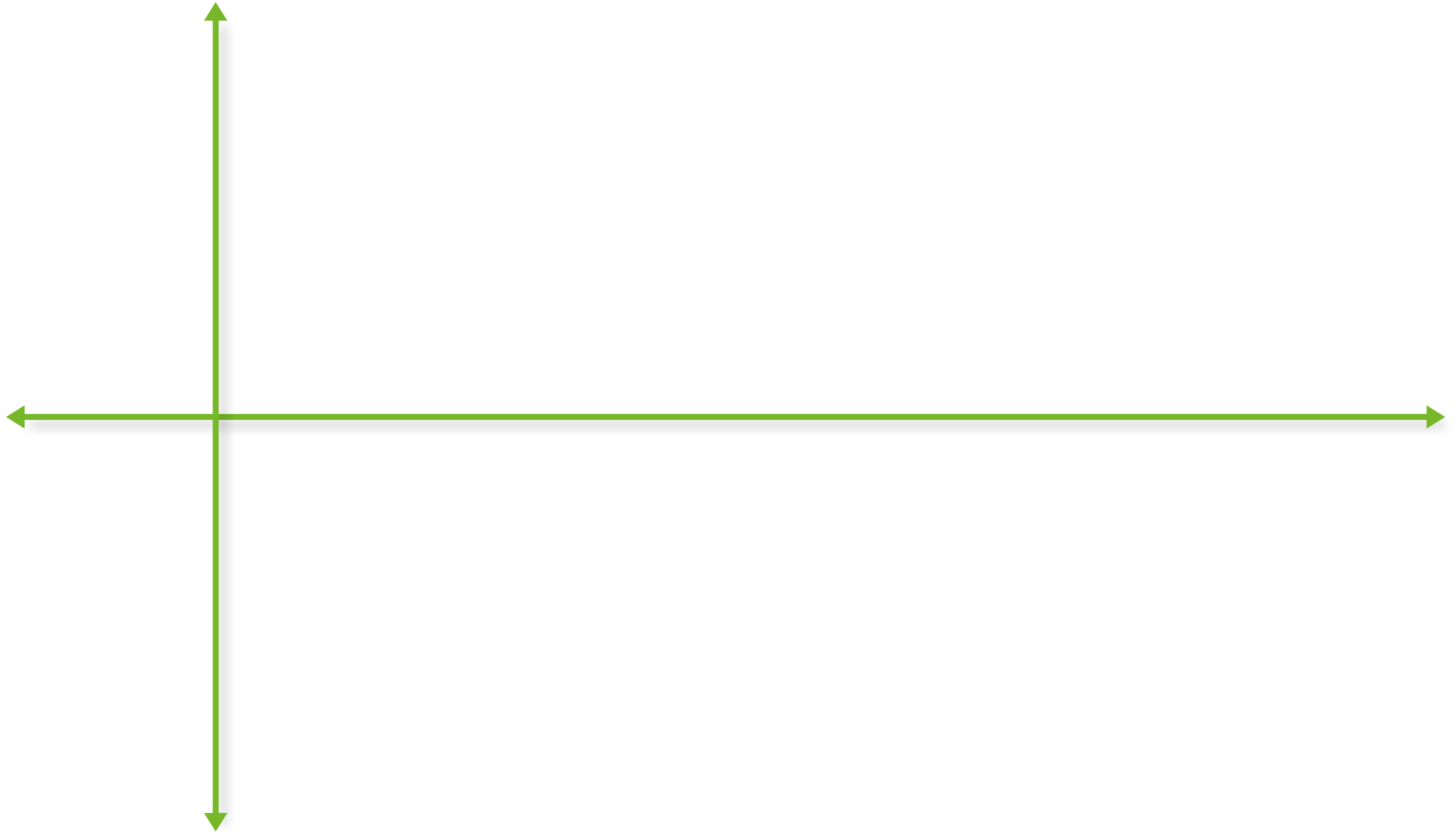
A tension or suspense graph enables you to plot how a writer builds the story towards the problem or climax.

Use the graph overleaf to plot how the tension or suspense develops across each story. Decide whether you will rate the tension or suspense from 0-5 or 0-10 and mark this on the graph. Number the key events on each story and write these numbers on the graph. Choose one colour for the first story. At each key event, rate the level of tension or suspense with a cross. Join the crosses to show the shape of the tension or suspense through this story. At each cross, think about your decision to rate it there. What evidence did you use to make this decision? Summarise this evidence into a few key words and annotate the point with these words. Choose a different colour and rate the key events for the second story. Annotate with evidence for your decisions.

### Evaluating

Look at the shape of each of the stories on the tension/suspense graph. How do the levels differ? How are they the same? How quickly does each writer build the tension or suspense? What effect does this have on you as the reader? What 'top tips' can you think of to help you in your own writing?

## Tension/Suspense Graph



# Activity 34

## Take Three Stories



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Three books or stories, possibly on the same theme, in a series and/or by the same author
- Copy of comparison Venn diagram (see overleaf)

### Warming up

Briefly summarise the first story. Think carefully about the themes and messages that the writer is giving. What can you say about the plot, characters, themes and messages for the other two stories?

Some examples: Carrie's War, Goodnight Mr. Tom and The Boy in the Striped Pyjamas; Wolf Brother, White Giraffe and The Last Wild.

### Main Activity

How are these stories or books similar?

How are they different? Use the Venn diagram to compare and contrast all three stories. What themes do the stories explore?

See below for some ideas to get you started. What messages is/are the writer(s) giving? Plot key words or phrases on the Venn diagram, placing the similarities in the overlap and the differences in the outer sections for each story. Can you give reasons for your choices? What evidence is there to support your decisions?

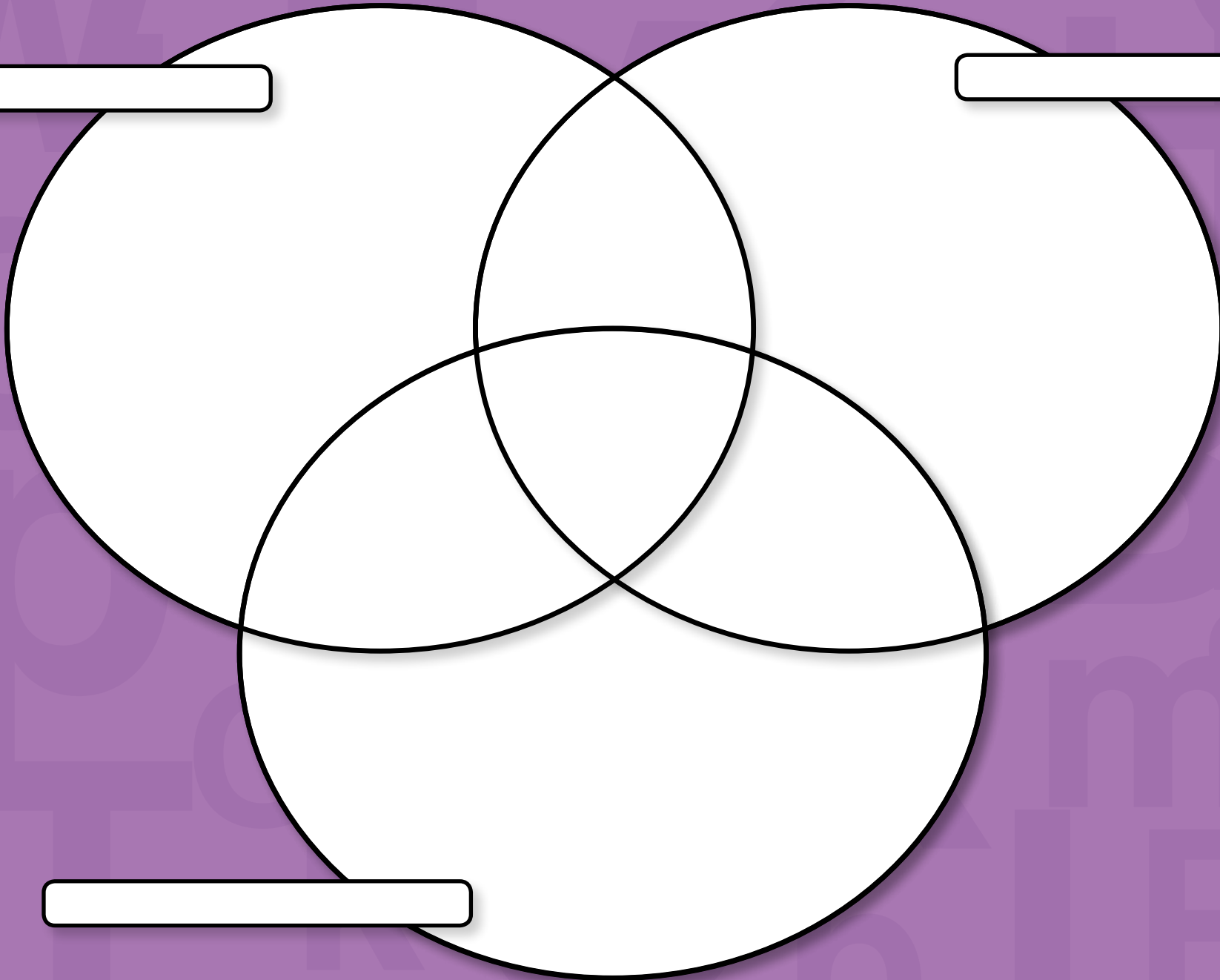
Examples of themes: friendship, loneliness, happiness, loss, sadness, good, evil, power, foolishness, wisdom, justice, envy, courage, honesty, perseverance

### Evaluating

Look carefully at your answers. Select one similarity and explain why you think these stories are similar. What evidence do you have to support your view?

Select one difference and give reasons for your decision. Use evidence to support your reasons. How do these similarities and differences affect your response as a reader to each of these stories?

# Take Three Stories



## Activity 35

### Web-based Discussion Decision



#### **2014 National Curriculum Reference -** Y5/6 Reading-comprehension:

Read a wide range of books including non-fiction; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction; provide reasoned justifications for their views

Level: mastering UKS2

#### **Resources**

- A selection of web-based discussion texts on a theme or topic
- Copy of discussion table (see overleaf)
- Dictionary and/or thesaurus

#### **Main Activity**

Use the discussion chart overleaf to record the main ideas for and against the issue. Record any supporting evidence.

Use other web pages to gather key points for each side, ensuring you record any evidence which supports the main idea. Remember to consider what is fact and what is opinion. Record any opinions in the box below.

#### **Warming up**

Select a discussion text and read it through. Is the discussion balanced? Does it present views for both sides of the argument? Does it back up its ideas with reasons and evidence? What is the origin of the website? Does it have a strong view for or against the issue?

#### **Evaluating**

Use your notes to discuss your findings on this topic. Explain the key points you have found for and against the issue. What is your opinion on this? Has your opinion changed as a result of this research? Finish your explanation by giving your viewpoint, supporting your ideas with reasons and evidence of these stories?

## Discussion Decision

Points for		Points against	
Main idea	Supporting evidence	Main idea	Supporting evidence

Record opinions here- what do they say and who said it?



## Activity 36

# Figurative Language



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Identifying and discussing themes and conventions across a range of writing; making comparisons within and across books; identifying how language, structure and presentation contribute to meaning; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; justifying with evidence

Level: mastering UKS2

### Resources

- Books and stories containing figurative language that you have read or are reading
- Copy of language grid (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

Use the grid overleaf to record any figurative language that you find. Use scanning techniques to locate these language features within the text.

Discuss the meaning of each word or phrase and consider how it contributes to your understanding and enjoyment of the text. Why do you think the author chose to use this device here?

### Warming up

Skim read the books or stories to understand the main gist of each text. What kind of language has the author used in each text?

### Evaluating

Look at the range of figurative language that you have found. Which device do you think is most effective? How does this language affect you as the reader? How effectively have these devices been used to create effective mental images in the reader? How might this figurative language be improved? How can you apply this understanding to your own writing?

# Figurative Language

Simile

Metaphor

Personification

How does the use of  
figurative language  
affect the reader?

Which device do you  
find most effective  
as the reader?

Alliteration

Hyperbole

Onomatopoeia

## Activity 37

# Stories from Other Cultures and Traditions



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Increasing familiarity with books from other cultures and traditions; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Your chart from activity 15
- A selection of stories from a different culture/tradition to read (possibly linked to topic)
- Copy of key aspects chart (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

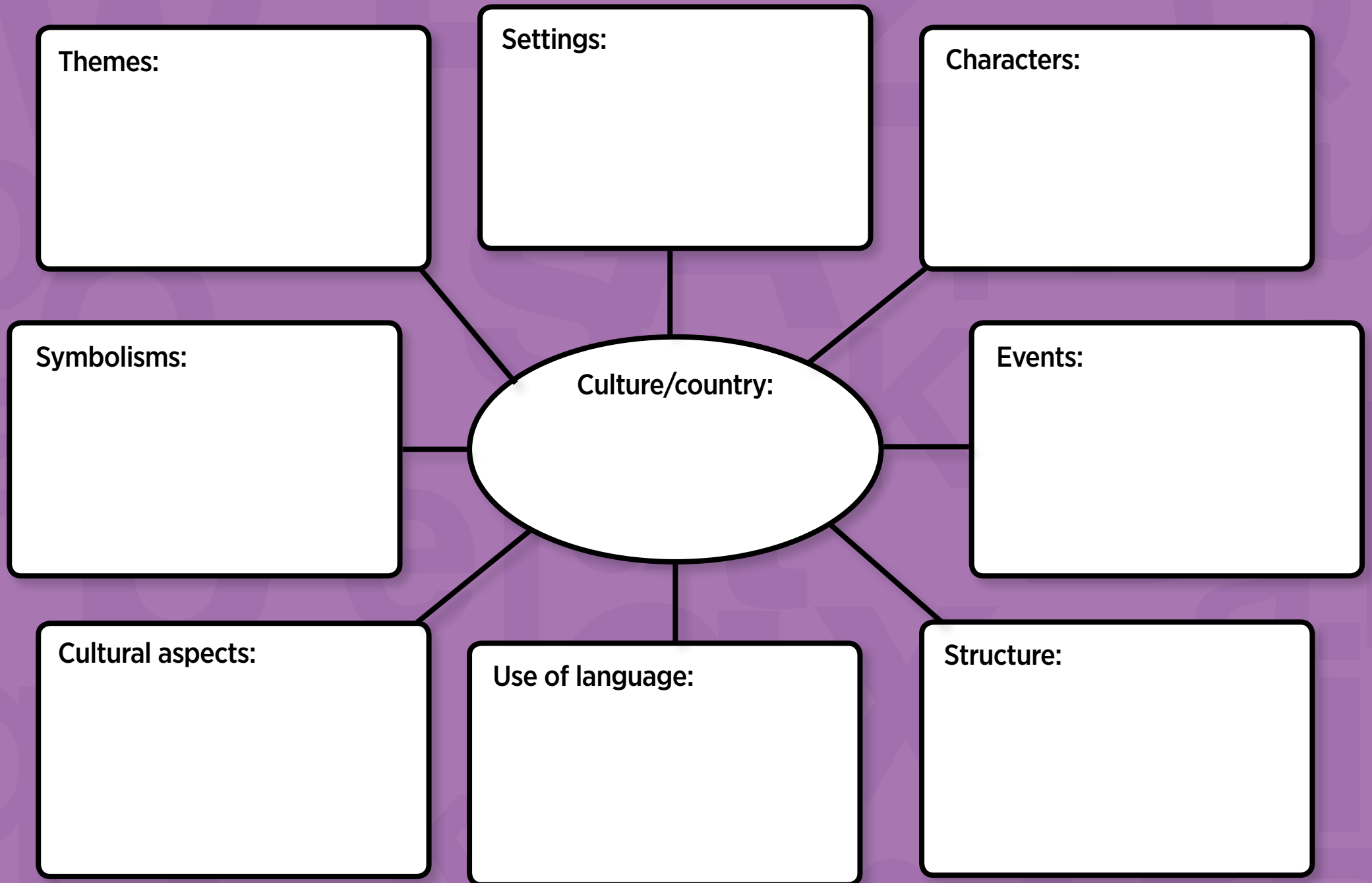
Use the chart overleaf to collect notes and ideas from each of these stories. What common themes are emerging? How are the settings and characters similar? How are they different? Do these stories have common structures or events? Do any characters appear in several of the stories? How have the authors used language to explain and explore the themes and issues?

### Warming up

Read several of the stories. What do these stories have in common? What would you describe as the key features of these stories? How are they similar? How do they differ?

### Evaluating

Compare your chart from this activity to the one you completed in activity 15. How are the key components of each culture's stories similar? How do they differ? What elements identify them as being from each culture? Are there any similarities in how the authors have presented the themes? Are there any morals or lessons to be learnt from these stories? Why do you think they were written? Are they meant to be read or told orally? Does this make a difference? How do their origins affect the stories? How would you describe the purposes of storytelling in these cultures?



## Activity 38

# Myths, Legends and Traditional Stories



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Increasing familiarity with myths, legends and traditional stories; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- A selection of myths, legends and traditional stories to compare
- Copy of comparison Venn diagram (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Choose your favourite myth, legend and traditional story. Give a brief summary of each one. What are the significant events? Who are the main characters? What is the key message or moral of each story?

### Main Activity

Use the Venn diagram overleaf to identify the similarities and differences between the myth, legend and traditional story. Discuss your reasons giving evidence from the text. What themes occur in each story? What message or moral does each story explore? What writing conventions are used in each story?

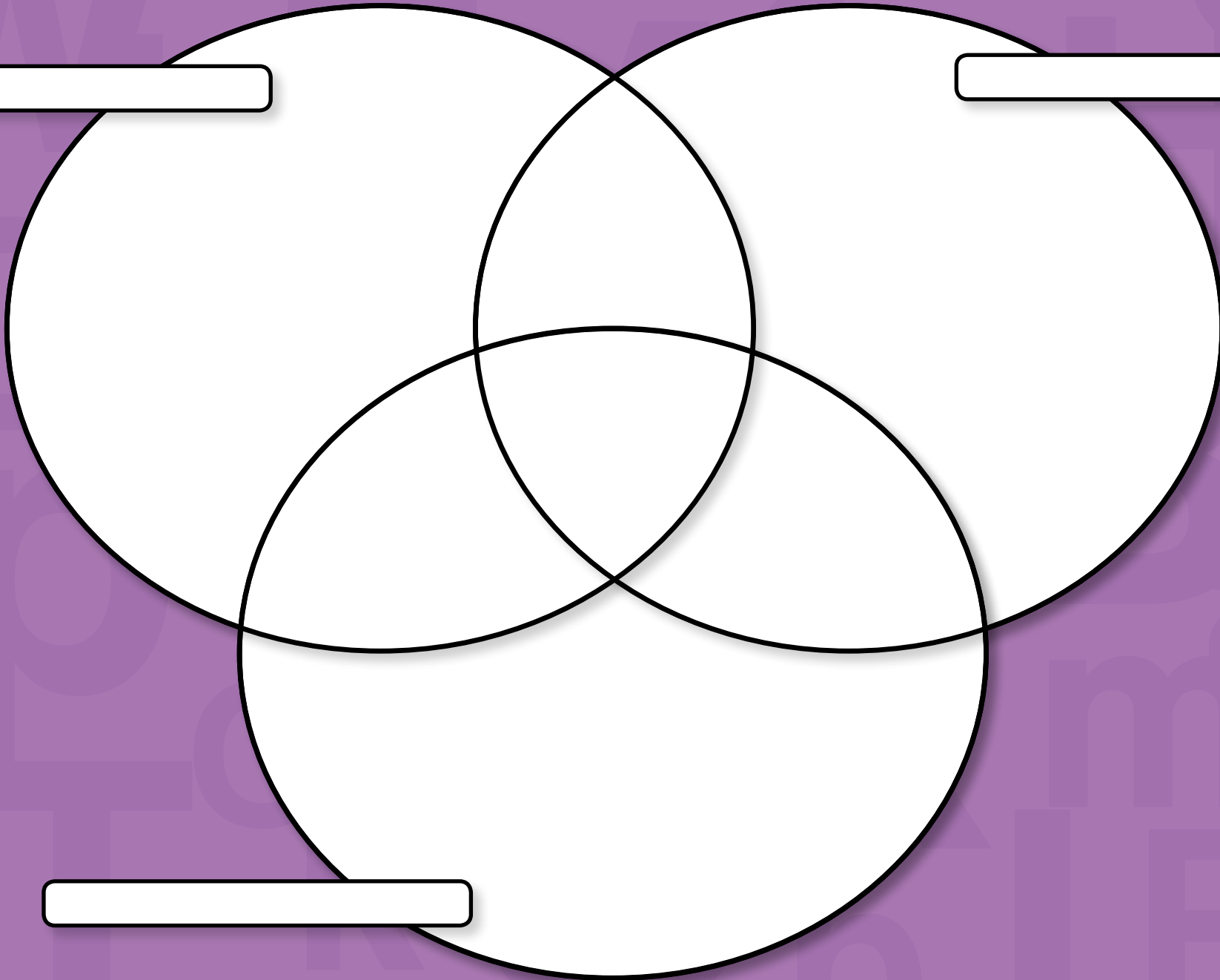
Examples of themes: friendship, loneliness, happiness, loss, sadness, good, evil, power, foolishness, wisdom, justice, envy, courage, honesty, perseverance

Examples of writing conventions: punctuation, grammar, paragraphing, spelling, capitalisation, sentence structure

### Evaluating

Create a 'top tips for writing myths, legends and traditional stories'. What advice would you give to writers? What are the key ingredients that make an effective myth, legend and traditional story?

# Myths, Legends and Traditional Stories



## Activity 39

### Persuasive Partners



#### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read a wide range of books including non-fiction; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; retrieve, record and present information from non-fiction; provide reasoned justifications for their views

Level: mastering UKS2

#### Resources

- A selection of persuasive texts on a theme or topic.
- Copy of persuasive partners (see overleaf)
- Dictionary and/or thesaurus

#### Main Activity

Read the first paragraph of the first persuasive text. Use a 'persuasive partners' circle overleaf to record the main idea. Record any supporting evidence using linking arrows. Does the second text use this point? If so, record it next to the first point, recording the supporting evidence around the circle. Continue through each text, recording a key point in each circle and the supporting evidence with linking arrows. Draw more circles if required. Do the texts give any counter-arguments for any potential opposite views?

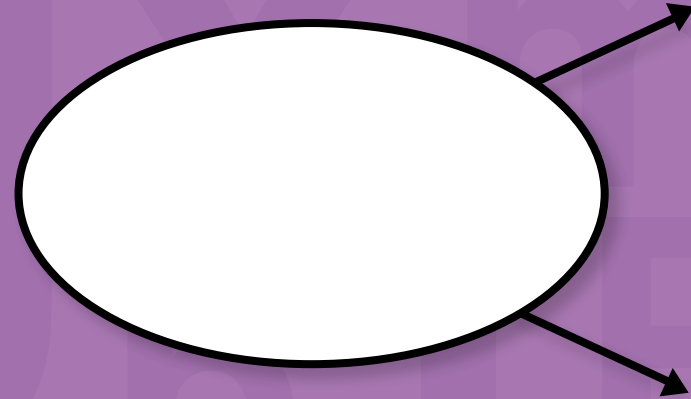
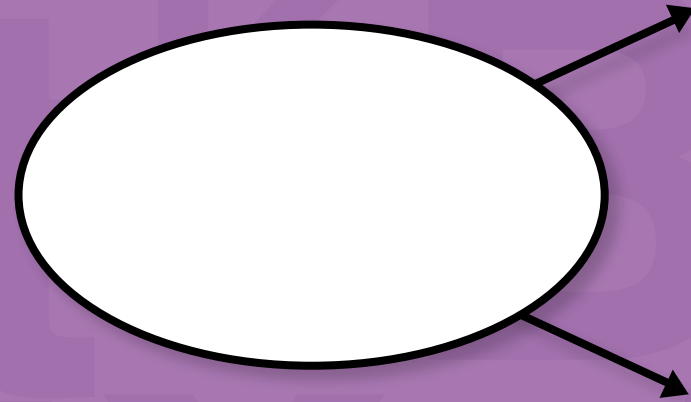
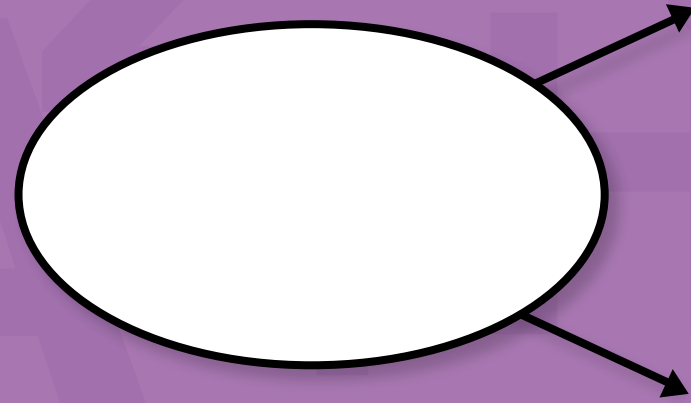
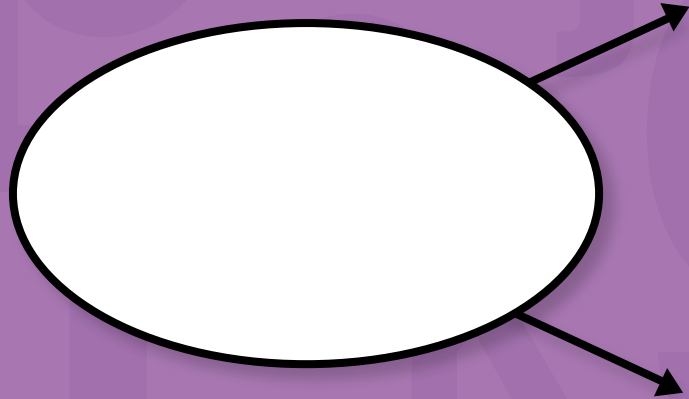
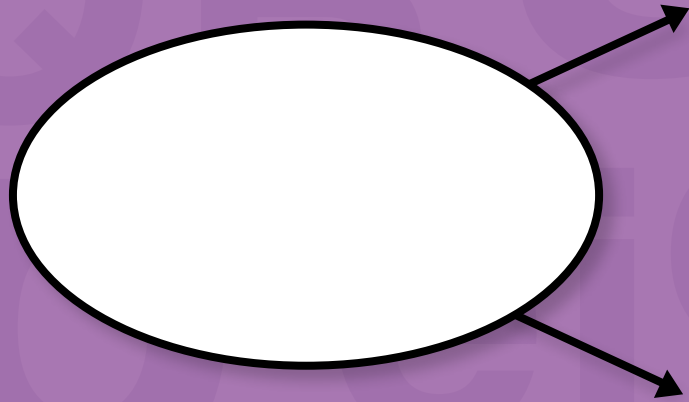
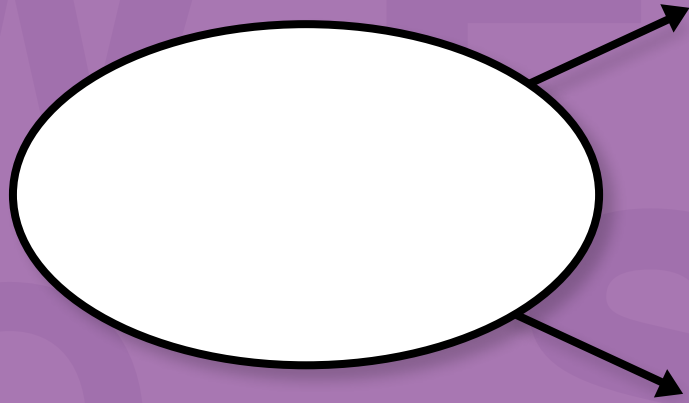
#### Warming up

Select a persuasive text and read it through. What viewpoint does it represent? What language does it use to present its information to its reader? Choose another text that holds the same point of view. Skim read the second text to get an overview of the key messages.

#### Evaluating

Consider how the content is presented in each text. What language is used? How effectively do they influence the reader? Is one text more effective than the other? What language and structures make this text more effective? How could the other text be improved?

## Persuasive Partners





## Activity 40

# Suspense / Tension Spotter



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Identifying and discussing themes and conventions across a range of writing; making comparisons within and across books; identifying how language, structure and presentation contribute to meaning; justifying with evidence

Level: mastering UKS2

### Resources

- Books and stories containing tension/suspense that you have read or are reading
- Suspense/tension Spotter (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

Use the prompts overleaf to record ways in which writers and authors build tension and suspense.

Find one example for each prompt, showing the different ways that tension and suspense can be built. Record your opinion on how effectively the strategy has been used. What have you learnt about the story from the way in which the tension and suspense was built?

### Warming up

Skim read the books or stories to understand the main gist of each text. What language and structures has the author used in each text? How is suspense and tension built?

### Evaluating

Which device for building tension do you think is most effective? What advice would you give to others about the effective ways in which tension and suspense can be built through the story?

Dialogue

A Ticking Clock

# Suspense/ tension spotter

Pace of the story

Sentence structure

## Activity 41

# Character Actions and Motives



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Exploring the meaning of words in context; drawing inferences such as character's feelings, thoughts and motives from their actions; justifying inferences with evidence; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Book or story with a strong character
- Reading journal or paper to record notes
- Dictionary and/or thesaurus

### Warming up

Recap on the story that you have read so far. What are the key events? Who is the key character? What have you read about this character so far? What picture do you have in your mind of how this character looks?

### Main Activity

Briefly sketch the outline of your character in the centre of your page. Around the outside, record any words or phrases from the text that describe your character's actions. Inside your character, record words or phrases that describe your character's traits (see below for a reminder of some traits). Inside your character's head, record some of their thoughts and ideas. Remember to include any details that are inferred by the writer. Use evidence from the text to support your ideas.

Character traits: bossy, caring, intelligent, proud, puzzled, daring, courageous, dependable, frightening, loyal, loving, foolish, mean, selfish, giving, gentle

### Evaluating

Look carefully at the actions of your character through the story. What motivated your character to do these things? Do you think those motives are worthy or not? Give some reasons for your thoughts using evidence from the story. How does this affect your view of the character?

## Motives and Actions

1-Sketch the outline of your character

2-Outside=  
actions



4-Head=  
thoughts

3-Inside=  
character  
traits

## Activity 42

# Zones of Relevance: Themes



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons within texts; exploring the meaning of words in context; identifying and discussing themes in a wide range of writing; discuss and evaluate how authors use of language considering the impact on the reader; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- A selection of poems with a variety of themes and issues
- Copy of zones of relevance (see overleaf)
- Dictionary and/or thesaurus

### Warming up

Read through the poems. What are the key themes and ideas portrayed in each? What language has been used to explore these themes? Identify the key words and think about their meanings. For unknown words, try to work out their meaning from the context? Use a dictionary to check if you are unsure. How has the writer developed the themes across the story of poem?

### Main Activity

Use the Zones of Relevance chart overleaf.

Select your favourite poem from those you have read.

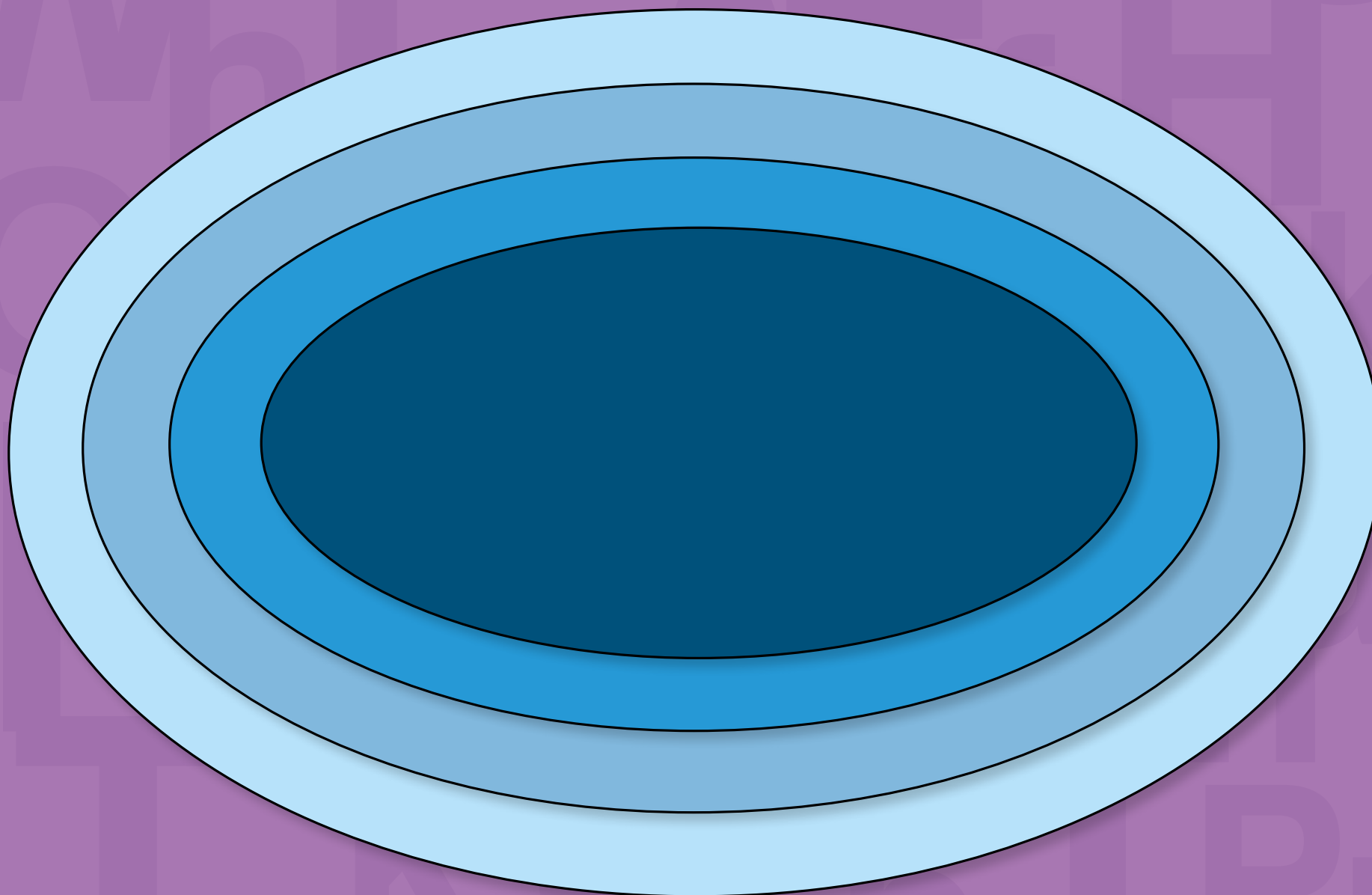
Use the words below to consider how relevant these themes are to this poem. If you think that the theme is very relevant, write the word at the centre of the chart. If you think the word is not relevant, write the word on the edge. If there is some relevance, then decide how close to the centre you should place the word. What are your reasons for making those decisions? Give some evidence to support your choices.

Poem themes: sadness, happiness, power, injustice, fear, success, loneliness, inner strength, the circle of life, rebellion, family individuality, beauty, immortality, honour, pride, self-reliance, knowledge, wealth, friendship, peace, adventure

### Evaluating

Which words have you placed at the centre? Why did you place them there? What evidence do you have to support your choice? Which words were difficult to place? Why do you think they were harder? How well has the poet portrayed these themes? How could you advise the poet to develop these themes further? What advice would you give?

## **Zones of Relevance: Themes**



## Activity 43

# Explanation Exploration



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Read a wide range of books including non-fiction; identifying and discussing themes and conventions across a wide range of writing; making comparisons across books; retrieve, record and present information from non-fiction; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- A selection of explanation texts on a theme or topic
- Copy of explanation features chart (see overleaf)
- Dictionary and/or thesaurus

### Main Activity

Read the texts through carefully.

Using the chart overleaf, find examples of each key feature and record it on your notes.

How does each feature contribute to the text?

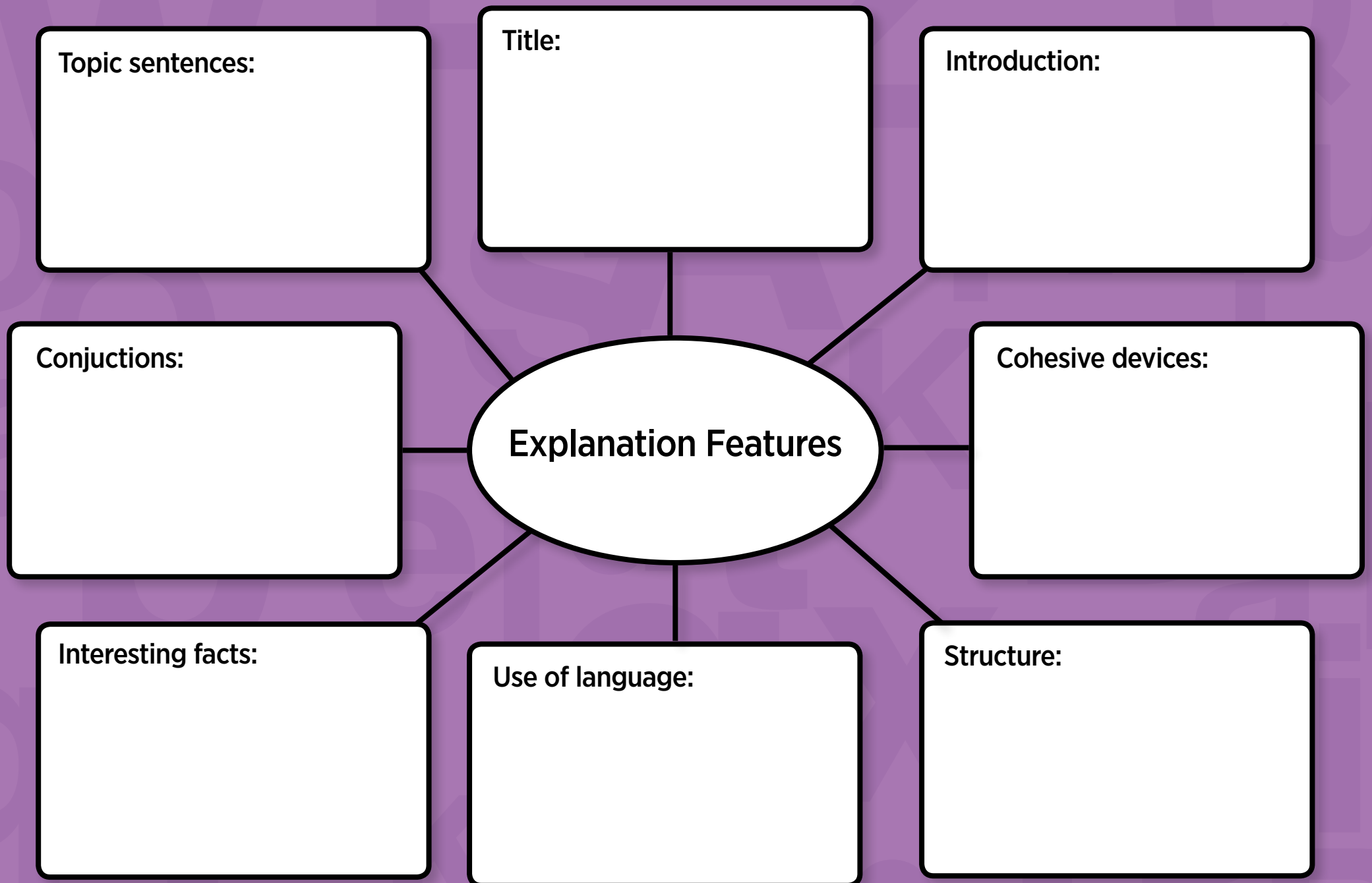
How easily can you as the reader follow the explanation?

### Warming up

Select an explanation text and read it through. What are the key points of the text? Give a brief overview of the text to a partner. Read some other texts on the same theme. Discuss the key points of each text. How does each text explain the 'how' or the 'why'?

### Evaluating

Which elements help the reader to follow the text most effectively? What advice would you give to someone who is writing an explanation text? How should the text be structured?





## Activity 44

# Actions and Motives Comparison



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Exploring the meaning of words in context; making comparisons across books; drawing inferences such as character's feelings, thoughts and motives from their actions; justifying inferences with evidence; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Book or story with a strong character
- Reading journal or paper to record notes
- Dictionary and/or thesaurus

### Warming up

Discuss the key character in each story. What are they like? What are some of their personality traits?

### Main Activity

Briefly sketch the outline of each character in the first column. For one character, record their key actions in column 2. Why did they do these things? Why do you think they behaved in this way? What do you think their motives were? Record these in column 3. Give some reasons for your ideas. Is there any evidence from the text to support your reasons? For your second character, record their key actions. What do you think their motives were? Record these in column 3, giving reasons supported by evidence from the text. Compare the characters' actions and motives. How are they the same? How are they different?

### Evaluating

How effectively has the writer developed each character? Is it easy or hard to understand each character's motives for their actions? What 'top tips' would you give for how to show a character's motives in your own writing?

## **Actions and Motives Comparison**

<b>Character</b>	<b>Actions</b>	<b>Motives</b>

## Activity 45

# Key Ingredients for Good Fiction Books



### 2014 National Curriculum Reference - Y5/6 Reading-comprehension:

Making comparisons across books; identifying and discussing themes and conventions across a wide range of texts; discuss and evaluate how authors use language, considering the impact on the reader; provide reasoned justifications for their views

Level: mastering UKS2

### Resources

- Prompts (see overleaf)

### Warming up

What makes writing effective for the reader?  
Discuss the prompts overleaf and add some of your own.

### Main Activity

You have been asked to create a text entitled 'the key ingredients of a good fiction book' for another school. Plan and create a text with your own top tips about what makes books good to read. You may present this information in any written form you choose (leaflet, poster, booklet, PowerPoint, comic strip, etc.).

### Evaluating

How effectively have you considered the key ingredients of a good book? Have you hooked your reader? Is your writing clear, well organised and interesting to read? How could your work be improved?

