

Note to Parents – *If you are unable to print off this reading pack, this will not hinder your child being able to do it. Any tables, Read Aloud/Think Alouds etc can be copied into their Learning from Home book and texts can be read from screens. 😊*

Using the Home Learning Materials

The materials

- Each reading booklet contains a key text and suggested activities that can be used to develop comprehension and understanding.
- The sequence should take no more than 1 hour to complete.
- Reading for pleasure, fluency and stamina should be developed through regular sustained reading using the books identified by the school.

How to use

- Read the instructions carefully before you start a task.
- Each sequence contains simple explanations and examples to help you.

How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Check your child understands any new or unfamiliar vocabulary
- Adapt any of the resources and materials as you feel necessary to support your child's needs

Reading comprehension sequence

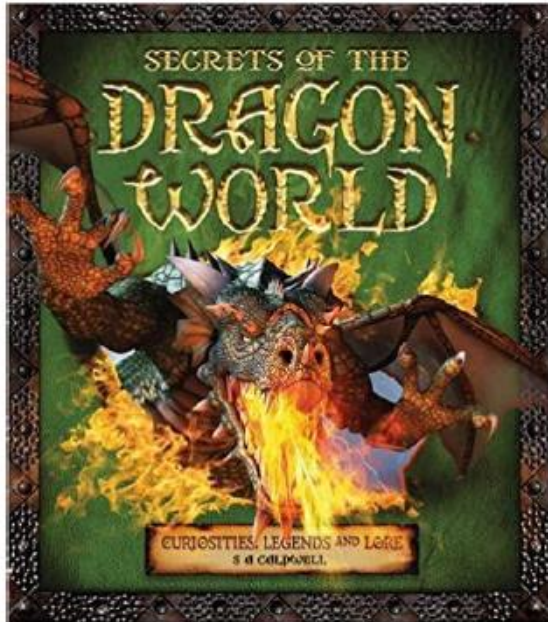
Teaching sequence:

- 1) Read and enjoy with expression
- 2) Text mark – think aloud
- 3) Vocabulary checker
- 4) Response to reading
- 5) Quick quiz

Text One

Secrets of the Dragon World

1. Read and Enjoy



There's a bigger version on the next page!

THE DRAGON'S SENSES


A STUDY OF SIGHT, HEARING & SMELL

MUCH HAS BEEN WRITTEN of the dragon's astonishing eyesight. Our own vision is so limited by comparison, that it is hard to imagine the world as beheld by dragons. They can observe a scene many miles away in perfect focus and possess the facility to see the full range of colours. What human eyes perceive as the sun's glare appears as sharply defined to the dragon. Naturally, their night vision is also exceptional.


Dragon eyes come in every imaginable hue from forest-green and sky-blue, to copper, bronze and burnished gold. It is a well-documented fact that it is very likely impossible, and certainly rather foolhardy, to hold the gaze of a dragon. Its stare is so penetrating and hypnotic, that it has the effect of placing the viewer in a trance from which they are unlikely to recover.

UNEARTHLY PERCEPTION


Although not in the same league as their eyesight, a dragon's hearing and sense of smell are not to be underestimated. Dragons can discern sounds well outside the human range, and have been known to respond to courting calls over fifty miles away. Similarly, dragons can detect and decode scents carried on the wind over vast distances. Although barely understood, it is evident that dragons also possess a sixth sense. A case in point would be their uncanny ability to seek out gold and precious stones hidden from view.




The protective thorn-like eyelashes of the SICKLE-CLAWED FOREST DRAGON.




Many water species possess a "second eye" - a translucent protective covering that allows these dragons to see underwater.



The uniquely-shaped eye pupil of the BLACK BOG DRAGON.



The vertical eye pupil of the TRIPLE-HORNED NIGHT DRAGON.



Text mark – think aloud

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Much has been written of the dragons **astonishing** eyesight. Our own vision is so limited by comparison, that it is hard to imagine a world as beheld by dragons. They can observe a scene many miles away in perfect focus and **posses** the facility to see the full range of colours. What human eyes **perceive** as the suns glare appears as sharply defined to the dragon. Naturally, their night vision is also exceptional.

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3. Vocabulary checker

Vocabulary	What I think it means	Dictionary definition	Synonyms
astonishing			
posses			
perceive			
hue			

Check your understanding of the words listed above:

1. Identify them in the text and read around the word for meaning.
2. What do you think it means in this context?
3. Check the meaning in a dictionary.
4. Are there alternative synonyms you could use that are just as effective?

4. Response to reading

Capturing the Nuggets

Sieve the text for the key information. What are the golden nuggets to summarise?



What do you learn from the text? Use no more than 20 words.

Summary:



5. Quick quiz

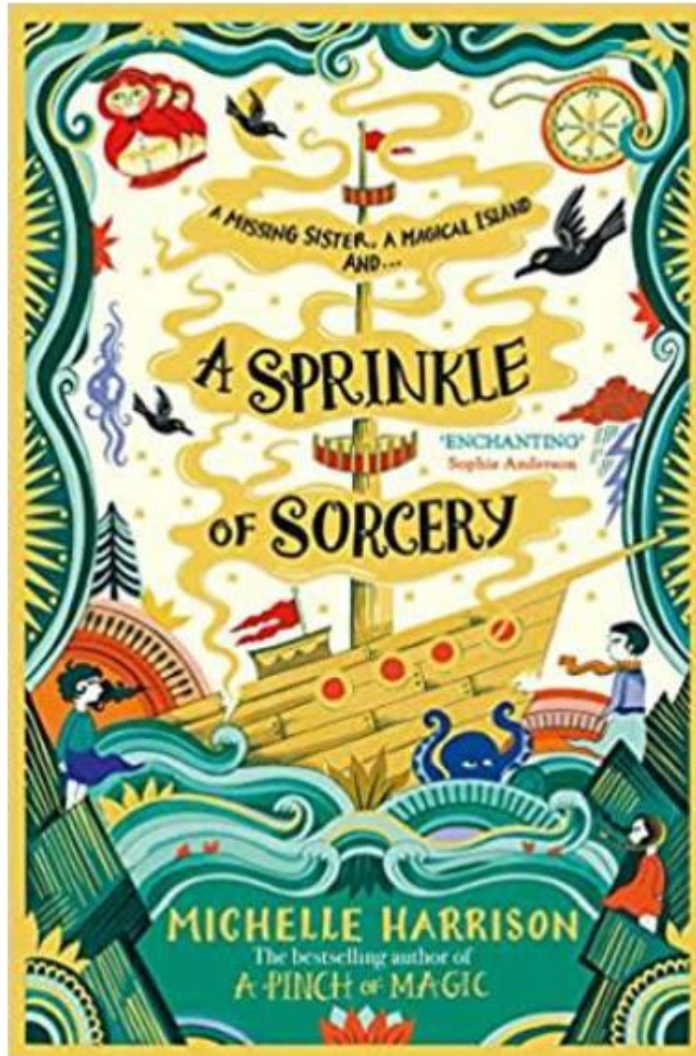
1. *Dragons can discern sounds well outside the human range ...*
What does the word discern mean in this sentence?
2. What happens to people who gaze into the eyes of a dragon?
3. Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
Dragons only see in black and white.		
It is not a good idea to look into the eyes of a dragon.		
Their hearing and sense of smell are as good as their eyesight.		
Dragons have a sixth sense.		

Text Two

A Sprinkle of Sorcery

A Sprinkle of Sorcery by Michelle Harrison



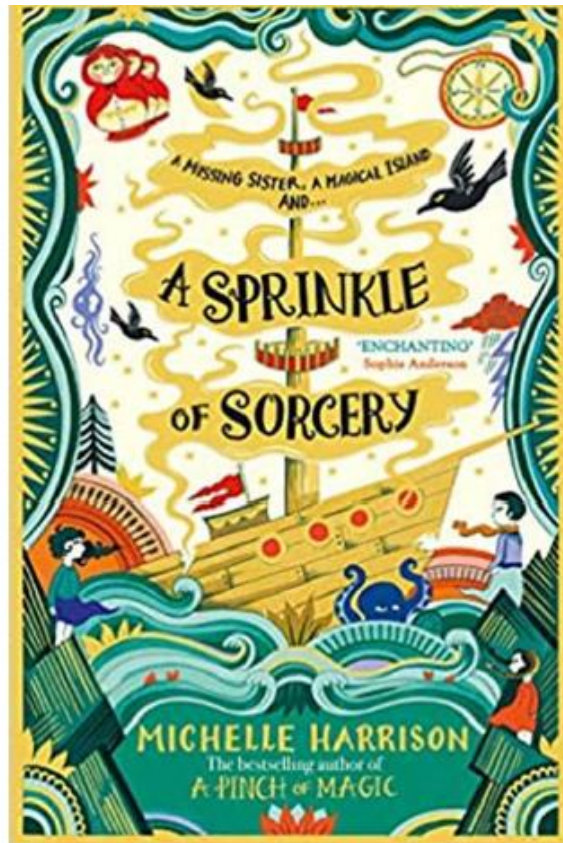
If a copy of the text is unavailable, follow this link to [lovereadings4kids.co.uk](https://www.lovereadings4kids.co.uk) where you can download a free extract:

<https://www.lovereadings4kids.co.uk/extract/16878/A-Sprinkle-of-Sorcery-by-Michelle-Harrison.html>

1. Read and Enjoy

Read the prologue – pages 1-5

Use the website link on the previous page!



Prologue

THERE WAS ONCE A POWERFUL WITCH WHO LIVED on the edge of a marsh. She lived alone except for her familiar: a large black raven.

Every day, people would come to her, seeking help, and every day the witch would assist them in return for some small token or favour. Her magic could cure many things: from warts to worries; from broken fingers to broken hearts.

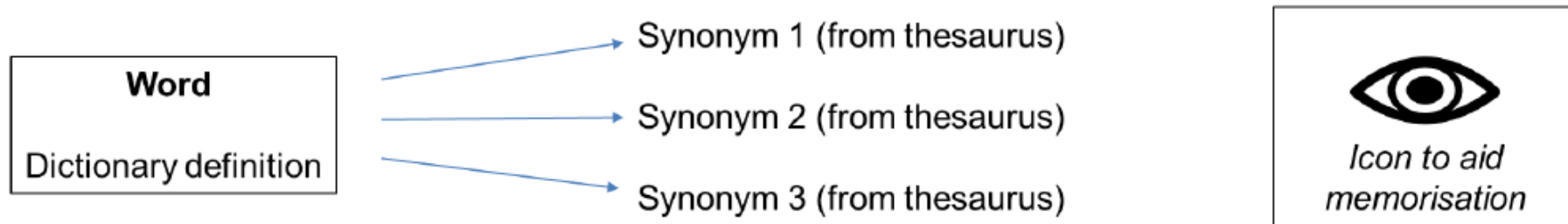
One day she had a visitor – the lord of the land – who had come in disguise. He was a cruel man who had heard stories of the witch's magic, and he couldn't bear to think that anyone was wealthier or more powerful than him. While he was quickly satisfied that the witch was far from rich, he unexpectedly began to fall in love with her. But the witch did not return his feelings, even when he threw off his disguise and revealed who he truly was.

Unable to forget her, the lord returned to visit her again. He couldn't understand why the witch did not love him back,

2. Vocabulary checker

Complete the vocabulary checker (on the next page!)
Use a dictionary to define the word in context, identify possible synonyms and draw an image to aid memorisation. An example is completed below.

Example sentence showing the **word** in context...

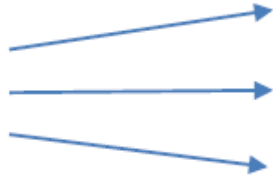


He couldn't **bear** to think that anyone was wealthier or more powerful than him.



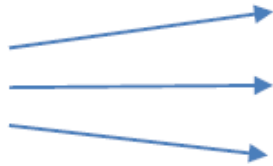
The lord's men took **pity** on the witch, and left her with one good eye.

pity



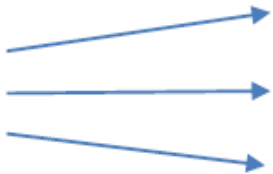
A group of fisherman had been swept near to the island by a **wayward** tide.

wayward



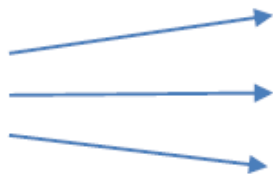
Despite her bubbling **resentment** towards him, there was still good in her heart.

resentment



He set off, thinking about the mysterious island, but **vowed** he would do as the witch asked.

vowed



3. Text mark – think aloud

Read the opening extract from the prologue (available on page 12). As you read text mark for clues about the character of the witch and the lord.

Text mark – think aloud

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Unable to forget her, the lord returned to visit her again. He couldn’t understand why the witch did not love him back, and he flew into a rage and ordered for her to be blinded. ‘If you will not look at me and love me, you will not look at anyone,’ he declared. But the lord’s men took pity on the witch, and left her with one good eye.

‘You can take my eye,’ she told him, ‘but I will always see you clearly.’ And she enchanted an old stone with a hole through the middle to act as a magical eye for the one she had lost.

When the lord returned a third time, and the witch’s feelings towards him had still not changed, he lost his temper again. This time he demanded that her voice be taken. ‘If you will not say you love me,’ he said, ‘then you will not speak at all.’ And he ordered his men to cut out her tongue and throw it into the marshes. But, after the lord left, the witch’s raven croaked in a harsh, rasping voice: ‘You may have taken my tongue, but you will never silence me.’

Text mark – think aloud

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4. Response to reading

Use your text marking to help you complete the opinion scales. Add evidence to explain your thinking.

Character name: Witch						
	strongly agree	agree	don't know	agree	strongly agree	
kind						wicked
Evidence:						
confident						unsure
Evidence:						

Character name: Lord						
	strongly agree	agree	don't know	agree	Strongly agree	
generous						selfish
Evidence:						
trustworthy						dishonest
Evidence:						

5. Quick quiz

Number the following events from the prologue from 1–5 to show the order in which they happened. The first one has been done for you.

The raven becomes the witches voice.

The lord of the land falls in love with the witch.

The witch is blinded in one eye.

The lord's greed is his undoing.

All of the items in the cauldron were transformed.

Text Three

The Balrog

The Balrog

The Balrog: J.R.R. Tolkien

"Something was coming up behind them. What it was could not be seen: it was like a great shadow, in the middle of which was a dark form, of man-shape maybe, yet greater; and a power and terror seemed to be in it and go before it...Its streaming mane kindled and blazed behind it. In its right hand was a blade like a stabbing tongue of fire; in its left it held a whip of many thongs....His enemy halted again, facing him, and the shadows about it reached out like two vast wings. It raised the whip, and the thongs whined and cracked. Fire came from its nostrils."

1. Read aloud and enjoy together

The Balrog: J.R.R. Tolkien

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Enjoy reading this challenging and descriptive passage together, both in your head and aloud with expression. Discuss unknown vocabulary and focus on how the use of punctuation affects reading with fluency.

2. Language for effect

The Balrog: J.R.R. Tolkien

*"Something was coming up behind them. What it was could not be seen: it was like a **great shadow**, in the middle of which was a dark form, of man-shape maybe, yet greater; and a power and terror seemed to be in it and go before it...Its streaming mane kindled and **blazed** behind it. In its right hand was a blade like a stabbing tongue of fire; in its left it held a whip of many thongs....His enemy halted again, facing him, and the shadows about it reached out like two vast wings. It raised the whip, and the thongs whined and cracked. Fire came from its nostrils."*

Imagine you are the illustrator: which words and phrases would you highlight to help create the illustration which accompanies the extract? (examples above)
This task will help the children to understand how authors use language to paint a vivid picture in the reader's mind.

3. Exploring the effect on the reader

Read the extract once more for pleasure and discuss the words and phrase highlighted yesterday.

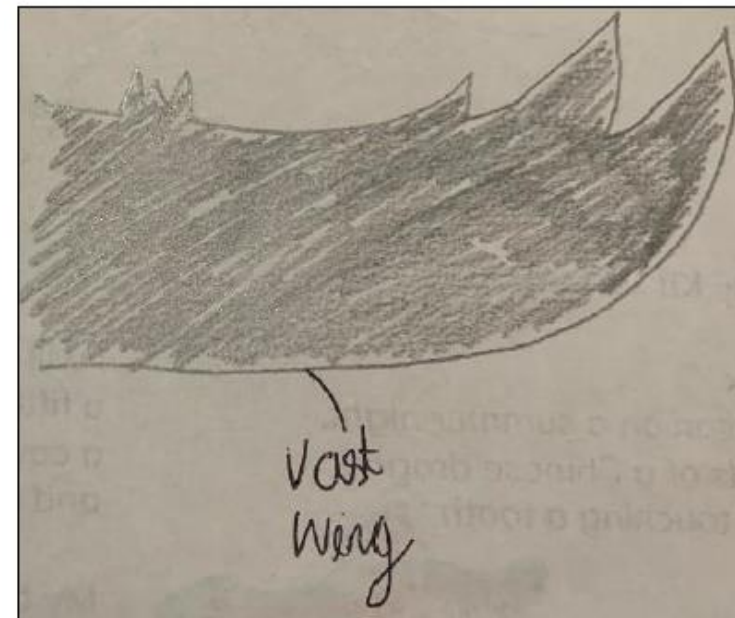
Word or phrase	Effect on the reader
great shadow	This makes the reader feel that a dark shape is looming behind them
blazed	This makes the reader imagine that the Balrog's mane is on fire...

Transfer the words and phrases that you highlighted yesterday onto the blank table and write the effect this has on you as a reader. Two examples have been modelled above to help you.

3. Exploring the effect on the reader

Word or phrase	Effect on the reader

4. Get creative!



Draw and label the Balrog (or parts of it) using the vocabulary in the extract.

5. Quick quiz

Using the extract, explore these questions and encourage your child to respond using evidence from the text to back up their answers.

- 1) What is the Balrog carrying?
- 2) *'Something was coming up behind him...'* Why do you think Tolkien started the description with the word *'something'*?
- 3) What impression do the words *'whined'* and *'cracked'* give you of the way the whip moved through the air?
- 4) If you were faced with The Balrog, would you be afraid? Use evidence from the text to back up your answer.