

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

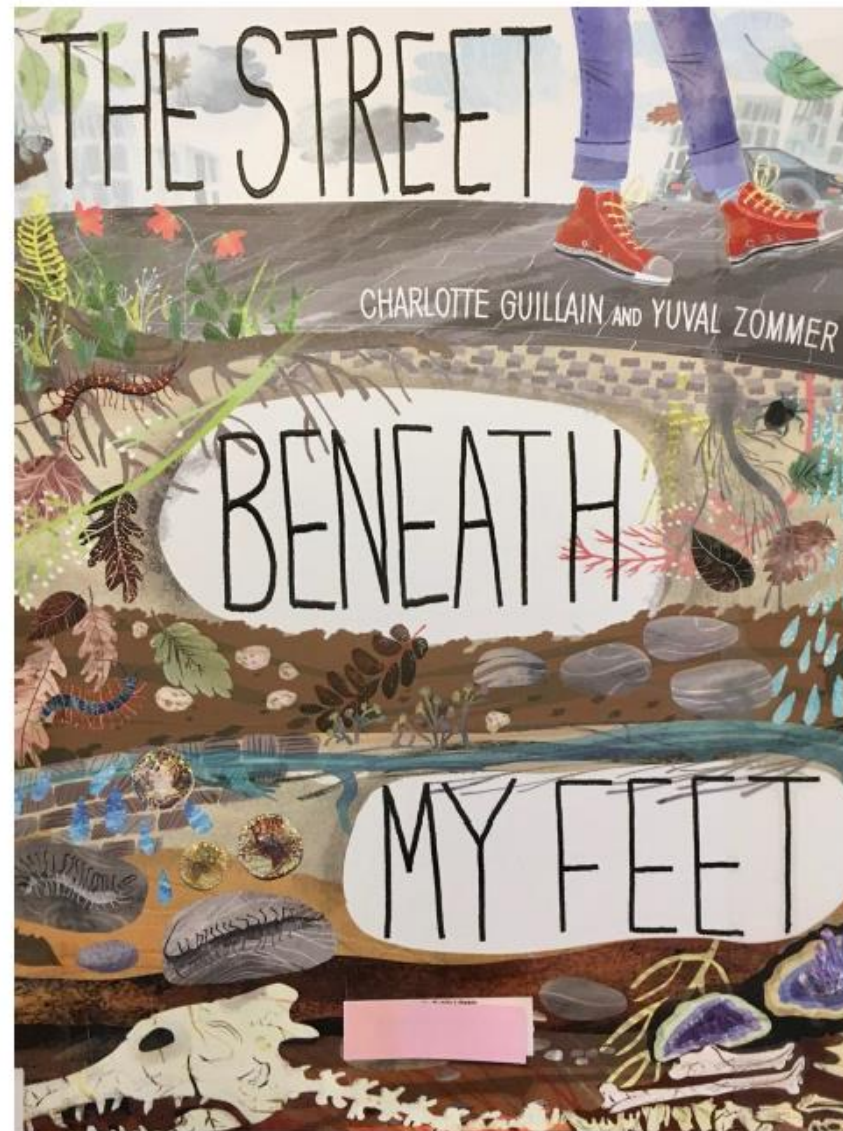
Teaching sequence:

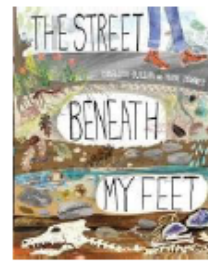
- 1) Read and enjoy with expression
- 2) Text mark – think aloud
- 3) Vocabulary checker
- 4) Response to reading
- 5) Quick quiz

Text One

The Street Beneath My Feet

The Street beneath My Feet, by Charlotte Guillain and Yuval Zommer.



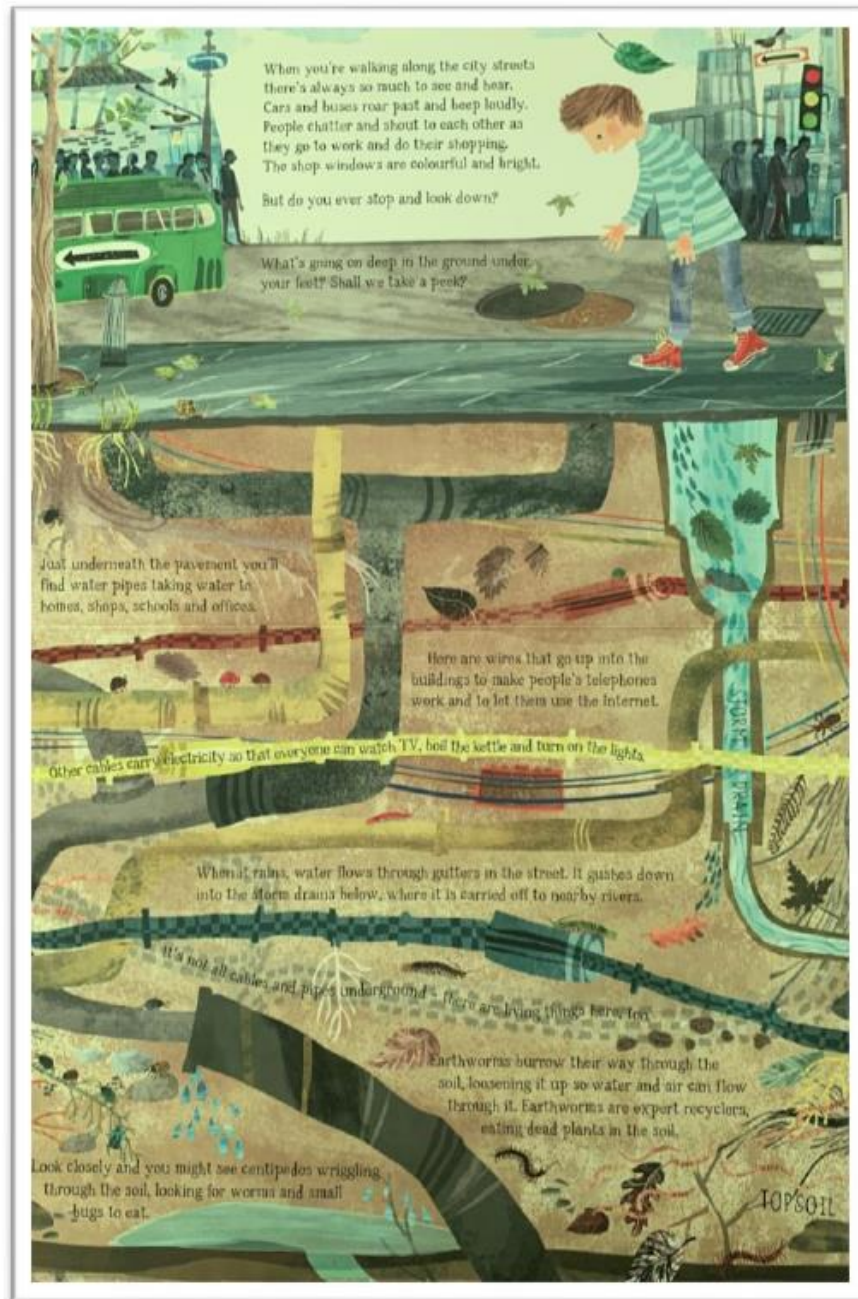


1. Vocabulary and Prediction

Explore the front cover of the book (previous page) and make predictions about what the book might be about. Read the vocabulary below and agree the meaning of words. Based on the front cover and title, predict which words you think will be on the first page of this book (shade these in) and leave blank the ones you think will not be. **(Or write the words into your Learning from Home book!)**

bedrock	soil	peek
pipes	trainers	fossils
grass	magma	pathway
adventure	gutters	recycle
pavement	bugs	offices

2. Developing Fluency



Read and enjoy together the first page of the book (typed up on the next page).

Focus on:

- Expression & volume
- Phrasing
- Smoothness
- Pace

Which words were actually on the first page – were your predictions right?

When you're walking along the city streets there's always so much to see and hear. Cars and buses roar past and beep loudly. People chatter and shout to each other as they go to work and do their shopping. The shop windows are colourful and bright.

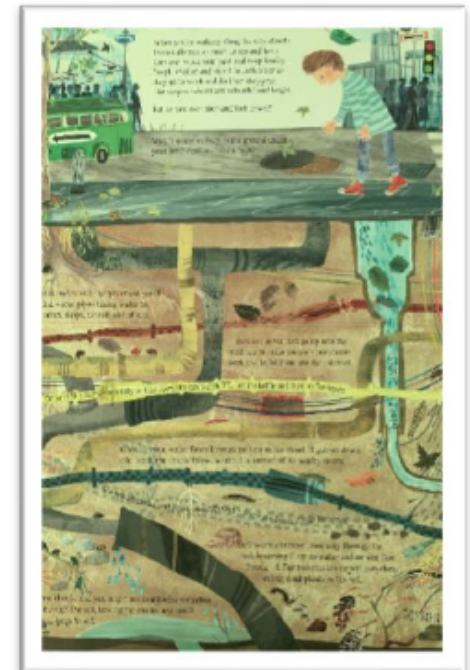
But do you ever stop to look down?

What's going on deep in the ground under your feet? Shall we take a peek? Just underneath the pavement you'll find water pipes taking water to homes, shops, schools and offices.

Here are the wires that go up into the buildings to make people's telephones work and let them use the internet. Other cables carry electricity so that everyone can watch TV, boil the kettle and turn on the lights.

When it rains, water flows through the gutters in the street. It gushes down into the storm drains below, where it is carried off to nearby rivers.

It's not all cables and pipes underground – there are living things there too. Earthworms burrow their way through the soil, loosening it up so water can flow through it. Earthworms are expert recyclers, eating dead plants in the soil. Look closely and you might see centipedes wriggling through the soil, looking for worms and small bugs to eat.



3. Vocabulary check

Use the table below to match the five words to the correct meaning (simply draw lines). Use a dictionary if it helps, focusing on use of the alphabet to find the words. **(Or write the words and definitions into your Learning from Home book!)**

Word
peek
gushes
burrow
recycle (<i>recyclers</i> in the text)
chatter

Meaning
to use again/turn waste into something usable
to take a quick look
to talk to someone in a friendly and informal way
liquid flowing quickly in large amounts
to dig into or through something/a tunnel or hole in the ground where an animal lives

Quick quiz

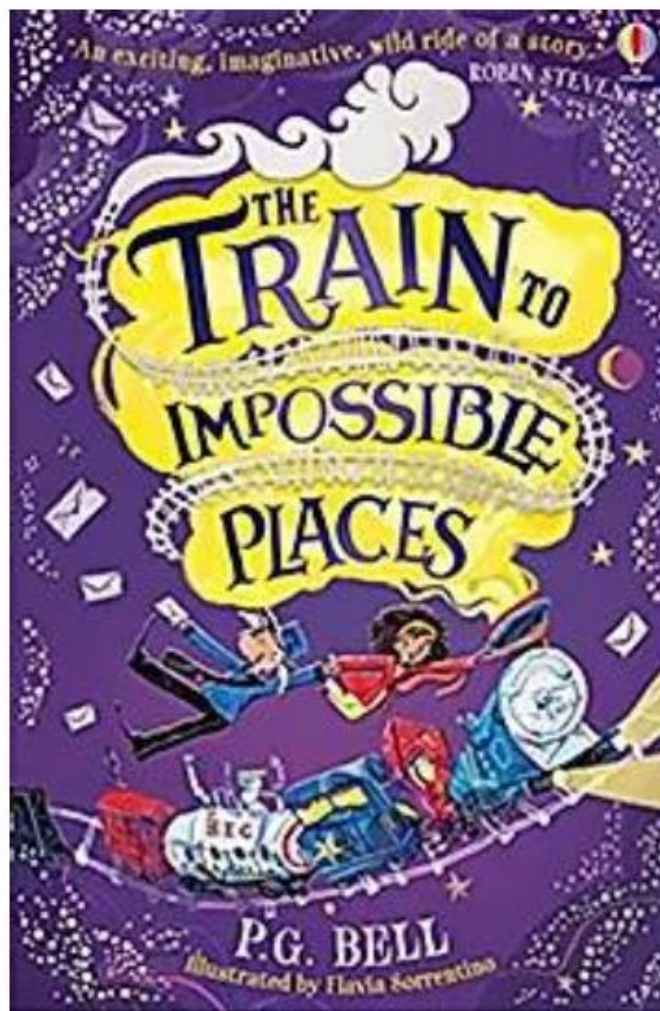
Non-fiction texts are really useful for finding information. This is called retrieval. Discuss the following questions using the extract on page 8.

1. Can you name *two* things you can hear when walking along city streets.
2. What might you find just below the surface of the pavement? (Hint: you will need to find a word which means 'below' in the text)
3. Discuss the reasons why it is important to have earthworms in the soil. How many different reasons can you find?
4. Find one word in the text which is closest in meaning to 'squirming.'

Text Two

The Train to Impossible Places

The Train to Impossible Places, by P.G. Bell



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/15829/The-Train-to-
Impossible-Places-by-P-G-Bell.html](https://www.lovereadings4kids.co.uk/extract/15829/The-Train-to-Impossible-Places-by-P-G-Bell.html)

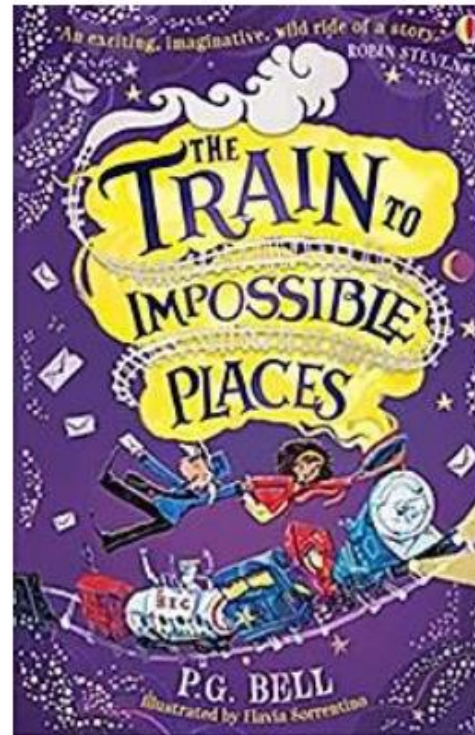
1 - Prediction

Using clues from the front cover explain your predictions.

Where do you think this story is set?

What type of story do you think this is going to be?

What might the main characters be like?



When might the story be set?

2 - Read with fluency and expression



Read and enjoy together the first chapter, reprinted on the next two pages.

Focus on:

- Expression & volume
- Phrasing
- Smoothness
- Pace

LIGHTNING IN THE LIVING ROOM

It started with a flash.

A green flash, as bright and quick as lightning, there and then gone again. It happened so quickly that Suzy wasn't sure she had seen anything at all, although she raised her head from her homework and looked about.

"What was that?" she asked.

"What was what, darling?" said her mother from the sofa, where she and Suzy's father were both sprawled in a heap, still in their work clothes.

Suzy frowned. "Did you see it, Dad?"

"See what, sweetheart?" Her father was hunched over his tablet, reading the news and muttering to himself about the state of the government.

THE TRAIN TO IMPOSSIBLE PLACES

“That green flash. Didn’t either of you see it?”

“HmMMM,” said her mother, shaking her braids loose whilst trying to stifle an enormous yawn.

Her father looked around the room in bleary-eyed confusion. “I didn’t notice anything.”

Suzy pressed her lips together. Perhaps it had been the TV? She peered over her mother’s shoulder at the screen, but she was watching another costume drama – men with tall hats riding on horses in the countryside. No green flashes there.

“You’ve been overdoing the homework again,” said her father, scratching at his unruly mop of ginger hair. “Give your eyes a rest and come and sit with us for a bit.”

“I’m almost finished,” Suzy said, and turned back to her workbook.

It was physics homework, and Suzy was good at physics. Actually, she was good at maths, but she preferred physics because it made the maths useful; it turned the numbers into real things that moved and made a difference. She couldn’t understand why anyone would want to do plain old maths all by itself – solving equations was fun for a while, but all you ever ended up with was more numbers, and what were you supposed to do with them then? No, maths was just another way of filling up pieces of paper. Physics was where the action was.

The trouble was, she was starting to feel that liking physics so much made her a bit unusual, which wasn’t a feeling she

LIGHTNING IN THE LIVING ROOM

liked much. None of her friends shared her enthusiasm, and they had started to sneak little sideways glances at her in class whenever she gave the right answer or got her experiments to work properly. They never said anything, of course, and they weren’t being rude exactly, but she had seen it in their eyes – it was the same look they sometimes gave Reginald, the boy with the dinosaur obsession, who, on the rare occasions someone engaged him in conversation, would talk about nothing else. It was a look that mixed pity with suspicion, as though she were the victim of some terrible affliction, and they were afraid it might be catching.

The thought made her pause, and lift her pen from the paper. The homework was pretty simple. Mr Marchwood, her teacher, had set ten questions on Newton’s laws of motion. Suzy had actually finished them an hour ago, but her imagination had been sparked and she had carried on, testing herself to see how she could put the knowledge to use. How fast would a rocket need to fly to escape Earth’s gravity? How long would it take at that speed to reach the moon? How much force would she need to get back?

She had taken up three extra pages of her book with her own questions, her workings-out spilling over into the margins. She was fairly confident she had the answers right, but would need Mr Marchwood to confirm them. She hoped he would; he had rolled his eyes the last time she had handed in her homework.

THE TRAIN TO IMPOSSIBLE PLACES

“Suzy,” he had sighed. “As if I didn’t have enough work to do.”

Her pen hovered over the page, the next question already forming in her mind. She looked back over her shoulder at her parents, who were now propped against each other, snoring gently. Tomorrow was Saturday – she had the whole weekend to work out more questions for herself, she decided. Perhaps her dad was right; if she was seeing green flashes that weren’t there, her eyes probably needed a rest.

Suzy replaced the top of her pen, shut her homework book and stuffed them both back into her school bag.

She decided not to disturb her parents. “Goodnight,” she whispered, as she padded across the room and out into the hall.



Her footsteps had faded upstairs before another green flash filled the living room. Then another. And another. Ribbons of green energy curled out of the air around the table where she had been working, probing down across her chair, as though searching for something. When they didn’t find it, they flickered uncertainly for a few seconds before fizzling away into nothing. The green light faded.

Upstairs, Suzy brushed her teeth and prepared for bed, oblivious.

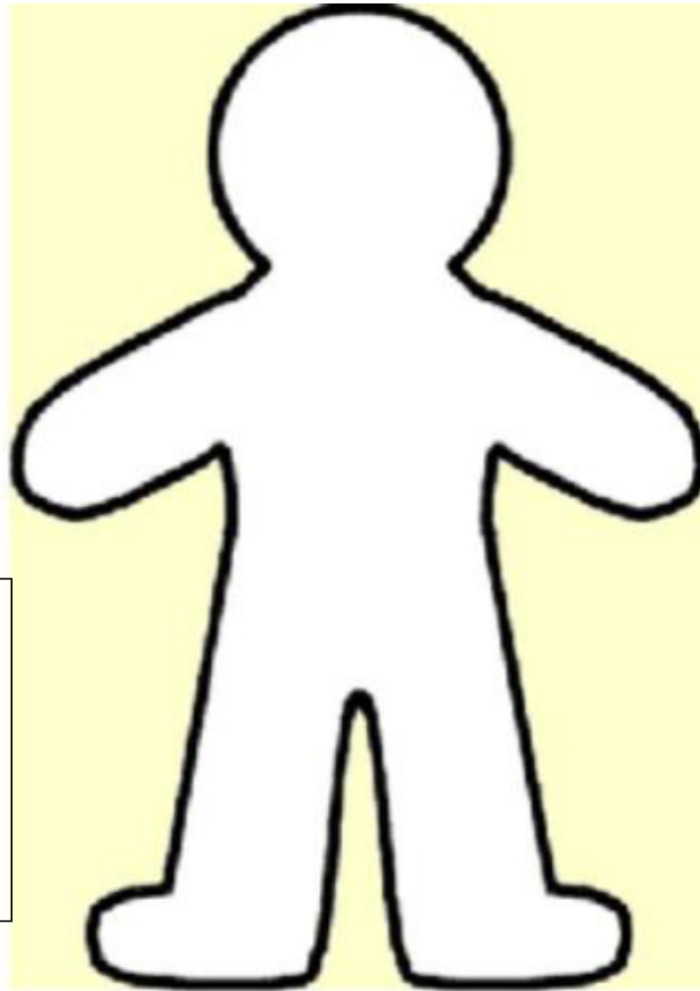
3 - Make inferences about a character.

What do these extracts from the text tell you about the main character, Suzy?

“What was that?” she asked

None of her friends shared her enthusiasm

She was fairly confident she had the answers right, but would need Mr Marchwood to confirm them



“You’ve been overdoing the homework again,” said her father

The homework was pretty simple.

She decided not to disturb her parents. “Goodnight,” she whispered

Write what you infer inside the character outline. For example, you might infer that she likes doing homework.

4 – Quick Quiz

Read the text over the following two pages and discuss the linked questions. There is no requirement to write the answers formally but you may wish to print and annotate the text with the evidence which backs up the answers.

Suzy wasn't sure, at first, what woke her. She was just awake, in that sudden, surprising way that catches your brain unawares, as though it hadn't realized it had been asleep to begin with.

The clock on her bedside table read 2 a.m. She sat up, waiting for her eyes to adjust to the dark and tell her what was wrong.

After almost a minute the answer seemed to be: nothing. But she was wide awake, and a troubling little itch at the back of her mind told her there was a good reason.

She swung her feet out of bed and into her slippers, then crept to the window, easing the curtain aside to peer out. The street was deserted, the houses dark and sleeping. No traffic hummed, no people spoke. Even the clouds, vague and shadowy in the overcast night, were still.

She was just getting back into bed when she heard it: a sharp, hard noise from somewhere inside the house. She jumped in shock.

It came again; a *clank!* of metal on metal, like heavy saucepans being smashed together. Her parents wouldn't be up in the middle of the night banging pots and pans together, which meant only one thing – there was someone else in the house!

The sound drew Suzy towards the door, her chest tight with apprehension.

What phrase tells us that Suzy is worried even though there seems to have been nothing that woke her up?

What is unusual about the clouds when she looks out of the window?

What do you think woke Suzy up?

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“Mum?” Her voice shook. “Dad? Is that you?”

The hammering sounds stopped immediately and she heard someone gasp. There was the noise of something heavy being dropped and a sudden scuffle of feet on the hall carpet. Then a rustle and a flap, like bed sheets being folded. Then silence.

“Hello?” Suzy leaned over the banister, wary of another eruption of sparks, and looked down into the hall. At first everything seemed normal, but then a glint of metal caught her eye. Two long silver strips winked up at her from the carpet. They lay side by side, a metre or so apart, and seemed to run into the house from underneath the front door. Suzy frowned in confusion, her fear momentarily forgotten as she descended the stairs, trying to understand what she was seeing.

They were railway tracks.

She knew they couldn't be, and yet there they were. She prodded the nearest one with her toe, then kneeled down and rapped her knuckles against it. It was cold and hard and very, very real. A railway line, set into the floor of the hall. Someone had even cut strips of carpet away to make room for the tracks; she could see the frayed edges.

What word suggests that the metal is shiny?

What clues in the text tell you that the person was not expecting Suzy to be there?

Based on what you have read so far, what do you think will happen next in the story?

“But that doesn't make sense,” she said to herself, stepping back and giving them a hard look. They glinted back at her, indifferent. She turned and followed their path with her eyes, past the living room door and down the whole length of the hall towards the kitchen – where her attention fell on an object sitting to one side of the kitchen door.

It was a workman's tent, made of grubby red-and-white striped tarpaulin – the sort she had seen erected over holes in the road when people had to dig up gas mains or water pipes. They were usually small, but this one was minute. It sagged a bit in the middle, and it barely reached her shoulder.

Light spilled from between the canvas flaps.

“Mum? Dad?” she called, taking a cautious step forward. Something shifted inside the tent, and a vague shadow played across the fabric. “Who's in there?”

“Nobody!” replied a hoarse voice that she did not recognize. “There's nobody in 'ere. Go back to bed.”

There was a stranger in her house!

Where were her mum and dad? Why hadn't the noise woken them up too? She took a step back, ready to turn and run. She should call the police, or go and fetch help.

But...

Whoever this person was, why were they hiding in a tent? And what were those rails doing here? Her mind started to prickle, searching for an answer that didn't seem to be there.

Text Three

Sea Fever

Sea Fever by John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

1. Read aloud and enjoy together

This is probably John Masefield's most famous poem. It was written at the start of the twentieth century.

Enjoy reading the poem aloud, paying attention to its rhythm and rhyme. Read it several times to get the feel of the poem.

If you can, try alternating reading aloud with another person. You could perhaps read a line or a verse in turn.

Discuss any tricky vocabulary in the poem.

2. Respond to poetry

Read the poem again and discuss the following questions to help you respond to it:

- Do you like the poem? Why?
- How does the poem make you feel? Why?
- Does the poem make sense to you?
- Does the poem have a story or a message? What is it?
- Have you read a poem like this before? How are they similar and different?
- Can you think of another title for the poem?

Questions drawn from James Carter, *Let's Do Poetry in Primary Schools*, 2012

2. Clarify vocabulary

Think about the vocabulary that could be tricky in the poem. You may already have discussed some of these words, but it is useful to carry out exercises like the example below to help fix the words in your memory.

Word	Definition
Use in a sentence	

rover	A person who spends their time wandering
The rover strolled through the town without a care in the world.	

3. Language for effect

John Masefield makes effective use of figurative language in the poem. He uses **personification** when referring to nature: “*the sea’s face*” and “*the wind’s song*”, for example.

What is the effect of this personification? What does it tell us about how the narrator views the sea and the natural world around it?

Can you find an example of **alliteration**? (Alliteration is the repetition of consonant sounds in quick succession.)

Can you find an example of **repetition** in the poem? What effect does this have on the reader?

Are there any other examples of figurative language? Annotate your copy of the poem to show where figurative language has been used.

(Or write your answers into your Learning from Home book!)

4. Get creative!



Create a poetry mood board for *Sea Fever*, using images from the Internet or your own drawings. For each image, annotate the section of the poem that it relates to.



5. Quick quiz

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

- 1) What is the narrator's opinion of the sea?
- 2) John Masefield appeals to the reader's senses in *Sea Fever*. Use quotes from the poem and link them to the senses.
- 3) Who do you think the narrator of the poem is and what might he have done in his life? What age do you think he is and why?
- 4) If you were to write a poem about the natural world, which place would you choose and why?