



Sample Pack Comprehension Skills



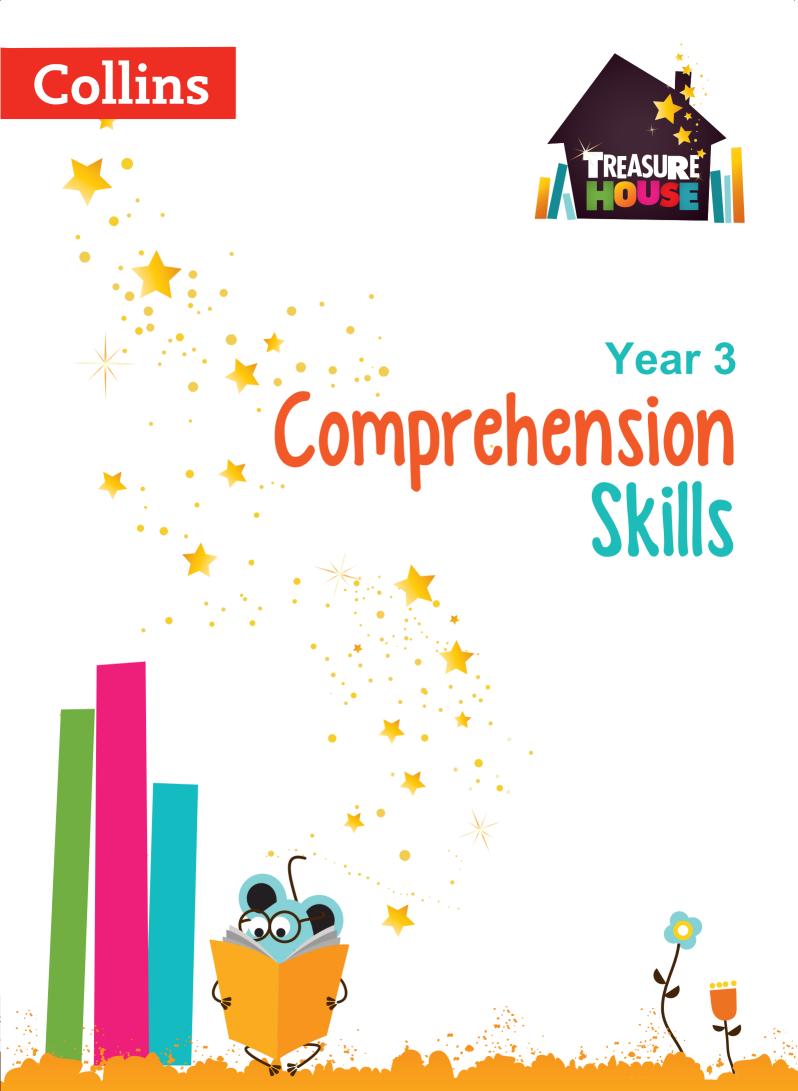
Treasure House Comprehension Skills Pupil Books Contents



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[Note: the unit content listed in this document is correct at May 2017, but may be subject to change before publication]





Unit 6: Fiction (fable): 'The Lion and the Mouse'

Overview

English curriculum objectives

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Use dictionaries to check the meanings of words they have read
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise these
- Identify how language, structure and presentation contribute to meaning
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Treasure House resources

- Comprehension Skills Pupil Book 3, Unit 6, pages 17–19
- Collins Connect Treasure House Comprehension Year 3, Unit 6
- Photocopiable Unit 6, Resource 1: Making decisions, page 75
- Photocopiable Unit 6, Resource 2: Another moral tale, page 76

Additional resources

- Dictionaries or the internet (optional)
- Other fables by Aesop (optional)

Introduction

Teaching overview

'The Lion and the Mouse' is a version of the traditional fable by Aesop. It tells the tale of a lion that catches a mouse but takes pity on him and lets him go; later, the mouse returns the favour and saves the lion from a hunter. The moral of the tale could be read as 'the strong should not dismiss the weak' or 'don't belittle little things'.

Introduce the story

Ask the children if any of them know the fable of the lion and the mouse. If they do, invite them to share their knowledge with the class.

Tell the children that, in this lesson, they will focus on one version of the story, which was originally attributed to a storyteller called Aesop over 2,500 years ago. Then they will answer questions about it. Remind them that sometimes they will find the answers to the questions written clearly in the fable, but that sometimes they may need to think a little harder and use their own ideas, supported by the story.

Ask the children to read the story individually or in pairs. Ask them to note down any words they do not understand. Discuss any unknown or unusual vocabulary before setting the children to work answering the questions in the Pupil Book. Try to avoid discussing the content of the fable until after the children have answered the questions.

Pupil practice

Get started

The children copy the sentences and complete them using information from the text.

Pupil Book pages 17–19

Answers

1. A mouse happened to run over the <u>paws</u> of a sleeping lion.

[1 mark]

2. He was about to <u>crush</u> the little animal.

[1 mark]

3. "Please, mighty <u>king</u> of all the animals, spare me."

[1 mark]

4. The idea that this tiny creature could ever help him amused the lion.

[1 mark]

5. The mouse ran to the <u>trap</u> and began to gnaw the ropes that bound the lion.

[1 mark]

Try these

Assist the children if they ask for help with vocabulary, first discussing what they think the words might mean. Ask them to write sentences to answer the questions, explaining their answers with reference to the text or their own experiences.

Suggested answers

- **1.** The characters in the story are a lion and a mouse. [example]
- **2.** The mouse saved the lion by gnawing through the ropes of the hunter's net.

[1 mark]

3. You never know how important little things can be. / You should be kind to others as you never know when you may need their friendship. (Answers should not use the phrasing of the moral given in the story: 'Don't belittle little things.')

[1 mark]

4. The mouse saved the lion because the mouse was kind. / The mouse saved the lion to repay him for letting him go.

[1 mark]

5. I do not think the lion expected this to happen because he laughed when the mouse offered to help him.

[1 mark]

Now try these

Open-ended questions

- 1. Sentences should be from the lion's point of view, reacting to the mouse having saved him. [3 marks max]
- 2. The six or more lines of dialogue should be appropriate to the events and the animals' feelings about them. [3 marks max]
- **3.** Pictures should be relevant to the fable, including details it mentions. [3 marks max]

Support, embed & challenge

Support

Ask the children to think about how other children could be encouraged to be kinder to others. Ask them to create a poster or presentation to persuade others of the importance of kindness.

Embed

Use Unit 6 Resource 1: Making decisions to help the children to think about the choices the lion and the mouse faced when helping one another, and how things might have turned out differently if they had made different decisions. Ask them to complete the table, giving support through discussion where necessary.

Challenge

Use Unit 6 Resource 2: Another moral tale to encourage the children to apply their learning and develop their own stories with the same moral. They may use the example suggestion given, of a shark and a squid, to illustrate the tale's moral, but they do not have to.

Homework / Additional activities

Animal opposites

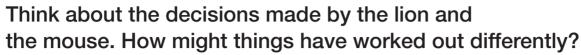
Ask the children to prepare lists of pairs of animals, such as the lion and the mouse or a shark and a squid, where one animal represents a bigger, stronger, fiercer creature and the other represents a smaller, more fragile creature. You could choose to add a competitive element by challenging the children to see who can write the longest list.

Collins Connect: Unit 6

Ask the children to complete Unit 6 (see Teach \rightarrow Year 3 \rightarrow Comprehension \rightarrow Unit 6).

Unit 6 Resource 1

Making decisions





The lion

What did the lion decide to do?	
Why did he make that decision?	
What would have happened if he had made a different decision?	

The mouse

What did the mouse decide to do?	
Why did he make	
that decision?	
\\/\bat\\\\\	
What would	
have happened	
if he had made a	
different decision?	

Unit 6 Resource 2

Another moral tale



Write another story with the same message ('Don't belittle little things'), using different animal characters.

You could write about a shark and a little squid. How can the little squid convince the shark to value him?

What animals will be in your tale?	
How will they meet?	
What decision will the bigger animal make?	
How do they feel about each other, at this point?	
How does the bigger animal learn to value the smaller one?	

Fiction (fable): 'The Lion and the Mouse'

'The Lion and the Mouse' – a fable by Aesop

One day, a mouse happened to run over the paws of a sleeping lion. Angrily, the mighty beast woke. He was about to crush the little animal when the mouse cried out, "Please, mighty king of all the animals, spare me. I would be only a tiny mouthful, and I'm sure you would not like the taste. Besides, I might be able to help you someday. You never can tell."



The idea that this tiny creature could ever help him amused the lion so much that he let his little prisoner go.

Some time after this, the lion was roaming in the forest and looking for food. Suddenly he was caught in a hunter's net. The more the lion struggled, the more stuck he became; his roar of rage echoed through the forest. Hearing the sound, the mouse ran to the trap and began to gnaw the ropes that bound the lion. It was not long before he had bitten through the last cord with his little teeth and set the huge beast free.



Moral: Don't belittle little things.

Get started

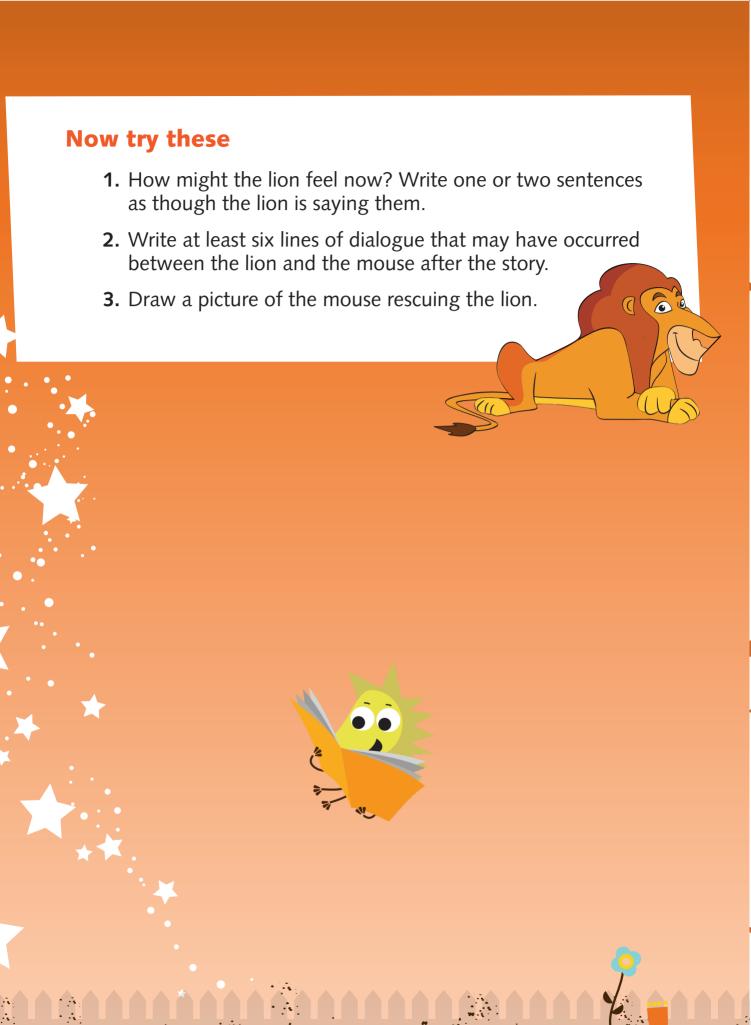
Copy these sentences carefully and complete them by filling in the gaps using words from the text.

- **1.** A mouse happened to run over the _____ of a sleeping lion.
- 2. He was about to _____ the little animal.
- **3.** "Please, mighty _____ of all the animals, spare me."
- **4.** The idea that this tiny creature could ever help him ______ the lion.
- **5.** The mouse ran to the _____ and began to gnaw the ropes that bound the lion.

Try these

Write a sentence to answer each question. One has been done for you.

- **1.** Who are the characters in this story?
 - Answer: The characters in the story are a lion and a mouse.
- 2. How did the mouse save the lion?
- 3. In your own words, explain the moral of the story of the story.
- 4. Why do you think the mouse saved the lion?
- 5. Do you think the lion expected the mouse to ever help him? Why do you think this?



Fiction: 'The Selfish Giant'

From 'The Selfish Giant' by Tanya Landman

Every day after school, the children crept into the Giant's garden. No one had told them they could. But then, no one had told them they couldn't. They were doing no harm, they said to each other. The



Giant wasn't there. He'd been away for years and years. None of them even knew what he looked like.

They climbed the trees and hid in the bushes. They played football and ran races over the lawns. And when they grew tired of all that, they lay in the long grass and listened to the birds singing.

Day after day, the children played in the garden. It was a wonderful, happy place until ...

The Giant came back!

He'd been travelling for a long time and was feeling tired and cross.

Get started

Copy these sentences carefully and complete them by filling in the gaps.

- **1.** Every day after school, the _____ crept into the Giant's garden.
- 2. But then, no one had told them they _____.
- 3. They climbed the _____ and hid in the bushes.
- **4.** They played _____ and ran races over the lawns.
- **5.** He'd been travelling for a long time and was feeling and cross.



Try these

Write a sentence to answer each question. One has been done for you.

- 1. How often did the children creep into the Giant's garden? Answer: The children crept into the Giant's garden every day after school.
- 2. What activities did the children do in the Giant's garden?
- 3. Why didn't the children know what the Giant looked like?
- 4. Were the children allowed to play in the garden?
- **5.** How do you think the Giant will react to seeing the children in his garden?

Now try these

- 1. How do you think the children feel when they see that the Giant has come home? Write one or two sentences as if the children are saying them.
- 2. Imagine you are with the children in the story. Use your imagination to write a description of the Giant. What does he look like? Smell like? Sound like? How would you feel? What would you say to him?
- **3.** Draw a picture of the Giant returning home to find the children playing in his garden.

Collins TREASURE Year 4 Comprehension Skills **Abigail Steel**



Unit 18: Playscript: 'Sophie's Rules'

Overview

English curriculum objectives

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Use dictionaries to check the meanings of words they have read
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Identify themes and conventions in a wide range of books
- Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise these
- Identify how language, structure and presentation contribute to meaning
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Treasure House resources

- Comprehension Skills Pupil Book 4, Unit 18, pages 61–63
- Photocopiable Unit 18, Resource 1: Sophie and Dana, page 99
- Photocopiable Unit 18, Resource 2: Different characters, page 100

Additional resources

- Dictionaries or the internet (optional)
- Sophie's Rules by Keith West, whole text (optional)

Introduction

Teaching overview

Sophie's Rules is a playscript that tells the story of a girl, Dana, who attempts to fit in with her peers at a new school. Dana is keen to make friends with Sophie and her fellow classmates, but Sophie responds with bullying behaviour. As well as providing a model of a playscript format, this story provides plenty of thought-provoking content about personal and social issues. The scene in the extract contains four speaking parts.

Introduce the extract

Remind the children of the topic discussed in Unit 17 (if completed). Ask the children if any of them has ever been in the opposite position, and had trouble when they have been new to a home area or school. Then ask them what they know about bullying. Guide the

children in being understanding of other children when any difficult situations are discussed.

Tell the children that, in this lesson, they will focus on an extract from a playscript about a girl who tries to make friends at a new school. Then they will answer questions about it. Remind children that sometimes the answers to the questions will be clearly written in the extract, but that sometimes they may need to think a little harder and use their own ideas, supported by the text.

Ask the children to read the extract individually or in pairs. Ask them to note down any words they do not understand. Discuss unknown or unusual vocabulary before setting children to work answering the questions in the Pupil Book. Try to avoid discussing the content of the extract until after the children have answered the questions.

Pupil practice

Get started

Children copy the sentences and complete them using information from the text.

Answers

- 1. Dana's new to <u>Deepvale</u> School. [1 mark]
- 2. She notices Sophie, Anna and <u>Jade</u>. [1 mark]
- **3.** I can tell you're not from <u>round here</u>. [1 mark]
- **4.** We don't like people from Wordsworth Crescent. [1 mark]
- 5. Why aren't you in school uniform, like us? [1 mark]

Try these

Assist children if they ask for help with vocabulary, first discussing what they think the words might mean. Ask children to write sentences to answer the questions, explaining their answers with reference to the text and their own experiences.

Suggested answers

- **1.** Anna says that Dana can sit with them if she likes. [example]
- 2. Sophie says she can tell Dana isn't from 'round here' because Dana's different. [1 mark]
- **3.** Sophie feels annoyed/angry/aggressive when Anna invites Dana to sit down. I know this because the stage directions say she scowls. [2 marks]
- **4.** I do not think Sophie, Anna and Jade all feel the same way about Dana, because Anna asks Dana

Pupil Book pages 61–63

to sit with them before Sophie starts being mean to her. / I do think Sophie, Anna and Jade all feel the same way about Dana, because they all say they don't like people from Wordsworth Crescent. [2 marks]

5. I can tell this is a playscript because it is made up of dialogue with no speech marks. Each speaker is stated at the beginning of the line, followed by the speech. There are stage directions in brackets. The extract starts with the heading 'Scene 1'. [3 marks max]

Now try these

Open-ended questions

- Diary extracts should be from Dana's point of view, reacting to the conversation in the extract.
 The extracts may also consider how her feelings may have changed by the time she writes the diary entry.
 [3 marks max]
- 2. Paragraphs should explain what may happen next, and be relevant to the details of the extract. They should consider Dana's next actions and may relate these to children's own points of view.

 [3 marks max]
- 3. Pictures should be relevant to the extract, including details it mentions. Attempts should be made to show facial expressions and body language to express the character's feelings.

 [3 marks max]

Support, embed & challenge

Support

Use Unit 18 Resource 1: Sophie and Dana to support children in understanding the differences between Sophie and Dana. They complete the profile template using the extract, and are then asked to speculate on each girl's motivations.

Embed

Use Unit 18 Resource 2: Different characters to encourage children to recognise and consider each

of the characters in the extract, using the text to give evidence for their opinions on each character.

Challenge

Challenge children to improvise what may happen next in the play. Ask children to consider how the difficult situation could be worked out best, as well as whether or not they think this will happen. Suggest that they then perform their predictions for the rest of the class, or use them as the start of a wider discussion.

Homework / Additional activities

A letter of advice

Ask the children to write a letter to either Dana or Sophie, giving their advice on how to deal with the difficult situation.

Unit 18 Resource 1

Sophie and Dana



Use the text and your own ideas to compare the two main characters in the scene.

How long has she been at the school?	
Sophie	Dana
Who are he	er friends?
Sophie	Dana
How does s	he behave?
Sophie	Dana
Why do you think she behaves like this?	
Sophie	Dana



Unit 18 Resource 2

Different characters



Complete this table to help you in thinking about the four different characters in the scene. Look at how each of the girls acts and decide what you think this means.

Character name	
An exam	ple of something she said or did
\	What you think she is like
Character name	
An exam	ple of something she said or did
\	What you think she is like
Character name	
An exam	ple of something she said or did
	A/I
\	What you think she is like
Character name	
	anle of comothing she said or did
All exall	ple of something she said or did
	What you think she is like
	That you think one to like

Playscript: 'Sophie's Rules'

From 'Sophie's Rules' by Keith West

SCENE 1

(Dana's new to Deepvale School. She notices Sophie, Anna and Jade. They're sitting in the classroom, having arrived early. She walks nervously up to them.)



DANA: (shyly) Hi

SOPHIE: (turning round to look at Dana)

Hi. What are you doing in our classroom? You new here?

DANA: Yes, I'm Dana. I've just arrived here – we've just moved in. What's your name?

SOPHIE: My name's Sophie and my mates are Anna (pointing to the other girl) and Jade.

ANNA: You can sit with us if you like.

(Sophie scowls.)

DANA: (enthusiastically) Thanks!

SOPHIE: I can tell you're not from round here. You're different.

DANA: Mum and I have just moved into Wordsworth Crescent.

SOPHIE: (smirking)
Wordsworth Crescent?

JADE: Isn't that where Natalie Shanks lives?

SOPHIE: (nastily)

Longshanks, sheepshanks.

(to Dana)

She's weird. We don't like people from Wordsworth Crescent, (to

Jade and Anna) do we?

(Dana looks nervous and swallows hard.)

JADE: No.

ANNA: We don't.

SOPHIE: (pointing at Dana's clothes)

Why aren't you in school uniform, like us? I wouldn't be seen dead in what

you're wearing.

(Dana looks down at her clothes.)

JADE: (nastily)

Yeah, what's so special about you? Why

do you have to be different?

DANA: Because –

JADE: Because you're from Wordsworth Crescent, that's

why. They're all nerds down that part of town.

Get started

Copy these sentences carefully and complete them by filling in the gaps. Use the playscript to find the answers.

- 1. Dana's new to _____ School.
- 2. She notices Sophie, Anna and _____.





4.	We don't like people from _	 Crescent.
5.	Why aren't you in	

Try these

Write a sentence to answer each question. One has been done for you.

- 1. Who invites Dana to sit down with the girls?

 Answer: Anna says that Dana can sit with them if she likes.
- 2. How does Sophie say she can tell Dana isn't from 'round here'?
- **3.** How does Sophie feel when Anna invites Dana to sit down? How do you know?
- **4.** Do you think Sophie, Anna and Jade all feel the same way about Dana? What makes you think that?
- **5.** Look at the layout of the playscript. What features does it have that tell you it is a playscript rather than a story?

Now try these

- 1. How might Dana have felt during the conversation? Write a short diary entry as Dana, describing the events in the extract. Try to imagine how her feelings may have changed by the time she writes the diary entry, too.
- 2. What do you think happens next in the playscript? What do you think Dana says or does? What would you do? Write a paragraph to explain your ideas.
- **3.** Draw a picture of the scene. Try to show the characters' feelings through their positions, body language and facial expressions.

Review unit 3

Poetry: 'Feeding the Ducks'

Feeding the Ducks

We're off to feed the ducks,

The ducks, the ducks.

We're off to feed the ducks,

Hear them quacking in the rain.

What shall we feed the ducks?

The ducks, the ducks?

What shall we feed the ducks?

Soggy bread means tummy pain.

Snails and slugs and insects,

Worms and hard-boiled eggs,

Turnip-tops and lettuce,

Acorns, seed and grain.

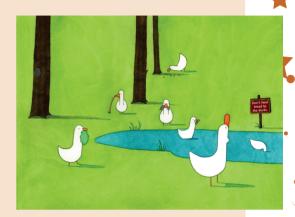
We've been to feed the ducks,

The ducks, the ducks.

We've been to feed the ducks,

And they quacked "Please come again."

Roger McGough





Get started

Copy these sentences carefully and complete them by filling in the gaps. Use the poem to find the answers.

1. We're off to the	
----------------------------	--

- **2.** Hear them _____ in the _____.
- **3.** What _____ we feed the _____?
- **4.** Soggy _____ means ____ pain.
- **5.** Snails and slugs and ______, Worms and _____-

Try these

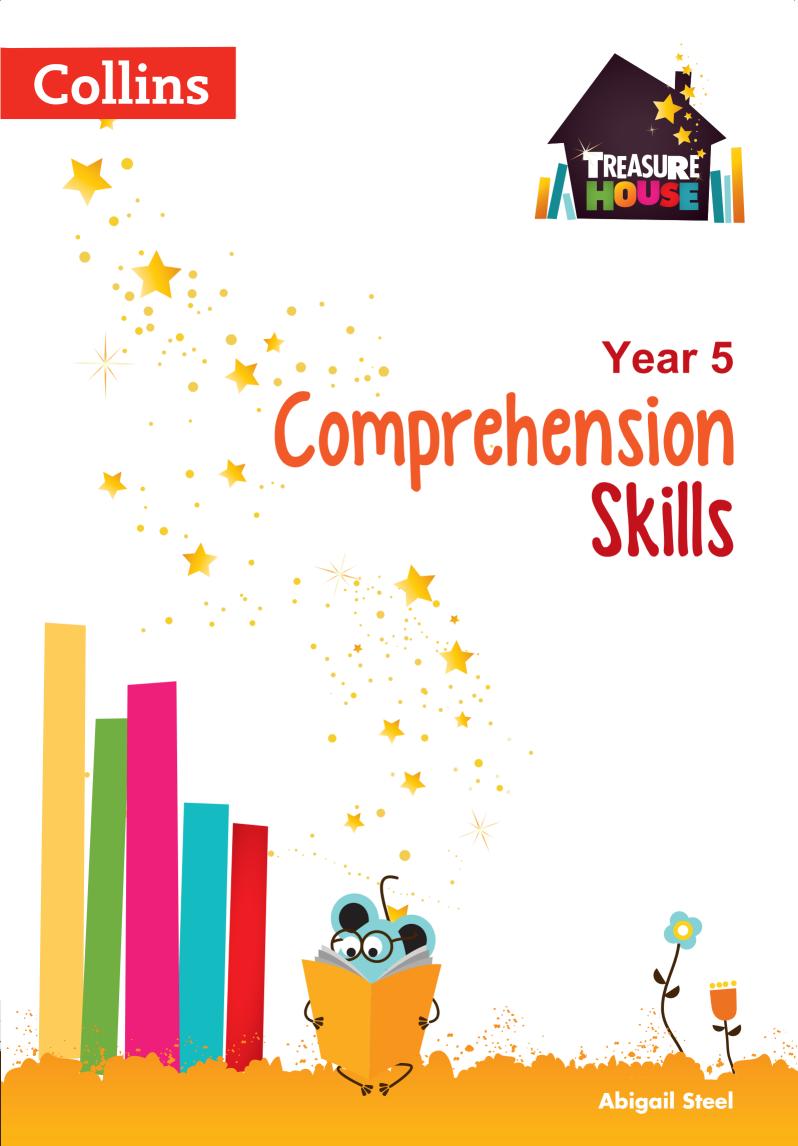
Write a sentence to answer each question. One has been done for you.

- 1. What is the speaker going to do?

 Answer: The speaker is going to feed ducks.
- 2. What does the poem suggest that ducks should eat?
- 3. Why shouldn't ducks eat soggy bread?
- 4. Who exactly do you think is going to feed the ducks in the poem?
- **5.** Which parts of the poem are repeated? What effect do you think this has on the reader?

Now try these

- 1. How do you think the poet feels about the ducks? How do you know? Write three sentences as though you are the poet, to explain how you feel.
- 2. Find the rhyming words in the poem. Look at how the rhymes are arranged. Then write two new verses about the ducks, using the same arrangement of rhymes.
- **3.** Draw a picture of the ducks being fed. Use the poem to make your drawing detailed.





Unit 7: Non-fiction (formal letter): 'Noisy Neighbour'

Overview

English curriculum objectives

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Identify and discuss themes and conventions in and across a wide range of writing
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea
- Identify how language, structure and presentation contribute to meaning
- · Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justification for their views

Treasure House resources

- Comprehension Skills Pupil Book 5, Unit 7, pages 22–24
- Collins Connect Treasure House Comprehension Year 5, Unit 7
- Photocopiable Unit 7, Resource 1: Three diaries, page 97
- Photocopiable Unit 7, Resource 2: A letter of complaint, page 98

Additional resources

· Dictionaries or the internet

Introduction

Teaching overview

'Noisy Neighbour' is a letter from a local council complaints officer, Mr B. Quiet, to a resident who has been persistently noisy. Written in a formal style, the letter warns there will be consequences should the man in question not reduce his noise levels. The text provides an opportunity to explore the characteristics of formal letters and their purpose.

Introduce the text

Ask the children if any of them can suggest reasons why someone might need to write a formal complaint letter. Take suggestions and make notes on the board. Then ask them what they think the features of a formal complaint letter might be.

Tell the children that, in this lesson, they will focus on a formal letter to a man who makes too much noise for his neighbours. Then they will answer questions about it. Remind children that sometimes the answers to the questions will be clearly written in the text, but that sometimes they may need to think a little harder and use their own ideas, supported by the text.

Ask the children to read the letter individually or in pairs. Ask them to note down any words they do not understand. Discuss unknown or unusual vocabulary before setting children to work answering the questions in the Pupil Book. Try to avoid discussing the content of the text until after the children have answered the questions.

Pupil practice

Get started

Ask children to write sentences to answer the questions, referring to the text where possible.

Suggested answers

- Mr B. Quiet wrote the letter, from the Environmental Health Department, Southborough Council, High Street, Southborough. [1 mark]
- **2.** Mr J. Trigger is meant to receive the letter. He lives at 9 Hornsey Lane, Southborough. [1 mark]
- **3.** The purpose of the letter is to urge Mr Trigger to stop disturbing his neighbours with unreasonable noise levels. [2 marks]
- **4.** The complaints were made by Mr Trigger's neighbour(s). [1 mark]
- **5.** The examples of offensive behaviour mentioned are: the volume of the music being played from early morning until midnight; the sound of dogs constantly fighting; musical instruments being played at loud volumes; and household appliances being used incessantly.

 [4 marks max]
- **6.** No, Mr Trigger does not live alone: Mr Quiet refers to other members of his family. [1 mark]
- 7. Mr Quiet first wrote to Mr Trigger on 29 July. [1 mark]
- **8.** Mr Quiet has written to Mr Trigger three times in total. Mr Trigger has replied twice. [1 mark]

Try these

Ask children to write sentences to answer the questions, explaining their answers as fully as they can. The children's answers may be subjective but should be in their own words and well justified, using evidence from either the text or the children's own experiences.

Possible answers

- **1.** Answers should recognise that Mr Trigger's neighbour wanted the noise to stop. [2 marks]
- 2. Answers could suggest that Mr Trigger's neighbour may have tried to complain in person but got nowhere and so complained to the council, that he was nervous of approaching Mr Trigger and so complained to the council, or that he simply wanted to make his complaints official. [2 marks]
- **3.** Answers could suggest that Mr Trigger has tried but failed to reduce his noise, that he does not care about the complaints or, possibly, that he himself is not responsible for the noise. [2 marks]

Pupil Book pages 22-24

- **4.** Answers could suggest that 'further action' may mean Mr Trigger being fined or being taken to court. [2 marks]
- 5. Answers should note that previous letters have not been effective, but could add that this letter also contains a 'final warning'. [2 marks]
- **6.** Answers should consider the perspective of someone troubled by a noisy neighbour for over two months. [2 marks]
- 7. Answers should consider the perspective and feelings of an official whose letters are ignored, and could note that Mr Quiet's phrasing (such as 'I fear that we have received yet another complaint' and 'your total disregard') suggests he is irritated by the situation. [2 marks]
- **8.** Answers should consider the perspective and feelings of a man who has received several letters about the noise coming from his house, but who has not done anything about it. [2 marks]

Now try these

The children's answers will be subjective, but should be well justified where appropriate.

Possible answers

- **1.** Answers could refer to Mr Trigger's noisy lifestyle, lack of control over his dogs and that fact that he 'disregards' official complaints made about him. [3 marks max]
- 2. The three features listed could include the addresses and the date, the terms 'Dear Sir' and 'Yours faithfully', the formal wording and the use of the second person. [3 marks max]
- **3.** The new words and phrases suggested should be informal. For example: 'emanating': coming; 'occasion': time; 'forthwith': straight away; 'fulfilled': kept; 'incessantly': all the time; 'restrain': hold back; 'disregard': lack of concern. [7 marks]
- **4.** Answers should recognise that informal language would create the impression of a reduction in professionalism, and reduce both the likelihood that the letter will be taken seriously and the power of the council's threat. [3 marks max]
- 5. Open-ended question: Look for relevance to the situation and characters established, and for appropriate letter form. Formal language may be used, depending on the children's understanding of Mr Trigger's character. [3 marks max]

Support, embed & challenge

Support

Use Unit 7 Resource 1: Three diaries to support children in thinking about the different viewpoints of the people involved. Children should write a paragraph for each of three diaries: Mr B. Quiet, the complaining neighbour and Mr J. Trigger, describing their opinions and feelings about the situation.

Embed

Use Unit 7 Resource 2: A letter of complaint to encourage children to explore the structure and form

of a formal letter of complaint. Ask them to imagine that someone keeps dumping litter all over the school field, meaning they can't play on it, and to write a letter to the council to request their support. Encourage them to use the bullet points on the resource sheet, as well as the extract, as guides for the letter.

Challenge

Challenge the children to imagine what may happen next, and to write a further letter to narrate their ideas. Groups could workshop their ideas first.

Homework / Additional activities

Quiet for the council

Ask the children to research and find examples of their local council's rules regarding noise levels. Afterwards, ask groups to discuss how they might try to control noisy neighbours if the council asked for their help.

Collins Connect: Unit 7

Ask the children to complete Unit 7 (see Teach \rightarrow Year 5 \rightarrow Comprehension \rightarrow Unit 7).

Unit 7 Resource 1

Three diaries



Describe the events in the extract from each character's point of view. Write a short paragraph for each diary.

Mr B. Quiet's diary:	
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
The complaining neighbour's diary:	
Mr J. Trigger's diary:	



# **Unit 7 Resource 2**

# A letter of complaint



Imagine that someone keeps dumping litter all over the school field. Write a formal letter of complaint to your local council requesting their support.

# Ideas to think about:

- Introduce yourself and why you are writing.
- Use a polite, formal tone.
- Make it clear what you want the council to do.

The council's address: Your address:

The date:

Dear Council Member.

Yours sincerely,

_____



# Non-fiction (formal letter): 'Noisy neighbour'

Environmental Health Department Southborough Council, High Street, Southborough

Mr J. Trigger 9 Hornsey Lane Southborough

1 October

Dear Sir.

I fear that we have received yet another complaint from one of your neighbours concerning the noise emanating from your home. This is not the first occasion we have had cause to draw this matter to your attention. I refer to my letters of 29 July and 16 August.

On both occasions you assured me that the problem would cease forthwith, but those promises appear not to have been fulfilled.

The present complaint refers not only to the volume of the music which you, or the other members of your family, are playing from early morning until midnight, but also to the sound of your dogs constantly fighting, musical instruments being played at loud volumes and household appliances, which I'm informed are in use incessantly.

This letter is our final warning before we shall be forced to take further action to restrain your total disregard for the welfare of your neighbours.

Yours faithfully Mr B. Quiet Complaints Officer



# **Get started**

Write sentences to answer each question. Refer to the text in your answer.

- 1. Who wrote the letter? From where did he send it?
- 2. Who is meant to receive the letter? Where does he live?
- 3. What is the purpose of the letter?
- **4.** Who made the complaints?
- **5.** What four examples of offensive behaviour are mentioned?
- 6. Does Mr Trigger live alone?
- **7.** When did Mr Quiet first write to Mr Trigger?
- **8.** How many times in total has Mr Quiet written to Mr Trigger? How many times has Mr Trigger replied to Mr Quiet?





# **Try these**

Write sentences to answer each question. Explain how or why you came up with your answer.

- **1.** What do you think Mr Trigger's neighbour wanted to happen when he complained?
- **2.** Why do you think Mr Quiet is writing this letter instead of the neighbour himself?
- **3.** Why do you think Mr Trigger has not reduced his noise, despite two previous letters being sent?
- 4. What do you think 'further action' might mean?
- 5. Do you think this will be an effective letter?
- **6.** How do you think Mr Trigger's neighbour feels, after all this time?
- 7. How do you think Mr Quiet feels about sending this letter?
- 8. How do you think Mr Trigger will feel about receiving this letter?

# Now try these

- **1.** Describe the character of Mr Trigger, based on what you learn in the extract.
- 2. Note down at least three features that tell you the extract is a letter.
- **3.** The letter uses formal language. Choose less formal words or phrases that could be swapped for the vocabulary below. Use a dictionary for help.

emanating occasion forthwith fulfilled incessantly restrain disregard

- **4.** How do you think the effect of the letter would change if it used informal language?
- **5.** Write a reply to this letter from Mr J. Trigger. What might he and his family think about the complaints? Will he use formal language, too?



# Fiction (classic): 'Pinocchio'

# From 'Pinocchio' by Michael and Clare Morpurgo Chapter One

My name's Pinocchio and this is my story. It all began one evening when Gepetto, my father, who was a woodcutter, came home and said to his wife, "Look what I've made. I've made us our own little boy. The little boy we've always wanted."



And that was me, Pinocchio!

My mother was so happy. She hugged me to her and then she hugged Gepetto and we all danced round the room together! However, I quickly learnt that not everyone thought I was so wonderful. In the street they called me Wobbly-Head, Wooden-Top, Clumpy-Feet, and I didn't like that at all. So I ran away.

How I could run! I ran in leaps and bounds, tickety tackety, down the cobbled street. I dodged this way and that until Signor Biffo, the big policeman, caught me and took me home to Mama and Papa.

"Please never run away again, Pinocchio," said Mama, hugging me to her.

"Tomorrow you'll go to school," said Papa. "You'll like it there and you'll make lots of friends."

But I didn't like it there at all and I didn't make lots of friends. So, although I loved Mama and Papa, I decided to run away again and see the world and make my fortune.

# **Chapter Two**

Once again I ran in leaps and bounds, tickety tackety, down the cobbled street and out into the countryside.

Soon it started to rain and I began to feel cold and hungry. So when I saw a little cottage with the door standing open, I went in. Imagine how pleased I was to find some bread on the table and a warm fire crackling in the hearth. Lickety split, I ate the bread and curled up by the fire to warm myself.

Then I heard a little voice. "Cri-cri," it went, and I saw a tiny cricket crawling up the wall beside me. To my surprise he said, "Running away is always a foolish idea. It never makes you happy and it makes your Mama and Papa very sad."

# **Get started**

Write sentences to answer each question. Refer to the text in your answer.

- 1. What was Gepetto's job?
- 2. What names did Pinocchio get called?
- 3. How did Pinocchio feel about school?
- **4.** Why did Pinocchio decide to run away on each occasion?
- 5. Why did Pinocchio go into the little cottage?
- 6. What did Pinocchio do inside the cottage?
- 7. Who did Pinocchio meet inside the cottage?
- 8. What did the cricket tell Pinocchio about running away?

# **Try these**

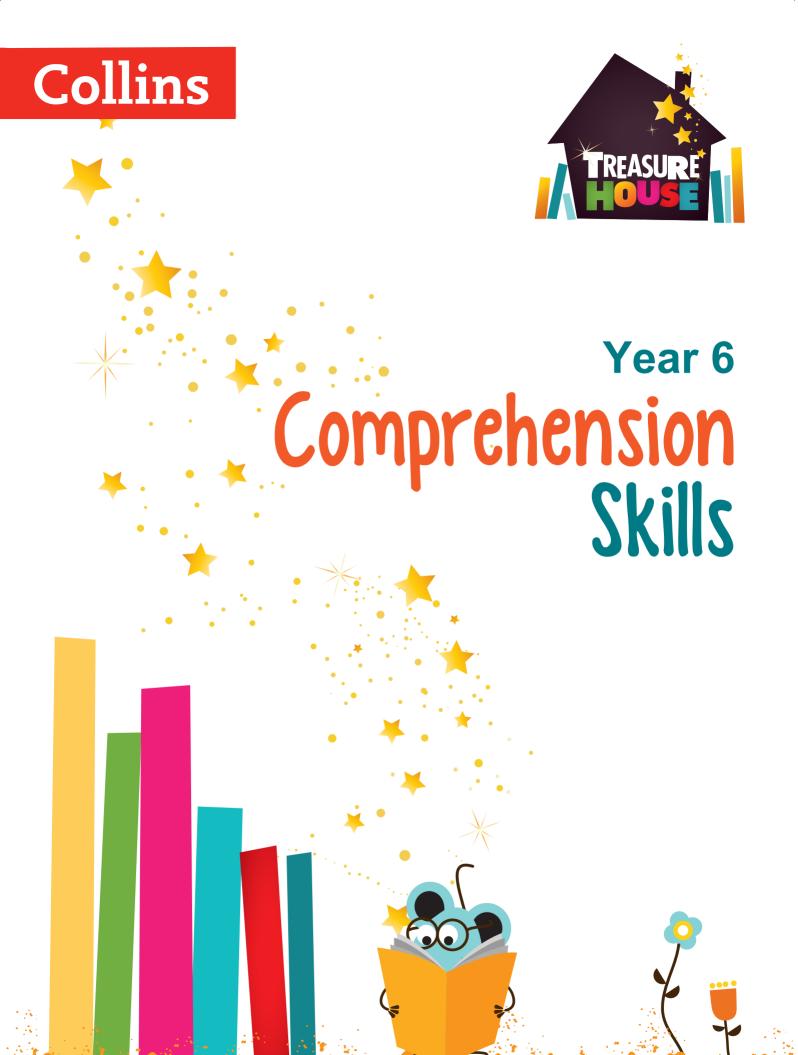
Write sentences to answer each question. Explain how or why you came up with your answer.

- 1. Why do you think Gepetto created Pinocchio?
- 2. Why do you think people in the street called Pinocchio names?
- 3. How do you think Gepetto and his wife felt when Pinocchio kept running away?
- **4.** How do you think Pinocchio felt about running away?
- **5.** Why might Pinocchio have thought it was acceptable to let himself into the little cottage?
- **6.** What do you think is the cricket's opinion of Pinocchio?
- **7.** Why do you think the author repeats the phrase 'I ran in leaps and bounds, tickety tackety, down the cobbled street'?
- **8.** Who is narrating the story?

# Now try these

- **1.** Write notes about the different emotions that Pinocchio would have felt at different points during the story. When and why would Pinocchio feel these different emotions?
- **2.** Describe the character of Pinocchio, based on what you learn in the extract.
- **3.** Look at this section again: 'Lickety split, I ate the bread and curled up by the fire to warm myself.'
  - How is this sentence effective in showing Pinocchio to be impulsive and thoughtless?
- **4.** Write a letter from Pinocchio to his parents. Think carefully about what he would want to tell them and what he may not want to say.
- 5. Write the next part of the story. What will Pinocchio do? Who else will he meet?







# **Overview**

# **English curriculum objectives**

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Identify and discuss themes and conventions in and across a wide range of writing
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- · Ask questions to improve their understanding
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea
- Identify how language, structure and presentation contribute to meaning
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from nonfiction

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justification for their views

#### **Treasure House resources**

- Comprehension Skills Pupil Book 6, Unit 9, pages 37–40
- Collins Connect Treasure House Comprehension Year 6, Unit 9
- Photocopiable Unit 9, Resource 1: Desert animals, page 104
- Photocopiable Unit 9, Resource 2: Continuing 'Deserts', page 105

#### Additional resources

Dictionaries or the internet (optional)

# Introduction

#### **Teaching overview**

'Deserts' is an information text. It presents factual information about where deserts are located and how they are formed. Children are able to use the text to explore how language, structure and presentation contribute to meaning. The text features subheadings, paragraphs, a map and labelled diagrams.

#### Introduce the text

Ask the children if they have any prior knowledge of the world's deserts. If they do, invite them to share their knowledge with the class. Tell the children that in this lesson they will focus on an information text about deserts. Then they will answer questions about the text. Remind children that sometimes the answers to the questions will be clearly written in the text, but that sometimes they may need to think a little harder and use their own ideas, supported by the text.

Ask the children to read the information text individually or in pairs. Ask them to note down any words they do not understand. Discuss unknown or unusual vocabulary before setting children to work answering the questions in the Pupil Book. Try to avoid discussing the content of the text until after the children have answered the Pupil Book questions.

# **Pupil practice**

#### **Get started**

Ask children to write sentences to answer the questions, using quotations where possible. Suggested answers:

- **1.** The text says that 'few people in the world live in inhospitable deserts'. [1 mark]
- 2. The text says that 'there are no hot deserts in the far north [...] of the Earth'. [1 mark]

#### Pupil Book pages 39-40

- **3.** The Equator is 'an imaginary line around the centre of the Earth, separating the Northern Hemisphere from the Southern Hemisphere'. [1 mark]
- **4.** There are two hemispheres, 'the Northern Hemisphere' and 'the Southern Hemisphere'.[1 mark]
- **5.** The text says that 'most of the major deserts lie in the two bands north and south of the Equator, along lines of latitude called the Tropic of Cancer and the Tropic of Capricorn'. [2 marks]

- **6.** The map shows that the Gobi Desert is in Asia.

  [1 mark]
- **7.** The map shows that the Kalahari Desert is in Africa. [1 mark]
- 8. Some winds are very dry as they 'have already lost their water vapour because they have dropped it as rain over hills and mountains', as 'they are far from an ocean' or 'because they are very cold'.

  [3 marks]

#### Try these

Ask children to write sentences to answer the questions, explaining their answers as fully as they can. The children's answers may be subjective but should be in their own words and well justified, using evidence from either the text or the children's own experiences. Possible answers:

- **1.** Answers should recognise the two subheadings as 'Where are deserts located?' and 'How are hot deserts formed?', and suggest a sensible main heading (for example: 'All about deserts' or simply 'Deserts'). [2 marks]
- 2. Answers should recognise that the blue arrows represent wet winds or 'Ocean winds', and that the red arrows represent inland winds or 'Dry winds'. [2 marks]
- **3.** Answers should deduce that Death Valley must be in the North American Desert. [1 mark]
- **4.** Answers could suggest that the map assists the reader by showing the locations and relative sizes of the world's deserts across the different continents, and that it shows their positions relative to the Equator and Tropics of Cancer and Capricorn. [2 marks]
- 5. Answers should deduce that the air gets water vapour from the ocean: the text says that 'cold winds blowing across cold ocean currents can't collect much water vapour' and therefore don't cause rain.
  [2 marks]
- **6.** Answers should deduce from the text that lines of latitude are 'imaginary' lines around the earth: the text refers to the Tropics of Cancer and Capricorn as lines of latitude, shows them parallel with (and in the same colour and thickness as) the Equator, and states that the Equator is 'an imaginary line around the centre of the Earth'. [2 marks]
- 7. Answers should recognise that Africa spans both Tropics, along which 'most of the major deserts lie'. [1 mark]

**8.** Answers should acknowledge that people need water to survive, and could mention that the text says deserts are 'inhospitable' and that 'less harsh' weather is preferable. [1 mark]

#### Now try these

The children's answers will be subjective, but should be well justified where appropriate. **Possible answers:** 

- **1.** Open-ended question: Look for accurate definitions of the key or more difficult words in the text (for example: 'continent', 'desert', 'Equator', 'hemisphere' and 'inhospitable'). The words should be presented alphabetically. [3 marks max]
- 2. Open-ended question: Answers should be clear, numbered instructions that contain all relevant details in the text (i.e., that the wind collects water vapour from a relatively warm ocean and moves it to a cooler place to form clouds; when the water droplets become heavy, they fall as rain).

  [3 marks max]
- 3. Answers should appreciate that the diagram illustrates the sentence 'sometimes the winds bring very dry air. These winds have already lost their water vapour because they have dropped it as rain over hills and mountains'. It adds details about how and where the winds lose their water vapour and how and where 'Ocean winds' become 'Dry winds', how landscapes change the higher and further from the ocean they are, and gives a specific example of this happening: from the Pacific Ocean to Death Valley. [3 marks max]
- 4. Open-ended question: Answers should explain all the detail included in the diagram, including the specifics of the example (that the ocean winds collect water vapour from the Pacific Ocean; they become cooler, form clouds and drop rain over the Coast Mountains, San Joaquin Valley and Sierra Nevada Mountains; they become dry as they leave the Sierra Nevada Mountains and have no water vapour left to drop over Death Valley).

  [3 marks max]
- 5. Open-ended question: Look for relevance to task, consistency of theme, information from the text, a different structure from that used in the text, imagination and presentation. The suggested structure (that the children could start with the wind's journey from an ocean and end with an example of a desert shown on the map) may or may not be used.
  [3 marks max]

### Support, embed & challenge

#### **Support**

Use Unit 9 Resource 1: Desert animals to support children in understanding how specific pieces of information can be found in information texts. The children read two short passages about desert animals, and then compose three questions about each. Ask pairs to swap questions and answer each other's to check that the questions are relevant to the passages.

#### **Embed**

Use Unit 9 Resource 2: Continuing 'Deserts' to encourage children to consider further the features and composition of an information text. The children read a short passage and give it a title, before planning and researching how the text could continue.

#### Challenge

Ask the children to research and write a fact file about cold deserts. Ask them to include and label a world map to show where the deserts are, and to add a diagram helping you to explain how they are formed. Remind them to use a heading and subheadings, and encourage them to add one new section (perhaps about whether any wildlife lives in cold deserts).

#### **Homework / Additional activities**

#### **Desert peoples**

Ask children to research and make notes about people who live in desert regions. Ask them to be prepared to share their findings with the class in the form of a presentation.

#### **Collins Connect: Unit 9**

Ask the children to complete Unit 9 (see Teach  $\rightarrow$  Year 6  $\rightarrow$  Comprehension  $\rightarrow$  Unit 9).

### **Unit 9 Resource 1**

# **Desert animals**



Read the passages below. Then create three questions about each passage. Ask a partner to answer them.

#### The roadrunner

The roadrunner is a desert bird that rarely flies. Instead, it prefers to run at speeds of up to 18 miles per hour. It averages about 20 inches in length and 19 inches in wingspan. Despite spending most of its time running along the ground, the roadrunner likes to nest in trees and shrubs.

One way it is suited to desert life is that it does not need to drink water to survive! This is so long as it can eat prey that has a high water content, such as insects, small birds, lizards, snakes and fruit.

Questions about this passage:
1
2
3
The kangaroo rat
This animal looks like a rat – but, when it gets excited, it can jump up to two feet high and as far as six feet along!
The kangaroo rat is suited to desert life because it is nocturnal. During the day, it stays in its underground burrow, with the entrance blocked with sand to keep predators out. It comes out at night to hunt for food such as seeds, insects and flowers.
The kangaroo rat manages to get most of the water it needs from the seeds it eats and stores in its burrow.
Questions about this passage:  1.
2
3.



# **Unit 9 Resource 2**

are nocturnal, sleeping during the day when it is hottest

and coming out in the cooler night to eat and hunt.

Continuing 'Deserts'	
Read the passage below and give it a title.	
Title:	· AA
Despite their harsh conditions, deserts are home to many	
living things. Plants and animals have had to adapt to survive in the dry climate. Many animals that live in deserts	

Now think up ideas for four more subheadings that could introduce further information you could include if you were continuing the text about deserts.

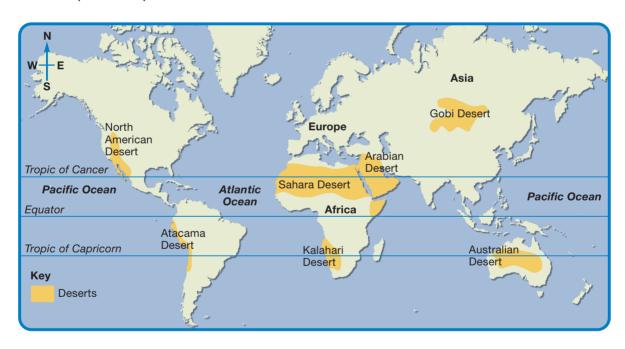
low choose one of your subheadings and research information to write its sectio Make notes here:					

# Non-fiction (information text): Deserts

#### Where are deserts located?

Few people in the world live in inhospitable deserts. Most of us live where the weather is wetter and less harsh. But almost every continent has deserts, either hot deserts or cold deserts.

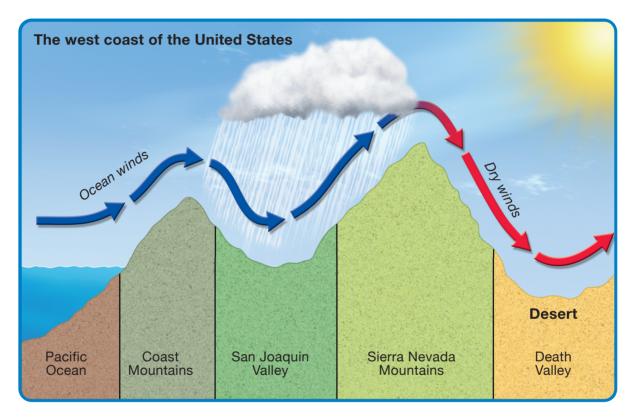
The map shows where the main hot deserts are located. Notice first that there are no hot deserts in the far north or far south of the Earth. Nor are there any on the Equator. The Equator is an imaginary line around the centre of the Earth, separating the Northern Hemisphere from the Southern Hemisphere. Most of the major deserts lie in the two bands north and south of the Equator, along lines of latitude called the Tropic of Cancer and the Tropic of Capricorn.



#### How are hot deserts formed?

The formation of hot deserts involves a lack of precipitation. Clouds form when water vapour in the air cools and forms tiny drops of water. When the drops become too heavy to stay in the air, the water falls to the ground as rain.

Usually there is water vapour in the air, but sometimes the winds bring very dry air. These winds have already lost their water vapour because they have dropped it as rain over hills and mountains, as is shown in the diagram of the west coast of the United States.



Other winds are dry because they are far from an ocean, or because they are very cold. Cold winds blowing across cold ocean currents can't collect much water vapour.

As these dry winds pass across land, no rain falls because there is no water vapour held in the air. Therefore the land remains dry and deserts are formed.

#### **Get started**

Use a dictionary or the internet to make sure you understand and can explain all of the words in the text. Then write sentences to answer each question. Refer to the text in your answer, and use quotes when you can.

- 1. How many people live in inhospitable deserts?
- **2.** Are there any hot deserts in the far north of the Earth?
- **3.** What is the Equator?
- 4. How many hemispheres are there?
- **5.** Where do most of the major deserts lie?
- 6. In which continent is the Gobi Desert?
- **7.** In which continent is the Kalahari Desert?
- **8.** Why are some winds very dry? Give all three reasons.



Answer these questions in your own words. Try to support each answer with evidence from the text.

- **1.** What are the subheadings in the extract? What might be an effective main heading?
- **2.** On the diagram, what do the blue arrows mean? What do the red arrows mean?
- **3.** Look at the diagram and the map. In what desert would Death Valley be found?
- **4.** Why is the map an effective image to include?
- **5.** From where does the air get water vapour?
- **6.** What are lines of latitude? Work out your answer from the extract.
- **7.** Why do you think Africa might have the largest area of hot desert land?
- 8. Why do you think there are few people living in deserts?

# Now try these

- **1.** Create a glossary for this text that could go in a non-fiction book about deserts. Use a dictionary for help if you need to.
- **2.** Imagine that someone could control the wind. Write numbered instructions telling that person how to create rain.
- **3.** Explain why the diagram 'The west coast of the United States' is included in the extract.
- **4.** In your own words, explain the content of the diagram 'The west coast of the United States'.
- **5.** Create a presentation about hot deserts that you could show your class. Try to use a different structure from the one used in the extract. You could start with the wind's journey from an ocean and end with an example of a desert shown on the map.



# Non-fiction (autobiography): 'Swimming the Dream'

From 'Swimming the Dream' by Ellie Simmonds

#### Swimming from the start

I'm the youngest of five. I have three older sisters and one older brother, so it's quite a big family. By the time I was born in 1994, most of my siblings had left home, so it was mainly just me and one sister, Katie, plus my mum and dad at home when I was growing up.

I grew up in Sutton Coldfield, in Birmingham, in a large road called Wood Lane. I remember the house really well because of the swimming pool in the back garden, which had a wave machine and was brilliant fun.

There were two girls across the road – one was the same age as me and the other was the same age as my sister. We all played together – either they'd both come to our house or we'd go to theirs.



It was good that we had the swimming pool because we spent most of our time in it, or we played in the garden. We were always outdoors and on the go, so that's probably why I'm quite an outdoors, active person – I always want to be on the move. From the moment I could talk I'd be asking my mum what we'd be doing that day – I didn't do sitting quietly on my own very well!

I enjoyed most sports, but I really wanted to learn how to swim, so that I could swim in our pool with everyone else. So, just before I was five years old I started swimming lessons, and it went from there. I can never decide what came first, whether swimming suits me because it's a time-consuming sport and I like being busy, or whether I'm like that because of the swimming.



#### School days

I started off going to a private primary school, but didn't like it much. The lessons all went a bit too fast for me and I found it really hard to keep up. Nothing had time to sink in before we moved on to the next thing, so at the end of infant school I moved to another school. It was much better at the new school and I enjoyed most subjects, especially P.E. and Art, because they're sporty and creative. My least favourite subjects were Maths and English – they just seemed quite boring to me, and I didn't understand them, no matter how hard I worked.



We moved house at the same time as I moved school, to Aldridge, which is where we live now – in a really nice, old house in a large cul-de-sac. Although leaving my friends was quite upsetting at the time, because I'm outgoing and friendly I just made new friends very quickly.

It never takes me long to team up with somebody.

#### **Get started**

Use a dictionary or the internet to make sure you understand and can explain all of the words in the extract. Then write sentences to answer each question. Refer to the text in your answer, and use quotes when you can.

- 1. How many siblings does Ellie have?
- 2. When was Ellie born?
- 3. Where did Ellie first live?
- 4. What was particularly memorable about Ellie's first house?
- **5.** Why did Ellie move schools?
- **6.** What were Ellie's favourite subjects at school?
- 7. Where was Ellie's next house?
- 8. What was Ellie's new house like?



# **Try these**

Write sentences to answer each question. Explain how or why you came up with your answer.

- **1.** What features of an autobiography can you find in this extract?
- 2. Explain the difference between an autobiography and a biography.
- 3. Why does Ellie think that swimming is a sport that suits her well?
- **4.** What first motivated Ellie's decision to start swimming?
- **5.** Ellie Simmonds is famous for her swimming success in the Paralympics. How do you think Ellie's early childhood experiences have contributed to her success?
- **6.** How would you describe the style of this extract? Give examples to illustrate your answer, considering the extract's tone, format and use of punctuation.
- 7. The author writes: 'My least favourite subjects were Maths and English they just seemed quite boring to me, and I didn't understand them, no matter how hard I worked.' What is the purpose of the dash and the part of the sentence that follows it?
- **8.** Do you think Ellie enjoyed her childhood? Use evidence from the extract to back up your answer.

# Now try these

- **1.** Describe what you feel Ellie's personality is like, based on what you have learned in the extract.
- 2. Imagine you could interview Ellie Simmonds. Plan six interesting questions you would like to ask her. What would you like to find out in order to understand her life better?
- **3.** Draw a table, like the one shown, with two columns: 'Ellie's childhood' and 'My childhood'. Use the table to draw comparisons between Ellie's experiences and your own.

Ellie's childhood	My childhood	

- **4.** Make notes about what other sub-headings you might expect to see later in Ellie Simmonds' autobiography.
- **5.** Write a diary extract as though the young Ellie is writing it. Use the extract to think carefully about what a typical day in her life might be like.

# Next steps

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