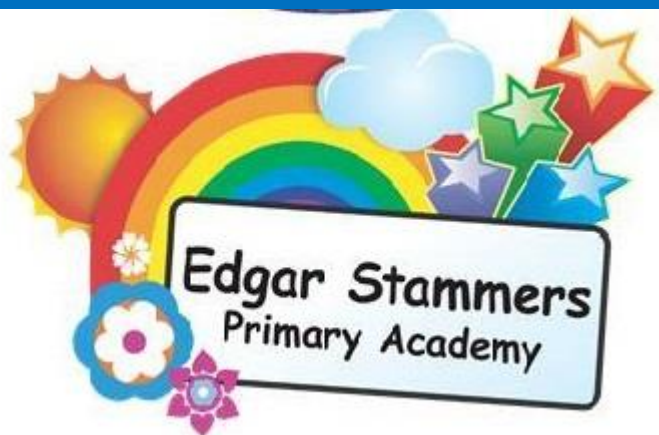


EDGAR STAMMERS PRIMARY ACADEMY



Y6 READING WORKSHOP



7th February 2019

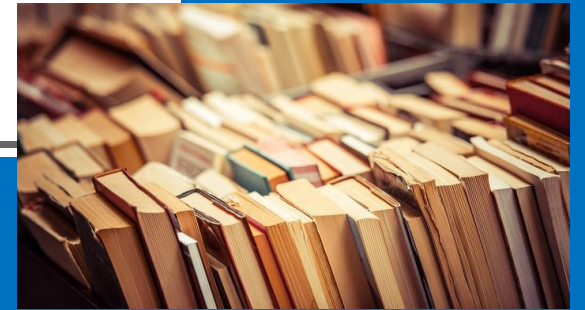
AIMS

- To inform about reading expectations and provide hints and tips for reading at home.
- To explore the content and expectations of formative and statutory assessments.
- To model and explore key comprehension skills.

It's not all about SATS.....

The importance of instilling a need to read

Teens who choose to pick up a book for pleasure are more likely to succeed in life, research shows. But getting them to do so isn't easy, says Jonathan Douglas.



Reading for pleasure at the age of 15 is a strong factor in determining future social mobility. Indeed, it has been revealed as the most important indicator of the future success of the child. That was the startling finding of

Word Recognition

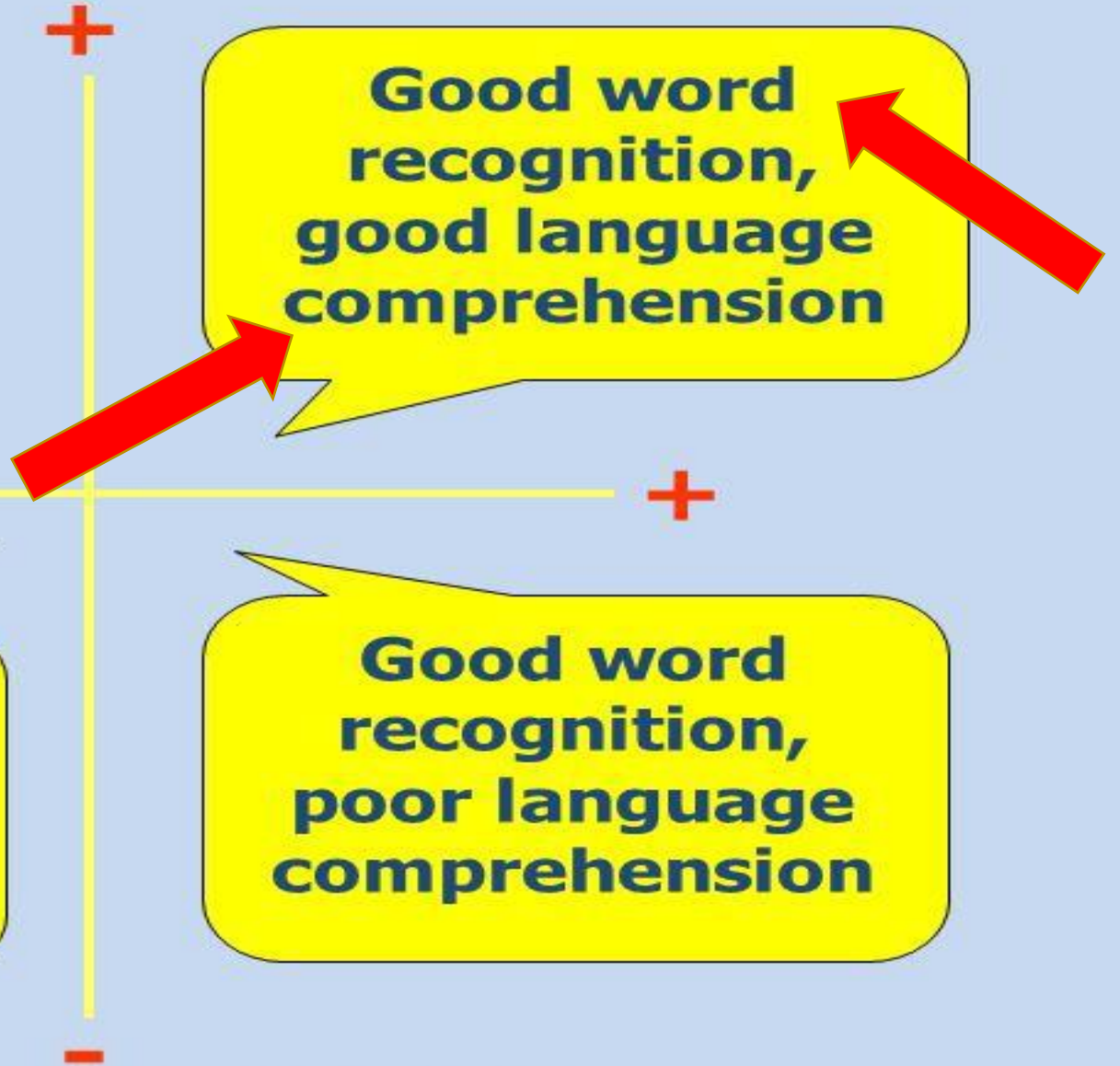
**Good language
comprehension,
poor word
recognition**

**Good word
recognition,
good language
comprehension**

**Poor word
recognition,
poor language
comprehension**

**Good word
recognition,
poor language
comprehension**

Language comprehension



WORD READING

The first thing we need to do is have an idea of how much your children have to read (and answer about 30+ questions on) in an hour. Have a read through these texts. What do you think are the problems some of the children may face? What would help them?

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?
Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?
In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th
Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, space? How do you brush your teeth? Well my friends, space? How do you brush your teeth? Well my friends, space? I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot raise your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th
Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you simply touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

4

5

The Lost World

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs.

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted. "Look at that!" said he. "This must be the tail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast!"

"No, a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless. For one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glimmering grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

8

I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Whom to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Guanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The guanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

9

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

7

CLARIFY Clarifying: be able to check that you understand what you are reading.

Do I know the meaning of this word?

What questions does this text raise in my mind?

Do I understand what is happening in my text?

Suggestions for help at home:

-Talking about reading.

-Whether you have read with your child or they have read independently, always ask questions:

- What was your story about?
- Who were the main characters?
- How did the story end?
- What do you think will happen next?

CLARIFYING

Questions about *Space Tourism* (pages 4–6).

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

☐

meet.

☐

pack up.

☐

plan.

☐

Questions about *Giants* (page 7).

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

Explain **two** things that the words *emerald scrap* suggest about the frog.

Requirement

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Content domain: 2a – give / explain the meaning of words in context.

Award 1 mark for the correct option ticked.

shiny. ☐

soft. ☐

delicate. ☒

rough. ☐

Acceptable points for **emerald**:

1. green
2. high value
3. sparkling / shiny

Acceptable points for **scrap**:

4. insignificance or smallness
5. fragility
6. worthless / disposable / rubbish, e.g.
 - *It shows that the frog is like a precious stone, but it's like a scrap of rubbish too.* [AP2, AP6]
 - *Emerald tells us that the frog is green and scrap makes us realise that it is tiny and unimportant.* [AP1, AP4]
 - *It's green and it's small.* [minimal AP1, AP4]

Award 1 mark for an interpretation of **either** emerald **or** scrap from one or more of the acceptable points, e.g.

- *Emerald scrap reminds us that the frog is insignificant.* [AP4]
- *It means the frog is little and worth nothing.* [AP4, AP6]
- *That it is a shimmery green.* [AP3, AP1]

Do not accept answers that repeat the idea that this expression describes the frog or that are vague / general, e.g.

- *It puts a clear picture in our minds*
- *It tells us what the frog looks like*
- *It means the frog is pretty / handsome / gross / horrible / ugly.*

Monitor and Summarise:

Summarising: being able to identify the main ideas.

Monitoring: being able to check a text makes sense/you understand what is being read.

What was this section about?

Can I explain the story in a few sentences?

What order did the events happen in?

What happened in this chapter?

Suggestions for help at home:

- Talk about reading.
- Whether you have read with your child or they have read independently, always ask questions:
 - What happened in that chapter?
 - What do you think the main point is?
 - Explain what happened in this paragraph.

Questions about *Giants* (page 7).

What is the main message of the poem?

Tick one.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐

Questions about *The Lost World* (pages 8–9).

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.		
Professor Summerlee has faked the evidence.		
Professor Challenger worries that people won't believe them.		
They are all frightened of the iguanodons.		

What is the main message of the poem?

Content domain: 2c – summarise main ideas from more than one paragraph.

Award 1 mark for the correct option ticked.

People can learn a lot from holding small creatures. ☐

People should think about how their actions affect others. ☒

People are much bigger than frogs and snails. ☐

People should overcome their fear of nature. ☐

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

Content domain: 2c – summarise main ideas from more than one paragraph.

Award 1 mark for all four correct.

	True	False
Lord John saw the dinosaur tracks first.	✓	
Professor Summerlee has faked the evidence.		✓
Professor Challenger worries people won't believe them.	✓	
They are all frightened of the iguanodons.		✓

SELECT AND RETRIEVE (Find and Copy) :

Retrieving: being able to quickly find information and use it to answer questions about a text.

When...?

Where...?

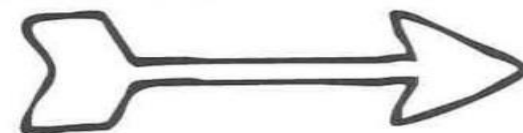
How...?

Why...?

Who...?

What...?

ASKING THE RIGHT QUESTIONS



When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

BEFORE

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

DURING

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

AFTER

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

Questions about *Space Tourism* (pages 4–6).

How would you get from the spacecraft to the space hotel?

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1.

2.

10

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark

Questions about *Giants* (page 7).

(a) What does the 'giant' do to frighten the snail?

(b) What does the 'giant' do to frighten the frog?

Questions 25–36 are about *The Lost World* (pages 8–9).

25

Circle the correct option to complete each sentence below.

- (a) The story is told from the perspective of...

**Professor
Summerlee.**

Lord John.

Malone.

**Professor
Challenger.**

1 mark

- (b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

- (c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

- (d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

Award 1 mark for identifying any of the following activities, up to a maximum of 2 marks:

1. look at Earth or space / admire the view, e.g.
 - *admire unique views of Earth*
 - *look at the outside of earth*
 - *look down at Earth.*
2. experience weightlessness / activities associated with floating, e.g.
 - *enjoy being weightless*
 - *enjoy the endless entertainment of being weightless.*
3. space-walk, e.g.
 - *do a space walk.*

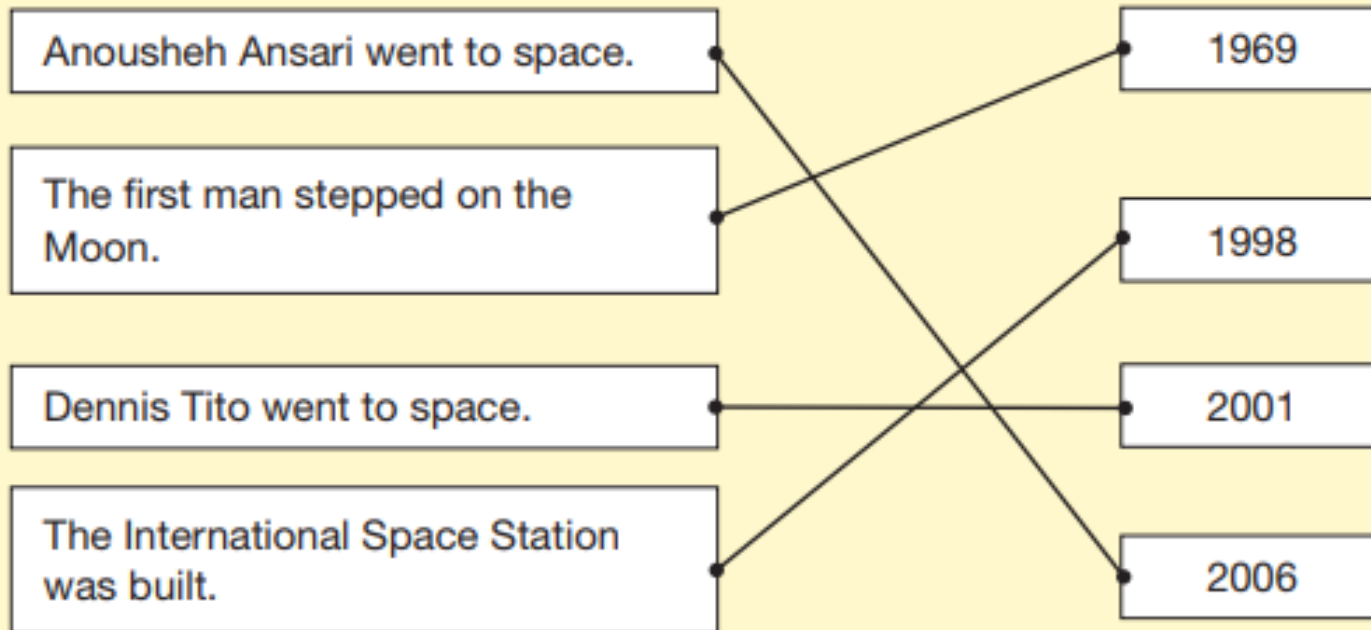
Do not accept plausible experiences that are not derived from the text or are unconnected with space travel, e.g.

- *take photos of the moon / see what the Moon is made from*
- *I'd write a blog*
- *stay in a hotel.*

Match the events below to the year in which they happened.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.

Award 1 mark for all **four** pairs matched correctly.



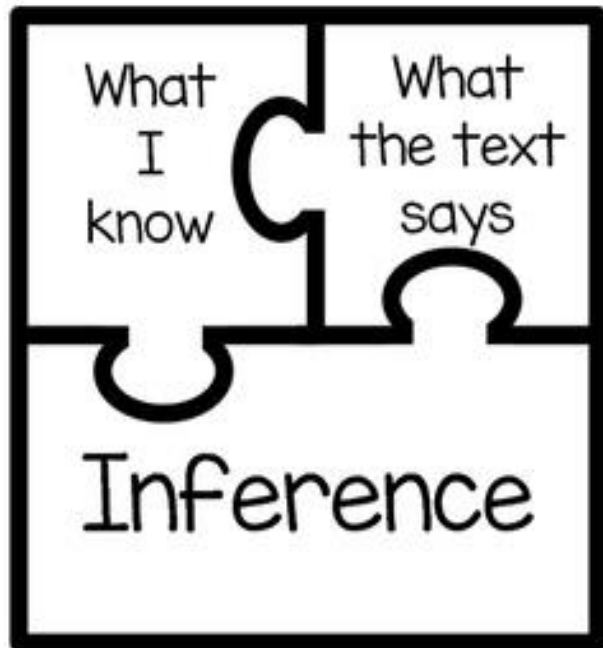
	Requirement
a	<p>What does the 'giant' do to frighten the snail?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to touching the snail's threads / stalks / eyes.</p>
b	<p>What does the 'giant' do to frighten the frog?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to picking the frog up / clutching it in his fist.</p>

- Malone
- Bigger
- Carefully
- Randomly

INFERENCE

Inferring: being able to use clues (words and pictures) to understand a text.

Making Inferences



Words to use
when you infer

I think...

Maybe...

I infer...

I predict...

My guess is...

Perhaps...

This could mean...

It could be that...

Infer



Putting the Pieces Together
by Using What I Know to
Make Inferences

FACT OR OPINION?

Questions about *Space Tourism* (pages 4–6).

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

Award 1 mark for all four correct.

	Fact	Opinion
Anousheh Ansari kept an online diary.	✓	
Brushing your teeth in space is a joy.		✓
Being weightless is endlessly entertaining.		✓
Tourists can stay on the International Space Station.	✓	

Questions about *Space Tourism* (pages 4–6).

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

Qu	Requirement	Mark
9	<p>Look at Anousheh's blog entry for September 27th.</p> <p>Explain how Anousheh felt about being in space that day.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 2 marks for answers that contain both an appropriate reference to Anousheh's positive attitude, inferred from the text, and development in the form of a <u>relevant</u> quote / example(s) of activities she did in space, e.g.</p> <ul style="list-style-type: none"> • <i>you can tell that she liked space because of all the fun things she wrote like floating about without any effort and lifting heavy things</i> [positive attitude + examples of activities] • <i>she enjoyed it because of all the wonderful advantages she kept on describing</i> [positive attitude + quote] • <i>she felt wonderful being able to do somersaults and flying around</i> [positive attitude + examples of activities]. <p>Award 1 mark for identifying Anousheh's positive attitude inferred from the text, e.g.</p> <ul style="list-style-type: none"> • <i>she loved it / she felt it was wonderful.</i> <p>Also accept for 1 mark the following quotations (as they convey positive emotion), e.g.</p> <ul style="list-style-type: none"> • <i>she said being weightless had some wonderful advantages</i> • <i>everything is effortless.</i> <p>Do not accept emotions that are not supported by the text, e.g. pride.</p>	Up to 2m

The Iguanodons are described as *inoffensive brutes*...

Questions about *The Lost World* (pages 8–9).

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the Iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Acceptable Points	Likely evidence (accept paraphrase)
inoffensive	
1. acted like children / playful	<ul style="list-style-type: none"> little ones played round their parents unwieldy gambols bounding into the air
2. they are herbivores / vegetarians	<ul style="list-style-type: none"> reaching a bunch of foliage
3. being together as a family / looking after their young	<ul style="list-style-type: none"> little ones played round their parents followed by its mate and its three enormous infants
4. the men don't find them frightening / they don't harm the men	<ul style="list-style-type: none"> I do not know how long we stayed gazing this marvellous spectacle
5. slow movement	<ul style="list-style-type: none"> slowly lurched
brutes	
6. strength	<ul style="list-style-type: none"> tore it down as if it had been a sapling the strength of the parents seemed to be limitless
7. huge size	<ul style="list-style-type: none"> dull thuds its three enormous infants put his forelegs round the trunk of the tree their heads high above the brushwood tore it down as if it had been a sapling lurched
8. the way they move	<ul style="list-style-type: none"> unwieldy gambols dull thuds lurched off

Section 3: The Lost World

Qu	Requirement	Mark
	<p>Award 3 marks for a response that identifies one acceptable point for <i>inoffensive</i> and one acceptable point for <i>brutes</i>, both with evidence, e.g.</p> <ul style="list-style-type: none"> it explains that the iguanodons were harmless because it says they eat foliage which means they are vegetarians. It also says 'I do not know how long we have stared at this spectacle' which means they hadn't tried to hurt them or kill them when most dinosaurs would have tried to kill them for food. They were like brutes because they were so strong and pulled out trees without any effort. [AP2 - <u>inoffensive</u> + ev, AP4 - <u>inoffensive</u> + ev and AP6 - <u>brutes</u> + ev] They were not offensive as they let the men stare at them for ages and they didn't attack them. But they were also like brutes as they were strong and pulled trees up really easily. [AP4 - <u>inoffensive</u> + ev and AP6 - <u>brutes</u> + ev] You could tell that they were inoffensive because they were playing. One of the parents was followed by its mate so they were friendly. It says they lurched which makes them sound big and heavy. [AP1, AP3 - <u>inoffensive</u> + ev, AP7 <u>brutes</u> + ev] <p>Award 2 marks for a response that identifies one acceptable point for <i>inoffensive</i> and one acceptable point for <i>brutes</i>, one with evidence, e.g.</p> <ul style="list-style-type: none"> They were very strong as they could tear down a tree. And the children played lots of games [AP6 - <u>brutes</u> + ev and AP1 - <u>inoffensive</u>] They were moving really slowly because he says they lurched. They were also huge. [AP5 - <u>inoffensive</u> + ev and AP7 - <u>brutes</u>] <p>Award 1 mark for two acceptable points, one for <i>inoffensive</i> and one for <i>brutes</i> <u>or</u> one acceptable point with evidence for either <i>inoffensive</i> or <i>brutes</i>, e.g.</p> <ul style="list-style-type: none"> They are vegetarians but they are really strong [AP2 - <u>inoffensive</u> and AP6 - <u>brutes</u>] It explains that the iguanodons are harmless by saying they eat foliage so they are vegetarians. Also the little ones play around in 'unwieldy gambols' giving a cute impression. [AP2 - <u>inoffensive</u> + ev, AP1 - <u>inoffensive</u> + ev] They must have weighed a lot because they made dull thuds when they fell over. [AP7 - <u>brutes</u> + ev] <p>Also accept, for a maximum of 1 mark, relevant quotations taken from the paragraph without a link to an acceptable point, that evidence both <i>inoffensive</i> and <i>brutes</i>, e.g.</p> <ul style="list-style-type: none"> The little ones played round their parents in unwieldy gambols It calls them little ones and enormous infants 	

LANGUAGE FOR EFFECT

Language for effect: being able to understand why an author has made a particular word or language choice.

Why did the author choose this word?

What did the author mean by....?

Questions about *Space Tourism* (pages 4–6).

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

Questions about *The Lost World* (pages 8–9).

Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

Find and **copy four different** words from the rest of the paragraph that suggest danger.

1. _____

2. _____

3. _____

4. _____

... *in a flash* (page 6)

What does this tell you about the burning of rocks in space?

Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases.

Award 1 mark for either acceptable point:

1. the rock burns very quickly, e.g.
 - *they burn quickly / suddenly / instantly*
 - *it happens fast.*
2. the rock burns brightly, e.g.
 - *when the rock burns you get a dazzling light.*

Do not accept reference to speed of travel, e.g.

- *they go / fly / travel very quickly.*

1. gloom
2. menace
3. terrors
4. pounce
5. lair
6. crept

PREDICTION

To predict what may happen next but based on what they have read-they must use evidence from the text.

Questions about *The Lost World* (pages 8–9).

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

Award 1 mark for either an acceptable point or a relevant piece of text-based ev

Acceptable points (can be implied)	Evidence
1. death / attack / threat	<i>feelings of danger</i> <i>gloom</i> <i>constant menace</i> <i>terrors</i> <i>pounce</i> <i>iguanodons</i> <i>lair</i>
2. lost	<i>gloom</i> <i>shady foliage</i> <i>rocks</i>
3. discovering other dinosaurs	<i>other creatures</i> <i>constant menace</i> <i>terrors</i> <i>the iguanodons we had seen</i> <i>lair</i> <i>gloom</i>

Qu	Requirement
36	<p>Examples of 2 mark responses:</p> <ul style="list-style-type: none">• <i>A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.</i>• <i>I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'</i>• <i>It says 'but what other creatures might there not be there ready to pounce upon us from their lair among the rocks or brushwood?' which implies that something might jump out and attack them</i>• <i>They were in a dangerous place and suddenly a dinosaur will pounce from behind a rock and grab one of them and eat him.</i> <p>Examples of 1 mark responses:</p> <ul style="list-style-type: none">• <i>They got lost and stayed there and became friends with the Iguanodons</i>• <i>They might be pounced on.</i> <p>Do not accept general answers not relating to specific events or actions, e.g.</p> <ul style="list-style-type: none">• <i>It's going to be dangerous</i>• <i>They carry on exploring.</i> <p>Do not accept textual evidence that is not taken from the last paragraph, e.g.</p> <ul style="list-style-type: none">• <i>They will find more footprints and follow them.</i> <p>Do not accept predictions not supported by the last paragraph, e.g.</p> <ul style="list-style-type: none">• <i>They catch some dinosaurs and take them back to England.</i>



THANK YOU FOR ATTENDING



Please fill in an evaluation form as we would welcome the feedback.
Any suggestions, or requests for extra support, will be listened to.

Please take the packs home with you and see if you can answer any more with your child. We are sitting papers this week for assessment so we can target support. Once they are marked, they too can be sent home so you can see how they are doing.