

Reading Week Beginning 01.02.21

We hope you are all keeping well and
safe at home 😊

Please send your completed work to your teacher:

Miss Sutherland's email: ksutherland@kingsavenue.lambeth.sch.uk

Miss James' email: mjames@kingsavenue.lambeth.sch.uk

Reading Overview

Week beginning 01.02.21

- [To hear the author read the chapter , follow this link
https://marcussedgwick.com/floodland/](https://marcussedgwick.com/floodland/)
- This is a PowerPoint explains the different reading strategies that your child will need throughout the week.
- It explains the tasks your child will need to do each day.
- All of the documents needed are available on the website.
- Thank you for your hard work and continuing support. Feel free to contact any teacher by the following email addresses:
- Miss Sutherland's email: ksutherland@kingsavenue.lambeth.sch.uk
- Miss James' email: mjames@kingsavenue.lambeth.sch.uk

Day		Task
Monday 01.02.2021		Read Chapter One from ' <i>Floodlands</i> ' and answer the 'Vocabulary' questions
Tuesday 02.02.2021		Read Chapter One from ' <i>Floodlands</i> ' and answer the 'Record and retrieve' questions
Wednesday 03.02.2021		Read Chapter One from ' <i>Floodlands</i> ' and answer the 'Making inferences' questions
Thursday 04.02.2021		Read Chapter One from ' <i>Floodlands</i> ' and answer the 'Forming opinions' questions
Friday 05.02.2021		Read Chapter One from ' <i>Floodlands</i> ' and answer the Justify Opinion questions

Reading strategies



Don't let this be you!

Reading strategies

- Understanding the meaning of words in context:

Break the word down

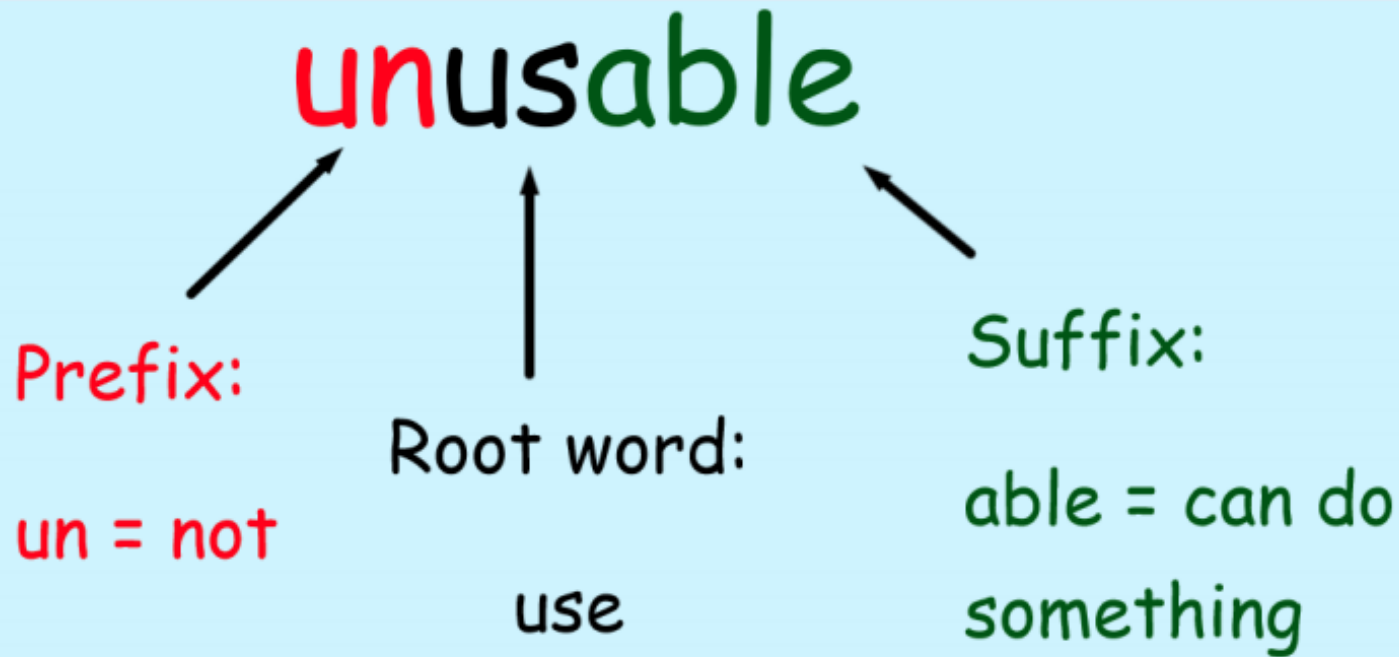
Substitute the word

Read around the word

Imagine the situation

Understanding the meaning of words in context

4 Main Strategies!



Unusable means not able to use/it cannot be used

1) Break the word up and use your knowledge of prefixes, root words and suffixes

Understanding the meaning of words in context

4 Main Strategies!

2) Substitute the word with a synonym

Mr Jones was appalled by the class' rude behaviour towards the supply teacher.

*Mr Jones was **shocked** by the class' rude behaviour towards the supply teacher.*

*Mr Jones was **horrified** by the class' rude behaviour towards the supply teacher.*

Understanding the meaning of words in context

4 Main Strategies!

3) Read around the word for clues

wear *Outdoor shoes for wet and muddy weather* *often zip up clothes*

Elliot quickly put on his wellies and zipped up his bright, yellow mac (making sure to put the hood up) before venturing out in the rain.

More likely to wear yellow on the top half of your body *has a hood* *protects him from the rain*

A mac must be a type of coat

Understanding the meaning of words in context

4 Main Strategies!

4) Imagine the situation/imagine yourself in the situation



is a verb (action word)

Tentatively, the agent **stole** down the corridor,
eager not to be spotted.

If I didn't want to be seen, I would move quietly.

Stole means **move quietly** or **in a secret way.**

Reading strategies

- Retrieve and record key details:

Identify key words in the question

Scan the text for the key words

Select the correct evidence to answer the question

Record and retrieve key details

3 key steps

- 1) Highlight the key words in the question
- 2) Scan the text for the key words
- 3) Select the correct evidence to answer the question

Reading strategies

- Summarise information from more than one paragraph:

SUMmarise It

Shorter than the text

Use your own words

Main ideas only



Summarise information

SUMmarise It

Shorter than the text

Use your own words

Main ideas only



Reading strategies

- Make and justify inferences using evidence from the text:

Identify key words in the question

Scan the text for the key words

Read around the key words for clues

Imagine the situation

Make and justify inferences with evidence

- 1) Highlight the key words in the question
- 2) Scan the text for the key words
- 3) Read around the key words for clues
- 4) Imagine the situation to check that your inference makes sense

Q: Why didn't Sally go down the stairs?

Terrified of waking her mother, Sally decided against creeping down the ancient stairs and decided to clamber out of her window instead.

A: The text says the stairs were ancient, which means they might make noise, and she didn't want to wake her Mum up.

Reading strategies

- Form and justify personal opinions:

Choose the 'easy' answer (the one with the most evidence)

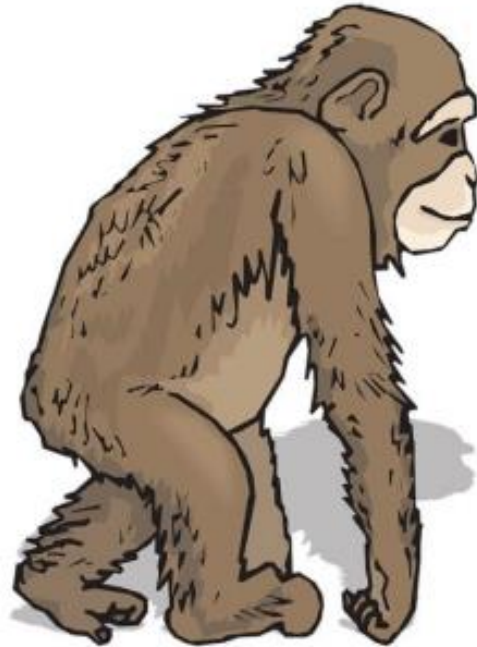
Scan the text for evidence

Point, Evidence, Explain or Answer it, Prove it, Explain it

2 points + 1 evidence = full marks

Forming your own opinions

A.P.E.



Answer it

What is the answer to the question you've been asked? Remember what you've read; don't guess.

Prove it

Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

Explain it

Why did that quote help you answer the question?
Give as much detail as you can.

@MRSPTTEACH

P.E.E

(Point Evidence Explain)



WINNER OF THE BRANFORD BOASE AWARD



Marcus
Sedgwick

FLOODLAND

Surviving in a devastated world

To hear the author read the chapter , follow this link
<https://marcussedgwick.com/floodland/>



Zoe ran. Harder than she had ever run in her life. Her feet pounded through the deserted streets of derelict buildings. Somewhere, not far behind, she could hear the gang coming after her. It felt as if her heart would burst, but she didn't slow down. She'd been planning to leave the island for a long time, but had been putting it off. It was a big decision to set out to sea in a tiny rowing boat. Now she had no choice.

Before, no one had bothered her. Zoe was a loner. Most of the people left on Norwich hung around together in groups, but she preferred to be on her own. It was safer that way, because you never knew whom you could trust.

Somehow, someone had found out about the boat she'd been hiding. A boat was an escape route, a way to get away from Norwich, which got smaller every year, as the sea kept on rising. It didn't matter that there could only be room for two people at most in her boat. Others had joined in the chase, and now a mob of about fifteen people was hot on her heels. There was only one way out; to get to her boat before they got to her. So she ran on, while her body screamed for her to stop.

"Get back here!" someone yelled angrily at her, though they couldn't see her.

It wasn't far to the little shed where she'd hidden *Lyca*, her boat. A couple more streets of derelict shops to where what was left of the city fell away into the sea. If the sea hadn't come she might have been shopping here herself, with her parents perhaps. From much practice she squashed the thought of her parents as soon as it started, and kept on running.

Just before she rounded a corner, she heard more shouts from behind. They had seen her.

“There!”

“Come on!” shouted another voice. “Get her!”

Scared, she made the corner, but her feet slipped from under her on the wet ground. She went sprawling, and slid clumsily in the mud. She started to panic badly, and made a mess of getting up again. She had dropped her pack as she fell, but there was no time to pick it up.

The sound of running feet came closer. Another two seconds and they would be round the corner. She got up and practically threw herself over a wall. She landed awkwardly, but she'd won a little more time. She was in a graveyard. It led away down a hill to where a small brick shed stood near the water's edge. Once it had contained all the equipment for looking after the graveyard, but now it contained Zoe's boat. The previous night she had rowed around from the ware-house where she had found the boat and fixed it. The old building had been unsafe when she'd discovered it, and had been getting worse. She had decided to find a new place to keep her boat, and the shed seemed ideal.

In the dark she had dragged the boat the short distance from the water to the shed. It had been very hard work. At night she hadn't noticed the deep ruts the boat's keel had made in the sodden grass. In daylight, even in her mad rush, they were obvious. She would be lucky if no one had already found it.

"*Lyca*," Zoe panted as she opened the shed door, "please be here, *Lyca*."

It was all right. The boat was still there waiting for her.

Pulling it across the grass, and then into the water, she dared to look behind her for the first time. Her stomach twisted with fear. The gang were storming down the hill, weaving in and out of the crumbling gravestones. Zoe moved faster. She clambered aboard and put the oars out, then started to pull. They were at the water now, and though one or two stopped, the rest came splashing madly after her.

"Take me with you!"

“Come back! We won’t hurt you. Just take us with you!”

Zoe could see their eyes, clearly. She saw fear. But she couldn’t trust them. Since she’d lost her parents, she’d made it a rule not to trust anyone. Zoe had heard people say they’d lost someone, when really they meant they had died. In Zoe’s case, ‘lost’ meant exactly that. It was still unbelievable, and so stupid.

She looked at the crowd in the water again. If she went back, there’d be a fight over her boat, and she wouldn’t get a look in. She rowed on, pulling harder, even though she was safely away.

Slowly, she watched as the people dragged themselves out of the water and waded back to the shore. Natasha was there too. That hurt most of all. Natasha was the closest thing she had to a friend. Zoe used to see her when the supply ships came, before they stopped coming. After that she saw her sometimes at the allotments, when she went to put some work in to earn food. They would only have a little chat, but it was enough to keep Zoe from cracking up. But now the allotments had sunk into chaos, too.

Zoe suddenly remembered their conversation the last time they’d met. She had been about to tell Natasha about her boat, and her plans to escape, but had decided not to. Maybe Natasha had guessed? From something Zoe had let slip? It didn’t matter now. The crowd stood quietly, watching her as she rowed away.

Zoe didn't feel scared of them any more.

"Sorry," she said to herself, quietly. She began to cry, but she didn't stop rowing. Her uncut hair fell across her eyes, but she didn't stop to push it away. Still she rowed on, her thin hunched frame working the oars until finally she had to pause for breath.

Feeling around in her pocket she fished out her compass. It was the last thing she owned that had belonged to her parents. For that reason she'd kept it in a pocket. If she hadn't she'd have lost it when she dropped her pack. It was a little dented from her leap over the cemetery wall, but it was still working.

She pointed herself south-west, and rowed. She couldn't remember the name of the place the supply ship used to come from, but she knew the big bit of Britain was somewhere in that direction.

She was rowing away from all she had ever known. It was a strange thing. Before the previous night, she had only ever pretended to row. Her dad had taught her, in the same methodical way he did everything.

"You'll need to know how to do this one day," he told her.

He'd taught her how to use the compass, as well as a lot of stuff about survival. Just in case the time came when she was on her own.

And so every now and then, when they weren't busy just trying to get by, they'd sit in an old bathtub and pretend to row.

Even though it had seemed like a game to Zoe at the time, he'd made sure she was doing it right anyway. And she knew just how to do it, the only thing that surprised her was how hard it was to pull the oars through the water.

"When you're rowing, you mean?" he said.

"Yes. Why do you sit looking backwards?"

"It's just the way it's done," he said. "You couldn't row half as well facing forwards."

It had always seemed strange to her, but now it was even worse. There before her was Norwich getting smaller and smaller with each stroke. She was heading into the unknown, without even looking where she was going.

Monday - 01.02.2021

Understanding the meaning of words in context

Read Chapter One from '*Floodlands*'

Answer the following vocabulary questions

Remember the 4 key strategies to help with understanding the meaning of words/phrases in context:

- - Break the word up
- - Substitute the word
- - Read around the word for clues
- - Imagine the situation/imagine yourself in the situation

- 1) What phrase on the first page shows that Zoe is truly in danger and has to flee?
- 2). What does 'derelict' mean?
- 3). What phrase shows you that Zoe is quickly leaving Norwich behind?
- 4). Find a phrase that shows that Zoe is getting scared.
- 5). What is a stupor?

Tuesday - 02.02.2021

Retrieve and Record Information

Read Chapter One from '*Floodlands*'

Answer the following retrieval questions

- **Remember the key steps for retrieving and recording details:**
 - - Highlight key words in the question
 - - Scan the text for key words
 - - Select the correct evidence to answer the question

- 1) Who is Zoe running from?
- 2). Why does Norwich get small every year?
- 3). What has Zoe named her boat?
- 4). What is the name of the friend that Zoe leaves behind?
- 5). What precious thing does Zoe still have on her?

Wednesday - 03.02.2021

Summarising a Text

Read Chapter One from '*Floodlands*'

Answer the following summarising questions

- Remember the key steps for summarising information from more than one paragraph:
 - - Shorter than the text
 - - Use your own words
 - - Main ideas only

1). Use three adjectives to sum up your thoughts on the character of Zoe and explain each of your choices.

2). Summarise Zoe's escape from Norwich in thirty words or less.

Thursday - 04.02.2021

Making Inferences

Read Chapter One from '*Floodlands*'
Answer the following inferences questions

Remember the key strategies for making inferences:

- - Highlight key words in the question
- - Scan the text for key words
- - Read around the key words for clues
- - Imagine the situation/imagine yourself in the situation

- 1). Why is a boat a valuable commodity?
- 2). Zoe's body screams at her to stop. What does this mean?
- 3). Why does Zoe think the boat could possibly have already been found?
- 4). Why doesn't Zoe go back for anyone?
- 5). Why does Zoe begin to cry?

Friday - 05.02.2021
Forming and justifying opinions

Read Chapter One from '*Floodlands*'
Answer the following questions

Remember the key strategies for forming and justifying opinions:

- - Choose the 'easy answer' (the one with the most evidence)
- - Point, Evidence and Explain (P.E.E.)
- - 2 x Points, 1 x Evidence and explain = Full marks

- 1) What is the effect on the reader when the story starts with a two-word sentence? (3 marks)
- 2). Do you like Zoe? Why? (3 marks)

Remember to use PPE when answering your questions!