

Year 5/6 Reading Weekly Plan



Tom was well into his sixties, a healthy, robust, stockily-built man with a head of thick white hair. Although he was of average height, in Willie's eyes he was a towering giant with skin like coarse, wrinkled brown paper and a voice like thunder.

He glared at Willie. 'You'd best come in,' he said abruptly.

The woman gave a relieved smile. 'Thank you so much,' she said, and she backed quickly away and hurried down the tiny path towards the other children. Willie watched her go.

'Come on in,' repeated Tom harshly. 'I ent got all day.'

Nervously, Willie followed him into a dark hallway. It took a few seconds for his eyes to adjust from the brilliant sunshine he had left to the comparative darkness of the cottage. He could just make out the shapes of a few coats hanging on some wooden pegs and two pairs of boots standing below.

'S'pose you'd best know where to put yer things,' muttered Tom, looking up at the coat rack and then down at Willie. He scratched his head. 'Bit 'igh fer you. I'd best put in a low peg.'

He opened a door on his left and walked into the front room, leaving Willie in the hallway still clutching onto his brown carrier bag. Through the half-open door he could see a large black cooking range with a fire in it and an old threadbare armchair nearby. He shivered. Presently Tom came out with a pencil.

'You can put that ole bag down,' he said gruffly. 'You ent goin' no place else.'

Willie did so and Tom handed him the pencil. He stared blankly up at him.

'Go on,' said Tom, 'I told you before, I ent got all day. Now make a mark so's I know where to put a peg, see.' Willie made a faint dot on the wall beside the hem of one of the large coats. 'Make a nice big 'un so's I can see it clear, like.' Willie drew a small circle and filled it in. Tom leaned down and peered at it. 'Neat little chap, ent you? Gimme yer mackintosh and I'll put it on top o' mine fer now.'

With shaking fingers Willie undid his belt and buttons, peeled off the mackintosh and held it in his arms. Tom took it from him and hung it on top of his great-coat. He walked back into the front room. 'Come on,' he said. Willie followed him in.

It was a small, comfortable room with two windows. The front one looked out on to the graveyard, the other to a little garden at the side. The large black range stood solidly in an alcove in the back wall, a thick dark pipe curving its way upward through the ceiling. Stretched out beneath the side window were a few shelves filled with books, old newspapers and odds and ends and by the front window stood a heavy wooden table and two chairs. The flagstoned floor was covered in a faded crimson, green and brown rug. Willie glanced at the armchair by the range and the objects that lay on top of the small wooden table beside it: a pipe, a book and a baccy jar.

'Pull that stool up by the fire and I'll give you somethin' to eat.' Willie made no movement. 'Go on, sit down, boy,' he repeated. 'You got wax in your ears?'

Willie pulled a small wooden stool from a corner and sat down in front of the fire. He felt frightened and lonely.



	OPENING TASK	FOLLOW UP					
MONDAY Vocabulary development & Familiarisation	Skim the text. Can you quickly find the following words? <table><tr><td>robust</td><td>coarse</td><td>bluntly</td><td>threadbare</td><td>alcove</td></tr></table> 1. Write the words and their meanings. 2. Write 3 synonyms and 3 collocations for each word. Explore and identify synonyms (same meaning) and antonyms (opposite meaning) and any collocations (words that are linked and commonly used together).	robust	coarse	bluntly	threadbare	alcove	Complete 3 out of these 6 stem sentences: 1. I know this text is about... 2. I found this text.... 3. I like this sentence because... 4. This reminds me of..... 5. I have never heard of.... 6. I already know about....
robust	coarse	bluntly	threadbare	alcove			
TUESDAY Fluency & understanding	Listen to Mr Bright read the text at the following link: https://www.loom.com/share/afb1bb8808d046fd93b373753b4e9f83 and read along. Now read the text slowly to yourself. Read it aloud slowly to a pet or cuddly toy. Now read again, BUT read each sentence 3 times before moving to the next one.	Read the text again aloud and record for your portfolio. Summarise the text in a maximum of 3 sentences or draw a cartoon strip to show the main point.					
WEDNESDAY Word attack	Read the text again slowly in your head. Use the new vocabulary from Monday in sentences. Look at the word comparative . Can you break it apart using your phonics skills? What is the root of the word? What other words can be made from that word?	Find and copy Often you are asked to 'Find and Copy'. It is important to be able to find the answers quickly by scanning the text. 1. Find and copy a word meaning 'tall'. 2. Find and copy a group of words that Tom says which suggests he is impatient with Willie. 3. Which adverb closely matches the meaning of 'in a way that shows no understanding'?					
THURSDAY Prosody (reading with appropriate pace and expression) & Prediction	Read it like a robot . Read it like a newsreader . Read it like it's the most interesting piece of writing you have ever read!	At this point in the text ' Pull that stool up by the fire... ' What do you think Tom is thinking or feeling? What do you think the Willie is thinking or feeling? What do you think is going to happen next?					
FRIDAY Focused Comprehension Skills	Answer the following questions: Who is Willie? What does Tom say that suggests he thinks Willie can't hear him? Where does Tom keep his books? What do you think a 'range' is? How is Tom described as 'loud and frightening'?	Extra Challenge What is meant by the term ' abruptly '? Why do you think the woman ' backed away quickly '? Explain why Tom's speech is spelt differently?					