

YES,' said Tom bluntly, on opening the front door. 'What d'you want?'

A harassed middle- aged woman in a green coat and felt hat stood on his step. He glanced at the armband on her sleeve. She gave him an awkward smile.

'I'm the billeting officer for this area,' she began. 'Oh yes, and what's that got to do wi' me?'

She flushed slightly. 'Well, Mr, Mr . . .'

'Oakley. Thomas Oakley.'

'Ah, thank you, Mr Oakley.' She paused and took a deep breath. 'Mr Oakley, with the declaration of war imminent . . .'

Tom waved his hand. 'I knows all that. Git to the point. What d'you want?' He noticed a small boy at her side.

'It's him I've come about,' she said. 'I'm on my way to your village hall with the others.'

'What others?'

She stepped to one side. Behind the large iron gate which stood at the end of the graveyard were a small group of children. Many of them were filthy and very poorly clad. Only a handful had a blazer or coat. They all looked bewildered and exhausted. One tiny dark- haired girl in the front was hanging fi rmly on to a new teddy- bear.

The woman touched the boy at her side and pushed him forward.

'There's no need to tell me,' said Tom. 'It's obligatory and it's for the war effort.'

'You are entitled to choose your child, I know,' began the woman apologetically.

Tom gave a snort.

'But,' she continued, 'his mother wants him to be with someone who's religious or near a church. She was quite adamant. Said she would only let him be evacuated if he was.'

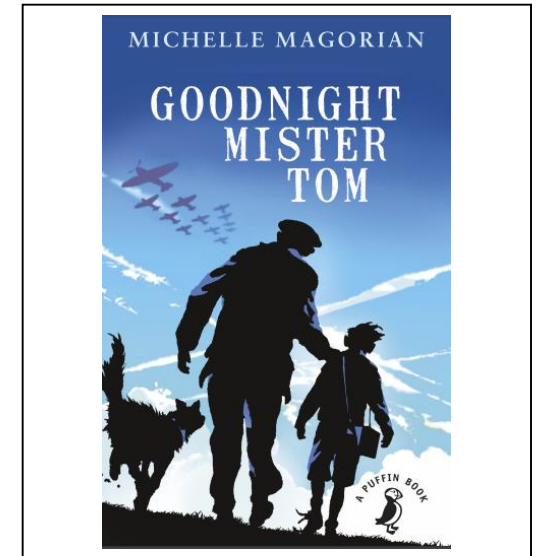
'Was what?' asked Tom impatiently.

'Near a church.'

Tom took a second look at the child. The boy was thin and sickly- looking, pale with limp sandy hair and dull grey eyes. 'His name's Willie,' said the woman.

Willie, who had been staring at the ground, looked up. Round his neck, hanging from a piece of string, was a cardboard label. It read 'William Beech'.

## Y5 & Y6 Reading Weekly Plan



	Opening task	Follow Up					
<b>Monday</b>  <b>Vocabulary development &amp; Familiarisation</b>	Skim the text. Can you quickly find the following words? <table><tr><td>harassed</td><td>imminent</td><td>bewildered</td><td>adamant</td><td>limp</td></tr></table> <div><div>1. Write the words and their meanings.</div><div>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).</div></div>	harassed	imminent	bewildered	adamant	limp	Complete 3 out of these 6 stem sentences: <div><div>1. I know this text is about...</div><div>2. I found this text....</div><div>3. I like this sentence because...</div><div>4. This reminds me of.....</div><div>5. I have never heard of....</div><div>6. I already know about....</div></div>
harassed	imminent	bewildered	adamant	limp			
<b>Tuesday</b>  <b>Fluency &amp; understanding</b>	Listen to Miss Bellwood read using this link: <a href="https://www.loom.com/share/6cfa8fb230d245c48d9a06a7971cec93">https://www.loom.com/share/6cfa8fb230d245c48d9a06a7971cec93</a> 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.					
<b>Wednesday</b>  <b>Word attack</b>	Read the text again slowly in your head.  Use the new vocabulary from Monday in sentences.  Look at the word ‘apologetically’.  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?	<b>Find and copy</b> Often you are asked to ‘Find and Copy’. It is important to be able to find the answers quickly by scanning the text. Look for key words / proper nouns / dates and underline them.  <div><div>1. Find and copy one word meaning dirty.</div><div>2. Find and copy one word/group of words that suggests/tells you that the children are worried/frightened?</div><div>3. Which word most closely matches the meaning of ‘compulsory or having no choice about something’?</div></div>					
<b>Thursday</b>  <b>Prosody (reading with appropriate pace and expression) &amp; Prediction</b>	Read it like <i><b>a robot</b></i> . Read it like <i><b>a newsreader</b></i> . Read it <i><b>like it’s the most interesting piece of writing you have ever read!</b></i>	At this point in the text <b>‘Tom took a second look at the child.’</b> How do you think Tom is feeling? What do you think Tom is thinking? How do you think the child is feeling? How do you think the billeting officer is feeling? What Is going to happen next? What is Tom going to do?					

<p><b>Friday</b></p> <p><b>Focused Comprehension Skills</b></p>	<p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>• Who is Mr Tom?</li> <li>• What is the reason the billeting office took the boy to Tom's?</li> <li>• Where are the rest of the children being taken to?</li> <li>• When will the war begin?</li> <li>• How did Tom know what the lady at the door was doing?</li> </ul>	<p>Extra Challenge</p> <ul style="list-style-type: none"> <li>• What is meant by the term 'evacuated'?</li> <li>• Can you describe Willie in detail?</li> <li>• Explain why the children have been taken to this village?</li> </ul>
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