

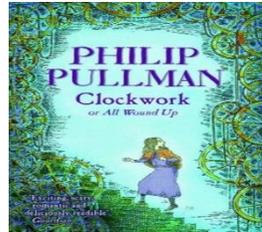
Year 6 –Spring 2 English – Reading

Précis:

A précis is a summary of a longer text. Writing a précis can be a great way to understand notes that you have made about a passage (section of text). A précis can give someone, who hasn't read the extended passage, all the information they need and it only takes them a fraction of the time to read it.

Follow these steps for a perfect précis:

1. Read through the extended passage a few times.
2. Look up the meaning of any unfamiliar words.
3. Underline or highlight key information.
4. Practise explaining the main information from the passage to a partner.
5. Write down what you have said in full sentences.



Suffixes

full of → **ful**

less ← without

A suffix is added to the end of a word to make a new word.

Reading Fiction:
 'Clockwork' by Philip Pullman.
 Viking Saga Stories featuring the Viking Gods: Thor, Odin and Loki.

Reading Non-fiction:
 We will be reading non-fiction books about the Vikings.

Prefixes

dis (opposite)

re (again)

un (not)

A prefix is added to the beginning of a word to make a new word.



Apply your knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.

E.g. honest – dishonest (opposite)

Useful Web links:

The Vikings - <https://www.bbc.co.uk/education/topics/ztyr9j6>

Philip Pullman - <http://www.philip-pullman.com/>

Viking Saga stories - http://www.bbc.co.uk/learning/schoolradio/subjects/english/viking_sagas

<p>Comparing and contrasting characters What is similar about two different characters? What is different? Describing two different characters reactions to the same event.</p>	<p>Continue to use context clues Work out the meaning of unfamiliar words by using context clues. E.g. My school books are too heavy. I need a new satchel to carry them. Continue to be word aware and use thesaurus to look for synonyms (better words) and a dictionary to find the meaning of new words.</p>	<p>Making inferences: Making assumptions about what is happening in a text from what you know. E.g. As her foot stepped over the gateway, <u>she felt a shiver down her spine</u> as her imagination ran wild. We can infer that she is scared because the author says, 'She felt a shiver down her spine'.</p>
<p>Making Predictions: Saying what will happen next as a result of something you've already read. Think about what has happened in the story/to the characters so far. Maybe they have done something that might lead to something else happening. Does the story imply that something else is about to happen?</p>	<p>Retrieve information from fiction and non-fiction: We will retrieve information from non-fiction about the Vikings and the raid at Lindisfarne. We will answer questions about when and where a story is set - using evidence from the text and will find parts in a story that best describe the setting.</p>	<p>Evaluating an author's choice of language in order to develop:</p> <ul style="list-style-type: none"> • Characters and dialogue (a conversation between two or more characters in a story). • Settings • Plots

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