

# Reading – Week 2

Year 5 Home Learning

Wibsey Primary School

# Day 1

Read your reading book from school, or one you have got from Wibsey Library, to someone else at home – make sure you share quite a bit of your story.

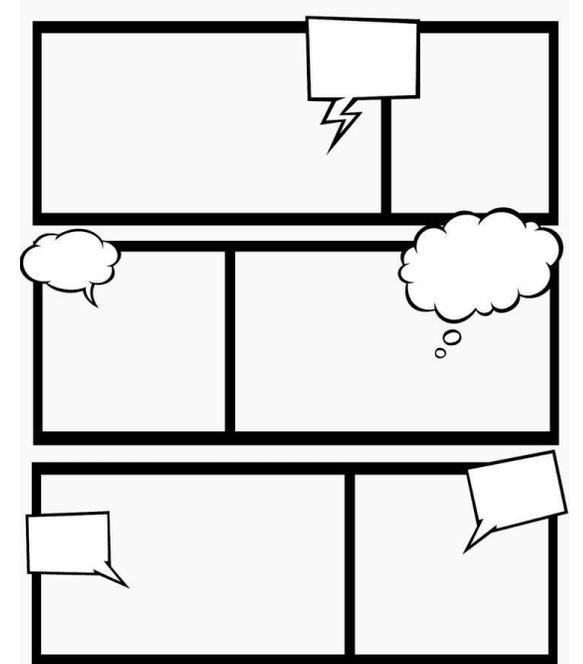
Complete a reading journal activity of your choice in your exercise book.

# Day 2

Read the next chapter from your reading book.

**Summarise** the events within your work. (Summarise is where you take only the **key parts** from a larger piece of text.)

You can present this any way you like – such as through bullet points, as a comic strip or in any creative way you would like.



# Day 3

Read the next two texts carefully and answer the questions into your exercise book, using the sentence starters to help you. The answers are on the final slide, so you can check your responses with an adult.

## The Big Moment Comprehension Questions

### Inference

Answer these questions using **inference** skills and clues from the text. You may use the sentence starters to help you.

1. How is Alisha feeling? Explain how you know. *Alisha is feeling \_\_\_\_\_ because it says...*
2. What is Alisha doing? Explain how you know. *I think Alisha is \_\_\_\_\_ because it says...*
3. Did Alisha see her mum in the audience? Explain how you know.  
Choose one  
or the other  
*Alisha **did / did not** see her mum because it says...*
4. Who did Alisha nod to? Explain how you know. *I think Alisha nodded to \_\_\_\_\_ because it says...*  
Choose one  
or the other
5. Is Alisha well prepared? Explain how you know. *I think Alisha **is / is not** well prepared because it says...*
6. What time of day is it? Explain how you know. *I think it is \_\_\_\_\_ because it says...*

The questions are typed in black text.

The sentence starters you need to use are typed in blue text.

## The Big Moment

Stepping out on to the stage, Alisha felt a shiver down her spine. The judges sat at their table, whispering quietly. She squinted into the darkness, focussing roughly on where she thought her mum should be. Disappointed, she lowered her gaze.

Taking a deep breath, she tried to remember everything from her lessons and the hours spent practising at home. Crouching down, she got into her start position and wrapped her arms around herself. Her stomach rumbled noisily and she regretted having skipped breakfast. With her heart thundering in her chest, she looked up and nodded, before resuming her position and waiting for the music to begin.

Inference

# Remember to use the text to find the clues and gather the answers!

## The Big Moment Comprehension Questions

Inference

Answer these questions using **inference** skills and clues from the text. You may use the sentence starters to help you.

1. How is Alisha feeling? Explain how you know. *Alisha is feeling \_\_\_\_\_ because it says...*

2. What is Alisha doing? Explain how you know. *I think Alisha is \_\_\_\_\_ because it says...*

3. Did Alisha see her mum in the audience? Explain how you know.

Choose one  
or the other

*Alisha **did / did** not see her mum because it says...*

4. Who did Alisha nod to? Explain how you know. *I think Alisha nodded to \_\_\_\_\_ because it says...*

Choose one  
or the other

5. Is Alisha well prepared? Explain how you know. *I think Alisha **is / is not** well prepared because it says...*

6. What time of day is it? Explain how you know. *I think it is \_\_\_\_\_ because it says...*

## Fireworks – Beautiful but Dangerous

### Main Idea

Fireworks are beautiful. They come in many different forms and are designed to make a variety of colours, patterns and noises when they explode. Some of the most popular fireworks are Roman candles, Catherine wheels, rockets and sparklers.

People let off fireworks at different occasions and they are used as a form of celebration. As well as on Bonfire Night, fireworks are used at weddings, birthdays and at many large, organised events. Most famously perhaps, fireworks are used around the world on New Year's Eve to celebrate the start of the new year.

Although they look wonderful, fireworks can be very dangerous. Common firework injuries include hand burns, eye injuries and more seriously, amputations. In order to stay safe, there are certain tips and rules that people should follow. For example, fireworks should be kept in a closed metal box, children should be kept at a safe distance and people should never return to a lit firework.

Remember to use the text to find the clues and gather the answers!

## **Fireworks – Beautiful but Dangerous** Comprehension Questions

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

**Main Idea**

1. What is the main idea of the whole text?

The main idea of the whole text is...

2. What is the main idea of paragraph 1?

The main idea of the paragraph 1 is...

3. What is the main idea of paragraph 2?

The main idea of the paragraph 2 is...

4. What is the main idea of paragraph 3?

The main idea of the paragraph 3 is...

# Answers – no peeking!

## Inference

### The Big Moment Comprehension Answers

1. Alisha is feeling **nervous/worried** because it says... Use any of these sentences from the text as evidence:

- She has a shiver down her spine.
- She is taking a deep breath.
- She has not eaten breakfast.
- Her heart is thundering in her chest.

2. I think Alisha is **having a singing/dance exam or competition** because it says... Use any of these sentences from the text as evidence:

- She is stepping out onto a stage.
- There are judges.
- She tried to remember everything from her lessons.
- She got into her start position.
- She was waiting for the music to begin.

3. Alisha **did not** see her mum because it says **when she looked into the darkness to where her mum should have been sitting, she was disappointed.**

4. I think Alisha nodded **to the judges / the sound person** because it says **after she nodded, she waited for the music to begin.**

5. I think Alisha **is** well prepared because it says **she had had lessons and spent hours practising at home.** Or I think Alisha **is not** well prepared because it says **she had a shiver down her spine so she must be very nervous.**

6. I think it is **morning** because it says **she had skipped breakfast.**

# Answers – no peeking!

## Fireworks – Beautiful but Dangerous Comprehension Answers

### Main Idea

1. The main idea of the whole text is **the fact that fireworks are beautiful but can be dangerous.**
2. The main idea of paragraph 1 is **that fireworks are beautiful and come in many different forms.**
3. The main idea of paragraph 2 is **that fireworks are used to celebrate different occasions.**
4. The main idea of paragraph 3 is **that fireworks can be dangerous and that people should follow rules to avoid getting injured.**

# Day 4

Read the next two texts carefully and answer the questions into your exercise book, using the sentence starters to help you. The answers are on the final slide, so you can check your responses with an adult.

## Sequencing Comprehension Questions

### Sequencing

1. Use **seven** numbered steps to put the 'Baking a Cake' steps in the correct order.

1)  
2)  
3)  
4)  
5)  
6)  
7)

The sentence starters you need to use are typed in blue text.

2. Can you think of any extra steps or details you could add in to improve the instructions? Explain how they improve them.
3. Write your own numbered steps to **describe your journey to school**.

The questions are typed in black text.

Here are some steps for baking a cake. Unfortunately, they are in the wrong order...

### **Baking a Cake**

- Put the mixture in the oven.
- Leave the cake to cool.
- Add the ingredients into a bowl.
- Decorate the cake.
- Pour the mixture into a cake tin.
- Mix together with a spoon.
- Take the cake out of the oven.

Remember to use the text to find the clues and gather the answers!

## Sequencing Comprehension Questions

Sequencing

1. Use **seven** numbered steps to put the 'Baking a Cake' steps in the correct order.
  - 1)
  - 2)
  - 3)
  - 4)
  - 5)
  - 6)
  - 7)
2. Can you think of any extra steps or details you could add in to improve the instructions? Explain how they improve them.
3. Write your own numbered steps to **describe your journey to school**.

## The Mystery of the Poet Thief

Avoiding the crowd outside, Detective Smith hastily ducked under the 'POLICE: DO NOT ENTER' tape, confidently dodged the broken glass on the pavement and ducked as he entered Ruby's Jewellery Shop. Tiny shards of glass glinted in the bright light coming in through the window. Detective Smith had unfortunately seen this kind of scene many times before. He paused to pull out a handkerchief from his pocket to wipe his brow. Still, it felt different this time. Ruby was a dear friend of his and he'd known her for years.

Surprisingly, only one glass cabinet in the entire shop was broken. Peering closer, he saw the empty jewellery stand. Underneath it, something else caught his eye. It was a piece of paper poking out. On it was a note addressed to him! It said, 'Rubies are red, violets are blue, can you guess where I'm next going to?' With furrowed brow, Detective Smith scratched his grey beard and gazed out of the window, thoughtfully.

Remember to use the text to find the clues and gather the answers!

## **The Mystery of the Poet Thief** Comprehension Questions

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

Story  
Elements

1. Describe the main character of the story. *The main character is...*
2. What has happened so far in the story? *In the story so far, ...*
3. What is the story setting? *The setting is a...*
4. Can you predict what might happen next? *I think that...*
5. What is the **genre** of this story? Explain how you know.  
*The genre is \_\_\_\_\_ because it says...*

# Answers – no peeking!

## Sequencing Comprehension Answers

1.
  - 1) Add the ingredients into a bowl.
  - 2) Mix together well with a spoon.
  - 3) Pour the mixture into a cake tin.
  - 4) Put the mixture in the oven.
  - 5) Take the cake out of the oven.
  - 6) Leave the cake to cool
  - 7) Decorate the cake.
2. Here are some examples:
  - **You could add: Put a birthday candle on top and light it, which tells the reader that these are instructions for making a birthday cake.**

- **You could add: Turn on the oven to 180 degrees, which makes the instructions clearer.**
  - **You could add some details, such as: Wearing oven gloves, take the cake out of the oven. This adds extra safety information to tell the reader to be safe when cooking.**
3. **Your own journey to school, in numbered steps.**

Sequencing

# Answers – no peeking!

## **The Mystery of the Poet Thief** Comprehension Questions

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

Story  
Elements

1. Describe the main character of the story. *The main character is...*
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# Day 5

Go on to [www.getepic.com](http://www.getepic.com) and login using your class details given below.

Search for books within your ZPD (shown as AR level) and pick one to read for pleasure.

For your challenge task, you can write a review of the book in your exercise book if you wish.

| Class | Login Code |
|-------|------------|
| 5.1   | mcg2843    |
| 5.2   | bgj1710    |
| 5.3   | e pn3346   |