



Year 6

Home Learning Pack –

READING FLUENCY

Week 2

January 2021

YEAR 6 – READING FLUENCY – WEEK 2 – LESSON 1 TO 5: A Guide and instructions

This is your second weekly pack for Reading and there are five lessons to complete over five days. Please complete one lesson per day and make sure you have breaks. This will also help the teachers to check and see your work. Try to keep up with the learning as much as possible and try your best, we know it is a little different this time.

- Everything you need is in this pack and labelled so you know what lesson to complete and what sheet to use.
- There are **YouTube** videos for most lessons on the Mount Pleasant Junior School channel – search carefully for the video title that is described for each lesson. (*Please be patient as not all videos will be uploaded at the same time*)
- Some of you have a different text so make sure you're watching the correct video to match what is in your pack.
- Answers will be gone through at the end of each lesson on the video lesson (so make sure you pause before attempting them)
- This will follow the same structure as our normal reading fluency lessons and are around 30 minutes long.
- Please send any work or questions to year6@mpjs.org.uk and we will respond as soon as we can.

Below is a guide for each lesson:

LESSON 1:

*YouTube video for **A Handbook for Wolves**: Year 6 Reading Fluency Week 2 Lesson 1 Handbook for Wolves*

*YouTube video for **Monkey Business**: Year 6 Reading Fluency Week 2 Lesson 1 Monkey Business*

- Begin by reading the text out loud with Miss Verdi on the Video.
- Read the text out loud again by yourself (you may already know it from before half term). Keep reading until the 5 minutes is up.
- Listen to Miss Verdi go through the text or use your vocabulary sheet to make annotations on the text.
- There is an annotation sheet or you can use other paper.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!

LESSON 2:

*YouTube video for **A Handbook for Wolves: Year 6 Reading Fluency Week 2 Lesson 2 Handbook for Wolves***

*YouTube video for **Monkey Business: Year 6 Reading Fluency Week 2 Lesson 2 Monkey Business***

- Begin by reading the text out loud (you can watch Miss Verdi read this on lesson 1 again if you like)
- Read the text out loud again by yourself (you may already know it from before half term). Keep reading until the 5 minutes is up.
- Listen to Miss Verdi talk about the different reading skills and how to summarise.
- Write a summary on your sheet (lesson 2)
- Miss Verdi will read the 'getting started' questions that are on your sheet and model one question.
- Pause the video and give yourself time to complete the questions – don't forget to use the text!
- When you are ready, play the video and Miss Verdi will go through the answers.
- Feel free to email your scores and let us know how you did.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!

LESSON 3:

*YouTube video for **A Handbook for Wolves: Year 6 Reading Fluency Week 2 Lesson 3 Handbook for Wolves***

*YouTube video for **Monkey Business: Year 6 Reading Fluency Week 2 Lesson 3 Monkey Business***

- Begin by reading the text out loud (you can watch Miss Verdi read this on lesson 1 again if you like)
- Read the text out loud again by yourself (you may already know it from before half term). Keep reading until the 5 minutes is up.
- Listen to Miss Verdi talk about the different reading skills for today's lesson.
- Miss Verdi will read the 'making headway' questions that are on your sheet and model one question.
- Pause the video and give yourself time to complete the questions – don't forget to use the text!
- When you are ready, play the video and Miss Verdi will go through the answers.
- Feel free to email your scores and let us know how you did.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!

LESSON 4:

*YouTube video for **A Handbook for Wolves: Year 6 Reading Fluency Week 2 Lesson 4 Handbook for Wolves***

*YouTube video for **Monkey Business: Year 6 Reading Fluency Week 2 Lesson 4 Monkey Business***

- Begin by reading the text out loud (you can watch Miss Verdi read this on lesson 1 again if you like)
- Read the text out loud again by yourself (you may already know it from before half term). Keep reading until the 5 minutes is up.
- Listen to Miss Verdi talk about the different reading skills for today's lesson.
- Miss Verdi will read the 'aiming high' questions that are on your sheet and model one question.
- Pause the video and give yourself time to complete the questions – don't forget to use the text!
- When you are ready, play the video and Miss Verdi will go through the answers.
- Feel free to email your scores and let us know how you did.

- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!

LESSON 5: (12.1.21)

*YouTube video for **A Handbook for Wolves**: Year 6 Reading Fluency Week 2 Lesson 5 Handbook for Wolves*
*YouTube video for **Monkey Business**: Year 6 Reading Fluency Week 2 Lesson 5 Monkey Business*

- Begin by listening to Miss Verdi read the *new text* – it is called ‘Keeping Fit’
- Read the text out loud again by yourself (you should try to memorise as much as you can). Keep reading until the 5 minutes is up.
- Listen to Miss Verdi’s instructions for the next part.
- This is independent learning today and you should:
- Write any questions you have about the text, underline or highlight words you do not understand, try to understand what the text is telling you.
- There is an annotation sheet for you to write your thoughts.
- Miss Verdi will go through the text next lesson.
- Feel free to email your thoughts or questions in to us!
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!

If you learn a text off by heart – please film or record yourself and send us an email!

year6@mpjs.org.uk

Week 2, Lesson 1
– READING
FLUENCY

A HANDBOOK FOR WOLVES

Emergency in Wolf World!

While you are reading this, check over your shoulder, little wolves.

Is there anything behind you? Is it pink? Is it pig-shaped?



Yes? Run!
No? Read on.

Yesterday, in broad daylight, without provocation, one of our most respected wolves was lured into the home of three pigs and brutally murdered! The Three Little Pigs are now Public Enemy Number One in Wolf World. They may look little; they may look harmless; but these little piggies are the real deal. They are so dangerous that you should give them a wide berth.

Help is at hand

All is not lost, little brothers. You are all in danger and in fear for your lives. However, do not worry. There is no need to have nightmares. We have written a survival manual just in case you run into these baby-faced monsters.

STEP 1

If possible, avoid contact with any kind of pig. However, if this is not possible, run away at once as far as you can.

STEP 2

Check the fabric of your house. If it is made of straw or sticks, run as fast as you can to one of your friend's houses and hide there.



STEP 3

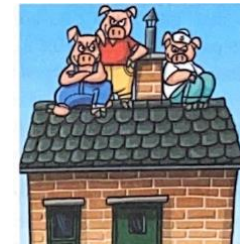
Hide! If the pigs follow you, put a big pan of water on the fire to boil.

STEP 4

Shout through the letter box that the only way they'll ever get you is to come down the chimney.

STEP 5

Watch the pig-shaped shadows climb up on the roof. Listen to the scratching at the top of the chimney. Feel terrified, then... sit back and enjoy!



Is that it?

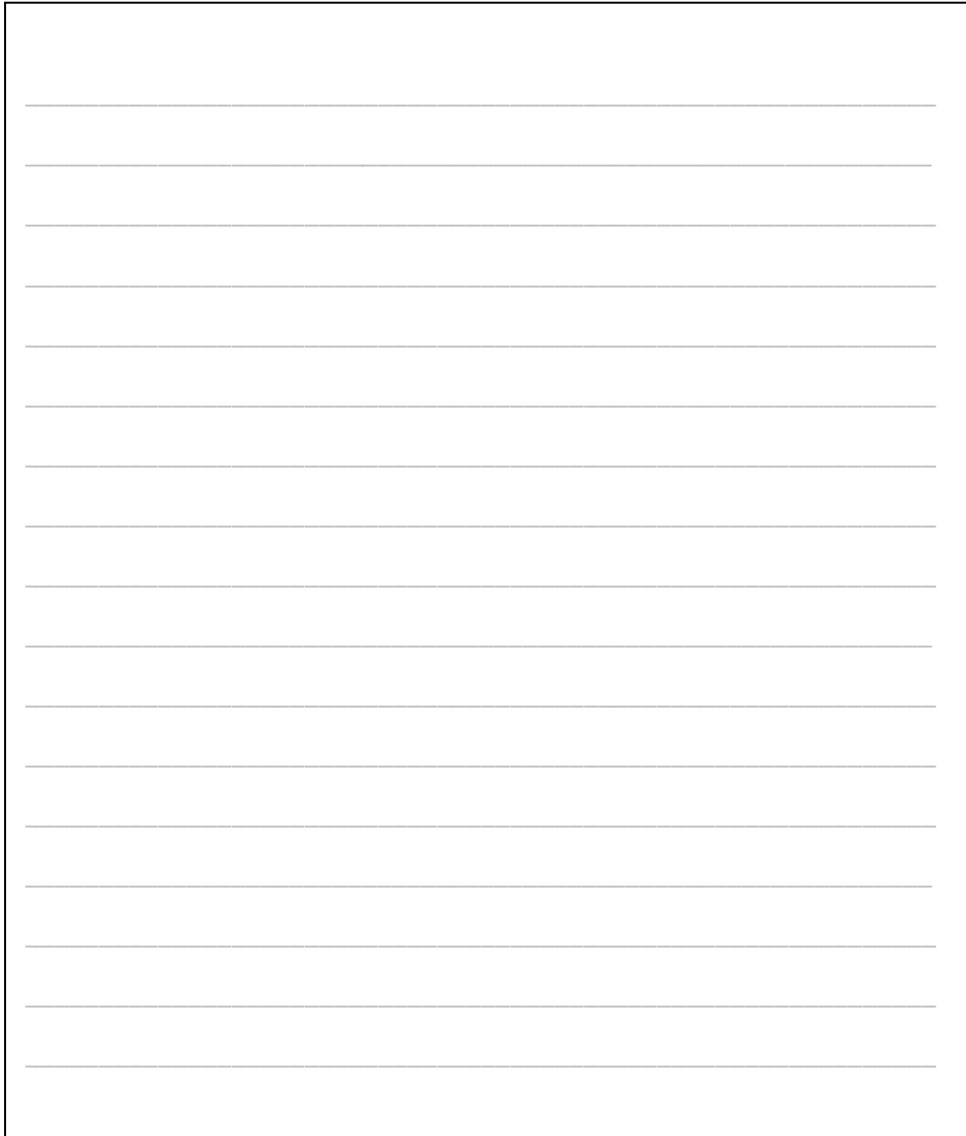
Yes, it's as simple as that. Pigs are stupid animals. They're bound to fall for your trick.

Remember: Don't take risks. Butter wouldn't melt in their mouths but wolves will in their pot!

A Handbook for Wolves Vocabulary

Vocabulary	Definition
Section 1	
Handbook	A handbook is a book that gives you advice and instructions about a particular subject, tool, or machine.
Emergency	An emergency is an unexpected and difficult or dangerous situation, especially an accident, which happens suddenly and which requires quick action to deal with it.
Wolf/wolves	A wolf is a wild animal that looks like a large dog.
Broad daylight	If you say that a crime is committed in broad daylight, you are expressing your surprise that it is done during the day when people can see it, rather than at night.
Provocation	If you describe a person's action as provocation or a provocation, you mean that it is a reason for someone else to react angrily, violently, or emotionally.
Respected	Someone or something that is respected is admired and considered important by many people.
Lured	To lure someone means to trick them into a particular place or to trick them into doing something that they should not do.
Brutally	A brutal act or person is cruel and violent.
Murdered	Murder is the deliberate and illegal killing of a person.
Public enemy number one	the worst enemy of or greatest threat to a country/an extremely unpopular person
Real deal	a person or thing seen as being authentic and not inferior in any way
Wide berth	to keep clear of; avoid
Section 2	
Survival	If you refer to the survival of something or someone, you mean that they manage to continue or exist in spite of difficult circumstances.
Manual	A manual is a book which tells you how to do something or how a piece of machinery works.
Baby-faced	having a youthful or innocent face.
Section 3	
avoid	If you avoid something unpleasant that might happen, you take action in order to prevent it from happening.
fabric	The fabric of a building is its walls, roof, and the materials with which it is built.
letterbox	A letterbox is a rectangular hole in a door or a small box at the entrance to a building into which letters and small parcels are delivered. Compare post box.
Scratching	to make or cause to make a grating sound; scrape
Section 4	
Bound	If you say that something is bound to happen, you mean that you are sure it will happen, because it is a natural consequence of something that is already known or exists.
Butter wouldn't melt	said to mean that although someone looks completely innocent, they are capable of doing something bad.

My annotations



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**Week 2,
Lesson 2 –
READING
FLUENCY**

Lesson 2: My Summary



Getting started

Content domain: 2b - retrieve and record information/identify key details
2a - give/explain the meaning of words in context, 2d - make inferences from the text / explain and justify inferences with evidence from the text

1. This article is written for: 1 mark
Tick **one**.
- little pigs. little wolves.
little readers. little chefs.
2. *The Three Little Pigs are now **Public Enemy Number One** in Wolf World.* 1 mark
What does *Public Enemy Number One* mean in this sentence?
Circle **one**.
-
3. Why is there no need for the wolves *to have nightmares*? 1 mark
Tick **one**.
- The pigs are harmless.
The wolves will never run into the pigs.
A survival manual has been written.
The pigs are baby-faced.
4. Read **Step 1**. 2 marks
Give **two** pieces of advice that this step gives to wolves about how to deal with pigs.
5. **Find** and **copy two** things that could be part of the fabric of a house. 2 marks

**Week 2,
Lesson 3 -
READING
FLUENCY**

Lesson 3



Making Headway

Content domains: 2a - give / explain the meaning of words in context, 2c - summarise main ideas from more than one paragraph, 2e - predict what might happen from details stated and implied, 2g - identify / explain how meaning is enhanced through choice of words and phrases

1. Read the first line. What effect does the use of *you* and *your* have on the reader? 1 mark

2. *Yesterday, in broad daylight, **without provocation**, one of our most respected wolves was lured into the home of three pigs and brutally murdered!* 1 mark

How does *without provocation* make the reader feel sympathy for the wolf?

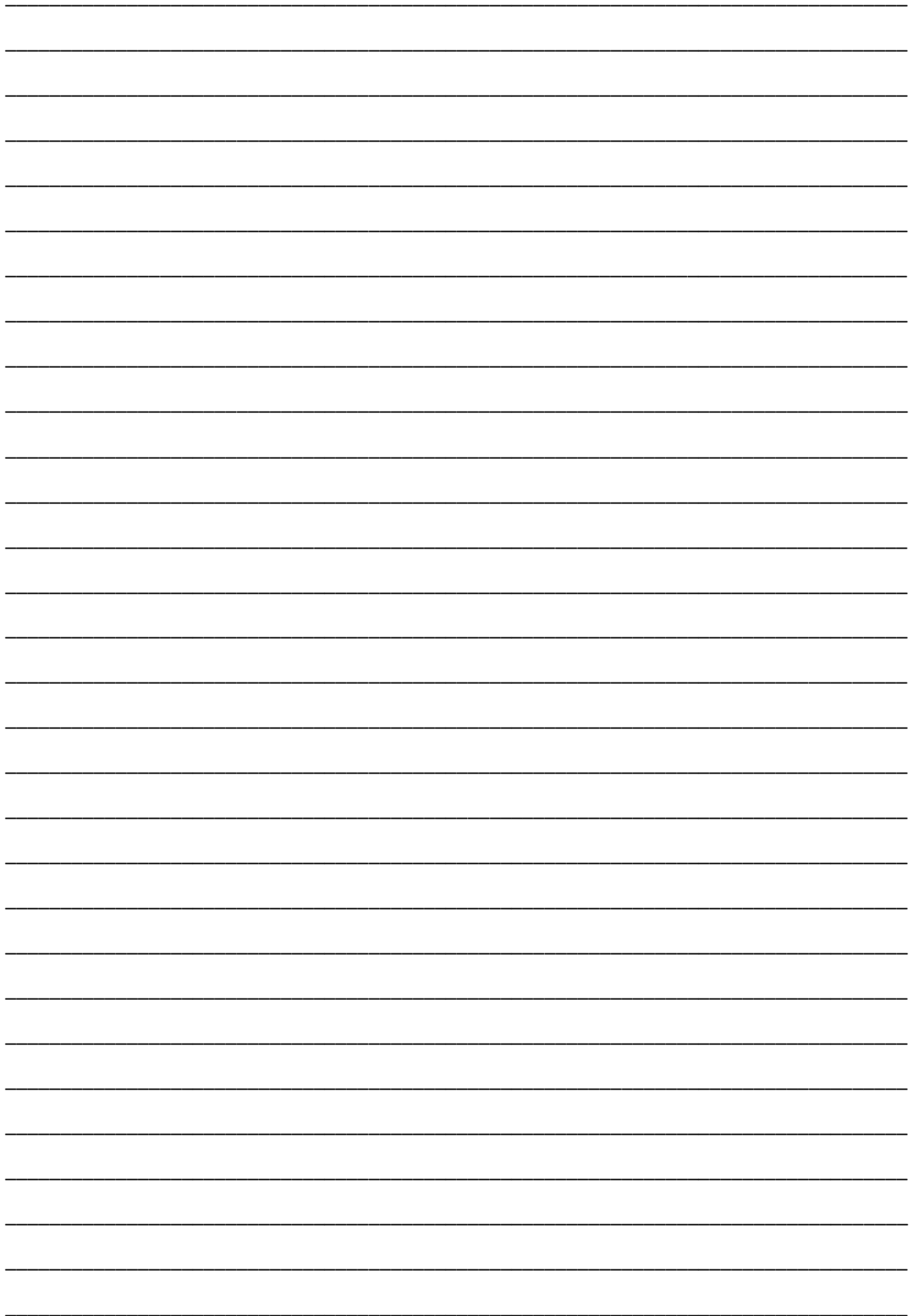
3. *They are so dangerous that you should give them a **wide berth**.* 2 marks

What do the words *wide berth* tell the reader about what the wolves should do? Name **two** things.

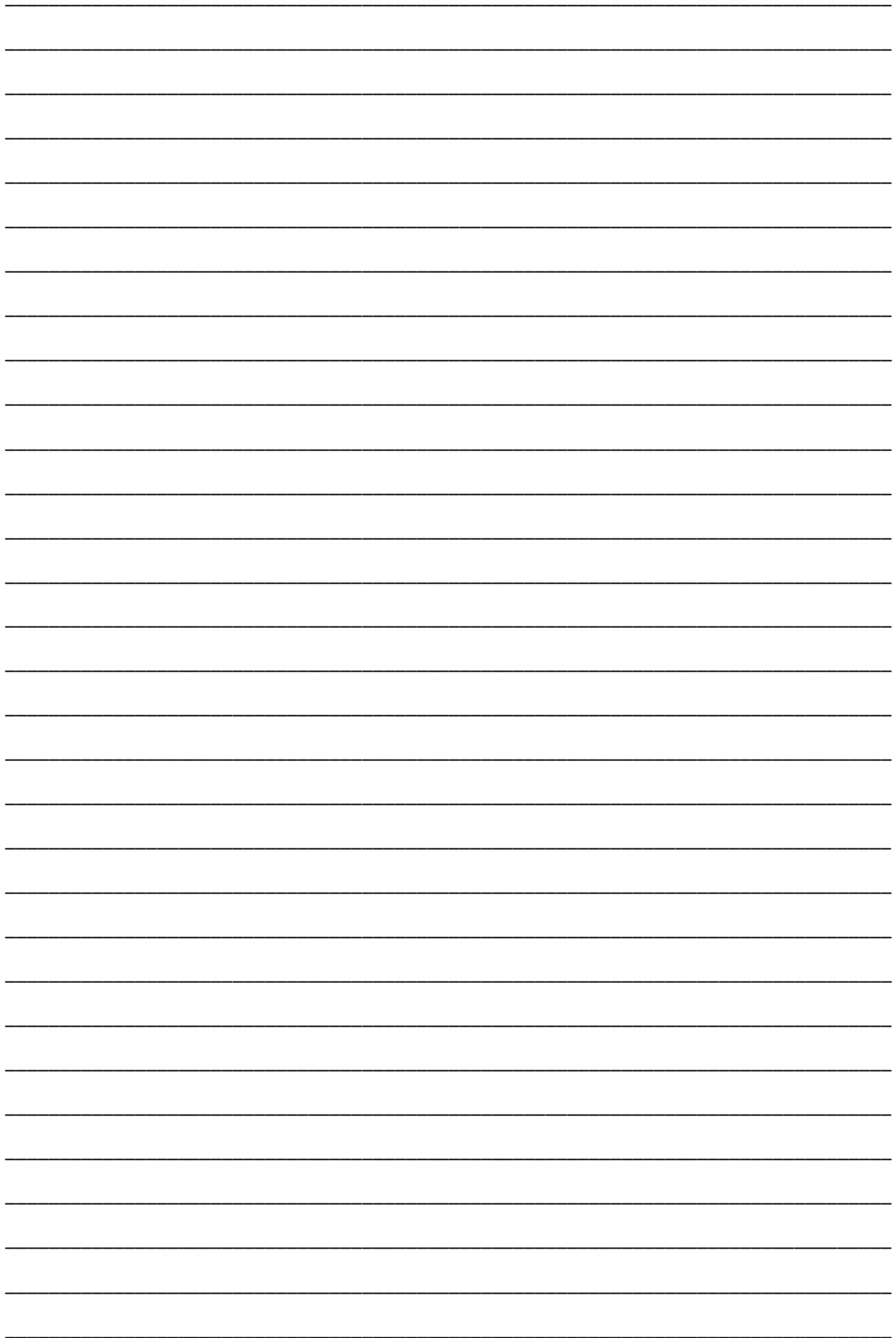
4. Read the opening paragraph and the final paragraph. How is the reader meant to feel at these parts of the story? Circle **one**. 1 mark

- happy at the beginning; frightened at the end
- frightened at the beginning; happy at the end
- frightened at the beginning; not bothered at
- happy at the beginning; happy at the end

My Answers



**Week 2,
Lesson 4 -
READING
FLUENCY**



**Week 2,
Lesson 5 -
READING
FLUENCY**

Keeping Fit

Regular exercise is important in order to keep your body healthy. Exercise can help to maintain a healthy weight, increase overall strength, lift your mood and may even reduce the risk of diseases like heart disease.

The amount of time you should spend exercising each week depends on your age and the type of exercise you do. Children aged 5-18 should do an hour of mildly difficult exercise every day, as well as taking part in activities which develop strength at least three days per week. Adults under 65 should exercise for two-and-a-half hours a week and concentrate on building their strength at least twice every week.



So, how should you start exercising? Warming up before exercise is vital as it prepares your body for the demands of exercise. A good warm-up increases the blood flow to muscles, providing them with oxygen. It increases sweat production so your body can maintain its ideal temperature and, most importantly, it reduces the risk of muscle damage.

It's crucial to do a range of warm-up movements before exercising. To warm up your arms, hold your arms out to the side and rotate them in circles. Body twists are another common type of warm-up movement you could do. Stand with your legs shoulder-width apart and slowly twist your body to look to each side, keeping your feet completely still. To complete your warm-up, slowly bend forwards, keeping your arms outstretched, and get as close as you can to touching your toes!

Once you have warmed up, you can continue on to the workout itself. Try to include a mixture of aerobic, strength and flexibility exercises in your regular routine.

Many people enjoy taking part in aerobic exercise, which increases the strength of your heart and lungs and improves daily fitness. Some examples of aerobic exercises are walking, running, cycling, swimming and dancing. These exercises burn fat and are the most effective type of exercise for weight loss. Strength exercises, in contrast, target your muscles, helping



to make them stronger or maintain their current strength. These exercises include lifting weights, press ups, rock climbing and gymnastics. Strength exercises also have the benefit of improving bone strength, which decreases the risk of osteoporosis a condition where bones are weak and more likely to break. Flexibility exercises increase how much your muscles and joints can move; for example, general stretching, yoga (pictured) and tai chi all improve overall flexibility. Practising flexibility exercises can prevent injuries caused when generally moving around or doing other types of exercise.

When you've finished exercising, it's really important to take 5–10 minutes to cool down. This will gradually help your body recover to its normal condition and prevent drops in blood pressure which could cause dizziness. Cooling down also helps to remove any lactic acid which has built up in your system. Lactic acid is produced by your body during some kinds of exercise; too much can make you feel sore or sick. Walking slowly or doing stretches are effective methods of cooling down.



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