



Year 6

Home Learning Pack –

READING FLUENCY

Week 3

January 2021

YEAR 6 – READING FLUENCY – WEEK 3 – LESSON 1 TO 5: A Guide and instructions

This is your third 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, Year 6 playlist – 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 **Keeping Fit**: Year 6 Reading Fluency Week 3 Lesson 1 Keeping Fit*

*YouTube video for **Caterpillars**: Year 6 Reading Fluency Week 3 Lesson 1 Caterpillars*

- Begin by reading the text out loud with Miss Verdi on the Video. If you do not have access to the video, then read with someone else or on your own.
- Read the text out loud again by yourself. 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. You can also add any questions you have about the text if something is puzzling you.
- There is an annotation sheet or you can use other paper/work books.
- 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 **Keeping Fit**: Year 6 Reading Fluency Week 3 Lesson 2 Keeping Fit*

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

- Begin by reading the text out loud (you can read along with Miss Verdi if you wish, she will always read it for lesson 1 at least)
- Read the text out loud again by yourself (you may already know it off by heart by now) 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 or if you need the answers.
- 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 **Keeping Fit**: Year 6 Reading Fluency Week 3 Lesson 3 Keeping Fit*

*YouTube video for **Caterpillars**: Year 6 Reading Fluency Week 3 Lesson 3 Caterpillars*

- 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 by now) 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 or if you need the answers.
- 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 **Keeping Fit**: Year 6 Reading Fluency Week 3 Lesson 4 Keeping Fit*

*YouTube video for **Caterpillars**: Year 6 Reading Fluency Week 3 Lesson 4 Caterpillars*

- 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. 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:

*YouTube video for **Keeping Fit**: Year 6 Reading Fluency Week 3 Lesson 5 Keeping Fit*

*YouTube video for **Caterpillars**: Year 6 Reading Fluency Week 3 Lesson 5 Caterpillars*

- Begin by listening to Miss Verdi read the *new text* – it is called ‘A day of surprises’
- 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 3, Lesson 1
– 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



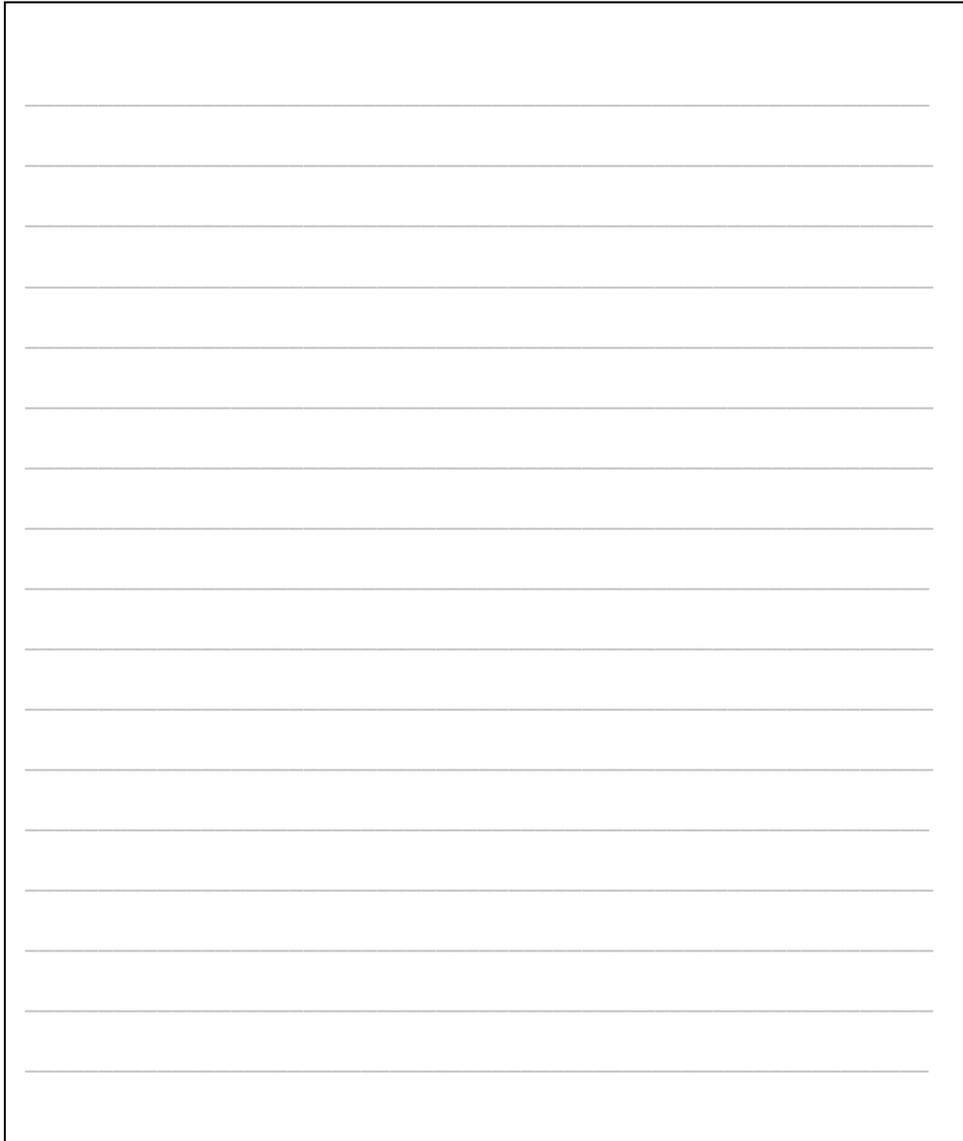
exercises include lifting weights, press ups, rock climbing and gymnastics. Strength exercises also have the benefit of improving bone strength, which decreases the risk of osteoporosis a condition where bones are weak and more likely to break. Flexibility exercises increase how much your muscles and 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.

A Handbook for Keeping Fit

Vocabulary	Definition
Paragraph 1	
regular	Regular events have equal amounts of time between them, so that they happen, for example, at the same time each day or each week.
maintain	If you maintain something, you continue to have it, and do not let it stop or grow weaker.
increase	If something increases or you increase it, it becomes greater in number, level, or amount.
lift your mood	If something lifts your spirits or your mood, or if they lift, you start feeling more cheerful.
reduce	If you reduce something, you make it smaller in size or amount, or less in degree.
risk	If something that you do is a risk, it might have unpleasant or undesirable results.
Paragraph 2	
mildly	Mild is used to describe something such as a feeling, attitude, or illness that is not very strong or severe.
concentrate	If you concentrate on something, or concentrate your mind on it, you give all your attention to it.
Paragraph 3	
vital	If you say that something is vital, you mean that it is necessary or very important.
demands	The demands of something or its demands on you are the things which it needs or the things which you have to do for it.
warm-up	If you warm up for an event such as a race, you prepare yourself for it by doing exercises or by practising just before it starts.
oxygen	Oxygen is a colourless gas that exists in large quantities in the air. All plants and animals need oxygen in order to live.
production	Production is the process of manufacturing or growing something in large quantities.
ideal	An ideal is a principle, idea, or standard that seems very good and worth trying to achieve.
Paragraph 4	
crucial	If you describe something as crucial, you mean it is extremely important
range	A range of things is a number of different things of the same general kind.
rotate	When something rotates or when you rotate it, it turns with a circular movement.
outstretched	If a part of the body of a person or animal is outstretched, it is stretched out as far as possible.
Paragraph 5	
aerobic	Aerobic activity exercises and strengthens your heart and lungs.
strength	Your strength is the physical energy that you have, which gives you the ability to perform various actions, such as lifting or moving things.
flexibility	Something or someone that is flexible is able to change easily and adapt to different conditions and circumstances as they occur.
Paragraph 6	
improves	If something improves or if you improve it, it gets better.
effective	Something that is effective works well and produces the results that were intended.
contrast	If one thing is in contrast to another, it is very different from it.
target	A target is a result that you are trying to achieve.
osteoporosis	Osteoporosis is a condition in which your bones lose calcium and become more likely to break.
condition	If someone has a particular condition, they have an illness or other medical problem.
yoga	Yoga is a type of exercise in which you move your body into various positions in order to become more fit or flexible, to improve your breathing, and to relax your mind.
tai-chi	Tai Chi is a type of Chinese physical exercise in which you make slow, controlled movements.
prevent	To prevent something means to ensure that it does not happen.
Paragraph 7	
gradually	If something changes or is done gradually, it changes or is done in small stages over a long period of time, rather than suddenly.
recover	When you recover from an illness or an injury, you become well again.
dizziness	If you feel dizzy, you feel that you are losing your balance and are about to fall.
lactic acid	Lactic acid is a type of acid which is found in sour milk and is also produced by your muscles when you have been exercising a lot.
methods	the techniques or arrangement of work for a particular field or subject

My annotations



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**Week 3,
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

1. How long should a child over 5 exercise for each day? 1 mark
2. Look at the paragraph that begins *So, how should you start exercising?*
Find and **copy** a word from this paragraph that suggests that exercise can be tiring. 1 mark
3. Name **two** types of aerobic exercise that can be found in this text. 1 mark
4. Choose the best word or group of words to fit the sentences below, and **circle** your choice.

- a) People who want to lose weight should do

strength exercises.

aerobic exercises.

flexibility exercises.

balance exercises.

1 mark

- b) According to the text, a good way to prevent osteoporosis is,

swimming.

yoga.

rock climbing.

cycling.

1 mark

- c) According to the text, flexibility exercises can

remove lactic acid.

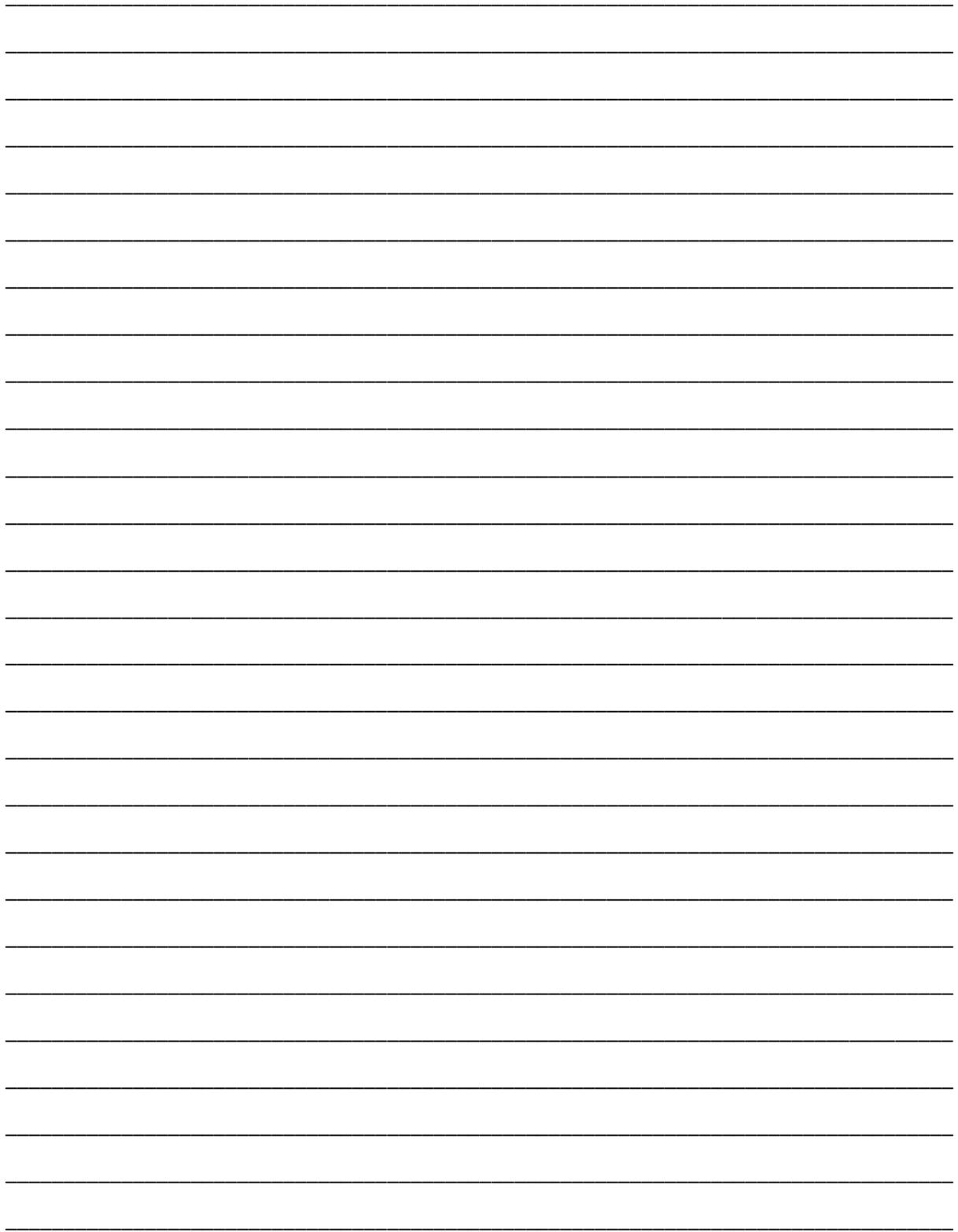
increase bone strength.

make muscles sore.

reduce injuries.

1 mark

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



**Week 3,
Lesson 4 -
READING
FLUENCY**

Lesson 4



Aiming High

Content domains: 2d - make inferences/explain and justify with evidence,
2c-Summarise main ideas from more than one paragraph

1. Look at the paragraph that begins: *It's crucial to do a range of warm-up movements...* 1 mark

Which of the following best describes this paragraph?

Tick **one** box.

The importance of warming up

How often you should warm up

How to warm up correctly

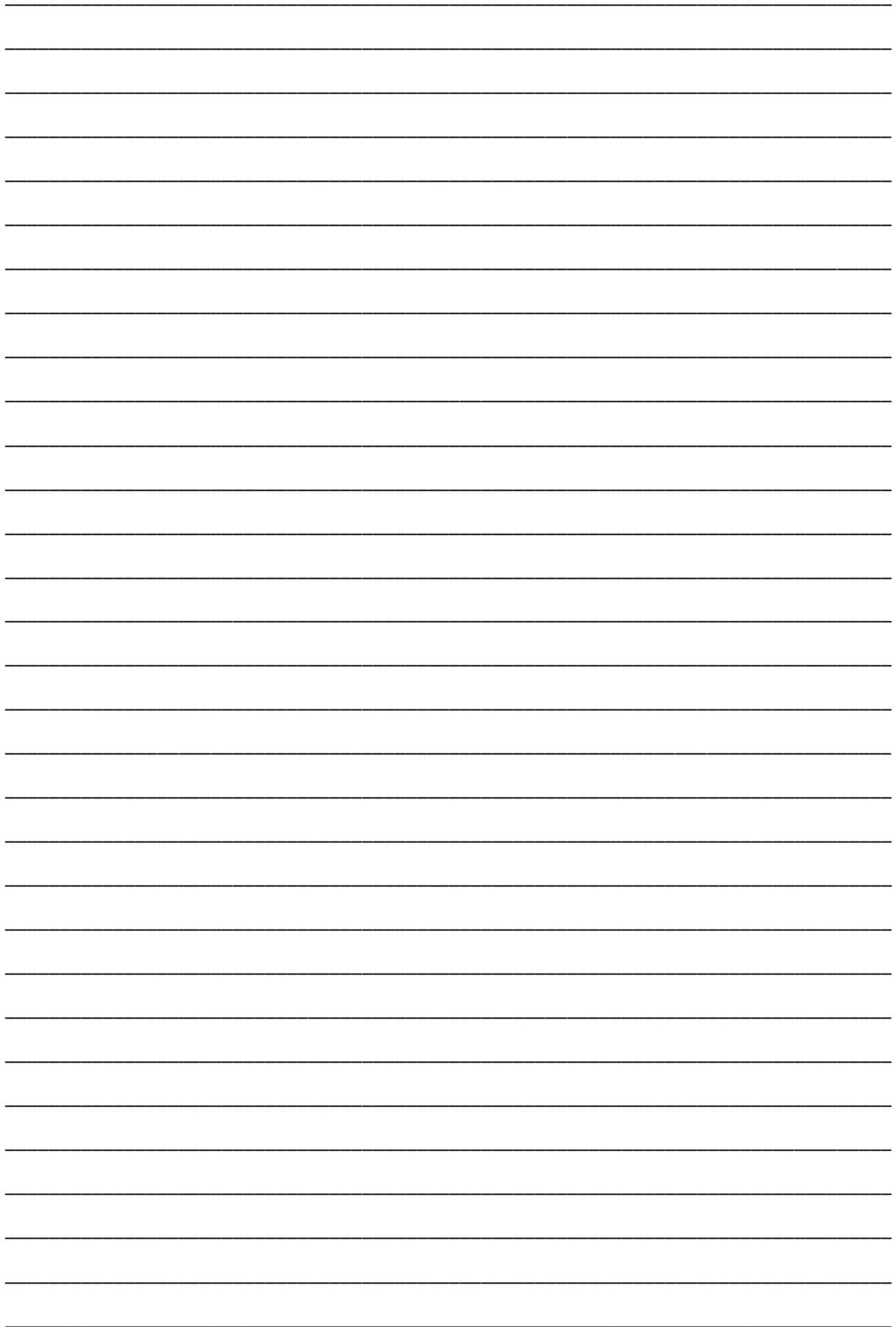
Why warming up is fun

2. Look at the first two paragraphs on the second side of the page from: *Once you have warmed up... to ...other types of exercise.* 1 mark
Suggest **one** of the main ideas of these paragraphs.

3. What would you expect to happen to someone who does a lot of intense exercise without warming up or cooling down? 2 marks
Explain your answer by referring to the text.

4. Why does the text start with information about warming up, move on to different types of exercise, and then finish with cooling down? 1 mark

My Answers



**Week 3,
Lesson 5 -
READING
FLUENCY**



Emily was wide awake before her alarm clock had a chance to sound. She flung back her duvet, emblazoned with the face of singer Rosie Ambrose, leapt out of bed and was ready long before she heard the familiar grumbings of her dad getting up. Saturday was finally here — it was time for the secret surprise from her Auntie Jane that Emily had been promised as a "Happy Birthday" on her special day.

Auntie Jane hadn't actually said that they were going to meet Rosie Ambrose at London's Cityview Shopping Centre, but Emily was convinced that this had to be the "surprise" that her auntie had been hinting at mysteriously. There was no doubt that Emily admired her auntie — she always wore fashionable clothes, watched the funniest films and listened to the greatest music. Emily was restless and fidgety as she anticipated the ring of the doorbell.

As they made their way to the station, they passed under an over-sized poster of the star singer, promoting her new album. Rosie's face grinned broadly down at Emily; her right arm cradled her famous purple guitar. Emily beamed back. Auntie Jane walked on.

The fluorescent letters on the side of the train spelt out 'London Euston', and Emily heaved a sigh of relief as they nestled down into their seats. The train gathered momentum and soon they were hurtling towards London, and Emily was increasingly sure that they would then go straight to Cityview Shopping Centre. She could finally get the signature she'd craved for years! She hummed the memorable melody of Rosie's latest song as the fields and towns were reduced to a blur outside.

London was teeming with people and traffic. The city's distinctive black taxis swerved through the streets, and groups of people swarmed around like angry bees. Emily clung to her auntie as they dodged suitcases, handbags and small children on the city streets.

"Surprise!" exclaimed Auntie Jane after they'd been walking for a while. Emily looked up and was shocked to see not a shopping centre, as she had previously expected, but the soaring turrets of the Tower of London.

"I know you've been enjoying studying the Tudors at school, so I've booked us onto a tour of the Tower. This is where Queen Elizabeth I was imprisoned!" Emily tried to force a smile, which in fact looked more like a grimace. It wasn't that Auntie Jane was mistaken — the ghastly stories of the Tower's past had fascinated her, but they were no substitute for meeting her idol. As Emily dragged herself around the Tower, she attempted to show a genuine interest, but her mind was preoccupied with the chance she'd missed to meet Rosie.



At lunchtime, Emily poked and prodded at the pasta that she would normally have devoured without question. Auntie Jane decided that she needed to say something. "You wouldn't have enjoyed it at Cityview — you would have queued for hours to see Rosie for just a few seconds. Don't worry — the Tower of London wasn't the real surprise!"

Auntie Jane would say no more, and Emily was left confused and intrigued. But she did rediscover the spring in her step as they spent the afternoon admiring the gigantic dinosaur fossils at the Natural History Museum.

The sky was darkening, and the famous red buses were blinking on their headlights when Auntie Jane directed Emily into what appeared to be an average-looking office block. Inside stood a lean man of about Auntie Jane's age wearing a crisp suit. She greeted him with a warm hug. Emily, this is Chris — an old friend. He's an executive music producer, and he works here, at Prince's Road Recording Studios." Climbing the stairs, Emily could feel her heart racing uncontrollably in her chest. She suspected that the best part of her day was yet to come. Chris opened the door of the studio and stepped aside to reveal the room's occupant.

"Surprise!" Auntie Jane's lips widened into a beaming smile. There, her signature purple guitar by her side, stood Rosie Ambrose.

"I'm just about to record a new song. Have a listen, and let me know what you think." Emily's face was a picture of delight as Rosie began her song.



"One! Two! One two three four!"

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