



Year 6

Home Learning Pack –

READING FLUENCY

Week 4

January 2021

YEAR 6 – READING FLUENCY – WEEK 4 – LESSON 1 TO 5: A Guide and instructions

This is your fourth 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)
- You also have the PowerPoint slides that Miss Verdi goes through on the video if you cannot watch.
- 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. We are here to help!

Below is a guide for each lesson:

LESSON 1:

*YouTube video for **A Day of Surprises**: Year 6 Reading Fluency Week 4 Lesson 1 A Day of Surprises*
*YouTube video for **Thunder and Lightning**: Year 6 Reading Fluency Week 4 Lesson 1 Thunder and Lightning*

- 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.
- Annotations do not only have to be meaning of words. *Other annotations you could try: how someone is feeling, sum up the meaning of a paragraph, layout of the text, how the author builds suspense...*
- 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!
- It's even better if you can find someone else to listen to you read 😊

LESSON 2:

*YouTube video for **A Day of Surprises**: Year 6 Reading Fluency Week 4 Lesson 2 A Day of Surprises*
*YouTube video for **Thunder and Lightning**: Year 6 Reading Fluency Week 4 Lesson 2 Thunder and Lightning*

- 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). A summary should capture the main points of the text.
- 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. (or use the slides if you do not have access)
- Feel free to email your scores and let us know how you did or if you need the answers double checked.
- 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!
- It's even better if you can find someone else to listen to you read 😊

LESSON 3:

*YouTube video for **A Day of Surprises**: Year 6 Reading Fluency Week 4 Lesson 3 A Day of Surprises*
*YouTube video for **Thunder and Lightning**: Year 6 Reading Fluency Week 4 Lesson 3 Thunder and Lightning*

- 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. (or use the slides if you do not have access)
- 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!
- It's even better if you can find someone else to listen to you read 😊

LESSON 4:

*YouTube video for **A Day of Surprises**: Year 6 Reading Fluency Week 4 Lesson 4 A Day of Surprises*
*YouTube video for **Thunder and Lightning**: Year 6 Reading Fluency Week 4 Lesson 4 Thunder and Lightning*

- 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. (or use the slides if you do not have access)
- Feel free to email your scores and let us know how you did. These answers may need checking more than the others.
- 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!
- It's even better if you can find someone else to listen to you read 😊

LESSON 5:

*YouTube video for **A Day of Surprises**: Year 6 Reading Fluency Week 4 Lesson 5 A Day of Surprises*

*YouTube video for **Thunder and Lightning**: Year 6 Reading Fluency Week 4 Lesson 5 Thunder and Lightning*

- Begin by listening to Miss Verdi read the *new text* – it is called 'Harry Houdini' (this will be used in next week's pack and is your opportunity to investigate the text independently)
- 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! We will try to answer them for the next lesson.
- 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!
- It's even better if you can find someone else to listen to you read! 😊

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

year6@mpjs.org.uk

Week 4, Lesson 1
– READING
FLUENCY

READING FLUENCY WEEK 3 TEXT FOR LESSON 1-4



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!"

Vocabulary for 'A Day of Surprises'

Vocabulary	Definition
Paragraph 1	
wide awake	Someone who is wide awake is fully awake and unable to sleep.
flung	If you fling something somewhere, you throw it there using a lot of force.
emblazoned	If something is emblazoned with a design, words, or letters, they are clearly drawn, printed, or sewn on it.
grumblings	If something grumbles, it makes a low continuous sound.
Paragraph 2	
convinced	If you are convinced that something is true, you feel sure that it is true.
hinting	A hint is a suggestion about something that is made in an indirect way.
mysteriously	If someone is mysterious about something, they deliberately do not talk much about it, sometimes because they want to make people more interested in it.
admired	If you admire someone or something, you like and respect them very much.
fashionable	Something or someone that is fashionable is popular or approved of at a particular time.
restless	If you are restless, you are bored, impatient, or dissatisfied, and you want to do something else.
fidgety	Someone who is fidgety keeps fidgeting, for example because they are nervous or bored.
anticipated	If an event, especially a cultural event, is eagerly anticipated, people expect that it will be very good, exciting, or interesting.
Paragraph 3	
promoting	If people promote something, they help or encourage it to happen, increase, or spread.
broadly	Something that is broad is wide.
cradled	If you cradle someone or something in your arms or hands, you hold them carefully and gently.
beamed	If you say that someone is beaming, you mean that they have a big smile on their face because they are happy, pleased, or proud about something.
Paragraph 4	
fluorescent	A fluorescent surface, substance, or colour has a very bright appearance when light is directed onto it, as if it is actually shining itself.
heaved	If you heave something heavy or difficult to move somewhere, you push, pull, or lift it using a lot of effort.
sigh of relief	If people breathe or heave a sigh of relief, they feel happy that something unpleasant has not happened or is no longer happening.
nestled	If you nestle or are nestled somewhere, you move into a comfortable position, usually by pressing against someone or against something soft.
momentum	If a process or movement gains momentum, it keeps developing or happening more quickly and keeps becoming less likely to stop.
hurtling	If someone or something hurtles somewhere, they move there very quickly, often in a rough or violent way.
increasingly	You can use increasingly to indicate that a situation or quality is becoming greater in intensity or more common.
signature	Your signature is your name, written in your own characteristic way, often at the end of a document to indicate that you wrote the document or that you agree with what it says.
hummed	If something hums, it makes a low continuous noise.
memorable	Something that is memorable is worth remembering or likely to be remembered, because it is special or very enjoyable.
melody	A melody is a tune.
Paragraph 5	
teeming	dense or bustling
distinctive	Something that is distinctive has a special quality or feature which makes it easily recognizable and different from other things of the same type.
swarmed	When people swarm somewhere, they move there quickly in a large group.
dodged	If you dodge, you move suddenly, often to avoid being hit, caught, or seen.
Paragraph 6	
soaring	Trees or buildings that soar upwards are very tall.

turrets	A turret is a small narrow tower on top of a building or a larger tower.
grimace	If you grimace, you twist your face in an ugly way because you are annoyed, disgusted, or in pain.
ghastly	If you describe someone or something as ghastly, you mean that you find them very unpleasant.
fascinated	If you are fascinated by something, you find it very interesting and attractive, and your thoughts tend to concentrate on it.
substitute	A substitute is something that you have or use instead of something else.
idol	If you refer to someone such as a film, pop, or sports star as an idol, you mean that they are greatly admired or loved by their fans.
dragged	If you say that you drag yourself somewhere, you are emphasizing that you have to make a very great effort to go there.
genuine	Genuine refers to things such as emotions that are real and not pretended.
preoccupied	If you are preoccupied, you are thinking a lot about something or someone, and so you hardly notice other things.
Paragraph 7	
poked	If you poke someone or something, you quickly push them with your finger or with a sharp object.
prodded	to poke or jab with or as if with a pointed object
devoured	If a person or animal devours something, they eat it quickly and eagerly.
Paragraph 8	
intrigued	If you are intrigued by something, especially something strange, it interests you and you want to know more about it.
spring in your step	If you walk with or have a spring in your step, you walk energetically in a way that shows you are feeling happy and confident:
fossils	the shape of a bone, a shell, or a plant or animal that has been preserved in rock for a very long period
Paragraph 9	
famous	Someone or something that is famous is very well known.
lean	If you describe someone as lean, you mean that they are thin but look strong and healthy.
crisp	Crisp cloth or paper is clean and has no creases in it.
uncontrollably	in a way that cannot be controlled or restrained.
suspected	have an idea or impression of the existence, presence, or truth of (something) without certain proof.
reveal	To reveal something means to make people aware of it.
occupant	The occupants of a building or room are the people who live or work there.
Paragraph 10	
beaming	radiant as with joy; bright; cheerful
signature	A signature item is typical of or associated with a particular person.

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**Week 4,
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. On what day of the week is Emily's birthday? 1 mark

2. *London was teeming with people and traffic.* 1 mark
What does the word teeming suggest about London?

Tick **one** box.

It's noisy.

It's frightening.

It's huge.

It's busy.

3. How would you describe Emily's feelings when Auntie Jane takes her to the Tower of London? 1 mark

Tick **one** answer.

amused but tired angry and upset

grateful and interested disappointed but grateful

4. Tick **two** methods of transport that Emily and Auntie Jane use during their trip to London. 1 mark

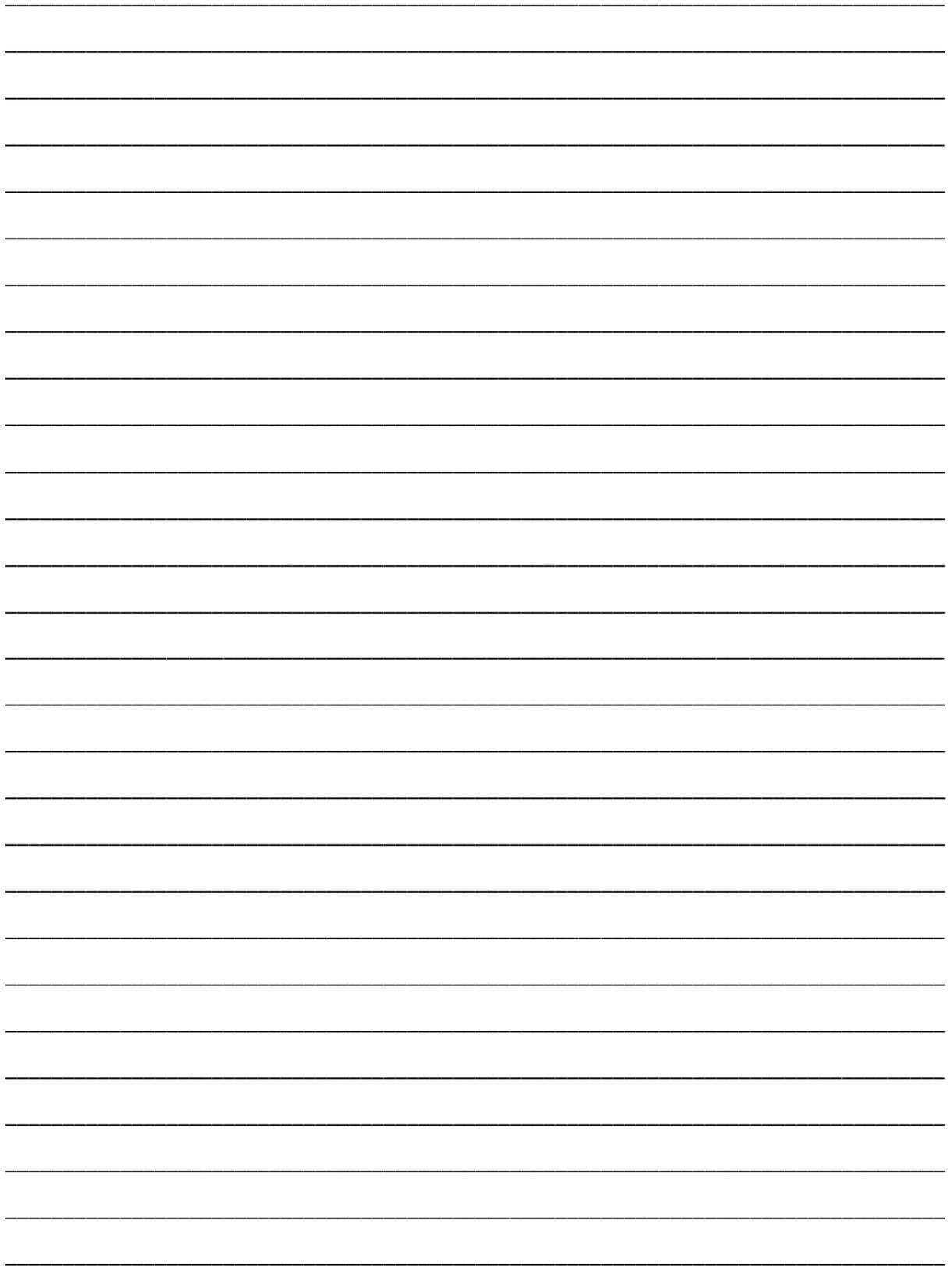
walking bus

taxi bicycle

train

5. Look at the paragraph that begins *Emily was wide awake...* 1 mark
How can you tell that Emily is excited about her birthday surprise?

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



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

Lesson 4



Aiming High

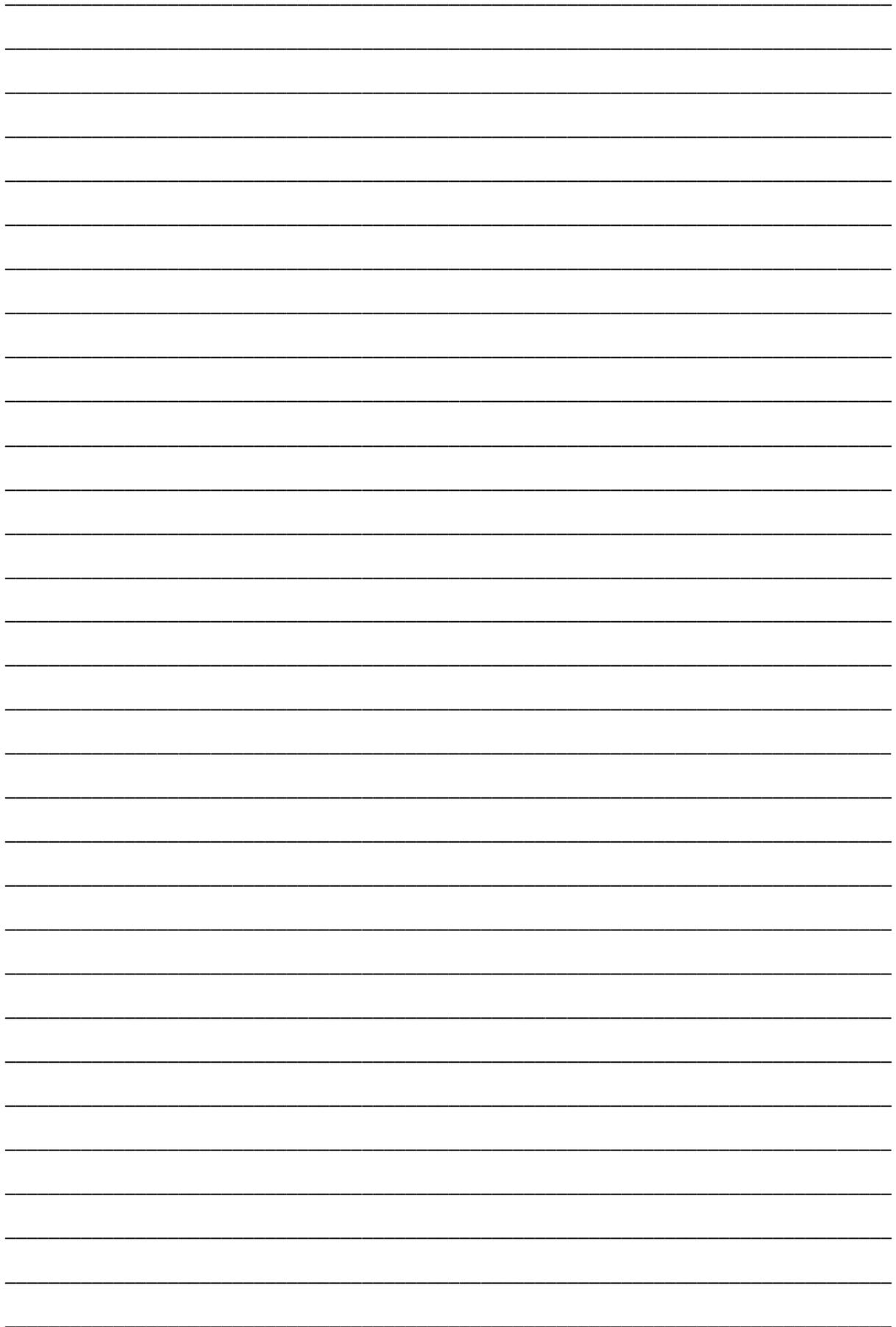
Content domains: 2d - make inferences/explain and justify with evidence,
2c-Summarise main ideas from more than one paragraph

1. *Auntie Jane decided that she needed to say something.* 1 mark
Why does Auntie Jane feel that she needs to speak up during lunch?
2. How can you tell that Emily is a big fan of Rosie Ambrose? Use evidence from the text to support your answer. 2 marks
3. The word signature is used in two different ways in the text. For each context, explain the meaning of the word. 2 marks

Context	Meaning
<i>...the signature she'd craved for years...</i>	<hr/> <hr/>
<i>...her signature purple guitar by her side...</i>	<hr/> <hr/>

4. Read on from '*London was teeming with people*'. 3 marks
How do you think Emily felt during her trip to London? Explain **two** ways she felt, using evidence from the text to support your answer.

My Answers



**Week 4,
Lesson 5 -
READING
FLUENCY**

Harry Houdini



A young Harry Houdini

Born Erik Weisz in Hungary in 1874, Harry Houdini was the son of a rabbi — a Jewish religious leader. The family emigrated to the USA in 1878. The family wasn't well off, so Harry worked a variety of jobs to help support them, including shoe shining, delivering messages and making ties.

During his teenage years, Harry read a book about Robert Houdin, a renowned French magician. His story inspired Harry to adopt the stage name 'Harry Houdini', and he and a friend created their own magic act — 'The Brothers Houdini'. In 1893, Harry met

Wilhelmina Beatrice Rahner (known as Bess), and in a mere three weeks they were married. Bess replaced Harry's magic partner, and their show was renamed 'The Houdinis'.

The pair toiled away with only modest success for a number of years. Then Houdini began to focus on escape artistry rather than magic, and it wasn't long before he rose to fame as a solo performer — King of Handcuffs — in 1899. He advertised his talents by escaping from handcuffs in local police stations, and his show was soon one of the most popular of the age.

The danger of Houdini's acts escalated in 1907 when he hurled himself, handcuffed, into a river. The following year, he introduced an act where he was trapped inside a metal tank full of water. He had to free himself from his restraints and escape the locked tank before running out of breath. Houdini also routinely wriggled out of straitjackets whilst suspended high in the air, dangling perilously by his feet. These were just a few of the shocking escapades which made Houdini one of the most famous men in the world.

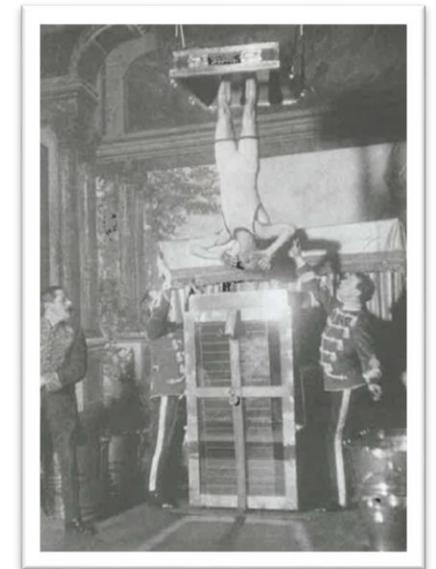
Challenging members of the public to devise traps from which he would then escape was one of Houdini's favourite ways to attract publicity. One locksmith reportedly spent years creating a pair of 'unpickable' handcuffs; Houdini took

just over an hour to escape them. Another famous stunt involved Houdini being imprisoned, his limbs bound, inside a dead 'sea monster' (a giant turtle).

In addition to his passion for magic, Houdini had many other interests. He was a keen lover of planes, as well as cinema — he starred in several films between 1901 and 1918. With the outbreak of World War One in 1914, Houdini put his skills to more practical use, teaching soldiers to escape bonds in the event of their capture by the enemy. In later life, he also spent much of his time attempting to disprove psychics who claimed powers such as the ability to communicate with the dead. Alongside all of this, Harry continued to entertain until his death — in his later years he survived being buried alive, and made an elephant disappear into thin air.

In 1926, Houdini died from complications with appendicitis, aged 52. There has been much speculation about the exact cause: it may have been a simple case of appendicitis; some suggest he was poisoned by disgruntled psychics; others blame a student who had punched him in the stomach a few days earlier. (Houdini had apparently claimed that he could take any blow if allowed time to brace for it. However, reports suggest that he was hit whilst unprepared.)

Whilst the exact cause of his death remains unknown, he has been mourned by many. He is remembered today as one of the greatest magicians who ever lived, and he has been honoured in several ways, including a special postage stamp and a star on the Hollywood Walk of Fame.



Houdini being lowered, head-first, into a tank of water.

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