



Year 6

Home Learning Pack –

**READING FLUENCY**

Week 1

**6.1.21**

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

This is your first weekly pack for Reading and there are five lessons to complete over five days. Please do not do more than this and make sure you give yourself a break. 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.
- There is also a printout of all the lesson slides taken from the video so if you cannot access the videos please use this as a guide.
- Answers will be gone through at the end of each 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](mailto:year6@mpjs.org.uk) and we will respond as soon as we can.

Below is a guide for each lesson:

### LESSON 1: (6.1.21)

*YouTube video for **A London Cab Horse**: Year 6 Reading Fluency Week 1 Lesson 1 London Cab Horse*

*YouTube video for **Gumdrop has a birthday**: Year 6 Reading Fluency Week 1 Lesson 1 Gumdrop*

- 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: (7.1.21)**

*YouTube video for **A London Cab Horse**: Year 6 Reading Fluency Week 1 Lesson 2 London Cab Horse*

*YouTube video for **Gumdrop has a birthday**: Year 6 Reading Fluency Week 1 Lesson 2 Gumpdrop*

- 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: (8.1.21)**

*YouTube video for **A London Cab Horse**: Year 6 Reading Fluency Week 1 Lesson 3 London Cab Horse*

*YouTube video for **Gumdrop has a birthday**: Year 6 Reading Fluency Week 1 Lesson 3 Gumpdrop*

- 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: (11.1.21)**

*YouTube video for **A London Cab Horse**: Year 6 Reading Fluency Week 1 Lesson 4 London Cab Horse*

*YouTube video for **Gumdrop has a birthday**: Year 6 Reading Fluency Week 1 Lesson 4 Gumpdrop*

- 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 London Cab Horse**: Year 6 Reading Fluency Week 1 Lesson 5 London Cab Horse*  
*YouTube video for **Gumdrop has a birthday**: Year 6 Reading Fluency Week 1 Lesson 5 Gumdrop*

- Begin by listening to Miss Verdi read the new text
- 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!

*\*Week 2 will commence 13.1.21\**

**Lesson 1 –  
READING  
FLUENCY**

## A London cab horse

*This passage is about a horse called Black Beauty.*

My new master's name was Jeremiah Barker, but as everyone called him Jerry, I shall do the same. Jerry had a cab of his own and two horses which he drove and attended to himself. His other horse was a tall, white, rather large-boned animal, called Captain; he was old now but when he was young he must have been splendid; he still had a proud way of holding his head and arching his neck; in fact, he was a high-bred, fine-mannered, noble old horse, every inch of him. He told me that in his early youth he went to the Crimean War; he belonged to an officer in the cavalry and used to lead the regiment.

Jerry's family were very kind to me. His wife, Polly, brought me a slice of apple each morning and his daughter, Dolly, brought me a piece of bread and made as much of me as if I had been the "Black Beauty" of olden times. It was a great treat to be petted again and talked to in a gentle voice, and I let them see as well as I could that I wished to be very friendly. Polly thought I was very handsome and a great deal too good for a cab, if it was not for the broken knees.

The first week of my life as a cab horse was very trying; I had never been used to London, and the noise, the hurry, the crowds of horses, carts and carriages that I had to make my way through made me feel anxious and harassed; but I soon found that I could perfectly trust Jerry, and then I got used to it. Captain would go out with the cab in the mornings and I would pull it in the afternoons.



Jerry was as good a driver as I had ever known; and, what was better, he took as much thought for his horses as he did for himself. He soon found out that I was willing to work and he never laid the whip on me unless it was gently drawing the end of it over my back when I was to go on; but generally I knew this quite well by the way in which he took up the reins; and I believe his whip was more frequently stuck up by his side than in his hand.

In a short time my master and I understood each other as well as a horse and man can do. In the stable too he did all that he could for our comfort. The stalls were the old-fashioned style, too much on the slope; but he had two movable bars fixed across the back of our stalls, so that at night and when we were resting he just took off our halters and put up the bars, and thus we could turn about and stand in whichever way we pleased, which was a great comfort.

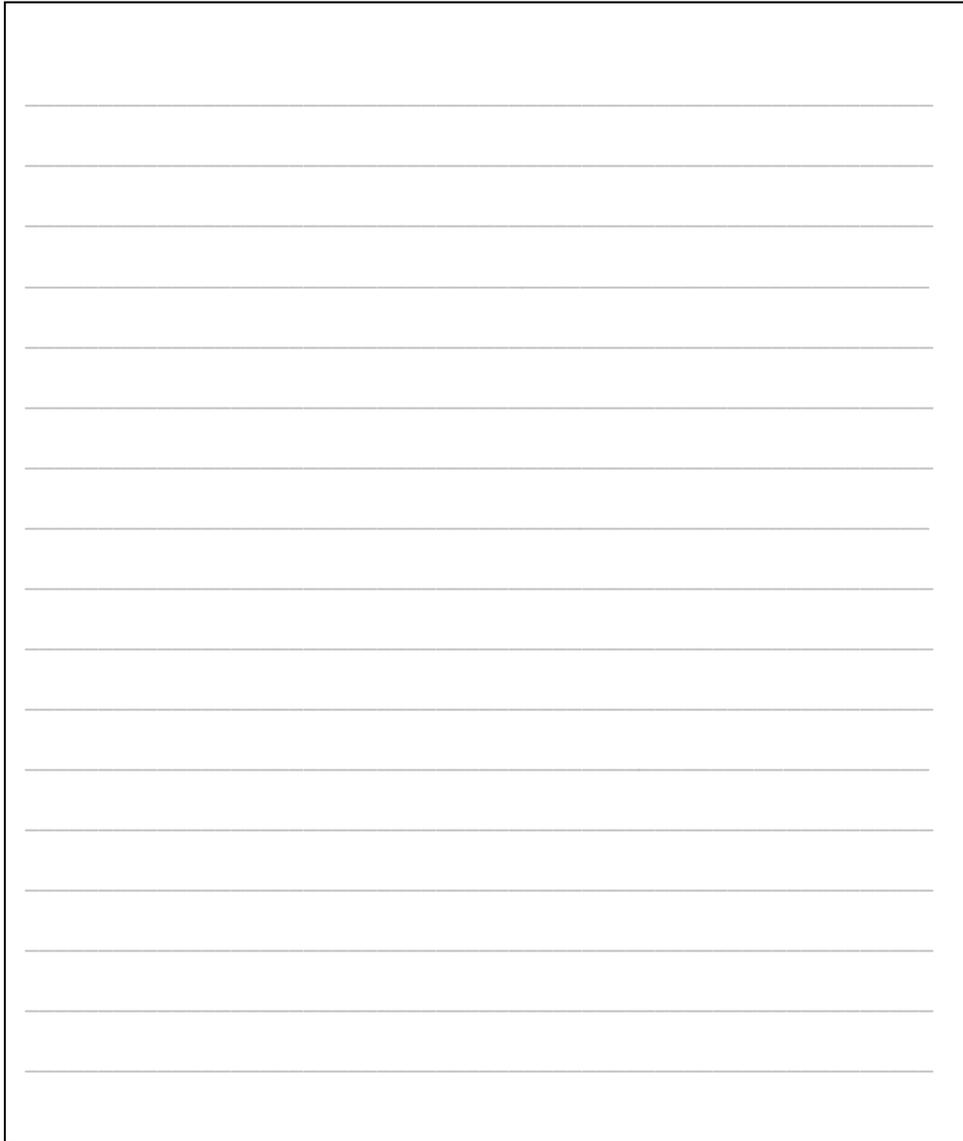
Jerry kept us very clean, and gave us as much change of food as he could and always plenty of it; and not only that, but he always gave us plenty of clean water, which he allowed to stand by us both night and day; except, of course, when we came in warm. Some people say that a horse ought not to drink all he likes; but I know if we are allowed to drink when we want it, we drink only a little at a time, and it does us a great deal more good than swallowing down half a bucketful at a time, because we have been left without till we are thirsty and miserable. Some grooms will go home to their beer and leave us for hours with our dry hay and oats and nothing to moisten them; then, of course, we gulp down too much at once, which helps to spoil our breathing and sometimes chills our stomachs. But the best thing that we had was our Sundays for rest; we worked so hard in the week that I do not think we could have kept up to it but for that day; besides, we then had time to enjoy each other's company. It was on these days that I learned Captain's life story.

*Adapted from **Black Beauty** by Anna Sewell*

## A London Cab Horse Vocabulary

Vocabulary	Definition
<b>Paragraph 1</b>	
<b>Master</b>	A horse's master is the man or boy who owns it.
<b>Cab</b>	a light horse-drawn vehicle used for public hire.
<b>Attended</b>	If you attend to something, you deal with it. If you attend to someone who is hurt or injured, you care for them.
<b>splendid</b>	If you say that something is splendid, you mean that it is very good.
<b>arching</b>	If you arch a part of your body such as your back or if it arches, you bend it so that it forms a curve.
<b>high-bred</b>	of high breed, stock, etc
<b>fine-mannered</b>	having or showing good manners; polite; courteous
<b>noble</b>	If you say that someone is a noble person, you admire and respect them because they are unselfish and morally good.
<b>Crimean War</b>	the war fought mainly in Crimea between Russia on one side and Turkey, France, Sardinia, and Britain on the other (1853–56)
<b>cavalry</b>	The cavalry is the group of soldiers in an army who ride horses.
<b>regiment</b>	A regiment is a large group of soldiers that is commanded by a colonel.
<b>Paragraph 2</b>	
<b>petted</b>	If you pet a person or animal, you touch them in an affectionate way.
<b>Paragraph 3</b>	
<b>trying</b>	If you describe something or someone as trying, you mean that they are difficult to deal with and make you feel impatient or annoyed.
<b>carts</b>	A cart is an old-fashioned wooden vehicle that is used for transporting goods or people. Some carts are pulled by animals.
<b>carriages</b>	A carriage is an old-fashioned vehicle, usually for a small number of passengers, which is pulled by horses.
<b>anxious</b>	If you are anxious, you are nervous or worried about something.
<b>harassed</b>	If you are harassed, you are anxious and tense because you have too much to do or too many problems to cope with.
<b>perfectly</b>	If something is done perfectly, it is done so well that it could not possibly be done better.
<b>Paragraph 4</b>	
<b>willing</b>	If someone is willing to do something, they are fairly happy about doing it and will do it if they are asked or required to do it.
<b>reins</b>	Reins are the thin leather straps attached round a horse's neck which are used to control the horse.
<b>whip</b>	A whip is a long thin piece of material such as leather or rope, fastened to a stiff handle. It is used for hitting people or animals.
<b>frequently</b>	at frequent or brief intervals; often
<b>Paragraph 5</b>	
<b>stable</b>	A stable or stables is a building in which horses are kept.
<b>stalls</b>	a compartment in a stable or shed for confining or feeding a single animal
<b>fixed</b>	attached or placed so as to be immovable
<b>halters</b>	A halter is a piece of leather or rope that is fastened round the head of a horse so that it can be led easily.
<b>Paragraph 6</b>	
<b>ought</b>	You use ought to to mean that it is morally right to do a particular thing or that it is morally right for a particular situation to exist, especially when giving or asking for advice or opinions.
<b>grooms</b>	A groom is someone whose job is to look after the horses in a stable and to keep them clean.
<b>moisten</b>	To moisten something means to make it slightly wet.
<b>spoil</b>	to cause damage to (something), in regard to its value, beauty, usefulness, etc

**My annotations**



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A rectangular box containing 20 horizontal lines, intended for writing.

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# **Lesson 2 – READING FLUENCY**

**Lesson 2: My Summary**

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**Getting started**

Content domain: 2b - retrieve and record information/identify key details  
2a - give/explain the meaning of words in context

1. What is the name of Black Beauty's new driver? 1 mark

2. Draw lines to join Polly and Dolly to their actions. 1 mark

talked in gentle voices.

locked Black Beauty in his stall.

Polly and Dolly

cleaned Black Beauty.

petted Black Beauty.

3. Black Beauty found his first week *as a cab horse very trying*. 1 mark  
What does the word *trying* mean in this sentence?

4. Jerry put bars across the horses' stable to: 1 mark

Tick **one**.

make the horses more comfortable.

keep the horses in.

make it easy to clean the horses.

make it easy to feed the horses.

5. Give **two** problems drinking too much water causes for a horse. 2 marks



# **Lesson 3 - READING FLUENCY**

Lesson 3

	<b>Making Headway</b> Content domains: 2d - make inferences/explain and justify with evidence
1. From the first paragraph, <b>find</b> and <b>copy</b> a phrase that shows that Captain must have been splendid in his youth.	1 mark
2. How do you know that this story is set in the past? Explain fully.	1 mark
3. The author uses Black Beauty to show:	1 mark
Tick <b>one</b> .	
animals work hard.	<input type="checkbox"/>
horses are better than men.	<input type="checkbox"/>
animal welfare is important.	<input type="checkbox"/>
4. How does the final paragraph link back to the beginning?	1 mark
Tick <b>one</b> .	
Feeding is mentioned in both paragraphs.	<input type="checkbox"/>
Pulling the cab is mentioned in all paragraphs.	<input type="checkbox"/>
Captain's story is mentioned in both paragraphs.	<input type="checkbox"/>
Both paragraphs are about Sundays.	<input type="checkbox"/>

**My Answers**

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# **Lesson 4 - READING FLUENCY**





# **Lesson 5 - 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

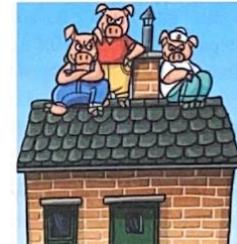
Hide! If the pigs follow you, put a big pan of water on the fire to boil.

### 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!**



READING FLUENCY – WEEK 1 – LESSON

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