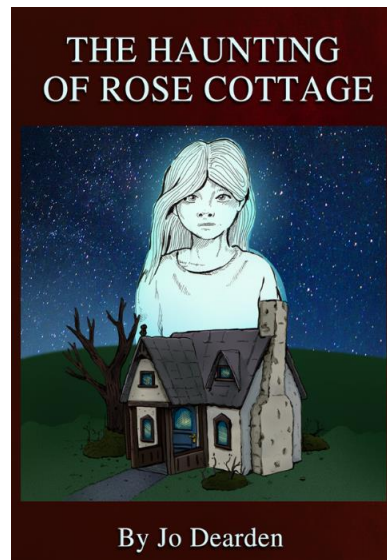
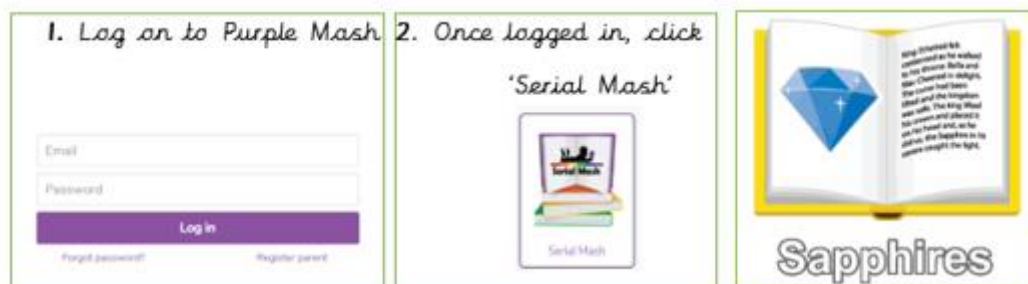


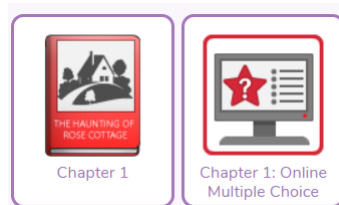
Year 5 Reading



Log in to your Purple Mash account. Visit the page for 'The Haunting of Rose Cottage'.



Monday 8th June: Read [Chapter 1](#) and complete Chapter 1 Quiz



Challenge Questions

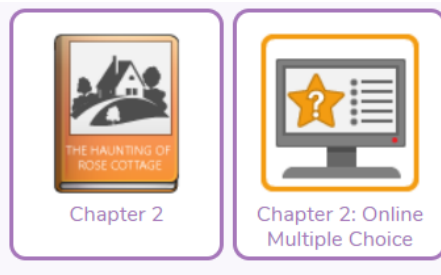
(Answer these in your exercise books- write the date and the title of the text).

1. What is the meaning of the word *fork* in the sentence below? "In that case, you need to go back on yourself 'til you get to the fork in the

road, turn left up the hill, keep going, the road gets a bit bumpy, and Mal—I mean Rose Cottage will be on your right.”

2. Look at the paragraph beginning: Cally huffed, slammed... to the paragraph ending: ...You'll need it.” What clues are there to suggest that living in Rose Cottage will not be easy?
3. Look at the paragraph beginning: “This can't be... to the paragraph ending: ...a deep breath. Why did Cally take a deep breath?
4. Look at the paragraph beginning: That left Cally... Why do you think Cally quickly pulled her hand away from the wardrobe?
5. What impressions do you get of Rose Cottage? Give two impressions using evidence from the chapter to support your answers.

Tuesday 9th June: Read [Chapter 2](#) and complete the Chapter 2 quiz

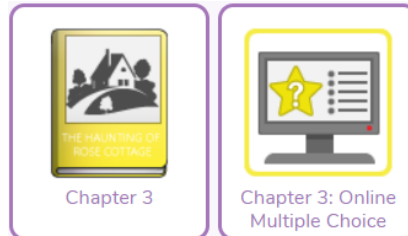


Challenge Questions

1. Look at the paragraph beginning: In the pale... What two things did Mum do to make Rose Cottage feel like home?
2. “Who’s Janet?” “My friend. She was tapping so I let her in.” Cally rolled her eyes. “You’re nine, Zeph. Aren’t you a bit old for imaginary friends?” Why did Cally roll her eyes?
3. “Good luck,” said Cally’s mum as the girls tumbled out of the car. What does the word tumbled tell you about the way the girls got out of the car?
4. Using evidence from the chapter, complete the two sentences below.
Amy was friendly and welcoming to Cally because...
Amy was not friendly and welcoming to Cally because...

5. What impressions do you get of the relationship between Cally and Zeph? Give two impressions, supporting your answers with evidence from the chapter.

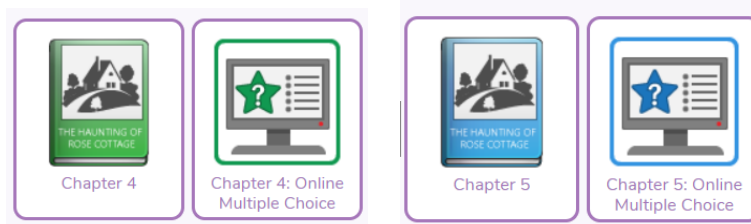
Wednesday 10th June: Read [Chapter 3](#) and complete the Chapter 3 quiz



Challenge Questions

1. Look at the paragraph beginning: "Oh, but it... Find and copy one word meaning 'a traditional story that is not based on facts'.
2. Look at the paragraph beginning: The girls went... to the paragraph ending: ...a bit confused. Why was Cally feeling confused? Give two reasons.
3. Cally was relieved to see her mum was waiting for them. Getting into the little yellow car felt like climbing into the sun. Why do you think the author compared Cally getting into her mum's car with climbing into the sun?
4. Look at the paragraph beginning: The bottle was... to the paragraph ending: ...finished clearing up. Explain why the children were disappointed.
5. At the sleepover, the children told each other ghost stories. Explain why Cally found Zeph's story so scary.

Thursday 11th June: Read [Chapter 4](#) and [Chapter 5](#) and then complete the Chapter 4 and 5 quizzes.



Challenge Questions

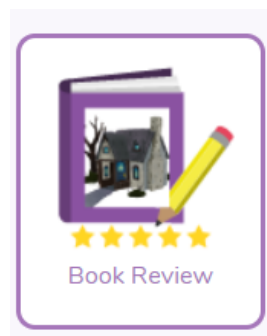
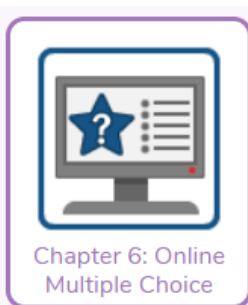
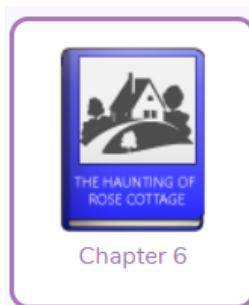
Chapter 4

1. A patchwork of green and brown... What does this description suggest about the view from Pendle Hill?
2. James turned and shouted something back but his words were whipped away on the wind. What impression of the wind do you get from this sentence?
3. At the end of the chapter, why do you think that Cally and Kingdom were so keen to start their school project?

Chapter 5

4. Look at the paragraph beginning: Zeph was in... to the paragraph ending: ...Cally's eyes widened. Explain why Cally's eyes widened.
5. Look at the paragraph beginning: "She calls them... to the paragraph ending: ...a little sleep?" Why did Cally suggest that her sister should try to have a little sleep?
6. Look at the paragraph beginning: "Listen to this... to the paragraph ending: ...What happened next?" Earlier that day, Cally and Kingdom met a boy called James who had taken them to his grandmother's grave where there was a stone marked Demdike. Explain why that seems impossible.

Friday 12th June: Read and [Chapter 6](#) and complete the quiz and review.



Fun Activity of the Week

A Blast From The Past

Find out about a person in history or an event.

What questions would you ask them?

What would they say?

Daily Activity

You should be reading for at least 30 minutes daily.

If you cannot access Purple Mash, choose a book of your own and use your Destination Reader stems to record your thoughts in your Exercise books. This should be done each day.

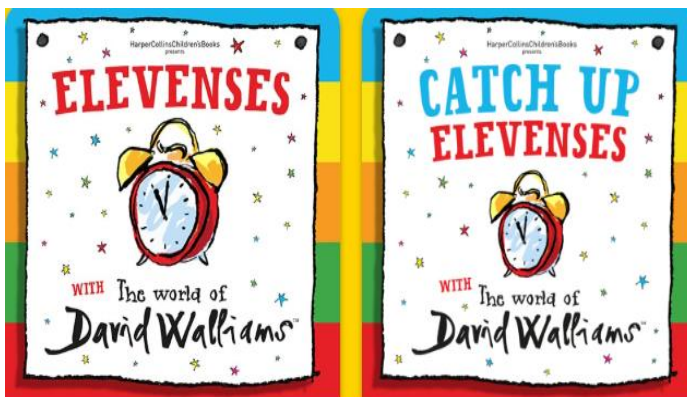
Date: 08.06.2020

Name of Book:

Prediction: I wonder if...

Inference: The word _ tells me...

Summary: The key idea is...



ELEVENSES WITH THE WORLD OF DAVID WALLIAMS

Every day at 11am, you can listen one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun!

ELEVENSES CATCH UP

Catch up on any audio stories you missed last week here.

These audio recordings will be available until Sunday.

www.worldofdavidwalliams.com

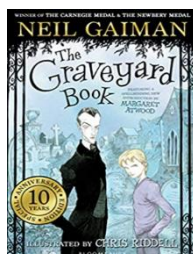


Audiobooks and eBooks are available to borrow for free from Hackney library, using these apps; **Overdrive** and **Borrowbox**. You will need to download these apps to a tablet, phone or computer. To use these apps, you will need a library card number from any London library. If you are not a member of the library, you can join for free here: <https://hackney.gov.uk/libraries#join>. You won't need to go into the library to provide proof of address as you normally would, but can do everything online

There are also a lot of websites where you can watch authors read their books for free:

- Storytime Online has hundreds of videos: Click [here](#) to view

- For his    If reading line. You could read these books as a response to any: [www.oxfordowl.co.uk](#)



- <https://www.getepic.com>

Select, "Have an account? Log in" then click "Students and Educators". Log in with your class code: **mxy1661**

Destination Reader



Predicting



- I wonder if
- I predict
- I think that
- I bet that
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

because

Inferring



- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** because
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions



- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

- Language**
- The word/phrase * works well because
 - I like the way the author uses * it makes me think about
 - I think it would have read better if
 - It's very clever the way the author uses * because
 - The sentence * has high impact because
- Organisation**
- The text is organised well because
 - The presentation helps the reader because
 - The structure could be improved by

Clarifying



- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections



- Text to self:**
- I know about this because I
 - I've been to / seen
 - I saw a programme about this
 - I can identify with this character because
- Text to text:**
- I think this book is a * (*genre*) book because
 - This reminds me of * because
 - This is similar to * because
 - This character is similar to * because
- Text to world:**
- This links to
 - This is because

Summarising



- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- ❖ **Support and actively listen to others**
- ❖ **Discuss and explain our ideas**
- ❖ **Take responsibility for your own and your group's learning.**