



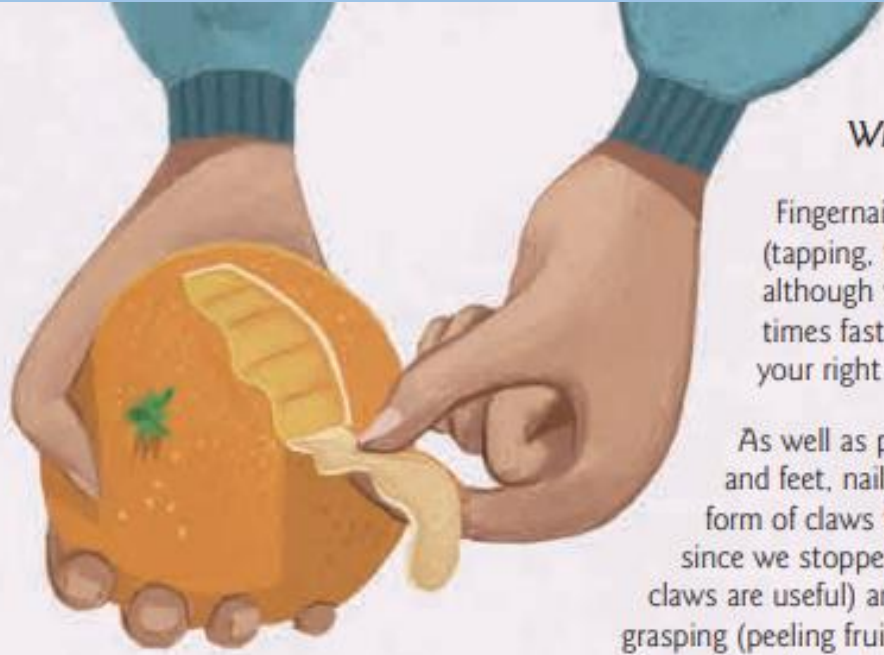


# Family Learning

Years 5 and 6

18.10.22

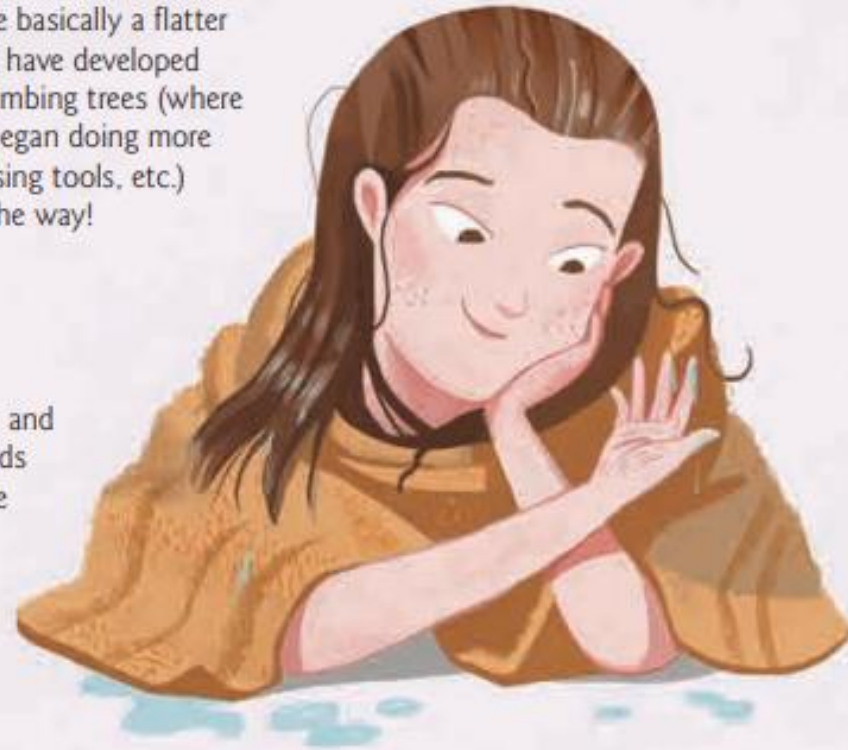
	 <b>Pre-fluency</b>	 <b>Foundations of fluency</b>	 <b>Newly Fluent</b>	 <b>Truly Fluent</b>
<b>Expression and intonation</b>	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonous reading. Pitch sometimes varied - sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrates understanding of voice of text. Consistently speech like.
<b>Phrasing</b>	Word by word reading. Most words equally stressed. Very little awareness of phrase boundaries shown.	Some meaningful phrase reading – some 'scooping' of two or three word phrases. Some use of stress for emphasis. Growing syntactic awareness.	Mostly meaningful phrase reading. Some lapses e.g. stopping to breathe in a long clause. Appropriate use of stress for effect in response to overt cues.	Consistently meaningful phrase reading – phrase, clause and sentence elements reflected in reading.
<b>Fluidity</b>	Laboured reading. Slow in pace. Frequent pauses between words; some unduly long pauses. False starts/restarts and overt decoding.	Choppy reading as phrasing moves beyond simple word-by-word reading. Some hesitant reading. Some overt decoding. Re-reading for problem solving may be present.	Often smooth reading – sometimes less so due to unfamiliar words or more complex language features. Re-reading for problem solving may be present.	Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.
<b>Regard to punctuation</b>	Very little awareness of punctuation shown; attending primarily to word decoding.	Growing awareness of punctuation – boundaries between sentences.	Mostly appropriate response to punctuation – some lapses especially in complex structures.	Consistent and appropriate response to punctuation generally, and to other boundaries in poetry.



### *What are fingernails and toenails for?*

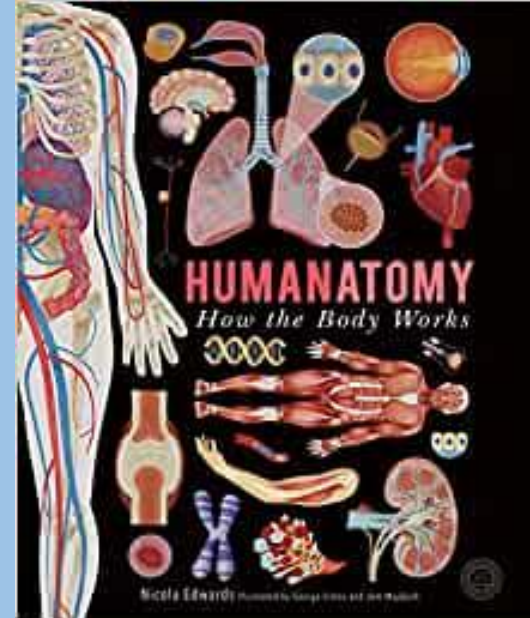
Fingernails protect our hands while we're doing all sorts of daily activities (tapping, typing, prising things open, etc.) and toenails do the same thing although we use them less. Because of this, fingernails grow three or four times faster than toenails and the fingernails on your dominant hand (i.e. your right hand if you're right-handed) grow faster than on your other hand.

As well as protecting our hands and feet, nails are basically a flatter form of claws that have developed since we stopped climbing trees (where claws are useful) and began doing more grasping (peeling fruit, using tools, etc.) where claws just get in the way!



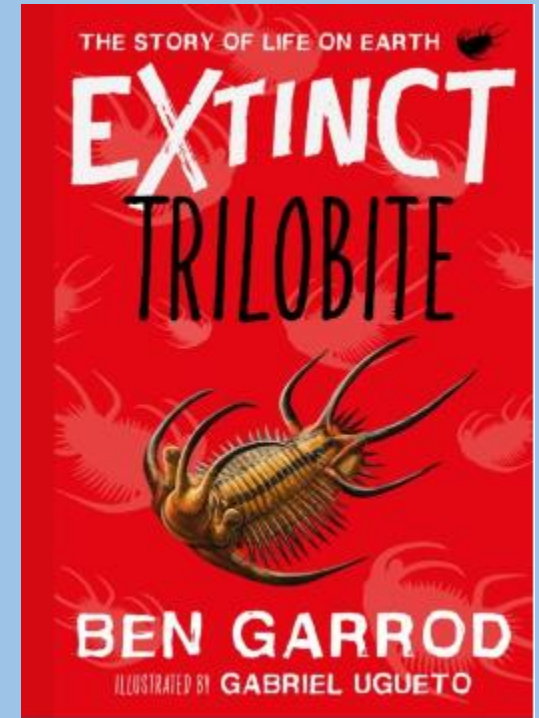
### *Why do your hands go wrinkly in the bath?*

When it is dry, your skin is actually coated in special oils, which moisten and protect the skin and make it semi-waterproof (so you can wash your hands without them going wrinkly). But if you soak in water long enough, these oils get washed away, and the water starts to absorb into your skin. Why does this only tend to affect hands and feet? They are more porous (which means they're designed to let in more water). Scientists believe this could be the body's way of helping us grip things more effectively when wet!





It's nearly impossible to be certain because many of these extinctions stretch back millions (or even hundreds of millions) of years and, because there wasn't a scientist standing there with a camera or a notebook, we shall never know about many of these species. Even today, scientists believe that there may be 10–14 million different species (although some scientists think this figure might even be as high as one trillion) but of those, only 1.2 million have been documented and recorded in a proper scientific way. This means that we don't know about 90 per cent of life on planet Earth right now.

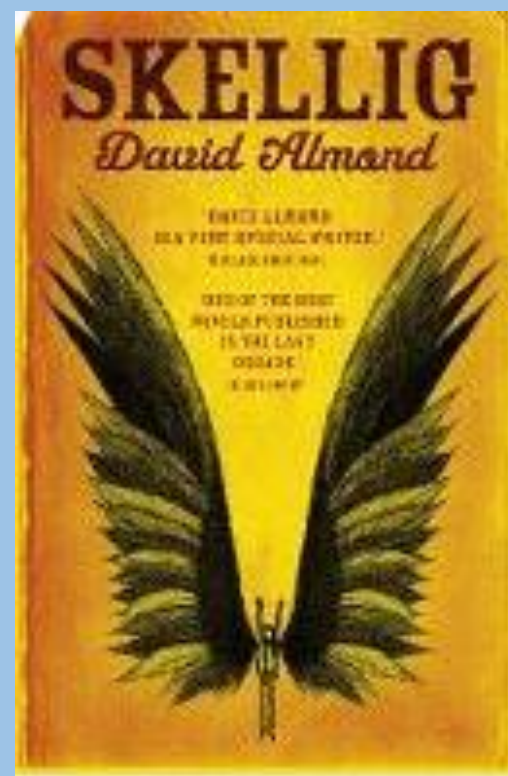


I nearly got into the garage that Sunday morning. I took my own torch and shone it in. The outside doors to the back lane must have fallen off years ago and there were dozens of massive planks nailed across the entrance. The timbers holding the roof were rotten and the roof was sagging in. The bits of the floor you could see between the rubbish were full of cracks and holes. The people that took the rubbish out of the house were supposed to take it out of the garage as well, but they took one look at the place and said they wouldn't go in it even for danger money. There were old chests of drawers and broken wash-basins and bags of cement, ancient doors leaning against the walls, deck chairs with the cloth seats rotted away. Great rolls of rope and cable hung from nails. Heaps of water pipes and great boxes of rusty nails were scattered on the floor. Everything was covered in dust and spiders' webs. There was mortar that had fallen from the walls. There was a little window in one of the walls but it was filthy and there were rolls of cracked lino standing in front of it. The place stank of rot and dust. Even the bricks were

crumbling like they couldn't bear the weight any more. It was like the whole thing was sick of itself and would collapse in a heap and have to get bulldozed away.

I heard something scratching in one of the corners, and something scuttling about, then it all stopped and it was just dead quiet in there.

I stood daring myself to go in.



# Supporting Readers at Home



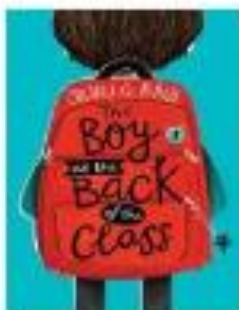
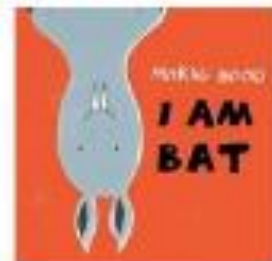
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



For more ideas see the OU website:  
[www.ourfp.org](http://www.ourfp.org)



# Text Selection

## The Reader Teacher

[www.TheReaderTeacher.com/Years5](http://www.TheReaderTeacher.com/Years5)

## Top 100 Recommended Reads for Year 5

for ages 9-10+

Poster





RFP The Same Inside (Ages 9+)

Watch and listen carefully to follow their interests

Wonder and connect to your lives

Share your emotional responses!

Invite your child to get involved



Keep it light and enjoyable!

# Top Tips

MORE VIDEOS  
Play (k)

1:13 / 9:35



YouTube



## A Guide to Book Chat

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. What sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read to children and with them and to talk to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

**Observe and respond:** Pay attention to what captures your child's attention and build on their interests, for example, "Oh, you're spotted the..."  
**Leave spaces:** So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

**Pose questions:** Open questions encourage thinking and discussion, such as, "How do you think the boy is feeling?". Try to avoid closed questions, such as "What colour is that?", these have a single answer and don't keep the conversation going.  
**Draw attention to illustrations:** Encourage your child to notice details in the pictures and think what they might mean, for example, "Look! What's that looking at do you think it might be?"

Wonder and connect to your lives

**Ponder and wonder:** Encourage your child to think about what might happen, using phrases such as, "I wonder if/whether/what/why/what...".  
**Make personal connections:** Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, "That reminds me of when..."

Share your emotional responses!

**Comment on your feelings:** By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them to engage and learn to express their emotions.

Keep it light and enjoyable!

**Your combined pleasure counts:** Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as "That's the landscape, it's where the hens live", but keep the focus on fun.



Book chat develops language, comprehension and pleasure





# 5Ps for Book Talk

Puzzles and Possibilities

Patterns and Connections

Predictions

Points of View

Picture

## Phrases which help discussion

It reminds me of

I wonder whether

I like the idea but

It is the same as

I think the author has done that so that

Perhaps

Maybe

Possibly

It makes me think

I'm puzzled by

The main point might be



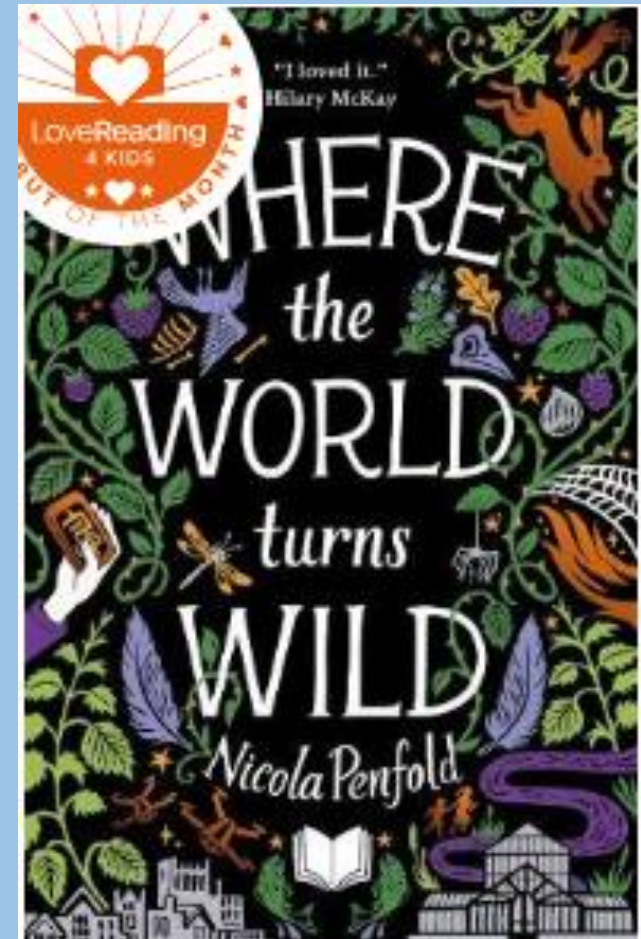
*Once upon a time, almost fifty years ago, climate change and deforestation and humans ransacking everything good and beautiful, had driven our planet to breaking point. Nature was dying – plants and trees, animals, birds, insects – new species disappeared every day. But then the ReWilders created the disease.*

*It was grown in a lab by their best scientists and let loose in a population of ticks – eight-legged little creatures that hide in the undergrowth.*

*The beauty of the disease was no animal or bird ever got sick, only humans did. Humans got so sick they died. Lots of them. And the disease was so complex, so shifting, it was impossible to treat and impossible to vaccinate against. The only way for humans to survive was to live enclosed in cities, shut away from all other living things. And that, of course, had been the ReWilders' plan all along. For in the abandoned*

*wastelands outside the cities, nature could regrow, and it grew wilder and wilder. Wilder than ever.*

*It was humans or the Wild and the ReWilders chose the Wild. I would have chosen it too.*



## Chapter One

When you wish that a Saturday was actually a Monday, you know there is something seriously wrong.

I look at the ceiling. At the spot of flaky paint and the stain that looks like a wobbly circle, and at the swaying, wispy spider's web, and I think of all those cold, grey Mondays when I had to make myself get up for school. I would have to force my legs off the mattress and I'd dress in a daze, unwilling to believe it was time to be upright again.

I wish I could wake up to another Monday like that.

Those days are gone now that the Bluchers are here.

When they first arrived, they came quietly and stealthily, as if they tiptoed silently into the world when we were all looking the other way.

I guess I was one of the first people to see them. It's not something I'm proud of. When you know the kind of terrible destruction that just one clump of Bluchers can cause, you wouldn't want to have been there first either.





1.

## In Which a Story Is Told

Yes.

*There is a witch in the woods. There has always been a witch.*

*Will you stop your fidgeting for once? My stars! I have never seen such a fidgety child.*

*No, sweetheart, I have not seen her. No one has. Not for ages. We've taken steps so that we will never see her.*

*Terrible steps.*

*Don't make me say it. You already know, anyway.*

*Oh, I don't know, darling. No one knows why she wants children. We don't know why she insists that it must always be the very youngest among us. It's not as though we could just ask her. She hasn't been seen. We make sure that she will not be seen.*

*Of course she exists. What a question! Look at the woods! So dangerous! Poisonous smoke and sinkholes and boiling geysers and terrible dangers every which way. Do you think it is so by accident? Rubbish! It was the Witch, and if we don't do as she says, what will become of us?*

*You really need me to explain it?*

*I'd rather not.*

*Oh, hush now, don't cry. It's not as though the Council of Elders is coming for you, now is it. You're far too old.*

*From our family?*

*Yes, dearest. Ever so long ago. Before you were born. He was a beautiful boy.*

*Now finish your supper and see to your chores. We'll all be up early tomorrow. The Day of Sacrifice waits for no one, and we must all be present to thank the child who will save us for one more year.*

*Your brother? How could I fight for him? If I had, the Witch would have killed us all and then where would we be?*

*Sacrifice one or sacrifice all. That is the way of the world. We couldn't change it if we tried.*

*Enough questions. Off with you. Fool child.*





## Introduction

If you are reading this book, or if someone is reading it to you, you will know we are living in strange times.

A shadow has passed over the land of Krasnia. And people are afraid.

The shadow has a name. It is President Charles Malstain.

He came from nowhere and now he is in control of everything.

You cannot fight him. Not if you value your life.

You cannot persuade him. Not if you value your tongue.

You can only stay and suffer - or flee.

Look up!





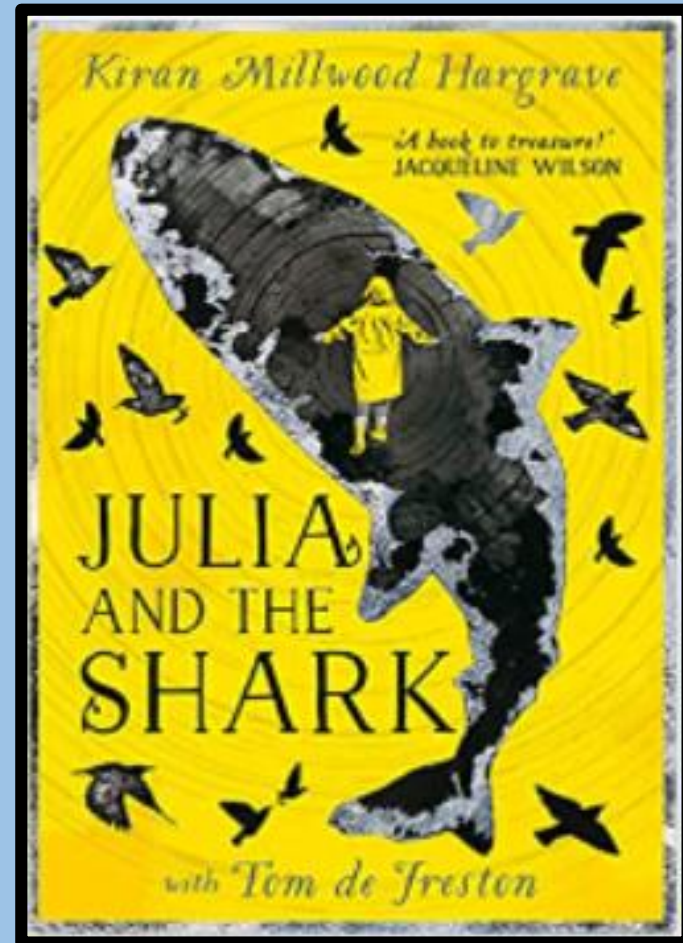


There are more secrets in the ocean than in the sky. Mum told me when the water is still and the stars prick its surface, some of the sky's secrets fall into the sea and add to its mysteries. When we lived in the lighthouse, I hauled my long-handled crab net over the balcony railing and tried to catch them, but I never did.

Other nights, when storms turned everything upside down and hurled water and sky at each other, the spray from the waves reached the beam. It came through the grates at the high windows to scatter across the floor of Dad's office. I listened to the puddles in the morning, but I never heard anything. No messages fallen from the clouds. Perhaps the secrets drowned in the night, like a fish in air.

*Kiran Millwood Hargrave with Tom de Freston*

My name is Julia. This is the story of the summer I lost my mum, and found a shark older than trees. Don't worry though, that doesn't spoil the ending.



Micropachycephalosaurus



complete

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notice

increase



special

- If reading a word with multiple syllables, you can hold the syllables for them if necessary e.g. astronaut
- Praise as much as you can – e.g. if reading the word century, if they read the 'c' like /c/ then simply say, "Well done, it can be /c/ but in this word it's /s/"
- You can read sentences back to children to aid their comprehension
- If they guess a word, remind them to go back and say the sounds and read the word or say the sounds to say the syllable, say the syllables to say the word.
- If they say all the sounds and read the word accurately but not how it is said in spoken language (chocolate) remind them or tell them how we say it in a normal speaking voice
- If in doubt, just tell them the word!

