St Ambrose Catholic Primary School   Guided Comprehension
Year 5   Autumn 1

Date: WK 4 28.09.20	WALT:	Activity Sick Leave Group:	NC Skill(s)
Monday	WALT: Vocab 2a/g	**Vocabulary** 1. Bottle up feelings 2. Capture 3. Contentment 4. Anticipation 5. Sensation 6. Exhausted satisfaction	• A. Give or explain meaning of words in context • G. identify/explain how meaning is enhanced through choice of words and phrases
Tuesday	WALT; Retrieval 2b	**Retrieve** 1. What kind of pies are the writers favourite? 2. What did the speaker like to play? 3. Where did the speaker climb? 4. What did the speaker take into a bookshop? 5. What is the magic thing about reading? 6. What are the writer's favourite things about reading?	• G. Retrieve and record information/ record key details from fiction and non-fiction
Wednesday	WALT: Summarise/Predict/ Explain/Compare 2c/e/f/h	**Summarise** 1. Predict what question the writer may have been asked and this was his/her answer? 2. Explain who the writer is and explain your answer. 3. Summarise why the writer loves bookshops. 4. Explain why the writer now looks at books differently.	• C. summarise main ideas from more than one paragraph • E. predict what might happen from details stated and implied. • F. identify/explain how information/ narrative content is related and contributes to meaning as a whole.

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				• H. make comparisons within text.
Thursday	**Inference** 2d		**Inference** 1. Why do you think the writer's good memories are about her grandparents' home? 2. What is implied about his/her love of reading? What would he/she do? 3. Explain why anticipation is exciting? 4. Compare the writer's anticipation of a new book to anticipation you have felt.	• D. make inferences from the text/explain and justify inferences with evidence from the text
Friday	**Inference** 2d		**Inference**	• D. make inferences from the text/explain and justify inferences with evidence from the text

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Monday

1. What do they all represent? *(movement as the tree becomes the monster).*

2. What do the verbs used add to the text?

3. Why does the author used a simple verb – watched- to describe Connor's movement?

4. … even eyes peering back at him". Why is the verb used more powerful than 'looked'

5. Ch to use thesaurus to find synonyms for verbs underlined.

Tuesday

1. How did the monster get into the bedroom?
2. What two words describe the breath of the monster?
3. Explain why Conor didn't run. What two words tell you?
4. What sentence tells the reader that the monster was shocked at Conor's reaction?   5.The monster tries to scare
   Conor. What is the most intimidating action/words in the text?

Wednesday

1. Describe the monster in exactly 25 words.

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2. Conor does, or says, little so far. How does this help create tension?
3. How do you think 'Before the end' was said?
4. What do you predict will happen to Conor as the monster opens his mouth to eat him?

Thursday

1. Why do you think Conor finds himself shouting 'mum' a lot lately?
2. What is inferred by Conor secretly hiding the bag of leaves in the bin?
3. What evidence is there in the text to show that Conor is not sure what happened in the night? Explain what is inferred.
4. The word 'clearly' was used twice on p26. What does this repetition imply?

Friday

1. What do we learn about mum, although it's not actually written clearly in the text? Evidence you answer using the text.
2. Why do you think Conor's shoulders sank when told grandma was coming to stay?
3. Why did Conor think this visit would be different?
4. Mum mentions a yew tree. Where do you think they live?

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