

six weeks to go until your Race for Life event, **Key Stage One**

Enjoy

Reading for Pleasure and Enjoyment

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?



Decode

Word reading and decoding skills

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?

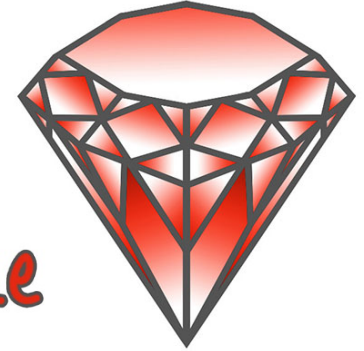


Define

1a: Draw on knowledge of vocabulary to understand texts

- What word in the text tells you...?
- Find and copy (one word/phrase/sentence) that tells you...
- The author uses this word _____. What does it mean?
- The writer uses words such as _____ to describe _____. What does this tell you about _____?
- The writer uses words such as _____ to describe _____. How does it make you feel?
- Find and copy a word that describes how...
- Find and copy a word that means the same as...
- In the story, _____ is used repeatedly. Why?
- Draw a line to match the words to their meanings.
- How has the writer made you and/or _____ feel?
- Which words and /or phrases make you think/feel _____?
- (enter quote from the text) What does this tell you about...?
- Which words mean the same as...? ('words' meaning 'group of words' or 'phrase')
- Why is...a good name for...?
- (enter quote from the text) What does this sentence tell you about...?

Define



Retrieve

1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information

Which...? What...? How...? Where...? When...? Why...? Who...?

- Draw a line to match these characters to events.
- Give one example of _____
- Which character _____?
- Where/when does _____ take place?
- What did _____ look like?
- How did _____ feel? Why?
- Who was _____?
- Where did _____ live?
- Who are the characters in the book?
- Who is the narrator?
- Where in the book would you find _____?
- What happened in the story?
- How does the _____ help me to find information in this book?
- What did...say (enter quote from the text)?
- Which two...did...?
- Think about the whole story...
- Find and copy two...
- One...does something different... What are they doing differently in...?
- Draw four lines to match these...to what the text says...
- What did the...usually...?
- The...did not like... Why not?

Retrieve



Sequence

1c: Identify and explain the sequence of events in texts

- Number the sentences below to show the order they happened in the _____
- Which of these events happened first?
- What happened after _____?
- What happened before _____?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?
- Sum up the story in _____ words
- Sort these sentences/paragraphs/chapter headings from the story
- Think about the whole story...

Sequence



Infer

1d: Make inferences from the text

- Why do you think _____?
- How do you know that _____?
- When do you think _____?
- How can you tell that _____?
- True or False
- Why did _____?
- How do you feel about _____?
- Can you explain why _____?
- How does _____ feel?
- The...explains how... (followed by tick boxes)

Infer



Predict

1e: Predict what might happen on the basis of what has been read so far

- What do you think will happen next?
- What do you think would happen if _____?
- What do you think will happen to _____? Why do you think this?
- Where do you think _____?
- Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way?
- How is _____ like someone you know? Do you think they will act in the same way?

Predict



| Content Domain | Examples from Recent KS1 SATs |
|----------------|--|
| 1a – define | <p>(page 8)</p> <p>12 One day, huge, rumbling, grumbling machines crawled towards the pond.</p> <p>What does this sentence tell you about the machines?</p> <p>Tick one.</p> <p>They moved quickly. <input type="checkbox"/></p> <p>They were noisy. <input type="checkbox"/></p> <p>They were small. <input type="checkbox"/></p> <p>They were silent. <input type="checkbox"/></p> <p>(page 5)</p> <p>4 What do the words Oonch Neech mean?</p> <p>_____</p> |
| 1b – retrieve | <p>8 The children saw the cobwebs in...</p> <p>Tick one.</p> <p>a park. <input type="checkbox"/></p> <p>a street. <input type="checkbox"/></p> <p>a garden. <input type="checkbox"/></p> <p>a playground. <input type="checkbox"/></p> <p>(pages 4–5)</p> <p>5 One player does something different from the other players in all five games.</p> <p>What are they doing differently in...</p> <p>(a) Pilolo?</p> <p>_____</p> <p>(b) Kangaroo Skippyroo?</p> <p>_____</p> |

1c – sequence

(pages 8–9)

- 16** Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond. ☐

The ducks lived happily in the pond. ☐ 1

The ducks were set free on a lake. ☐

The ducks were rescued by a helper. ☐

The ducks hid in some thick reeds. ☐

1d – infer

- 10** The poem explains how cold weather...

Tick **one**.

damages cobwebs. ☐

changes how cobwebs look. ☐

makes cobwebs stronger. ☐

helps spiders to make webs. ☐

- 3** Look at the *Statues* section.

(page 5)

Why is *Statues* a good name for this game?

1e – predict

- 14** Which of these do you think the child is likely to say at the end of the outing?

Tick **one**.

That was fun, Mum. Can you do it all over again?

☐

That was so scary. I never want to do it again!

☐

That was really boring, Dad.

☐

That was great, Dad. Let's do it again!

☐

| Question Type | Examples from Recent KS1 SATs |
|---------------------------------|--|
| <p>Tick box</p> | <p>1 Children around the world...</p> <p>Tick one.</p> <p>do not like playing games. <input type="checkbox"/></p> <p>only play one game. <input type="checkbox"/></p> <p>play many games. <input type="checkbox"/></p> <p>must have very expensive games. <input type="checkbox"/></p> |
| <p>Short response</p> | <p>(page 5)</p> <p>4 What do the words <i>Oonch Neech</i> mean?</p> <p>_____</p> |
| <p>Extended response</p> | <p>14 The ducks did not like the sea. Why not?</p> <p>Write two reasons.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> |

Matching

6

Draw **four** lines to match these games to what the text says you need to win each one.

Oonch Neech

energy

Pilolo

speed

Statues

luck

Pass the Parcel

balance

Sequencing

16

Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond.

The ducks lived happily in the pond.

1

The ducks were set free on a lake.

The ducks were rescued by a helper.

The ducks hid in some thick reeds.

True or False

- 7** Put ticks in the table to show which sentences are **true** and which are **false**.

| Sentence | True | False |
|--|------|-------|
| In <i>Pilolo</i> , players try to find hidden items. | | |
| In <i>Statues</i> , one child shouts, 'freeze'. | | |
| In <i>Oonch Neech</i> , players must stand very still. | | |
| <i>Kangaroo Skippyroo</i> is a game all about luck. | | |

Find and Copy

(page 4)

- 2** Find and copy two things that could be hidden in *Pilolo*.

- _____
- _____

Other

(pages 4 and 5)

- 5** Complete the table with the names of the writers and the characters they write about.

| Character | Writer |
|-----------|-----------------|
| | Francesca Simon |
| Dr Xargle | |
| Mr Toffy | |