

# Guided Reading Plan

<b>Week Commencing</b>	12/10/20	<b>Class</b>	6T
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Text/Competency & Questions	Focus	Success Criteria
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**Text/s** Chapter 1of *Coming to England* by Floella Benjamin; ‘The Windrush Generation’ from Newsround; poem – ‘Call of the Motherland’.

**Home Learning - RETRIEVE:** Name one amazing thing that has happened to the author since the publication of her book. (1 mark) **SUMMARISE:** In your own words, summarise why Floella wrote this book? (2 marks)

Read chapter 1 of *Coming to England* and discuss..

**RETRIEVE: Identify key details from the text:** Using information from the text, say whether each statement is true or false (2 marks) (see next column).

Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
Floella's house was made of concrete.		
In Floella's house, the sitting room was used all the time.		
Dardie, Floella's dad, got a job as a field policeman.		
After breakfast the children had to drink cod liver oil.		

Read non-fiction text, ‘The Windrush Generation’ from Newsround.

**SUMMARISE:** According to the text, why were young Caribbean men and women encouraged to come to the UK? (2 marks) **INFER:** What happened to the Caribbean people when they arrived in the UK? (3 marks)

**Written response:** Imagine you are someone who was aboard the Windrush. Write a postcard to your family in Jamaica, describing your arrival in London.

Read the poem, ‘Call of the Motherland’ and discuss. **Written response: SUMMARISE:** What are the speaker’s thoughts and feelings about the motherland? (3 marks)

**Teaching focus (related to competencies and assessment questions)**

Read the question carefully to understand what is being asked.

Know how to skim and scan for the evidence which will answer the question.

Know how to identify key evidence and use paraphrasing to explain the evidence.

Quote relevant evidence in the answer, e.g. I know this because it says in the text....

Explain further or elaborate on the evidence to ensure that the question is answered.

Re-read the response to check that the question has been answered correctly.

**I can ....**

**Read** the question carefully so that I know what is being asked.

**Skim and scan** for the evidence which will answer the question.

Underline or highlight key information in the text.

**Identify key ideas and details in a text and paraphrase.**

Explain the evidence **in my own words**.

Read between the lines in a text and find evidence to support my ideas.

Quote relevant evidence in my answer, e.g. I know this because it says in the text....

Ensure that I have made my point and given evidence to back up my point.

Now explain further or expand (elaborate) on the point I have made.

Re-read my response to check that I have answered the question correctly.