

Badger
Comprehension
Interactive
Teacher Book

5A

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Badger
Publishing



Preface

Teacher Book 5A provides page-by-page support for *Badger Comprehension Interactive Pupil Book 5A* and *CD Rom 5A*.

The **purpose** of this series is to supply sample selected texts and questions, for each year group and across the required range of text types, to help teachers develop children's reading comprehension skills.

The spread of **text types** follows the Range specifications for Fiction and Non-fiction in the National Literacy Strategy. The relevant **NLS objectives** are then selected and quoted for easy reference.

The **sources** are entirely authentically reproduced from the original, in both the Pupil Books and on the CD Rom, so that pupils meet the variety of typefaces and illustrations they will encounter in real life. Single pages have been carefully selected which have coherence in their own right, in order to serve as tasters to the whole text, and as in-depth studies of the features that identify the particular text type. The bibliographical details are supplied in full, to encourage teachers to move on to the complete text.

Method of use: It is recommended that the teacher starts by displaying the text for modelling on the interactive whiteboard. Questions and answers are provided in the Teacher Book, to help the teacher model the questioning process and scaffold the children's learning. The benefits of displaying and modelling the text in this way include the interactive involvement of the children, in e.g. highlighting features of the text. The lesson can then progress to the parallel text in the Pupil Book, for children to work through either independently or in a shared or guided session.

The **questions** have been devised to address the NLS Text level and Sentence/Word level objectives, and are referenced to the full range of assessment focuses. The questions progress in difficulty, to help with differentiation across the class.

Full **answers** are provided in the Teacher Book for teacher support.

This is a reminder of the **Assessment focuses** in full:

- 1 use a range of strategies, including accurate decoding of text, to read for meaning;
- 2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
- 3 deduce, infer or interpret information, events or ideas from texts;
- 4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;
- 5 explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level;
- 6 identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;
- 7 relate texts to their social, cultural and historical contexts and literary traditions.

Each component of the series has the potential to aid **further development** of children's comprehension through a variety of teaching strategies. These may include collaborative talk, speaking, listening and drama activities, any of which may lead to a writing outcome. Detailed information of strategies which develop reading comprehension can be found in the Primary National Strategy fliers:

Understanding Reading Comprehension 1 DfES 1310 – 2005
Understanding Reading Comprehension 2 DfES 1311 – 2005
Understanding Reading Comprehension 3 DfES 1312 – 2005

Speaking, Listening, Learning: working with children in Key Stages 1 and 2 DfES 0623 – 20039

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Y5T1 ● Fiction ● Modelled text

Text type Short story

Source 'The Last Bus' by J.M. Johnson-Smith

NLS objectives

T1 to analyse the features of a good opening (and compare a number of story openings);

T10 to evaluate a book by referring to details and examples in the text.

Questions, Assessment Focus and Answers

	Question	Assessment Focus	Answer
A1	What time of year was it?	AF 3	Winter – cold night air; frosty breath; mist
A2	Which stop did the man want?	AF 2	Bolters Farm
A3	Give three examples of description that help create atmosphere.	AF 2	Low mist that swirled around his legs; through the gloom; his face hidden in the shadow
A4	What do we find out about the conductor?	AF 2	Silent; hidden face; bloody face
A5	To which senses do details in the extract appeal? Give one example for each sense identified.	AF 3	Sight: details of the weather and the light. Hearing: footstep echoed. Smell: a strange smell pervaded his nostrils.
A6	Why does the story begin with a description of the pub?	AF 3	To create a contrast between the two atmospheres; friendly warmth with gloom and cold.
A7	What does this extract make you feel?	AF 6	Scared and anxious about what might happen to the man; wanting to know what happens next; etc.
B1	What is the effect of the short sentence, 'Blood red.'?	AF 5	Between longer sentences and so it makes the reader slow down; shocking because it is so dramatic; vivid sounding with the repetition of the 'd' sound; etc.
B2	What could you write instead of 'gingerly'?	AF 5	Carefully; tentatively; etc.
B3	The author uses 'he' all the way through the story instead of a name. Why?	AF 5	It makes it more intriguing; it could be anyone – like the reader; the reader concentrates on what is happening rather than the character, etc.

Y5T1 ● Fiction ● Pupils' text

Text type Short story

Source 'The Rivals' by Vivien Alcock

NLS objectives

T1 to analyse the features of a good opening and compare a number of story openings;

T10 to evaluate a book by referring to details and examples in the text.

Assessment Focus and Answers

Question	Assessment Focus	Answer
A1	AF 4	Reference to: character sketch of John; introduces idea of ghosts; description of 'haunted' house.
A2	AF 5	Reference to: curious, stepped outside, peered, asked which house, 'enjoyable shiver' suggests she finds the idea of ghosts appealing.
A3	AF 2	Reference to: atoms, molecules, microbes and magnetic fields
A4	AF 2	Reference to: 'he had no imagination'
A5	AF 3	Reference to: English and sport/PE/running
A6	AF 6	Could be the house, John, prize giving ceremony etc.
B1	AF 5	Reference to: writer's viewpoint, authoritative, no argument. Draws in reader to find out more about him.
B2	AF 3	Reference to: that the house is mysterious and could be haunted. Awakens curiosity to find out what the hidden things are.
B3	AF 6	Relating to: ghosts, haunted house, main character etc.
B4	AF 5	Dull brown, dark earth colour etc.