

Badger  
**Comprehension**  
*Interactive*  
Teacher Book

**6A**

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Badger  
Publishing



## Preface

*Teacher Book 6A* provides page-by-page support for *Badger Comprehension Interactive Pupil Book 6A* and *CD Rom 6A*.

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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## Y6T1 ● Non-fiction ● Modelled text

**Text type** Non-chronological report

**Source** BBC Newsround website

**NLS objectives** **T13** to secure understanding of the features of non-chronological reports:

- introductions to orientate reader;
- use of generalisations to categorise;
- language to describe and differentiate;
- impersonal language; mostly present tense.

### Questions, Assessment Focus and Answers

	Question	Assessment Focus	Answer
A1	What is the purpose of the first paragraph?	AF 5	To give us a date as a starting-point for the report
A2	What overall cause of the popularity is suggested in sport?	AF 3	The 2002 cricket tournament
A3	In what other areas could you see the results of the popularity?	AF 3	In fashion, in musicals, in the music charts, in car adverts
A4	Where would you find some negative information about Bollywood?	AF 4	Go to 'What problems does Bollywood face?'
A5	Who do you think is the audience for this report?	AF 7	Young people everywhere who are interested in Indian film and music
A6	What is the purpose of the last paragraph?	AF 5	To show how big Bollywood now is
B1	How can you tell that the text is written for a website?	AF 5	Short paragraphs and sentences
B2	Which paragraphs have more than one sentence?	AF 5	Only 4 and 6
B3	What tense is the report written in?	AF 4	Present tense
B4	How many impersonal passive verbs can you find?	AF 5	'was shown', 'was nominated'

## Y6T1 ● Non-fiction ● Pupils' text

**Text type** Non-chronological report

**Source** BBC Newsround website

**NLS objectives** **T13** to secure understanding of the features of non-chronological reports:

- introductions to orientate reader;
- use of generalisations to categorise;
- language to describe and differentiate;
- impersonal language; mostly present tense.

### Assessment Focus and Answers

Question	Assessment Focus	Answer
A1	AF 4	It provides a question, which the rest of the report then answers
A2	AF 4	It acts as an introduction, and explains the name in the heading
A3	AF 4	Present tense
A4	AF 7	Young people everywhere who are interested in film/ going to the cinema
A5	AF 3	Because they are being filmed so fast there is no time to print the script
A6	AF 4	Press 'Who are the big stars?'
B1	AF 5	Hollywood and Bombay
B2	AF 5	3 dashes, which make the style informal
B3	AF 4	Easy reading on a website
B4	AF 5	Missing a full-stop on the end