

ACTIVE
LISTENING



JOB DONE



EVERYONE
ENGAGED



EXPLAIN AND
ELABORATE



TEACH AND
SUPPORT



McKieMastery

Power Literacy TM

Day 1

LO: To identify words and phrases which makes the reader feel a sense of Zoe's desperation and despair from the immense danger she is faced with.

Success Steps:

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
- I can comment on the effect of this vocabulary using direct text references.
- I can evaluate the effect of vocabulary and explain how some vocabulary helps the reader fully understand the danger Zoe is in.

JOB DONE



Spelling

Words ending with a consonant + y, change y to i and add es.

LO: To recognise the plurals of words ending in “y”.

family
city
families

replies
pony
cities

berry
berries
reply

ponies

Chapter 1

Zoe ran. Harder than she had ever run in her life. Her feet pounded through the deserted streets of derelict buildings. Somewhere, not far behind, she could hear the gang coming after her. It felt as if her heart would burst, but she didn't slow down. She'd been planning to leave the island for a long time, but had been putting it off. It was a big decision to set out in a tiny rowing boat. Now she had no choice.

Success Steps

- Mr N can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
- Mr N comment on the effect of this vocabulary using text references.
- Mr N evaluate the effect of vocabulary and explain how some vocabulary helps the reader fully understand the danger Zoe is in.



WOW WALL

MY TURN, YOUR TURN.....

FOCUS – CORRECT PRONUNCIATION

Word	Definition	Example Sentence
deserted (<i>adjective</i>)	empty of people	Deserted beaches of soft sand.
clambered (<i>verb</i>)	climb or move in an awkward and laborious way, typically using both hands and feet	I clambered out of the trench.
derelict (<i>adjective</i>)	in a very poor condition as a result of disuse and neglect	A derelict Georgian mansion.
awkwardly (<i>adverb</i>)	in an ungainly manner; not smoothly or gracefully	She waddled up the stairs awkwardly.
methodical (<i>adjective</i>)	done according to a systematic or established procedure	A methodical approach to the evaluation of computer systems.
sprawling (<i>adjective</i>)	spreading out over a large area in an untidy or irregular way	The sprawling suburbs.
horizon (<i>noun</i>)	the line at which the earth's surface and the sky appear to meet	The sun rose above the horizon.
hesitate (<i>verb</i>)	pause in indecision before saying or doing something	She hesitated, unsure of what to say.
ancient (<i>adjective/ noun</i>)	belonging to the very distant past and no longer in existence	The ancient civilizations of the Mediterranean.



PARTNER READING

- ✓ Tom collect words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation as Jerry reads. Record in books under partner notes.
- ✓ Jerry read one page.
- ✓ Tom summarise how effective the vocabulary choices are and explain why in full sentences:
 - ✓ _____ is effective because _____.
- ✓ Swap and repeat page by page.

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
 - I can comment on the effect of this vocabulary using text references.
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GUIDED READING TASKS

Chapter 1

Depth Question

Which is the most effective word or phrase the author has used to make the reader feel a sense of Zoe's desperation and despair from the immense danger she is faced with?

(THIS IS A 3-MARK QUESTION. FIND TWO EXAMPLES AND JUSTIFY THEM BOTH!)

1. Tom point to an effective word or phrase in your partner notes that suggest Zoe is in danger.
2. Jerry point to an effective word or phrase in your partner notes that suggest Zoe is in danger.
3. Tom if you agree, explain to Jerry why those words and phrases suggest Zoe is in danger. If you don't agree choose another 2 and explain why they suggest Zoe is in danger.
4. Together say your agreed answer out loud :

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
- I can comment on the effect of this vocabulary using text references.
- I can evaluate the effect of vocabulary and explain how some vocabulary helps the reader fully understand the danger Zoe is in

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Shape to move to reveal (sentence stem underneath) when guided them on point 4, move back to cover when writing

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GUIDED READING TASKS

Look at Page 3

Question 1

Find and copy two words or phrases from the first paragraph that suggest that Zoe is in danger. Explain why the words or phrases you've picked suggest that Zoe is in danger? (2 marks)

1. Tom read the first paragraph on page 3
2. Jerry point to and read two words or phrases that suggest Zoe is in danger.
3. Tom if you agree, explain to Jerry why those words and phrases suggest Zoe is in danger. If you don't agree choose another 2 and explain why they suggest Zoe is in danger.
4. Together say your agreed answer out loud :

Shape to move to reveal (sentence stem underneath) when guided them on point 4, move back to cover when writing

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
- I can comment on the effect of this vocabulary using text references.
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Look at Page 4

Question 2

Why do you think Zoe needed to escape on a boat? (1 mark)

1. Tom read page 4.
2. Jerry suggest a reason why Zoe is trying to escape on a boat.
3. Tom if you agree, explain to Jerry why Zoe needed to escape on a boat. If you don't agree choose another 2 and explain why they suggest Zoe needed to escape on a boat.
4. Together say your agreed answer out loud :

Shape to move to reveal (sentence stem underneath) when guided them on point 4, move back to cover when writing

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
- I can comment on the effect of this vocabulary using text references.
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Look at Pages 4 & 5

Question 3

Why do you think people were chasing Zoe? (1 mark)

1. Tom read page 4.
2. Jerry read page 5.
3. Tom suggest a reason why Zoe is being chased by people.
4. Jerry suggest a reason why Zoe is being chased by people.
5. Tom if you agree, explain to Jerry why you think people are chasing Zoe. If you don't agree choose another 2 and explain why they think people are chasing Zoe.
6. Together say your agreed answer out loud :

Shape to move to reveal (sentence stem underneath) when guided them on point 4, move back to cover when writing

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
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Question 4

What do you think of Zoe as a character? How would you describe her? Use evidence from the text to support your answer. (2 marks)

1. Tom read page 4.
2. Jerry read page 5.
2. Jerry summarise what you think Zoe's character is like.
3. Tom if you agree, explain to Jerry why you think this shows what Zoe's character is like. If you don't agree choose another 2 and explain what Zoe's character is like.
4. Together say your agreed answer out loud :

Shape to move to reveal (sentence stem underneath) when guided them on point 4, move back to cover when writing

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
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GUIDED READING TASKS

Look at Pages 6-8

Question 5

How do you think Zoe's parents became 'lost'? What happened to them? (1 mark)

1. Tom read pages 6 & 7.
2. Jerry read page 8.
3. Tom suggest a reason why Zoe's parents have become lost.
4. Jerry suggest a reason why Zoe's parents have become lost.
5. Tom if you agree, explain to Jerry why Zoe's parents have become lost. If you don't agree choose another 2 and explain why they suggest how Zoe's parents became lost.
6. Together say your agreed answer out loud :

Shape to move to reveal (sentence stem underneath) when guided them on point 4, move back to cover when writing

Success Steps

- I can identify words and phrases in the text that makes the reader feel a sense of Zoe's despair and desperation.
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GUIDED READING TASKS

Place the following events in order that they happen in the text.

- ✓ Tom read the first statement to Jerry
- ✓ Jerry decide where you think the event comes in the sequence and explain your thinking to Jerry
- ✓ Place the number in the correct box, on same line as statement Tom read.

	Order
Collapsing over her oars	
Zoe falls as she tries to escape the mob	
The boat was still in shed where she left it.	
A group of people are chasing Zoe.	1
Guilt as seeing Natasha	
Memory of her father teaching her how to row	
The mob chases Zoe into the sea	

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PARTNER CHECK -WRITING

<u>Fluency Status</u>	<u>Description</u>
Professional	<ul style="list-style-type: none"> • Most words are spelled correctly. • Almost all of my sentences make sense. • I use capital letters and full stops correctly on my own. • I write more than one sentence.
World Class	<ul style="list-style-type: none"> • All words are spelled correctly and all of my sentences make sense. • I use capital letters, full stops, commas, question marks, exclamation marks, colons, semi-colons and brackets correctly on my own. • I write much more than one sentence and in good time.
Legendary	<ul style="list-style-type: none"> • All words are spelled correctly and all of my sentences make sense. • I use complex and simple sentences which are correctly punctuated using sophisticated SPaG throughout my writing. • I write paragraphs at super pace.

REMEMBER THIS WILL HAVE
TO BE GUIDED PRACTICE
NOT PP FOR SOME TIME –
HAS TO BE **TAUGHT**



PARTNER CHECK – READING FLUENCY

<u>Fluency Status</u>	<u>Description</u>
Legendary	Smooth and accurate. <i>Consistently</i> pause for all full stops and commas. <i>Appropriate</i> expression which reflects the feelings, events and ideas of characters.
World Class	Smooth and accurate. <i>Consistently</i> pause for all full stops and commas.
Professional	Accurate - <i>Most</i> words correct

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