

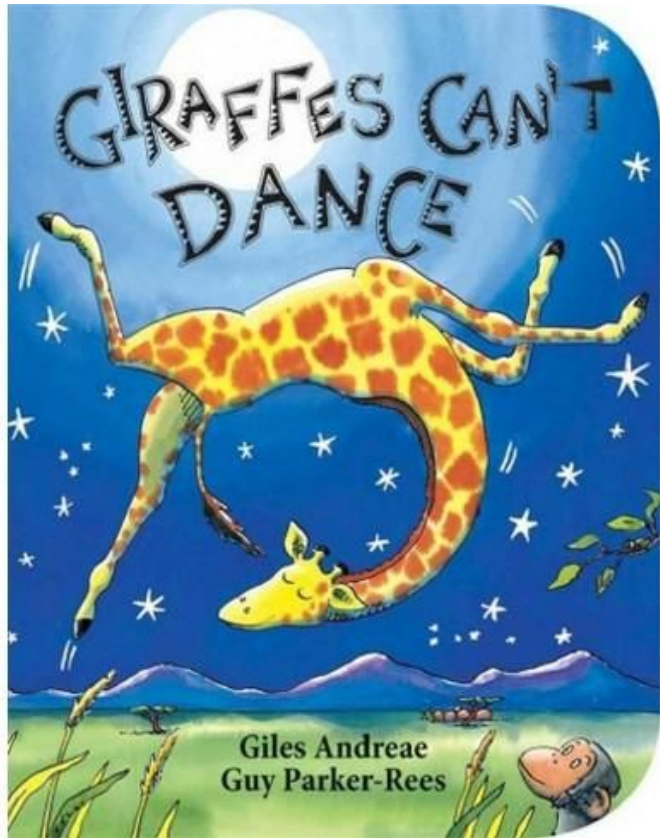
# English Workshare 2018



This document will show the progression of 'Interpret IT' throughout our school. It will give you ideas for activities to use at home as well as a range of good quality reading books for each year group.



Use clues and evidence in the text to make a conclusion about something not directly stated.



“Gerald was a tall giraffe whose neck was long and slim, but his knees were awfully bandy and his legs were rather thin”.

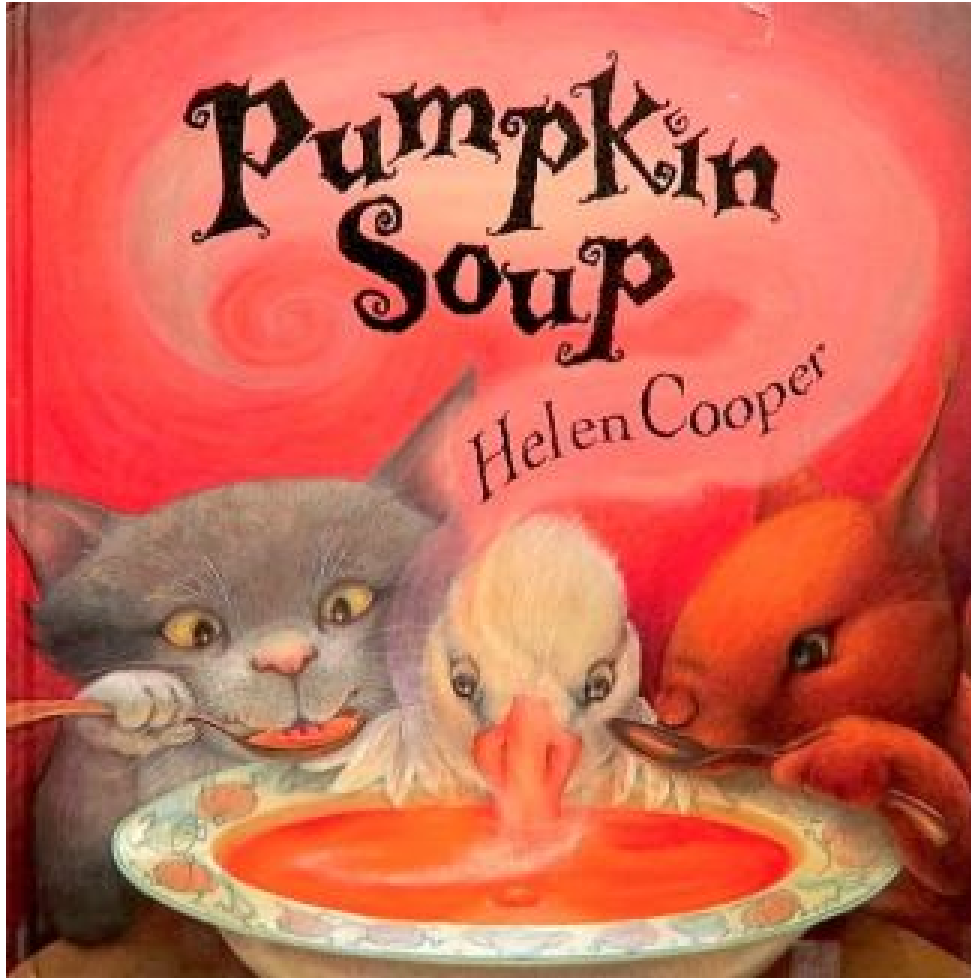
Gerald was not good at dancing. Every year he dreaded the great Jungle Dance. But what Gerald discovers one beautiful moonlit night is that when we're different sometimes all we need is a different song to dance to...

This book is read to groups of children by an adult. There are a lot of opportunities to explore 'Interpret IT' orally whilst reading the story.

Examples of questions the children are asked when reading this book:

- How is Gerald feeling when the other animals laugh?
- What is the cricket trying to do?
- How is Gerald feeling now he can dance?

After reading the story, Year R also use role play to 'Interpret IT'. They use hot seating, where they play the role of the giraffe and answer questions in character.



Cat, Duck and Squirrel live in an old white cabin, with a pumpkin patch in the garden. Every day Cat slices up some pumpkin, Squirrel stirs in some water and Duck tips in some salt to make perfect pumpkin soup... until the day Duck wants to do the stirring...

This book is read by small groups of children with an adult to support discussion. The children are then given a short comprehension activity based on a skill, this one being 'Interpret IT'.

Re-read page 12.



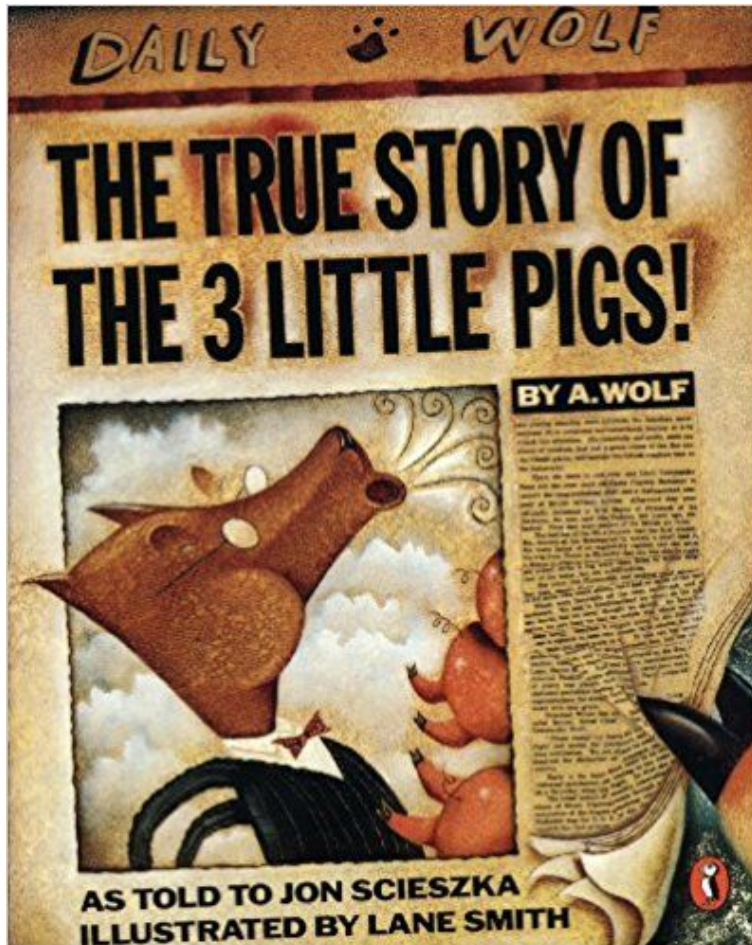
**Interpret IT**

*"I'm not staying here," wailed the Duck.*

*"You never let me help with anything."*

*And he packed up a wheelbarrow, put on his hat and waddled away.*

Draw a picture of Duck and think of three words to describe how he is feeling at this part of the story.




You may think you know the story of the Three Little Pigs and the Big Bad Wolf - but only one person knows the real story. And that person is A. Wolf. His tale starts with a birthday cake for his dear old granny, a bad head cold and a bad reputation. The rest (as they say) is history.

In year two, this story would be read as a class where they would be read to, read as part of a group and have the opportunity to read independently. This re-telling of a classic fairytale challenges the children's previous knowledge of these well known characters.

In small groups the children are asked to complete the table below on large paper, considering the wolf's personality. They need to 'read between the lines' and consider what the author was trying to convey throughout the story.

The True Story of the 3 Little Pigs.

Group activity

  
**Interpret IT**

The wolf is good because...	The wolf is bad because...
<i>He was trying to make a cake for his Granny.</i>	<i>I don't believe that he had a cold. I think he wanted to eat the pigs.</i>

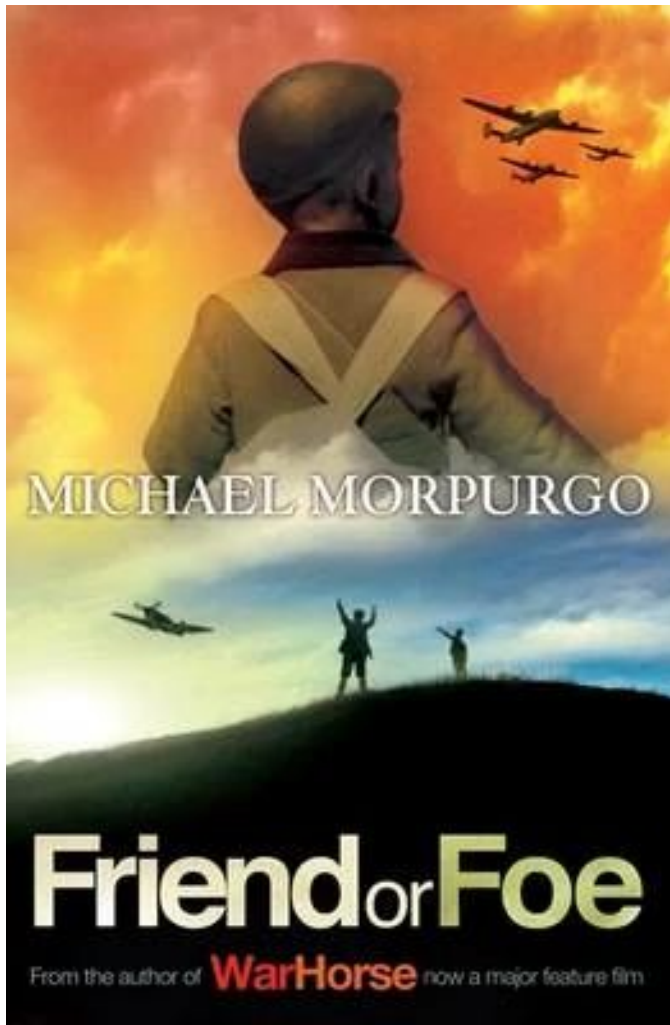
This story is also brilliant to use for hot seating. The children get into the character of the wolf and answer questions about what really happened.

## Year 3

What do we do when answer is not in text?

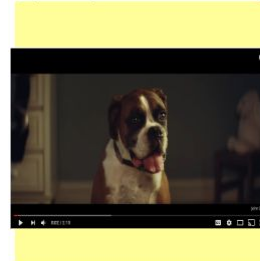
How can we locate and interpret clues?

How do we evidence our answers with reference to the text?



Year 3 children have a mixture of whole class and group guided reading sessions. They also do short **AIR (Analyse, Interpret and Retrieval)** reading activities weekly using a range of literature and short film clips.

[https://www.youtube.com/watch?v=sr6lr\\_VRsEo](https://www.youtube.com/watch?v=sr6lr_VRsEo)



What animals come and use the trampoline?

How does the advert promote the product (the trampoline)?

Where did the director use a slow motion camera? Why?

Whizz Kid- There is one place in the advert where the music is not played. Why do you think this is? What effect does it have on the viewer?

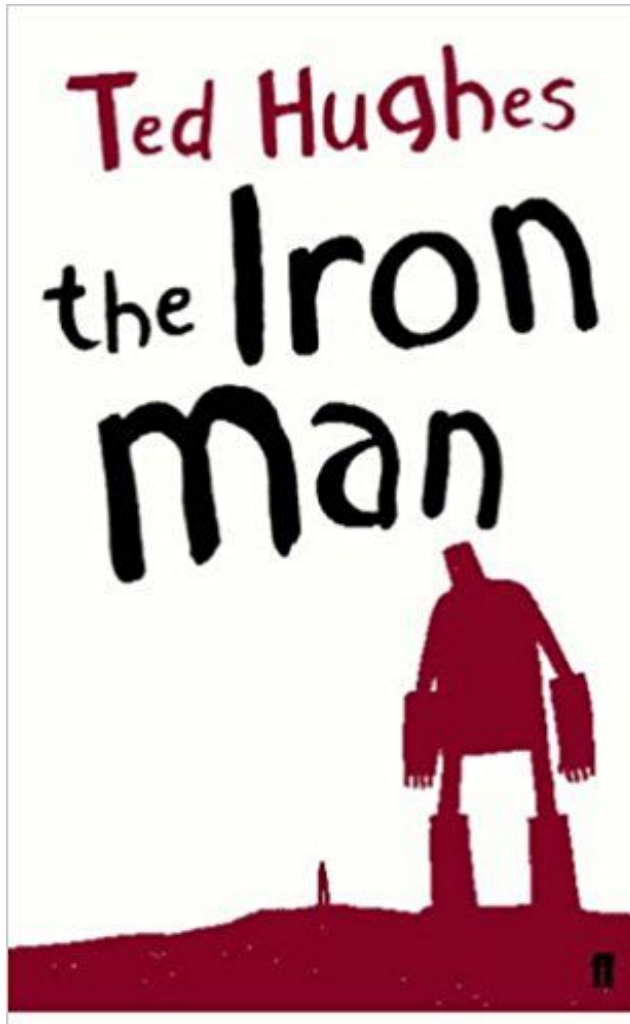
### Friend or Foe p3

‘Don’t want it Mum.’ He handed the saucer back to her. Only moments before he had been savoring that first bite of apple. They were always crisp, always juicy, like nothing else. But now he felt sick at the sight of it.

‘You must, David. You always have your apple. You know you do.’

He had upset her and ate it to make her happy, swallowing it like medicine, trying not to taste it. Each bite reminded him that this was his last apple.

**Q. Why was eating the apple like medicine to David?**



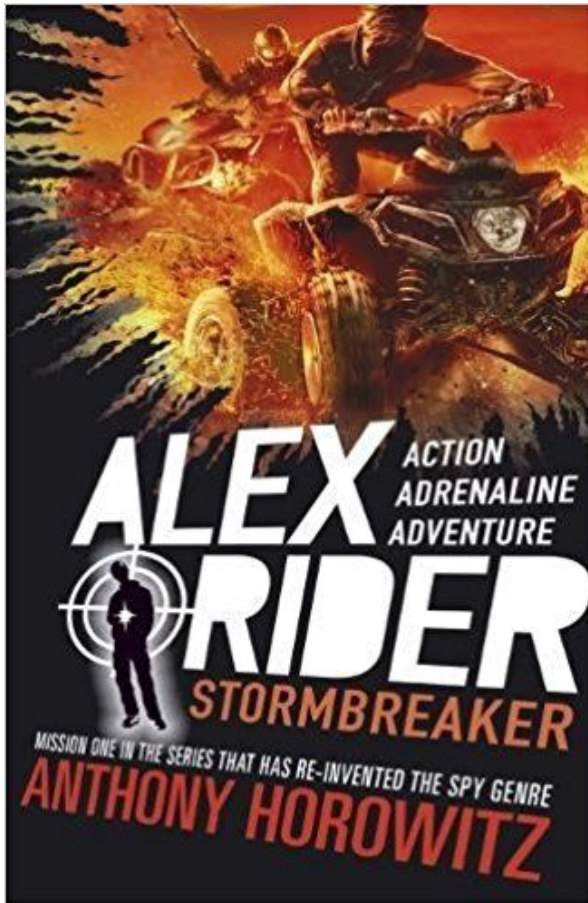
This is a book we will be reading in Year 4 this half term. We will read some parts together as a class or in small groups, and some parts independently.

### Extract from The Iron Man- Chapter 1

*The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.*

Some interpret it! questions we may ask are:

1. How do you think the Iron man was feeling?
2. What do you think the weather was like?
3. Why was the Iron man's head turning from left to right?



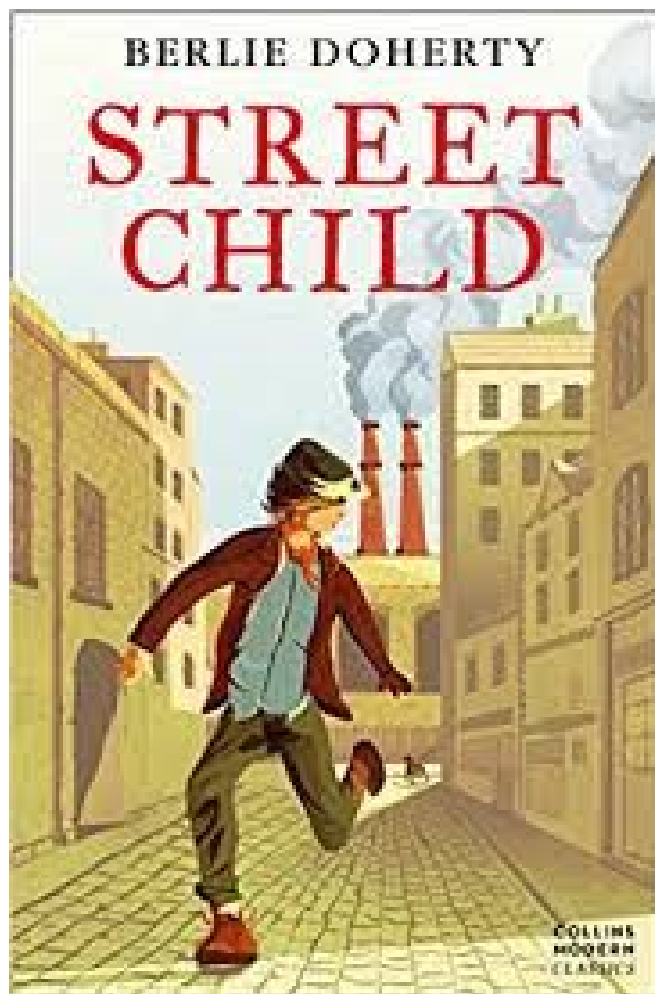
## Interpret IT

### Stormbreaker

*In the first book in the number one bestselling Alex Rider series by Anthony Horowitz, fourteen-year-old Alex is forcibly recruited into MI6. Armed with secret gadgets, he is sent to investigate Herod Sayle, a man who is offering state-of-the-art Stormbreaker computers to every school in the country. But the teenage spy soon finds himself in mortal danger.*

Examples of interpret questions:

- 1) Alex describes the police as using their “funeral voices” when describing his uncle’s accident. What does Alex mean by this? In what way can a person have a “funeral voice”
- 2) Mr Blunt is described as having a piercing gaze that made Alex feel “pinned down, like an insect under a microscope.” How is the reader encouraged to feel about Mr Blunt and why?
- 3) What is Anthony Horowitz hinting at with this clue about Ian Rider’s character? Explain your answer.
- 4) Alex is surprised to hear that his uncle is patriotic. He says: “Patriotic? That meant that he loved his country. But as far as Alex knew, Ian Rider had barely spent any time in it. Certainly he had never been one for waving the Union Jack.”



During the first half term of Y6, the children have read Street Child by Berlie Doherty. Some has been read to them whilst they follow on in their own version (this is still important for older children!!), some has been independent reading.

Here are a couple of examples of the tasks children were given which were based on the Interpret IT reading skill. They would have to use their interpreting skills to make logical assumptions based on different clues, actions, character's speech etc to be able to complete the writing tasks.

**Street Child - Activity Three**



Read Chapter 1 'The Shilling Pie'.

Task A.) Create a brainstorm of emotions that show how the character 'Jim' is feeling during this story opening.

**Street Child - Activity Five**



Read Chapter 3.

Write a note, in role as one of Jim's sisters, to your mum after she has left you at the big house.

**Success criteria**

- How would the Emily and Lizzie feel about being left?
- What might they be thinking about their mother and brother?
- What are their fears for the future?