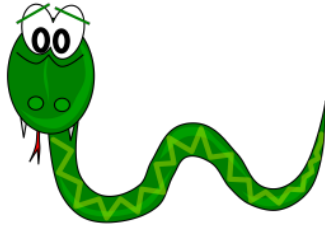


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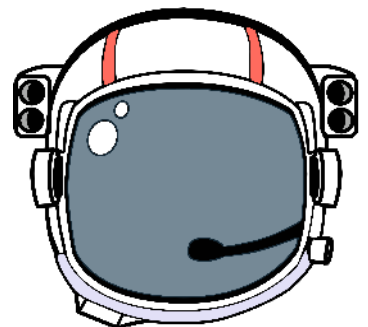
Tutor



English



Workbook



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Themes

Exploring Africa	Page	Tick when complete
The Full Cupboard of Life by Alexander McCall Smith.....	2	<input type="checkbox"/>
South Africa Travel Guide.....	6	<input type="checkbox"/>
I am an African by Wayne Visser.....	12	<input type="checkbox"/>

Fire! Fire! Fire!	Page	Tick when complete
The Hobbit by J.R.R Tolkien.....	17	<input type="checkbox"/>
The Great Fire of London by Paul Perro.....	23	<input type="checkbox"/>
Newspaper Report - California Wildfires.....	28	<input type="checkbox"/>

Spies, Secrets and Sabotage	Page	Tick when complete
Stormbreaker by Anthony Horowitz.....	34	<input type="checkbox"/>
Could I become a Secret Agent? BBC iWonder, adapted by Robbie Burns.....	38	<input type="checkbox"/>
My dad's a secret agent by Kenn Nesbitt.....	42	<input type="checkbox"/>

The Future	Page	Tick when complete
Floodland by Marcus Sidgwick.....	47	
The Future of Our Earth.....	50	
Seasons of Change by Natasha - Holly Lodge Girls' College	54	

War For A Child	Page	Tick when complete
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A Guide to this Workbook

This workbook is to be used with pupils preparing for the reading paper of their SATs. In their SATs, which they take in the May of Year 6, pupils will sit one reading paper, one grammar and punctuation question paper and one spelling question paper. This workbook focuses on building skills to help pupils in the reading paper.

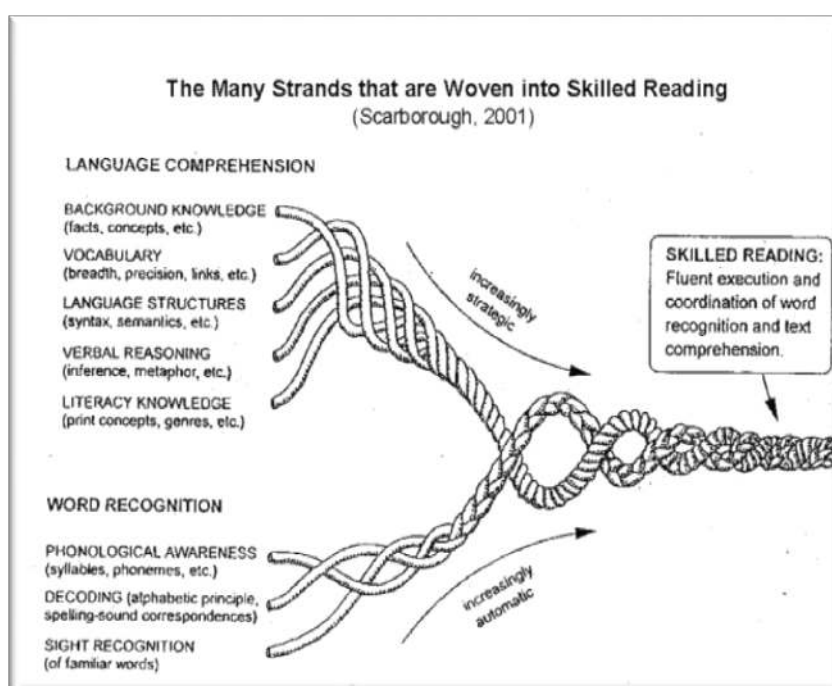
It is divided into eight themes which each contain a piece of fiction, non-fiction and a poem. The pupils can pick any of the themes to start on. They are differentiated into four question sections: talk time, making sense, going deeper and challenge. Some pupils may have had tutoring in the summer term of Year 5. They therefore may have done some of the themes already. Although some of the texts are the same, the questions have been updated and some new themes added. It may be useful to see what pupils remember from Year 5 as pupils can get a lot out of revisiting a text they have worked on before.

In each theme, all pupils will be expected to access the **talk time** and **making sense** questions. Most children will be able to access the **going deeper** questions, while some children will be able to access the **challenge** questions.

If some learners are struggling to decode words and even finding it difficult to access the **talk time** and **making sense** questions, see the section '**Struggling readers**'. If children (particularly Year 5s) are struggling to read the amount of text found here, don't worry! Feel free to break it down into smaller chunks, ask a few questions and then move on – you don't have to be able to read the whole section straight away (also see the section explaining the Qs).

If pupils are able to answer all questions in a session, then see the '**More able pupils**' activity section. At the end of each theme there is a reflection section for you and the pupil(s) to go through together to reflect on their development of the key skills through that theme.

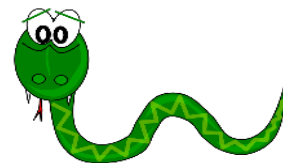
In Year 5 and 6, most children will have learnt to recognise word structures and will have developed phonological strategies for decoding words. Therefore, as a tutor you will be primarily focussing on **language comprehension** (shown here). This curriculum is set out to provide challenging texts to stretch their comprehension skills.



V.I.P.E.R.S: The core reading skills

V.I.P.E.R.S is an acronym for a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents. They are **not** in order of importance, neither are they in the order that you will find them sequenced in this workbook. Regardless of this, **V.I.P.E.R.S** is a helpful acronym for you to remember so that the children can understand where they are in their own learning and so that you can assess them accurately. Beside each question, it will show a single letter related to the skill that is being developed through that particular question. For example: 1. **F**ind one word that describes the policeman. (V) – meaning vocabulary.

Reading Comprehension Skills: V.I.P.E.R.S		
	National Curriculum (NC) Content Domain	Description
Vocabulary	2a	Explain the meaning of words in context.
Infer	2d	Make inference from the text/explain and justify their opinions using evidence.
Predict	2e	Predict what might happen in future chapters from the details stated or implied.
Explain	2f, g, h	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction.
Summarise	2c	Summarise main ideas from paragraphs or whole texts.



On this page there are some question stems based on the reading V.I.P.E.R.S that can supplement the learning of your pupils and also help you see the sorts of questions that are asked in the workbook. These might be helpful if you think that your pupil could do with some more practice of a particular skill, such as inference.

Vocabulary

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Explain

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What effect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Infer

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are ?
- How can you tell that..... ?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when..... ?
- Who is telling the story?

Retrieve

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn about from this section?
- Give one example of.....
- The story is told from whose

Predict

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Summary

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Building vocabulary

This section is filled with vocabulary goodies! By doing short activities before or after each one of your reading sessions related to vocabulary, you are guaranteed to greatly enhance your pupils' reading skills.

6 steps for tutoring vocabulary

- 1) Explain a new word, going beyond reciting its definition (tap into prior knowledge of pupils, use imagery).
- 2) Pupils restate or explain the new word in their own words (verbally and/or in writing).
- 3) Ask pupils to create a non-linguistic representation of the word (a picture, or symbolic representation).
- 4) Pupils engage in activities to deepen their knowledge (see pick 'n' mix activities) of the new word (compare words, classify terms, write their own analogies and metaphors).
- 5) Pupils discuss the new word (pair-share, elbow partners).
- 6) Go over the words in following sessions to make sure that the words are stored in the long-term memory.

What doesn't work

- Asking, "Does anybody know what _____ means?"
- Copying the same word several times
- Having pupils "look it up" in a typical dictionary without understanding how to apply it
- Copying from dictionary or glossary
- Activities that do not require deep processing (word searches, fill-in-the-blank)
- Rote memorization without context
- Telling pupils to "use context clues" as a first or only strategy or asking pupils to guess the meaning of the word

How do I choose which words to teach my pupil?

Two approaches:

- 1) When reading through the text you will be looking at in your next session, pick out no more than **three** words that you think your pupil will probably not know, or will not have come across previously. For example, in the sentence: 'It was such a **noble** country, and so wide stretching for mile upon mile to brown **horizons** at the very edge of Africa.', at primary level, your pupil probably won't have heard the words 'noble' or 'horizons' previously. Therefore, focus on these and use an activity from the pick 'n' mix section to teach them the words explicitly.

- 2) Get your pupil to read through the text with you in the session. Make note of the words that they struggled to decode and the words they didn't know the meanings of in the first few questions. Choose three words from the observations you have made.

At the start of each session

Go over words that they learned last week and have written in their 'word journal'.
Get your pupil to:

- 1) Use their new word in their own sentence.
- 2) Explain the word meaning in context.
- 3) Give examples of what the word is *not* (antonyms), for example the word 'furious' is the opposite to 'happy'

The word journal

This section of the workbook is very much a free, creative space for your pupil to write their new words, draw pictures of the meanings, write sentences and practice using their new vocabulary. Encourage your pupil to build a 'word bank' in this space and refer to it throughout sessions and in their writing in English lessons.

Vocabulary activities

1) Word diagrams:

These are simple to set up and easy to use. You might only be able to do one-word diagram per session as they are quite an in-depth activity to do with your pupils. You can use a white board or some separate paper to draw these out.

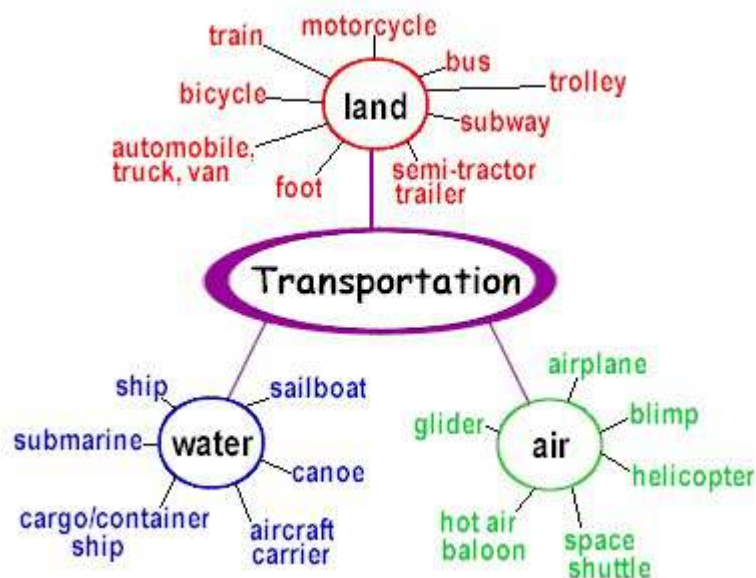
Definition of the word:	Synonyms and antonyms of the word:
The word is:	
The word in a sentence:	A picture of the word:

2) Mind maps

Tell pupils they need to think of words they can use to describe the weather. Write “weather” at the centre of a blackboard or whiteboard and circle it. Write every word supplied by pupils as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc. This works great for vocabulary review lessons.

3) Semantic Maps

Pick out a key theme from the text that you are reading about in your tutoring session (for example: friendship) and write it on a whiteboard. Pupils read the word and then think of words that come to mind when they see that word (which activates prior learning). The words they choose may be the opposite word that you have written (for example: enemy) but these words are still important. A list is created of all of the words that come to mind, and then those words are categorized using colours (if you have some). Pupils then create a mind map in their word journal and discuss it. Additional or substitute categories can be suggested. As pupils read through the text, they can add related words to the map.



<http://mavoigt.weebly.com/semantic-maps.html>

4) Eye Spy

Give pupils a list of words to search for in a text or have them find unfamiliar words. You can award points to the words based on different criteria (longest new word, word with most consonants, etc.). Do this as a pre-reading activity.

5) Making Choices

Pupils show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn't.

For example: "Say radiant if any of these things would make someone look radiant."

- Winning a million dollars.
- Earning a gold medal.
- Walking to the post office.
- Cleaning your room.

6) Sorting Hat

Use a Harry Potter theme to have pupils sort words into categories. They can pull them out of a hat. If you give them the categories, it's called a "closed sort." If they come up with their own categories, it's called "open sort." For example, you could have 'feelings' and 'actions' as categories. When children choose to put words in certain categories, get them to explain why they have chosen to do that. A further challenge is to use those words in a sentence.

7) Word Pairs

Give pupils words in pairs and have them evaluate if the words are the synonyms, antonyms, or unrelated. This is similar to the previous activity, sorting hat. As discussed before, when children choose to put words in certain categories, get them to explain why they have chosen to do that. A further challenge is to use those words in a sentence.

8) Scavenger Hunt

This is a great starter activity. Have a word scavenger hunt in the text you are about to read. Don't just go for numbers; go for unusual words, academic vocabulary, weird spellings, homophones, etc. Make it a challenge to find and use a word they've found in the text in their English lesson and then get them to bring it to the next tutoring session.

Strategies for struggling readers

How do you know your pupil is a 'struggling reader'?

A pupil who could be defined as a struggling reader in Year 5 and 6 may display the following behaviours:

- 1) Unable to read at a reasonable speed (at a slightly slower speed that you would speak in a normal conversation). For example, speaking in a monotone voice and pausing after each word. A pupil may lose complete track of thought or sentence structure in these cases.
- 2) Inaccurate pronunciation: mispronouncing words and missing word beginnings or endings. For example, pupils who may pronounce 'these' as 'this', or pronounce 'quickly' as 'quick'
- 3) Lack of prosody (intonation, stress and pauses). For example, pupils who may speak in a monotone voice and not notice the functions of the punctuation in the sentence. For example, a pupil who may read the sentence "Harry- come quickly!" without a brief pause after Harry and with an upward intonation for the word quickly due to the exclamation mark.

These behaviours do not mean that your pupil will remain as a struggling reader; with your excellent tutoring and a use of some of these strategies, it is definitely possible to improve their reading rapidly. However, if any of the behaviours above are displayed by your pupils, your focus is for them to become fluent. Use these first steps and then later strategies to help you with this.

First steps

Explain to the pupils that fluent reading should sound like natural speech. Tell them that they should read at pace, accurately, and with expression (prosody). e.g.

- 1) Model reading with **speed, accuracy, and expression**. Give the pupil both an example of what fluent reading sounds like, as well as what it does **not** sound like (or, what it sounds like if someone is **not** reading with appropriate speed and accuracy — i.e., a non-example).
- 2) Ask the pupil if your reading sounded natural or unnatural.
- 3) Ask each pupil to give an example of sentences read with speed, accuracy, and expression. Tell them that they can use sentences from your reading or choose an example of their own.
- 4) Evaluate pupils' understanding of fluency in terms of speed, accuracy, and expression. Reteach any concepts they do not understand.
- 5) Practice reading the text several times if needed. Set them a speed test to see how 'fluently' they can read with the group.

7 strategies to move pupils to reading fluency

Use these strategies to supplement what you are already doing in sessions. Use them as starters or main activities. Remember, if children are not yet fluent, then comprehension is impossible. Don't feel worried about not completing questions in response to the text. Often pupils enjoy going back to a text they struggled to read a few weeks ago and answering comprehension questions – it shows them really accurately how much they have improved!

- 1) **Model excellent reading.** By reading the text to the pupils at a slower than normal pace and then asking pupils to circle or underline words they don't understand can help you identify what you need to go through with them first before you answer any of the questions in the workbook. By using the steps above, you are enabling your pupils to see what great reading looks like.
- 2) **Listen to pupils reading aloud on their own.** If certain sound-letter combinations or words are causing problems, tutors will benefit from listening to the pupil read out loud.
- 3) **Ask pupils to use a ruler or finger to follow along.** Decoding is easier when pupils don't lose their place as they move across a page. It's up to the individual pupil how they go about this. Some may want to use a pen or pencil, others a piece of paper that they move down to cover the bottom of the page and stay focused on the sentence in front of them. This is also a good strategy for readers with ADHD because it involves a kinaesthetic element.
- 4) **Have them read the same thing several times.** When you're trying to improve fluency, it helps to see the same text multiple times. Each reading becomes easier and motivation goes up as students experience enhanced fluency thanks to repeat exposure to words and phrases. It can also help when it comes to developing comprehension skills as readers have more opportunities to notice contextual cues.
- 5) **Drill high frequency words.** Some words are more common than others and pupils who have a hard time with fluency will find it is much easier to read when they are familiar with 90% of the vocabulary in a text. Around 50% of all books and classroom based materials for young readers are composed of words from the high frequency word list. A quick Google search will help you find this. Do this as a starter activity.
- 6) **Create a stress-free environment.** When pupils are enjoying a text, anxiety and stress are reduced and fluency is enhanced. It's possible to foster a relaxing environment by just focusing on reading for reading's sake.
- 7) **Guide pupils to help them establish a steady pace.** One of the hallmarks of fluent reading is establishing a consistent rhythm and pace that guides pupils through a text. This doesn't need to be fast and in the beginning new readers should have the option to start slow and increase their pace as they become more comfortable.

More able readers

How do you know your pupil is a 'more able' reader?

- 1) Excellent levels of fluency (speed, accuracy and prosody).
- 2) A wide-ranging vocabulary that 'stands out' from peers. For example, when asked 'how are you?' they may respond saying 'I am elated!' rather than just happy (trust me, this does happen!)
- 3) They are able to answer all questions reasonably easily.
- 4) A depth of understanding of the text based on minimal reading. For example, they may be able to identify that Mma Ramotswe has a great sense of pride in Botswana due to its peace and tranquillity with very little prompting or thought.

As a tutor, make sure that these pupils are always stretched further in their learning. Do this using the following strategies:

Strategies to embed within the materials already provided

- 1) **Set a time limit to answer comprehension questions.** Can they answer them in less than 20 minutes for example? Can they beat their score from last week?
- 2) **Give minimal input.** Ask questions and see how much they can come up with by themselves, this will promote independence as much as possible. For example, "this week I'm not going to say anything unless you need some help, I want to see how much you can do by yourselves today".
- 3) **Ensure all answers are written to a high standard and show independent thought.** When pupils respond to the questions in the workbook, make sure they respond with accuracy and justify their answers clearly. Could they even give further examples of what they mean?
- 4) **Develop vocabulary further.** Ensure that more able pupils clearly understand, define and use in their own sentences new words that they have learnt from the text. For example, if they learn the word 'arid', can they then define it accurately and write their own sentence.

Further activities for more able readers

- 1) **Character analysis.** Within the fiction texts, encourage pupils to analyse characters in detail. This develops their record, retrieval, inference and explanation skills. Get them to draw an outline of the character and then fill in their ideas about them inside it. For example, for the Fire! Fire! Fire! section, you could do a character analysis of Bilbo and Smaug. A further extension to this is to get pupils to compare and contrast the characters they might find in the text.

- 2) **Written responses.** As your pupils enter secondary school, they will be expected to write in response to texts at length. Why not start this with them now? Get them to write about a whole host of different things, but focus specifically on these following categories:
- a) Themes – Conflict, Climate, War, Friendship
 - b) Character – Traits, Personalities
 - c) Predictions – What will happen next? Or in the future?
 - d) What I have learnt in this topic – bullet points, poster etc
 - e) Comparing current affairs to what they have read in the text
 - f) Considering the effectiveness of the writer’s craft
 - g) Writing a topic review for other pupils on the Action Tutoring programme
- 3) **Open ended discussions.** Look closely at the question stems provided above and have open-ended discussions with your pupils. By doing so, you are encouraging them to think deeply about their reading. Make sure that everything they claim is related to their reading and is evidenced in the text. This shifts all of your discussions from something generally philosophical to specifically reading comprehension focussed.

A Guide to the sections and model answers

Talk Time

This section of the questions in each stem is purely to establish that your pupils understand textual structures and functions of the written word. Often, even in Year 5 and 6, children are unsure about whether a text is fiction or non-fiction, first person or third person and this is core understanding they need in order to access further reading comprehension skills. If pupils are unsure of what these terms mean, briefly explain and maybe ask some further questions to check their understanding.

Making Sense

In this section, the focus is on developing **vocabulary** and **retrieving** and **recording** information gleaned from the text. At times there will be inference questions in this section but they will be text based. A large chunk of the exam is devoted to these skills and therefore it is essential that your pupils are able to access these questions in your tutoring sessions somewhere along the line. There may also be a need for them to **explain** their findings in the text. Make sure all the answers your pupil gives are **evidenced in the text**, since this is something unfortunately lots of pupils get marked down for: having lovely ideas that are not justified correctly. Don't hesitate to let pupils 'hunt' for information by re-reading particular sections if they don't know where key information is to answer questions.

Going Deeper

In this section, the core focus is inferring meaning, predicting and comparing texts. These skills are tricky to develop! However, hopefully, if they have answered the 'making sense' section accurately, they will be able to lean on their knowledge of the text and you as a tutor to support them. Once again, they must be able to use their understanding of their text to infer the meaning, not just make up their own thoughts about characters. The same applies to predicting. Although Alexander McCall Smith might love spaceships and aliens, it is unlikely that Mma Ramotswe will be solving any crimes involving them. Explaining to your pupil that this is because the text doesn't give us any clues about this is key to solving these hilarious comprehension problems.

Challenge

This section emphasises deeper inference and comparisons between texts. Once again, these will always need to be well explained by your pupil. Lots of these questions may require some modelling from you as a tutor in how to answer them. They will also draw upon background knowledge and cultural understanding –something your pupils may lack. Don't hesitate to share your own thoughts in these sorts of questions, since they are definitely discussable!

Not every text will have each type of section. You can always ask extra questions to push your pupils in the areas they need most.

Embedding 'challenge' and high expectations throughout each section: some ideas.

- 1) Ask your pupil: "what sort of question is this?" and expect an answer involving the skill, for example it's a vocabulary question. Through doing this, you are helping your pupils to think independently about their own strategies and answers to each question.
- 2) Expect high quality writing. Regardless of reading ability, always expect capital letters, full stops, best vocabulary, perfect punctuation and grammatical accuracy. Many will do this naturally, while others might need a nudge from you.
- 3) Expect expressive intonation and talk about the way the writer is expecting this person to speak or the way the text needs to be read. Lots of pupils don't think about this – they will know that the exclamation mark needs excitement but they will not think to upwardly intonate their voice to show this.
- 4) Model excellent reading. You will be a brilliant reader no doubt: show them how to read, they will LOVE listening to your voice. If there are several characters, maybe you could be a particular character in the story and explain why you have chosen a particular voice?

Reflection

At the end of each theme is a one-page reflection section. This is to encourage you and your pupil(s) to reflect on the skills you've worked on throughout the whole theme. The pupil(s) can look at each skill from V.I.P.E.R.S and reflect on a time they've worked on that skill in the theme.

The section is to help ensure you are covering a variety of skills across the themes. It may be that you reflect together and realise that you've not done much work on prediction, you may want to prioritise this in the next theme.

The reflection will be most meaningful if you encourage the pupil(s) to reflect first – ask them open questions about each skill. For example, "What was your favourite new word you learned in this theme, why?"

When your pupil(s) have reflected, they may want to rate how confident they feel on each skill, tick the ones they feel they have worked best on, or write down a page number for an example of where they've shown it in the workbook. There is also a column for you as a tutor to reflect and tick the skills you think they've shown most progress in, during that theme.

Using this section at the end of each theme should allow the pupil(s) to see they are making progress and help with retention of the new skills and words they've learned.

Your pupil(s) will often reflect in different ways, so we are not prescriptive in how these pages are used, but we would love to hear how you have used them and what worked best for you and your pupil(s).

Exploring Africa

The Full Cupboard of Life by Alexander McCall Smith



What do you think this child might be doing?

What might they be carrying on their back?

Where do you think they might be going?

What do you notice about their feet?

What is in the distance behind them?

Notes on the first text

This text is taken from a series of books based on Mma Ramotswe, who is the number one ladies' detective' in Botswana. In this extract, the writer is focussing on how wonderful Botswana is and how proud Mma is of it. In other books, which you can buy in all good bookshops, she solves mysterious crimes and makes sure that everyone is happy and safe. If you enjoy the text, do go and ask if your local library has a copy!

For these questions, allow children to be really imaginative, let them know that there is no wrong answer at all, encourage them to use a range of vocabulary.

Try and stretch them by offering alternative synonyms for the words they are using to answer the questions. For example, if they say the floor is 'brown' ask them to improve this word or even improve their description using adjectives.

These questions are prompts, so do feel free to ask further questions. Beginning with 'why' will often ensure more thinking is done as a pupil will have to consider their thoughts more deeply and answer using 'because'.



Chapter One

A Great Sadness Among The Cars Of Botswana

Precious Ramotswe was sitting at her desk at the No. 1 Ladies' Detective Agency in Gaborone. From where she sat she could **gaze** out of the window, out beyond the acacia tree, over the grass and the shrub bush, to the hills in their blue **haze** of heat. It was such a **noble** country, and so wide stretching for mile upon mile to brown **horizons** at the very edge of Africa. It was late summer, and there had been good rains that year. This was important, as good rains meant **productive** fields, and productive fields meant large, ripened pumpkins of the sort that traditionally-built ladies like Mma Ramotswe so enjoyed eating. The yellow flesh of a pumpkin or a squash, boiled and then softened with a lump of butter (if one's budget stretched to that) was one of God's greatest gifts to Botswana. And it tasted so good, too, with a slice of fine Botswana beef, dripping in gravy.

Oh yes, God had given a great deal to Botswana, as she had been told all those years ago at Sunday school in Mochudi. 'Write a list of Botswana's heavenly blessings,' the teacher had said. And the young Mma Ramotswe, chewing on the end of her pencil, and feeling the sun bearing down on the tin roof of the Sunday school, heat so **insistent** that the tin creaked in protest against its restraining bolts, had written: (1) *the land*; (2) *the people who live on the land*; (3) *the animals, and especially the fat cattle*. She had stopped at that, but, after a pause, had added: (4) *the railway line from Lobatse to Francistown*. This list, once submitted for approval, had come back with a large blue tick after each item, and the comment written in: Well done, Precious! You are a sensible girl. You have correctly shown why Botswana is a fortunate country.

And this was quite true. Mma Ramotswe was indeed a sensible person and Botswana was a **fortunate** country. When Botswana had become independent all those years ago, on that heart-still night when the fireworks failed to be lit on time, and when the dusty wind had seemed to augur only ill, there had been so little, there were only three secondary schools for the whole country, a few clinics, and a measly eight miles of tarred road. That was all. But was it? Surely there was a great deal more than that. There was a country so large that the land seemed to have no limits; there was a sky so wide and so free that the spirit could rise and soar and not feel in the least **constrained**; and there were the people, the quiet, patient people, who had survived in this land, and who loved it. Their **tenacity** was rewarded, because underneath the land there were the diamonds, and the cattle prospered, and brick by brick the people built a country of which anybody could be proud. That was what Botswana had, and that is why it was a fortunate country.

Questions

Where there are no lines to write, **tell** your tutor your answer.

Where there are lines, **write** down your answers in full sentences.

Talk Time

Establish with your pupil that they understand the structure of the text; they do not need to answer in much depth at all. For the 'form' of the text question, all they need to be able to do is establish if the text is written in paragraphs or verses etc.

- 1) What type of text is this? *Fiction Story*
- 2) Who is the writer writing for? *Children/ A young teen audience/adults*
- 3) What is the form of the text? *Written in paragraphs in narrative*
- 4) From what perspective is the writer writing? *3rd Person*

Making Sense

In a vocabulary session, help pupils to learn new words by offering the definitions, allowing them to put it in their own words and then try it out in a new sentence. If this question is too challenging, potentially ask them to put the word in a sentence. Often pupils struggle with definitions but are able to come up with sentences using it correctly. Don't let them struggle too much with the definition, allow them some time but then tell them the definition and discuss the words in a range of contexts.

- 1) What does the word 'gaze' mean? (V)
To look at something thoughtfully or curiously.
- 2) What does the word 'noble' mean? (V)
Someone or something that has very fine qualities and appearances.
- 3) What does the word 'productive' mean? (V)
Being able to do lots of something.
- 4) What does the word 'tenacity' mean? (V)
Showing lots of determination to do something.
- 5) Find and copy the four 'heavenly blessings of Botswana' that Mma writes down. (R&R) *1) the land; 2) the people who live on the land; 3) the animals, and specially the fat cattle. She had stopped at that, but, after a pause, had added: 4) the railway line from Lobatse to Francistown*
- 6) Why were good rains important in Botswana? (R&R)
This was important, as good rains meant productive fields, and productive fields meant large, ripened pumpkins of the sort that traditionally-built ladies like Mma Ramotswe so enjoyed eating.

7) How many secondary schools did Botswana have when it first gained independence? (R&R)

Three

8) How many miles of tarred road did Botswana have when it first gained independence? (R&R)

Eight

Going Deeper

1) How does Mma feel about her country? Use evidence from the text.

(R&R and I) In this question, pupils need to come up with at least three feelings that Mma might have about her country and give good reasons why. Encourage children to look closely at the text and explain that there is no hurry for them to answer immediately. Answer like happy can be challenged to improve this word to elated or joyful for example.

2) Look at the 'heavenly blessings' of Botswana that Mma Ramotswa gives as examples. Why do you think she chose: *the railway line from Lobatse to Francistown?*

In this question, pupils will have to think about what the purposes of transport are. Mma thought carefully about how people ended up coming to Botswana and this was one of the key ways that this happened in the country. Her answer also reveals something of Mma's character: she always loves being with people, which is another answer she gives for 'heavenly blessings' of Botswana. Feel free to ask further questions around 'heavenly blessings' since this may be something pupils want clarification on.

Challenge

- 1) The chapter is called: 'The great sadness of the Cars of Botswana' why do you think this is? What do you think might happen? Are there any clues in the text? *(I & P) As before, encourage the pupil to be imaginative in their ideas. Allow them to use the text to come up with their own ideas. Feel free to challenge them if you think it is needed.*

- 2) Take some time now to re-read the text you have just read. Retell what you have just read in your own words to your tutor. Then write three or more bullet points summarising what you have just read. *(S)*
Pupils may struggle to know how to do this if they have not already had some practise at it. Give them some support as and where it is needed, particularly when it comes to writing down what they have read in three or more bullet points.

Tell Me About South Africa



Where in Africa do you think this city is?
How many people live there?
How high are these mountains?
Think of three adjectives to describe the picture?

For these questions, allow pupils to be really imaginative, let them know that there is no wrong answer at all, encourage them to use a range of vocabulary.

Try and stretch them by offering alternative synonyms for the words they are using to answer the questions.

Ensure that answers are evidenced by what they see in the pictures.

These interesting facts have been put together to help other children across the world understand more about South Africa.



Name: Republic of South Africa, RSA, ZA ("Zuid Afrika")

Population: 55 million people live in South Africa (2015)

Capital: Pretoria "The Jacaranda City", which also often is referred to as 'Tshwane'

Languages: 11 official languages including: isiZulu, Afrikaans, English and Tswana

Religion: Mainly Christians and Muslims, but also Jews and other faiths.

Currency: 1 South African Rand (ZAR) = 100 Cents

History: South Africa was led by apartheid leaders until Nelson Mandela was freed from prison and became the first leader of South Africa in 1994.

Weather: Mostly mild to hot in summer, cold nights and even snowfall in winter.

Where is South Africa?



South Africa is the southernmost country on the African continent. South Africa encloses two landlocked African countries which are Swaziland and Lesotho. South Africa shares its borders with lots of other countries. It takes a 12-hour flight from London to get there.

Cape Point/South Africa

In South Africa, the Atlantic Ocean and the Indian Ocean meet off the Southern Cape coast. The Kalahari Desert in the north is part of the 'highveld', the highlands of the country. It is vast and arid. Johannesburg also lies on this plateau at 1,700m (5,577ft) above sea level, but most of the bigger cities such as Cape Town, Durban or Port Elizabeth, are located near the coast in low-lying areas. The longest river in South Africa is the Orange River, which also forms part of the border between Namibia from South Africa.



Animals



Wildlife in South Africa is abundant. When you go on safari you can see many other South African animals like antelope, lions, elephants, giraffes and monkeys.

South Africa is home to the African Penguin and the Great White Shark. Sometimes beaches are closed for bathing due to the sharks in the bays since they can be very dangerous.

South African People

South Africa is often called the 'Rainbow Nation', because so many different languages are spoken and different cultural traditions are lived. South Africa is also called 'The Cradle of Humankind', because explorers have found artefacts, tools and human remains proving that people lived in the area more than 100,000 years ago.



Women of the Ndebele tribe



Zulu woman showing a wire basket

The biggest South African population group, the Zulu, mainly live in rural settlements in KwaZulu-Natal - they have a king. The South African president, Jacob Zuma, actually belongs to the Zulu leaders. Explorers from all over the world travelled and populated South Africa in the 17th and 18th century, therefore you can find many European people and cultures in South Africa too.

Food

The food the people eat in South Africa is very diverse. The South African staple food for the locals is 'mealies', which is corn and seasonal vegetables like potatoes, beans, carrots and peas.



Bobotie

Meat such as kudu and springbok are common. However, most people eat beef, chicken, lamb and ostrich with their meals. The people in South Africa love a BBQ (here called 'braai') and almost every house has got a fireplace which is called a 'braai-place'.

Typical South African Food

Bobotie - typical Cape Malay food containing rice, lamb and fragrant spices.

Koeksister - taste like donuts soaked in sticky sweet sauce.

Mealie pap - corn porridge

Biltong - a cured and dried meat that is a typical South African snack and similar to beef jerky. Kids love to take this as a snack to school.

Boerewor - Afrikaans for 'farmers sausage', is often put on the grill formed in a curl.



Boerewor

Questions

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Where there are lines, **write** down your answers in full sentences.

Talk Time

Establish with your pupil that they understand the structure of the text; they do not need to answer in much depth at all. For the 'form' of the text question, all they need to be able to do is establish if the text is written in paragraphs or verses etc.

- 1) What type of text is this? What is its purpose? (E) *Travel guide*
- 2) Who is the audience of this text? (E) *People interested in going to SA*
- 3) What is the form of the text? (E) *Paragraphs*
- 4) From what perspective is the writer writing? (E) *Third*

Making Sense

- 1) South Africa has over 22 national languages. Find and copy 2. (R)
English, Tswana and Afrikaans

- 2) Look at the section "Where is South Africa?" What do you think 'southernmost' means? (V)
Southernmost describes where South Africa is on the continent. The root word of southernmost is south and we know that south means towards the south pole.

- 3) What is a 'plateau'? (V)
A plateau is a stretch of land that is very flat on the top of a hill or mountain. For example: "they climbed for several hours until they reached the plateau."

- 4) Where is Johannesburg? (R)
In the Kalahari Desert in the north is part of the 'highveld', the highlands of the country. It is vast and arid. Johannesburg also lies on this plateau at 1,700m (5,577ft) above sea level.

- 5) Why do South Africans need to close their beaches sometimes? (R)
Because of the great white sharks and the threat they may cause.

- 6) Why is South Africa sometimes called "The Rainbow Nation"? (R)
South Africa is often called the 'Rainbow Nation', because so many different languages are spoken and different cultural traditions are lived.

- 7) What is the meaning of "arid"? (V)
The word arid means little or no rain. It often describes places like deserts.

Going Deeper

- 1) "Wildlife in South Africa is abundant." – What does abundant mean in this context? Use the paragraph to help you. (I & V)
The word abundant means lots of something. In this context it means that there is a large amount of wildlife in South Africa.

- 2) In South Africa, there are lots of different names for places, people and even food. Why is this? Use your understanding of the country to help you. (I)
There are several reasons why there are lots of different names of places and food. Firstly, there are lots of different languages. Therefore, places and food will obviously have different names as there are different sounds and letters to identify them. Secondly, because of all the different cultures, the places and food may mean different things to different people and the names they give them may be symbolic to their heritage.

- 3) Why is there a lot of European culture in South Africa? (I)
The text says that in the 17th and 18th centuries, lots of European people came to explore South Africa. When they came, they brought their culture with them and had families that inherited these things too.

Challenge

- 1) What are the difference between South Africa and Botswana? Come up with differences based on the two texts. (R&R and I)
Any reasonable answers e.g. difference in food (Botswana text references pumpkins and squash, South Africa text more meat focused.) Difference in animals mentioned in the text e.g. cattle in Botswana and sharks and penguins in South Africa.

- 2) Which country would you go to and why? *Explain your answer with evidence from the text.*
Answers may vary to these two questions, encourage pupils to build on what they know already from the text and the previous answers they have given to retrieve and record questions.

I Am An African by Wayne Visser



How would you describe this picture to someone who hadn't seen it before?

Who do you think this person might be? Where are they from?

What colour is this child's skin? Why do you think this?

For these questions, allow children to be really imaginative, let them know that there is no wrong answer at all, encourage them to use a range of vocabulary.

Try and stretch them by offering alternative synonyms for the words they are using to answer the questions.

Ensure that answers are evidenced by what they see in the picture.

I Am an African **by Wayne Visser**

I am an African
Not because I was born there
But because my heart beats with Africa's
I am an African
Not because my skin is black
But because my mind is engaged by Africa
I am an African
Not because I live on its soil
But because my soul is at home in Africa

When Africa weeps for her children
My cheeks are stained with tears
When Africa honours her elders
My head is bowed in respect
When Africa mourns for her victims
My hands are joined in prayer
When Africa celebrates her triumphs
My feet are alive with dancing

I am an African
For her blue skies take my breath away
And my hope for the future is bright
I am an African
For her people greet me as family
And teach me the meaning of community
I am an African
For her wildness quenches my spirit
And brings me closer to the source of life

When the music of Africa beats in the wind
My blood pulses to its rhythm
And I become the essence of sound
When the colours of Africa dazzle in the sun
My senses drink in its rainbow
And I become the palette of nature
When the stories of Africa echo round the fire
My feet walk in its pathways
And I become the footprints of history

I am an African
Because she is the cradle of our birth
And nurtures an ancient wisdom
I am an African
Because she lives in the world's shadow
And bursts with a radiant luminosity
I am an African
Because she is the land of tomorrow
And I recognise her gifts as sacred

Wayne Visser © 2005

Questions

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Where there are lines, **write** down your answers in full sentences.

Talk Time

Establish with your pupil that they understand the structure of the text; they do not need to answer in much depth at all. For the 'form' of the text question, all they need to be able to do is establish if the text is written in paragraphs or verses etc.

- 1) What type of text is this? What is its purpose? *Poetry, to explain the identity of the writer(E)*
- 2) Who is the audience of this text? *General audience, primarily children(E)*
- 3) What is the form of the text? *Verses and Stanzas (E)*
- 4) From what perspective is the writer writing? *First person (E)*

Making Sense

- 1) Look at where the text says: "my mind is engaged by Africa" what does 'engaged' mean? (V)
Busy; occupied; all time is spent thinking about
- 2) Look at the second verse. Find and copy two words that suggest the writer is sad. (V)
Weeps, mourned, tears
- 3) Look at the third verse. What words suggest a close bond between the writer and the people of Africa? (I & V) *family, community*
- 4) Look at the fifth verse. What is the meaning of 'ancient'? (V)
Very old and important; probably no longer in existence
- 5) Look at the fifth verse. What is the meaning of 'wisdom'? (V)
The quality of having experience, knowledge and good judgment; the quality of being wise: 'listen to his words of wisdom.'

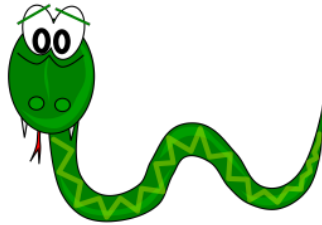
Going Deeper

- 1) Look closely at verse four. It includes lots of metaphorical language about the 'spirit of Africa'. Find three things that are significant about Africa that the writer identifies. (R & I)
The music of Africa; The colours of Africa; The stories of Africa
You might need to explain to pupils what metaphor means. This sort of question comes up regularly on SATs papers and it is important pupils focus specifically on the question.
- 2) In the poem, it describes Africa as the 'cradle of our birth', in the three texts you have seen, where else is Africa described in a similar way? (R)
South Africa text. It is alluded to in the first text also.
- 3) Why is this description important? What does it tell you about Africa? (I)
People are proud of their country and where they are from. Help children understand what 'cradle' means. The poem is suggesting that the country was a cradle, where babies are cared for and nourished by their mothers. There are some interesting discussions you can have with pupils around this.

Challenge

- 1) What is a key theme running throughout these texts? (E & S)
- 2) Do you notice any similarities between the three texts we have read over the past chapter? (S)
- 3) Which text is your favourite? (E)
- 4) What have you learnt about Africa from these texts? Has anything surprised you? (E)
These questions are open ended, encourage pupils to use a broad range of vocabulary and use the text to support their answers. They need to be able to use their knowledge of other texts in this chapter, or even texts they've read at home to inform their opinion.

Reflection



	Tick the skills demonstrated in this theme and discuss examples.	
	Tutor	Pupil
<p style="text-align: center;">Vocabulary</p> <p>I can explain the meaning of words in the text</p> <p>I can create my own sentences using new words</p>		
<p style="text-align: center;">Infer</p> <p>I can infer meaning from the text and justify my explanations</p>		
<p style="text-align: center;">Predict</p> <p>I can predict what might happen and justify my reasons</p>		
<p style="text-align: center;">Explain</p> <p>I can identify/explain how information in the text is related to other parts of the text.</p> <p>I can explain how word choices improve the text.</p>		
<p style="text-align: center;">Retrieve</p> <p>I can retrieve key information from the text.</p> <p>I can record key information accurately.</p>		
<p style="text-align: center;">Summarise</p> <p>I can summarise a part or a whole piece of text in my own words.</p>		